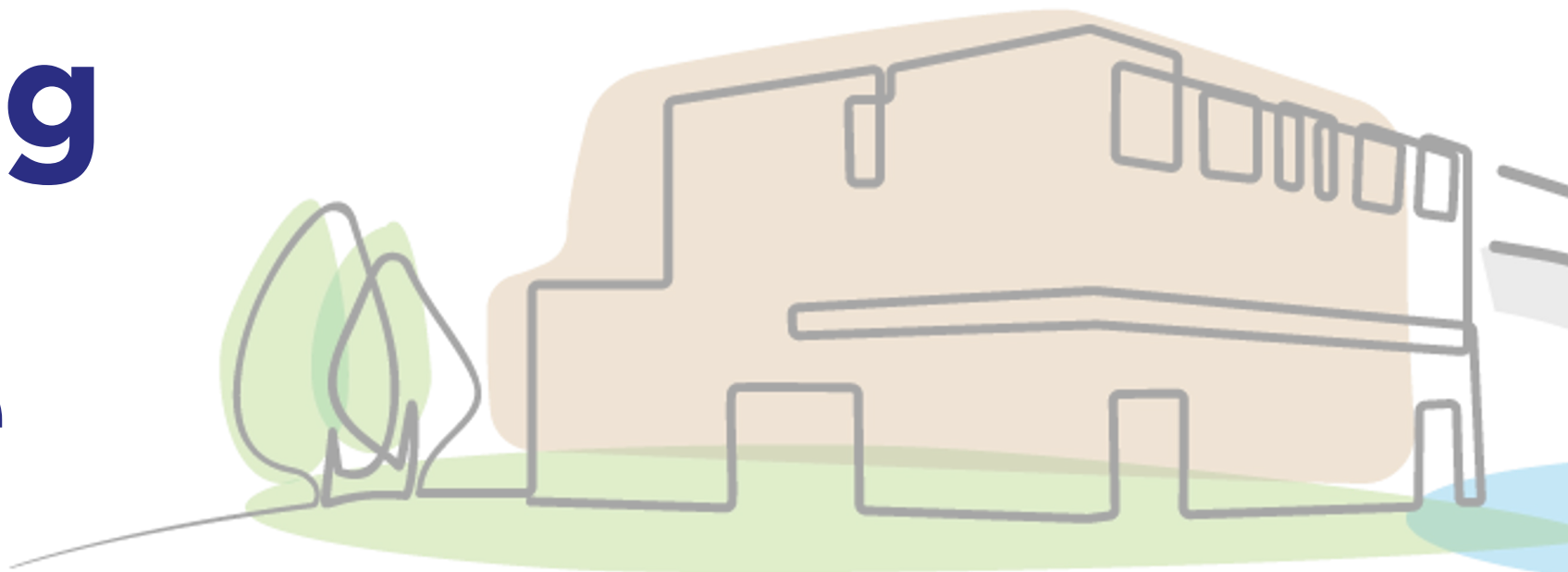


Governing Board Structure

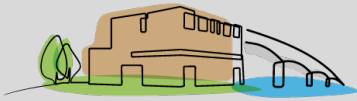
Governance at
Valentine

2025 - 2026



VALENT

PRIMARY SC



Governing Board at Valentine

Biographies



David Higginbottom – Co-Opted Governor

David is the Head of the local and national teaching school HISP. He brings a wealth of experience in supporting schools through significant challenge, including extensive school improvement work across Hampshire and the Isle of Wight.

At Valentine, David has played a key role in shaping curriculum improvement over recent years and provides strong, constructive challenge to the governing board, combining fairness with a firm focus on sustained school improvement.



Amanda Humby – Chair of Governors

Amanda is an HR Director in the private sector, bringing extensive experience in people leadership and organisational systems.

As a parent (and mother of two sets of twins!), she offers a strong family perspective alongside a clear drive to develop robust systems that work effectively within a challenging school context.

Amanda currently serves as Chair across all three partnership schools.



Chris Dewey – Parent Governor

Chris is an IT specialist working in the public sector. He brings a wealth of experience to the governing board through his professional expertise in supporting IT infrastructure upgrades, alongside valuable insight into parental perspectives as a parent of children across the nursery and main school.

Chris is a strong advocate of the school and works tirelessly with leaders and the governing body to help leaders to implement policy into practice to allow children to truly flourish.



Governing Board at Valentine

Biographies



James Deas – LA Governor

James is a serving senior officer in the Royal Airforce.

James brings strong strategic leadership experience to the governing body.

He provides effective challenge by asking thoughtful, probing questions to fully understand the implications of implementation at Valentine and supports leaders in ensuring that financial resources are directed to the areas of greatest impact for school improvement.



Lynn Ross – Co-Opted Governor

Lynn is a former School Improvement Officer and Local Authority Moderation Manager for KS1 and 2.

Lynn brings a wealth of experience to Valentine's governing board, particularly in supporting schools through periods of rapid change and curriculum challenge.

She is a strong advocate for the importance of foundational knowledge, believing that when children securely master the basics, they are best equipped to succeed as learners.



Maria Smyth – Co-Opted Governor

Maria is a retired special school headteacher who is deeply committed to championing every child and understanding their individual starting points.

She has played a pivotal role in shaping the Pathways internal alternative provision at Valentine, helping to develop its curriculum offer and overall structure to meet the needs of all learners. She balances challenge with practical support – leading with integrity.



VALENTINE
PRIMARY & NURSERY

Governing Board at Valentine Biographies



Tristan Benfield – Staff Governor

Tristan is Valentine's appointed staff governor. In his day job, he oversees the provision for SEND strategically, whilst supporting the Executive Headteacher with the daily operational running of the school.

Tristan has worked within the partnership at another school and brings a calm, principled approach to governance. He is known for his integrity and is deeply committed to improving the life chances of children who need it most.



Mr Constable-Phelps – Ex-Officio (Head)

Our Executive Headteacher has worked in Southampton since 2022. Joining Valentine in September 2023. Before that he was a headteacher in a 1300 pupil primary school, before becoming HMI in the London region.

He was brought up on a social-housing estate in the North West. He is a champion of disadvantaged children and is clear with governance that a deep understanding of school context is essential to making the strategic decisions required to drive sustainable improvement.



Some delegation of responsibility to St Mary's Partnership Governance Board

Finance Committee

(Delegated Powers contained with the Terms of Reference)

Committee Membership:

- Daniel Constable-Phelps (Executive Headteacher)
- Amanda Humby (Chair of Governors)
- James Deas (LA Governor)
- Chris Dewey (Parent Governor)

Advisory:

- Vanessa Rattley (Business Manager)
- Kevin Brown (Operations Manager)

Fiscal management of the school including:

- Service Level Agreements
- School Financial Value Standards
- Budget Setting/Monitoring
- Contract management
- Building works/Improvement

Some delegation of responsibility to St Mary's Partnership Governance Board

Pupil Disciplinary Committee

Convened as necessary to discuss a PEX (Permanent Exclusion)

Committee Membership:

1. Maria Smyth (Committee Chair)
2. Amanda Humby
3. James Deas

Complaints Committee

(Delegated Powers contained with the Terms of Reference)

Committee Membership:

- 3 members of the school's Full Governing Body convened as necessary.
- Hannah Craggs – Head of Governance at Southampton City Council

Some delegation of responsibility to St Mary's Partnership Governance Board

Pay Committee

Committee Membership:

- Amanda Humby (Committee Chair)
- James Deas (Vice Chair)
- Lynn Ross
- David Higginbottom (Appeals)

Committee responsible for:

- Ensuring fair, impartial review of appraisals as presented by the Headteacher anonymously.
- Accessing Perspective to see the evidence forms for reviewing pay award.
- Consulting with the Pay Policy to ensure adherence to Southampton City Council's process.
- Meets after the appraisal cycle annually.
- Checks in with Headteacher to ensure appraisal effective.
- Appeals from the annual cycle.



Headteacher Performance Appraisal

(Delegated Powers contained with the Terms of Reference)

Committee Membership:

- Amanda Humby (Chair)
- Lynn Ross (Co-Opted Governor)

Advisory:

- Gehane Gordelier (Gordelier Education)

Includes:

- Appraisal of targets
- Targets set for the academic year
- Pay award determination based on performance

Gehane Gordelier is the boards external liaison for Headteacher Performance Appraisals.

Curriculum Committee

Core Sub-committee Membership:

- **English - reading, phonics and writing**
Lynn Ross
Amanda Humby
- **Maths, Science and Computing**
Chris Dewey
James Deas
- **Early Years Foundation Stage**
Amanda Humby

Non-Core Sub-committee Membership:

- **Art & Design, Music and PSHE, RE**
David Higginbottom
- **Physical Education and Humanities**
David Higginbottom
Tristan Benfield

Inclusion Committee

Committee Membership:

- **SEND, Pupil Premium and Disadvantaged progress, EAL**
Maria Smyth
- **Temporary Suspensions, Permanent Exclusions & Safeguarding**
Amanda Humby
Chris Dewey
- **Attendance, Wellbeing and Parental engagement**
Amanda Humby

Committee to work together to:

- Monitoring the impact of initiatives to improve attendance, support disadvantaged children and families/
- Report back to FGB on the impact of initiatives on pupil outcomes.

Curriculum Committee

Core Sub-committee Membership:

- **English - reading, phonics and writing**
Lynn Ross
Amanda Humby
- **Maths, Science and Computing**
Chris Dewey
James Deas
- **Early Years Foundation Stage**
Amanda Humby

Non-Core Sub-committee Membership:

- **Art & Design, Music and PSHE, RE**
David Higginbottom
- **Physical Education and Humanities**
David Higginbottom
Tristan Benfield

Anna Brooks – Oversees English across Partnership
Anna.brooks@stmaryspri.org.uk
(Responsibility for curricula areas: Reading and Writing)

Hannah Hughes
Hannah.hughes@valentineprimary.co.uk
(Teaching and Learning Coach - English)

Faye Bauck – Oversees Maths across Partnership
fbauck@masonmoorprimary.co.uk
(Responsibility for curricula area: Maths)

Naomi Sheales – Art Leader for St Mary's Partnership
nsheales@masonmoorprimary.co.uk
(Responsibility for curricula area Art, Design and Technology.)

Indrit Elezi – PE and Sports Lead
Indrit.Elezi@valentineprimary.co.uk
(Responsibility for curricula area Music, Sport & Pupil Mentoring in Sport.)

Inclusion Committee

Committee Membership:

- SEND, Pupil Premium and Disadvantaged progress, EAL
Maria Smyth
- Temporary Suspensions, Permanent Exclusions & Safeguarding
Amanda Humby
Chris Dewey
- Attendance, Wellbeing and Parental engagement
Amanda Humby

Committee to work together to:

- Monitoring the impact of initiatives to improve attendance, support disadvantaged children and families/
- Report back to FGB on the impact of initiatives on pupil outcomes.

Tristan Benfield- Special Educational Needs Co-Ordinator
Tristan.benfield@valentineprimary.co.uk

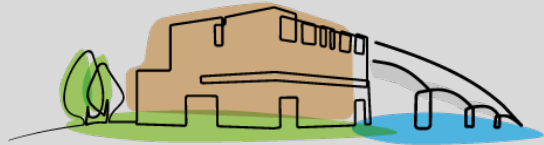
Lisa Harris – SENCo Assistant
Lisa.harris@valentineprimary.co.uk

Daniel Constable-Phelps – Executive Headteacher
head@valentineprimary.co.uk

Kris Hutton – Behaviour Leader
Kris.hutton@valentineprimary.co.uk

Carla Lawrence – Attendance Officer
Carla.Lawrence@valentineprimary.co.uk

Tristan Benfield – SLT with responsibility for Attendance
Tristan.benfield@valentineprimary.co.uk



VALENTINE

PRIMARY & NURSERY

Roles and Responsibilities

Definition of Governor Roles

Being a governor with responsibility for SEND is about doing your best to ensure pupils with SEND get the help and support they need to access the curriculum and to participate fully in the life of the school.

The SEND Governor will support and assist the governing body to have a better understanding and knowledge of SEND provision within the school.

The role includes:

- confirming that the school has a SEND policy and that it is reviewed annually;
- being familiar with the school's SEND policy
- keeping informed of SEND initiatives, nationally and locally, from the Government and Local Authority;
- meeting termly, by appointment, with the SEND coordinator to discuss the progress and effectiveness of the SEND policy (in accordance with the Governor Visits to Schools policy);
- working with the child protection link governor (if appropriate);
- understanding how the school identifies pupils with SEND and what happens once a pupil has been identified;
- being aware of the progress individual pupils with SEND are making;
- being aware of the budget available for SEND within the school and monitoring its effective use;
- reporting, on at least an annual basis, to the governing body on the implementation and effectiveness of the school's SEND policy, without discussing the details of individual pupils;
- writing, or helping to write, the SEND information for the Governors Annual Report to Parents
- ensuring that the school prospectus contains a section on SEND provision; and
- keeping SEND knowledge up to date by attending relevant governor training courses run by the Local Authority.

Safeguarding & Child Protection Governor

The governing body is responsible for ensuring the school has effective policies and procedures in place for safeguarding children, and monitoring the school's compliance with them. It is recommended that each governing body has a nominated governor for child protection to promote the importance of safeguarding and child protection.

The child protection governor will support and assist the governing body to have a better understanding and knowledge of child protection and safeguarding provision within the school.

The role includes:

- confirming that the school has a Child Protection Policy which is reviewed annually and is readily accessible to all members of staff
- being familiar with the schools Child Protection Policy
- ensuring that the school has an up-to-date and agreed staff disciplinary procedure for dealing with allegations of misconduct against staff, including child protection allegations, that complies with the relevant legislation including the appointment of an independent investigator;
- meeting as and when required, by appointment, with the designated member of staff for child protection to monitor the effectiveness of the Child Protection Policy in the school (in accordance with the Governor Visits to Schools policy);
- working with the SEND link governor (if appropriate);
- helping to ensure that the school works well with relevant agencies and individuals;
- helping to ensure that accurate records are being kept by the school and that the child protection file is up to date;
- being aware of the number of pupils currently on the child protection register;
- checking that staff and governors are appropriately trained and that all members of staff and governors know what to do if they have any child protection concerns;
- ensuring safe recruitment procedures are in place and appropriate checks are being carried out on new members of staff and volunteers;
- understanding how safeguarding and child protection issues are addressed through the curriculum;
- reporting, on at least an annual basis, to the governing body, without discussing the details of individual pupils, on the implementation of the child protection policy; and
- keeping child protection knowledge up to date by attending governor relevant training courses run by the Local Authority.

The purpose of the school's literacy policy/action plan is to raise standards of literacy, reading and writing in the school. The literacy link governor helps to ensure that literacy issues remain high on the school's agenda and will support and assist the governing body to have a better understanding and knowledge of the literacy policy/action plan within the school.

The role includes:

- being familiar with the school's chosen curriculum and how this maps against the National Curriculum and keeping informed of any local initiatives;
- being aware of how to implement literacy across the curriculum;
- understanding how literacy is assessed, recorded and reported in the school (including the national reading tests);
- being aware of the budget available for literacy within the school and monitoring its effective use/use of resources etc;
- knowing what "catch up" programmes for literacy are available for schools to use;
- meeting as and when required, by appointment, with the designated member of staff for literacy (in accordance with the Governor Visits to Schools policy);
- ensuring that Early Reading develops well in the EYFS phase – how are children being taught to read and write at an early age? Does this set them up well for their time in KS1 and 2?
- supporting the school's literacy co-ordinator so they can achieve the school's literacy targets;
- review, monitor and evaluate the impact of the activities within the school's literacy action plan (if appropriate);
- reporting to the governing body on the effectiveness of the school's literacy action plan;
- attending in-service training course (INSET day) if relevant to literacy. -or at least asking to view the materials and understand how these are likely to impact on the teaching; and
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.

Numeracy Governor (inc Early Maths)

The purpose of the school's numeracy policy/action plan is to raise standards of numeracy in the school. The numeracy link governor helps to ensure that numeracy issues remain high on the school's agenda and will support and assist the governing body to have a better understanding and knowledge of the numeracy policy/action plan within the school.

The role includes:

- being familiar with the school's chosen curriculum and how this maps against the National Curriculum and keeping informed of any local initiatives;
- being aware of how to implement numeracy across the curriculum;
- understanding how numeracy is assessed, recorded and reported in the school (including the national reading tests);
- being aware of the budget available for numeracy within the school and monitoring its effective use/use of resources etc;
- knowing what "catch up" programmes for numeracy are available for schools to use;
- meeting as and when required, by appointment, with the designated member of staff for numeracy (in accordance with the Governor Visits to Schools policy);
- ensuring that Early Maths develops well in the EYFS phase – how are children being taught to understand number? Does this set them up well for their time in KS1 and 2?
- supporting the school's numeracy co-ordinator so they can achieve the school's numeracy targets;
- review, monitor and evaluate the impact of the activities within the school's numeracy action plan (if appropriate);
- reporting to the governing body on the effectiveness of the school's maths action plan;
- attending in-service training course (INSET day) if relevant to maths. -or at least asking to view the materials and understand how these are likely to impact on the teaching; and
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.

All parents or carers have a legal responsibility to ensure their child regularly attends school. When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Attendance in schools needs to remain a priority to ensure that children and young people are given the chance to achieve their potential. The statistical links between attendance and achievement are very strong.

The governing body may wish to appoint a governor with specific responsibility for pupil attendance. The pupil attendance governor is the link between the governing body and the school in relation to attendance and should meet the designated staff lead regularly, probably on a termly basis. The nominated governor should help the governing body ensure that its statutory duties in relation to pupil attendance are met and that that staff and governors are appropriately trained.

The role includes:

- Understanding the statistical data, and how it compares nationally – what is the current attendance at the school? What % is persistent absence sitting at? What analysis of pupil groups does this show? Does the attendance lead know/act on trends?
- confirming that the school has an attendance policy which is regularly reviewed in consultation with staff, parents and pupils, and formally approved by the governing body;
- being familiar with the school's attendance policy, any initiatives, nationally and locally;
- meeting termly, by appointment, a relevant member of staff at the school to discuss the progress and effectiveness of the attendance policy (in accordance with the Governor Visits to Schools policy);
- being aware of the strategies and interventions that the school uses to improve attendance and monitoring of these;
- reporting, on at least an annual basis, to the governing body on the implementation and effectiveness of the school's attendance policy, without discussing the details of individual pupils;
- writing, or helping to write, the attendance information for the Governors Annual Report to Parents, highlighting the importance of regular school attendance and information about any targets set by the governing body for improvement for reducing the level of unauthorised absences;
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.

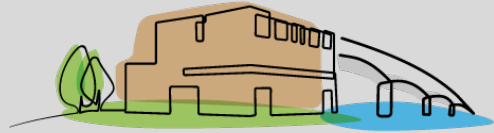
Non-core subject Governor

The purpose of linking every governor with a particular subject / area is to support the school in its work of raising pupil attainment in the school and to assist the governing body to have a better understanding and knowledge of the subject / area within the school.

The role includes:

- A reminder that learning in your subject BEGINS in EYFS – go and see it there – is it growing/developing a love of the subject?
- confirming the school has a scheme of work in place for the subject / area and that it is reviewed;
- developing knowledge of the subject / area and being familiar with strategies and keeping informed of any local initiatives;
- meeting as and when required, by appointment, with the designated member of staff for the subject / area (in accordance with the Governor Visits to Schools policy);
- supporting the subject / area co-ordinator / head so they can achieve targets;
- being informed about staffing arrangements and training;
- being aware of the budget available for the subject / area within the school and monitoring its effective use / use of resources etc;
- being aware of curriculum and timetable arrangements;
- being aware of special needs / additional needs provision for the subject / area;
- understanding the assessment and recording procedures for the subject / area;
- knowing and understanding the current levels of attainment in the subject / area;
- understand how the subject / area fits into the school development / improvement plan;
- reporting to the governing body and / or curriculum committee on current practice in the subject / area;
- attending in-service training course (INSET day) if relevant to the subject / area (as an observer);
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.

Governors are encouraged to come and see learning in their respective subject as much as possible within school. A reminder that the end of each full term – we have the Mason Moor Museum where pupils will showcase their learning from home-learning projects. Bringing alive our ambitious curriculum.



VALENTINE

PRIMARY & NURSERY

Visits to Valentine Primary

Guidance for Governors

Governor classroom visits are:

- To develop relationships with the staff
- To get to know the children
- To understand the environment in which teachers teach To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them
- To ensure governors understand the reality of the classroom
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion



Governors should:

- Check the agreed school policy for governors' visits
- Clarify the purpose of the visit.
- Discuss an agenda with the headteacher and or subject co-ordinator well in advance.
- Make sure that the date and time chosen is suitable.
- Send the proposed agenda to the staff involved. Ask how they would like governors to participate
- Be clear beforehand exactly what you are looking for.
- Prepare any specific questions and submit to staff in advance



Governors should:

- Remember they are making the visit on behalf of the governing body
- Be punctual
- Get involved with the children
- Remember it is a visit not an inspection, observe discreetly
- Avoid distracting the teacher or teaching assistant during the lesson
- Be courteous and friendly, listen to staff and pupils
- Be prepared to interact, to talk and show an interest
- Not lose sight of the purpose of your visit



Governors should:

- Clarify any issue they are unclear about
- Thank the teacher for supporting them in their role as a governor
- Make notes as soon as possible
- Be open, honest and positive.
- Submit their report to the headteacher who will forward this onto Karen, clerk to governors
- Consider whether the purpose of the visit has been achieved
- Reflect on how and whether the visit has helped the governing body fulfil its duties
- Submit their agreed report to the next appropriate committee/governing body meeting

