



**Ministry
of Defence**

**Directorate Children & Young People
Policy Directive 3.2.14**

School Governance Committees

Version 1.0 1 Oct 17

Preface

Authorisation

1. This DCYP Policy Directive has been authorised for use by the Director, Children & Young People.

Coherence with other Policy and Guidance

2. Where applicable, this document contains links to other relevant policies (including JSPs and Other Government Departments), as listed below

Related Policy and/or Documents	Title
DCYP Policy Directive 3.2.8	MOD Schools Complaints Procedure V2.0 Jan 17
DCYP Policy Directive 3.2.9	MOD Schools Exclusions Policy V2.0 Jan 17

Further Advice and Feedback - Contacts

3. The owner of this DCYP Policy Directive is the Senior Principal Educator, MOD Schools. For further information on any aspect of this guide, or questions not answered within the subsequent sections, or to provide feedback on the content, contact:

Job Title/E-mail	Project focus	Phone
Brenda Titley Brenda.Titley@modschoools.org		

Review Date

4. This Policy Directive will be reviewed in Jul 2019.

Contents

Preface	i
Authorisation	i
Coherence with other Policy and Guidance	i
Further Advice and Feedback - Contacts	i
Review Date	i
Contents	ii
1 Introduction.....	1
Purpose	1
Scope.....	1
2 MOD SGC Terms of Reference (ToRs)	2
Purpose	2
Roles.....	2

1 Introduction

Purpose

5. The purpose of this directive is to define the structure and Terms of Reference (ToRs) for MOD School Governance Committees (SGCs).

6. MOD SGCs do not have the statutory responsibilities or full delegations held by a Governing Body in England. These responsibilities lie with MOD Schools acting as the Appropriate Authority. For example, SGCs will be **not** be judged by Ofsted on the same criteria as governing bodies in England. The MOD Schools/Ofsted Protocol directs that HMI will make judgements on the effectiveness of the SGC using the TORs articulated in this directive.

Scope

This directive applies to MOD SGCs only.

2 MOD SGC Terms of Reference (ToRs)

Purpose

7. The SGC has a critical role in ensuring positive outcomes for pupils in school by working closely with the senior leadership team (SLT) in agreeing priorities for improvement, ensuring accountability, and monitoring and evaluating school performance. The SGC acts in the best interests of all pupils in the school, focussed by the question, **'What difference will this make to the pupils in the school?'**

Roles

8. The SGC may involve itself in a range of matters consistent with the aim of improving educational provision and outcomes for pupils and families. The head teacher retains responsibility for internal management and for the school's delegated budget. The SGC has the following key roles:

- a. **Providing a strategic view.** The SGC contributes to the setting up and review of the school's operational framework, focussing on raising standards of achievement, establishing high expectations and promoting effective teaching and learning;
- b. **Acting as critical friend.** The SGC supports the head teacher and staff through provision of advice, guidance, information and constructive challenge;
- c. **Ensuring accountability.** The SGC holds the school to account on its performance and management.

Responsibilities

9. The SGC is responsible for:

- a. Working closely with leaders to communicate the vision, ethos and strategic direction of the school and developing a culture of ambition; providing a channel of communication between school, parents and community and promoting improvements to this communication;
- b. Working with senior leaders to ensure that safeguarding procedures are robust and that the school provides a safe and healthy environment for pupils and staff;
- c. Providing a balance of challenge and support to leaders to deliver continuous improvement;
- d. Understanding the management of school finances and how this supports the needs of pupils, including those with SEND, and vulnerable children.
- e. Understanding the role of performance management for teachers in supporting objective setting and delivering priorities outlined in the School Improvement Plan;
- f. Understanding the impact of teaching, learning and assessment on the progress of pupils throughout the school;

- g. Ensuring that assessment information provided to governors is sufficient and accurate for measuring outcomes for pupils.
 - h. Specific SGC members will contribute to the hearing of complaint or exclusion appeals as detailed in the MOD Schools Complaints and Exclusions policies.
10. The SGC Chair is responsible for:
- a. Supporting the performance management of the head teacher alongside the School Improvement Partner (SIP).
11. The SGC Clerk is responsible for:
- a. Liaising with the Chair and head teacher to determine the agenda for SGC meetings;
 - b. Issuing a calling notice for each meeting confirming date, time and venue;
 - c. Ensuring accommodation is booked where required;
 - d. Distributing the agenda and associated papers, including the head teacher's report to ensure receipt at least 10 working days prior to meeting;
 - e. Taking minutes of all SGC meetings, submitting draft minutes to the Chair for approval within 10 working days of meeting and distributing minutes to all SGC members, DCYP (via DCYP group mailbox/MOSS), Senior Inspector Adviser and additional individuals determined by the SGC;
 - f. Maintaining an archive of the agenda, reports and minutes of previous SGC meetings.

Composition

12. A successful SGC will draw on a range of expertise to accomplish its aims. It is therefore important that numbers are optimised for collaborative working and decision making. The composition of the SGC should be reviewed annually and with the agreement of the Chair individuals may attend as observers or contributors. It is recommended that membership includes:
- a. The Chair is nominated by the local Garrison Commander. The choice of nominee should also take account of the Chair's ability to further the interests of the school and its community and to take forward, where relevant, the decisions of the SGC. The Chair should be in a position to attend meetings and to fulfil the responsibilities associated with the position. It would be an advantage for the Chair to have first-hand knowledge as a parent of a child in the school or attending a school in the UK;
 - b. The Vice-Chair is selected from and by the membership of the SGC. The Vice-Chair should be in a position to chair the meetings if the Chair is absent. It would be an advantage for the Vice-Chair to be in a non-deployable position;
 - c. The Clerk should be selected by the Chair and does not need to be a member of the SGC;

- d. The head teacher as an ex officio member or deputy head teacher in lieu;
- e. A Safeguarding Governor, selected by the Chair, with specific duties to maintain oversight of the School's Safeguarding policy and practice;
- f. A single elected representative of all teaching staff;
- g. A single elected representative of all support staff;
- h. Where a school is responsible for an associated Foundation Stage 1(FS1) setting – a single elected representative of FS1 staff can be included;
- i. A minimum of three parent representatives (including FS1 parents). Elections for parent representatives should be held where the number of nominations exceeds the number of vacancies;
- j. Community representatives (Unit Welfare Officer, Padre, AFF). The SGC may determine that a higher number of unit representatives is required;
- k. An MOD Schools representative from HQ DCYP is entitled to attend.

Training

13. Training for SGC members in their roles and responsibilities is currently provided by the School Improvement Partner linked to the school, and where the SIP is unavailable, by another trained member of MOD Schools. Training can be arranged on request.
14. Specific safeguarding training for the Safeguarding Governor role is required and should be arranged as above.

Sub-Committees

15. Each SGC will have a Finance Sub-Committee, with responsibility for monitoring, alongside the head teacher, how the school's finances are used to support priorities and outcomes for pupils. It is important to note that head teachers in MOD schools do not have the same budget delegations as head teachers in England.
16. The SGC should establish a sub-committee when required to consider appeals from parents. This sub-committee will include two SGC members and the Senior Principal MOD Schools. The sub-committee will normally include the chair or vice-chair of the SGC, who will chair the meeting. No members of the sub-committee should have any prior involvement in the case. Staff members at the school may not serve on the complaints sub-committee. Further guidance can be found in the Complaints Procedure for MOD Schools.
17. An Exclusion Review Panel (ERP) will be convened as and when required, to address a parental representation following a fixed term or permanent exclusion. The membership and remit of an ERP is outlined in the MOD exclusions policy and includes one member of the SGC, either the chair or a member nominated by the chair.
18. The SGC may determine that other sub-committees should be established for specific purposes. In such cases, the SGC must determine the membership and terms of reference of the sub-committee. The sub-committee must have a chair, appointed by the

SGC or elected by the sub-committee. The SGC must review the establishment, terms of reference and membership of any sub-committee annually.

Meetings

19. A full meeting of the SGC must be held every term. Additional meetings of sub-committees will also be necessary. The head teacher will present a written report to each termly meeting and, where necessary, to other meetings.

20. Items for discussion at SGC meetings may be proposed by any member of the SGC and by HQ DCYP MOD Schools to the Clerk, Chair or head teacher. Standing items for the agenda are:

- a. Head teacher's report.
- b. Summer meeting – school budget
- c. Autumn meeting – school results

21. The head teacher should ensure that minutes of SGC meetings are readily available to parents, staff, and other interested parties, for example by publication on the school website and/or notice boards for parents and staff.

Procedure for resolution of disagreements

22. If the SGC or its sub-committees are unable to reach agreement with the head teacher concerning his/her budget proposals or on any other matter, the chair of the SGC should refer the matter to the relevant School Improvement Partner for resolution. If a resolution is not reached at this level, the matter will be referred to the Senior Principal MOD Schools, whose decision will be final.