

# Governors' News

A Termly Newsletter for Liverpool governors



Ofsted Report  
on School Governance  
Review of Key Stage 2 Testing,  
Assessment and Accountability  
Sustainable Schools Facilities  
Report on Vocational Education  
Planning for School Emergencies  
Liverpool Governors' Forum  
Courses for Autumn Term

## Sustainable Schools: Explore and investigate at new Recycling Discovery Centres

Merseyside Waste Disposal Authority (MWDA) and Veolia Environmental Services (VES) have launched a range of new and exciting opportunities for schools and colleges to learn more about the world of recycling and waste.

Two new Recycling Discovery Centres at Bidston on the Wirral, and at Gillmoss in Liverpool now offer a whole range of free activities and visit opportunities for teachers, tutors and pupils right across the Merseyside and Halton region.

The Centres, which are designed for all ages, not just children, offer free programmes and visits providing a range of Learning Outside of the Classroom opportunities and offer a wide range of activities based on 'learning through play' and 'learning through experience and discovery'.

The Bidston Centre on the Wirral includes opportunities to watch recycling and recovery in action via TV links, opportunities to explore the smarter shopping zone, creepy compost corner, landfill monitoring and play giant recycling snakes and ladders with a range of hands-on activities.

Groups can take part in the recycling quiz as well as learning more from Education Officers on better ways they can recycle, prevent waste and reuse materials as well as making their pledge to change their behaviour on 'Pledge Trees'!

In addition, the new Gillmoss Centre in north Liverpool also offers the opportunity to take a tour along a special viewing gallery to see the Materials Recovery Facility in action: using people power and a whole host of technology it sorts tonnes of jumbled materials into bundles of recyclable materials.

Carl Beer, Chief Executive of MWDA said: "Our aim with the two Centres and through the range of activities that we offer is to provide an experience that cannot be provided in the classroom. We want our visitors big and small to have fun while learning more about the recycling and the waste they throw away every day.

More importantly we want to show them how they can be greener and more sustainable in their actions, either at home or in school. We offer a whole range of activities suitable for schools and colleges, as well as community groups and wider stakeholders. Both of our Recycling Discovery Centres have areas of interest specific to that venue and we're more than happy to tailor visits to particular parts of the curriculum or areas of interest."

Visits and activities can be booked throughout the year via MWDA's contractor Veolia Environmental Services by calling Tel; 0151 651 3227 or by emailing kris.watkinson@veolia.co.uk or alistair.baker@veolia.co.uk .



## Ofsted Report on School Governance

There are more than 300,000 school governors in England and inspection evidence shows that there is a relationship between effective governance, the quality of leadership and management, and the quality of provision and pupil achievement.

A report published by Ofsted aims to help governors reflect on, and improve, their practice by considering the principles and approaches observed during visits to 14 schools where governance was judged as outstanding in inspections in 2009/10.

### Key characteristics include:

- Positive relationships between governors and school leaders are based on trust, openness and transparency. Effective governing bodies systematically monitor their school's progress towards meeting agreed development targets
- Governors are well informed and knowledgeable because they are given high-quality, accurate information that is concise and focused on pupil achievement
- Outstanding governors are able to take and support hard decisions in the interests of pupils
- Outstanding governance supports honest, insightful self-evaluation by the school
- Absolute clarity about the different roles and responsibilities of the headteacher and governors underpins the most effective governance
- Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees
- In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents
- School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective which contributes to strengthening leadership
- The role of the clerk to the governors is pivotal to ensuring that statutory duties are met, meetings are well organised and governors receive the information they need in good time
- Governors in the schools visited use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body
- There are clear induction procedures for new governors
- The governing bodies constantly reflect on their own effectiveness and readily make changes to improve.

## Knowing their schools

Knowing their schools well was fundamental to the success of the effective governing bodies. They expected good quality information through detailed, regular reports supported by data analysis. Pupil progress data and information about the quality of teaching were seen as crucial, and all the schools provided their governors with a detailed breakdown of information about attainment, including examination results. Headteachers and staff with particular responsibilities systematically provided governors with focused reports, and staff made presentations to governing bodies. Governors also sought information from external sources on issues like data analysis, finance, personnel, special educational needs and school improvement; this included support from their School Improvement Partner (SIP).

Governors visited their schools to talk to staff and pupils – with a shared understanding of the purpose of the visit, how it would be conducted, and how it would be reported back to the governing body and school leaders. In eight of the 14 schools, governors routinely attended lessons (to broaden their understanding, not to judge the quality of teaching).

All the governing bodies worked to build productive relationships with parents, and all sought a range of good quality, regular information from a variety of sources to ensure that they had an accurate understanding of the school's strengths and areas for development.

The outstanding governing bodies did not shy away from asking questions and confidently sought further information, explanation or clarification as part of their monitoring and decision-making processes – underpinned by a positive relationship with the headteacher and senior leaders, and an absolutely clear understanding of their different roles and responsibilities. All the governing bodies used information to shape the direction of the school through a cycle of planning, monitoring and evaluation.

## Supporting school leaders

Governors brought a wide range of skills and expertise that they used effectively to support school leaders, and were committed to making sure that all school staff, including the headteachers, were provided with opportunities for relevant professional development; teachers valued the interest that governors showed in their work. Positive relationships between the headteacher, the chair of governors and the clerk to the governors were essential to school leaders in feeling supported. These positive relationships were based on open, honest dialogue, a clear understanding of their different roles and responsibilities and a shared commitment to securing the very best provision and outcomes for the pupils.

## Providing challenge

All 14 of the governing bodies struck the right balance between supporting leaders and providing constructive challenge, with three key elements to getting the balance right: understanding their role and how it complements but differs from that of the headteacher; using the knowledge and experience they bring to enhance leadership; and asking pertinent questions based on the information and knowledge they have about the school. A high level of challenge was particularly evident at committee level in the schools visited.

## Working efficiently

Two factors were key to ensuring that the governing bodies worked systematically and effectively: the role of the clerk to the governing body and the delegation of work, for example to a number of core committees. The report lists a number of ways in which skilful clerks ensure governors' time is used efficiently and effectively. In turn, a clear job description supports the clerks' effectiveness, and typically they also received regular training and briefings from the local authority governor support services. Committees were seen as the 'engine room of governance', and effective reporting by committees to the full governing body avoided unnecessarily reiterating what had already been discussed (greatly reducing the length of meetings).

## Engaging others

The governing bodies engaged extensively with parents and the wider community to promote the schools' work, and communicated with parents in a variety of ways – helping parents to know and understand more about the governors and enabling governors to find out what parents thought about the school. Governors also used their business and wider community links to support the learning experiences of staff and pupils, including through securing additional resources and arranging pupil visits.

## Strengthening leadership through governance

The report lists a number of ways in which these effective governing bodies strengthened leadership through their activities: providing an external view and asking challenging questions; having high aspirations for pupils, staff and the wider community; approving and monitoring priorities; supporting the development of leadership potential within the school; using the skills, expertise and external networks to complement those of the leadership team; and supporting the appointment and retention of the best staff, and actions to address underperformance.

11 of the 14 schools reported no difficulty recruiting governors (a couple had a problem recruiting parent governors), and governors typically used their external contacts and networks to encourage others to become governors. All new governors in the schools visited received some form of induction, often with training provided by the local authority; more than two-thirds of the schools held meetings for new governors with the headteacher, clerk and chair of governors; over half the 14 allocated a mentor or buddy to new governors. A range of training opportunities on a variety of topics were taken up by governors.

## Governing body self-review

All the governing bodies visited challenged their own performance in addition to that of the schools. Robust debates about the effectiveness of governance were common, and the effectiveness of the governing body structures and committee membership was reviewed routinely. Half of the governing bodies visited had either been supported by local authority materials and/or training, or had used Ofsted's grade descriptors for governance to guide their self-evaluation, and eleven governing bodies had sought advice from the local authority governor support services and school improvement partners to improve their practice.

## Questions to consider and case studies

The report concludes with a list of questions that governors might wish to consider as a starting point for reflecting on the important work they do. The report also includes an annex with case studies of the 14 schools visited, which provide some context and information on the approaches taken in those schools. The schools (five primary, six secondary, and three special) are very varied, and two of them had been judged in 2007 to require special measures – one had had its governing body replaced by an Interim Executive Board (IEB); of these two, one has since been judged as outstanding and the other as satisfactory, with governance now judged to be outstanding in both cases.

School Governance was published by Ofsted in May and can be viewed or downloaded at [www.ofsted.gov.uk/publications/100238](http://www.ofsted.gov.uk/publications/100238)

## Review of Key Stage 2 Testing, Assessment & Accountability

The small panel led by Lord Bew established to review Key Stage 2 testing, assessment and accountability delivered its final report in June.

More than 4,000 schools boycotted the tests in 2010 (26% of the 15,515 maintained schools expected to administer them) arguing that test results led to unfair league table rankings and meant children were drilled for the tests rather than given a broad education.

The panel concludes that there must be external school-level accountability in the system but that more trust should be placed in teachers, with a greater weight given to their assessment of pupils. A wider range of data – including new progress and attainment measures, and rolling averages – should be taken into account to give a less arbitrary and fairer picture of a school's performance.

The report recommends that:

- The current writing test should be replaced by teacher assessment of writing composition. This will ensure pupils can be more creative and will overcome the dangers of teaching to the test. This teacher assessment should always make up the larger part of any overall writing judgement.
- As part of writing, there should be a spelling, grammar, punctuation and vocabulary test. The panel believes a test will raise attainment in these areas and is appropriate because there are clear right or wrong answers.
- Maths should continue to be externally tested.
- Reading tests should continue but should be refined over time.
- Science should continue to be teacher assessed with a sample test to monitor national standards.
- Speaking and listening should continue to be teacher assessed.
- Three-year rolling averages should be introduced to give a rounded picture of a school's performance.



- There should be a greater emphasis on the progress of pupils:
- Progress should be one of the two headline published measures, alongside attainment. Any overall judgement of a school by the Government, local authorities or Ofsted should give at least as much weighting to progress as attainment.
- There should be a strong focus on the progress of every pupil, as well as greater emphasis on the progress of each Year 6 cohort. A new progress measure should be introduced to focus on the performance of lower-attaining pupils. Schools which work hard to accelerate the progress of those who started with low prior attainment should be recognised. This will help stop schools focusing on children on the Level 3/4 borderline.
- New progress and attainment measures should be introduced for pupils who have completed all of Years 5 and 6 in a school. This would recognise that schools should not be held wholly responsible for the performance of pupils who have just joined them.
- Teacher assessment judgements should continue in English, maths and science, and should be submitted before test results are announced. This will mean more weight is attached to them and allow longer for these results to inform Year 7 teaching and learning.
- Transition to secondary school should be eased for pupils and their new teachers. There should be more detailed reporting to secondary schools so Year 7 teachers know right from the outset a pupil's attainment and the areas where extra work is needed.
- Pupils who are ill on the day of a test should have a week to sit it, rather than two days.

## NGA Conference: The importance of governance. June 2011

A full account of this conference can be found on our website.

The Keynote speaker was Penny Jones, Deputy Director, Independent Education and School Governance. Her address covered the PISA (Programme for International Student Assessment) survey figures; the main points of Michael Gove's speech made at the National College on Thursday, 16 June; and the Government's policy on school governance

### PISA figures:

In 2006 the UK rankings (out of 57 countries) were: 17th in reading; 14th in science; and 24th in maths. In 2009 (out of 65 countries) rankings were: reading 25th; science 16th; and 28th in maths. The issue was that other countries, particularly new ones to the survey, had moved forward and in the UK standards had remained static. The UK spent \$85k per student in education, Germany \$63k and Hungary \$44k, to produce the same approximate outcomes. In the UK there was a large gap between high and low achieving schools, students and cohorts.

### The Secretary of State's speech: The Moral Purpose of School Reform

The speech had referred to the Wolf Review findings and the Schools White Paper, and had looked at the UK and the US. The speech had noted that access to quality education was rationed for the poor, the disadvantaged and ethnic minorities. Ministers believed we were not doing well enough by our children.

The White Paper, The Importance of Teaching had taken a tougher line on performance, raising the floor target to 35% 5A\*-C, including English and Maths, rising to 40% in 2012 and to 50% by 2015. Expectations must be raised, even for the most deprived areas of the country. Performance had been raised significantly in some deprived areas, so it was possible.

## School Governance

Concerns about current arrangements that impeded governing bodies in the fulfilling of their statutory functions and in carrying out their role included a lack of information to challenge and support the Head; lack of focus on strategic direction; lack of good advice; and the wrong mix of skills. Ofsted's studies from 2002 to 2007 showed that where governance was good, standards in the school were likely to be better than in other schools

The Government acknowledged that governors might struggle for the above reasons. The DfE was keen to encourage more skilled governors and more business governors. It also liked smaller GBs and preferred skills-based GBs to stakeholder-based bodies.

## Liverpool Schools Forum

As I am sure you will be aware, LGF fought for three years for proper governor representation on this body in line with national practice. We were promised six new representatives to join the two current governor members of the Schools Forum who were nominated by head teacher associations. We understood this was to be achieved by an externally managed election, but on 8th July we were informed that LGF was to be responsible for nominating the new representatives. Our members and all governors who check our website will know how we have attempted to manage this within our very limited resources. (See [www.livgovforum.org.uk](http://www.livgovforum.org.uk) and go to Message Board item 'Schools Forum - latest news'.)

**Joe Hartley**  
Chairman, Liverpool Governors' Forum  
[www.livgovforum.org.uk](http://www.livgovforum.org.uk)



## Wolf Report on Vocational Education



Last year the Secretary of State for Education commissioned Professor Alison Wolf to undertake a review of vocational education for young people aged under 19. Her final report was published in March.

**In her report, Professor Alison Wolf finds that:**

- Many 14-16 year olds are on courses which the league table system encourage but which lead children into dead-ends. Many young people have not been told the truth about the consequences of their choice of qualification
- A quarter to a third (300,000 - 400,000) of 16-19 year olds are on courses which do not lead to higher education or good jobs
- High-quality apprenticeships are too rare and an increasing proportion are being offered to older people not teenagers
- There are many good quality courses and institutions but they exist "in spite of" the current funding and regulatory system. Attempts to fix the system over the past decade have failed
- Only 45% of Key Stage 4 pupils get a 'C' or above in GCSE English and maths at 16 and very few (4%) of those who fail then go on to achieve this from 16-19
- There has been a growing crisis in the youth labour market for years

### Principles for reform

The four main principles for reform include:

1. The system must stop 'tracking' 14-16 year olds into 'dead-end' courses

2. The system must be made honest so young people are not pushed into damaging decisions
3. The system must be dramatically simplified to remove perverse incentives
4. We should learn best practice from countries doing things better than us, such as Denmark, France and Germany

### Proposals of the Wolf Report

The Wolf Report proposes the following changes in vocational education:

- Anyone who fails to achieve at least a 'C' in GCSE English or maths must continue to study those subjects post-16. This would apply to about half the annual cohort
- Remove the perverse incentives, created by the funding system and performance tables, to enter pupils for low-quality qualifications. High-quality vocational qualifications can and should be identified by the government. Only those qualifications – both vocational and academic – that meet stringent quality criteria should form part of the performance management regime for schools. However, schools should also be free to offer whatever other qualifications they wish from regulated awarding bodies
- Make performance measures reinforce the commitment to a common core of study at Key Stage 4, with vocational specialisation normally confined to 20% of a pupil's timetable; remove incentives for schools to pile up large numbers of qualifications for 'accountability' reasons
- Make funding be on a per-pupil basis post-16 as well as pre-16
- Ensure regulation moves away from the accrediting of qualifications towards the overseeing of awarding bodies
- Remove the obligation for qualifications for 16-19 year olds to be part of the Qualifications and Credit Framework
- Increase continuing professional development (CPD) for maths teachers

## Planning for School Emergencies

In mid-September, Liverpool City Council's Environment and Emergency Resilience Unit and Education Department will release a new template 'School Emergency Management Plan' (SEMP) along with accompanying guidance. These documents will replace the old 'Critical Incident Management Plan' which many of you may already be aware of. The new documents have been adapted from a national template, released by the Cabinet Office and were produced by Nottinghamshire County Council.

Parents and carers trust schools to keep their children safe. Thanks to the efforts of staff and governors, schools normally remain a safe haven for children; but they can become involved in an emergency at any time.

If you think emergencies won't affect your school, think again. Recent incidents including severe weather, flu pandemic, fire, flood, incidents involving schools visits, supplier failure, power failure, strikes etc can all have negative affects on your school.

The Civil Contingencies Act 2004 places a statutory duty on Local Authorities (which includes schools) to have emergency and business continuity plans in place and the Department for Education also recommend that schools create and maintain an emergency plan as well as train staff and rehearse for emergencies.

Planning for emergencies can save lives. It can prevent an incident getting worse, provide confidence to staff, governors, parents, carers and pupils and enhance your school's reputation as a safe place to learn and work.

Plans which deal with the consequences of large-scale emergencies also help staff to deal with the smaller (but nevertheless potentially distressing) incidents that schools can experience on a regular basis.



Emergency Planning and Business Continuity are closely related and very often share the same response management structure, therefore it seems sensible to amalgamate them into the one document, to avoid confusion and improve emergency communications.

Preparing for emergencies is an ongoing process which involves:

- Risk and impact assessment
- Planning
- Training
- Exercising
- Reviewing

This very useful plan template and guidance document will help you put a plan in place which will assist you in reducing the impacts of emergencies, help staff understand their roles and responsibilities and provide you with a resource document containing lines of communication, log sheets, exercise scenario's and training aids. The template and guidance will replace the original documents which are currently available on the Business Continuity pages of EDnet. Presentations will also be held for School Governors and Heads Teachers, as well as the school office managers (see the course programme for details of the sessions for governors).

If you would like to know more, contact the Environment and Emergency Resilience Unit on 225 6008 or email [emergency.planning@liverpool.gov.uk](mailto:emergency.planning@liverpool.gov.uk).

## Courses for autumn term

### Performance Management of the Headteacher

Thursday 15 September 10.00am to 12noon Ref: G11/36  
or

Thursday 15 September 6.30pm to 8.30pm Ref: G11/37

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The course will cover new arrangements for 2011/12 including:

- An overview of the performance management process
- Governing body responsibilities
- The role of the Liverpool School Improvement Partner (LSIP)
- Setting objectives for the headteacher

Presenters: Gary Senior, Senior School Improvement Officer Alison Green, Principal Officer, School Improvement & Intervention

### Termly Meeting for Chairs

Wednesday 21 September 6.30pm to 8.30pm Ref: G11/38

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

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

Councillor Jane Corbett, Cabinet Member for Education and Children's Services, and Bob Clarke, Interim Director, 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, 28 September 10.00am to 12noon Ref: G11/39

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

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

Arranged in partnership with Sefton Local Authority

### The Role of the Clerk

Venue: Bootle Town Hall, Oriel Road, Bootle, L20 7AE

This course is aimed at those who are new to the role of clerk to a governing body or a committee, or those who may benefit from a refresher course.

#### Part 1: The Legal Framework

Wednesday, 05 October 9.30am to 12noon Ref: G11/40

This session will cover:

- Clerk's Job Description/Person Specification
- Categories of governor and their role
- Procedural legislation
- Giving advice and guidance

#### Part 2: The Clerk at Work

Wednesday, 12 October 9.30am to 12noon Ref: G11/41

This session will cover:

- Structuring an agenda
- Taking notes
- Formatting minutes
- Recording 'challenge'

Presenter: Dave Cadwallader, School Governor Services

### Preparing for School Emergencies

Monday 10 October 6.30pm to 8.30pm Ref: G11/42

or

Tuesday 11 October 10.00am to 12noon Ref: G11/43

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This session will cover:

- A brief overview of the Civil Contingencies Act and the responsibilities placed upon Local Authorities (including schools)
- Past incidents and future threats; national and local
- An introduction to the new, easy to use, School Emergency Plan
- The accompanying School Emergency Plan Guidance document

Presenters: Delyth Jones and Steve Lambert, Senior Resilience Officers, Environmental and Emergency Resilience Unit

### Safeguarding

Thursday 20 October 1.00pm to 3.00pm Ref: G11/44

or

Thursday 20 October 6.30pm to 8.30pm Ref: G11/45

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

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

All attendees will receive a copy of the Learn Together Partnership booklet Making Sense of Safeguarding.

Presenter: Phil Cooper, Senior School Improvement Officer

### Understanding Pupil Data

Wednesday 02 November 10.00am to 12noon Ref: G11/46

or

Wednesday 02 November 6.30pm to 8.30pm Ref: G11/47

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- School performance – sources of information
- RAISEonline - new developments for 2011/12
- Benchmark comparisons
- Value Added analysis
- Target setting
- School self-evaluation

Presenter: Alison Green, Principal Officer, School Improvement & Intervention

## Safer Recruitment Training

**Wednesday 09 November 9.00am to 4.00pm** Ref: G11/48

*Venue: Toxteth Annexe, Aigburth Road, L17 7BN*

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 no school can recruit staff unless a member of the recruitment panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.

Participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

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

## The Role of the School Governor

An induction course for new governors (or a refresher course for experienced governors!)

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 14 November 6.30pm to 8.30pm** Ref: G11/49 *and*

**Monday 21 November 6.30pm to 8.30pm** Ref: G11/50

*or*

**a one day session on: Tuesday 15 November 9.30am to 2.45pm** Ref: G11/51

*Venue for all sessions: Toxteth Annexe, Aigburth Road, L17 7BN*

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;

## The Role of the Chair

**Monday 05 December 6.30pm to 8.30pm** Ref: G11/52

*or*

**Tuesday 06 December 10.00am to 12noon** Ref: G11/53

*Venue: Toxteth Annexe, Aigburth Road, L17 7BN*

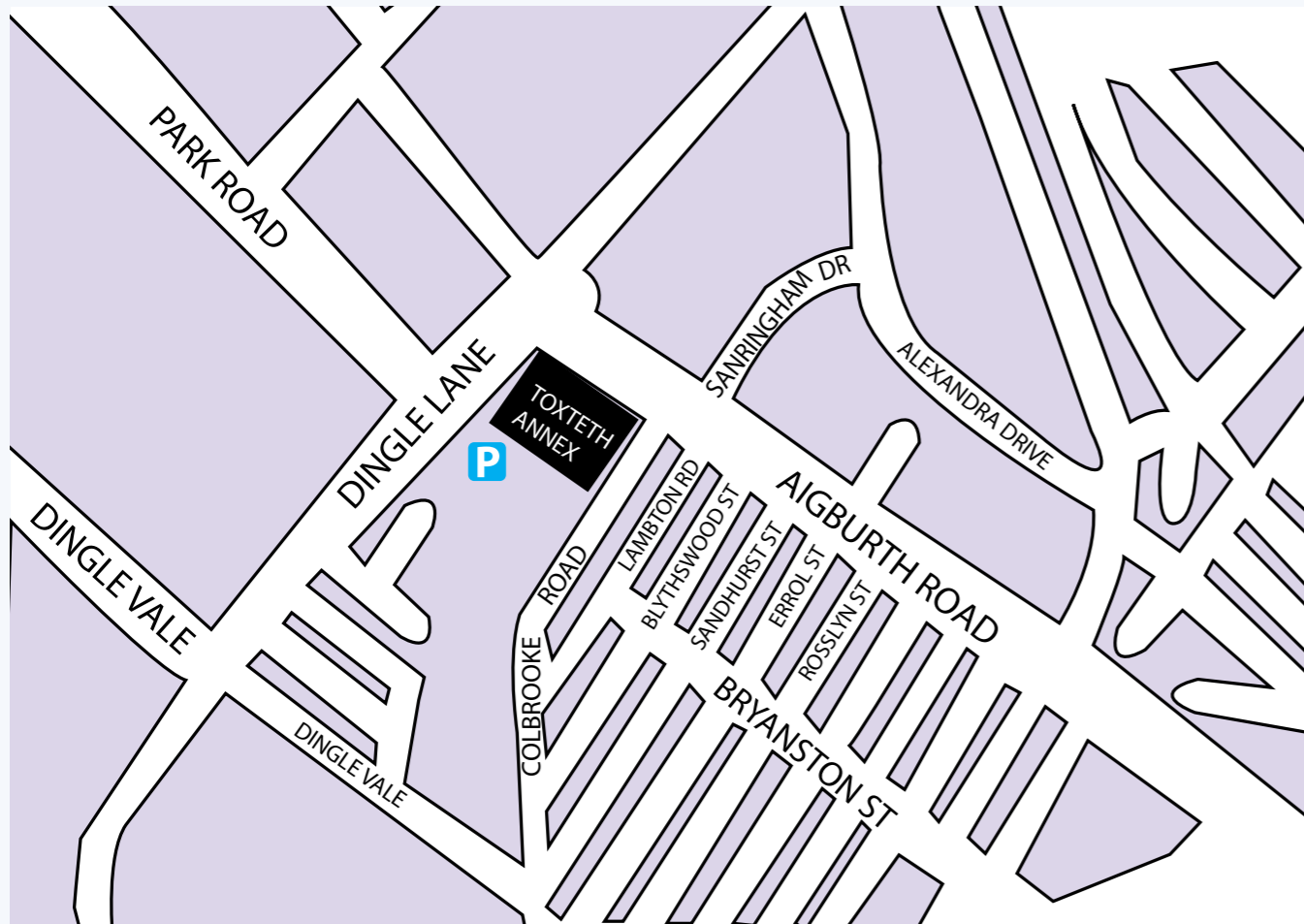
Recent studies into governance have highlighted the need for governing body chairs to undertake training to assist them in their role. This session covers issues concerning the role, skills and qualities of the chair, including:

- The Chair and the law
- Working with the Headteacher and Clerk
- The Chair and the Governing Body
- Organising and chairing meetings

Presenter: Dave Cadwallader, Governor Services Officer

### Cost:

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.



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## 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.

## Charges

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.

## Autumn 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
Performance Management of the Headteacher	Thursday 15 September 10.00am to 12noon	G11/36 <input type="checkbox"/>
Performance Management of the Headteacher	Thursday 15 September 6.30pm to 8.30pm	G11/37 <input type="checkbox"/>
Termly Meeting for Chairs	Wednesday 21 September 6.30pm to 8.30pm	G11/38 <input type="checkbox"/>
Termly Meeting for Clerks	Wednesday 28 September 10.00am to 12noon	G11/39 <input type="checkbox"/>
Role of the Clerk - 1	Wednesday 05 October 9.30am to 12noon	G11/40 <input type="checkbox"/>
Role of the Clerk - 2	Wednesday 12 October 9.30am to 12noon	G11/41 <input type="checkbox"/>
Preparing for School Emergencies	Monday 10 October 6.30pm to 8.30pm	G11/42 <input type="checkbox"/>
Preparing for School Emergencies	Tuesday 11 October 10.00am to 12noon	G11/43 <input type="checkbox"/>
Safeguarding	Thursday 20 October 1.00pm to 3.00pm	G11/44 <input type="checkbox"/>
Safeguarding	Thursday 20 October 6.30pm to 8.30pm	G11/45 <input type="checkbox"/>
Understanding Pupil Data	Wednesday 02 November 10.00am to 12noon	G11/46 <input type="checkbox"/>
Understanding Pupil Data	Wednesday 02 November 6.30pm to 8.30pm	G11/47 <input type="checkbox"/>
Safer Recruitment	Wednesday 09 November 9.00am to 4.00pm	G11/48 <input type="checkbox"/>
Role of the School Governor - 1	Monday 14 November 6.30pm to 8.30pm	G11/49 <input type="checkbox"/>
Role of the School Governor - 2	Monday 21 November 6.30pm to 8.30pm	G11/50 <input type="checkbox"/>
Role of the School Governor (one day)	Tuesday 15 November 9.30am to 2.45pm	G11/51 <input type="checkbox"/>
The Role of the Chair	Monday 05 December 6.30pm to 8.30pm	G11/52 <input type="checkbox"/>
The Role of the Chair	Tuesday 06 December 10.00am to 12noon	G11/53 <input type="checkbox"/>





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