



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Governors Descriptions

Policy 20-21

This document seeks to set out the areas of responsibility for each governor in 2020-21, this includes any aspect of the academy's development plan which they will support/challenge and any link staff.

This document will then be used at the end of the year to support the review of governance.

Governor role: Chair of Governors

Governor: Henry Ngawoofah

Responsibilities:

- Support and challenge the Head Teacher in the achievement of the academy's development priorities through regular reviews with the School Improvement Partner and Executive Principal.
- Have oversight of academy compliance, ensuring that policies and website are up to date.
- With the Head Teacher, conduct reviews of the governing body, ensuring that training is provided where needed.
- Arbitrate complaints which have been escalated within the complaints policy.
- Chair meetings of the full governing board.
- Represent the primary academy on the GMAT trust board as a trustee.
- With the Executive Principal, be responsible for the performance development of the Head Teacher.

Commitment:

- Full LGB meetings
- Trust board meetings
- 4 review meetings per year (can be on the same day as one of the above).

Academy development priorities:

Oversight of:

1. Teachers and TAs set ambitious learning goals for pupils with SEND across the curriculum, so that they engage and achieve well. Withdrawal-based support is used with a clear rationale to support this achievement.
2. The new MCPA curriculum is implemented from September 2020 as planned, being constantly reviewed and enhanced, so that children know and remember more, achieving well.
3. Assessment in all forms (including contextual data) is used intuitively by colleagues throughout the academy, routinely identifying gaps, informing next steps and improvements.
4. The teaching of English (especially reading) is core to everything we do, whether written or otherwise. High quality, consistent teaching of English and phonics leads to good outcomes.
5. The Early Years at MCPA provides a brilliant foundation for learning throughout school, children achieve well in the GLD and are ready for their next steps.
6. Children's behaviour is understood developmentally and supported to enable learning for everyone, including those with specific needs. Practice is firmly rooted in the 6 principles of nurture.
7. Pupils' personal development is very well supported, so that they grow to be positive contributors to society.
8. All stakeholders are highly valued, they make good contributions to the academy's development and in turn are invested in.
9. The negative impact of COVID-19 on children's achievement and wellbeing is mitigated, so that children rapidly catch-up.

Link colleagues:

Alex Reed- Head Teacher John Rowlands – Executive Principal

Vicky Rosin – Chair of the Trust Board

Governor role: Vice Chair of Governors and Teaching & Learning Lead

Governor: John Moulton

Responsibilities:

- Deputise for the Chair of Governors as required.
- Chair Teaching, Learning & Outcomes committee meetings.
- Conduct reviews with the DHT for T&L to ensure that QA processes are accurate.
- Scrutinise outcomes data and actions to ensure improvement.
- Challenge the basis for decisions made regarding teaching and learning.
- Promote the value of a research-based approach to innovation.

- Support the Chair of Governors and Executive Principal with the performance development of the Head Teacher.
- Support the Head Teacher in the performance development of the DHT for T&L.

Commitment:

- Full LGB meetings
- QoE committee
- 4 review meetings per year with DHT for T&L (can be on the same day as one of the above).

Academy development priorities:

Oversight of:

1. Teachers and TAs set ambitious learning goals for pupils with SEND across the curriculum, so that they engage and achieve well. Withdrawal-based support is used with a clear rationale to support this achievement.
2. The new MCPA curriculum is implemented from September 2020 as planned, being constantly reviewed and enhanced, so that children know and remember more, achieving well.
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6. The negative impact of COVID-19 on children's achievement and wellbeing is mitigated, so that children rapidly catch-up.

Link colleagues:

Alex Reed- Head Teacher John Rowlands – Executive Principal Hazel Mackay – SIP
Nazia Bashir – Co-Deputy Head Teacher (T&L)

Governor role: Finance Governor

Governor: Domain Olufowobi

Responsibilities:

- Chair the finance committee
- Scrutinise financial documentation and audits to provide support and challenge to the Head of Finance.
- Support the Head Teacher in the setting of annual budgets.
- Develop strategies for ensuring value for money and effective contract management in partnership with the Academy Business Manager.
- Support the Head Teacher in the performance development of the Academy Business Manager.

Commitment:

- Full LGB meetings
- Finance committee
- Budget setting meeting
- Review meeting with ABM

Academy development priorities:

Develop the role of the GMAT central services so that impact and VFM are maximised.

Link colleagues:

Alex Reed- Head Teacher John Rowlands – Executive Principal Stewart Ash - CFO
Jeanette Wong – Academy Business Manager

Governor role: Inclusion Governor

Governor: Matt Maguinness

Responsibilities:

- Have oversight of behaviour/exclusion data and support/challenge the DHT to reduce the number of incidents.

- Critically evaluate the strength of SEND provision, ensuring funding is well used.
- Challenge the impact of initiatives in PDBW.
- Support and challenge the school's development of a nurture-based approach.
- Support the Head Teacher in the performance development of the DHT for inclusion.

Commitment:

- Full LGB meetings
- QoE committee
- 4 review meetings with DHT for PDBW (Can be on the same day as another meeting)

Academy development priorities:

- Teachers and TAs set ambitious learning goals for pupils with SEND across the curriculum, so that they engage and achieve well. Withdrawal-based support is used with a clear rationale to support this achievement.
- Children's behaviour is understood developmentally and supported to enable learning for everyone, including those with specific needs. Practice is firmly rooted in the 6 principles of nurture.
- Pupils' personal development is very well supported, so that they grow to be positive contributors to society.
- The negative impact of COVID-19 on children's achievement and wellbeing is mitigated, so that children rapidly catch-up.

Link colleagues:

Alex Reed- Head Teacher
John Rowlands – Executive Principal
Ian Williams – Co-Deputy Head Teacher PDBW

Governor role: Safeguarding & Prevent Governor

Governor: Janice Hayman

Responsibilities:

- Have oversight of the safeguarding caseload, support and challenge its management
- Challenge the impact of initiatives in safeguarding and attendance.
- Ensure compliance by auditing the SCR and conducting the safeguarding audit.
- Conduct 2x health and safety reviews per year with academy staff.
- Have oversight of the academy risk assessment and ensure that actions are followed-up in a timely manner.
- Ensure that Safeguarding service from GMAT is highly effective and good VFM.

Commitment:

- Full LGB meetings
- Finance committee
- 3 review meetings with Safeguarding officer (Can be on the same day as another meeting)

Academy development priorities:

- All stakeholders are highly valued, they make good contributions to the academy's development and in turn are invested in.
- The negative impact of COVID-19 on children's achievement and wellbeing is mitigated, so that children rapidly catch-up.

Link colleagues:

Alex Reed- Head Teacher
John Rowlands – Executive Principal
Andrea Grant – Safeguarding officer
Sophie Cullen – Attendance lead

Governor role: Parent Link Governor

Governor: Christina Djebah

Responsibilities:

- Represent the views of the parents on the LGB.
- Provide the perspective of a parent in QoE committee.
- Chair the parent focus group, feeding back in LGB meetings.
- Conduct daily informal scrutiny of safeguarding and security processes and feed-back to governors.

Commitment:

- Full LGB meetings
- QoE committee
- 4 parent focus group meetings.

Academy development priorities:

- All stakeholders are highly valued, they make good contributions to the academy's development and in turn are invested in.

Link colleagues:

Alex Reed- Head Teacher John Rowlands – Executive Principal

Jeanette Wong – Academy Business Manager

Lorraine Carlin – Family Support Lead

Governor role: Pupil Premium & Covid catch-up

Governor: Cornelia Nkala

Responsibilities:

- Have oversight of the pupil premium and catch-up strategy for the year, support and challenge its rationale.
- Conduct a review of the effectiveness of pupil premium spending annually.
- Support and challenge the development of the end of year report into impact of PP spending.
- Challenge the value for money in pupil-premium and catch-up funded initiatives.
- Support and challenge provision for disadvantaged children in the EYFS, where the gap is at its greatest.

Commitment:

- Full LGB meetings
- Finance committee
- 2 pupil premium & catch-up meetings per year (can be on the same day as another meeting)

Academy development priorities:

- The negative impact of COVID-19 on children's achievement and wellbeing is mitigated, so that children rapidly catch-up.

Link colleagues:

Alex Reed- Head Teacher John Rowlands – Executive Principal

Jeanette Wong – Academy Business Manager

Lorraine Carlin – Family Support Lead

Governor role: Staff wellbeing

Governor: Ashley Wolstenholme

Responsibilities:

- Represent the views of the staff body in governor meetings.
- Challenge and support the leadership in considering how staff wellbeing can always be the best possible. This includes the introduction of any new policies.
- Support the workload evaluation of new ideas, initiatives and policies.

Commitment:

- Full LGB meetings

Academy development priorities:

- All stakeholders are highly valued, they make good contributions to the academy's development and in turn are invested in.

Link colleagues:

Alex Reed- Head Teacher
John Rowlands – Executive Principal
Jeanette Wong – Academy Business Man