

# Governor Induction part 1

## STRATEGIC LEADERSHIP

Vicky Brand &  
Rebecca Walker



**achieving**  
**for children**

# Welcome to School Governance

Introducing ourselves:

1. What category of governor are you?
2. Maintained school or academy?
3. How long have you been a governor?
4. How many meetings have you attended so far?

# Overview of your induction

- **Induction onto your governing board**
  - *start-up processes (clerk)*
  - *welcome & tour of school (chair & headteacher)*
  - *any school-specific training*
- **Governor Induction sessions 1 – 3**
  - the core functions of school governance
- **Governor Induction 4**
  - the governance of safeguarding in schools

# Core functions and governance roles

What is our understanding of the  
role of “being a governor?”

# Core functions and governance roles

Maintained Schools: The core functions of the governing body are as set out in Regulation 6 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and include [...] ensuring:

- that the vision, ethos and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources

# Core functions and governance roles

In [academy] trusts, the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

The board has collective accountability and strategic responsibility for the trust.

It has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management

# Core functions and governance roles

... that the vision, ethos and strategic direction of the school are clearly defined

... strategic leadership

... strategic engagement

... strategic responsibility

## INDUCTION ONE

... that the headteacher performs their responsibilities for the educational performance of the school

... accountability and assurance

## INDUCTION TWO

... the sound, proper and effective use of the school's financial resources

... maintaining effective financial management

... collective accountability

## INDUCTION THREE

# Core functions and governance roles

The governing body also has legislative responsibility and strategic oversight for the school's safeguarding arrangements.

*Maintained Schools Governance Guide (March 24)*

The board also has strategic and statutory responsibility for safeguarding [...] arrangements within (and across) the academy trust [and] ensuring the promotion of pupil welfare [...]

*Academy Trust Governance Guide (March 24)*

**INDUCTION FOUR – SAFEGUARDING, THE GOVERNANCE ROLE**



# Shared strategic leadership

... building a productive and supportive relationship with the Headteacher, whilst holding them to account for school performance, and taking strategic decisions.

- The Governing Board is responsible and accountable in law and in practice for the major decisions about the school and its future. *COLLECTIVE ACCOUNTABILITY*
- Governance focus must be on **school improvement** - ensuring that every pupil receives the best possible education and experience, leading to the best possible outcomes.

# Your school's vision

Developing a strong *vision statement* can help stakeholders in your school reach a common understanding

The vision is your school's goal — where it aspires to be.

Why vision statements are so important...



"C'mon, put some muscle into it...we're not getting anywhere!"

**Do you know your  
school's vision?**

# Strategic direction

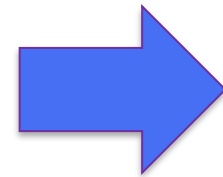
Involves asking the questions:

- Where are we now?
- Where do we need to be?
- *How do we know?*

... THE STRATEGIC PLAN

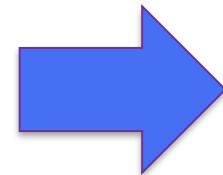
# The strategic plan

- Agreed by the governing board and senior leaders
- Sets out the vision for the school and its broad ambitions
- Developed in discussion with staff, parents and pupils



# The school development plan

- Developed by the senior leaders, based on the desired outcomes of the strategic plan
- Contains the details of how the strategy will be turned into reality



# The school development plan

- Carried out by the senior leaders and the staff
- **Monitored for its IMPACT** by the governing board

“How well are the pupils doing?”

“Are targets being achieved?”

# Strategic vs Operational



## Strategic

Reviewing and agreeing plans and actions to be taken to enable the school to fulfil its intended purpose.



## Operational

To be involved in the actual 'doing' of the plans and actions.

## STRATEGIC vs OPERATIONAL – A QUIZ FOR NEW GOVERNORS

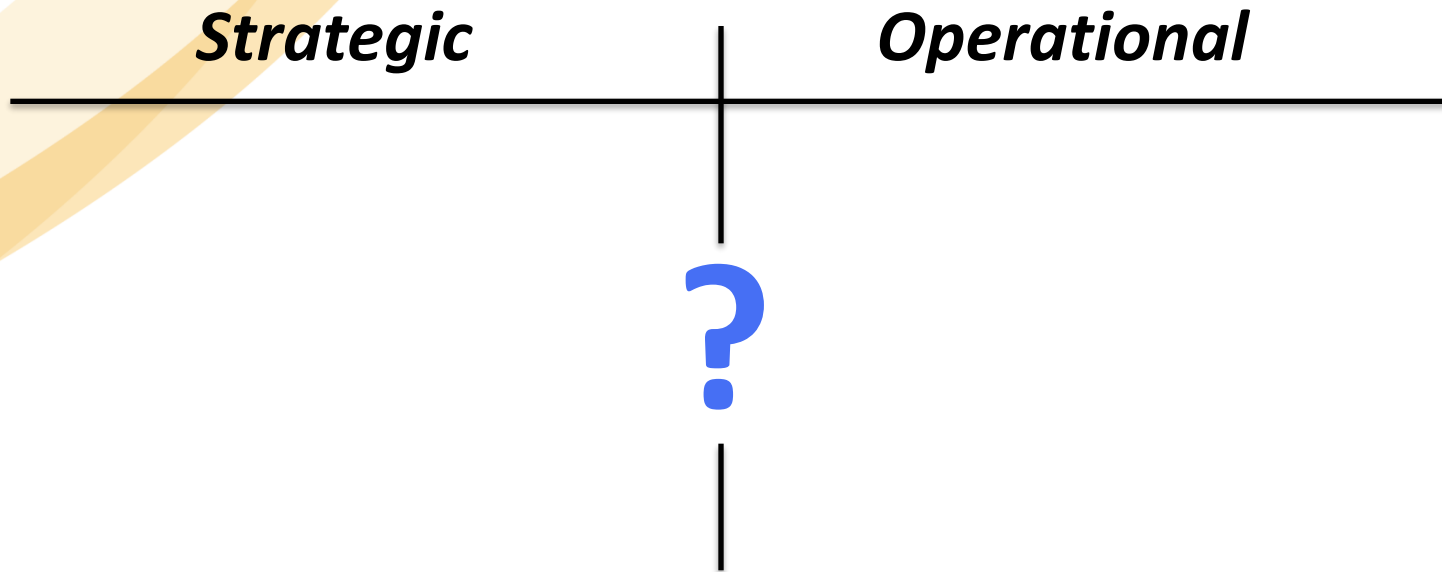
Objective: To improve school attendance and punctuality	Strategic or Operational?
Review the school's policy on taking term time holidays.	
Improve tracking systems, to identify poorly attending families and the reasons given.	
Issue a joint statement from the Headteacher and Chair of Governors, explaining the importance of regular attendance and punctuality, stating targets for improvement & describing the actions being taken.	
Commission a survey of pupil views to discover what would make school attendance more attractive.	
Set up a system to reward good attendance and punctuality.	
Review the improvement in attendance and punctuality following the introduction of a new reward system.	
Stand at the school gates in the morning to promote message to latecomers re the importance of better punctuality.	
Consider establishing a school breakfast club.	



# Strategic vs Operational – eg for a policy

<i><b>Strategic</b></i>	<i><b>Operational</b></i>
Review the <b>IMPACT</b>	of a current policy =>
	Rewrite the policy - in context of the school's current needs
Ratify the reviewed policy <i>(if a statutory requirement)</i>	
	Implement the changes – including assessment of impact
Review the <b>IMPACT</b>	of the reviewed policy
<i>Ongoing – is it embedded?</i>	

# Strategic vs Operational - questions



Any questions  
about this?

# Being strategic

1. Does our board have clear goals (key priorities)?  
*Do you know what these are?*
2. **How do we know** how well the school is performing against these goals?
3. **What evidence is there** supporting this assessment?
4. How strong is relationship between the school's strategic plan and the key priorities on the school development plan?

# Setting the culture

A governing body and its governors must [...]:

- act with integrity, objectivity and honesty and in the best interests of the school
- be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties

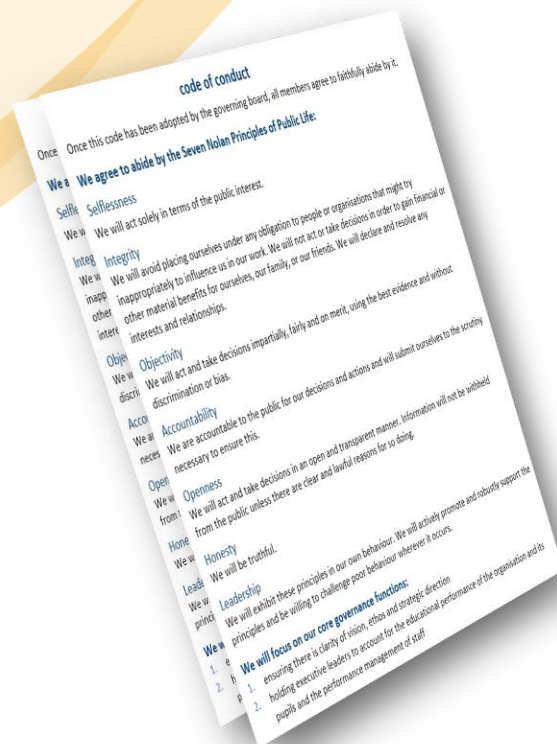
*Maintained Schools Governance Guide (March 24)*

In setting a positive culture, the board must:

- act in the best interests of the trust
- be open and ensure transparency about their decisions and actions
- be prepared to explain their decisions and actions

*Academy Trust Governance Guide (March 24)*

# Your governing board's code of conduct





Any questions  
about this?

More information on the Seven Principles of Public Life (also known as the 'Nolan Principles'):

<https://www.gov.uk/government/publications/the-7-principles-of-public-life>

# Agendas of governor meetings

## EXAMPLE AGENDA for MEETING OF THE FULL GOVERNING BOARD Tuesday 2<sup>nd</sup> May 2023 @ 5pm

TIME		ITEM	LEAD	PAPERWORK
17.00	1	Welcome & Apologies Declaration of Interests Notification of AOB	Chair	
17.10	2	Minutes of the meeting of 2 <sup>nd</sup> February 2023  Matters arising ( <i>please see action list</i> )	Chair	<a href="#">../gov_portal/2023/FGB2.doc</a>
17.20	3	<b>Key Priority 1:</b> Raising achievement in Maths  <b>Governing Board discussion:</b> - what do these reports tell us? - what are the next steps?	Maths Lead govn'r	<a href="#">../gov_portal/2023/mathsSLrep.doc</a> <a href="#">../school/2023/peer review Maths.doc</a> <a href="#">../gov_portal/2023/gov_visits/RW1.doc</a>   Data_spr23
17.50	4	<b>Policy approvals</b> • SEND Policy	Chair	<a href="#">../school/2023/SEND reviewed.doc</a>
18.00	5	New build update (for information)	Head	 Architect Plans
18.10	6	Safeguarding Governor Report	Safeg'd Govn'r	<a href="#">../gov_portal/2023/SGupdate.doc</a>
18.20	7	AOB	Chair	

Meeting to close @ 18.30



Any questions about these?

# Governor meetings

- The chair's role
- The clerk's / governance professional's role



Any questions  
about these?



# Minutes of governor meetings

2	<p><b>Minutes of the meeting of the 2<sup>nd</sup> February</b></p> <p>The minutes were approved as a true record of the meeting, and a copy signed by the chair.</p> <p>Matters arising: <b>Action log updated (see end of Minutes)</b></p>
3	<p><b>Key Priority 1: Raising achievement in Maths</b></p> <p>Reports to inform the discussion had been circulated with the agenda. The maths lead governor (LT) gave a brief additional verbal update on his last visit.</p> <p><b>Questions/discussion arising</b></p> <ul style="list-style-type: none"> <li><b>MZ: How are the staff finding teaching the new Mathletics programme?</b> Headteacher confirmed that staff feedback at the last team meeting, where this was a focus for discussion, was very positive and that the children were adapting to the new lesson structure very well. LT advised that he'd seen a Mathletics lesson during his last governor visit (as per his visit report) and the children were clearly enjoying the dancing-part! He had looked at some books with the Maths Subject Lead, where there was evidence of children responding to the teacher's feedback</li> <li><b>CH: Are we seeing the impact in the progress of the children yet – particularly in our 'dip' Year 5?</b> RW advised that the Curriculum committee had looked at the Maths progress data (as per CC minutes) and it is still early days to see the impact on progress in lower KS2, however Year 5 is now on target. The headteacher confirmed booster sessions for those not at ARE (Rapid Maths) and the most able (extension maths) are being run 3 times per week.</li> </ul> <p>The board asked the headteacher to thank the Maths subject leader for her informative report and support during LT's visit.</p> <p><b>The next steps were agreed:</b></p> <ol style="list-style-type: none"> <li>LT to undertake further school visit before July FGB (inc Rapid Maths and 2<sup>nd</sup> book look)</li> <li>Curriculum Committee to look at Summer data for overall impact</li> </ol>
4	<p><b>Policy Approvals</b></p> <ul style="list-style-type: none"> <li>SEND policy: has been reviewed by headteacher &amp; SENCO. SEND governor confirmed she had discussed changes as part of her last governor visit. The version for approval had been circulated with the agenda.</li> </ul> <p>The board approved the SEND policy.</p>
5	<p><b>New build update</b></p> <p>The headteacher advised that there had been a build team meeting and all is on track, with the plans going in front of the Planning Committee in July.</p> <p>There was a discussion about where the playground markings should be, and where the outdoor benches would be best placed once they were moved from their current positions. It was understood that these are decisions to be taken by the school.</p>
6	<p><b>Safeguarding governor report</b></p> <p>CH's report from her last visit was circulated with the agenda. CH confirmed that it had been a productive visit, including a check of the SCR and a walk-around with the DSL. The focus of the next visit is E-safety, and CH will attend the parent meeting arranged by the</p>



Any questions about these?

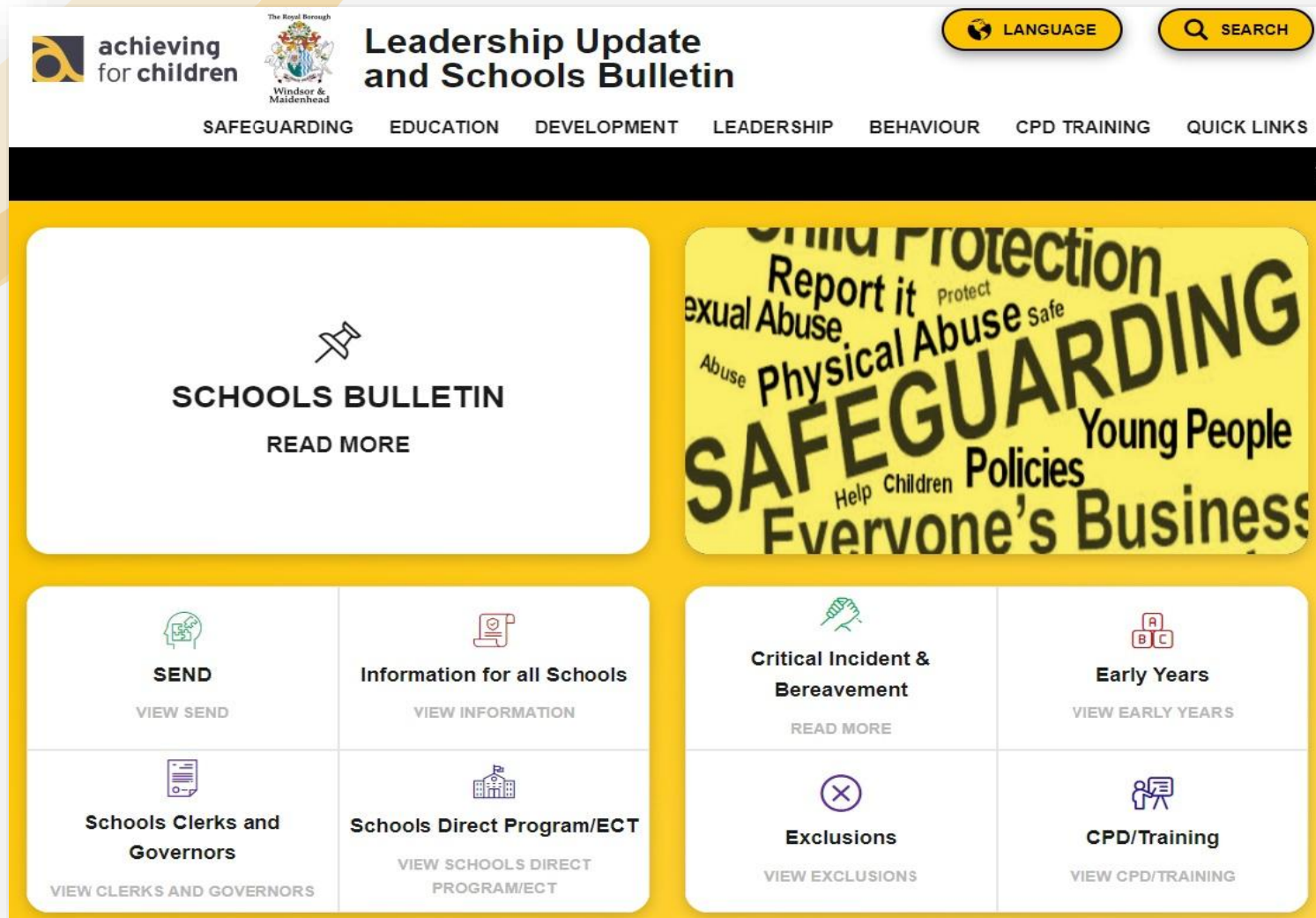
GREEN	Strategic
RED	Operational
BLUE	Governor monitoring
YELLOW	Support



# How does my governing board...

- Know about - and take into account - any recent national and local changes impacting on the education sector and/or the school?
- Seek - and take into account - the views of pupils, parents and others in the community (stakeholders)?
- Keep abreast of possible future trends and changes?

# Leadership Update website



<https://www.leadershipupdate-rbwm.co.uk>

# Governance Training

-rbwm.co.uk/core-training-programme-for-governors-and-clerks/

## SCHEDULE FOR UPCOMING GOVERNANCE TRAINING 2023-24:

### SUMMER TERM 2024 (Terms 5 and 6):

Date	Course	Who	Delivered by	Where	Time
24 <sup>th</sup> April 2024	Clerks & Governance Professionals' Briefing	Clerks / Governance Professionals	Clive Haines / Rebecca Walker	Homer First School, Testwood Road, Windsor	19.00 - 20.30
25 <sup>th</sup> April 2024	Clerks & Governance Professionals' Briefing	Clerks / Governance Professionals	Clive Haines / Rebecca Walker	Moor Hall, Cookham, Maidenhead SL6 9QH	9.30 - 11.00
1 <sup>st</sup> May 2024	Headteacher's Appraisal	Governors on the Headteacher's Appraisal Committee	Clive Haines / Rebecca Walker	Homer First School, Testwood Road, Windsor	19.30 - 21.00
8 <sup>th</sup> May 2024	New Governors Induction Part 1 - <b>Strategic Leadership</b>	New Governors	Clive Haines / Rebecca Walker	Homer First School, Testwood Road, Windsor	19.30 - 21.00
15 <sup>th</sup> May 2024	New Governors Induction Part 2 - <b>The Support and Challenge Role</b>	New Governors	Clive Haines / Rebecca Walker	Homer First School, Testwood Road, Windsor	19.30 - 21.00
	New Governors				

<https://www.leadershipupdate-rbwm.co.uk/core-training-programme-for-governors-and-clerks/>

# The NGA's Governance Glossary

Induction

## Governance glossary

A glossary to help governors and trustees understand education terms

Guidance

21/12/2022



Our glossary is designed to help governors and trustees understand the specialist language that may feature in reports, board meetings and conversations with school staff.

Download a copy of the glossary or select a letter to find specific terms.



A

B

C

D

E

F

G

H

I

K

L

M

N

O

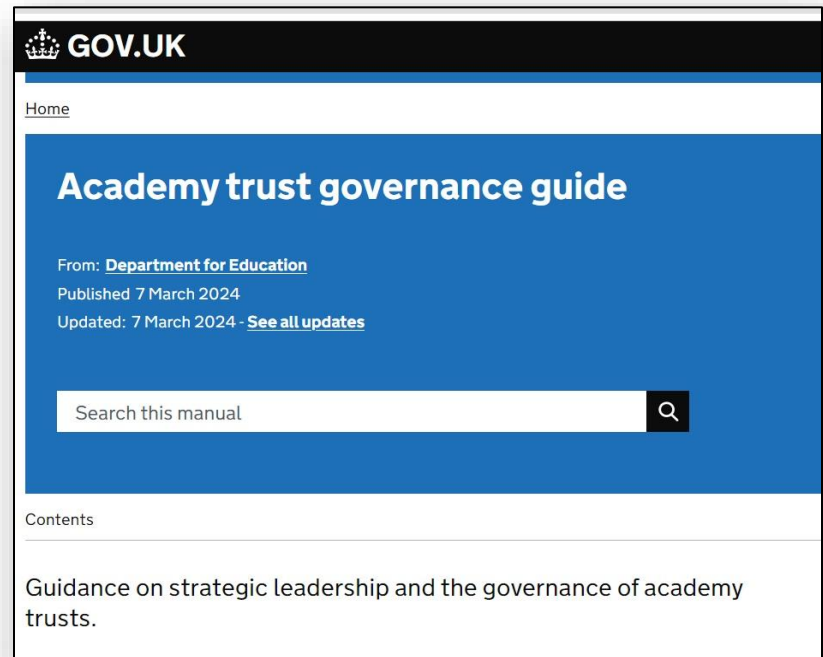
P

Q

The National Governance Association has a glossary of commonly used terms which is available on its website – see link [here](#)

# The DfE governance guides

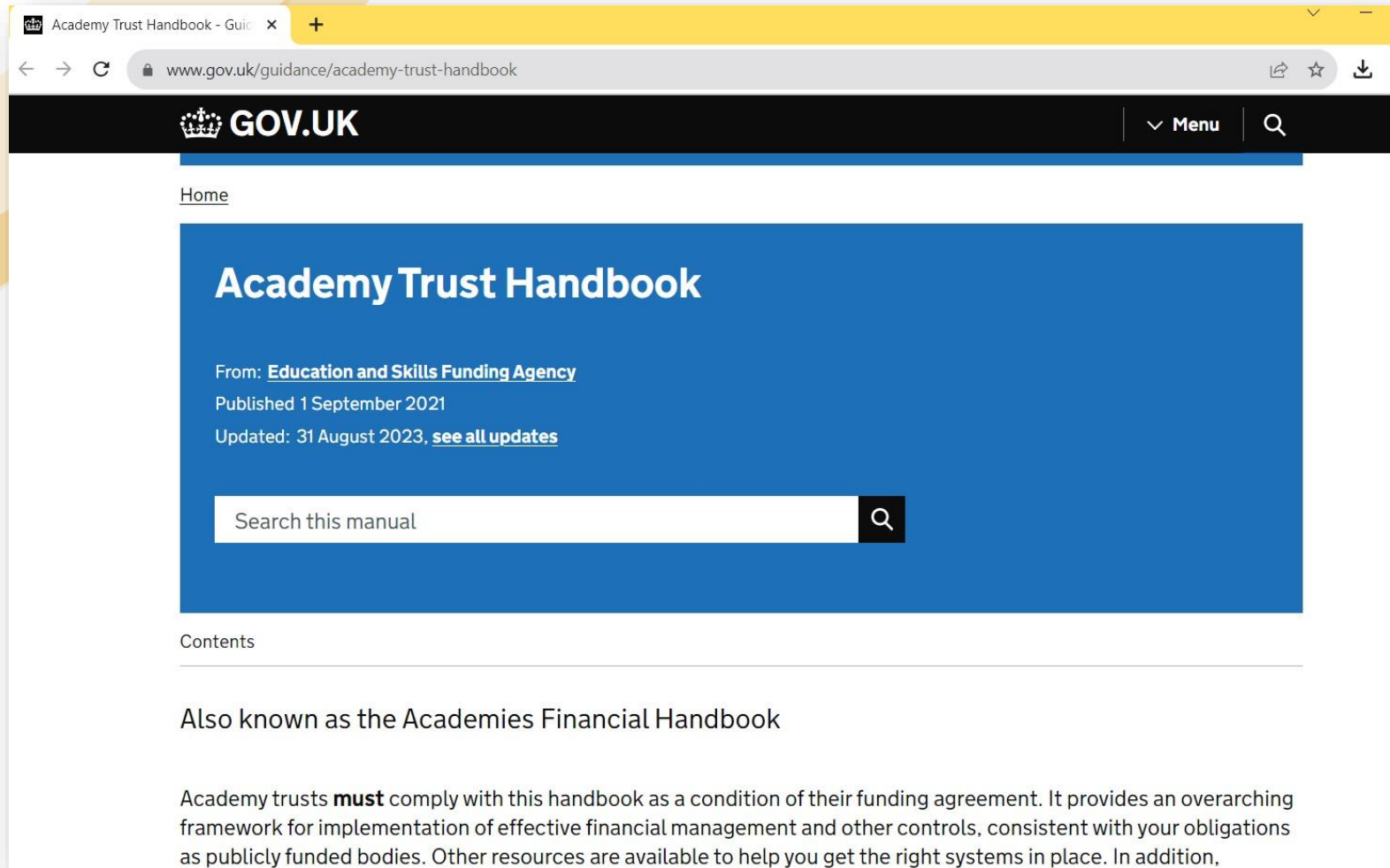
In March 2024, the Department for Education published two new governance guides, one for maintained schools and one for academy trusts.



This non-statutory guidance replaces the governance handbook 2019.

- <https://www.gov.uk/guidance/governance-in-maintained-schools>
- <https://www.gov.uk/guidance/-governance-in-academy-trusts>

# The Academy Trust Handbook



<https://www.gov.uk/guidance/academy-trust-handbook>

**Any questions?**

???