



Nottinghamshire
County Council

Governor Services Prospectus

2011 - 2012



Forget any stereotypes of who governors are

They are people like you!

"Governors are unsung heroes"

Headteacher, secondary school



**"It's a tough job, but I've received lots
of support, and it's worth it"**

Primary governor



Governor services

Who does what?

Leonie Meikle

Governor Services Manager

☎ 0115 854 6055

- responsible for leadership and management of governing body services
-

Jane Mansell

Senior Specialist Practitioner

☎ 0115 854 6054

- support headteachers/chairs of governors/complaints panels dealing with complaints
 - facilitate termly heads and chairs briefings
 - provide advice and guidance for amalgamation/federation/collaboration
 - development of governing body clerks
 - recruitment & retention of school governors.
-

Susan Tiplady

Section Leader, Home Brewery Building

☎ 0115 854 6057,

Val Whistler

Section Leader, Meadow House

☎ 01623 433356

- telephone/written advice to governors and headteachers
 - advice and guidance on school government regulations and instruments of government
 - providing support outside of meetings
 - telephone consultancy with chairs of governors on headteacher appointments.
-

Jon Coales (Monday - Wednesday)

Alan Joddrell (Thursday, Friday)

Governor training

☎ 0115 977 4458

- day to day arrangements required to deliver governor training
- prepare the training and development programme
- advise and support governors in promoting and delivering training
- develop and maintain a portfolio of appropriate trainers
- commission appropriate trainers to meet governors' training needs.

Broxtowe, Gedling, Rushcliffe

☎ 0115 854 6061

Ashfield, Bassetlaw, Mansfield, Newark

☎ 01623 433357

- support delivery of the headteacher appointment service
 - responsible for maintaining governor membership records
 - provide advice to governors on legislation and their roles and responsibilities
 - prepare draft agendas for governing body meetings
 - work with clerks to governors on the preparation for and follow up from governing body meetings
 - prepare and distribute the agenda and papers for governing body meetings
 - type and distribute minutes of governing body meetings
 - provide administrative support for the headteacher appointment process
 - maintain governor membership records including appropriate checks
 - provide basic advice to governors and schools including advice on membership and election of governors
 - send welcome packs to new governors
-

Vacancy

Admin Assistant Governor training

- take and confirm bookings
- distribute training and promotional materials and related correspondence
- provide information and advice to governors about training events.

Welcome to the governor services prospectus for 2011-12

The governor services teams are pleased to support governing bodies throughout the County. The aim of this prospectus is to inform all governors of the services available from Nottinghamshire governor services and provide details of governor training courses.

Governor services is responsible for assisting the local authority in discharging its statutory responsibilities to governing bodies including

- governor registration and the maintenance of a governor database
- monitoring of governor vacancies
- local authority governor recruitment and appointment, including appropriate checks.

The clerking service

Every governing body is required to employ a clerk who is not a governor at the school. The clerk should be able to advise the governing body on constitutional and procedural matters, duties and powers. The advice should be impartial and independent.

The clerks employed by the Local Authority undergo thorough induction training and receive ongoing training and support. At the beginning of every term clerks are briefed on the issues to be discussed. The authors of key reports are able to clarify action for governors and answer any questions from clerks. Mid term briefing sessions are also held where clerks can discuss wider governance issues and share good practice.

All clerks have wide experience of different types of schools and are able to use their skills to interpret information and to assist governors in their decision making process.

Nottinghamshire clerks to governors are also trained to support governors with improvement planning, self evaluation, governor recruitment and to support schools experiencing challenging circumstances. Governing bodies should be able to identify their own strengths and weaknesses as well as those of the school and the clerks are well placed to support governing bodies in this process.

Advice and Information Service

The governor services teams are available between meetings to give year-round advice and guidance to governors. Key staff have a wealth of experience in supporting governing bodies and are able to offer advice and guidance on parental complaints, pupil exclusions, relationship difficulties, parent and staff governor

elections and headteacher recruitment.

To support the clerking service, governor services administration staff work with the chair of governors and headteacher to produce the agenda, ensure that papers are dispatched to governors to statutory guidelines and work with the clerk to produce accurate, agreed minutes within the service timelines.

Clerking Service Package A: full clerking service

Package A will provide a named clerk who will attend three full governing body meetings per year. Cover will be provided by another, fully trained, clerk if your named clerk is unable to attend.

Clerking Service Package B: professional support

If your governing body chooses to employ its own clerk, governor services can provide professional support to your clerk, including a termly briefing session led by governor services officers and telephone/written advice throughout the year.

See management choices for full details of the packages

Cost

School type	Package A	Package B
Primary	£1495	£586
Special	£1495	£586
Secondary	£1854	£586

Pay as you go services

Governor services also provide additional support to assist governing bodies in carrying out their duties. These can be purchased as and when required and include:

Special meetings and/or committee meetings

Governing bodies may need to hold additional meetings from time to time. All additional meetings of the full governing body should be called by your clerk. Governor services will carry out this function for the first additional meeting at no extra cost, if you purchase package A.

If your governing body requires advice, guidance and minuting at these meetings a clerk can be provided. If minuting only is required, governor services can also provide an experienced minuting secretary. A set of minutes will be sent to the chair for checking and distribution within five working days of the meeting.

Clerk to pupil discipline committee

A trained clerk to pupil discipline committee will attend the exclusion meeting and give advice and guidance on the legal framework and procedures to members of the discipline committee before and during the meeting. The clerk will complete follow up correspondence and provide one set of minutes returned to the chair within five working days.

Clerk to complaints panel

If a governor panel has to be convened to hear a complaint, governor services can provide an experienced clerk to give advice on the procedures and support the panel at the hearing. They will record the proceedings and notify the complainant of the result. A set of minutes will be sent to the chair of the panel within five working days.

Experienced staff at your area base are available to give pre-meeting advice for pupil discipline or complaint panels.

Annual business planning workshop

Would it be useful to get additional support from your clerk to help you plan and organise the work of the governing body?

Your clerk will meet with members of the governing body and provide support on areas for improvement identified by the governing body. Any member of the governing body can attend – you decide.

The anticipated outcomes of the session could include;

- completion of annual planning documentation
- a set of draft agendas for the whole year for the full governing body and committees
- identification of governing body priorities and training needs
- understanding of how to improve delegation and manage meetings better
- more effective use of decision planner and committee remits
- more effective use of governing body time
- more proactive and 'driven' agendas
- governing body self evaluation
- understand of how to move from "satisfactory" to "good" and "good" to "outstanding"
- evidence for Ofsted inspection.

Talk to your clerk or governor services to discuss how business planning can help you become an outstanding governing body.

Cost

	Attendance of clerk	Minutes only	Calling only
Additional full governing body or committee meetings	£169 for meeting up to 2 hours £41 per hour thereafter	£105 for meeting up to 2 hours £21 per hour thereafter	£22 per meeting First meeting free
Clerk to Discipline Committee	£246 for meeting up to 3 hours £41 per hour thereafter		
Clerk to complaints committee	£246 for meetings up to 3 hours £41 per hour thereafter		
Annual business planning workshop	£169 for meetings up to 2 hours £41 per hour thereafter		

Diversification of governance

We recognise that there are different models of governance including academies, federation and collaborations. If the packages we offer do not fit the changing needs of your governing body, please contact your area base to discuss alternative provision.

Headteacher appointment service

It is not recommended for headteachers to be involved with the appointment of their successor. It is, therefore, vital that the governing body receives professional, impartial, advice and support in making their most important appointment.

Governor services staff work with Local Authority officers to provide a professional, cost effective headteacher recruitment service to governing bodies. Together, we have considerable experience and expertise in recruiting headteachers and can offer guidance and advice during the process.

Should you decide not to purchase the headteacher appointment service a Local Authority officer will offer limited free advice at shortlisting and interview as the

representative of the corporate director of children, families and cultural services. Governor services staff will provide free basic telephone advice on the recruitment process.

Despite everyone's efforts, some governing bodies are unable to appoint first time and have to repeat the process. The charges for the headteacher appointment service are therefore based on actual numbers of enquiries, applications and governors involved.

Full details of the cost and the service specifications are in Management Choices and chairs of governors should contact Susan Tiplady or Val Whistler (telephone numbers on the inside cover) to discuss their requirements.

Training and Development Opportunities

The Local Authority Governor Training and Development package consists of:

- four hours of school based provision which can include school or cluster training and facilitated development events based on a focus, topic or theme identified from the governing body self-evaluation process
- an annual training programme updated termly to take into account new legislation with regular reminders of training available in your area
- two places for governors from your governing body for the annual governors' conference and unlimited access to hot topic briefings
- the National Induction programme to equip new governors to make a valuable contribution to the work of the governing body
- the National Taking the Chair programme consisting of five modules to help prepare governors for the additional responsibilities involved when becoming a chair or vice-chair
- administrative support to help set up cluster training with neighbouring schools and support governor training co-ordinators
- a training co-ordinator toolkit containing templates for support, development and guidance
- training co-ordinator briefing and development sessions held in all seven districts
- a training history from 2004 available to all subscribing schools
- telephone support provided for training co-ordinators to identify, plan and deliver their governing body's training needs
- access to a range of e-learning training and development opportunities.

Diversification of governance

We recognise that there are different models of governance including academies, federations and collaboration. If the packages we offer do not fit the changing needs of your governing body please contact the governor training team.

Cost

This is based on the size of your governing body according to your instrument of government as at April 1, 2011 plus any additional associate members. The subscription is equivalent to £49 per governor member for unlimited access to the central programme, including the All-day Induction course, the five-module Taking the Chair course and four hours of school based provision.

This represents excellent value for money.

Course descriptions

Courses are divided into foundation, specialist and general - these courses are run at regular intervals in venues across the county as advertised. Suggestions for school based sessions are also included and new courses to meet identified needs and demand may be added throughout the year.

NB Details of how to book can be found on page 49

The content and materials used are regularly updated and improved. Our ongoing monitoring policy means that every effort is made to ensure they are current, relevant and accurate.

Cross cutting themes

The following themes have been identified as common threads that run through governor training and development. In some courses and development sessions they are highlighted as being of central importance but it is important to reflect on their relevance to all aspects of the work of governing bodies.

- Impact on school improvement
- Statutory responsibilities
- Responsible and appropriate behaviour and relationships
- Equality and diversity
- Safeguarding
- Sustainable leadership and succession planning

Pathway to Effective Governance

National Induction Training for New Governors
Monitoring and Evaluating
Representation and Accountability
Working Strategically

Foundation Courses - pages 7 to 9

These courses (including the Induction Programme), are designed for new and less experience governors and are steps on our pathway to governance. Foundation course descriptions include identified outcomes to equip governors for effectively carrying out their important role. All governors are strongly encouraged to complete the pathway.

Specialist Courses – pages 10 to 13

These courses have been developed for governors who have a specialist role within their governing body or are a member of a particular committee. They will also be of interest to governors wishing to know more about these subjects and those considering taking on such roles and responsibilities in the future.

General Courses – pages 14 to 16

These courses are designed for all governors and cover a variety of key areas.

Briefings, Hot Topics Sessions and Annual Conference – page 17

A number of short briefing sessions on specific topics are offered as part of the training and development programme. Termly 'Hot Topics' sessions are organised to keep headteachers and governors up-to-date with new initiatives and developments.

The Annual Governors Conference will again take place in March 2012.

School Based Sessions – pages 18 to 25

Descriptions of school based sessions are included to provide governors with a menu of training and development opportunities that are available to governing bodies in their individual schools or clusters/families. These sessions should be requested by training co-ordinators (or whoever is organising governor training) and are run in your own schools. They will be tailored to meet your needs.

Other courses described in this prospectus or sessions on themes not covered can be requested as a school/cluster/family based session, where possible we will respond to your needs.

Governor E- Learning (GEL)-page 25

Details of the GEL e-learning modules that can be accessed by subscribing governing bodies are listed for your information. E-learning can be used to support face-to-face training or as an alternative way of learning.

- Safeguarding - The Governors' Role
- Governors' Visits to School
- Monitoring and Evaluation - The Governing Body's Role
- Health and Safety
- Looked After Children
- Roles and Responsibilities of School Governors
- Headteacher Recruitment and Succession Planning
- Every Child Matters
- National Training Programme for New Governors
- The Role of the SEN Governor
- Monitoring Performance Data and Targets
- Taking the Chair
- Performance Management - the Governors' Role
- Understanding Schools Finance
- Academies.

Foundation Courses

National Induction Training Programme for New Governors

FC1 and FC1.1, FC1.2, FC1.3.

This course is available as an all day event (FC1) or as three separate 2 hour modules held in the evening (FC1.1, FC1.2, FC1.3). The date, time and venue of the second module is decided at the first module by the participants. The same applies for the third module.

Aims:

to examine how a governing body and individual governors can fulfil their three main roles:

- strategic role
- critical friend
- ensuring public accountability

Intended for: All new governors in their first year on a governing body

Objectives:

- see objectives in the three modules that follow.

Key methods and approaches

Presentation input, video, discussion groups and quizzes.

Module One (FC1.1)

Aim:

- to examine the context of governance and the governing body's strategic role.

Objectives:

- to clarify the main purpose of governing bodies
- to introduce the three key roles of the governing body
- to identify the key elements of the strategic role
- to define the powers and duties of governing bodies
- to highlight the significance of planning and target setting
- to consider the characteristics of effective schools.

Module Two (FC1.2)

Aim:

to examine how governors and a governing body can fulfil the important role of critical friend.

Objectives:

- to define the role of a critical friend
- to explore the characteristics of effective governing bodies
- to distinguish the difference between monitoring and evaluation, clarifying the governors' role in both
- to identify the sources of performance information available to schools
- to identify ways to ensure that governors' visits to schools are productive
- to clarify the procedures for governors' meetings and identify ways to contribute with confidence.

Module Three (FC1.3)

Aim:

- to examine the governing body role of public accountability.

Objectives:

- to clarify why, how and to whom schools are accountable
- to define the headteacher's accountability to the governing body
- to identify the ways in which the headteacher reports to the governing body
- to define the governing body's accountability to key stakeholders
- to identify good practice in the production of the prospectus and other published information
- to identify further sources of information, support and training.

The following foundation courses have been designed to build on the learning acquired during the National Induction Training Programme and therefore it is strongly recommended that the Induction Programme is completed first.

Monitoring and Evaluating

new!

This course is divided into two separate 2 hour modules held in the evening (FC2.1, FC2.2).

Aims:

These sessions are designed to develop understanding of:

- the part monitoring and evaluating plays in improving school effectiveness
- the role of the governing body in this process.

Intended for:

All governors : this course is a foundation course and is part of the pathway to governance.

Objectives:

See objectives in the two modules that follow.

Key methods and approaches:

Presentation inputs, activities, discussion.

Outcomes - by the end of the two module course governors should be able to:

- state the meanings of the terms monitoring and evaluating
- explain the role of governors in the process
- list at least 3 sources of information and data
- illustrate how information and data can be used to monitor and evaluate progress
- demonstrate an increase in skills and confidence in being able to undertake purposeful governor visits to support school improvement
- explain how reports to governors should be used to assist governors in fulfilling their monitoring and evaluating role
- demonstrate an increase in skills and confidence in identifying and asking meaningful questions to assist understanding and offer appropriate challenge
- apply what has been learnt to the context of their own school.

Monitoring and Evaluation - Module one (FC2.1)

(2 hours)

NB. This course includes governor visits to school.

Objectives:

- to increase understanding of monitoring and evaluating in school effectiveness
- to clarify the role of governors in the process
- to identify practical ways to obtain and use a variety of information and data to monitor and evaluate progress
- to increase understanding of the relevance of school visits in monitoring and evaluating school improvement
- to ensure governors appreciate the need to establish and follow agreed policies, processes and codes of behaviour/conduct

NB. Participants will be asked to find out more about the processes used in their schools before attending the next session.

Monitoring and Evaluation - Module two (FC2.2)

(2 hours)

Available from spring term 2012

Objectives:

- to increase understanding of monitoring and evaluating in school effectiveness
- to clarify the role of governors in the process
- to consider how the headteacher report and reports from others can be used to assist in evaluating the school
- to improved skills in identifying pertinent questions to assist understanding and provide appropriate challenge
- to identify their own current governing body practices and consider how to best contribute

Representation and Accountability (FC3)

new!

(2 hours)

Available from the spring term 2012

Aim:

This course is designed to provide time to explore representation and accountability and what these terms mean for governors when trying to fulfil their role.

Intended for:

All governors: - this course is a foundation course and is part of the pathway to governance.

Objectives:

- to distinguish the different categories of governor e.g. parent, community foundation and clarify the meaning of representation
- to consider how to manage the expectations of stakeholders
- to clarify the meaning of accountability and identify key areas of governor accountability
- to identify good practice in taking an active and planned approach to dialogue with, and accountability to, the community
- to share experiences and consider ways that governing bodies can engage effectively with children, parents and carers and staff.

Key methods and approaches:

Presentation input, activities, scenarios/case studies, group discussion.

Outcomes - by the end of the course governors should be able to:

- state the different categories of governor
- state the meaning of representation in this context
- demonstrate an increase in skills and confidence in being able to listen and respond appropriately to different stakeholders
- state the meaning of accountability in this context
- list at least 3 key areas of governor accountability
- give examples of good practice in serving the school community and engaging with children, parents and carers and staff

Working Strategically (FC4)

new!

(2 hours)

Aim:

This course is designed to develop greater understanding of the central role of school leadership and the work of the governing body in setting the strategic direction of the school.

Intended for:

All governors: - this course is a foundation course and is part of the pathway to governance.

Objectives:

- to consider the governing bodies role in determining the strategic priorities for school improvement based on rigorous school self evaluation
- to clarify which decisions a governing body should be taking and consider how their strategic influence can be brought to bear in decision making processes
- to explore ways in which governors can be actively engaged in policy formulation and review
- to identify what is involved in the process of target setting and how governors can take an active part in promoting raising standards
- to consider the information and processes needed to ensure a governing body deploys resources effectively in support of the school improvement plan.

Key methods and approaches:

Presentation input, discussion, case studies activities.

Outcomes - by the end of the course governors should be able to:

- state what a strategic priority is
- illustrate the importance of school self evaluation in setting strategic priorities for school improvement
- explain the role of governors in this process
- give examples of appropriate governing body decision making
- outline practical ways governors can contribute to ensuring the effectiveness of policies
- explain target setting and governors' role in raising standards
- explain what a governing body needs to do to make sure school resources are best used to deliver the school improvement plan

Specialist Courses

Special Educational Needs (SpC1)

(2 hours)

Aim:

This course provides an introduction to the area of Special Educational Needs (SEN) in schools and the role of the governing body SEN governor.

Intended for:

New SEN governors in mainstream schools and all governors interested in supporting school inclusion policies.

Objectives:

- to clarify the definition of SEN and Inclusion and to consider the government's Code of Practice
- to consider the impact of SEN on governance
- to discuss how SEN may be identified and acted upon in school
- to clarify the role of the SEN governor
- to understand the responsibilities of the whole governing body in relation to SEN and the Equalities Act including monitoring and evaluating
- to provide information relating to the role of the SENCO and support agencies
- to provide participants with a suggested good practice framework for putting the SEN remit into practice

Key methods and approaches:

Discussion, activities, presentation

Safeguarding (SpC2)

(2 hours)

new!

Aims:

The course content informs of legislation and statutory guidance including the safeguarding arrangements that are required to be in place in each school, some basic safeguarding awareness raising and clarifies the role and responsibilities of both the chair of governors and named child protection governor in relation to safeguarding. The course will also provide useful facts and information to support governors in ensuring that their school has the statutory 'safeguarding arrangements' embedded into the ethos of the school and be an opportunity to share 'good practice'.

Intended for:

Training is available for the chair of governors and named child protection governor. Other governors can attend Basic Introduction to Safeguarding carried out in all schools.

Objectives:

Raise awareness and understanding of:

- legal framework, statutory duty and Government guidance
- the concept of safeguarding and promoting welfare for schools and education services
- defining and recognising the categories of abuse and how it impacts on children, families and schools
- working together to take action to report concerns
- the role and responsibilities of the School Governor in safeguarding children and young people
- what's new in safeguarding and learning lessons from practice through serious case reviews.

Key methods and approaches:

Through face-to-face learning from experienced professionals. A range of methods will be used to help to build up skills and knowledge. Methods include formal input, group discussions and a variety of training methods as appropriate.

Co-ordinating Governor Training and Development (SpC3)

(2 hours)

new!

Aim:

This course has been designed as an opportunity to focus on what is involved in the effective co-ordinating of governor and governing body training and development.

Intended for:

- new training co-ordinators
- existing training co-ordinators who would like to reflect on their role and responsibilities
- aspiring training co-ordinators
- other governors who take the lead in the identifying, planning and organising of training and development.

Objectives:

- to establish why governors and governing bodies need training and development opportunities
- to identify and support the development of skills and qualities valuable to a training co-ordinator
- to explore what is involved in the role of co-ordinating training and development
- to consider ways of supporting governor development
- to examine what is involved in planning, co-ordinating and evaluating a school based training and development session
- to help participants with practical suggestions to contribute to the development of your practice
- to consider further action for participants and identify available support.

Key methods and approaches:

Discussion, activities, case study scenarios, short inputs, action planning

Finance for Governors (SpC4)

(2 hours)

Aim:

This course is designed to provide an overview of what governors need to know undertake their role in school finance matters

Intended for:

All governors, particularly those on the finance committee

Objectives:

- to develop an understanding of financial roles and responsibilities
- to increase knowledge about where school funding comes from and how it is managed on both an annual and multi year basis
- to provide an overview of best practice for the effective management of school resources
- to enable the role of the governor to be effective in strategic planning.

Key methods and approaches:

Presentation, activities, discussion

Human Resources for Governors (SpC5)

(2 hours)

Aim;

This course is designed to provide an overview of the role and responsibility of governing bodies in human resource/personnel matters.

Intended for:

All governors, particularly those on the personnel committee

Objectives:

- to provide a general overview of the role of the personnel committee
- to explain the key functions and decisions of the governing body in relation to personnel matters
- the identify support available to help governors undertake this role

Key methods and approaches:

Presentation, case studies

Headteacher Performance Management: an introduction (SpC6)

(2 hours)

Aim:

This course provides an overview of headteacher performance management and provides an opportunity for governors to develop the knowledge, skills and confidence needed to fulfil the role and responsibilities

Intended for:

All newly appointed and inexperienced performance management governors, aspiring performance management governors and governors wishing to know more about performance management in schools.

Objectives:

- to develop understanding of the background to the arrangements for the performance management of headteachers and the current context we are operating within
- to consider the role and responsibilities of the governing body and Headteacher in relation to performance management
- to clarify the role and responsibility of a headteacher performance management governor
- to consider what is involved in implementing performance management policy and regulations and the different stages of the process involved
- to develop practice and increase confidence of performance management governors.

Key methods and approaches:

Presentation, practical tasks.

Headteacher Performance Management: Advanced (SpC7)

(2 hours)

Aim:

This course is designed for experienced performance manager (PM) governors to update and further develop their knowledge and skills, it provides an opportunity to review current practice, consider good practice and raise issues and concerns.

Intended for:

Experienced performance management governors

Objectives:

- to better equip PM governors to implementing the performance management policy and regulations
- to identify links with other GB tasks, duties and activities
- to explore governors role within the performance management cycle
- to consider the effective management of the Headteacher performance management process including working with an external adviser
- to enhance performance management skills enabling governors to take a confident and pro-active role in the process including setting and monitoring appropriately challenging PM objectives

Key methods and approaches:

Sharing and questioning practice, discussion, practical activities and tasks, post course action planning

Taking the Chair

(SpC5.1, 5.2, 5.3 5.3, 5.4, 5.5)

(SpC8)

Certificated Course

Aim:

This national 10 hour course is designed to build skills and confidence and provide opportunities for participant to support each other and share good practice.

Intended for:

New chairs and aspiring vice-chairs. Also an opportunity for experienced chairs to brush up their skills and contribute to the development of others.

Module One:

The chair and headteacher- building an effective relationship

Module Two:

The chair and the governors - team building and team effectiveness

Module Three:

Leading and managing the work of the governing body

Module Four:

The chairs role in supporting strategic leadership

Module Five:

The chairs role in ensuring accountability
The dates, times and venue arrangements for subsequent modules will be decided by participants at the first meeting.

Key methods and approaches

Presentation, case studies, exercises, discussion

General Courses

Partnerships with the Community (GC1)

new!

2 hours

Aim:

This session provides an opportunity to look at how partnerships can bring school and community together to transform and enhance provision and impact on achievement for all.

Intended for:

All governors

Objectives:

- to increase knowledge of a range of ways in which schools can work with and within their communities
- to explore the learning potential of community and enterprise activities
- to consider how to ensure provision matches needs and impacts on pupil progress
- to identify ways in which governors as partners can contribute their strengths and knowledge and make a difference in their community

Key methods and approaches:

Presentation, case study, discussion, activity

School Leadership and Governance Models (GC2)

new!

(90 mins)

Aim:

This course is designed to provide an overview of different forms of collaborations and partnerships between schools and highlight developing models of leadership and governance.

Intended for:

All governors

Objectives:

- to increase knowledge of some of the principles and drivers underpinning current educational policy and recent developments
- to identify different models of leadership and school organisation
- to explore some of the implications and opportunities for governance
- to identify practical arrangements to support school effectiveness such as sharing staff and professional development opportunities
- to consider the possible benefits and challenges associated with developing collaborations and partnership

Key methods and approaches

Presentation, case studies, discussion, activity

Positive behaviour management and exclusions (GC3)

new!

(2 hours)

Aim:

This course has been designed to enable governors to consider their role in relation to positive behaviour management and exclusions

Intended for:

All governors, particularly members of the pupil and personnel or discipline committee.

Objectives:

- to increase awareness of what impacts on pupil behaviour and attendance
- to increase understanding of the importance of effective behaviour management systems, processes and support in schools
- to consider policy and 'good practice' recommendations in relation to behaviour and attendance
- to identify examples of appropriate methods for monitoring, evaluating and challenging in relation to school policy, procedure and data
- to increase knowledge of the procedures and processes relating to exclusions and integration and the legislative framework relating to such matters
- to clarify the governing body's role in integration and exclusions of both a temporary and permanent nature

Key methods and approaches

Presentation, discussion, case studies

Contributing to Effective School Leadership (GC4)

new!

(2 hours) Available from the spring term Jan 2012

Aim:

This course focuses on how an effective governing body makes an impact on school improvement and strengthens school leadership

Intended for:

Chairs, vice-chairs and those considering taking up these roles in the future

Objectives:

- to consider how the governing body can work most effectively in the determining of strategic priorities for school improvement based on rigorous school self evaluation
- to identify ways in which the governing body, can appropriately challenge assumptions and use strategic influence in effective decision making
- to explore the particular contribution a chair and vice-chair can make to school leadership
- to increase knowledge of the current picture, different models of leadership and governance that are emerging and the succession planning agenda
- to explore how the governing body can engage with the development leadership talent within the school community

Key methods and approaches:

Discussion, sharing practice, case studies, short presentation inputs

Health and Safety - Raising Awareness (GC5)

(2 hours)

Aim:

This course should give governors the confidence to ensure that the school management is doing enough to comply with the relevant health and safety legislation.

Intended for:

All governors, even governors who have attended previously should attend again as health and safety law is constantly evolving.

Objectives:

- to introduce governors to their roles and responsibilities relating to health and safety law
- to give background knowledge of health and safety law and to explain how it relates to the school environment.

Course content includes:

- why manage health and safety?
- results of accidents
- legal requirements
- who does what
- risk assessments
- what governors should do

Recruitment and Selection (GC6)

(2 hours)

Aim:

To inform governors about their roles and responsibilities around the recruitment and selection of school staff

Intended for:

New and existing school governors with little existing experience of recruitment and selection

Course content:

Explanation of the role and responsibility of governors to include:

- key issues in recruitment and selection
- defining a vacancy
- planning the recruitment process
- advertising and application
- short-listing candidates
- selecting a candidate including interview skills and questioning skills
- follow up action.

NB. The course will not cover safer recruitment practices in detail, please refer to the online course at -

www.cwdcouncil.org.uk/saf_eguarding/safer-recruitment

Briefings, Hot Topics Sessions and Annual Conference

An introduction to Governor Mark - The National Quality Mark for School Governance (B1)

The date will be advertised to training co-ordinators in autumn term

Intended for:

Representatives from governing bodies who have an interest in focusing on:

- auditing and improving their practice
- working toward a quality mark for effective governance

Objectives:

- to provide an overview of Governor Mark
- to explain the structure of the standard and how school can use the process tools
- to illustrate the importance of the impact of governance within the standard
- to outline the assessment process
- to answer questions and provide information to help governing bodies decide if and how they might want to proceed

Hot Topics - Developments in Children's and Young People's Services

An annual programme of briefing and discussion sessions based on current developments. These sessions are for all headteachers and governors from across Nottinghamshire.

Governors will be notified of the dates, times and venues during the term.

Objectives:

- to enable governing bodies to keep abreast of the current developments in education as they impact on Nottinghamshire schools
- to enable governors to discuss the implications of new developments
- to enable governors to share ideas and work together where appropriate.

Annual Governors Conference

Date: Saturday, March 10, 2012

Place: Mansfield Civic Centre

Theme: To be Agreed

School Based Training Courses

Achievement and Equality

Previously known as ECAS, The Achievement and Equality Team is able to provide governing bodies with a range of training opportunities on request. Programmes can be tailor-made to the needs of an individual school or family of schools, with dates and times being mutually agreed.

The Equality Act 2010: Implications for Schools (SB1)

(2 hours)

Aim:

This course is designed to provide governors with an overview of the associated legislation and their specific responsibilities and statutory duties and assist participants in identifying how they might deliver effectively on this agenda.

Intended for:

All governors, particularly those who have specific responsibility for equality, inclusion or community cohesion

Objectives:

- to increase knowledge of legislation, responsibilities and statutory duties
- to consider ways of fulfilling responsibilities and duties and developing and improving practice in school
- to address potential challenges sometimes presented by this area of work
- to identify and consider possible solutions and approaches
- to share best practice
- to increase knowledge and confidence in this area of work

Key methods and approaches:

Focused discussion, presentation, practical activities

Community Cohesion (SB2)

(2 hours)

Aim:

This course is designed to provide governors with an understanding of how to promote cohesion within their school

Intended for:

All governors, particularly suitable for governors with lead responsibility for community cohesion.

Objectives:

- to consider the community cohesion agenda
- to assist governors in monitoring progress within their school settings, including how to evaluate the impact of a school's community cohesion work
- to build confidence and share best practice across governing bodies throughout the LA
- to provide opportunities for focussed thinking around the potential challenges of this work and to share ideas about possible solutions.

Key methods and approaches:

Focused discussion, presentation, practical activities

Race Equality (SB3) Equality in Action: The Stephen Lawrence Education Standard

new!

(2hours)

Aim:

This course is designed to provide governors with an overview of the Stephen Lawrence Education Standard and to develop an understanding of how to support their school to achieve the Standard.

Intended for:

All governors particularly those who have specific responsibility for race equality and inclusion. The training is suitable for any schools which are working towards the Stephen Lawrence Standard or considering registering for it.

Objectives:

- to become familiar with the twelve criteria of the Stephen Lawrence Education Standard (SLES)
- to consider the links between the school's policies and practice in relation to the SLES
- to understand your role in supporting the school to achieve the Standard
- to address potential challenges and identify possible solutions that may present themselves
- to share best practice
- to increase knowledge and confidence in this area of work

Key methods and approaches:

Focussed discussions, practical activities and presentation

Becoming an Academy- Considering the Pros and Cons (SB4)

new!

(1-2 hours depending on needs of school)

Aim:

This session has been developed to provide governing bodies with up-to-date information on the academies agenda and enable governors to spend time developing their understanding and considering their views

Intended for:

All governing bodies

Objectives:

(objectives to be selected as appropriate)

- to facilitate a governing body discussion on the differences and implications of becoming an Academy
 - to enable governors to explore the potential pros and cons for their school of Academy status
 - to identify questions and tasks that need progressing before making an informed decision on this issue
- to inform schools of the County Council policy and support for academies.

Key methods and approaches:

Presentation, discussion, activities, action planning

Building an effective governing body team (SB5)

Aim:

This session is designed to develop a governing body's ability to work together effectively as a team for the good of the school.

Intended for:

All governing bodies, particularly those with a new headteacher, chair or and those emerging from a period of change or upheaval.

Objectives:

(objectives to be selected as appropriate)

- to provide an opportunity for governors, through self-evaluation, to explore the characteristics of an effective governing body team
- to identify ways in which working effectively can make a positive impact on school improvement
- to considered key elements of effective team work
- to highlight appropriate strategies that will enable the governing body to focus on maintaining an effective team
- to use the session to help build positive relationships based on trust, openness and transparency

Key methods and approaches:

Activities, discussion, PowerPoint summaries

Developing Effective School Based Induction (SB6)

new!

Aims:

This course is designed to provide an opportunity for governing bodies to consider what is needed to successfully induct a new school governor into their governing body and plan a school based induction process.

Intended for:

All governing bodies

Objectives:

(objectives to be selected as appropriate)

- to identify the needs of a new governor and the importance of school based induction
- to share experiences and consider 'good practice' examples of programmes
- to develop or improve a school based induction process identifying:
 - Who – should be involved
 - What – should be included
 - When – should it take place
 - How – what methods should be used.

Key methods and approaches:

Discussion, case studies, planning

Governing Body Succession Planning (SB7)

(Minimum length of session 1 hour)

Aims:

This course is designed to provide a structured opportunity for governing bodies to plan for their future development and sustainability and consider how to grow leaders from within the governing body

Intended for:

All governing bodies

Objectives:

(objectives to be selected as appropriate)

- to review the membership, skills and roles within the current governing body
- to consider how to retain and develop governors including enabling governors to take on new roles and responsibilities
- to increase awareness of different models of governance and structure
- to create a plan to ensure the governing body is fit for purpose including a strategy to attract and recruit new governors to add skills, knowledge and experience
- consider potential future leaders who may take on key roles in the governing body and identify support that could be provided

Key methods and approaches:

Activities, discussion, presentation input.

Health and Safety on Educational Visits: Understanding the Governors' Role (SB8)

Schools provide educational visits and residential experiences as part of a broad, balanced and enriched curriculum. Governors need to play their part in ensuring these visits meet the latest good practice in health and safety.

Aim:

This course will provide a briefing on what governors need to know about the LA policy on educational visits and how governors can fulfil their monitoring role

Intended for:

All governing bodies

Objectives:

- to explore governors' responsibilities in relation to educational visits and consider how these should be undertaken
- to explore the legal context in which visits take place and the responsibilities of the various parties involved, including the LA, governors, the headteacher, visit leaders and parents and pupils
- to ensure governors leave the session with a checklist / action plan which should help their governing body in ensuring good practice in their school.

Key methods and approaches:

Presentation, discussion, activities

Human Resources - Governors roles and responsibilities in HR casework (SB9)

(Minimum length of session 2 hours)

Aims:

This course is designed to:

- inform governors about their roles and responsibilities under HR procedures
- raise awareness, understanding and confidence in dealing with HR case work.

Intended for:

All governing bodies, particularly members of the personnel committee

Objectives:

To inform governors of their roles and responsibilities for human resources for the following HR policy and procedures

- attendance management
- harassment
- grievance
- disciplinary
- performance management.

Governors may wish to focus more on one area of HR than another and this may be accommodated.

Key methods and approaches:

Informal, with an opportunity for questions from governors. Some examples of HR case law will be used to help demonstrate points made.

Listening, Consulting and Responding to Complaints (SB10)

Aims:

This course is designed to provide an opportunity for governing bodies to consider:

- ways in they can listen, consult and respond
- the effective management of complaints

Intended for:

All governing bodies

Objectives:

- (objectives to be selected as appropriate) -
- to consider how this and other governing bodies currently listen, consult and respond to children, staff, parents and carers and the community – how does the school ethos support this?
 - explore the role of the governing body in managing and dealing with complaints
 - provide governors with some practical ideas and suggestions to contribute to the development of the school's complaints policy and procedures
 - to provide an opportunity to work through a case study and apply the principles of good practice
 - establish a governing body action plan

Key methods and approaches:

Presentation, activities, discussion, case studies

Monitoring and evaluating – developing capacity (SB11)

(2 hours)

Aims:

- to understand the role of monitoring and evaluation in school effectiveness
- to further developed the capacity of the governing body to engage in effective monitoring and evaluating processes

Intended for:

All governing bodies

Objectives

(to be selected as appropriate)

- to increase understanding of the meaning of evaluation and the role of governors in the process
- to consider the governing bodies current approach to monitoring and evaluation
- to reflect on current practice in relation to key monitoring and evaluation and processes such as the HT report, school visits, analysing data
- to increase skills in appropriate challenging and questioning
- to consider the governing bodies future role in the monitoring and evaluation of the key Ofsted areas of achievement, pupil progress, behaviour and safety, quality of teaching and the effectiveness of leadership and management.
- to identify how the governing body will engage in the school self-evaluation process
- to considered governors contribution to the school improvement plan
- to agreed a plan to put into place improvements in the monitoring and evaluation of the quality of provision within the school

Key methods and approaches:

Presentation inputs, activities, discussion, action planning

Ofsted: The Role of the Governing Body in an Ofsted Inspection (SB12)

new!

New Ofsted Framework from January

(2 hours)

Aim:

This course is designed to help governing bodies to understand what is involved in an Ofsted Inspection and help them prepare effectively.

Intended for:

All governors, especially chairs, vice chairs, chairs of committees and headteachers.

Objectives:

- to increase knowledge about the framework for inspection and the inspection process
- to clarify the role of the governing body before, during and after an inspection
- to consider governors role in self-evaluation
- to identify contributions the governing body and individual governors can make to supporting the school in its preparedness for inspection
- to examine how governance will be judged as part of leadership and management and the importance of collecting evidence
- to consider the impact of inspection on school improvement

Key methods and approaches:

Presentation, discussion, group activity.

Roles and Responsibilities (SB13)

Aim:

To provide governors with an opportunity to refresh their knowledge of the governing body's roles and responsibilities and consider this within the context of their school

Intended for:

All governing bodies, particularly those with a new headteacher, chair or significant changes in membership or roles

Objectives:

(objectives to be selected as appropriate)

- to understand the current roles and responsibilities of Governing Bodies
- to clarify the differences between the role of the governing body and that of the headteacher and school leadership team
- to review the present use of governor link roles and consider how they may be used in the future
- to understand/review the use of delegation of responsibilities within a Governing Body
- to explore the roles of individuals within the Governing Body
- to develop practical skills
- to gain confidence in carrying out the roles

Key methods and approaches:

Activities, discussion, case studies, short inputs, action planning

Raising the Grade (SB14)

new!

Aim:

This course is designed to increase understanding of how an effective governing body can make a positive impact on school improvement. It will explore what outstanding governance looks like and provide an opportunity to identify the steps required for a governing body to move from 'good' to 'outstanding'

Available from the spring term Jan 2012

Shaping Our Future (SB15)

new!

Aim:

This course is designed to enable governing bodies to reflect on how their school could develop or change in the future to continue to meet the needs of pupils, parents and carers, staff and community.

Intended for:

- individual governing bodies
- governors from families/clusters
- governing bodies of existing partnerships or collaborations

Objectives:

(objectives to be selected as appropriate)

- to explore and articulate our vision, moral purpose and future strategic direction
- to consider what is needed to ensure sustainable leadership and school improvement
- to increase knowledge of relevant models of leadership and school organisation
- to explore ways that this school, or group of schools, could work together to further develop a culture of collaboration and engage in stronger partnerships for the benefit of all
- to explore some of the implications and opportunities for governance
- to provide an opportunity to reflect on and rethink school governance to ensure fitness for future purpose
- to agree actions and plan how this work will be taken forward

Key methods and approaches:

Facilitated discussion, group activity/task, short inputs, action planning.

Governor visits to school (SB16)

(Minimum length of session 90 mins)

Aim:

This session has been designed to provide an opportunity to reflect on and improve governing body practice in relation to visits into school

Intended for:

All governing bodies

Objectives:

(objectives to be selected as appropriate)

- to increase understanding of how governor visits fit into a governor's role
- to discuss the different types of governor visits
- to understand the need to follow an agreed code of behaviour
- to formulate or review the content of the school's governor visits policy
- to appreciate the importance of reporting back to the governing body and consider how this can be done effectively
- to understand how, through the GB Monitoring Policy, visits can contribute to effective and rigorous governance

Key methods and approaches:

Activities, short inputs, discussion, practical tasks

Understanding School Performance Data (SB17)

The session will take participants systematically through the key elements of the RAISEonline full report, enabling them to ask questions, check out understandings and, importantly, recognise the relevance of the data to their judgements about school performance.

Aim:

This course provides an opportunity to explore school performance data in a non threatening environment

Intended for:

All governing bodies

Objectives:

- to provide governors with an understanding of how school performance data can be interpreted
- to examine the implications of school performance data for improvement planning.

Key methods and approaches:

Presentation, discussion, case studies

On-line Training

GEL – governor e-learning

GEL is a consortium of local authority governor services across the eastern region, working in partnership with the Eastern Leadership Centre to produce a comprehensive suite of topics available online.

To use GEL go to www.elc-gel.org and follow the login instructions.

GEL is included in the subscription fee and is available to all members of subscribing governing bodies.

Modern Governor e-learning

£250 per governing body

Safer Recruitment Practices

Governors can also access www.cwdcouncil.org.uk/safeguarding/safer-recruitment to complete the online Safer Recruitment course

How to book

Booking a place is essential as we need to order refreshments, ensure that the venue has the appropriate facilities and also that we have enough training packs for all participants. The trainer needs to know how many are coming and what type of schools you are from so that they can deliver the appropriate training effectively.

When you phone or e-mail to book a place on a course, you will need the following information to hand:

- name (or names of participants if booking on behalf of someone else)
- name of your school
- course title and/or reference
- venues, date and time
- you may also be asked for your address as well as a contact telephone number.

You can also book a place through your training co-ordinator who will pass the details on to us.

Booking telephone number 0115 977 4458
Booking email governor.training@nottsc.gov.uk

Early booking is appreciated although if we have enough participants for a course (seven days before it is due to run) we will take bookings right up until the course date.

If the trainer becomes unavailable or other circumstances prevail such as bad weather then we may be forced to cancel but it is our intention to run courses not to cancel them!

Once you have booked your place we will send you a confirmation letter, a map and any pre-reading or supporting material. This will be dispatched seven days before the course. You should receive these papers at your home address, if this is the contact address given on our database.

Please contact us on **0115 977 4458** if they have not arrived three days before the course date.

Schools that do not purchase the training & development package will be charged for:

- attending training co-ordinator meetings/training sessions
- attending briefing sessions
- central or school/family based training & development events (even if invited by another school)
- attending the Governor Conference





Contacting us

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