

Governors' News

A Termly Newsletter for Liverpool governors



- Private Foster Care
- Changes to Ofsted Inspection Arrangements
- Changes to the Constitution of Governing Bodies
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Looking After Somebody Else's Child - Private Fostering

Most children are cared for by their birth parents. However, sometimes things may happen in families, such as illness or a family crisis, which means that children are cared for by other adults, either permanently or for a period of time.

Adoption is probably the most well known of the different forms of care. Adoption is the only form of care where the birth parents lose parental responsibility.

Parental Responsibility is a legal term that means 'All the rights, duties, powers, responsibilities and authority which a parent of a child has in relation to the child and his property'.

Different Forms Of Care - Looking After Somebody Else's Child

Care by Close Family

A close relative is a grandparent, brother, sister, aunt or uncle (either full blood or through marriage, civil partnership or adoption) or a step parent. Care by a close relative is a private arrangement made within the family, with the birth parents having full parental responsibility, including responsibility for financial support. The Council are not necessarily involved.

Special Guardianship

Special Guardianship is an alternative legal status to adoption. It establishes a permanent lifelong relationship between the child and the Special Guardian without cutting the legal ties with the birth family, as usually happens with adoption. A Special Guardianship Order lasts until a child is 18 years of age.

Parental responsibility is shared between the Special Guardian and the birth parents. However, the Special Guardian is given sole responsibility for caring for the child and for making decisions about their upbringing.

After the Special Guardianship Order has been made the Council may be involved in arranging any required support.

Residence Order

A Residence Order is when a person is given parental responsibility for a child and parental responsibility and decision making is then shared with the birth parents. A Residence Order usually lasts until a child is 16 years of age, but in certain circumstances can last until a child is 18 years of age.

After the Residence Order has been made the Council may be involved in arranging any required support.

Foster Care

Foster carers are people approved to look after children up to the age of 18 years. To be approved as a foster carer you must have a rigorous assessment. Foster carers usually look after any child within their approval status.

Foster carers have no parental responsibility for the child in their care, as this is either shared between the local authority and the birth parents, when the child is subject to a Care Order or, just with the birth parents when the child is 'accommodated'.

Foster carers care for the child day to day, but responsibility for most of the decisions stays with the local authority and/or birth parents.

Children in foster care are 'looked after' children.

Kinship/Family and Friends Foster Care

Kinship care is when a child is 'looked after' by the Council and is placed with family members or friends who have been approved as foster carers just for that child.

Kinship/Family and Friends Foster Carers are subject to the same regulations as other foster carers approved by the Council.

Private Fostering

A child under 16 (or if disabled under 18) is privately fostered when he/she is cared for more than 28 days by an adult who is not a close relative and usually the arrangement has been made between the carer and the parent.

For the list of close relatives see the section 'Care by Close Family'.

Children who are privately fostered include children of overseas students, teenagers who are temporarily away from their families, refugee or displaced children and children whose parents have substance abuse problems and/or are in prison.

Prospective private foster carers must have an assessment by the Council which includes official checks. A decision is made about the suitability of the private foster carer; the accommodation; the arrangement of the private foster carer looking after a particular child. The private foster carer is not approved - the arrangement is agreed.

The private foster carer is responsible for providing the day to day care of the child. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child, and for financial support, remains with the parent (s).

If the private fostering arrangement is not agreed, the parent(s) are requested to make alternative arrangements.

Generally, private fostering arrangements work well but sometimes, such as in the case of Victoria Climbié, they are unsuitable and can end tragically. Since Victoria's death, child care legislation has developed in order to focus on securing positive outcomes for privately fostered children and young people, and to reduce any risks to their welfare and safety.

How can we work together?

Liverpool City Council is required to identify privately fostered children, assess and monitor the arrangements and provide support and advice to the child and the private foster carer.

Many people aren't aware of the requirement to notify the Council when they take on the care of somebody else's child. The number of 'identified' privately fostered children nationally and locally is very low and we need to work together to find these 'invisible children'.

Schools play a vital role in identifying privately fostered children as they are the main source of referrals. Governors could ask:

- Are there any children who come from abroad and are living away from their parents?
- Do any children say they are living with an 'aunt' and is this person the child's aunt?
- Has someone else started to collect a child from school on a regular basis?

- Is there something unusual or unclear in the child's administration file and/or admission form?

If any of these apply the child could be privately fostered and Liverpool City Council must be notified.

Find out more

Private Fostering Workshops are held several times a year. The next one will be held on Monday 18 June - see page 15 for more details.

The British Association of Adoption and Fostering (BAAF) have produced a short film, which can be viewed at www.privatefostering.org.uk.

Liz Redfearn

Private Fostering Social Worker

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A Good Education For All: Ofsted Consultation On Proposed Inspection Arrangements

Although the present framework for Ofsted inspections took effect at the start of this year, Sir Michael Wilshaw, Her Majesty's Chief Inspector (HMCI), has begun consultation on proposed amendments to inspection arrangements for schools. The stated intention of the proposals are to raise ambition, expectation and standards to make all provision at least 'good', and are planned to come into effect from September 2012.

The proposals demonstrate Sir Michael Wilshaw's intention to make inspection a key driver to accelerate improvement in education standards and, in particular, the quality of teaching.

Other plans include Ofsted looking at the link between the quality of teaching and salary progression ("is the school providing good value for money?") and drafting in outstanding heads and leaders to join Ofsted on a small number of inspections a year to ensure consistency of judgement across the different phases.

Proposals for school inspections

1. For a school to be judged Outstanding, the quality of the teaching must be outstanding.
2. The expectation is that the quality of education for all children should be at least good, so any school not providing a 'good' or better education will be deemed to be causing concern, and inspection reports will be clear about what must be done to improve; reports will make a distinction between schools that are showing strong signs of improvement and those that are not. The acceptable standard for the quality of education will be raised to good, rather than satisfactory.
3. A single judgement of Requires Improvement will replace the current Satisfactory judgement and Notice to Improve category, giving a new four point scale:
 - Outstanding
 - Good

- Requires improvement
 - Special measures.
4. All schools judged as Requires Improvement will be re-inspected, usually within 12-18 months of their last inspection, and will not receive a monitoring inspection.
 5. If, at a school's third consecutive inspection, it is not judged to have made sufficient progress to be graded Good it will be deemed to be Inadequate and will require Special measures. For schools judged as Satisfactory before 31 August 2012, this inspection will count as their first Requires Improvement judgement for the purpose of implementing this proposal.
 6. From September 2012, schools will receive no notice of inspection.
 7. Schools will be asked to provide anonymised information of performance management outcomes, which will not be reported but will be used with other evidence in evaluating the leadership and management of senior managers and governing bodies and whether they are using performance management effectively to assist in the drive for improvement.

Implications arising from the proposals

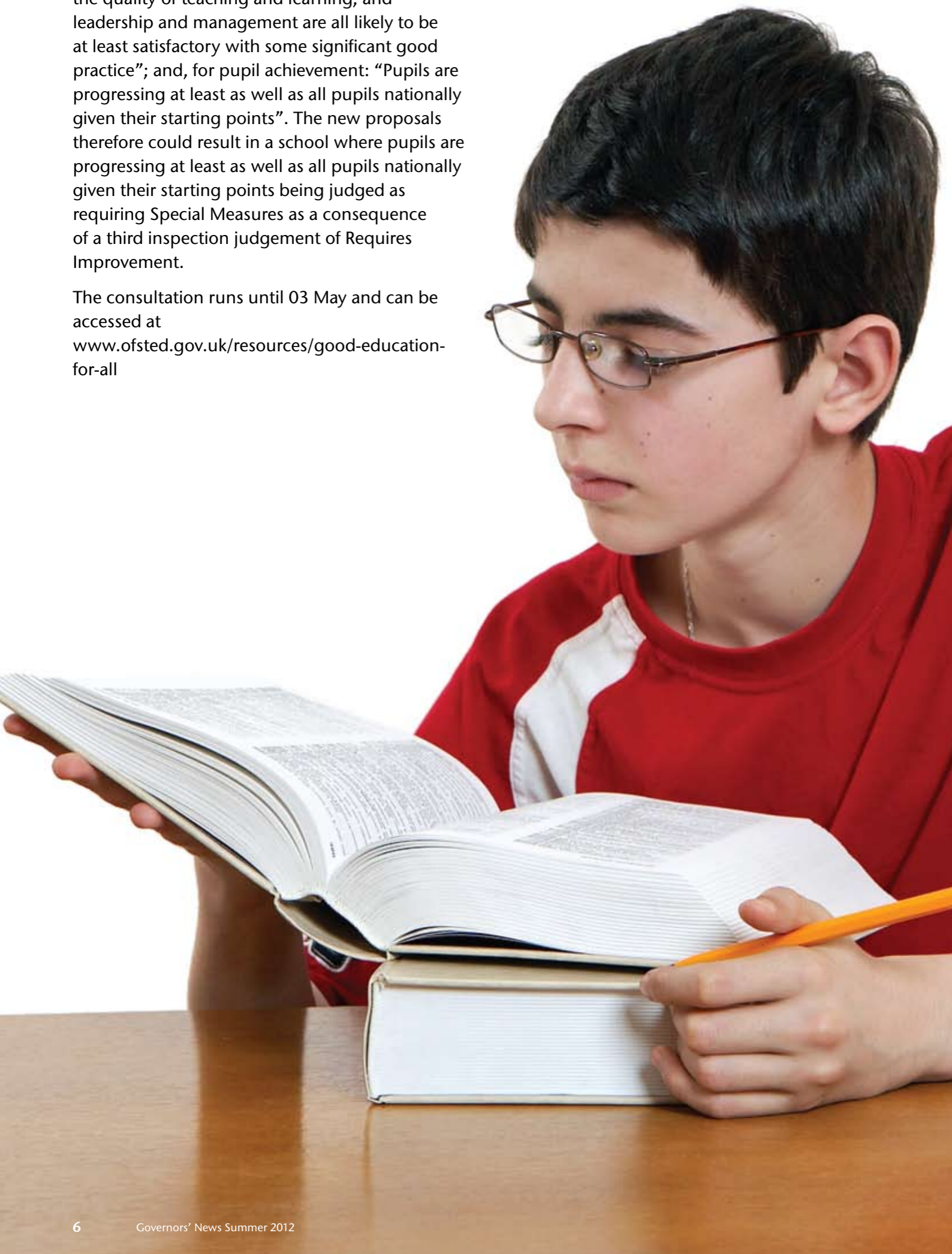
Schools graded as Outstanding under the current inspection framework introduced in January of this year could expect to be exempt from inspection (other than as a result of a risk assessment). Ofsted has, however, identified approximately 1,000 schools that have received an overall judgement of Outstanding, but did not receive that judgement for teaching. Under the new proposals such schools could be re-inspected.

There may also be a need to amend the grade descriptors that define the four judgements. At present, the grade descriptor for Satisfactory says, "Achievement, behaviour and safety,



the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice”; and, for pupil achievement: “Pupils are progressing at least as well as all pupils nationally given their starting points”. The new proposals therefore could result in a school where pupils are progressing at least as well as all pupils nationally given their starting points being judged as requiring Special Measures as a consequence of a third inspection judgement of Requires Improvement.

The consultation runs until 03 May and can be accessed at www.ofsted.gov.uk/resources/good-education-for-all



Behaviour and discipline in schools

The governing body must provide a clear direction regarding the school behaviour policy. This is particularly important in respect of teachers’ powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.

Clear advice and guidance from the governing body will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body’s support if they follow that guidance.

While it is for each governing body to decide their own principles, the following should be covered in a school behaviour policy:

- Screening and searching pupils
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The governing body must not seek to hinder teachers’ powers by including ‘no searching’ or ‘no contact’ policies, or to restrict their power to discipline pupils for misbehaviour outside of school.

Consideration should also be given to the requirement under section 175 of the Education Act 2002 to ensure that school functions are carried out with a view to safeguarding and promoting the welfare of children and the general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Discipline beyond the school gate

Disciplining beyond the school gate covers the school’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that any such measures are lawful.

Consideration should be given to how the school would respond to:

- a) any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- b) misbehaviour at any time, whether or not the above conditions apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.

In all of these circumstances the school should also consider whether it would be appropriate to notify the circumstances of actions taken against a pupil to the police or local authority anti-social behaviour team (in Liverpool this would be Citysafe, the Community Safety Partnership). If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Proposed Changes to the Constitution of Governing Bodies

The Department for Education has recently published draft regulations on the new constitution of governing bodies. At the time of writing the draft was the subject of a limited consultation only, to organisations that the DfE regularly consults on regarding school governance such as the National Governors' Association and the National Coordinators of Governor Services.

Under the draft regulations, there is no compulsion to adopt a new composition. Governing bodies may choose to stay with their current constitution.

Size

The only constraint on size is that the governing body must have a minimum of seven members.

Parents

There must be a minimum of two elected parent governors. Parents may also populate other governor categories on the governing body.

Staff

The headteacher has a right to a place on the governing body. The headteacher may waive that right, but the place remains open to them at any time if they later change their mind.

One governor must be a staff governor elected by the staff. The staff governor can be a teacher or a member of the support staff.

Authority governors

There is also one place for a governor appointed by the local authority. The governing body may detail and publish the skills that it requires of such a governor before an appointment is made. If it does not regard the person nominated by the local authority as

suitable, it can veto the appointment. The local authority has the right then to nominate other people for consideration by the governing body.

Co-opted governors

The term "community governor" will be replaced by "co-opted governor". The governing body can appoint as many of these as it wishes. School staff can be co-opted (in addition to the elected staff governors) but the total number of staff members cannot exceed one third of the governing body.

Foundation governors

As at present, in Foundation and Voluntary schools the proportion of foundation governors is protected:

In Trust schools and Voluntary Aided schools the total number of foundation governors should outnumber all the other governors by two.

In Foundation schools that do not have a foundation and in Voluntary Controlled schools, foundation

governors will number a minimum of two but no more than a quarter of the governing body.

In Foundation schools with a foundation that are not Trust schools (also known as Qualifying Foundation schools) foundation governors will number a minimum of two but no more than 45% of the governing body.

Associate Members

Governing bodies that reconstitute may appoint associate members, as before.

Elections

Similar rules apply as at present to parental elections, including the power to appoint if there are not enough candidates, except that it is specified that parents must have the power to vote in elections by post (including delivery by hand) or electronically.

Removing a governor

Authority governors may be removed by the authority that nominated them.

Foundation governors may be removed by the person/body that appointed them.

Co-opted governors, appointed parent governors and ex-officio foundation governors may be removed by the governing body.

As at present, there is no provision for the removal of elected parent or elected staff governors.

Changing constitution

Following reconstitution a governing body may end up with a 'surplus' of governors in a particular category. If this surplus is not eliminated voluntarily those who have been on the governing body the shortest period of time will be required to resign.

The new regulations are due to come into force on 1 September of this year.



Policies and other documents required by law

The Department of Education has published a list of policies and other documents that governing bodies are required to hold. Model policies are available from a variety of sources and schools are free to adopt these as they see fit. There is no requirement for all policies to be reviewed annually and the list includes an outline of how often each policy must be reviewed.

Statutory policies required by education legislation

Charging and remissions policies

Review frequency: Governing body free to determine

Legislation: Maintained schools - Education (School Sessions and Charges and Remissions Policies) (Information) (England) Regulations 1999.

Performance management policy

Review frequency: Annually

Legislation: The Education (School Teacher Performance Management) (England) Regulations 2006.

School behaviour policy

Review frequency: Governing body free to determine

Legislation: Maintained schools - Education and Inspection Act 2006. Academies - Independent School Standards Regulations.

Sex education policy

Review frequency: Governing body free to determine

Legislation: Maintained Schools - Education Act 1996. Academies - Funding Agreement requires these schools to have regard to DfE guidance on Sex and Relationship Education.

Special Educational Needs policy

Review frequency: Governing body free to determine

Legislation: Maintained schools - Education (Special Educational Needs) (Information) Regulations 1999 and The Special Educational Needs Code of Practice 2001.

Academies - Section 1(8) of the Academies Act 2010.

Teachers' pay policy

Review frequency: Annually

Legislation: School Teachers' Pay and Conditions Document 2011

Statutory policies required by other legislation

Data protection policy

Review frequency: At least every two years

Legislation: Data Protection Act 1998: (with consideration to the eight data protection principles appearing in Schedule 1).

Health and Safety policy

(Applies to Local Authorities on behalf of maintained schools)

Review frequency: Governing body/proprietor or Local Authority free to determine

Legislation: Health and Safety at Work Act 1974: Sections 2(3), 3 and 4.

Risk Assessments

Review frequency: N/A

Legislation: The Management of Health and Safety at Work Regulations 1999 impose a duty on employers to produce a risk assessment.

Other statutory documents

Admissions arrangements

(Applies to Voluntary Aided schools and Foundation schools directly and to Community and Voluntary Controlled schools, if the Local Authority formally delegates the responsibility.)

Review frequency: At least every seven years.

Legislation: School Standards and Framework Act 1998 and the School Admissions Code.

Accessibility plan

Review frequency: Every three years

Legislation: Equality Act 2010: Schedule 10, Paragraph 3.

Central record of recruitment and vetting checks

Review frequency: Live document covering staff currently employed

Legislation: Maintained schools - School Staffing (England) Regulations 2009.

Academies - Independent School Standards Regulations 2010

Complaints procedure

Review frequency: Governing body or proprietor free to determine

Legislation: Maintained schools - Education Act 2002.

Academies - Education (Independent Schools Standards) Regulations 2010.

Freedom of Information publication scheme

Review frequency: Governing body free to determine

Legislation: Freedom of Information Act 2000.

Governors' allowances (schemes for paying)

Review frequency: Governing body free to determine

Legislation: Education (Governors' Allowances) (England) Regulations 2003.

Home-school agreements

Review frequency: Governing body free to determine

Legislation: School Standards and Framework Act 1998.

Instrument of government

Review frequency: Governing body free to determine

Legislation: School Governance (Constitution) (England) Regulations 2007.

Minutes of, and papers considered at, meetings of the governing body and its committees

Review frequency: N/A

Legislation: Maintained schools - School Governance (Procedures) (England) Regulations 2003.

Academies - through Articles of Association.

Premises management

Compliance Monitoring for Council Buildings: http://www.fedps.org.uk/compliance_monitoring.pdf sets out the responsibilities for employers and duty holders.



Liverpool Governors' Forum

Congratulations to Kathy Desmond, a new member of our committee and a very experienced governor, who has recently become a National Leader of Governance: the first, I think, in the city. She writes about her new role below.

On 19th March the Hon. Secretary and I attended the half-yearly regional meeting of the NGA, at which Gillian Allcroft, the Policy Manager of the National Governors' Association addressed us on the Education Act 2011. We will make her briefing paper available to LGF member schools which request it.

The following day LGF hosted a well-attended meeting at which Council Leader Joe Anderson, Cabinet Member for Education Jane Corbett and Interim Director of Children's Services Bob Clarke presented the proposals for a Liverpool Schools Partnership. This is still in the early planning stage, but we were assured that when a committee for the Partnership was established it would include governor representation; though at present we have not established the level of representation that will entail.

Towards the end of April I will attend a NGA conference for chairs of local governor associations in Nottingham. A report will follow.

Joe Hartley, Chairman, Liverpool Governors' Forum.

www.livgovforum.org.uk

Great news for Governors

Information for those who might be inspired to apply to be a National Leader of Governance (NLG) – and for any Chair who may want a little support

The National College for School Leadership, which works to develop and inspire great leaders of schools, has recently been given funding to find and appoint National Leaders of Governance. These leaders are chosen from the ranks of governors who have been or are highly effective Chairs. Once designated and trained, these NLG's will be deployed to use their proven skills and

experience to support chairs in other schools and academies.

The aim is to help raise standards throughout our educational establishments. The system recognises the important role of leading governors and the impact that effective governance can make on school improvement.

The first cohort will be trained and be ready to be sent out in early summer 2012.

Becoming an NLG is quite a rigorous process – a lot of evidence is required to present to the National College. (But don't be put off if you think your skills would benefit another school. Go for it. At the moment, the North West has 17 NLG's – more than any other region in England so let's keep this up.)

Briefly, the application and assessment process requires evidence of:-

- Excellent leadership skills and an understanding of governance in a changing landscape.
- Consistent and appropriate support and challenge – leading to improved school performance.
- Excellent interpersonal skills, including the ability to develop a successful team and a strong working relationship with the Head.
- Activity that drives school improvement
- Ability to use and analyse data to support school improvement.

So how might an NLG help another Chair/school?

A request might come in from a Local Authority, Diocese, Chair of Governors or Headteacher for support from a National Leader of Governance. At this stage, a National College broker would liaise with the NLG to agree deployment details, including a desired outcome and time scale.

The NLG could then provide help in various ways:-

Maintained schools - both Local Authorities and schools have responsibilities for repairs and maintenance. Academies have sole responsibility.

Publication of equality information and objectives (Public Sector Equality Duty)

Review frequency: Every four years and publish information annually.

Legislation: Equality Act 2010 and Equality Act 2010 (Specific Duties) Regulations 2011.

Under Specific Duties, governing bodies are required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

Register of business interests of head teachers and governors

Review frequency: Governing body free to determine

Legislation: School Finance (England) Regulations 2011. LAs are required to have schemes for

financing schools, and the content of these schemes must deal with the keeping of a register.

Register of pupils

Review frequency: Live document

Legislation: Education (Pupil Registration) (England) Regulations.

Staff discipline, conduct and grievance (procedures for addressing)

Review frequency: Governing body free to determine.

Legislation: Maintained schools - School Staffing (England) Regulations 2009. All schools - through general employment legislation.

From September 2012 maintained schools will no longer be required to have a:

- Curriculum policy
- Prospectus

- By helping the Chair to better evaluate his/her own performance and develop his/her leadership, effectiveness and confidence.
- By observing a Governing Body meeting to provide advice to the Chair on procedures, protocols and behaviours.
- By mentoring a Chair to provide support.
- By providing expertise to help with an aspect of the Governing Body's work.
- By signposting or brokering additional training and support

At the end of the consultation/support period, the National College would be informed of key outcomes and learning points.

In 2006, when national leaders of education

were designated and sent out to assist Heads in other schools, it was found that not only were standards raised in the 'receiver' schools but also in the 'donating' schools. It appears that by helping others, you help your own school.

A call to all governors: go to the National College site: www.nationalcollege.org.uk to find out more on many aspects of school leadership. Sign in to become a member. It takes a few minutes to join and is free of charge to individuals in England who have a professional interest in school and early learning leadership. There's a wealth of information, seminars and discussions.

Kathy Desmond, LGF.



Courses for summer term

Termly Meeting for Chairs

Wednesday 18 April - 6.30pm to 8.30pm

Ref: G12/17

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 02 May - 10.00am to 12noon

Ref: G12/18

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

Governing Body Responsibilities for Out of School Activities

Thursday 03 May - 10.00am to 12noon

Ref: G12/19

or Thursday 03 May - 6.30pm to 8.30pm

Ref: G12/19

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- a preview of new guidance on this matter
- responsibilities of the Governing Body, the LA and the Headteacher
- questions to reassure governors that visits are being correctly organised
- pre-visit risk assessments
- checks to ensure safe procedures

Presenter: Frank Thyer, Outdoor Education Officer

E Safety - Ensuring Safe and Responsible Use

Thursday 10 May - 1.00pm to 3.00pm

Ref: G12/21

or Thursday, 10 May 6.30pm to 8.30pm

Ref: G12/22

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Potential risks posed by the internet and new technologies
- Is your school e-safe?
- E-safety Acceptable Use Policy
- Governing body responsibilities

Presenter: Stephen Drury, Senior School Improvement Officer - New Technologies

Safer Recruitment Training

Wednesday 23 May - 9.00am to 4.00pm

Ref: G12/23

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 Role of the Link Governor

Thursday 31 May - 10.00am to 12noon

Ref: G12/24

or Thursday 31 May - 6.30pm to 8.30pm

Ref: G12/25

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Over the past few years there have been a number of initiatives requesting governing bodies to nominate a designated governor to take on additional responsibilities and act as the governing body's link to that area. This session will look at:

- The generic role and responsibilities of the nominated governor
- Establishing a protocol for governor visits to the school
- Reporting back to the governing body

Presenter: Dave Cadwallader, School Governor Services Officer

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:

Tuesday 12 June - 6.30pm to 8.30pm

Ref: G12/26

and Wednesday 20 June - 6.30pm to 8.30pm

Ref: G12/29

or a one day session on:

Thursday 14 June - 9.30am to 2.45pm

Ref: G12/27

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 Officer

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

Private Fostering Workshop

Monday 18 June - 10.00am to 12noon

Ref: G12/28

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This briefing will cover:

- Looking after Somebody Else's Child - The Legal Options
- Professionals' Responsibilities for Safeguarding
- Privately Fostered Children in Liverpool
- Questions that governors should ask their school

Presenter: Elizabeth Redfearn, Social Worker (Private Fostering)

Cost: Free

Special Educational Needs (SEN)

Thursday 21 June - 1.00pm to 3.00pm

Ref: G12/30

or Thursday 21 June 6.30pm to 8.30pm

Ref: G12/31

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Different ways of meeting Special Educational Needs
- School practices and procedures
- The role and responsibilities of the governing body

Presenter: Phil Cooper, Senior School Improvement Officer, Safeguarding & SEN



Parent Governors

Tuesday 26 June - 10.00am to 12noon

Ref: G12/32

or Tuesday 26 June - 6.30pm to 8.30pm

Ref: G12/33

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This informal session aims to clarify the role of the parent governor and will include:

- What does being a parent representative mean?
- What if I'm approached by another parent?
- Separating being a parent from being a parent governor
- The importance of confidentiality

Presenter: Dave Cadwallader, School Governor Services Officer

The School Financial Value Standard (SFVS)

Tuesday 03 July - 10.00am to 12noon

Ref: G12/34

or Tuesday 03 July - 6.30pm to 8.30pm

Ref: G12/35

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

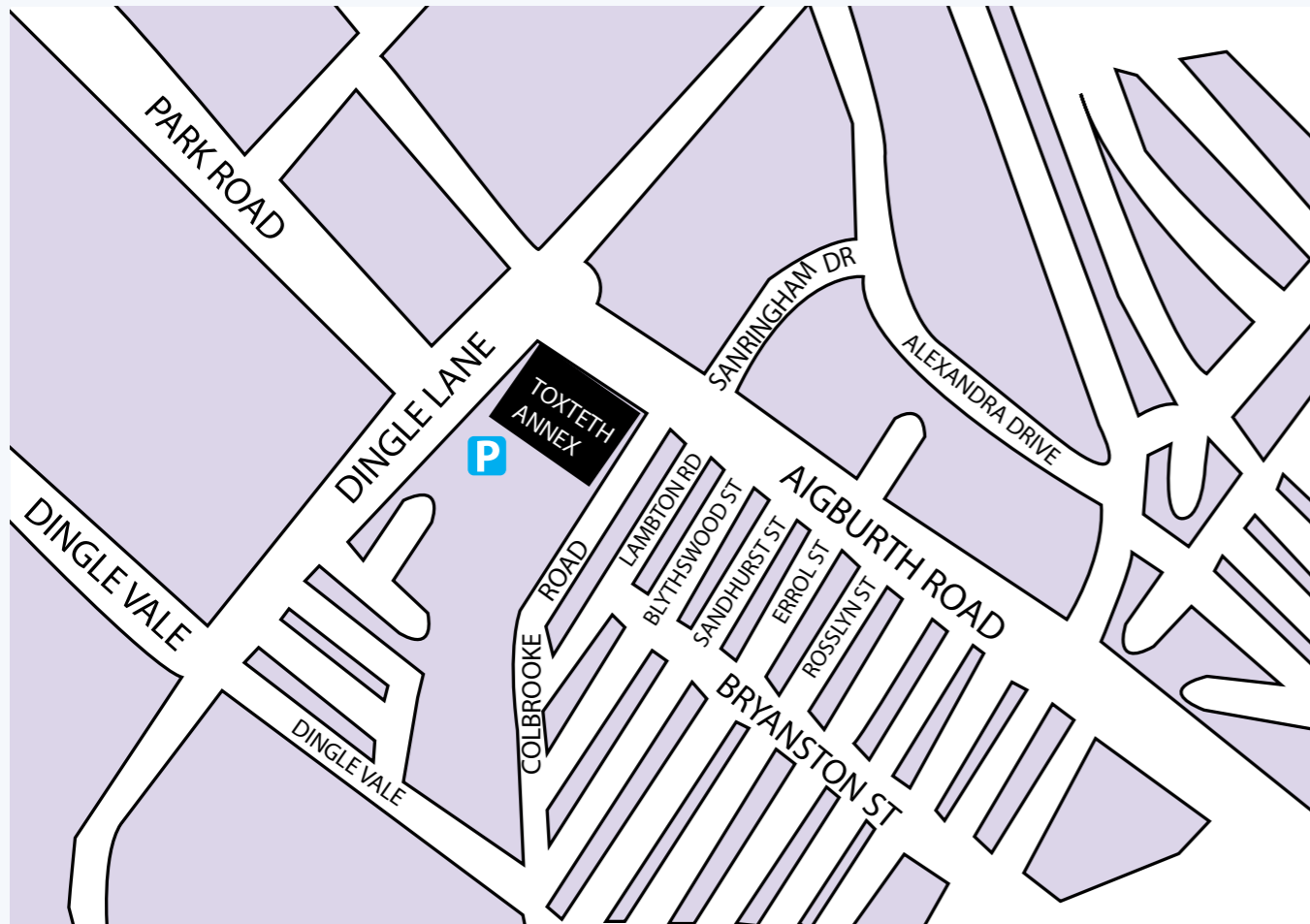
The briefing will cover:

- An overview of the Standard
- Completing the self-assessment
- The Governing Body's Financial Management Skills Matrix

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

Summer 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 18 April 6.30pm to 8.30pm	G12/17	
Termly Meeting for Clerks	Wednesday 02 May 10.00am to 12noon	G12/18	
Out of School Activities	Thursday 03 May 10.00am to 12noon	G12/19	
Out of School Activities	Thursday 03 May 6.30pm to 8.30pm	G12/20	
E-Safety	Thursday, 10 May 1.00pm to 3.00pm	G12/21	
E-Safety	Thursday, 10 May 6.30pm to 8.30pm	G12/22	
Safer Recruitment	Wednesday 23 May 9.00am to 4.00pm	G12/23	
Role of the Link Governor	Thursday, 31 May 10.00am to 12noon	G12/24	
Role of the Link Governor	Thursday, 31 May 6.30pm to 8.30pm	G12/25	
Role of the School Governor - pt 1	Tuesday 12 June 6.30pm to 8.30pm	G12/26	
Role of the School Governor - pt 2	Wednesday 20 June 6.30pm to 8.30pm	G12/29	
Role of the School Governor (one day)	Thursday 14 June 9.30am to 2.45pm	G12/27	
Private Fostering Workshop	Monday 18 June 10.00am to 12noon	G12/28	
Special Educational Needs (SEN)	Thursday 21 June 1.00pm to 3.00pm	G12/30	
Special Educational Needs (SEN)	Thursday 21 June 6.30pm to 8.30pm	G12/31	
Parent Governors	Tuesday 26 June 10.00am to 12noon	G12/32	
Parent Governors	Tuesday 26 June 6.30pm to 8.30pm	G12/33	
SFVS - Schools Financial Value Standard	Tuesday 03 July 10.00am to 12noon	G12/34	
SFVS - Schools Financial Value Standard	Tuesday 03 July 6.30pm to 8.30pm	G12/35	

Governors' News
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School Governor Services

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