

Governors' News

A Termly Newsletter for Liverpool governors



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Safeguarding in Schools: Best Practice

Ofsted has published a report based on inspection evidence from the 19% of schools inspected in 2009/10 where safeguarding was judged outstanding.

In the report, Ofsted argues that 'There is no reason why good practice in safeguarding should not be a feature of every school' and identifies two key inspection issues: effectiveness in taking reasonable steps to ensure that children and learners are safe; and effectiveness in helping to ensure that they feel safe.

The report lists ten factors used towards evaluating the effectiveness of safeguarding in schools:

- the impact of safeguarding arrangements on outcomes for pupils
- how well pupils are taught to keep themselves safe
- how well the school protects pupils from bullying, racist abuse, harassment or discrimination, and promotes good behaviour
- the effectiveness of health and safety policies and procedures
- the effectiveness of arrangements to provide a safe environment and secure school site
- how well the school meets the needs of pupils with medical conditions

- how appropriately child welfare and child protection concerns are identified and responded to
- how effectively the school works with key agencies to safeguard and promote the welfare of children
- how well the school prioritises safeguarding, and monitors and evaluates the effectiveness of its policies and practices
- the extent to which the school ensures that adults working with children are appropriately recruited and vetted, and receive appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils.

In 2009/10, safeguarding was graded as good or outstanding in 77% of maintained schools. In 21% of schools it was only satisfactory, indicating the need for considerable improvement, and in 2% of schools (including 5% of pupil referral units) arrangements were inadequate (meaning unacceptable).

Common weaknesses included:

- failure to maintain a single central record of recruitment and vetting checks covering all adults who had regular contact with children
- insufficient child protection training
- key risk assessments not completed
- failure by the governing body to monitor and review safeguarding policies.

Schools with outstanding safeguarding arrangements generally display most of the following features:

- high-quality leadership and management that makes safeguarding a priority across all aspects of a school's work
- stringent vetting procedures for staff and other adults
- rigorous safeguarding policies and procedures in place, especially for child protection, compliant with statutory requirements and updated regularly
- child protection arrangements that are accessible to everyone, including pupils and families
- excellent communication systems
- high priority given to training in safeguarding
- robust arrangements for site security
- a flexible, relevant and interesting curriculum that is used to promote safeguarding
- courteous and responsible behaviour by pupils
- good arrangements to protect and promote pupils' health and safety
- rigorous monitoring and follow-up of absence
- risk assessment taken seriously and used effectively in promoting safety.

The report also expands on the following areas:

Leadership and management

Leaders and managers show a determination to make safeguarding a priority across all aspects of the school's work. High standards are set for all aspects of safeguarding practice and effective schools make sure that they are upheld by all concerned. Staff, governors, pupils, parents and external partners are consulted to ensure that policies are sustainable; along with other professionals and volunteers, they are clear about what is expected of them and the contribution that they and others make to safeguarding. Effective leaders successfully establish an ethos and culture based on mutual respect and acceptance of differences, where safeguarding is everyone's business and everyone's responsibility.

Recruitment and the suitability of staff and other adults

Senior managers ensure that stringent recruitment and vetting procedures are in place for staff and other adults: nobody commences work unless all checks have been completed. Governors are aware of their responsibilities, and schools liaise with their local authority to ensure that procedures comply with national requirements; senior leaders and governors complete safer recruitment training.

Training to safeguard learners

Training in safeguarding is given a high priority, expertise is extended effectively and internal capacity is built up covering safe practice in classrooms, around the school and off site. Effective induction programmes for new staff give high priority to safeguarding. Good use is made of specialist staff to support the safeguarding agenda, taking advantage of the range of professional expertise available on site and of external specialist support. High expectations of safeguarding practice extend to other on-site provision such as the nursery or school clubs.

Child protection

Staff have a good understanding of the possible causes of abuse, neglect or harm. They know what to look for, who the designated staff are and the routes that a referral would go through in the school, including the roles of external agencies. There is a culture of openness and transparency which encourages vigilance and a sense of shared responsibility for the protection of children and young people and schools work closely with professionals from different agencies.

Safeguarding in schools: best practice can be viewed or downloaded from the Ofsted website: <http://www.ofsted.gov.uk/resources/safeguarding-schools-best-practice>

Survey of Governors

Over 900 governors responded to a survey run by the National Governors' Association in partnership with the Times Educational Supplement in June. The governors who responded were a good cross-section of the governor community in terms of type, phase of school and length of service.

The results showed the majority of governors were confident in the job that was being done:

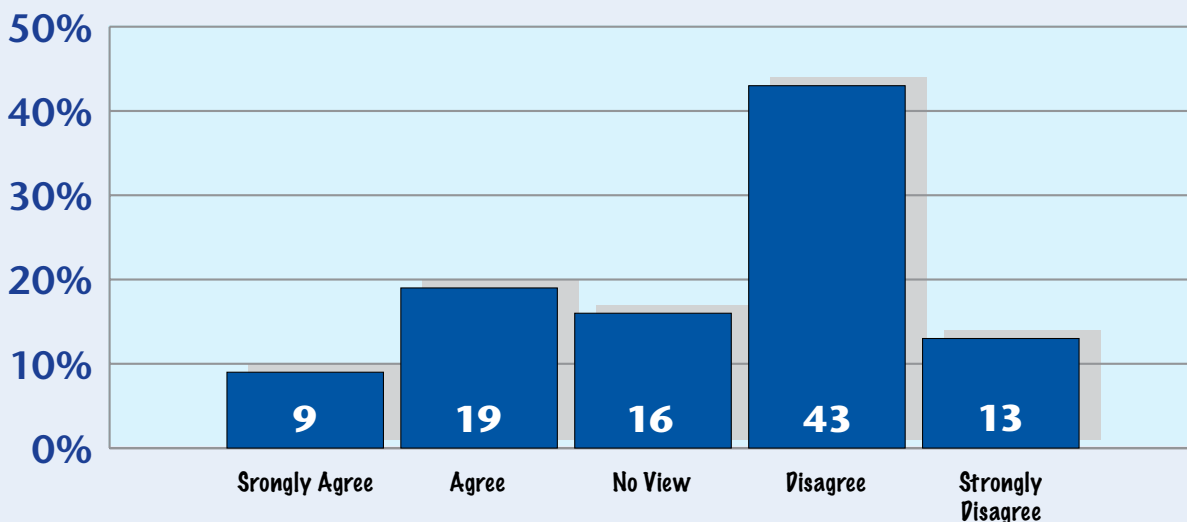
- 88% thought governing bodies are capable of setting the strategy and ethos of their school (8% disagreed)
- 87% are confident that they carry out robust self evaluation and will continue to do so (8% disagreed)
- 79% thought the systems the governors have in place would reveal or prevent any financial mismanagement in the school (11% disagreed)

with appropriate skills). Half of the respondents disagreed that converting to academy status would improve educational standards across the country whilst a quarter felt it would and the remaining quarter reserved judgment.

More than 70% of the respondents felt they understood how the governing body was held to account for the school's performance. The vast majority of respondents (90%) believe training should be mandatory for new governors. The majority of governors remain committed to the volunteer nature of the role, with 56% against governors being paid and 28% in favour.

90% of respondents were confident that if their governing body had a problem it would be able to call on advice and support from an outside source. Three-quarters also thought that their School Improvement Partner has been an

Governors should be paid - as well as receiving expenses



- 77% felt that the responsibilities given to governors are manageable, with rather surprisingly only 18% disagreeing and fewer than 1% strongly disagreeing
- Only 10% disagreed that the school's Ofsted report gave a fair and accurate picture, and this was down from 15% two years ago.

A large majority (88%) thought that more school autonomy will make governors' jobs more challenging, and 60% thought it would make it harder to recruit suitable governors (59% already had difficulties in attracting governors

important resource for the GB and they would wish to retain that service (as has happened in Liverpool) compared with one in eight who disagreed. A similar proportion (78%) agreed local authority governor training is relevant and of high quality.

More than two-thirds thought that financial constraints meant that their school would need to reduce spending on staff over the next two years. However, two years ago very nearly the same percentage (64%) expected to have to cut expenditure. 53% stated that they did not find it very difficult to attract candidates when recruiting

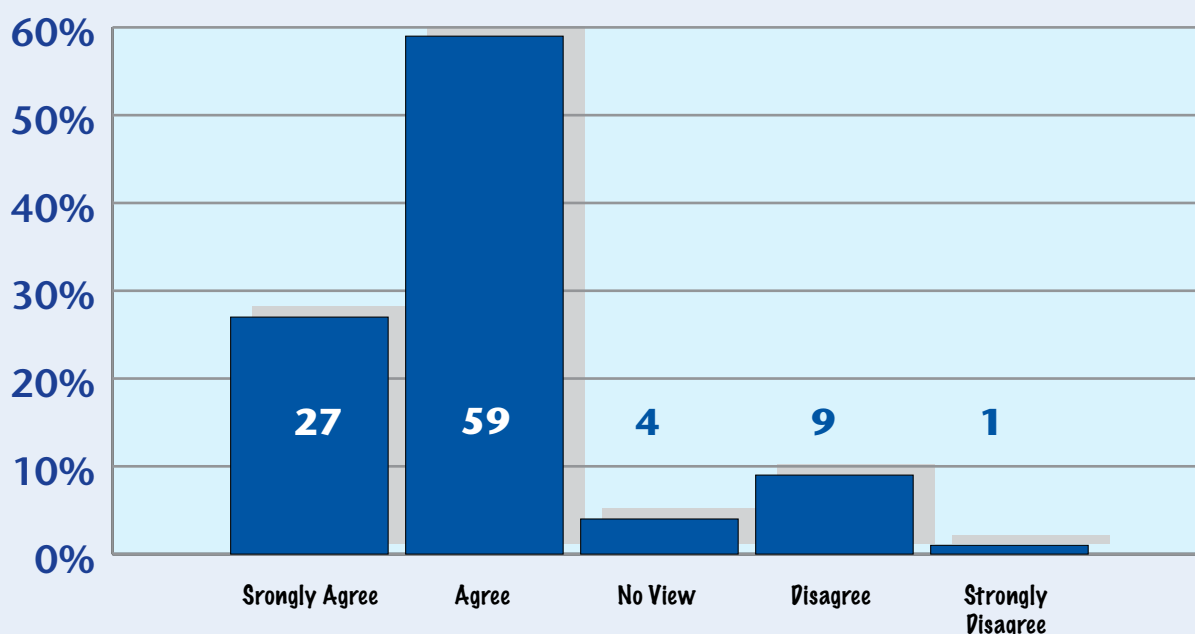
to senior staff posts at their school, whereas 27% did find it very difficult.

Two-thirds agreed that schools should play a key role in the provision of wider children's services, with only 17% against this wider remit. 60% of respondents did not feel that the wider community recognised and valued the work that governors do for schools.

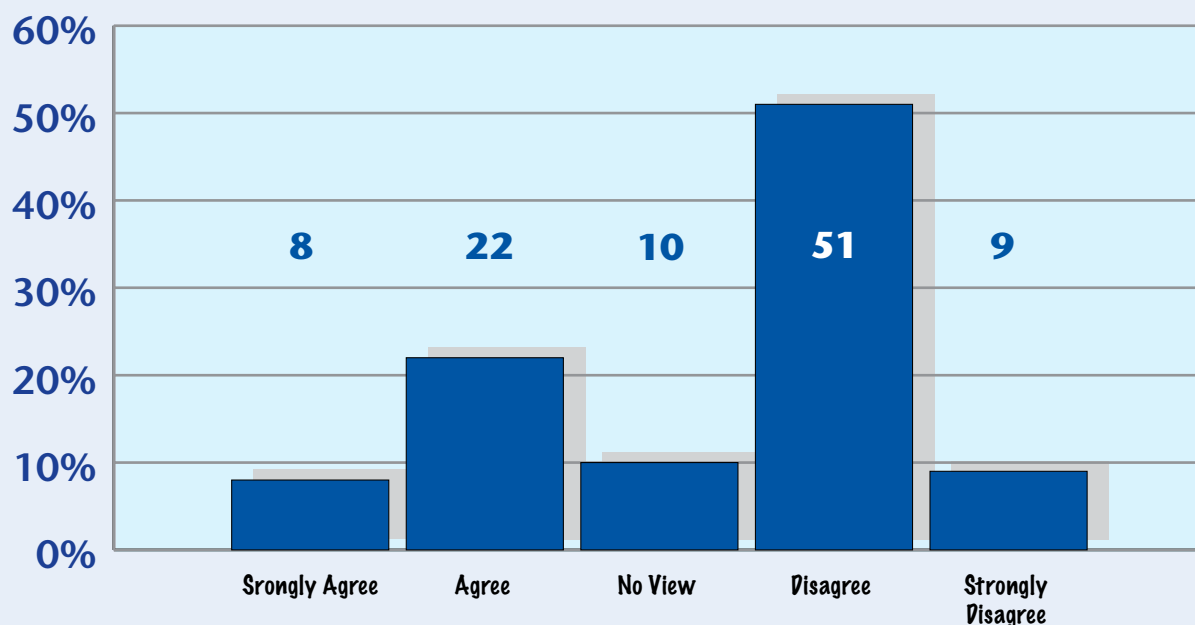
Nearly 70% of primary school governors agreed that governors could and should ensure a reduction of the amount of 'teaching to the test' for Key Stage 2 national curriculum tests in Year 6.

More than two-thirds of the governors supported the change proposed in the Education Bill to give more flexibility to governing bodies to change their own composition should they wish to. When asked which groups were supported on the governing body, parent governors came top with 88% and the only group receiving less than half the vote was sponsor-appointed governors with the support of only a quarter of respondents. Nearly 70% supported the use of independent appeal panels for exclusions, which are due to be replaced in the Education Bill.

Our Ofsted report gave a fair and accurate picture of our school



I feel that the wider community recognises and values the work that governors do for schools



School Based Childcare: Do you know your responsibilities?



The landscape for delivering childcare, especially in the early years, has changed substantially, and continues to change.

There is no doubt that the arrangements for delivering childcare can be complex, so it is important that schools are given good advice and support when they are thinking about delivering childcare to support parents and children in their area.

The Local Authority has recently revised its guidance for schools and notified Head Teachers of the key issues via EDnet.

The main options available for schools to consider are:

Direct Delivery – Some schools will wish to be direct deliverers of childcare, making all the arrangements themselves – employing staff, administering and charging for the provision.

Delivering with Third Parties – Some schools will wish to work with a third party provider from the private or voluntary sector (including Childminder Networks) for the delivery of childcare.

Working in Clusters with other Local Schools - Some schools will work in clusters to share resources such as a childcare manager to develop the service and/or to rotate responsibility for childcare over holiday periods.

For schools thinking about delivering childcare, or already delivering childcare, it is important that you are clear of a school's responsibilities and liabilities when delivering any form of childcare.

Schools should think about the options for supporting childcare very carefully and be mindful that the long term sustainability of the childcare service is vital. Schools thinking about opening new childcare services will need to:

- Thoroughly research the need in your local community and consider existing provision and potential competition.
- Produce and review a childcare business plan to ensure the childcare business remains sustainable.
- Review the levels of income generated by the child care business and ensure any changes to the forecast income is closely monitored.
- A Debt Policy is strictly implemented in order to avoid 'bad debt'. It is also important that 'bad debt' is swiftly recovered.
- Review the charging policy regularly, and ensure parents/carers are provided with 4 weeks advanced notice of any increase in fees.
- Regularly review staff salaries to ensure any increase (or supply costs) can be met from within your budget.

- Ensure the child care business builds a contingency budget for potential/ unforeseen costs. There are often demands on the budget that are unpredictable (supply for maternity or sickness; replacement resources; repairs and maintenance etc).
- Be aware that any deficit from the childcare business would need to be met from the school's budget share and any surplus can be used by the school when looking at its provision in total.

Schools already delivering childcare (including schools offering childcare as part of a local Children's Centre) will also need to be mindful of the importance of long term sustainability, and their liability for the provision.

If you need any advice on developing a childcare service in your school it is advisable that you obtain and consider the guidance issued by the Local Authority and published on EDnet (<https://ednet.liverpool.gov.uk>>Headteacher's Letters).

If you want to discuss any issue further please do contact me.

Jan Gallagher

Childcare Sufficiency and Family Information
Service Manager
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Getting the Simple Things Right:

Charlie Taylor's behaviour checklist

Charlie Taylor, the Government's Expert Adviser on behaviour in schools and an experienced Headteacher of a special school dealing with some of the worst behavioural issues, has published a checklist designed to help teachers deal with challenging behaviour. Although it contains very simple tasks, having them laid out and ticked off is thought to help ensure they are all completed consistently. The document contains checklists for teachers on the classroom, pupils, teaching and parents, and for headteachers on policy, leadership, building, staff, children, teaching and parents.

Key principles for headteachers to help improve school behaviour:

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.

- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.





Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers:

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.

- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

The full document can be downloaded from the DfE website: <http://www.education.gov.uk/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

The School I'd Like...

Earlier this year the The Guardian website launched The School I'd Like, asking pupils what would make the perfect school. Hundreds of young people responded via emails, essays, poems and pictures. The children's ideas were inspected by a panel of young people and boiled down into the Childrens' Manifesto. The manifesto listed the most popular features in an ideal school, from pink, fluffy carpets to flexible timetables and more school trips

According to the manifesto, the 'school I'd like' would be:

Active – with lots of different sports, including judo, dance, karate, football and abseiling, and a swimming pool with slides. Playgrounds with climbing frames and treehouses where you could learn about nature.

“Rock climbing could help your education because you have to think where to put your hands and feet.”

Calm – with a chill-out room; music instead of bells, and a quiet place inside at playtime for drawing, reading and board games.

Comfortable – with beanbags, big enough chairs, small enough chairs, slippers, and somewhere personal to store things. There should be cold drinks in the summer and hot drinks to warm you up in winter.

“Pink fluffy carpet so we can walk around in our socks.”

Creative and colourful – with lots of room to make and display art, bright painted walls in corridors and dining rooms, and flowers in the classroom.

“I would like to ban the colours black, brown and grey from our school.”

Expert - with teachers who don't just read up about their subjects, but live them, and visiting celebrities to talk about what they do.

“In the classroom we should have Stephen Hawking to teach us science. I would like Gordon Ramsay to cook our lunch, but he would have to promise to zip his mouth. I would like Besse Cooper to teach us history, according to the internet she is the oldest person alive today so she could tell us about her life.”



Flexible – with more time for favourite subjects, no compulsory subjects apart from maths and English, and more time for art and sport.

“If we’re doing something that needs a lot of thinking, there should be enough time to finish.”

Friendly – with kind teachers who speak softly and don’t shout, and special members of staff that you can go and talk to. You should be allowed to sit with your friends in class and assembly.

“The cool thing is the friendship bench. If anyone sits on there sad, someone comes up to them and always says what’s wrong and they will sort it out with a big cuddle and go off and start playing together.”

Listening – with forums for classes to express their views and also chances for pupils to have quiet chats with teachers. Don’t just listen, but take children’s comments seriously and make changes as a result.

“I like the idea of having a suggestion box because we can share each other’s ideas with the school council.”

Inclusive – with pupils of all achievement, ability and background learning together. Everybody should learn in one room, with opportunities for small group or private work.

“I think it’s unfair that only the people who are good at writing stories have their stories displayed in the school hall. I think everyone should have their work displayed. That way no one feels left out.”

International – with food from all over the world on the dinner menu and pupils from all over the world in the classroom; with opportunities to go abroad to learn languages and about other cultures.

“At lunchtime a buffet with Namibian, Chinese, Indian and French food would be served on flower-shaped plates and we would listen to music from that country as we ate.”

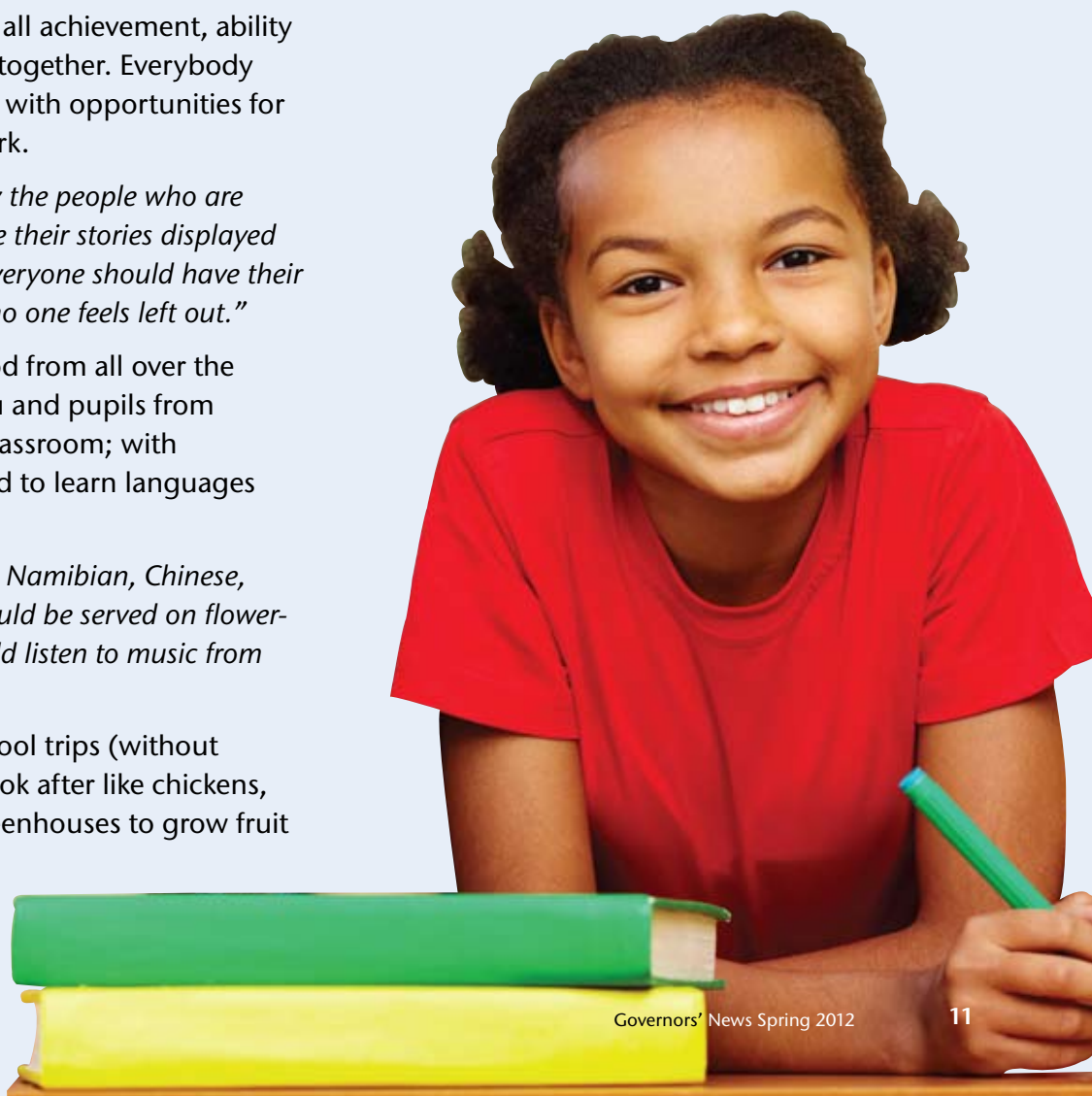
Outside – fortnightly school trips (without worksheets), animals to look after like chickens, sheep and horses, and greenhouses to grow fruit and vegetables to eat at school and sell to raise funds.

Technological – with iPads to read and work on, MP3 players for relaxing during breaks or to help concentrate while working alone, and usb sticks to take work home (and save paper).

“There should be digital recorders available for lessons, so if you go to the toilet, when you come back you can catch up on what you have missed.”

What the perfect school would have:

- No homework (all the work would be finished at school)
- A flexible timetable
- An hour-long lunchbreak
- Pets
- First-aid lessons
- A choice of uniform to express your personality
- After-school clubs in all sorts of subjects
- Hot dinners
- An iPad for each pupil
- A football field
- Fewer tests (but not no tests at all)



Parent View

Launched by Ofsted in October, Parent View is an online questionnaire that allows parents and carers to give their views on their child's school at any time of the year. Covering over 22,000 schools across England, the 12-question survey provides Ofsted with information about schools that will help inform priorities for inspection.

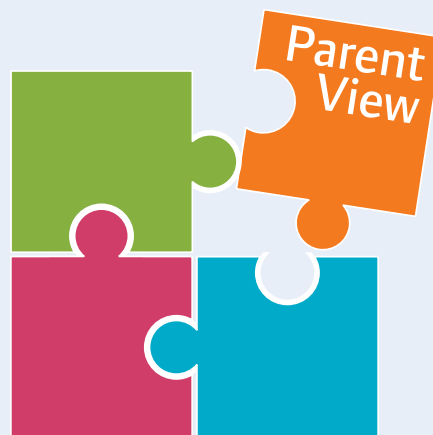
Parent View was produced with assistance from a panel of parents who contributed to shaping the questions and the way the site functions. The questionnaire covers a range of topics, including quality of teaching, bullying, behaviour and levels of homework, allowing parents to give a view about their child's school on each issue, with a final question as to whether or not they would recommend the school to other parents. The questionnaire does not allow free text comments but invites responses to a series of closed questions.

The questions were chosen to cover those issues that parents told Ofsted are the most important to them. They were also designed to provide Ofsted with information to support decisions about inspection and give schools a direct route into gathering the views of their parent group.

The results for each school are published on the website in real time. They will then be saved at the end of the academic year so that every school will have an ongoing year-on-year picture available to view

Ofsted will monitor the results for each school and where concerns become clear these will be assessed by Inspectors. The findings will form one element of the risk assessment Ofsted undertakes to decide, for example, whether an outstanding school's performance appears to have declined and therefore the school needs to be inspected. They will also be part of the information that inspectors consider in preparation for any routine school inspection.

Acknowledging concerns raised, a balance of measures, including a registration process with password, have been put in place to help ensure the security of the website and to treat schools fairly, while making sure it is accessible for parents



Parent View

Your child's school

to use. Systems are also in place to flag potential signs of misuse and appropriate action will be taken where this is clear. Headteachers will be able to report concerns to Ofsted if they fear that Parent View has been misused.

Parents will be asked to give their view on the following 12 statements, from strongly agree through to strongly disagree:

- My child is happy at this school
- My child feels safe at this school
- My child makes good progress at this school
- My child is well looked after at this school
- My child is taught well at this school
- My child receives appropriate homework for their age
- This school ensures the pupils are well behaved
- This school deals effectively with bullying
- This school is well led and managed
- This school responds well to any concern I raise
- I receive valuable information from the school about my child's progress
- I would recommend this school to another parent

For more information or to access the questionnaire and results visit:
www.parentview.ofsted.gov.uk.

Liverpool Governors' Forum

In the Autumn Term issue of *Governors' News* I mentioned briefly LGF's campaign to achieve proper representation for governors on Schools Forum, and referred those interested to our website for a full account of how we had responded to the unexpected request from the Forum's Support Officer for us to nominate the representatives.

As most governors will be aware, as we were unable to afford the previously agreed externally managed election and did not wish merely to nominate, we held a more modest election within our own membership. We were told that the Local Authority regarded our process as legitimate, and that our named representatives would be invited to the Forum's Away Day in September; but following further objections by the Chair of the Schools Forum, the LA, while still maintaining that our process had been legitimate, agreed to re-open nominations and to reach the final list of representatives not by election but through an appointments panel consisting of an LA Officer, the Chair and Vice-Chair of LGF and the Chair of the Schools Forum.

We were unhappy about this for two reasons. First, we wanted an election in line with Government regulations for Schools Forums, not an appointment process; and second, the Government Document 'Schools Forums: Powers and Responsibilities 2011' makes clear that current members of a Schools Forum should have no role in the appointment of new school members. When our objections were rejected, I sought the advice of the National Governors' Association and was told, to my surprise, that although the proposed process was flawed, it would be better to take part in it than to let it go on without us. Consequently, I and the Vice-Chair of LGF took part in the appointments panel, and the results are now published. We have six new governor representatives on Schools Forum, and send them our congratulations.



This is not the end of the matter. We must continue to argue for the establishment of a clear democratic process for future governor representation. An appointments panel is not democratic and lacks legitimacy under government regulations for Schools Forums. We need also to press for the reinstatement of clearly limited terms of office for all school members of the Forum, which the Schools Forum removed at their last AGM. It is not healthy for any committee to vote itself into perpetual office.

Without LGF there would still be no real governor representation on Schools Forum. It is a significant achievement. It has been possible because we can speak as a local governor association which has a more influential voice than any individual governor or individual governing body can have. That alone is a reason for joining us. Our campaign was hindered by the accusation that we did not represent enough schools. Please help us to reject that criticism

Our joining fee of £20 can hardly be a barrier even for the smallest school. We have proved the importance of a united voice for governors. With a larger membership we could work even more effectively on your behalf.

Website: www.livgovforum.org.uk
Joe Hartley, Chairman, LGF

Courses for spring term

Termly Meeting for Chairs

Wednesday 11 January 6.30pm to 8.30pm

Ref: G12/01

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, 25 January 10.00am to 12noon

Ref: G12/02

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**

The New Ofsted Inspection Framework from 2012

Monday 30 January 10.00am to 12noon

Ref: G12/03

or

Monday 30 January 6.30pm to 8.30pm Ref: G12/04

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- New focus, new arrangements
- The four key areas
- The proportionate approach to re-inspections
- What will the Inspectors ask me?

Presenter: Dave Cadwallader, School Governor Services

The Equalities Act and Community Cohesion for Governors

Monday 06 February 10.00am to 12noon

Ref: G12/05

or

Monday 06 February 6.30pm to 8.30pm

Ref: G12/06

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The public sector equality duty came into force in April 2011, replacing the separate duties relating to race, disability and gender equality. This session will give you a brief overall picture of the changes, along with a section on how to ensure your school is promoting Community Cohesion.

The briefing will cover:

- How the public sector Equality Duty will impact on schools
- What is community cohesion?
- How schools can promote community cohesion

Presenter: Shèlah Semoff, Chair, Liverpool BRM Parent Governors' Forum

Safer Recruitment Training

Tuesday 21 February 9.00am to 4.00pm

Ref: G12/07

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. Accreditation lasts for five years.

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 Equalities Act and Community Cohesion for Governors

Monday 06 February 10.00am to 12noon

Ref: G12/05

or

Monday 06 February 6.30pm to 8.30pm

Ref: G12/06

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The public sector equality duty came into force in April 2011, replacing the separate duties relating to race, disability and gender equality. This session will give you a brief overall picture of the changes, along with a section on how to ensure your school is promoting Community Cohesion.

The briefing will cover:

- How the public sector Equality Duty will impact on schools
- What is community cohesion?
- How schools can promote community cohesion

Presenter: Shèlah Semoff, Chair, Liverpool BRM Parent Governors' Forum

The Role of the School Governor

An induction course for new governors (or refresher 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 27 February 6.30pm to 8.30pm

Ref: G12/08

and

Monday 05 March 6.30pm to 8.30pm Ref: G12/10 or a one day session on:

Wednesday 29 February 9.30am to 2.45pm

Ref: G12/09

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
- 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

Financial Management in Schools

Thursday 08 March 10.00am to 12noon

Ref: G12/11

or

Thursday 08 March 6.30pm to 8.30pm

Ref: G12/12

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- A (brief) overview of school funding
- The Scheme of Delegation to Schools
- The Governors' role in planning and monitoring the school's budget
- Delegating spending limits
- An overview of SFVS (Schools' Financial Value Standard – replacement for FMSiS)

Presenters: John Byrne, LA Schools Finance Manager and Claire Fletcher, LA Principal Finance Officer

The Role of the Staff Governor

Monday 12 March 6.30pm to 8.30pm Ref: G12/13

or

Tuesday 13 March 10.00am to 12noon Ref: G12/14

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The responsibilities of the staff governor and a forum to ask questions about the role.

The session will cover:

- How to fulfil your role
- Reporting back
- What if I'm approached by a colleague?
- Legalities and limitations to your role

Presenter: Dave Cadwallader, School Governor Services

Safeguarding

Tuesday 20 March 1.00pm to 3.00pm

Ref: G12/15

or

Tuesday 20 March 6.30pm to 8.30pm

Ref: G12/16

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

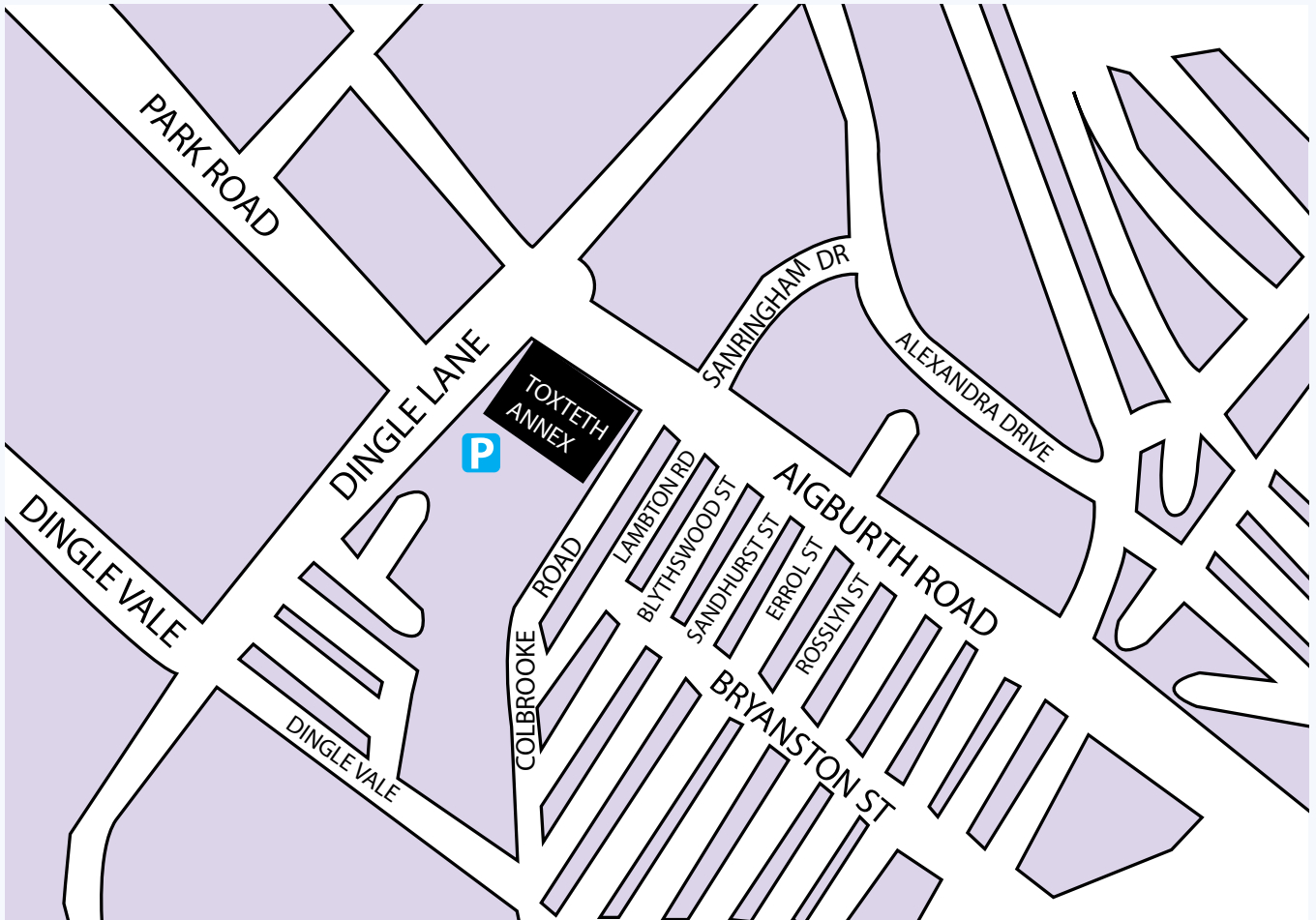
The session will cover:

- 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, Safeguarding & SEN

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.



Spring 2012 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	Wednesday 11 January 6.30pm to 8.30pm	G12/01	<input type="checkbox"/>	
Termly Meeting for Clerks	Wednesday 25 January 10.00am to 12noon	G12/02	<input type="checkbox"/>	
The New Ofsted Framework 2012	Monday 30 January 10.00am to 12noon	G12/03	<input type="checkbox"/>	
The New Ofsted Framework 2012	Monday 30 January 6.30pm to 8.30pm	G12/04	<input type="checkbox"/>	
The Equalities Act and Community Cohesion	Monday 06 February 10.00am to 12noon	G12/05	<input type="checkbox"/>	
The Equalities Act and Community Cohesion	Monday 06 February 6.30pm to 8.30pm	G12/06	<input type="checkbox"/>	
Safer Recruitment	Tuesday 21 February 9.00am to 4.00pm	G12/07	<input type="checkbox"/>	
Role of the School Governor - pt 1	Monday 27 February 6.30pm to 8.30pm	G12/08	<input type="checkbox"/>	
Role of the School Governor - pt 2	Monday 05 March 6.30pm to 8.30pm	G12/10	<input type="checkbox"/>	
Role of the School Governor (one day)	Wednesday 29 February 9.30am to 2.45pm	G12/09	<input type="checkbox"/>	
Financial Management in Schools	Thursday 08 March 10.00am to 12noon	G12/11	<input type="checkbox"/>	
Financial Management in Schools	Thursday 08 March 6.30pm to 8.30pm	G12/12	<input type="checkbox"/>	
Role of the Staff Governor	Monday 12 March 6.30pm to 8.30	G12/13	<input type="checkbox"/>	
Role of the Staff Governor	Tuesday 13 March 10.00am to 12noon	G12/14	<input type="checkbox"/>	
Safeguarding	Tuesday 20 March 1.00pm to 3.00pm	G12/15	<input type="checkbox"/>	
Safeguarding	Tuesday 20 March 6.30pm to 8.30pm	G12/16	<input type="checkbox"/>	

Governors' News
is published termly by
School Governor Services

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