

DOWNVIEW SCHOOL GOVERNING BODY

The Articles of Association for Downview School states that the Governing Body shall consist of 10 members plus the Headteacher made up as follows:

- 3 Parents
- 3 Staff
- 1 LA
- 3 Co-Opted

In addition, three Member/Appointed Governors may be appointed at the discretion of the Trustees. Currently these positions are vacant.

There are seven sub committees/panels made up as follows:

- Curriculum Committee
- Finance, Audit and Staffing Committee
- Premises and Environment Committee
- Pay Committee
- Pupil Discipline Panel
- Staff Dismissals and Appeals Panel
- Flexible Retirement Appeals Panel

As a Governor of Downview School you will be asked to be a member of at least one of the Committees.

Committees

- * Spread the workload of the Governing Body and help in decision making
- * Enable issues to be examined in detail
- * Encourage participation and allow governors to specialise and develop their particular interest, skills and experience
- * Facilitate more effective and efficient whole governing body meetings

What Are Governors Expected To Do?

The overall purpose of our governing body is to help the school we lead to provide the best possible education for Downview children.

This involves in particular:

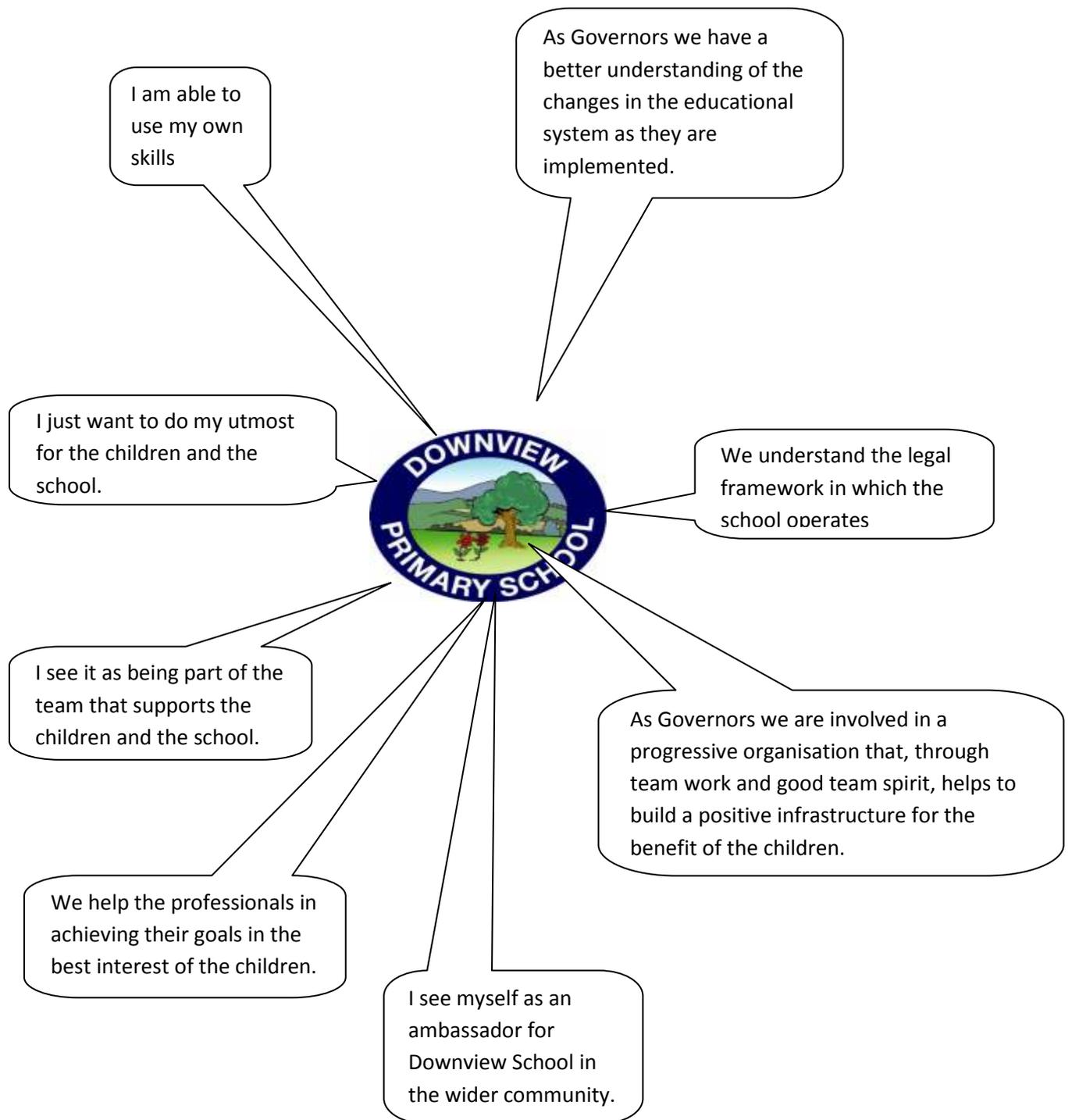
- Setting the school's vision and strategic aims, and agreeing plans and policies, making creative use of available resources.
- Governors are involved in agreeing the school budget. This ensures the school staff have the resources and support they require to do their jobs well, including necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development) and suitable premises, and that the way in which those resources are used has positive impact.
- Monitoring and evaluating performance and acting as a critical friend to the Headteacher to offer support and challenge in the management of the school.
- Ensuring that the school is accountable to the children and parents it serves, and to the local community, as well as to the staff it employs.
- Governors are expected to attend six Full Governing Body Meetings per school year.
- Governors also attend at least one committee meeting per term. Usually these committee meetings are held during the working day.
- Governors make formal visits to the school.
- Part of the requirements of being a Governor at Downview Primary School is that you will have to have a DBS Check (previously known as a CRB Check).

In addition Governors are encouraged to:

- Attend the annual Governors Open Day
- Undertake relevant Governor training (the costs will be met by the school)
- Attend September Inset Day
- Help out at the Summer/ Christmas Fayre
- Watch school performances
- Be present at the Graduation evening

At Downview School we grow and learn
together every day

Quotes from Governors at Downview School



Could You Be A Governor At Downview School?

We are fortunate that, at the moment, we have a full complement of Governors. When a governor's term of office (4 years) comes to an end they will need to be re-elected or replaced. To enable this to be as smooth a process as possible we are proposing to have a data base of prospective governors and also of people who may be prepared to offer their expertise to one of our committees.

If you are interested we request that you make contact with us, using one of the following ways, providing your details – name, email address, telephone number and any other information you think may be of interest to us.

You may contact us in the following ways:

- By emailing the Secretary to the Governors, Mrs Janet Ramsdale on jramsdale@downview.w-sussex.sch.uk
- By contacting the school direct or by emailing office@downview.w-sussex.sch.uk

The following article "School Makers – The Role of Governors" written by Ken Lloyd, Chair of Governors, Felpham Community College may be of further interest to you.

School Makers – The Role of Governors?

Governors are Volunteers – a well meant but stinging phrase which is invariably wrapped in words that seek to lower expectations or diminish the level of contribution.

From all the published guidance, it is clear that schools which continue improving or which stay as high achievers will have governors who are fully committed and totally involved and for whom the concept of being 'just a volunteer' is unworthy.

Yes, governors are part time but in the same way that the captains of industry are often part time they can still be full time for that part of the working week they devote to the governance of schools. So, being a governor may mean being part time but there should be nothing part time or low level about what they are delivering.

The key is about setting expectations at the right level. There are other organisations who rely on 'volunteers' but who set the standard high and who's top quality services are delivered without compromise at the highest level of professionalism. Look at examples such as the RNLI lifeboat service or Retained Firefighters where clarity in their role, uncompromised expectations and common purpose produces outstanding contributions, commitment and dedication.

"ordinary people can do extra-ordinary things"

What is clear is that if we expect more and lift our sights, then ordinary people can do extra-ordinary things. Look at the 2012 Olympics where much of the success was down to the so called Games Makers. A group of ordinary people who were never treated as 'just volunteers' and from the outset were set clear and high level standards and expectations. They were told in unequivocal terms that the success of the games depended on them doing everything that was expected of them. More than that they had to do it whilst: displaying the values of excellence; being inspirational; being open and alert; being consistent; and being a team player.

So what is the difference between the values of the Games Makers and the values of school governors? Probably not a lot, so maybe we should be seeing ourselves as the School Makers and work in a way that openly projects the values that we adopt.

"schools will thrive if governors make the effort to make the difference"

Let's shed off any concept that the governors' role means anything but full engagement. We know that schools will thrive if governors make the effort to make the difference. We need to understand the borders of responsibility and how governors can change the game. We need to be secure in our relationship with students, parents, the leadership team, staff, the community and employers and display to all that we are the ones who are the School Makers.