

NEWSLETTER

Simon Hoare, MP volunteers to help TBS C-19 Testing and discuss the increased costs as a result of the pandemic



Simon Hoare, MP visited TBS recently in order to discuss funding issues, including the extra expenditure incurred as a result of C-19. Whilst in the school, Simon kindly offered to volunteer in the testing area and assisted in the testing of a group of staff and students; he also volunteered to join the testing team when students returned to school on 8 March, which the school immediately accepted.

The discussion regarding funding included the need for lost income during the pandemic (such as lettings income) to be reimbursed either in full or part by the government and a greater level of grant support for health and safety measures such as the use of sanitiser school-wide and extra cleaning since March last year. Schools operate as businesses and rely on generating income for the basics, let alone the extras.

The Chair of Governors, Mario Roncaglia; Sally Wilson (Headteacher) and Liz Bishopp (Business Manager) were very grateful for his time and his agreement to take their concerns forward in discussions with the Treasury.



Science Club

Over the last 4 months, several students have shown fantastic effort by taking part in 'Science Club at Home'. Activities have included making a lava-lamp, investigating osmosis in sweets, water movement in plants and magic milk. Information on all of the practical activities can be found on the school website under extra-curricular (<https://blandfordschool.org.uk/wp-content/uploads/2020/11/Science-club-at-home.pdf>), and also on the Y7 and Y8 science class Teams pages. Please do send your science teacher any photos of activities completed!



Abi Year 7



Lewis Year 7

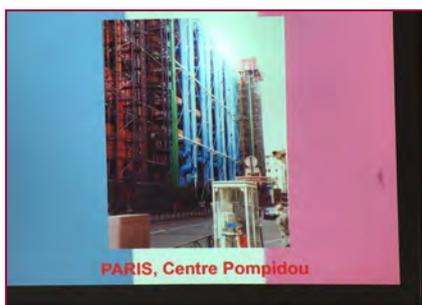
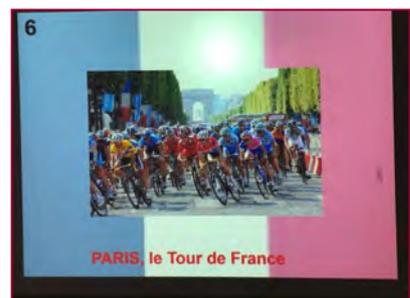


Orin Year 7

Ruby Year 9

Virtual French Trip

At this time of year, French teachers at The Blandford School are usually busy planning the final details of the Year Eight trip to France. Unfortunately, we will not be heading to Normandy this summer and in order to overcome our disappointment, students have been taking part in a virtual visit to Paris. Almost as good as the real thing.....minus the croissants!



A few words from a new parent governor.....

My dad was in the army, so I moved around a lot as a child, but when I finally ended up at The Blandford School, it was my last school and since then, Dorset has been home. I became a governor at TBS because I wanted to make a difference.

As a new parent governor this year, I would like to give you an idea of some of the work the governing board carry out. As governors, we must establish the school's strategy for continued improvement; we start by setting objectives that are in line with the values of the school and endeavour to ensure improvement by regular inspection and evaluation of progress towards our goals. Governors oversee the financial performance of the school to make sure money is well spent, enabling young people to get the best start to help achieve their ambitions, whilst maintaining their wellbeing.

There are currently sixteen governors and we have four vacancies on the Board. The Board is structured to include three committees and five specialist groups with different responsibilities, Governors meet regularly to assess progress towards targets. We analyse and review data, ask questions and review our policies to ensure compliance.

Some examples of this are:

- The huge changes that had to be made to the school risk assessment due to Covid.
- In the Standards Committee, senior staff are questioned about assisting disadvantaged students and their outcomes.
- In the Curriculum Specialist Group, a focus on improving literacy has been identified.
- Work completed on developing careers and destinations.
- The SEND governor meets regularly with the SENDCo to check on progress and provision.
- Keeping track of staff wellbeing via surveys and meetings with staff.

We undertake specific monitoring visits and write reports which include recommendations. Recently, this all had to be adapted and moved online. Even so, thirty-three visits have taken place in the last year during the pandemic, which works out on average as one a week. Regular contact with the school ensures a close working relationship with staff.

In this last term, many staff, governors and other volunteers from the community came together to run the C19 testing programme in school, which has been a great effort by all involved.

The Blandford School is a big part of the community - it is there to meet local needs. Governors consistently work to support the interests of current and future students. Most importantly we hold the school to account and provide challenge in order to promote high standards. If you are interested in joining the Board or would like to know more about how you could help the school, please contact the school on 01258 451121 and ask to speak to Mrs Mo Cardno in the first instance, the Headteacher's PA.

I hope I have managed to provide you with some insight to the work of the Governing Board.

Thanks for reading,

Rebecca Rodwell



BTEC Business students get to 'taste test' Mark Bennett's Bakery products

Year 11 BTEC students were given a treat on the last day of term before Christmas, when they were given the opportunity to experience the products of Mark Bennett Bakery, Dorset. The class have been studying the business as part of their coursework over the last few months and to be able to do some real life market research was thoroughly enjoyed. The students completed a 'taste test' on a number of products to help them understand what types of customers they try to sell to, how much they charged for each product, and why a bakery selling these products might be successful. Writing all the valuable information down, they will be able to use this in their BTEC coursework in the coming months.

Thank you to Mark Bennett who were kind enough to offer a discount on all the products so that the students could enjoy a fantastic selection. Mark Bennett has a number of bakeries all over Dorset and Mark Bennett is an award winning baker.



If you have run or work in a company that would be willing to help develop our students understanding of the subjects we offer in school, please get in touch at any point with Rob Dorey (Leader for Vocational Education) at rdorey@blandfordschool.org.uk to see how we might be able to match what we are teaching to your knowledge and expertise. We would be very grateful to hear from you.

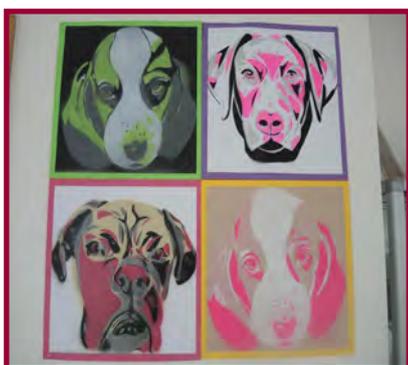
We feel we have been a very lucky Art Department this term.

Bryanston School's Art Department very kindly opened its TEAMS doors to our students in year 10,11 and 12 with Paul Brandford, portrait artist. He gave an online tutorial with drawing exercises using moving portrait images which we had to record using a variety of techniques. Students and staff enjoyed the 2 hour session very much, and are looking forward to further collaborations. Our thanks go to Bryanston's Art Department for sharing this session with us.

Alison Board from Stourpaine, kindly donated her arty time in presenting a bespoke YOUTUBE tutorial, sharing some of her techniques she uses in her own work for our students to watch and develop into their own projects.

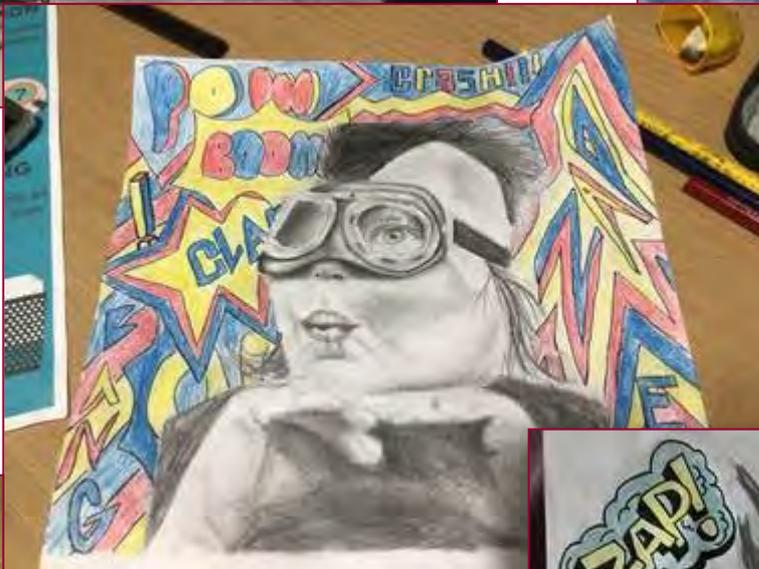
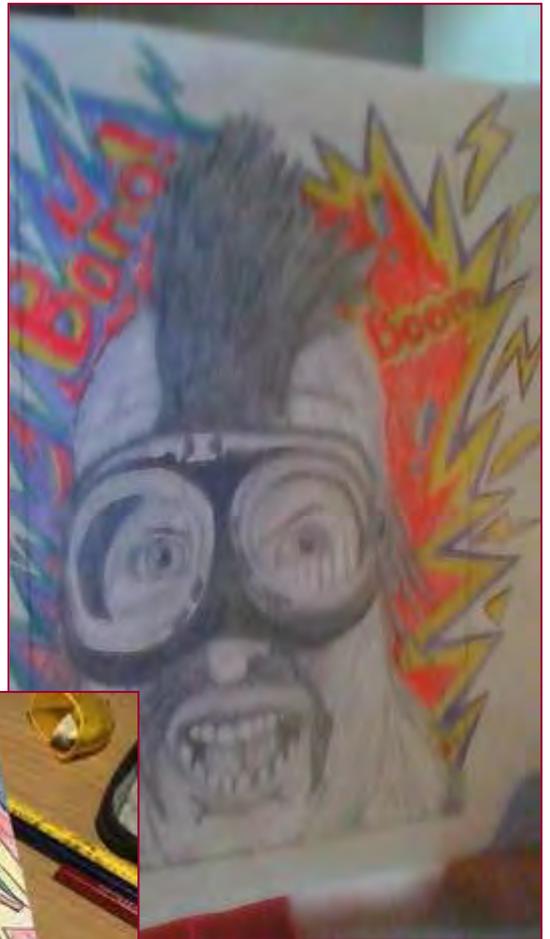
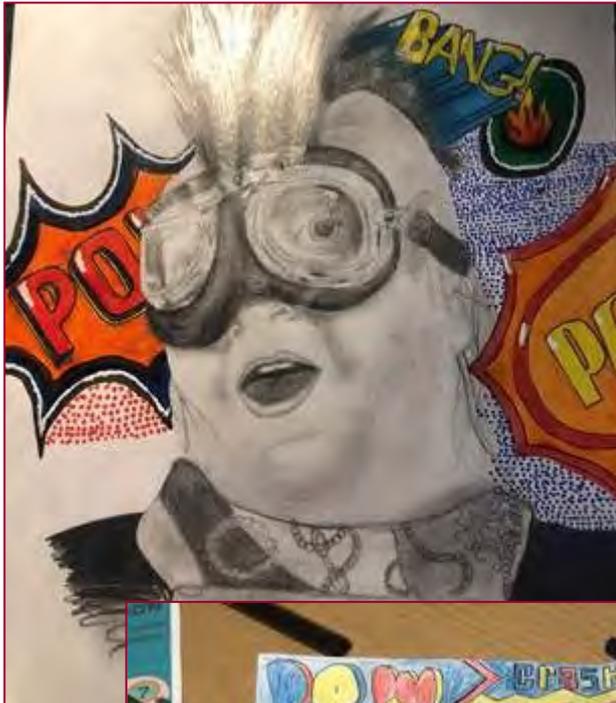
Alison Board has her own online art courses advertised on Facebook and Instagram, as well as teaching from her studio. You can find her on www.alisonboard.fineart.co.uk

We had two generous camera donations that we are very appreciative of, which will help our students record and share their photography work through a camera lens, rather than from a camera phone. If there are any other digital cameras that are surplus to your requirements, we would be very grateful of them in the Art Department.



The Art department have been busy updating the displays in Block 5 with some of the work by our talented students.

A selection of some amazing Year 9 Portraits



Collaged birds made from rubbings using the style of Mark Hearld by Year 7



World Book Day

Thursday 4th March was World Book day and English teacher, Mrs Hayball, was not going to let a little thing like lockdown get in her way of marking the occasion. 16 members of staff 'masked' themselves and filmed themselves reading the blurb from their favourite book. Students were all sent a link to a video and asked to see how many staff members they could identify. Austin in Year 9 was the winner, who managed to recognise 13. He won a £10 book token.



THE BLANDFORD SCHOOL - REFLECTIONS ON COVID-19

This article was written in late February 2021 following a request from Blandford Museum who are documenting the community response to the pandemic.



We never imagined the journey we had ahead of us when Covid-19 emerged in the spring of 2020. The British are very good at 'pulling together' and this has been evidenced by the countless caring and kind emails we have

received complimenting us on our remote/keyworker provision as well as the wonderful offers of support we have had from the community. It has been a year of immense challenge but at the same time the resilience of the school community has been evident at every turn.

Our Business Continuity Plan and Critical Incident Plan were updated in **March 2020** to ensure we had considered everything we needed to keep the school running during a pandemic. Staff and parents/carers were briefed as necessary on the action the school would take; students were briefed in assemblies and tutor times and our cleaning regime scaled up in line with Public Health England advice. Strategy meetings were held at senior leadership team and Board level. Dorset Council commenced daily virtual meetings with headteachers and other agencies.

Over the course of the first lockdown we worked closely with schools in the Blandford Schools' Network, including Bryanston and Knighton House. The former supported us in the early days with laptop provision and first aid assistance (which enabled us to open for keyworker children). Staff worked on a rota basis in school and commenced distance learning from their homes, many of them had childcare to manage whilst they delivered lessons using Microsoft Teams for the first time. The lack of lead in time meant although training on the use of Teams had started prior to lockdown, we were not in such a good position as many schools in the private sector. The cost of Google Classroom had always been prohibitive for us and so we had not engaged in any distance learning options up to this point. We surveyed parents and students, listened to feedback and continued to provide the best experience we possibly could. It was a sharp learning curve for all of us, students, staff and parents!

The latter part of lockdown in **June 2020** included face to face lessons in school for years 10 and 12, socially distanced, two metres apart. By this point we were used to arrows on the floor, one-way systems and the use of facemasks.

The pastoral and safeguarding support of all children across the school has been a major part of our work during Covid. Our school roll is approximately 1000, with 20% in receipt of pupil premium funding and at least 150 a year who see our student support worker for a variety of reasons. Close contact with students whether on or off-site has been essential in terms of their welfare and safeguarding.

Our Head Boy and Girl had already decided the Blandford Foodbank would be their focus for the year, we are very proud of their work as well as all the other acts of care, compassion and kindness shown by students during the pandemic. The Foodbank benefited from staff generosity as we worked together to support families across the community. Free school meal vouchers were issued during holidays as well as term time, the funding of these from central government has been a very positive outcome for families and we hope this continues.

Initiatives came thick and fast from staff and students. We made over 400 shields for local care homes, hospitals, community facilities and primary schools and produced enough face masks for all staff to have one. Treasure Island was the brainchild of our Literacy Coordinator, over 40 staff were engaged in filming sections of the novel in their own homes or on 'location'; the footage was viewed by our students during the first lockdown and children in the primary schools to help with transition.

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Year 6-7 transition looked rather different in **July 2020**. Instead of briefing parents and children in school we placed a video on our website which included a virtual tour, as well as holding numerous virtual meetings with incoming children and parents.

Over 5200 headteacher commendations were issued during the 2020 and 2021 lockdowns to children of all abilities/all ages. Congratulations to them for their attitude, effort and perseverance.

August 2020 will forever be remembered as the summer of Centre Assessed Grades, algorithms and an unfortunate lack of clear communication and decision making from central government. This was an exceptionally difficult time for our year 11 and 13 students who had been caught up in a muddle not of their making.

The school re-opened on time in **September 2020** with a host of new ways of operating including 'external zones'; year group 'bubbles'; facemasks; 14 escorted moves for all students in years 7-11 during the day (from zones to lessons and back again); social distancing in classrooms; no mixing of year groups at break or lunch and no extra-curricular activities or trips. Virtual parents' evenings were trialled and were a success. As a school we planned for another closure by upskilling students and staff on Teams, we also continued to manage anxieties around the coronavirus within families.

The most challenging aspect of our new learning environment was the requirement for ventilation. Windows and doors were open all the time, and still are. October was very cold and we all donned extra layers; children and staff were advised to wear coats in classroom if they wished. The school has had very few cases and no coronavirus community transmissions in school.

The second lockdown commenced in **January 2021** and both in-school provision and out-of-school provision has gone very well. There definitely is a weariness which was not there as much last time but staff have thrown themselves into their work with characteristic willingness and good humour. Approximately 96% of our students have been consistently engaged during this second lockdown which is a very high proportion of the school and testament to teamwork and the amount of carer/parental support we have received. We appreciate many families have found home schooling difficult and we commend them for working with us; we appreciate some students will find it difficult returning into school after such a prolonged period and there will be significant support systems in place to look after them.

The logistics of setting up the lateral flow testing regime at the start of the new year were immense but the team which includes volunteer staff; Simon Hoare, MP; an ex-GP; health workers and governors, have done a tremendous job. So far over 1000 tests have been completed with another 2300 expecting to be completed during March. Testing, teacher assessed grades, the support of year 11 and 13 whose public exams have been cancelled and the quality delivery of face-to-face lessons will be our focus over the next few weeks.

TBS is now on the eve of children returning full-time and although external zones, ventilation and facemasks remain for a few more weeks, we are looking forward to lighter evenings, the sun shining and the gradual return to 'normality'. As a team, we are proud of our role during the pandemic in supporting the NHS. We are also very, very proud of our students whose energy and enthusiasm for learning is infectious. The summer is just around the corner.

Mrs Sally Wilson, Headteacher



Dear Parent/Carer,

The school has been given the opportunity to take part in a project that will run jointly between schools and Dorset Police.

Operation Encompass provides a notification to schools when a child or young person has experienced any domestic abuse.

Operation Encompass will ensure that senior safeguarding members of the school staff (DSL/DDSLs), known as Key Adults, are trained to allow them to receive information from the police and to use the information that has been shared, in confidence, ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in a domestic abuse incident.

We are keen to offer the best support possible to all our students and we believe this will be extremely beneficial for all those involved.

Designated Safeguarding Lead – Mrs Penny White

Deputy Safeguarding Leads – Mrs Vicky Moore & Mr Duncan Smith

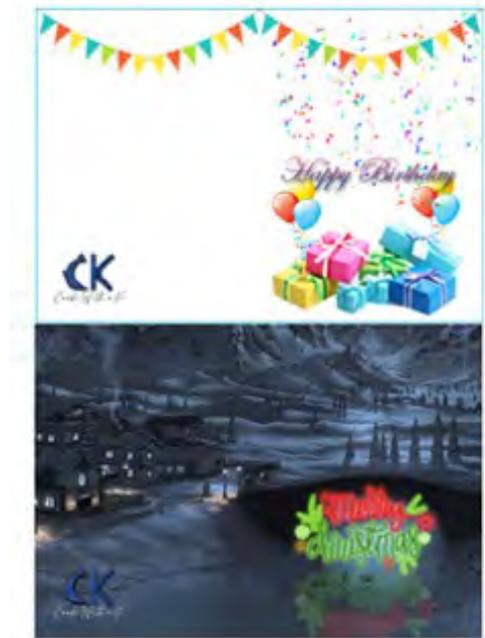
Signed

A handwritten signature in black ink that reads 'Sally Wilson'. The signature is written in a cursive style with a horizontal line underneath the name.

Headteacher

Business Project Success

Every year, as part of their Business Studies Cambridge Technical course, a group of Year 13 students have to run a business project. In the past, this has focused on ventures such as providing food and drinks at parents' evenings throughout the year. Unfortunately, this year Covid meant that this wasn't possible, so the students had to come up with an idea that maintained social distancing. They decided to split into two teams and both ran a Covid safe greeting cards business to raise money for charity. The students designed and created Christmas and other greetings cards which were sold in the run up to Christmas. Group one consisted of Will, Jude, Ben, David and Michael. This group managed to raise £300.00 for Dorset Mind. Group two consisted of Bertie, Jenna, Grace, Ashlin and Rianna. They raised £42.73 for Cancer Research. Frustratingly for the second team, they had a number of cards that were due to go on sale after Christmas, but lockdown curtailed their plans. This has always been a very good united effort teaching students new Business skills, but perhaps this group have learnt the most about the possible unexpected risks that businesses can face. Congratulations go to both teams for raising so much for two excellent causes.



Remote Maths

The table below shows the fantastic effort achieved by our students during the recent time when they were working remotely. The data relates to tasks and questions completed on the website HegartyMaths.

	Number of tasks set	Total number of questions answered	Number of questions answered correctly	Accuracy rate (%)	Average number of questions per student	Average number of hours completing work set per student
Year 7	4722	51247	43473	84.8	297	58
Year 8	5509	50886	42423	83.4	254	58
Year 9	5827	41141	34115	82.9	228	52
Year 10	6596	48958	40761	83.3	283	55
Year 11	5759	44504	37309	83.8	248	53

The students in the following table set themselves apart from their peers by the sheer number of questions attempted.

Year		Questions attempted	Accuracy rate (%)
7	Chloe	2374	92.9
8	Chyan	2580	82.2
8	Shelby	2528	91.8
9	Olivia	852	93.7
10	Jack	1455	76.3
10	Jenny	1058	86.9
10	Libby-Mai	1054	89.4
11	Maia	5893	73.9

I am massively thankful for all the students' efforts and sheer determination to do well.

I must also pay special thanks to the Maths team for helping to guide our students through this recent phase of their education.

Mr Gary Potter-White

Head of Faculty

Y11 were challenged to write an article to explain the modern periodic table. Lauren's was so good we had to share it.....

Wonders of The Periodic Table

Take yourself back a few hundred years ago, and imagine what it would be like if you wanted to find out the properties of substance. Hours of chaotic experiments and data would still leave you clueless as to how or why something reacts and behaves in the way it does. Do the same thing today, and you could find out the same information with a quick glance at the periodic table. Gone are the days where memorizing vast quantities of facts and data was the only way to truly understand an element or attempt to grasp its relationship with others. You can thank the work of Dalton, Newlands and Mendeleev for allowing you to access a library of properties in a simple table, due to its mastermind arrangement. The modern periodic table of elements seamlessly ties together the atomic number, relative atomic mass and properties of each element, so that they sit neatly in a series of groups and periods. As you go along a period, the proton number increases by one every element and this tells you how many neutrons, protons and electrons the atom has. Simply look at the group number of the element in question, and it will tell you almost everything you could want to know about it. The group number represents how many electrons are in the outer shell of all the elements in that column, which governs a lot of the properties of its elements, and even more are waiting to be read by looking at its position compared to other elements in the same group. The periodic table has transformed the world of science and accelerated advancements in chemistry, that without it we still may have been stuck staring blankly at reactions, blind as to knowing why it looks the way it does. Where else in science could you calculate hundreds of behaviours of atoms and unveil the truth in what makes up everything, with just two numbers in a box?

Lauren Y11



Exeter University Scholars Programme

A huge congratulations must go to the following Sixth Form students who have been successful in gaining places on the competitive Exeter University Scholars programme. This will really help them to find out more about university courses and university life.



Ellen Fale, Lauren Mooney, Thomas fuller, Rowan Haines, Isla Howieson. Yasmin McHenry, Finan Barker, Paige Bryant and Jamie Hall.

AFC Bournemouth Community Sports Trust



AFC Bournemouth Community Sports Trust have been delivering Premier League Inspires COVID response sessions throughout lockdown to the students continuing to attend school in years 7-11. The Thursday sessions with Gareth & Rhianna have allowed students to think about their personal wellbeing during this unprecedented time as well as provide much needed socialisation and physical

activity release. Activities have included aspects of the EFL Joy of Moving programme, small-sided matches, elements of the FA Playmaker football leadership course, AFC Bournemouth orienteering, football, cricket, Danish longball and adapted versions of many other multi sports to keep interest and engagement high each week.



Three groups from the school have also been selected for the Club Heats of the PL Inspires challenge with the winners representing AFC Bournemouth at the national finals during the summer term. Libby, Robbie, Alfie and Jenny in year 10 are submitting a plan for some tutor group fitness challenges to improve wellbeing, and groups in year 7 (Emily Charlie, Sophie and Thomas) and year 9 (Harley, Hermione, Austin and Oliver) are looking to produce a fly on the wall transition video to prepare new year 6 students for starting in September 2021. They presented their ideas to AFC Bournemouth Chairman Jeff Mostyn virtually on 22nd March and now await to see if they have been successful in winning!



There has also been an opportunity to continue live lessons virtually with Mrs Cowley's KS4 Princes Trust Achieve groups and Skills Academy Reading Programme pupils in KS3. This has been a great chance to catch up and check in with students home schooling and some excellent work has also taken place on World Book Day where the groups have completed a reading task and created a character for a new football themed story. Chyan Y8 and Joe Y7 with fantastic entries must be commended for their efforts.

Finally, as a reward for the students dedication and hard work, Mr Johnson via Gareth was able to set up some virtual calls with AFC Bournemouth scholars Euan Pollock (AFC Bournemouth's top scorer), ex Tottenham Hotspur player Ferdi Okoh and club legend Ian Cox to discuss aspirations, dealing with setbacks, the issue of racism in football and held a Q&A where some great questions were asked by the students.



Dates for your Diary

Monday 19th April - First day of Term

Monday 31st May till Friday 4th June - Half Term.

Monday 7th June - Staff Inset Day

Friday 23rd July - Last Day of Term



If you are experiencing a financial change in your circumstance or an unexpected crisis, Blandford Foodbank may be able to help you. In addition to supplying emergency food parcels Blandford Food bank can also offer support through the Community Money Advice scheme.

If you would like more information about accessing a food parcel or a referral to the Community Money Advice Team, please contact Mr Johnson (Djohnson@blandfordschool.org.uk).



International Chemistry Olympiad

Although it had to be in an online format this year, the Year 13 Chemists were entered for the first round of the International Chemistry Olympiad. This is a gruelling two-hour written paper, that is designed to push the most able scientists to their limits. I am very proud of all their efforts and achievements, but a special congratulations to the 7 students that were awarded a bronze certificate (Willow, Lucy, Ethan, George, Aislinn, Lottie and Max) and to Sidney who was awarded a Silver certificate. Well done to them all!



Dear Parents/Carers

HEALTH AND SAFETY – IMPORTANT INFORMATION

We are concerned about the number of students cycling or using scooters once inside the gates leading from Milldown Road. Please will you advise your son/daughter no cycles or scooters should be ridden past these gates due to the volume of traffic. Of particular concern is the car park adjacent to the leisure centre.

Any student contravening these rules will be informed they have lost the right to travel in this manner to and from school.

Many thanks
Sally Wilson



Parents are politely requested NOT to park in the roadway to Blandford Grange Nursing Home when dropping off or collecting students. The nursing home requires clear access for emergency vehicles at all times, and this is regrettably being obstructed by parents parking on the roadway.



'Menacing Trees' Creative Writing – Poetry

The English Department would like to share some of the amazing creative work our Year 9 and 10 students did during lockdown. Students were given images of menacing trees to inspire poems using extended metaphor and they certainly rose to this challenge and produced some outstanding work.

The tree was a book of extensive knowledge,
It had twists and turns,
was calm and smooth
then ruff and jarring.
Paths laid out in front of it, linking to other books,
getting deep into the grit,
dirt, filth
and mud of reality.
At first glance it was boring and linear,
then starting to read,
really looking closely
looking a second time,
the knowledge exploded outwards,
beautiful, extensive, vital,
It spread from page to page taking up the whole view not allowing anything else to catch your eye,
encouraging you too look on in wonder and really think deeply about what's happening,
the extent of beauty grew larger and larger engulfing the reader into it.
Then, reaching the final buds of information,
You follow, search
Seek out
the next one, following the paths.

Harry, 10E6

The old tree

He was a distinguished old man,
His limbs were withered,
Centuries old wisdom lies beneath,
His gnarly, sun-drenched leather skin,
He had a knobby arthritic trunk,
His leaves whisper secrets on the wind.

Benjamin, 9R2

SCEADUGENGA

Out of the mists the nightwalker loomed,
Its plutonian form rearing up,
Crowned by gaping jaws.
It's otherworldly visage
Stared down with rolling eye
And twisted features
As it threw its ghostly boughs up,
In triumph terrible to behold.
Other trees recoiled in horror,
And the grass died,
Under the shadow
Of that loathsome tormentor,
Head thrown back in defiance of heaven
and earth,
A monster of the night,
A stygian idol of fear and darkness,
Fearful to behold.

Darcy, 9L3

The Tree

Over the hill sits the ancient tree,
A hand curled sourly among the rocks.
The knotted roots are veins that stab deep into the earth;
Its gnarled trunk an old, twisted wrist coiled like a snake.
The wrinkled, leathery skin, rough and unpleasant to the touch,
Stretches up from the dull soil below.
Long, spidery fingers reach out stiffly and scratch the sky.
This cruel hand lies bitterly in wait
To enclose any passing bird in the merciless grip of its palm.

By Daisy Year 9

The tree was a skeleton.
Long dead and brittle bones.
Its looming branches were arms,
Reaching out to grab something.
It creaked in the wind.



The old, delicate roots groaning against the movement.
The surface of the tree seemed no better off.
The remaining bark was shrivelled and falling off,
Like the rotting flesh of a corpse.

Tabatha, 9L4

Job description

Job title: Clerk to Governors

Job ref: XS 8.10

School:

Grade: Dorset Grade 5

Reports to: Governing Body

Main job purpose

The clerk to the Governing Body will be accountable to the Governing Body, working effectively with the chair of governors and with the Headteacher and other governors. The clerk will be responsible for advising the Governing Body on constitutional matters, duties and powers and will work within the broad current legislative framework. He/she will secure the continuity of Governing Body business and observe confidentiality requirements.

Main responsibilities and duties

1. To work effectively with the chair and headteacher before the Governing Body meeting to prepare a purposeful agenda which takes account of DfES, LA and church authority issues and is focused on school improvement.
2. To encourage the headteacher and other to produce agenda papers on time.
3. To produce, collate and distribute the agenda and papers so that recipients receive them at least seven clear days and preferably ten days before the meeting.
4. To take notes of the Governing Body meetings to prepare minutes, including indicating who is responsible for any agreed action.
5. To record all decisions accurately and objectively with timescales for actions.
6. To send drafts to the chair and headteacher for amendment/approval by the chair
7. To copy and circulate the approved draft to all governors within the timescale agreed with the Governing Body.
8. To keep a minute book, or file of signed minutes, as an archive record.
9. To liaise with the chair, prior to the next meeting to receive an update on progress of actions agreed previously by the Governing Body.
10. Following the approval of the minutes at the next meeting, forward a copy to the LA and where agreed, to the appropriate church or foundation authority
11. To chair that part of the meeting at which the chair is elected.
12. Maintain a database of names, addresses and category of Governing Body members, and their terms of office.
13. Initiate a welcome pack/letter being set to newly appointed governors including details of terms of office.
14. Maintain copies of current terms of reference and membership of committee and working parties and nominated governors e.g. Literacy.
15. Maintain governor meeting attendance records and advise the Governing Body of non-attendance of governors.
16. Check with the LA and where appropriate, the church authority that Disclosure and Barring Service checks have been successfully carried out on all new appointees and re-appointees.

17. Maintain records of Governing Body correspondence.

18. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

The clerk will successfully undertake relevant training to the role of Clerk to the Governors.

Attend termly briefings and participate in professional development opportunities

Keep up to date with current educational developments and legislation affecting school governance.

Problem Solving and creativity

Have access to appropriate legal advice, support and guidance.

Ensure that new governors have access to the governor's handbook and other relevant information.

Take action on governing body's agreed policy to support new governors, taking account of the Guidance for Head Teachers and Chairs of Governors on any training courses and induction materials made available by LAs and others.

Ensure that statutory policies are in place and that a file is kept in the school of policies and other school documents approved by the Governing Body.

To record the attendance of governors at the meeting and take appropriate action re: absences.

Key contacts & relationships

The clerk to Governors will advise the Governing Body on procedural issues.

To advise the Governing Body on governance, legislation and procedural matters where necessary before, during and after the meeting.

Advise governors and appointing bodies of expiry of the term of office before term expires so elections can be organised in a timely manner.

Inform the Governing Body of any changes to its membership

Advise that a register of Governing Body pecuniary interests is maintained, reviewed annually and lodged within the school.

To advise absent governors of the date of the next meeting.

