

GOVERNOR'S INDUCTION PACK 2018 / 2019

Authors: Vicki Gifford and Martin Bell

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Ellesmere College Description

We currently have approx. 280 students on role. The pupils have a range of complex learning needs, cognition and learning, communication and interaction and sensory needs. We teach pupils across all key stages (4-19 years).

The college is one of eight special schools serving Leicester City, each with their own individual specialisms.

The college has a strong ethos and sense of purpose based on respect for staff, pupils and visitors.

OFSTED

Ofsted last inspected the school in May 2017 and was rated as good with many outstanding features.

PUPILS

Pupils live across the City, Rutland and Leicestershire, and most pupils are transported into school by minibuses or taxis.

We currently have 112 number of pupils who have a free school meal.

Pupils are taught in the following phases:-

Primary (EYFS, KS1, KS2)	50 Pupils
Key stage 3	94 Pupils
Key stage 4	61 Pupils
Post 16	71 Pupils

COLLEGE STRUCTURE AND STAFFING

The college will be led by a senior leadership team of Principal, Vice Principal, Assistant Principal, two Acting Assistant Principals and Strategic Resources Manager.

We employ approximately 174 staff as detailed below:-

Teachers (including SLT)	46
Teaching Assistants	91
Student Support Officers	4
Behaviour Mentors	2
Lunchtime Supervisors	3
Admin Staff	9
Premises Staff	9
Technicians	2
School Kitchen	6
Community	2

FACILITIES

Ellesmere College moved into a fantastic new building in August 2014. It provides excellent facilities for our learners and we have extensive grounds.

In addition to classrooms and offices we also have:-

- Multi-purpose hall for assemblies, staff meetings, lunches and drama productions
- Café area
- ICT suite
- Two soft play areas
- Outdoor play areas for all key stages
- Large gym
- Medical room
- Meeting rooms
- Horticultural area
- D & T workshop
- Cookery Room
- Sensory Rooms
- BMX track and cycle track
- Outdoor learning areas
- Access to 4G pitch.

Extensive use is made of local facilities, for example, further education colleges, off site providers, swimming pools, theatres, museums and other venues in the city/county.

ASSESSMENT

Ellesmere College uses B-Squared as a formative and summative assessment system which allows us to benchmark our pupils' progress against national expectations. This assessment is supplemented by individual targets established through EHCP's, PEP's and other formal systems.

PARENTS

The overwhelming majority from parents in our last parent survey said that they were really pleased with the college.

Comments from that survey include:-

“My child is happy, enjoys coming to school”

“Best news we have had on her progress”

“My child feels cared for by everyone”

“I think the school is excellent”

COMMUNITY

Ellesmere College has a strong and vibrant community programme which includes local community groups accessing the facilities during the evening, joint partnership arrangements for the management of the 3G pitch, and a PE and sport outreach programme across Leicester City, Leicestershire County Council and Rutland.

We also run a community café once a month and invite local residents to join us.

Mission Statement

Together we learn, together we achieve, learning to succeed.

Vision

We aim to be:

- A purposeful, happy and supportive environment, within which students achieve their full potential
- A college where learning is exciting, purposeful and challenging
- A college where teaching and learning experiences inspire confidence in personal skills, bringing academic success and develop worthwhile lifelong opportunities for all
- A college where everyone who works and learn are inspired to reach their full potential
- A college where partnerships with home and other agencies are seen as vital in supporting individual students to achieve their full potential

We aim to:

- Develop confident learners who take ownership of their learning and are proud of their achievements
- Develop students to be independent, responsible, contributing members of their own community
- Develop a community with a family atmosphere based on care, courtesy and consideration
- Develop the capacity to respond to both local and national challenges and initiatives

Website

Further information regarding the college can be obtained by visiting our website which is found at ellesmerecollege.org.uk.

The website contains information on:-

- Principals Welcome and Blog

- Mission Statement
- Admissions
- Essential Information
- School Organisation
- Governors
- Student Support
- Policies
- How good is this School?
- What do we do?
- News and Events
- Photos of our new building
- Useful Links
- Resources
- Vacancies

Ellesmere College Development Plan 2018-19

Leadership & Management Priority 1: Ensure that staffing meets the needs of organisation and that individuals are able to carry out the responsibilities of their post		Staff: SLT	Governor: Steve White, Vicki Gifford	
Rationale	Our current staffing structure has not been reviewed since 2013, during which time the needs of our cohort of pupils has changed dramatically, alongside the addition of our Primary provision. This will continue to be a trend moving forward.			
Intended impact	A staff team will be in place that have the skills, knowledge and training to meet the needs of all pupils. Staff will have a clear understanding of their roles and responsibilities and their roles and position within the organisational structure.			
	Hit a problem	Not due to start yet	On course	Completed



Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Senior and Middle Leadership structure is fit for purpose and meets the needs of the college.	SB	SW/VG	Write Business Case for staffing review.	Complete by 14 th Sept 2018.				
	SB	SW/VG	Write new job descriptions and person specifications.	Complete by 19 th September 2018				
	SB	SW/VG	Full governing body to ratify the proposed new staffing structure.	19 th September 2018				
	SB	SW/VG	Consult with staff in scope and trade unions.	Consultation period 24 th Sept – 29 th October 2018.				
	SB	SW/VG	Complete the recruitment process to fulfil the new structure.	Completed by 21 st December.				

	SB	SW/VG	Implementation of new staffing structure.	1 st January 2019	Additional £140k for salaries (offset against cover savings – therefore cost neutral)			
Administration team structure effectively meets the needs of the college	SB/LO	SW/VG	Write business Case for staffing review.	Complete by 26 th September 2018				
	SB/LO	SW/VG	Agree job descriptions and person specifications for all roles.	Complete by 26 th September 2018				
	SB/LO	SW/VG	Full Governing Body to ratify restructure plans.	14 th November 2018.				
	SB/LO	SW/VG	Consult with staff in scope and trade unions.	Consultation period 9 th Oct – 13 th Nov.				
	SB/LO	SW/VG	Complete the recruitment process to fulfil the new structure.	21 st December 2018				
	SB/LO	SW/VG	Implementation of new staffing structure.	1 st January 2019				

Teaching, Learning & Assessment Priority 1: Development of creative arts		Staff: Vice Principal	Governor: Martin Bell
Rationale	The college has made progress in developing the arts through the ‘Matilda Champion School’ project. Through this project it became evident that students at Ellesmere gained so much from the performance of Matilda that we intend to develop the provision of the arts to further strengthen the holistic approach to student development.		
Intended impact	Students will gain a broader experience of Artistic experiences. Self-esteem and confidence will be improved through taking part in arts activities. Parental engagement will be strengthened through a commitment to the arts.		

	Hit a problem	Not due to start yet	On course	Completed
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Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress			
There will be a broad range of arts experiences and opportunities available to students across all key stages.	Lead Teacher for Creative Arts	SB	Audit staff skills in the arts.	January 2019					
	SB	MB	Reinstate school council and introduce a student arts subcommittee.	November 2018	£500				
	KM	SB	Develop Matilda performance at link schools.	July 2019	£440				
	AS	SB	Ensure further CPD is offered to key staff.		£1000				
	Lead Teacher for Creative Arts.	AP (KS3)		Whole school arts strategy/action plan in place	March 2019				
		AP (Post-16)		Explore accreditation opportunities	March 2019				
		AP (KS3)		Introduce Creative Arts Day	29 th November	£2000			
		AP (KS3)		2019 school production will take place.	July 2019	£1000			

Teaching, Learning & Assessment Priority 2: To improve teachers' use of holistic approaches to learning and cognition	Staff:	Governor:
Rationale	In September 2018 the curriculum changed significantly from subject specific learning to a topic led curriculum taught, in the main by the class teacher. This has therefore challenged some staff who previously may have only taught their specialist subject. It has also changed the pastoral role of the form tutor making each teacher fully responsible for the learning and outcomes of their class. It is felt that incorporating holistic approaches to learning and cognition	

	such as meditation, yoga and mindfulness may support the building of relationships and the students' metacognition.			
Intended impact	Improved metacognition skills. Improved relationships/pastoral support between tutors and tutees.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Teachers will be confident teaching within the new topic based curriculum and will be confident in a range of skills to achieve a more holistic approach to classroom teaching.	SB	SW	Explore a range of training opportunities for holistic approaches to learning.	29 th March 2019				
	SB	SW	Organise twilight training.	2 nd or 23 rd May 2019	£2,000 for training providers.			
	AS	SB	Further increase teachers' awareness of holistic approaches through UPS teacher projects and 'Sharing Good Practice' sessions.	28 th June 2019				

Teaching, Learning & Assessment Priority 3: Assessment			Staff: VP (Teaching, Learning and Assessment)		Governor: Strategic committee		
Rationale	The current assessment system used across school is B-Squared. This relates to old national curriculum levels and is no longer relevant to our curriculum. Currently B Squared is being used across the school including KS4 and KS5 where there is an issue with dual tracking against B-Squared and Accreditation pathways. The aim is to research and implement a new assessment system which is fit for purpose and links well to the curriculum.						
Intended impact	Progress will be tracked efficiently using a system which matches the curriculum, is user friendly and accessible to parents.						
	Hit a problem	Not due to start yet	On course	Completed			

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress
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Progress will be tracked efficiently using a system which matches the curriculum and is user friendly and accessible to parents.	KD	MB	Further embed EYFS assessments on Evidence for Learning app	November 2018				
	KD	VP (T, L & A)	Provide TA training in EYFS assessment.	May 2019				
	VP (T, L & A)	SB	Review current tracking systems (B-Squared & Evidence for Learning)	March 2019				
	VP (T, L & A)	SB	Confirm which aspects of the curriculum in each Key Stage will be tracked by system and which by accreditation	March 2019				
	VP (T, L & A)	SB	Investigate potential tracking systems	April 2019				
	VP (T, L & A)	SB	Undertake training on the use of new tracking system.	May 2019	£2,000 staff training			
	VP (T, L & A)	SB	Set up confirmed tracking system integrating with ICT systems	May 2019	Purchase of new tracking system £5,000 from 2019/2020 budget			
	VP (T, L & A)	SB	Carry out staff training in confirmed tracking systems.	June 2019				
	VP (T, L & A)	SB	Implement confirmed tracking systems.	September 2019				

Personal Development, Behaviour & Welfare Priority		Staff:	Governor: Vicki Gifford
1: Safeguarding			
Rationale	Safeguarding is of paramount importance at Ellesmere College. This is therefore an ongoing priority.		

Intended impact	College procedures will be effective in safeguarding all students.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
College procedures at all levels are effective in safeguarding all students.	MB	SB	Ensure all members of SLT have full access to CPOMS	Completed by October 2018	Annual CPOMS fee £900			
	MB	SB	Ensure all members of SLT have completed DSL training or refresher where needed	Ongoing	Training costs £1,200			
	MB	SB	Provide staff with further training related to online safety	10 th September 1 st October	In-house training – no cost			
	MB	SB	Provide governor training in safeguarding	March 2019	£400			
	MB	SB	Local Authority to audit Ellesmere safeguarding procedures	July 2019	In SLA 2019/2020			

Personal Development, Behaviour & Welfare Priority 2: EHCP objectives are an integral part of pupil learning, wherever they are and whatever they are doing		Staff: Assistant Principal	Governor: Vicki Gifford
Rationale	In line with curriculum developments to further personalise our offer, objectives set at EHCP reviews should inform planning. With all pupils now having had their EHCP transfer review, systems and processes need to be developed to ensure that all staff working with each pupil are aware of EHCP objectives and use these to plan learning opportunities.		
Intended impact	Staff are able to access EHCP objectives for all pupils, ensuring that reviews are regular and accurate. EHCP objectives are used by staff to inform planning and next steps in learning ensuring an increased rate of progress towards targets.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
EHCP targets are integral to classroom practice and tracked alongside academic progress.	VP (PD, B, W & S)	SB	Raise awareness of role of facilitator and role of tutor in EHCP process	February 2019				
	VP (PD, B, W & S)	SB	Provide training to all tutors in setting SMART pupil objectives	February 2019				
	MB	SB	Review use of Evidence for Learning app for evidencing and tracking EHCP objectives	December 2018				
	VP (PD, B, W & S)	SB	Implement Evidence for Learning app for EHCP targets across the college.	February 2019				

Personal Development, Behaviour & Welfare Priority 3: Behaviour		Staff: Assistant Principal	Governor: Vicki Gifford
Rationale	Monitoring shows that behaviour is managed well across the college. Physical interventions and exclusions have been reduced over recent years. Behaviour is generally managed effectively yet there are some inconsistencies in approach, especially when it comes to rewarding good behaviour.		
Intended impact	Behaviour rewards will be used consistently across the college. Students will be rewarded in the same way when they move between subjects and teachers. Whilst consistent, the approach will have the capacity to be personalised and made bespoke for each individual child		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Behaviour systems will be consistent,	AS	SB	Introduce moderation of SPARC forms into QA calendar	January 2019				

yet personalised for each individual through the use of SPARC forms and a college wide behaviour reward system.	RT	SB	Update SPARC forms with additional information boxes (strategies as part of risk assessment & rewards and sanctions)	Completed by end Oct 2018				
	RT	SB	Review use of blue mats with more complex children	December 2018				
	KM	SB	Gain student views in relation to behaviour rewards.	Completed by end of October 2018				
	KM	SB	Design a consistent reward strategy linked to desired skills/behaviours and agree at SLT	November 2018				
	KM	SB	Implement new behaviour reward system.	January 2019	£10 class rewards budget per student & set up costs. APs to oversee budget.			
	KM	SB	Work with student council to review the new system.	June/July 2019				

Personal Development, Behaviour & Welfare Priority 4: Attendance		Staff: Assistant Principal		Governor: Vicki Gifford	
Rationale	There are robust systems in place for tracking attendance and supporting students whose attendance falls below the expected level. However, there has been an inconsistent approach to rewarding good attendance.				
Intended impact	Attendance will improve through the rewarding of 100% attenders.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress
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Improved attendance from 91% to 93%	MB	SB	Introduce attendance reward system across school. (Fosse Park vouchers and shopping trips for 100% attenders - £5 Autumn, £10 Spring & £15 Summer)	December March July	Attendance Reward Budget of £500 (£475 based on last year's attendance figures)			
	MB	SB	Letters to be sent to parents/carers when attendance falls below 93% and a meeting with phase lead held.	From October 2018				
	MB	SB	Confirm rationale for part time timetables with SSOs – to lead to a reduction in part time timetables.	Ongoing				

Outcomes Priority 1: Accreditation		Staff:	Governor: Strategic committee	
Rationale	At Ellesmere we have high aspirations for our pupils. It is important that all students are academically challenged and follow a pathway of accreditation which is both aspirational and suitable for their phase of development and academic ability.			
Intended impact	All students will achieve a range of accreditations which are both aspirational and suitable for their phase of development and academic ability. There will be clear accreditation pathways which show clear progression through the different key stages.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress
All students achieve a range of accreditations	AP (Post-16)	VP (T, L & A)	Review accreditations currently in place.	February 2019		

which progress through the key stages and are appropriate to each child's phase of development and academic ability.	AP (Post-16)	VP (T, L &A)	Ensure admin processes such as IV, exam entries are in place for accreditations due to complete in summer 2019	March 2019	See exam budget			
	AP (Post-16)	VP (T, L &A)	Agree a suite of accreditations linked to pathways for teaching from September 2019 at KS4 and KS5.	April 2019	See exam budget Training for new qualifications £1000			
	AP (Post-16)	VP (T, L &A)	Develop effective baselining process for AIM Awards qualifications	April 2019				
	AP (Post-16)	VP (T, L &A)	Link tracking system for accreditations to new whole school assessment system.	May 2019				
	AP (Post-16)	VP (T, L &A)	Lead staff training in new tracking system for accreditations.	June 2019				
	AP (Post-16)	VP (T, L &A)	Implement new accreditation pathways – linked to tracking system.	Sept 2019				

16-19 Study Programmes Priority 1: P4A		Staff: Vice Principal	Governor: Martin Bell
Rationale	Analysis of lesson observations from 2017/18 demonstrates that the quality of provision in Post 16 is too variable, with opportunities for individualisation and challenge in lessons missed. This was further supported by the lesson observations carried out as part of the Ofsted inspection in May 2017. The Preparation for Adulthood agenda needs addressing within the context of		

	Ellesmere to ensure that pupils are fully prepared for the next steps in their adult lives.			
Intended impact	The Post 16 provision at Ellesmere will be highly individualised and focused on preparing pupils for adulthood. It will offer pathways appropriate to the range of needs our pupils have, that will challenge and engage them. Opportunities to complete work-based placements or supported internships will be a particular focus, especially for those pupils identified as leavers.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Independence/Preparation for Adulthood will be integral to curriculum planning across all ages. At Post 16 this will focus on destinations and ways into work.	AS	SB	Investigate cost of extending Post 16 P4A mentor role	October 2018	£16,000 additional funding			
	AP (Post-16)	SB	Meet with local FE providers to discuss improvements to transition process	March 2019				
	AP (Post-16)	SB	Develop curriculum offer through Lead teacher appointments	April 2019				
	Lead teacher for independence/P4A	AP (Post-16)	Arrange a healthy living fair for parents/carers across CLASS	June 2019	£400			
	Lead teacher for independence/P4A	AP (Post-16)	Develop whole school approach, linked to vision and	June 2019				

			values of college					
	RT	SB	Develop independent travel programme through Bike-ability.	Courses in place by Dec 2018	£2000 to upgrade bikes.			
	AP (Post-16)	SB	Expand opportunities for work related learning with local businesses.	July 2019 – ready for next academic year				
	AP (Post-16)	SB	Explore opportunities for a residential experience for post-16 to improve life-skills	April 2019				
	AP (Post-16)	SB	Provide a residential life-skills experience for a group of Post 16 students as a pilot.	July 2019	£2000			

Governing Body Key Functions

Governing bodies are the key strategic decision-making body of every school/college. It is their role to set the school/college's strategic framework and to ensure all statutory duties are met.

National Governor's Association identified three core strategic functions:-

1. Establishing the strategic direction, by:
 - Setting the vision, values, and objectives for the school
 - Agreeing the school improvement strategy with priorities and targets
 - Meeting statutory duties

2. Ensuring accountability, by:
 - Appointing the headteacher
 - Monitoring progress towards targets
 - Performance managing the headteacher
 - Engaging with stakeholders
 - Contributing to school self-evaluation

3. Ensuring financial probity, by:
 - Setting the budget
 - Monitoring spending against the budget
 - Ensuring value for money is obtained
 - Ensuring risks to the organisation are managed.

GOVERNORS' CODE OF CONDUCT: ELLESMERE COLLEGE

As individual governors we will:

- Support the aims and objectives of the college and safeguard the interests of the college and the students in the wider community
- Support and promote appropriate partnership and collaboration with other schools / colleges in Leicester City and with the Local Authority
- Work co-operatively with other governors in the best interest of the college, and attend meetings regularly
- Acknowledge that differences of opinion may arise in discussion of issues but when a majority decision of the governing body prevails, it should be accepted
- Make an impartial assessment of the available facts before taking a particular stance or view
- Take account of the views of parents, pupils, staff and interested parties
- Acknowledge that the day to day running of the college and implementation of plans and policies of the governing body is the responsibility of the Principal and senior managers of the college
- Understand that an individual governor has the right, only when the governing body have given their agreement to make statements or express opinions on behalf of the governors
- Not use the position of governor to benefit ourselves, other individuals or agencies
- Declare openly and immediately any conflict of interest arising from a matter before the governing body or from any other aspect of governorship
- Respect the confidentiality of those items of business which the governing body deems to be confidential
- Take or seek opportunities to enhance our effectiveness as a governor through participation in training and development programmes and increasing his/her own knowledge of the school
- have regard to our broader responsibilities as a governor of a public institution. This will include the need to ensure public accountability for the actions of the governing body

Breach of this Code of Conduct

If we believe this code has been breached, we will raise this issue with the Chair who will investigate; the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;

Undertaking

As a member of the Governing Body I will always have the well-being of the students and the reputation of the college at heart; I will do all I can to be an ambassador for the college, publicly supporting its aims, values and ethos; I will not say or do anything publicly that would embarrass the college, the Governing Body, the Principal or staff.

GOVERNOR INDUCTION PACK
Authors: Vicki Gifford and Martin Bell
Version: October 2018



Signed:

Date:

This code of conduct was agreed on (date) and will be reviewed on an annual basis

What Does a Governor Do?

This is a short extract from *Welcome to Governance 6th Edition* – the essential guide for newly appointed governors of state schools, published by the National Governor’s Association ©2014. The document can be found in full by going to nga.org.uk and clicking on “Be a Governor”.

Role of school governor: To contribute to the work of the governing body in ensuring high standards of achievements for all children and young people in the school by:

- Setting the school’s vision, ethos and strategic direction
- Holding the head teacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Chair: Steve White

Vice Chair: Vicki Gifford

Clerk: Nigel Payne

Activities: As part of the governing body team, a governor is expected to:

1. Contribute to the strategic discussions at governing body meetings.
2. Hold the senior leaders to account by monitoring the school’s performance.
3. Ensure the school staff have the resources and support they require to do their jobs well.
4. When required, serve on panel of governors e.g. to appoint the head teacher and other senior leaders.

The role of governors is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- Write school policies.
- Undertake audits of any sort.
- Spend much time with the pupils of the school.
- Fundraise.
- Undertake classroom observations to make judgements on the quality of teaching.
- Do the job of the school staff.

Membership of Governing Body

Nigel Payne	Clerk to Governors	ncjpayne@virgin.net
Steve White	Chair	stevewhite1946@hotmail.com
Vicki Gifford	Vice-Chair	victoriagifford@btinternet.com
Roger Blackmore	Local Authority	rogerblackmore@yahoo.co.uk
Martin Bell	Local Authority	martin.bell27@ntlworld.com
Sally Donald-Deacon	Parent	Sallydonald-deacon@virginmedia.com
Ian Clowes	Parent	Ian.Clowes@becuk.center
Kulwinder Singh Johal	Co-Opted	Ks.johal@hotmail.com
Philippa Berry	Co-Opted	pipberry@hotmail.com
Franki Williams	Co-Opted	fw@directcare.uk.com
Steph Beale	Principal	sbeale@ellesmere.leicester.sch.uk
Bev Fuller	Staff	bfuller@ellesmere.leicester.sch.uk
Richard Burt	Staff	rburt@ellesmere.leicester.sch.uk
Angela Smith	Associate Member	asmith@ellesmere.leicester.sch.uk
Linda Oakley	Associate Member	loakley@ellesmere.leicester.sch.uk

COMMITTEE STRUCTURE/TERMS OF REFERENCE

Finance/Personnel Committee

Martin Bell (chair)
 Roger Blackmore
 Ian Clowes
 Steph Beale
 Linda Oakley (Associate)

Strategic Committee

Vicki Gifford (chair)
 Steve White
 Martin Bell
 Steph Beale
 Angela Smith (Associate)

Buildings, Site and Health & Safety

Vicki Gifford (chair)
 Franki Williams
 Steph Beale
 Richard Burt
 Sally Donald-Deacon
 Linda Oakley (Associate)
 Mark Botterill (SLT)

Student/Staff Discipline Committees

The membership of the Committee will be drawn from eligible members of the main Governing Body.

Governors with Lead Responsibilities

Behaviour/Safeguarding Vicki Gifford
 Teaching and Learning Martin Bell

Terms and Reference for the Governors Finance/Personnel Committee

Membership

The Governors at Ellesmere College shall determine, and review annually at the first meeting of the school year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership shall include:-

4 Governors

Principal

Associated members as appropriate

Chairing

A chair of the committee will be appointed by this committee. If no chairperson is in place, a temporary chair will be elected for each meeting.

Attendance

Members of the committee may allow other persons to attend meetings as appropriate.

Quorum

There must be at least three governors to be quorum on this committee.

Meeting Schedule

The committee shall meet four times per year, and will take place the week prior to the full governors meetings.

FUNCTION

The main purpose of the committee is to advise the Governing Body and the Principal on general financial and staffing matters relating to the College.

1. Financial Matters

The committee is responsible for:

- Drawing up spending plans with the assistance of the Principal for approval by the Governing Body, within the framework of financial procedures.
- Monitoring Expenditure.
- Monitoring Income

- Delegating to the Principal the authority to approve spending on non-recurrent items up to £5,000 and recurrent items up to a maximum £5,000. In exceptional circumstances only the Principal may request verbal authorisation from committee members if outside this amount.

The Committee has three specific annual tasks:-

1. During the Autumn Term, consider the financial out-turn figures for the previous financial year and to draw up a projective plan for the forthcoming financial year.
2. During the Spring Term, prepare the provisional budget in accordance with any principles set by the Governing Body or information received from the LA.
3. By the end of May to have submitted to the Governing Body for agreement the budget for the forthcoming year.

In addition the committee will:

- Receive monthly reports from the Strategic Resources Manager as to the accumulative monthly spend;
- Advise the Principal and the Governing Body on measures to be taken to correct variations where appropriate.
- Review levels of expenditure delegated to the Principal as part of Annual Plan.
- Alert the governing body of any major elements of expenditure.
- Receive regular in-house training on financial matters and legislation.
- Monitor income and expenditure on the Ellesmere Supporters Account and receive audited copies of annual accounts.
- Adopt and maintain the Finance Policy.

2. Personnel Issues

The Committee will meet to discuss and make decisions on issues relating to recruitment, staff welfare, staff development and performance management. The committee will ensure that we are working towards current employee legislation at all times.

All members on this committee must maintain strict confidentiality.

In particular the committee will work with the Principal on the following issues:-

- To maintain and keep under review the college staffing structure.
- To advise on appointments, posts and salaries within the overall staffing structure, including the consideration of job sharing and part-time working, within the financial restraints of the college budget.
- To adopt and maintain policies relating to the resource committee i.e. Whole School Pay Policy, Data Protection Policy, Safeguarding Children, Performance Management.
- To keep under review the College's arrangements for the well-being of staff.

- To review the patterns of staff absences and to consider requests for staff leave of absence.
- To advise the Governing Body of any changes relating to Performance Management.
- To ensure that capability and competency procedures are updated.
- To ensure that staff induction training and professional development are carried out to a satisfactory standard.
- To review and approve the Principal's salaries on an annual basis, in conjunction with the School Advisor.
- To ensure appropriate appeals and grievance systems are in line with the Local Authority.
- Apply fairly all areas of pay as identified in the policy, and the Leicester Approved Pay Structure, including the discretionary elements.
- On an annual basis, in line with agreed timetable, carry out salary reviews for teaching staff in line with performance reviews as per the appraisal policy.
- Determine salary, at the time of first appointment, for all new staff.
- Ensure that all statutory and contractual requirements are complied with.
- Ensure that full and accurate records of decisions are kept.
- Ensure that the Principal advise staff in writing about the outcome of the pay reviews.

The quorum for all meetings is at least three Governors and a clerk must be appointed to the committee.

There will be a further three independent Governors should there be an appeal.

The Governing Body agrees the College budget and will ensure that appropriate funding is allocated for performance pay progression on all levels. The Governing Body recognises that funding cannot be used as a criterion to determine Upper Pay Range progression.

This committee will report to the full governing body three times annually.

Terms of Reference for the Governors Buildings, Site and Health & Safety Committee

Membership

The Governors at Ellesmere College shall determine, and review annually at the first meeting of the school year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership shall include:-

4 Governors

Principal

Premises Officer

Associated members as appropriate

Chairing

A chair of the committee will be appointed by this committee. If no chairperson is in place, a temporary chair will be elected for each meeting.

Attendance

Members of the committee may allow other persons to attend meetings as appropriate.

Quorum

There must be at least three governors to be quorum on this committee.

Meeting Schedule

The committee shall meet three times per year, and will take place the 2 weeks prior to the full governors meetings.

Clerking

Clerking will be undertaken by the Secretary/PA.

TERMS OF REFERENCE

Buildings

- To review the security requirements of the school annually.
- To place proposals to the Governing Body for expenditure on Capital Funding and Maintenance expenditure and ensure that maintenance and decoration, in line with the agreed financial allocations is carried out.
- To monitor the conditions of the College premises and grounds regularly and report to the Governing Body on general repair and maintenance.
- To be fully informed of any necessary insurance and liaising with the Finance Committee to ensure that premiums are paid when required.
- To consider the Lettings Policy and charges and advise the Governing Body on such matters.
- To use comparative statistical data in order to compare the school with similar sized schools for costs on electricity/water/telephone costs.
- To monitor the work of Leicester City Council and external contractors in the preparation and implementation of contracts.
- To liaise with the Local Authority about any matters concerning the school premises and grounds.
- To check that the College Inventory is maintained to a satisfactory standard on an annual basis.

Health & Safety

- To assist in the formulation and review of the College Health & Safety Policy, associated arrangements and codes of practice including those dealing with college security and safety and ensure that procedures for implementing the Health & Safety Policy are in place and are followed.
- To ensure that an annual risk assessment of the premises is carried out, to make regular assessments of any risk factors which may put the health, safety and welfare of staff, students and visitors at risk and to monitor and evaluate safety outcomes, i.e. risk assessment, reports/accidents statistics/near misses.
- To ensure that a fire drill/evacuation is carried out at least once per term.
- To ensure that any policy amendments put to the Governing Body comply with legislation and the Local Education Authority guidance.
- To closely monitor all safeguarding aspects of the college for students, staff and visitors.

Accessibility

- To recommend to the Governing Body reasonable adjustments to allow access and use of the premises by the disabled.

This committee will report to the full governing body three times annually.

October 2018

Terms of reference for the Governors' strategic development group

Purpose of the strategic development group

To monitor, develop and influence the strategic direction of the college and ensure that the different strands of the remit interlink with each other in order to ensure a cohesive approach to the college's strategic development

Constitution

The Governing Body of Ellesmere College has established a committee to the Governing Body to be known as the Strategic development Committee. The committee has no executive powers other than those specifically delegated in these terms of reference

Membership

The Governors of Ellesmere College shall determine, and review annually at the first meeting of the academic year, the terms of reference and membership of the committee. Associate members may be members of the committee, but the majority of committee members shall be governors from the full governing body.

Membership will include:

Voting members:

4 governors
Principal

Non voting members:

Associated members, as appropriate

Chair

A Chair of the committee will be appointed by this committee. If no chair is in place, a temporary chair will be elected for each meeting

Attendance

Members of the committee may allow other persons to attend meetings as appropriate

Quorum

Business will only be conducted if the meeting is quorate. There must be at least three governors to be quorate on this committee

Frequency

The committee will meet four times per year, and will take place the week prior to the full governing body meeting

Accountability

Members will be invited to declare any interests they might have in any issues arising at the meeting that might conflict with the business of the Governing Body

Clerking

To be decided

Objectives:

- To consider and advise the governing body on standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy
- Ensure the school has a curriculum that satisfies statutory requirements and meets the students' needs including extension and enrichment activities
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the finance and personnel committee or the Governing Body
- To agree and monitor the school's curriculum policy
- To ensure that strategies are in place to raise achievement for all students
- To ensure there is high quality teaching and learning across all year groups
- To ensure there is reliable assessment and high quality tracking information for all learners
-
- To make arrangements for the Governing Body to be represented at college Improvement discussions with the LA and for reports to be received by the Governing Body
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, eg SEN. To receive regular reports from them and advise the Governing Body.
- To oversee the implementation of the college's policy for educational visits and learning outside of the classroom, including the appointment of a named co-ordinator
- To establish a charging and remissions policy for activities
- To adopt and review home-school agreements
- To monitor pastoral issues including agreeing and monitoring the school's behaviour for learning policy
- To receive reports on exclusions and other behaviour data
- To receive reports on attendance
- To establish and keep under review arrangements for Governors' visits to school
- To oversee arrangements for Governor involvement in formulating and monitoring the School Development Plan
- To consider teaching and learning issues which have implications for finance and staffing decisions and to make recommendations to the Governing Body and relevant committees.
- To ensure that any recommendations from OFSTED or LDBS are implemented and that appropriate governors are fully involved in the process by supporting the relevant staff members.
- To arrange and oversee a review cycle for all relevant policies.

SCHEDULE FOR GOVERNORS MEETINGS

The Full Governors meetings take place four times per academic year, twice in the Autumn Term and once in the Spring and Summer Terms.

The Committee meetings meet three times per academic year, once in each term.

The dates for this year's meetings are as follows:-

GOVERNORS MEETING SCHEDULE 2018/2019 (Version 2)			
	DATE	TIME	ROOM
FULL MEETING	Wednesday 26th September 2018	4.30pm – 6.30pm	5
Strategic	Wednesday 14th November 2018	8am – 9.30am	51
Health & Safety	Wednesday 14th November 2018	10am – 11.30am	51
Finance & Personnel	Friday 16 th November 2017	8am – 9.30am	51
FULL MEETING	Wednesday 28 th November 2018	4.30pm – 6.30pm	5
Strategic	Wednesday 6 th March 2019	8am – 9.30am	51
Health & Safety	Wednesday 6th March 2019	10am – 11.30am	51
Finance & Personnel	Friday 8th March 2019	8am – 9.30am	51
FULL MEETING	Wednesday 20th March 2019	4.30pm – 6.30pm	5
Strategic	Wednesday 5th June 2019	8am – 9.30am	51
Health & Safety	Wednesday 5th 2019	10am – 11.30am	51
Finance & Personnel	Friday 7th June 2019	8am – 9.30am	51
FULL MEETING	Wednesday 19 th June 2019	4.30pm – 6.30pm	5

MINUTES OF LAST FULL GOVERNOR'S MEETING AND PRINCIPAL'S REPORT

Minutes of a Meeting of the Governors of Ellesmere College held at the College on Wednesday, 20th June 2018 at 4.30pm

PRESENT

Mr. S. White – Chair	Mrs. S. Donald-Deacon
Mr. R. Blackmore	Ms B. Fuller
Ms V. Gifford	Mr. M. Bell
Mr. R. Burt	Mrs. A. Owen
Mrs. P. Berry	Ms F. Williams
Mrs. L. Richardson and Ms L. Pittwood – Co-Principals	

In Attendance

Ms S. Beale, new Principal from September 2018
Mr. N.C.J. Payne, Clerk to the Governors

1. Apologies for Absence

No apologies had been received in advance of the meeting.

2. New Principal from Autumn 2018

Ms Stephanie Beale, who was in attendance, was warmly welcomed as the new Principal with effect from the beginning of the Autumn Term 2018.

3. Declaration of Governors' Interests

Nil.

4. Items for Any Other Business

Nil.

5. Confirmation of the Minutes

The minutes of the meetings held on 6th March and 21st March 2018, having been previously circulated to all Governors, were taken as read, confirmed and signed (copies filed herewith).

6. Matters Arising from the Minutes

There were no matters arising not covered elsewhere on the agenda.

7. Report of the Co-Principals

The Co-Principals' Report, having been previously circulated, was received and considered (copy filed herewith).

Matters Arising from the Report

- a. There had been a reduction of approximately 50% in the number of student days lost through exclusion. It was felt that this was mainly due to the introduction of the more effective strategies introduced by the College.

ACTION

A Governor suggested it would be helpful to receive a summary of the reasons behind the exclusions. Mrs. Richardson agreed to make this information available.

- b. Once again, there had been a wide range of exciting activities for students, a summary of which was set out in the Report. Mrs. Richardson highlighted some of the main highlights, including the Dance Club held at Curve when student behaviour had been observed to be exemplary.
- c. As discussed by the Strategic Group, it was stated that the College Development Plan was completely on track.

8. Minutes/Reports of Committees and Working Groups

a. Strategic Development

The minutes of the meeting of 6th June 2018, having been circulated, were received (copy filed herewith).

The Teaching and Learning section of the minutes, including Standards and Data, was highlighted.

LP updated Governors on a request from the Local Authority for the admission of some 15 additional students for whom no places existed elsewhere within the Authority. A temporary building is to be provided but not until the middle of October. LP explained how it was proposed to manage a difficult situation in the short term. When asked if there might be a potential impact on the budget, it was explained that initially any additional costs could be met from the budget allocation agreed on 28th May.

The outcome of the Local Area Review was not expected to be a positive one for the City authority. The Report of this review is expected to be published at the end of the month when Leicester will respond by producing an Action Plan.

b. Personnel and Finance

The minutes of the meeting held on 7th June 2018, having been circulated, were received, together with the CFR Summary Report dated 23rd May 2018 (copy filed herewith).

The CFR Report was presented by LO, who reported a substantial carry forward figure from the previous financial year.

The Budget Plan, as presented, was formally approved by the Governing Body.

Mrs. Oakley was commended on all her hard work in managing the College budget.

It was noted that a review of College IT is to be undertaken.

Governors were pleased to note that a solution to the CHP/Boiler and Life Cycle issue now appears to have been reached. LO said that snagging

work was due to start in a matter of days. It was hoped that a resolution of the overheating problems experienced in some areas of the building would be one of the benefits.

c. **Buildings, Site and Health and Safety**

The minutes of the meeting held on 6th June 2018, having been circulated, were received (copy filed herewith).

VG said that as a result of new safeguarding guidance to be implemented from September, a revised plan for Governor training was needed with safeguarding as a main priority.

9. **Approval of the College Budget Plan**

This item had been addressed during consideration of item 8(b) above.

10. **Approval of School Policies**

The following policies were formally approved on the recommendation of the relevant Committee:

- Visitors including VIPs Policy.
- Separated Parents Policy.
- Actions to be taken on receipt of a Bomb Threat Checklist.

Copies of the three are filed with these minutes.

11. **Governor Training Issues**

There was nothing specific to report at this time.

12. **Reports of Governors' Visits**

Ms Williams and Ms Gifford reported briefly on their meeting with the Safeguarding Co-ordinator. Reference was made to the new Safeguarding guidance and the External Audit.

The Community Café had been visited by Mrs. Berry and Mr. Bell.

13. **Governing Body Membership**

The resignation of Mrs. A. Merry, Co-opted Governor, was received. She was warmly thanked for her support to the Governing Body, in particular in the area of finance. A total of two Co-opted Governor vacancies now existed.

Chair/Clerk

VG suggested that a new governors' Skills Audit should now be undertaken.

Chair

14. **Statutory, LA and Information Issues**

Copies of this term's LA briefing papers had been circulated by the Clerk with the agenda and other supporting papers. Particular attention was drawn to the latest Data Protection legislation which came into effect on 25th May. Governors were given a college progress update.

All Governors were requested to sign the Privacy Notice, copies of which had

been circulated.

15. **Correspondence**

Nil.

16. **Dates of Future Meetings**

LO agreed to liaise with the Clerk and the new Principal in producing and circulated a revised calendar of dates for the next academic year. LO

17. **Any Other Business**

a. **Fencing**

The College had responded to a letter received from Liz Kendall MP, expressing concerns from local residents about the perimeter fencing.

- b. The Chair formally thanked Ms Pittwood and Mrs. Richardson for all their work and achievements as co-Principals. Both would leave the College at the end of the current academic year, to be replaced by Ms Beale. Arrangements for a suitable occasion to mark their departure were reported, to take place on Friday, 6th July from 4.00pm – 5.30pm.

PRINCIPAL'S REPORT TO THE GOVERNING BODY

DATE OF MEETING: Wednesday 21st March 2018

TIME OF MEETING: 4.30 p.m.

(1) College characteristics (September – November 2017)

(a) Exclusions

	Number of exclusions	Number of Days	Number of students
Year to Date (Sep-March)	9	20	6
Autumn 2017	2	5	2
Autumn 2016	1	3.5	1

(b) Safeguarding children

- There have been 49 reported safeguarding and welfare concerns related to 34 students
- 1 child has been placed on the child protection register
- 3 students have been taken into local authority care
- 2 incidents have involved CEOP
- 2 incidents have involved the police

(c) Number on roll

	Boys	Girls	Total
Year F2	0	0	0
Year 1	10	3	13
Year 2	5	1	6
Year 3	5	3	8
Year 4	4	2	6
Year 5	8	2	10
Year 6	6	1	7
Year 7	15	10	25

(d)

Year 8	26	10	36
Year 9	23	8	31
Year 10	21	9	30
Year 11	20	8	28
Year 12	15	11	26
Year 13	18	9	27
Year 14	11	5	16
Whole School – Year to Date	187	82	269
Whole School Autumn 2017	188	82	270
Whole school 2016	178	74	252

Attendance

	Authorised Absence	Unauthorised Absence	Attendance
Whole School	7.7	1.6	90.7
Compulsory School Age	7.3	1.3	91.3

(e) FSM / Pupil premium

Term	Number of students	% of students
Year to Date (Sep- March)	105	39%
Autumn 2017	109	40.4%
Autumn 2016	94	37.3%

(f) English as an additional language students

Term	Number of students	% of students
Year to Date (Sep- March)	88	32.7%
Autumn 2017	88	32.6%
Autumn 2016	77	30.6%

(g) ASD diagnosis

Term	Number of students	% of students
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Year to Date (Sep-March)	84	31.2%
Autumn 2017	77	28.5%
Autumn 2016	68	27%

(h) Hearing impaired

Term	Number of students	% of students
Year to Date (Sep-March)	21	7.8%
Autumn 2017	21	7.8%
Autumn 2016	14	5.6%

(i) Visually impaired

Term	Number of students	% of students
Year to Date (Sep-March)	7	2.6%
Autumn 2017	7	2.6%
Autumn 2016	6	2.4%

(j) Parental views, contribution and involvement

- EHCP / Annual review meetings
- Individual diaries
- Phase coffee meetings
- Viewing mornings
- Community café
- Parent workshops
- Individual parent meetings
- Telephone calls
- College newsletter

(k) Student activity

A number of activities have taken place during this period including:

- Rock school for identified students
- Team sports with other special schools / colleges
- Visits to museums
- Multi sports club
- BMX club
- Dance club
- Student council meetings
- Sensory Atelier (two year project)

- Whole school pantomime (theatre in education)
- Theatre / concert visits
- Visits to places in the local community
- Community café run by students
- South Leicester college links
- Hot Choc Friday
- Phase activities
- Christmas concert (Around the World)
- School Christmas dinner / phase activities for Christmas
- World book day
- Careers afternoon

(2) Committee meetings

The Strategic development, Health and Safety and Finance committees have all met during this period. Minutes of those meetings and matters needing ratification by the full governing body will be presented to governors at this meeting. The minutes of meetings contain the majority of information required by governors.

(3) College raising attainment plan

The 2017 – 2018 raising attainment plan (RAP) was discussed at the Strategic committee meeting on Wednesday 7th March 2018. Current progress on actions were discussed and it was noted that the college is on track to complete actions set for the academic year 2017 – 2018. Of particular note is the delaying of the staffing re-structure until the arrival of the new principal in September.

(4) Student achievement and progression

Teaching and Learning

Standards and Data

○ Student Progress Spring 2018

A summary of key pupil performance document was shared. Key points were discussed which included: the assessment process, the responsibility for tracking performance, personalised targets and accreditation.

Shared Pupil Progress Assessment Sheet: key indicators include attendance, subject progress and EHCP outcomes. Agreed the holistic approach is very useful.

Governors noted that the information is well presented and clear. Governors' were also informed that the Local Authority performance dialogue for the college was to be held on Thursday 8th March. Steve White will attend the meeting

Curriculum

○ Learning Pathways Update

The current pathways will be kept for the next academic year as it is clear that they are working well, link in with student groupings and enable flexibility across the curriculum and college.

○ Arts Mark Award

College is now working towards being an Arts Mark School, and has been accepted onto the programme after submission of a proposal. The action plan has been signed by Steve White. The college will be hoping to appoint some-one with responsibility for the Expressive Arts work in the upcoming recruitment drive. Confirmed the Curve event would remain co-ordinated by Ellesmere College this year but to be reviewed by Special School Heads

(5) Quality of teaching

The following activities / meetings have taken place during this period to inform an overview of standards:

- Book looks
- Line management meetings
- Lesson 'Drop ins'
- Lesson observations
- Data collection and analysis across all subjects

- Pupil progress meetings
- Teaching assistant training and development
- Curriculum leader review

A QA report on the 'drop ins' was presented to the strategic group. The report gave a detailed analysis on how the marking and feedback policy was being used within the classroom in order to support pupil progress and CPD activities planned as a result of that piece of work.

(6) Behaviour and safety

Mark Botterill and Rebecca Tobitt (assistant heads) have been responsible for the continued development of identified areas of work within behaviour and safety. An end of year paper was presented to the strategic group as part of the performance dialogue with the local authority

Interventions

Alongside classroom interventions students are able to access a range of additional opportunities to meet their needs. These include:

- Internal support around curriculum areas (e.g. additional English / Maths / Science support, Sports leaders, Let's Talk programme)
- Support around personal development (e.g. drawing and talking; lego therapy; sports mentoring)
- Accessing alternative provision including external accreditations and providers)
- Accessing external support (e.g. CAMH's; school counsellor, speech and language therapy)
- Work on the farm

Attendance

Attendance (92.7%) was higher than the college target over the last academic year (92%). This figure is higher than the national special school average of 90.9%

The college has a small group of persistent non – attenders who are tracked with support from the education welfare officer and, if appropriate, other agencies.

Behaviour

- A report about behaviour, how it is being tracked and interventions resulting from the analysis was discussed with governors.
- New positive behaviour reward systems have been rolled out across phase 1.
- An analysis of behaviours reported was presented as part of the performance dialogue meeting

(7) Leadership and management

- Teacher interim appraisal meetings have taken place
- Line management meetings have continued. The line management meetings have proved to be a very effective way of keeping track of projects and progress across subject areas and matters of whole college development
- A new principal has been appointed to begin in September 2018
- Two staff have been seconded to the SLT until January 2019.
- One member of staff has been seconded to the position of vice – principal until January 2019
- One member of staff is participating in the NPQSL course
- One member of staff has been completed the National Professional qualification for head teachers
- Two members of staff have completed, and passed, the NPQSL (National Professional Qualification for Senior leaders)
- SLT / middle leader training has taken place, both internally and externally, focusing on roles and responsibilities

(8) AREAS FOR DISCUSSION AT GOVERNING BODY MEETING:

- Planning for the next academic year

L Pittwood/ L Richardson

Staff list 2018/2019

Senior Leadership Team	
Stephanie Beale	Principal
Angela Smith	Vice- Principal
Mark Botterill	Assistant Principal
Rebecca Tobitt	Assistant Principal
Kirsten Davies	Assistant Principal
Linda Oakley	Strategic Resources Manager
Teaching Staff	
Katie Pollock	Primary
Amy Marriott	Primary
Melissa Taylor	Primary
Amy Hesketh	Primary
Agneiska Janus-Skora	Primary
Lucy Jacques	Primary
Danielle Spacagna	Primary
Michelle Garner	Phase 1
Andrew Mecrow	Phase 1
Amy Wadd	Phase 1
Kat Hill	Phase 1
Owain Wadkin	Phase 1
Edward Titley	Phase 1
Kim Preston	Phase 1
Heather Chapman	Phase 1
Amy Green-Wright	Phase 1
Hanan Younis	Phase 1
Sandip Khodiara	Phase 1
Rachel Hunter	Phase 1
Eleni Loukoutou	Cross Phase
Lucy Duckett	Cross Phase
Gemma James	Cross Phase
Clare Fox	Phase 2
Sally-Anne Gough	Phase 2
Jacque Bussue	Phase 2
Jan Young	Phase 2

Martin Ware	Phase 2
Sara Henderson	Post-16
Gareth Whittingham	Post 16
Vicky Grage	Post 16
Diane Adams	Post-16
Joanne Marshall	Post-16
Nila Lodhia	Post-16
Rebecca Robinson	Post-16
Stephen Henderson	Post-16
Kirsty Matthews	PE teacher
Jonathan Fleetwood	PE teacher

Miney Dixon	Class teacher/EHCP co-ordinator
Support Staff	
Satti Shankar	Primary Student Support Officer
Kerry Bunce	Phase 1 Student Support Officer
Tanya Jones	Phase 2 Student Support Officer
Dave Whittaker	Post-16 Student Support Officer
Sanchez Allen-Coltman	Behaviour and Learning Mentor
Sarah Ayres	Behaviour and Learning Mentor
Beryl Garland	Intervention T.A. (L3)
Norma Hadfield	Intervention T.A. (L3)
Jethro Bird	Intervention T.A. (L3)
Elaine Dryden	Intervention T.A. (L3)
Denise Drinkwater	Outdoor Learning (L3)
Fiona Barry	Outdoor Learning (L3)
Lorraine Melhuish	Alternative Provision (L3)
Bev Fuller	AIM Awards Internal Verifier (L3)
Karen Cooper	Cover Supervisor (L3)
Joy Whitmore	Numeracy HLTA
Sam Fields	Literacy and Communication HLTA
Amy Penfold	Primary
Harjit Mandair	Primary
Imran Ahmed	Primary
Jo Burton	Primary
Neil Bostock	Primary
Rebecca Orme	Primary

Sana Rehman	Primary
Adele Bond	Primary
Michelle King	Primary
Jorja Sorby	Primary
Tia Shaw	Primary
Faheema Sattar	Primary
Jasmine Howdle	Primary
Julie Thorpe	Primary
Ummaima Osman	Phase 1
Tina Mullett	Phase 1
Catherine McBurney	Phase 1
Jo Porter	Phase 1
Shawn Moore	Phase 1
Sophie Abell	Phase 1
Alix Canavan	Phase 1
Vicky Mumford	Phase 1
Munera Cassambai	Phase 1
Raseshvari Katechia	Phase 1
Danielle Mulligan	Phase 1
Rachel Holland	Phase 1

Samantha Floyd	Phase 1
Owen Martin	Phase 1
Dorota Ciesla	Phase 1
Collette Blockley	Phase 1
Munawar Shaffi	Phase 1
Anne Marie Cronogue	Phase 1
Rob Whitehouse	Phase 1
Sophie Hailes	Phase 1
Laura Cuthbert	Cross Phase
Atya Alam	Cross Phase
Sam Wright	Cross Phase
Janki Sisodia	Cross Phase
George Bascom	Cross Phase
Hannah Lodge	Cross Phase
Debbie Shaw	Phase 2
Larnaca Panayiotou	Phase 2

Mark Conway	Phase 2
Julie Gurney	Phase 2
Renu Prinjha	Phase 2
Terri Reece	Phase 2
Lianne Trotter	Phase 2
Lauren Booher	Post 16
Farhanaz Popat	Post 16
Nikki Cunningham	Post 16
Carol Paget	Post 16
Hiren Solanki	Post 16
Sumaiya Juma	Post 16
Natasha Williams Gough	Post 16
Julie Randell	Post 16
Neina Tailor	Post 16
Madeleine Duval	Post 16
Jo Cave	Post 16
Angela Armsted	Post 16
Daniel Nundra	Post 16
Rebecca Paddock	Resource Teaching Assistant
Anne Marie Dexter	D&T Technician
Lynda Maddern	Specialist Support Worker – H.I.
Sam Storer	Specialist Support Worker – H.I.
Dawn Dryden	Specialist Support Worker – H.I.
Andree Errington	Specialist Support Worker – H.I.
Susan Straker	Specialist Support Worker – V.I.
Disability Sports Team	
Sandra Pugh	Disability Sports Development Manager
John Duggan	Disability Sports Development Manager
ICT and Administration Staff	
Kate Bullock	Finance Officer
Tracey Beck	Office Manager (Teaching and Learning)
Corrinna Sargent	Office Manager (Data and Sims)
Kim Burrell	Office Manager (Organisation)

Gill Hutchinson	Administration Assistant
Jo Mason	Reception
Debbie Shaw	Parent Link Worker
Sarah Treanor	ICT Manager
Elsbeth Woodgate	Projects Administrator
Annie Sibson	ICT Team
Scott Smythe	ICT Team
Kitchen Staff, Dining Supervisors and Cleaners	
Richard Burt	Premises Officer
Diane Lawson	Assistant Premises Officer
Babs McLaughlin	Kitchen Manager
Maz Llonador-Smith	Kitchen Supervisor/Cleaner
Tracey Allsop	Kitchen Assistant
Maggie Lock	Kitchen Assistant
Lorraine Spence	Kitchen Assistant/Cleaner
Cherie Berrie	Kitchen Assistant
Glynis Galliard	Dining Manager
Lyn Harrison	Dining Supervisor
Lynda Symcox	Dining Supervisor
Julie Hair	Cleaner
Kate Hayward	Dining Supervisor/Cleaner
Bev Golding	Cleaner
Pat Coble	Cleaner
Mark Coble	Cleaner
Daisy Porter	Cleaner
Lynda Eastmond	Cleaner

Room Maps



Lower Floor

Bookable rooms indicated in purple



BUDGET INFORMATION

CFR FINAL 2017 - 18

School	Ellesmere College	
CC	Input cost centre into this box	30503
DfE		7218
CFR HEADINGS		

	FINAL AGRESSO OUTTURN	£	Adjustment for De- delegation (£)	Amount to Balance to for CFR purposes (£)
I01 Funds Delegated By LA - SECT 52	4,912,207.66		0.00	4,912,207.66
I01 Early Years Single Funding Formula	0.00			0.00
I01 Funds Delegated	26,231.65			26,231.65
TOTAL I01	4,938,439.31		0.00	4,938,439.31
I02 SIXTH FORM	4,506.00			4,506.00
TOTAL I02	4,506.00		0.00	4,506.00
I03 Sen Funding SECT 52	0.00			0.00
I03 Sen Funding (Not Special Schools)	120,384.84			120,384.84
TOTAL I03	120,384.84		0.00	120,384.84
I04 Funding For Ethnic Minority Pupils	0.00			0.00
I05 Pupil Premium	103,690.00			103,690.00
I06 Other Government Grants	0.00			0.00

I07 Other Grants And Payments	10,618.44		10,618.44
I08 Income From Facilities And Services	29,507.15		29,507.15
I09 Income From Catering	34,505.81		34,505.81
I10 Receipts From Supply Teacher Insurance Claims	0.00		0.00
I11 Receipts From Other Insurance Claims	0.00		0.00
I12 Income From Contributions To Visits Etc.	1,191.10		1,191.10
I13 Donations And/Or Private Funds	2,688.66		2,688.66
I15 Pupil focused extended school funding and or grants	0.00		0.00
I16 Community focused school funding/grants	0.00		0.00
I17 Community focused school facilities income	52,536.65		52,536.65
I18 Additional Grants for Schools	12,883.00		12,883.00
Total Income	5,310,950.96	0.00	5,310,950.96
Total Income I01 - I15 + I18	5,258,414.31	0.00	5,258,414.31
Total Income I16 - I17	52,536.65	0.00	52,536.65
E01 Teaching Staff	1,698,831.40		1,698,831.40
E02 Supply Staff	9,833.01		9,833.01
E03 Education Support Staff	1,376,398.99		1,376,398.99
E04 Premises Staff	124,753.67		124,753.67
E05 Admin & Clerical Staff	339,267.09		339,267.09
E06 Catering Staff	95,030.18		95,030.18
E07 Cost of Other Staff	18,672.66		18,672.66
E08 Indirect Employee Expenses	66,492.09		66,492.09
Sub Total (Payroll)	3,729,279.09	0.00	3,729,279.09
E09 Staff Development & Training	16,124.05		16,124.05
E10 Supply Teacher Insurance	5,527.70		5,527.70

E11 Staff Related Insurance	6,764.65	0.00	6,764.65
E12 Building Maintenance & Improvement	81,466.09		81,466.09
E13 Grounds Maintenance & Improvement	7,927.15		7,927.15
E14 Cleaning & care taking	3,924.84		3,924.84
E15 Water & Sewerage	18,677.51		18,677.51
E16 Energy	46,635.71		46,635.71
E17 Rates	0.00		0.00
E18 Other occupation costs	12,864.35		12,864.35
E19 Learning resources (not ICT)	156,768.52	0.00	156,768.52
E20 ICT Learning resources	50,120.31		50,120.31
E21 Exam fees	10,608.51		10,608.51
E22 Administrative supplies	30,759.01		30,759.01
E23 Other insurance premiums	7,451.89		7,451.89
E24 Special facilities	15,998.05		15,998.05
E25 Catering Supplies	52,106.14		52,106.14
E26 Agency supply staff	581,142.97		581,142.97
E27 Bought in professional services	67,634.30	0.00	67,634.30
E28 Bought in professional services (other)	172,400.95	0.00	172,400.95
E29 Loan Interest	0.00		0.00
E30 Direct revenue financing	0.00		0.00
E31 Community focused school staff	14,215.78		14,215.78
E32 Community focused school costs	31,660.11		31,660.11
Total Expenditure	5,120,057.68	0.00	5,120,057.68
Net Expenditure	190,893.28	0.00	190,893.28
<u>Capital Income</u>			

CI01 Capital Income	12,403.75		12,403.75
CI03 Private Income	0.00		0.00
CI04 Direct Revenue Financing	0.00		0.00

TOTAL CAPITAL INCOME	12,403.75	0.00	12,403.75
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Capital Expenditure

CE01 Land Acquisition	0.00		0.00
CE02 New Construction, Conversion and Renovation	12,428.27		12,428.27
CE03 Vehicles, Plant, Equipment and Machinery	0.00		0.00
CE04 Information and Communications Technology (ICT)	0.00		0.00

TOTAL CAPITAL EXPENDITURE	12,428.27	0.00	12,428.27
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2017-18 Closing Balances

Revenue Balances	716,011.86		716,011.86
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B01 Committed Revenue Balances			
B02 Uncommitted Revenue Balances			
B03 Devolved Formula Capital Balances	8,006.78		8,006.78
B05 Other Capital Balances	84,290.78		84,290.78
B06 Community Focused School Rev Balances	1,257.14		1,257.14

Total Revenue Reserves inclu Community focused B01+B06	809,566.56	0.00	809,566.56
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2017-18 Opening Balances

CFWD 2016 -17

OB01	Pupil Focused Revenue Balances(B01+B02)	531,779.26		531,779.26
OB02	Community Focused School Rev Balances (B06)	-5,403.62		-5,403.62
OB03	Capital Balances (B03+B04+B05)	92,322.51		92,322.51

		618,698.15	0.00	618,698.15
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CHECK

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S251 2017 - 18 + Early Years Funding Formula	4,916,713.66		4,916,713.66
Reserves 2016 - 17	526,375.64		526,375.64
Funds Available	5,443,089.30	0.00	5,443,089.30
Less Budget Expenditure	4,725,820.38		4,725,820.38
Balance/Contingency 2017 -18	717,268.92	717,268.92	717,268.92
	717,269.00	0.00	717,269.00
		0.00	-
		0.00	3,729,279.17

GOVERNOR CONTACT SHEET

NAME:	
ADDRESS:	

E-Mail Address:	
Work Phone Number: (If applicable)	
Home Phone Number: (If applicable)	
Mobile Phone Number:	

ANNUAL DECLARATION OF BUSINESS AND PERSONAL INTERESTS

To: Chair of Governors, Ellesmere College

I _____ (name) declare as an employee/Governor* of
Ellesmere College, I give notice that:

*(a) I have no direct or indirect pecuniary interests which are required to be declared under paragraph 2.9 of the Scheme for Financing Schools, as required by the DCSF under the Schools Standards and Framework Act 1998.

*(b) I set out below under the appropriate heading, my interests which I am required to declare under paragraph 2.9 of the Scheme for Financing Schools as required by the DCSF under the Schools Standards and Framework Act 1998. I have put "none" where I have no such interests under a heading.

* please delete as appropriate

DIRECT INTEREST (if NONE please state NONE)

NAME OF COMPANY/ORGANISATION _____
[Employment, Office, Trade, Profession or Vocation]

INDIRECT INTEREST (if NONE please state NONE)

NAME OF COMPANY/ORGANISATION _____

(Please use a separate sheet if there is insufficient space under either of these headings)

I recognise that I will not comply with the register if I:-

1. omit information that ought to be given in this notice
2. provide information that is materially false or misleading
3. fail to give further notices in order to
 - bring up to date information given in this notice;
 - declare an interest that I acquire after the date of this notice and have to declare.

Signed.....

Date.....

To be complete by the Chair of Governors

Date received

Signed.....

Chair of Governors of Ellesmere College.

Governing body skills audit

National Governors' Association

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies. NGA represents governors and trustees across England in both LA maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£75 for 2013/14) or GOLD rate (£260). To join NGA and receive regular updates, contact us:

Website: www.nga.org.uk - Telephone: **0121 237 3780** - Email: membership@nga.org.uk

Introduction

This audit is a useful way of assessing the skills, knowledge and experience of your governing body. In the 2013 NGA/TES survey, 80% of respondents said their governing body uses a skills audit. Of these, 78% used it to identify training needs and 45% used it when recruiting new governors.

NGA would like to see more governing bodies using the results of the skills audit to help them identify any skills and knowledge they still need to deliver their functions – particularly their core functions – effectively.

No individual is going to have all the skills listed in the audit. The governing body is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table. Therefore, we have also produced a skills matrix in which governors' responses can be collated – this can be found on the [NGA website](#). If there are any gaps, these can be filled when recruiting new governors or training existing governors. The way in which this exercise is introduced is crucial – the intention is to enable all members of the governing body to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. As such, the experience and skills below may come from either governors' professional or personal lives.

When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff's job: management must be left to the school leadership team.

Your Name	
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National Governors' Association

Ground Floor, 36 Great Charles Street, Birmingham, B3 3JY

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Essential for all governors/trustees					
Commitment to improving education for all pupils					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Basic literacy and numeracy skills					
Basic IT skills (i.e. word processing and email)					
Should exist across the governing body					
Understanding and/or experience of governance					
Experience of being a board member in another sector or a governor/trustee in another school					
Experience of chairing a board/ governing body or committee					
Experience of professional leadership					
Vision and strategic planning					
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Problem solving skills					
Ability to propose and consider innovative solutions					
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)					
Understanding of current education policy					
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					

Experience of project management

Performance management/appraisal of someone else

Experience of being performance managed/appraised yourself

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Financial oversight					
Financial planning/management (e.g. as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
Knowing your school and community					
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					

Existing governors only

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work based training/ development and/or any other development/training activities.

Are there any additional areas of the governing body's responsibilities to which you would like to contribute in the future?

ANNUAL DECLARATION OF BUSINESS AND PERSONAL INTERESTS
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To: Chair of Governors, Ellesmere College

I _____ (name) declare as an employee/Governor* of Ellesmere College, I give notice that:

*(a) I have no direct or indirect pecuniary interests which are required to be declared under paragraph 2.9 of the Scheme for Financing Schools, as required by the DCSF under the Schools Standards and Framework Act 1998.

*(b) I set out below under the appropriate heading, my interests which I am required to declare under paragraph 2.9 of the Scheme for Financing Schools as required by the DCSF under the Schools Standards and Framework Act 1998. I have put "none" where I have no such interests under a heading.

* please delete as appropriate

DIRECT INTEREST (if NONE please state NONE)

NAME OF COMPANY/ORGANISATION _____
[Employment, Office, Trade, Profession or Vocation]

INDIRECT INTEREST (if NONE please state NONE)

NAME OF COMPANY/ORGANISATION _____

(Please use a separate sheet if there is insufficient space under either of these headings)

I recognise that I will not comply with the register if I:-

4. omit information that ought to be given in this notice
5. provide information that is materially false or misleading
6. fail to give further notices in order to
 - bring up to date information given in this notice;
 - declare an interest that I acquire after the date of this notice and have to declare.

Signed.....

Date.....

To be complete by the Chair of Governors

Date received

Signed.....

Chair of Governors of Ellesmere College.

Please complete the attached form and return to Kate in the office.

ANNUAL DECLARATION OF BUSINESS AND PERSONAL INTERESTS

GUIDANCE NOTES

The Governing Body of Ellesmere College should establish a register of Business and Personal Interests for Governors, and staff with significant financial responsibilities. This should be open to inspection and reviewed annually.

For example, any links with local firms from which the school may wish to buy goods or services should be declared. It is important for anyone involved in spending public money to demonstrate that they do not benefit personally from any decisions that they make.

Examples of direct interests are:

- (a) The individual owns, totally or in part, a company or organisation which may be used by the school to supply goods or services.
- (b) The individual offers goods or services which may be used by the school.
- (c) The individual has personal interests (e.g. is a Trustee of a Charity) in organisations from which the school purchases services, or provides letting facilities.

Examples of indirect interest are:

Any of the direct interests whereby the individual concerned is a relative of the Governor or member of staff.