



Governors' News

A Termly Newsletter for Liverpool Governors

Liverpool Schools' Parliament

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Spring Term Training Programme



**Issue 64
Spring 2011**

Liverpool Schools' Parliament

All primary, secondary and special schools in Liverpool that have a school council are eligible to join the Liverpool Schools' Parliament. As an official committee of Liverpool City Council the Parliament gives an opportunity for the children and young people of Liverpool to have a voice and to make an impact on matters of concern and to be heard by the people who have influence in the running of the city of Liverpool. All meetings of the Parliament take place in the Council Chamber of Liverpool Town Hall where Liverpool City Council holds its meetings.

I first became a member of the Schools' Parliament in 2008 as a representative of St Edward's College. I attended my first meeting and loved it instantly. Little did I know then that through the Parliament I would experience unforgettable adventures across the world, become an English tutor, address an audience of 500 in Spanish and be able to experience so much in so little time.

I have always been fascinated by Spain and being able to speak Spanish has always been a goal of mine. When I completed my A-levels it was time to plan my long awaited gap year. I knew two things; I wanted to volunteer and I wanted to speak Spanish. Hello Peru.

To the north of Peru, there is a small town called Trujillo, where many of the town's children are orphaned because of the poverty that exists. This is where "Hogar De Esperanza", Home of Hope, became my home for the two months.

My job there was to cook for, clean the "casitas" and help look after 48 orphaned children from the ages of 1-16. My favourite role was when I had my own personal class of four beautiful but very naughty four year olds; Christina, Paul and twins Pablo and Pedro, to whom I taught English.

I'd like to think my time there benefited the children but I know one thing for sure - they helped me more than I could ever have imagined. My incomprehensible Spanish was now understandable, and my basic cooking skills, much to my parents delight, were improved to point that I could cook more than just pasta and Super Noodles. Most importantly, my eyes were opened to another world outside of my own; a world where dinner isn't on the table every night, where the security and love of a family isn't there for granted and where life is a constant battle to provide the basics that we think come naturally.

Since my time there I have become more actively involved in charitable missions of others and have donated a lot of time to raise money for "Hogar De Esperanza", who I stay regularly in contact with.

However, it doesn't stop there. My trip was four months in total. Two months were spent travelling to Peru from Brazil and back, as the flight to Rio was the most economical. I am going to study History in Newcastle in September and I had the opportunity, en route, to experience every historian's dream: an unforgettable trip to Machu Picchu. This was unforgettable in so many ways. Trekking for four days, 20 km a day, waking at 4am every morning and tackling the 1,000 Inca steps to reach Macchu Pichu was not the easiest journey to take but, having conquered it, I recommend it to anyone. The journey was a combination of tears, mosquito bites, altitude sickness, very sore feet and elation!



When you reach the top the view and feeling you experience from actually reaching it is truly one of a kind. Because we set off at 3am the sun was just rising through the mountains and the mist of the clouds was thinning out at 7am as we arrived. I felt like I was in a dream. Although our tour guide's English wasn't the best, especially when he told us that the Irish sacrifice llamas like the Incas, I learnt so much. I ate wild berries from the Jungle, caught my own piranha which later became my dinner and saw the most amazing animals such as Caiman and exotic birds.

However, this trip was very dangerous. Due to the continuous rainfall Peru is experiencing, landslides are occurring every day. I was unfortunate to see the devastating effects they have and very unfortunate to be caught in one. Due to these disasters, scientists

think that in ten years time Machu Picchu will no longer be accessible by foot , which makes my trip truly a once in a lifetime experience.

So what has this got anything to do with the Liverpool School's Parliament?

Although I worked part time at the Liverpool Empire Theatre, I was not able to raise enough money for my trip. The Parliament through its links with the Liverpool Council of Education helped me with funding.

The Parliament is and was for me a wonderful extracurricular activity. From the Parliament sessions alone I improved my debating skills, confidence and made many friends.

My highlight of the Parliament itself was the trip to Strasburg where I spoke at the European Parliament in Spanish to an audience of 500. Not only was this a huge personal gain but I believe this and my many achievements at the Parliament contributed to me achieving a place at Newcastle University to study History.

I really do feel so privileged for the opportunities, experiences and memories the Parliament has provided, without which my life would be a lot different and definitely plainer. The Parliament is continuing to offer children from the ages of 7 upwards the opportunity to take part in debates, votes, discussions; and offering them the chance to have their opinions heard.

As I hope I have shown, it is also providing people like me with amazing life experiences that for many would not be possible without the support of the Schools' Parliament and the Council of Education. I am forever thankful to both the Liverpool Schools' Parliament and the Liverpool Council of Education and those such as Jeff Dunn and Roger Morris who worked hard to let me have the memories I have had.

Thank you!
Leila Kellgren
Schools Parliament Member

For more details on how your school can become involved with Liverpool Schools' Parliament contact Jeff Dunn: jeff.dunn@liverpool.gov.uk

Review of Vetting and Barring Scheme

The system of checks that people working with children and vulnerable adults are required to undergo is being reconsidered in a radical examination of the Vetting and Barring Scheme (VBS). The review of the VBS will re-examine whether the scheme is the most appropriate mechanism to protect children and vulnerable people and, if so, how many roles should be covered by it.

The review will consider the fundamental principles and objectives behind the vetting and barring regime, including:

- evaluating the scope of the scheme's coverage
- the most appropriate function, role and structures of any relevant safeguarding bodies and appropriate governance arrangements
- recommending what, if any, scheme is needed now; taking into account how to raise awareness and understanding of risk and responsibility for safeguarding in society more generally

A review of the criminal records regime is also underway led by Sunita Mason, the Government's Independent Advisor for Criminality Information Management.

Mrs Mason will consider whether the disclosure of minor offences and police intelligence to prospective employers within the criminal records check should still form part of this process.

Registration with the VBS was scheduled to begin in July for anyone starting a new job, or moving job who would be working with children or vulnerable adults, but this was halted after the Government announced its intention to fundamentally redraw the system.

The final recommendations for the scheme will be announced early in the New Year.

Children's Trust Arrangements and the CYPP

What is a Children's Trust?

A Children's Trust is the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people. It is not a separate organisation.

Schools (including Academies), FE and sixth form colleges and JobCentre Plus became new statutory 'relevant partners' in Children's Trust co-operation arrangements from 12 January 2010. The other statutory partners are the local authority, youth offending teams, the Police and probation, Connexions, the PCT and the strategic health authority.

The Children's Trust in each area must:

- Develop and promote a local vision, and set this out in the CYPP
- Put robust arrangements in place for inter-agency governance
- Develop better integrated strategies such as strategic commissioning with pooled or aligned budgets, shared data and other information, and workforce development
- Support the above through effective joint working and a shared understanding of professional language and common systems
- Develop and promote better integrated frontline service delivery, organised around the child, young person or their family

The Children's Trust Board

The Children's Trust Board provides inter-agency governance, along with the strategic framework within which partners may agree to commission services together, with pooled or aligned budgets, although delivering the strategy remains the responsibility of all the partners, both individually and together.

Liverpool's Children's Trust Board is chaired by Stuart Smith, Director for Children, Families and Adults.

Shared representation on the Children's Trust Board is essential in relation to schools – the statutory guidance makes clear that the diverse range of schools should be represented through a fair and transparent selection process. In Liverpool one representative from each of the headteacher associations sit on the Board. These representatives cover the interests of all maintained

schools and academies as they are all covered by the same statutory duty to co-operate and must have access to the Children's Trust Board.

Schools are also represented through the Board's sub-group structure which is based on the five Every Child Matters outcomes plus one for Integrated Commissioning and one for Integrated Working.

Liverpool's Children's Trust Board is one of the six strategic issue partnerships of Liverpool First. More information about the Trust Board's current membership, together with copies of the minutes of meetings, and a summary briefing produced after each meeting can be obtained from the Liverpool First website: www.liverpoolfirst.org.uk/who-we-are/liverpool-first-children-young-people.

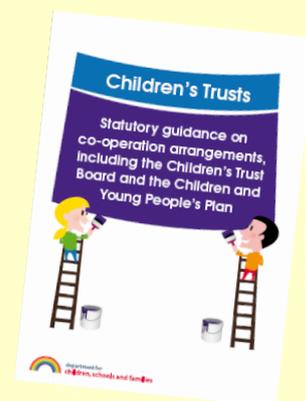
The CYPP

The statutory responsibility for developing, publishing and reviewing the CYPP transferred from the local authority to the Children's Trust Board from April 2010. The new statutory guidance sets out what the CYPP must now cover, as well as indicating who must be consulted although it makes clear that consultation activity can be tailored to fit local circumstances. The timetable for producing and consulting on the next CYPP for Liverpool will be notified to schools and governing bodies as soon as these arrangements are finalised by the Children's Trust Board.

The latest refresh of the existing CYPP continues to have effect until April 2011 when the new jointly owned CYPP will be published. The Children's Trust Board now has the statutory duty to monitor progress and produce an annual report on partnership working to deliver the CYPP.

The Children's Trust Board must also review and refresh the CYPP each year in which a new Plan is not being developed, and consult as appropriate although not to the same extent as for the initial needs assessment for a new Plan.

Children's Trusts: Statutory guidance on co-operation arrangements, including the Children's Trust Board and the Children and Young People's Plan can be downloaded from: www.dcsf.gov.uk/everychildmatters/about/aims/childrenstrusts



2011 Census and schools

The next Census will take place on Sunday 27th March 2011 and will be conducted by the Office for National Statistics (ONS). A Census takes place only every 10 years and the results are used to plan local services such as schools, transport, housing and health and the number of people included in the Census affects the amount of funding given to each local area for the next 10 years. The statistics also allow the ONS, the local authority and partner organisations to better understand different local population groups.

Liverpool's Census response rate has traditionally been low (88% of our residents completed the last Census in 2001 compared with 94% nationally). This in turn means that the city's public agencies (including schools and education services) have received less funding than they perhaps should have over the last 10 years. The 2011 Census offers us the opportunity to put this right.

How can schools help?

A range of teaching materials have been developed around the 2011 Census to enable children and schools to explore the Census through their own eyes. It is hoped that these materials will both help stimulate learning in class and encourage pupils to talk about the Census at home, encouraging parents to fill in their Census form. All these materials are free, all you need to do is register your school.

Primary Schools

For Primary pupils, *Me and My Community* Toolkit has been developed containing tools with KS2 links to Citizenship, PSHE/PSE, English, History, Art, DT and ICT.

These tools include: interactive games, flash cards, video footage, teacher delivery notes, pupil worksheets and PowerPoint presentations. Further information can be obtained at the following link: <http://2011.census.gov.uk/2011meandmycommunity>

Secondary Schools

For Secondary pupils – the *Census at School* project has teaching materials on Citizenship, Geography, History, ICT, Maths & Stats, Science, including worksheets and lesson plans.

<http://2011.census.gov.uk/2011CensusAtSchool>

Further Information

Further information can be obtained at the following link: http://2011.census.gov.uk/en/index.php?content_id=1322

Further general information on the Census is available at: <http://2011.census.gov.uk>.

Mark Attwood
Population and Census Project Co-ordinator
Liverpool City Council
mark.attwood@liverpool.gov.uk

New DfE website

The Department for Education is rationalising the number of websites it owns, and migrating content onto a single site at www.education.gov.uk.

All required content from GovernorNet, Teachernet and the Standards Site has been migrated onto the new site and these sites will close in due course.

The majority of content has transferred to the new Schools pages. School Governance content is located in a new section covering Leadership and



Governance. Other sections include Teaching and Learning, Pupil Support, Administration and Finance, Careers and Employment, Tools and Initiatives.

Information within the Leadership and Governance section includes managing and deploying staff, governance, policy and strategies, school

organisation, school performance and improvement, partnerships and collaborative networks and school ethos.

Other sub-sections are planned to be added in the near future.

Training for Governors

The report of the Ministerial Working Group into the governance of schools published earlier this year recommended that all members of governing bodies should have access to high quality training and induction and that governing bodies should be encouraged to evaluate their performance and encourage a climate of continuous self improvement.

Towards the end of the autumn term the Service Level Agreements (SLAs) for 2011/12 were sent to schools for consideration by governing bodies.

Included in the package is the Governor Training SLA which offers a comprehensive range of training, advice and practical support relating to the governance of schools. The key elements of this SLA are:

- A full training programme of centrally-based day and evening courses covering the needs of new and experienced governors. The programme is set out in **Governors' News** which is distributed to all governors on a termly basis.
- A programme of internet-based courses providing any time, any place, any pace learning.
- An Induction Course for new governors.
- Customised on-site training sessions for individual governing bodies.
- Consultancies for Chairs, Headteachers, Managers, Governors and Clerks.
- Accredited training leading to a Certificate of Educational Studies from the College of Teachers (*more details on page 14*).

There are five options available. Governing bodies can choose **one or more** options:

Option 1

Subscription for unlimited places for all governors and staff on all courses advertised in **Governors' News** (approximately 18 sessions per term).

Cost: £50 per number of governors as recorded on your Instrument of Government

Option 2

One on-site training session of up to one hour which may be scheduled into a governing body meeting.

Cost: £150

Option 3

One on-site training session of up to two hours.

Cost: £250

Option 4

Governing body e-learning programme

Subscription for all governors and staff on internet-based modules offered by Modern Governor online training. Designed to be easy to use, Modern Governor's courses are short and engaging, typically lasting 30 minutes. The content is structured into a number of short, self contained modules to allow Governors to dip in and out of a course as their schedules allow.

A sample preview of the training can be accessed via www.moderngovernor.com/

Cost: Primary school: £130

Secondary school: £140

Option 5

Governing Body Self Review

A questionnaire-based audit that highlights the understanding and awareness that governors have of their responsibilities and procedures.

This popular self-review process has been comprehensively revised and updated through the Governor Effectiveness Group of the Learn Together Partnership.

Cost: £400

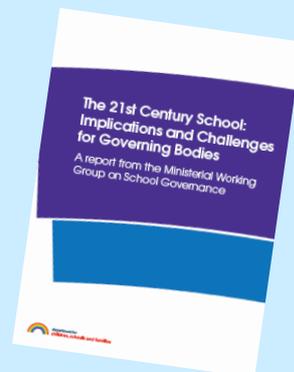
Clerking SLA

An SLA is also offered for the clerking of governing body meetings, including committees if required. This SLA provides professionally-presented minutes of meetings along with advice and guidance on school governance legislation covering constitutional and procedural issues. Contact Dave Cadwallader or Terry Brown for more details.

The 21st Century School: Implications and Challenges for Governing Bodies can be viewed or downloaded from the Department for Education Publications website

Reference: DCSF-00351-2010

<http://publications.education.gov.uk/>



Types of Schools

Following recent media coverage given to new and proposed categories of schools here is a guide to the different types of schools in England.

Maintained schools

State-funded schools that are under the responsibility of their local authorities. There are four types: community schools, voluntary aided schools, voluntary controlled schools, and foundation schools (including trust schools).

- **Community** schools are those whose premises are owned by the local authority, which also legally employs the staff and determines admissions arrangements. This is the largest category of schools in the country.
- **Voluntary Aided** and **Voluntary Controlled** schools are usually closely linked to a Church or other religion. In the case of voluntary aided schools the Church, or religious charity, owns the premises, is responsible for paying 10% of the capital costs, and appoints the majority of the governors. The premises of voluntary controlled schools may be owned by a charity, but the local authority pays all the capital costs and is legally the employer of the staff, and only a minority of governors are appointed by the Church or charity. The local authority also determines the admissions arrangements, which are controlled by the governing body in voluntary aided schools.
- **Foundation** schools are more independent of the local authority than community schools, particularly with regards to legally being the employer of the staff, and setting the admissions criteria for the school. The premises of Foundation schools are held on trust by a foundation, a “foundation body” or by the governing body. However, the school has to follow the national pay rates for staff, teach the National Curriculum, and follow the local authority’s term dates. The local authority has the power to intervene if it considers that standards are not adequate.
- **Trust** schools are foundation schools supported by a trust (some foundation schools do not have them). The trust is the body that owns the school’s premises. A single trust may own the land for several schools, and the schools usually then work closely together. The trust may have a particular ethos, such as a religious one. The term “Trust School” is often used for what is referred to in legislation as a “Qualifying Foundation School”, which is one where the trust appoints the majority



of governors, rather than following the model for foundation schools. In such cases the governing body only has one elected parent governor.

Academies

Publicly funded independent schools. Unlike other publicly funded schools, Academies are independent of local authorities and receive their funds from central government. They set their own pay and conditions for staff, do not have to follow the National Curriculum, and can determine their term dates and the length of their school days. Academy status is now open to both secondary and primary schools and a sponsor is no longer required. School land and buildings are owned by a trust. The trust also appoints the governing body, which is not subject to the same constitutional and procedural legislation as those in maintained schools.

Free Schools

Independent schools funded by the state that have been set up in response to parental demand. Free schools will have academy status and therefore the same independence. Parents, charities, businesses or groups of teachers may set up free schools. However, they will not run them – the schools will have governing bodies. Free schools may be set up in existing, adapted buildings such as offices.

Independent schools

In addition to state-funded, there are around 2,300 independent schools in England. Every independent school must be registered with the Department for Education. They are funded by fees paid by parents and income from investments. Just over half have charitable status.

Independent schools set their own curriculum and admissions policies. Standards are monitored by Ofsted, or an inspectorate approved by the Secretary of State, to ensure that the school maintains the standards set out in its registration document.

Goodbye FMSiS

Governors will be aware that Michael Gove, Secretary of State for Education has announced the decision to end the Financial Management Standard in Schools (FMSiS) and develop a simpler standard as a replacement. The following QandA was taken from the FMSiS website.



When will achievement of FMSiS cease to be a requirement?

With effect from 15 November 2010, the date of the Secretary of State's announcement, it is no longer a DfE requirement for schools to meet the Standard.

What is the new replacement system going to be?

The replacement will be a much simpler version concentrating on key points on which governors and heads ought to assure themselves. It will

- concentrate on demonstrating value for money rather than processes;
- be developed in conjunction with schools themselves, and be proofed as acceptable and helpful to them before it is introduced; and
- be usable by Academies and Free schools as well as the maintained sector.

How will the new system be developed?

The new system will be developed involving schools, LAs and national representative organisations to ensure that it is fit for purpose.

Will Academies and Free schools be included in the new standard?

The new system will be usable by all schools, including Free schools and Academies. The Young People's Learning Agency (YPLA) is currently reviewing Academies' financial reporting and monitoring arrangements.

What about schools that haven't achieved FMSiS?

Effective financial management in schools is important, not least because they are responsible for considerable sums of public money. Those schools that failed to achieve FMSiS will be expected to be amongst the first to achieve the new Standard.



Will the new standard be mandatory?

The new system will concentrate on the essential things that governors and heads should assure themselves on to ensure their

school is effectively managing its finances. It is important that systems are in place to provide assurance on schools' use of public money. When developing the new system, we will consider how it will be implemented and monitored.

When will the new standard be introduced?

The new Standard is expected to be in place before the summer of 2011.

What about FMSiS certificates and logos?

FMSiS certificates and logos remain valid and schools can continue to use them. Where a school voluntarily achieves FMSiS after 15 November 2010, the LA should issue a certificate and logo if so requested by the school.

Some time ago I floated a question on the website message board: *Academies - the future?* and we were amazed to find it had 2000 hits in a few days. At the time of writing it stands at 4984, which indicates that Academies remain a hot topic. As a result of this interest, we made academies the subject for the presentation at this year's AGM, encouraged also by a presentation on the subject at the NGA regional meeting. It may be worth recording here the response to the academies programme from Liverpool so far according to information published by the DfE.

Liverpool schools registering an interest in becoming an academy:

- 4 Primary or Junior schools of which 2 were judged outstanding
- 3 Special schools all judged outstanding
- 6 Secondary schools of which 3 were judged outstanding

Liverpool schools applying to become an academy:

- 1 Secondary school judged outstanding at last Ofsted inspection (Academy order not yet signed)

I think it is probably fair to observe that interest in Liverpool is not high at present. Nationally, as at 5th November, 224 schools have applied for academy status, 158 orders have been issued, and 80 new academies have actually opened. This would seem to be well below DfE hopes/expectations.

Do remember that it is only governors who can make the decision to become an academy.

Early in the academic year we approached the Liverpool Schools Forum with a request for central funding for LGF, because we had been made aware through our contacts with other local associations at NGA regional meetings that many of them were thus funded, while we, frankly, were struggling to attract members. Our request was refused, but as a consequence of our contact with the Schools Forum we became aware that governor representation on that body seemed to have lapsed.

We raised this issue at a meeting for Chairs with the Executive Director and found him sympathetic to the idea of a transparent process for the election of governor representatives. Eventually he fed back to us that two new governor representatives were in place. As no governor we knew had any knowledge of how this happened, we pressed further, and found that the representatives had been proposed by Head Teacher Associations.

We again raised concerns at this term's meeting with the Director, as a result of which it was arranged for two members of our committee to meet the support officer of the Schools Forum. In the meantime, our research had revealed that in many authorities throughout the country governors had equal representation with head teachers on schools forums, and were elected by their peers. This we have requested for Liverpool, and we await the outcome.

Joe Hartley,
Chairman, Liverpool Governors Forum.
www.livgovforum.org.uk

Withdrawal of the SEF

Governors may be aware that following discussions with Ofsted, the Secretary of State has confirmed that the school self-evaluation form (SEF) is to be withdrawn with effect from September 2011. Ofsted Inspectors will continue to make full use of the SEF during school inspections which take place during the present academic year.



Courses for Spring Term

Termly Meeting for Chairs

Tuesday 18 January 6.30pm to 8.30pm

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Ref: G11/02

This meeting is open to all Chairs, or representatives, of Governing Bodies.

Councillor Jane Corbett, Cabinet Member for Education and Children's Services, and Stuart Smith, Director of Children, Families and Adults will be present at the meeting.

There will be a presentation of the Director's Items for the term followed by discussion and question time.

Cost: Free

Termly Meeting for Clerks

Wednesday, 26 January 10.00am to 12noon

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Ref: G11/04

Our termly meeting for clerks to governing bodies and/or committees includes briefings and discussion on current issues as well as an opportunity to share good practice and raise queries.

Presenter: Terry Brown, School Governor Services

Cost: Free

E-Safety (ECM)

Thursday 13 January 9.30am to 12noon

Ref: G11/01

or

Tuesday 25 January 9.30am to 12noon

Ref: G11/03

or

Tuesday 08 February 9.30am to 12noon

Ref: G11/09

or

Thursday 10 March 9.30am to 12noon

Ref: G11/15

or

Thursday 17 March 9.30am to 12noon

Ref: G11/17

Venue: Bosco CLC, Stonedale Crescent, L11 9DQ

The session will cover:

- A strategic overview of e-safety
- Managing risks
- A self review framework for e-safety
- Policies and procedures

Basic ICT skills are required for these sessions to navigate around websites and e-forms. Knowledge of your schools DfE number (format 341/XXXX) will help to speed up registration.

Presenter:

Brenda Mooney, School Improvement Officer - ICT

Cost: Free

Charges

Unless otherwise stated all sessions are free with Governor Training Service Agreement 1

or

£85.00 per person if no Service Agreement.

Longer sessions are priced individually.

Safeguarding: The Governing Body's Role and Responsibilities (ECM)

Wednesday 02 February 10.00am to 12noon

Venue: Bosco CLC, Stonedale Crescent, L11 9DQ

Ref: G11/05

or

Wednesday 02 February 6.30pm to 8.30pm

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Ref: G11/06

The briefing will cover:

- The governing body's responsibilities for safeguarding
- School self-assessment and Ofsted inspection of safeguarding
- Key questions for governors to ask

Presenter:

Phil Cooper, Senior School Improvement Officer
(Safeguarding and Inclusion/SEN)

Minute-Taking for Governors (R&R)

Monday 07 February 10.00am to 12noon

Ref: G11/07

or

Tuesday 08 February 6.30pm to 8.30pm

Ref:G11/08

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

For those governors who find themselves appointed as clerk or minute-taker for a Committee of their governing body. The session will cover:

- Note taking
- Formatting minutes
- Good practice
- Legal issues

Presenter:

Dave Cadwallader, School Governor Services

The Governing Body's Duty to Promote Community Cohesion (ECM, R&R)

Wednesday 23 February 6.30pm to 8.30pm

Ref: G11/10

or

Thursday 24 February 10.00am to 12noon

Ref:G11/11

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- What is community cohesion?
- How schools can contribute to community cohesion
- The duty of the governing body

Presenter:

Shèlah Semoff, Chair, Liverpool BRM Parent
Governors' Forum

Succession Planning (R&R)

Tuesday 22 March 6.30pm to 8.30pm

Ref: G11/18

or

Wednesday 23 March 10.00am to 12noon

Ref:G11/19

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- *An overview of the local and national challenges;*
- *Planning for leadership succession;*
- *Different models of school leadership*
- *How federation and/or collaboration can help*

Presenter:

Jill Baker, College Associate, Succession Planning,
National College for Leadership of Schools and
Children's Services (formerly NCSL)

The Role of the School Governor: An induction course for new governors

(or a refresher course for experienced governors!)
(R&R)

This course is an important element of a governor's induction and it is recommended that all new governors attend. It covers the essential aspects of a governing body's responsibilities and provides an opportunity for participants to discuss how best to approach their role as a governor.

The course is informal, non-threatening (you won't be put on the spot!) and provides a forum for you to ask questions about your new role.

The course is offered as two evening sessions on:

Monday 28 February 6.30pm to 8.30pm

Ref: G11/12

and

Monday 07 March 6.30pm to 8.30pm

Ref: G11/13

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

or

a one day session on:

Wednesday 02 March 9.30am to 2.45pm

Venue: Bosco CLC, Stonedale Crescent, L11 9DQ

Ref: G11/14

The course will cover:

- The different governor categories
- School Development Plans
- Effective governing bodies
- Monitoring and evaluating progress
- The legal framework for meetings
- Why, how and to whom are schools accountable?
- The Headteacher's report
- Ofsted inspections
- Complaints against the school

Presenter:

Dave Cadwallader, School Governor Services

Cost:

Free with Governor Training Service Agreement 1;
£85 per evening session if no service agreement;
£150 for the one day session if no service agreement;

Safer Recruitment Training (ECM)

Please note that participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

Tuesday 15 March 9.00am to 4.00pm

Ref: G11/16

Venue: Bosco CLC, Stonedale Crescent, L11 9DQ

This training was introduced in response to the Bichard inquiry into the Soham murders. The inquiry concluded that at least one member of all school recruitment panels should be trained in Safer Recruitment. The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that from January 2010, no recruitment panel has been able to recruit staff in school unless a member of that panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.

This course will:

- Provide an understanding and awareness of offender behaviour
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- Help participants begin to review recruitment policies and practices with a view to making them safer

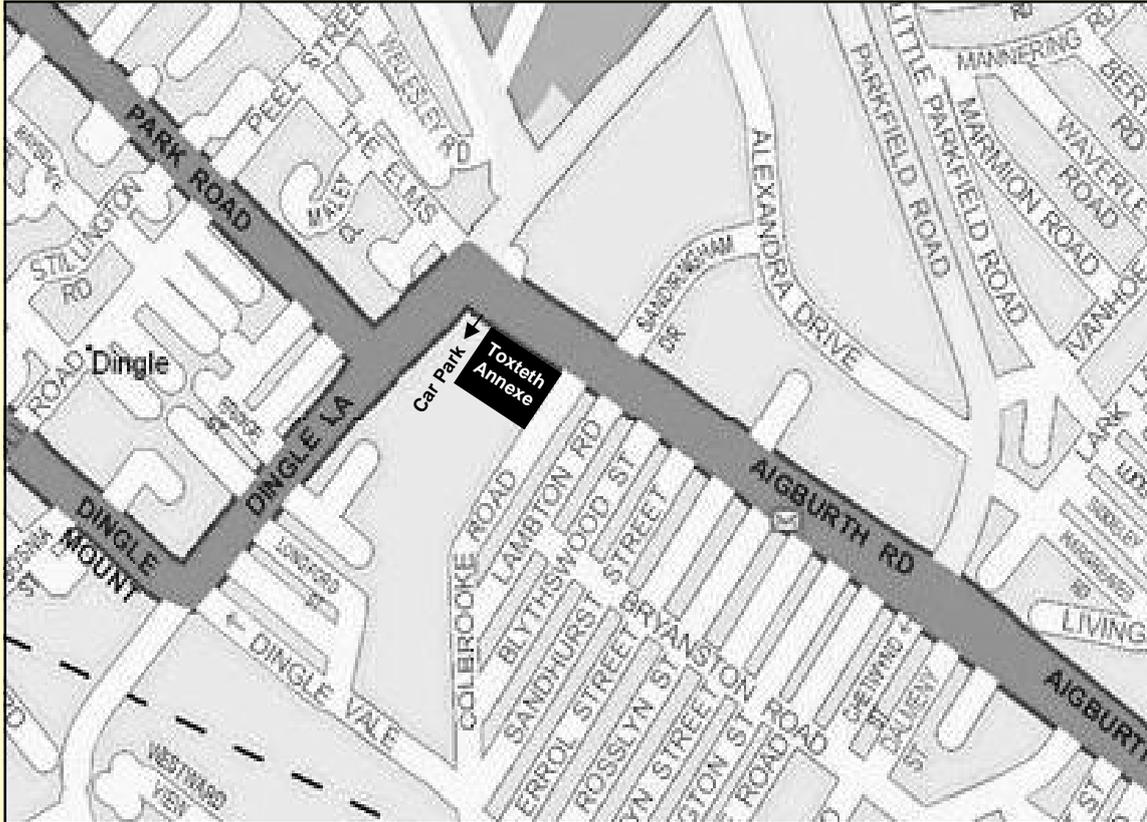
Presenter:

Kaye Gee, Educational Consultant and
School Improvement Partner

Cost:

Free with Governor Training Service Agreement 1;
£150 if no service agreement

Venues



Toxteth Annexe

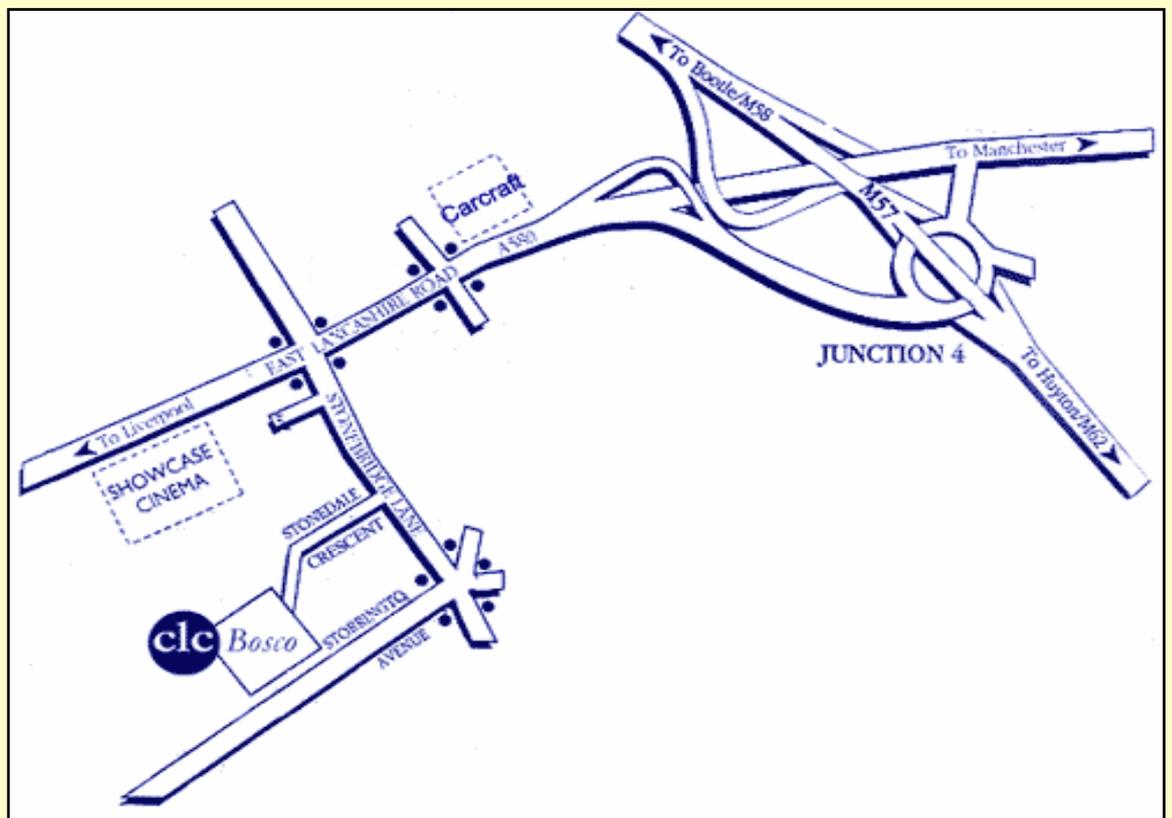
Toxteth Annexe Conference Centre is the last building on the inward bound carriageway of Aigburth Road, Liverpool 17, close to the junction with Dingle Lane and opposite McDonalds. The centre has a free car park adjacent.

If travelling by bus, numbers 20, 60, 82, 103 and X5 all stop nearby on Aigburth Road.

Bosco CLC

Bosco City Learning Centre is located on Stonedale Crescent, off Stonebridge Lane, Liverpool 11, on the same site as St John Bosco High School. The centre has a free car park with on site security.

If travelling by bus, numbers 14 and 14A both stop on Storrington Avenue.



Booking onto a course

Bookings should be made in writing by post, fax, or email - the application form on the next page provides more details on where to send your booking. Telephone bookings can also be accepted on 0151 233 3944.

Confirmation of your booking will be sent to you and, if appropriate, your school will be invoiced.

If you are unable to attend a course for which you have booked please cancel as soon as possible otherwise a fee, if applicable, will be charged in line with our charging policy.

Enquiries regarding course *bookings* should be made to Jean Worrall: tel/fax: 0151 233 3944.

Enquiries regarding course *content* should be made to Dave Cadwallader: tel/fax: 0151 233 3911.

In addition to governors, bookings from teaching and support staff are welcomed.

Course Fees

Most schools buy into our Governor Training Service Agreement Level 1 which means that all courses advertised in this newsletter are free to governors and school staff.

For those schools that do not buy into the Level 1 Service Agreement, the charge is £85 per person per two-hour session (unless otherwise stated). Longer sessions are priced individually.

Governors don't pay for training themselves – school budgets include an element for training and development which includes governors. Schools are usually more than happy to support governors in developing their role but, as a courtesy, please liaise with your school before booking onto a course.

Governors with a disability

Any governor with a disability wishing to access governor training and support should contact School Governor Services to discuss particular needs. Wherever possible we will do our best to assist.

Accreditation for Governors and Clerks

An accreditation service for governors is offered through The College of Teachers.

Founded in 1846, The College was granted a Royal Charter by Queen Victoria to provide academic qualifications for those involved in education.

For governors, the College offers the Certificate of Educational Studies (CoES) Levels 1 and 2, based on attendance at approved training courses offered through School Governor Services.

A CoES is offered for clerks based on attendance at approved training courses and submission of a portfolio of evidence of clerking duties being undertaken.

The reference given in italics at the end of the course title denotes the suggested course module - although we will try to be as flexible as possible.

Modules are as follows:

- Roles and Responsibilities (*RR*)
- National Curriculum (*NC*)
- Local Management of Schools (*LMS*)
- Every Child Matters (*ECM*)
- Personnel Issues (*PI*)

For further details contact Terry Brown on 233 3939.

Spring 2011 Booking Form

Please return to Jean Worrall, School Governor Services,
Toxteth Annexe, Aigburth Road, Liverpool, L17 7BN
telephone/fax: 0151 233 3944 email: jean.worrall@liverpool.gov.uk

Name.....Tel.....
Address.....Post code.....
email.....School.....

Please indicate the courses you would like to attend

Ref no.

X

Termly Meeting for Chairs	Tuesday 18 January 6.30pm to 8.30pm	G11/02	
Termly Meeting for Clerks	Wednesday 26 January 10.00am to 12noon	G11/04	
E-Safety	Thursday 13 January 9.30am to 12noon	G11/01	
E-Safety	Tuesday 25 January 9.30am to 12noon	G11/03	
E-Safety	Tuesday 08 February 9.30am to 12noon	G11/09	
E-Safety	Thursday 10 March 9.30am to 12noon	G11/15	
E-Safety	Thursday 17 March 9.30am to 12noon	G11/17	
Safeguarding: GB Role and Responsibilities	Wednesday 02 February 10.00am to 12noon	G11/05	
Safeguarding: GB Role and Responsibilities	Wednesday 02 February 6.30pm to 8.30pm	G11/06	
Minute-Taking for Governors	Monday 07 February 10.00am to 12noon	G11/07	
Minute-Taking for Governors	Tuesday 08 February 6.30pm to 8.30pm	G11/08	
Promoting Community Cohesion	Wednesday 23 February 6.30pm to 8.30pm	G11/10	
Promoting Community Cohesion	Thursday 24 February 10.00am to 12noon	G11/11	
The Role of the School Governor - 1	Monday 28 February 6.30pm to 8.30pm	G11/12	
The Role of the School Governor - 2	Monday 07 March 6.30pm to 8.30pm	G11/13	
The Role of the School Governor (one day)	Wednesday 02 March 9.30am to 2.45pm	G11/14	
Safer Recruitment	Tuesday 15 March 9.00am to 4.00pm	G11/16	
Succession Planning	Tuesday 22 March 6.30pm to 8.30pm	G11/18	
Succession Planning	Wednesday 23 March 10.00am to 12noon	G11/19	
Children's Workforce HR Service Training			
Managing Grievances	Tuesday 18 January 1.30pm to 4.30pm		
Managing Investigations	Thursday 27 January 9.30am to 12.30pm		
Absence Management	Tuesday 08 February 1.30pm to 4.30pm		
Managing Flexible Working	Thursday 24 February 1.30pm to 4.30pm		
Recruitment and Selection	Thursday 10 March 1.30pm to 4.30pm		
Managing Investigations	Thursday 17 March 1.30pm to 4.30pm		
Managing Discipline	Tuesday 29 March 9.30 to 12.30pm		

Children's Workforce HR Service Training

The Children's Workforce HR Service offers training on aspects of school employment policy and procedure. This term's courses are:

Managing Grievances

Tuesday 18 January 1.30 - 4.30pm
The Blue Coat School, Church Road, L15 9EE

Managing Investigations

Thursday 27 January 9.30am - 12.30pm
Bosco CLC, Stonedale Crescent, L11 9DQ

Absence Management

Tuesday 08 February 1.30pm - 4.30pm
The Blue Coat School, Church Road, L15 9EE

Managing Flexible Working

Thursday 24 February 1.30pm - 4.30pm
The Blue Coat School, Church Road, L15 9EE

Recruitment and Selection

Thursday 10 March 1.30pm - 4.30pm
The Blue Coat School, Church Road, L15 9EE

Managing Investigations

Thursday 17 March 1.30pm - 4.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

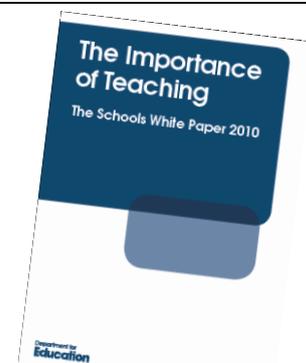
Managing Discipline

Tuesday 29 March, 9.30-12.30pm
Toxteth Annexe, Aigburth Road, L17 7BN

The cost for each session is £25 per delegate if the school buys in to the Children's Workforce HR or Governor Training SLA, otherwise £50 per delegate.

The Booking Form on page 15 can be used to book a place on these courses.

The Importance of Teaching - The Schools White Paper 2010



The government's White Paper outlining proposed changes to the education system was published on 24 November. *The Importance of Teaching* sets out a wide range of reforms covering:

- Teaching and Leadership
- Behaviour
- Curriculum, Assessment and Qualifications
- New Schools System
- Accountability
- School Improvement
- School Funding

The White Paper is available to download from the Department for Education Publications website: <http://publications.education.gov.uk/>.

Governors' News

is published termly by
School Governor Services

Dave Cadwallader

dave.cadwallader@liverpool.gov.uk

☎ 0151 233 3911

Terry Brown

terry.brown@liverpool.gov.uk

☎ 0151 233 3939

Jean Worrall

jean.worrall@liverpool.gov.uk

☎ 0151 233 3944

School Governor Services
School Support and Challenge
Toxteth Annexe
Aigburth Road
Liverpool
L17 7BN

EDnet: <https://ednet.liverpool.gov.uk>