

UNITY EDUCATION TRUST
ROLE DESCRIPTOR FOR
PPG GOVERNOR

Governors with special responsibilities have a role in supporting the Trust Board by ensuring the appropriate Unity Education Trust Policy is monitored at their school.

The role is not as comprehensive as in a maintained school, as many of the duties are the responsibility of the Headteacher or of the Trust. Delegation and Responsibilities are clearly defined in the Equal Opportunities Policy.

It is suggested you undertake the role of PPG governor by:

- familiarising yourself with the UET Equal Opportunities Policy, the School's SEND policy, PPG funding statement, etc.

<https://app.governorhub.com/document/5be9c4f382c3c92bfbbeda6c/view>

- paying particular attention to the information and data regarding PPG pupils contained in the Headteacher/Head of School's report to the SOC
- arranging an annual visit to the School to discuss with appropriate Senior Leaders the implementation and outcomes of the policy
- completing the attached pro-forma for consideration by the SOC
- contributing to the next scheduled review of relevant policies and procedures by commenting on their implementation and outcomes and any suggested changes.

NAME OF SCHOOL:

PPG GOVERNOR MONITORING VISIT ON:

GOVERNOR(S) PRESENT:

STAFF VISITED:

DOCUMENTS READ PRIOR TO VISIT:

(Suggest UET Equal Opportunities Policy, your School's SEND Policy and relevant items of Headteacher/Head of School Report to SOC; achievements and progress of SEND pupils)

SUGGESTED QUESTIONS (Please add any additional ones of your own)

Question	Answer (with evidence notes)
How many PPG pupils in the school?	
Can the school demonstrate it is narrowing the gap between disadvantaged and non-disadvantaged pupils?	
Do governors know how much money is allocated to the school for the pupil premium?	
And how this was spent last year?	
What improvements did the expenditure last year bring about?	
How are the improvements measured?	
How will the PPG allocation be used this year/next year to better the attainment and progress of disadvantaged learners?	
What arrangements are in place to monitor whether the PPG plans are working and to change them if necessary?	
Are lessons differentiated for different needs?	
Which groups of pupils are not making the progress expected? Is there a common pattern?	
What specifically is being done in a classroom context to address the gap in progress?	
Comments on policies and procedures for consideration at the time of the next review	

