



48. Governors Policy

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Governance Statement

At The British International School of Tunis (BIST) the focus of Governance is:

- Accountability
- Involvement (Identifying strengths and areas for development)
- Innovation (commissioning, project management for growth)

Aims and Objectives

To ensure excellent:

- Outcomes, support and safe-guarding for all pupils.
- Achievement, accreditation, wellbeing and personal development for all pupils
- Deployment of staff and resources, including SEND.

The Board of Governors, Britus Education and the Executive Principal work together to ensure that they create a culture that enables pupils and staff to excel. They are committed to ensuring high standards for the achievement and conduct of pupils and ensuring that outcomes are continually improving for all pupils.

The Board of Governors and Britus Education are significantly involved in the school's self-evaluation to ensure an accurate understanding of the school's effectiveness. The quality of teaching is a priority and Britus monitors teaching through activities such as evidence provided for the Quarterly Meetings, parent surveys and reviewing academic achievement with the Executive Principal. This ensures school staff are systematically challenged and any areas for improvement can be swiftly identified.

Targets (KPIs)

Targets are set and reviewed annually. The key indicators include a focus on the following areas:

- Admissions to the school and growth of the school.
- Attendance of pupils.
- Academic success, quality of teaching & learning and accreditation.
- School ethos, including high expectations for pupil progress and success across a range of curriculum areas.
- Appraisal for staff, including incisive targets and professional development for staff to encourage and support teachers' improvement.
- Policy and Procedures, SCR and the safety of pupils.
- Statutory compliance – ISI compliance regulations, health & safety and risk assessments.

To meet these targets the Board of Governors, Britus Education meets regularly and has discussions with the Executive Principal and key partners.

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

Governors have three core functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
- Overseeing the financial performance of the organisation and making sure its money is well spent.

Effective governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

Policies that must be approved by Governors

The policies and documents that must be approved by Governors for accreditation purposes are:

- The Special Educational Needs (SEN) policy and any related reports.
- The full governing board meeting minutes (Quarterly Meetings.)
- The Child Protection Policy and documents.
- The supporting pupils with medical conditions policy

In addition, it is recommended that the following are also approved:

- Procedures for addressing staff discipline, conduct and grievance.
- Compliance with statutory and contractual requirements.

The guidance from the Department for Education (DfE) on statutory policies and other documents that schools are required to have in place is useful for Governors.

Inspection

Governors have an important role to play in the inspection process, not least because of their overarching responsibility for regulatory compliance. Inspectors are familiar with the many and varied forms of governance that operate in independent schools: there is no preferred or expected model.

What is expected is that those with governance responsibility can demonstrate how they support the outcomes for pupils which are the focus of inspection: achievement and personal development. Inspectors can gather evidence from a variety of documentary sources, but an interview with governors is an invaluable part of the process.

The Governance Handbook published by the Department for Education has further information.

The National Governance Association offers advice, support and guidance for Governors.

