

Governors' News

A Termly Newsletter for Liverpool governors



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The Liverpool Learning Partnership

Learning for all, with particular emphasis placed on the needs of learners who are most vulnerable, must remain at the heart of all that we strive for as educationalists.

There is a real desire for schools and other learning establishments in Liverpool to continue to work collaboratively and further the excellent progress made by all of our learners. For example, our schools are now performing above national standards. As of mid-November 2012, Liverpool has no schools in an Ofsted category and has a higher percentage of "Outstanding" and "Good" schools than any other 'core' city. This success is due to many reasons but there is a belief that the collaborative nature of all Liverpool learning settings and the related sharing of good practice are significant factors across all sectors. These circumstances are greatly enhanced by the valuable support provided by the Liverpool Local Authority.

This is the background that led to the proposal to establish the Liverpool Learning Partnership.

The Liverpool Learning Partnership would seek to hold together all the learning establishments within the city of Liverpool. This would happen at a time when the national and local contexts are producing a fragmented and divisive approach to learning.

The time is right to retain and protect what is widely being referred to as the "family of Liverpool schools and other educational organisations."

The Liverpool Learning Partnership seeks to expand further this key principle by ensuring that education in Liverpool is successfully co-ordinated to support all learners in whatever type of establishment they are educated.

Aims of the Liverpool Learning Partnership

- To develop inclusive learning to ensure that all learners in Liverpool, including the most vulnerable, are given opportunity to achieve.
- To provide opportunities within the city to ensure lifelong learning for all children and adults.
- To keep the achievement of all children at the forefront of educational planning across the city.
- To shape provision across the city, ensuring that new learning opportunities are co-ordinated and meet the individual needs for all learners in Liverpool.
- To encourage all learning agencies to work together for the benefit of all learners in Liverpool, irrespective of their status or designation.
- To develop strong links between learning and the city's overall strategy for regeneration by creating school specialisms focused on the local business and industry needs.

The Liverpool Learning Partnership will seek to engage all those committed to make learning central to the city's development and invite them to work together. Two strategic groups will be established to focus on:

- The quality of universal provision.
- Targeted provision for learners who need more, including vulnerable learners.

The Partnership will also give serious consideration to implementing recommendations that are made by the Education Commission.

The way forward

The Partnership is led, at present, by an Acting Executive Board chaired by Paul Dickinson, Headteacher of Archbishop Beck Catholic College. The Chair of the Liverpool Governors' Forum sits on this Board and governors from the primary, secondary and special sectors will serve on the Partnership's Strategic Groups.

Clarification has been provided by the office of the Liverpool City Solicitor that the Partnership can move forward on a legal basis. The Partnership intends to become a part of the Schools' Co-operative movement and may eventually seek Charitable Trust status.

There is now a strong sense of urgency that steps are taken to launch the Liverpool Learning Partnership on a formal basis and all educational organisations have been asked to provide a mandate to support this. At the time of writing, the responses received indicate solid support for this. This would commit those who provide learning in the city of Liverpool to remain within Liverpool's family of schools and other educational organisations. Those organisations will then be consulted in a variety of ways as to the final shape of the Partnership.

The Education Commission

The Education Commission is an independent, time limited Commission established by the Mayor of Liverpool and chaired by Estelle Morris. The Commission will review progress and achievement, identify areas of underachievement and will work with schools and partners to respond to the government agenda. It will set a vision for young people in the city and produce an action plan. It is considering evidence from a range of stakeholders including young people, schools, colleges, universities, governors, businesses, cultural institutions and others and will make a series of recommendations to the Mayor in spring 2013. The Commission will not report again, however, an annual review may be undertaken if this is deemed appropriate.

Phil Daniels

Tony McKee

Joint Interim Chief Executives
Liverpool Learning Partnership

What governing bodies should expect from school leaders and what school leaders should expect from governing bodies

The second edition of the joint guidance from the National Governors' Association, the Association of School and College Leaders and the National Association of Head Teachers was published in November and is reproduced below.

This joint guidance aims to improve the effectiveness of school governance; underpinning it is an expectation that governing bodies and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities.

Since its first edition in 2008 much has changed in the structure of the school system in England, and in particular increasing autonomy of schools increases the need for effective accountability. Effective governance is essential for the health and success of any organisation. In any sector when an organisation fails there has been a failure of governance. Therefore if we wish to prevent any school failing its pupils, we need to ensure that governance in schools is strong. Effective governing bodies are prepared and equipped to take their responsibilities seriously.

This means they must have:

- the right people round the table;
- an understanding of their role and responsibilities;

- a good chair;
- professional clerking;
- good relationships based on trust;
- a knowledge of the school - the data, the staff, the children, the parents, and the community
- a commitment to asking challenging questions; and
- the confidence to have courageous conversations in the interests of the children and young people.

School leaders in return must have:

- an understanding of governance, including an acknowledgement of the role of the school's accountable body;
- a willingness to provide information in the most appropriate way in order that the governing body can carry out its role;
- a willingness to be challenged; and time to devote to ensuring professional

Governance and management

Governance is strategic and management is operational. This distinction between governance and management needs to be clearly understood by all, so that governors are not asked to, and do not try to, involve themselves in day-to-day management. Governors are there to govern, not to carry out other work on a pro-bono basis. School leaders must not be micro-managed. The

governing body should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgements about teaching quality and recruiting and deploying staff below senior leadership level). The agenda of governing bodies should be driven by the strategic planning cycle.

Developing and supporting the governing body

Skills audit: We recommend all governing bodies carry out a skills audit of governors to inform the training programme and to identify what skills gaps need to be filled: NGA has a skills audit for schools to use or adapt.

Recruitment: When the school is advertising for new governors, the role and level of commitment and responsibility should be explained along with any skills that the governing body is particularly seeking.

Induction: Governing bodies and school leaders should expect all new governors (including staff governors) to undertake both school-based induction and professional induction training paid for by the school. This expectation should be set out in writing in advance of the appointment, and agreed to as part of the Code of Practice signed by each governor.

Continuous professional development (CPD): Governors must be willing to participate in relevant training, both internal and external, and there must be an appropriate budget commitment for training. Governors need to have ways of learning what good practice is, and to meet with governors from other schools; this can also enable collaboration between schools.

Expenses: Governors' out-of-pocket expenses should be reimbursed according to an agreed policy.

Reviews of performance: A governing body should evaluate its own impact, and also set up a process for reviewing the contribution of individual governors.

Effective ways of working

Clerking: The clerk to the governing body must be properly qualified and remunerated, and capable of servicing and advising the governing body with independence. S/he should be employed to carry out this role with a separate job description and a specific contract, with sufficient time to manage the business of the governing body and CPD to ensure s/he is able to advise governors of forthcoming changes in legislation.

Chairing: The headteacher and the chair of the governing body should communicate regularly at mutually convenient times, while understanding that the chair is unable to take decisions on behalf of the governing body (except in very limited situations). The chair should seek external support when necessary and be encouraged and prepared to join the National College for School Leadership's development programme for chairs of governing bodies, paid for by the school. It is considered good practice for a chair to serve no more than six years in the role at one school (under normal circumstances).

Code of practice: We recommend each governing body adopts a code of practice which sets out the expectations placed on governors and is signed by governors. This code includes the expectation on confidentiality of sensitive or personal information. NGA has a model code for schools to adapt.

Size and composition: Over the past two years more flexibility on the composition of governing bodies has been introduced, and the structures, including the remits of committees, should be reviewed to ensure effective ways of working are in place.

Meetings: It is the joint responsibility of school leaders and the governing body to ensure that meetings are well planned, at appropriate intervals, with manageable agendas that are appropriate to the remit and driven by school improvement. Papers must be provided seven days in advance of meetings. The headteacher is present or is represented at full governing body meetings. Governing bodies must have regard to the work-life balance of school leaders when arranging meeting times, and school leaders should have regard to governors' work and other commitments.

Delegation: Governing bodies have considerable freedom regarding the delegation of work to committees or individuals, and should delegate as many tasks as required to ensure full governing body meetings focus on strategic priorities. Business should not be repeated in different forums, and matters discussed by committees should be consistent with their terms of reference.

Effective ways of working (cont'd)

Policies: Governing bodies should only decide the principles guiding school policies and should delegate drafting of the remainder of policies and all procedures to school leaders.

Governing bodies must ensure school leaders have the expertise or access to the relevant expertise externally to carry out these responsibilities and other delegated to them.

Appraisal of the headteacher: The governing body must appoint an external adviser to support

the governors carrying out the appraisal and ensure they are fully prepared.

Duty of care: The governing body must remember that it has a duty of care to the headteacher, including ensuring that the head has a reasonable work-life balance. The governing body's role is both to support the headteacher and to challenge them as a critical friend.

Understanding the school and engaging with stakeholders

The governing body monitors the work of the school and holds the headteacher to account for the performance of the school. It is vital that it receives the information required to carry out that role promptly; the governing body is primarily reliant on school leaders to provide this, but should also seek external advice and verification where possible.

School self-evaluation: Governing bodies must be centrally involved in all stages of the strategic planning cycle, the review of the previous year and the setting of the priorities for the coming year. It can be very useful for a governing body and senior leaders to hold an annual joint strategic planning session.

Attainment data: The RAISEonline summary report of the previous year's attainment should be discussed by governors, and access to the full data given to at least one governor. NGA provides a briefing for governors on understanding RAISEonline.

Current information: Senior leaders should provide the information necessary to monitor progress against annual development priorities, targets and budgets; this will include information on progress of groups of students, quality of teaching, staff performance and financial information.

Surveying pupils, staff and parents: The governing body has to understand the needs of these three groups, and must make every effort to obtain their views. This can be done in a number of ways including parent and student councils, written surveys, or focus groups.

Visiting the school: Visits during the school day provide important opportunities for governors to better understand the school and the learning environment and to undertake their monitoring role. School leaders should welcome governors to visit the school, both formally to monitor agreed priorities and developments, and less formally to broaden their knowledge of the school. Visits should be arranged in accordance with an agreed protocol which is communicated in advance to governors and school staff involved in visits. All parties need to be sensitive to the pressures of the school calendar and governors' other commitments.

Feedback from Ofsted: Recognising that Ofsted inspections take place at very short notice, governors should make every effort to be available at the school and as many governors as possible should attend the feedback sessions at the end of an inspection. School leaders will support governors' requests that these sessions are held at the end of the working day to enable governors to attend.

Reporting to the community: The governing body must ensure it reports to interested parties and the wider community. This can be done in large part through the school's website, but other forms of communication should be considered.

European Youth Parliament UK (EYPUK) comes to Liverpool



The EYP represents a non-partisan and independent educational project which is tailored specifically to the needs of the young European citizen. The EYP encourages independent thinking and socio-political initiative in young people and facilitates the learning of crucial social and professional skills. Today the EYP is one of the largest European platforms for political debate, intercultural encounters, political educational work and the exchange of ideas among young people in Europe. The EYP consists of a network of 35 European associations and organisations in which thousands of young people are active in a voluntary capacity.

The aims of the European Youth Parliament United Kingdom are:

- to educate young people around local, national and European issues
- to provide a forum for young people to express their opinions and to make their voices heard
- to build new skills among young people, preparing them for the future
- to develop a strong sense of community and citizenship.

The UK branch of EYP is run by a group of enthusiastic young people mostly still at university. Its summer and autumn National Debating Finals were held at Liverpool Hope University in July and September 2012.

280 6th Form students from 28 schools across the UK came to Liverpool to debate issues on an EU theme. This included teams from Liverpool in Notre Dame Catholic College for the Arts and the Belvedere Academy who had won through from the North West regional heat that had taken place in Liverpool Town Hall the previous February.

At each National Session 2 days of intense and powerful debating took place before teams were selected to represent the UK at International Conferences in Amsterdam, Ghent and Munich. All 280 students involved have the opportunity to become Alumni of the EYPUK. This will allow them the opportunity to apply as individuals to take part in International Sessions of EYP.



It wasn't all hard work as there were opportunities for all involved to let their hair down during team building activities and at 2 social events organised by EYPUK. There was also opportunity to visit the city of Liverpool.

These events were so successful that EYPUK has agreed to hold its National Competitions in Liverpool at Hope University for the next 3 years. This is great news for Schools' Parliament as even if a school does not qualify for National Session young people can still attend as invited delegates to take part in Team Building exercises and Academic Workshops.

For more information on EYPUK schools should visit its website: eypuk.co.uk/

Schools wishing to take part in the North West Regional Heat that will be held in Liverpool Town Hall on Thursday 14th February should contact either Jeff Dunn at jeff.dunn@liverpool.gov.uk or Leanne Howard at leanne.howard@eypuk.co.uk for more information.



Junior and Young Lord Mayors of Liverpool



On 31st October the Council Chamber of Liverpool Town Hall was the venue for the Inauguration of Liverpool's new Junior and Young Lord Mayors for 2012-13. Liverpool has elected Junior and Young Lord Mayors since autumn 2009. Along with the successful column in the Educational Supplement of the Liverpool Echo this was introduced by Liverpool Schools' Parliament to help raise the positive profile of the city's children and young people. The Junior Lord Mayors are elected by those of primary school age while Young Lord Mayors are elected by those aged 11+. Those elected represent the

city's Primary, Secondary and Special Schools as well as the Children in Care Council and the Alder Hey Hospital Youth Forum through their involvement with Schools' Parliament. Each Junior and Young Lord Mayor is in office for one month. During this month they shadow the Lord Mayor who presently is Councillor Sharon Sullivan. This leads to them attending a variety of civic and other events. These can vary from attending Remembrance Day Service at St George's Hall to meeting the X Factor Judges to judging a cake making competition. Watch out for them coming down your way.



School Governor Services SLAs feedback for 2011/12

Training

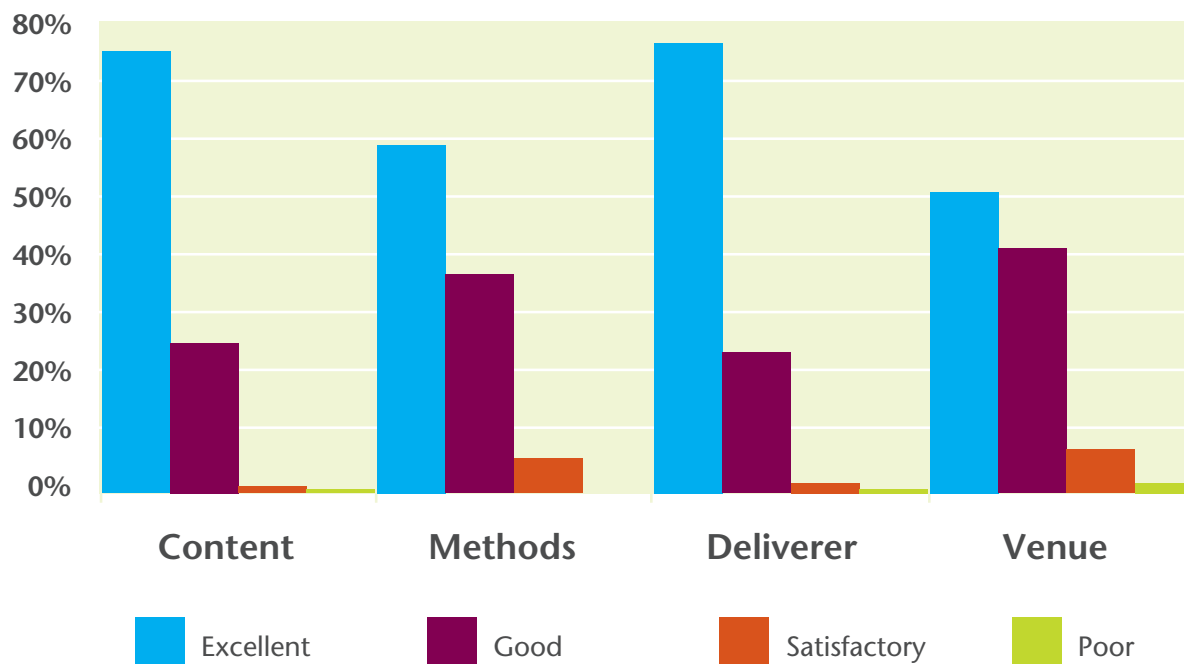
During the 2011/12 academic year 150 hours of centre-based courses were offered.

Participants at every course are asked to complete an evaluation form and a summary of responses is shown below (based on 482 responses).

Percentage Evaluations

	Content	Methods	Deliverer	Venue
Excellent	74.7%	59.3%	76.9%	50.4%
Good	24.7%	36.7%	22.0%	41.4%
Satisfactory	0.4%	4.0%	0.9%	6.9%
Poor	0.2%	0.0%	0.2%	1.3%

Evaluation %



An analysis of attendance at training by category of governor reveals a fairly even spread with less than three per cent difference in the attendance of Foundation, LA and Parent governors.

Community governors follow closely before an understandable dip for Staff governors.

Clerking

In April/May of 2012 a survey of Chairs of those governing bodies that buy into our Clerking SLA

was held to gauge customer satisfaction. 36 responses were received out of a possible 75. Survey responses found:

	Outstanding %	Good %	Satisfactory %	Poor %
i. How would you rate the quality of the minutes you receive from your clerk?	58.3	33.3	5.6	2.8
ii. How do you rate the quality of advice and guidance your clerk gives on school governance procedures and/or law?	55.6	33.3	8.3	2.8
iii. How would you rate your clerk's ability to contribute to the effectiveness of your governing body meetings?	61.1	25.0	11.1	2.8
iv. How would you rate the LA Clerking Service?	63.9	22.2	11.1	2.8
	Yes	No	Don't know	
v. Do you feel that the LA Clerking Service has given your governing body access to a higher standard of clerking?	82.9	5.7	11.4	
vi. Would you recommend the LA Clerking Service to other governing bodies?	86.1	8.3	5.6	

Getting to Good

In January 2012 Ofsted reported that 50% of primary schools and 46% of secondary schools judged satisfactory at their previous inspection were found to have improved to good or outstanding at their latest inspection. However, 2,423 or 46% of primary schools and 474 or 49% of secondary schools had remained satisfactory. Analysis of inspection statistics showed that schools serving deprived families had improved from satisfactory more slowly than schools serving more affluent families.

Published by Ofsted in September, *Getting to Good* examines the key steps taken by headteachers in schools that have improved from satisfactory to good or better. It draws on evidence from good practice case study visits, headteacher focus group meetings and previous Ofsted survey reports, and offers guidance for headteachers and governing bodies in schools aiming for improvement.

In seven schools visited governance had previously been weak because governing bodies did not hold school leaders to account or effectively monitor the work of the school. They had been content to take the word of the headteacher at face value, or had not been sufficiently well trained to know the questions they should be asking. As one headteacher reported, *'In the early stages I had to model the questions that the governors could ask. Following my headteacher's report I would say, "Now you might want to question me about this." I would then give them questions that they should ask.'*

In 11 of the 12 schools visited the headteacher reported that governors are now much better trained to ask challenging questions; in five schools they were described as being at the helm of strategic development. In all schools visited the governing body actively took part in monitoring and evaluation activities. They all took full responsibility for procedures such as recruitment, staff capability and finance so that the headteacher was able to spend more time on leading teaching and learning. At the last inspection governance was judged good in 10 schools and outstanding in two schools. The following were common steps taken to strengthen governance.

- Headteachers, supported by local authorities ensured that all governors were fully committed to the role. In some cases this led to individual governors deciding to resign.
- Governors embarked on structured training programmes, often provided by the local authority, to strengthen their role.
- Partnerships between governing bodies from different schools were established to share good practice.
- Governing bodies worked alongside headteachers on school improvement. Usually they were allocated specific aspects of school improvement to check and report on.

Getting to Good can be viewed or downloaded from the Ofsted website: www.ofsted.gov.uk

Case study 1

In 2008 the governing body in one primary school needed to improve its monitoring and challenge of the school. Since then governors have been actively recruited for their specific and relevant skills. Members of the governing body are linked to cohorts of pupils and follow them through the school. Every governor visits the school regularly to observe lessons. In this way governors have a deep understanding of the performance of individual year groups and their challenges. For example, as a result of a series of visits to the Early Years Foundation Stage, funds were made available to improve outdoor provision. Governors' roles are reviewed annually which ensures that members of the governing body add to their skill set and give a fresh eye to a new responsibility. Governors have been trained in the use of assessment tracking data to ensure they can ask challenging questions of school performance.

Case study 2

The governing body of one secondary school now presents an excellent model of governance having previously been inadequate. The chair of governors describes that judgement as a 'wake-up call'. One important step taken was to strengthen the leadership of the governing body. The local authority co-opted a highly experienced school governor who led by example and taught other governors what their role was and how business should be conducted. The chair of governors and headteacher modelled for governors the questions they should be asking to hold the school to account for its work. Governors also benefited from training and support from the local authority that equipped them with the knowledge and skills to carry out the role effectively.

Now governors have very high expectations of themselves. They are linked closely to departments and direct and plan which leaders will report to them on improvements to teaching and learning. School leaders have quickly learnt that these meetings are demanding and that they must come well prepared with the evidence to back up any assertions about school improvement. Middle leaders appreciate how much governance has strengthened. They welcome governors' greater visibility around the school and the effective challenge and support they offer.



Liverpool Governors' Forum



May I introduce myself, Kathy Desmond, as your new Chair of Liverpool Governors' Forum. I have been a governor at St Michael in the Hamlet for 25 years and was appointed a National Leader of Governance earlier this year.

I take over from Joe Hartley who has inspired and led the committee for 8 years. His chairmanship has been a long and successful period in which the Forum has grown in stature and remit. His intention has always been that the Forum should stand for all Liverpool governors and it is through his persistence and leadership that we now have representation on the Liverpool Schools' Forum and the Liverpool Learning Partnership. He was instrumental in setting up the Liverpool Governors' Forum website and he has been hugely involved in numerous initiatives where committee members have been spokespersons for us all.

We can't thank him enough for his dedication and enthusiasm. He has led the Forum to a position where it has an important role to play in the future of education in Liverpool. I hope I can follow in his giant footsteps and would ask you to join me in expressing our gratitude to Joe for his integrity, hard work and commitment.

FORUM NEWS

It has been announced that two of the Head Teacher managerial associations – Liverpool Secondary Head Teachers (LASH) and the Liverpool Primary Head Teachers (LPHA) – have agreed to recommend subscription to Liverpool Governors' Forum; whilst the Association of Liverpool Special School Head Teachers has also agree to consider this. With this backing, Liverpool Governors' Forum (LGF) can now truly represent the majority of governing bodies in Liverpool.

It is now recognised nationally, that governance is vitally important in the success/ improvement of our schools, colleges and educational establishments, and we are very grateful to Bob Clark who has supported LGF in its desire to be part of the Liverpool Learning Partnership. Discussions between him, Joe Hartley, Tony McKee and Phil Daniels, Joint Interim Chief Executives of the Liverpool Learning Partnership, have led to the right of representation by governors. There will now be three governors –

one from each of the primary, special and secondary sectors - on the two strategic groups of the Liverpool Learning Partnership and, as Chair of the Forum, I will sit on the acting executive board.

In November, eight governors, including parent governors and LGF board members, met with the Liverpool Education Commission to discuss where governors saw their role in the strategic development of education in Liverpool. It was a very positive meeting where it was acknowledged that governors can play a key part in raising standards. Various ideas were put forward and we await the Commission's report with great interest.

The Forum wants to be your voice and welcomes any comments, concerns or ideas that you may have. There should be communication both ways so that together we can find solutions to problems. What do you want us to do, how do you want us to represent you? Where are the weak links in governorship in your establishment and what can be done to strengthen them? The demands on and expectations of governors have never been greater so we need to work together to support any of our schools/colleges which may experience difficulties.

What are the most important areas for training /focus in your governing body or are there particular areas in governing training that your school needs? Does your governing body make use of the training provided by Governor Services? If not – why not?

Kathy Desmond

Chair

kathleendesmond@hotmail.com

The two strategic groups of the Liverpool Learning Partnership will focus on

- the quality of universal provision, and
- targeted provision for learners who need more, including vulnerable learners.

Governor representation on the groups is via Liverpool Governors' Forum. Nominations are invited from any governor who would like to serve on one of the strategic groups. Please let us know which group you would like to serve on and why, and what knowledge/experience you would bring. Please restrict your nomination to 200 words and email it to me at kathleendesmond@hotmail.com.

The deadline for nominations is 20 January 2013.

Courses for spring term

The Schools Financial Value Standard (SFVS)

Monday 21 January 10.00am to 12noon
or

Ref: G13/01

Tuesday 22 January 6.30pm to 8.30pm

Ref: G13/02

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- An overview of SFVS
- The Governing Body & School Staff
- Setting the Budget
- Value for Money
- Protecting Public Money

All attendees will receive a copy of the Learn Together Partnership booklet Making Sense of School Finance

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

Termly Meeting for Chairs

Wednesday 23 January 6.30pm to 8.30pm

Ref: G13/03

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 Colette O'Brien, 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.

There will also be an update on the progress of the Liverpool Learning Partnership.

Cost: Free

The Ofsted Inspection Framework

Monday 28 January 10.00am to 12noon
or

Ref: G13/04

Monday 28 January 6.30pm to 8.30pm

Ref: G13/05

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Arrangements from September 2012
- The inspection process
- How is Governance judged?
- What will the Inspectors ask me?

Presenter: Dave Cadwallader, School Governor Services Officer

Termly Meeting for Clerks

Wednesday 30 January 10.00am to 12noon

Ref: G13/06

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**

Safer Recruitment Training

Thursday 07 February 9.00am to 4.00pm

Ref: G13/07

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

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: Paul Fillis, Local Authority Designated Officer

Nicky Walsh, Early Years Registration and Quality Standards Officer

Cost: **Free with Governor Training Service Agreement 1; £160 if no service agreement**

Safeguarding

Monday 11 February 1.00pm to 3.00pm

Ref: G13/08

or

Monday 11 February 6.30pm to 8.30pm

Ref: G13/09

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 and SEN

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 25 February 6.30pm to 8.30pm

Ref: G13/10

or

Monday 04 March 6.30pm to 8.30pm

Ref: G13/12

or

a one day session on: Tuesday 26 February 9.30am to 2.45pm

Ref: G13/11

Venue: 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; £90 per evening session if no service agreement; £160 for the one day session if no service agreement**

Health and Safety in Schools

Wednesday 06 March 10.00am to 12noon

Ref: G13/13

or

Wednesday 06 March 6.30pm to 8.30pm

Ref: G13/14

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Preventing accidents and ill-health in school
- The Governor's role in managing health and safety risks in school
- What is required for legal compliance and the implications of getting it wrong

Presenter: Steve Hall, Corporate Health & Safety Manager

Emergency Planning

Tuesday 12 March 10.00am to 12noon

Ref: G13/15

or

Tuesday 12 March 6.30pm to 8.30pm

Ref: G13/16

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- An overview of the Civil Contingencies Act 2004 and Business Continuity Management (BCM)
- Business Impact Analysis – Identifying your critical areas/processes
- Critical incidents involving schools
- Business Continuity Plans – what, where, when, who and how
- Reviewing, training and testing BCM arrangements

Presenter: Delyth Jones, Senior Resilience Officer, Emergency Planning Unit.

National Food and Nutritional Standards

Tuesday 19 March 10.00am to 12noon

Ref: G13/17

or

Tuesday 19 March 6.30pm to 8.30pm

Ref: G13/18

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Catering options for school
- Food other than lunches
- Governing body responsibilities

Presenter: Bernie Lee, Healthy Eating Officer

Pupil Exclusions

Tuesday 26 March 10.00am to 12noon

Ref: G13/19

or

Tuesday 26 March 6.30pm to 8.30pm

Ref: G13/20

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- New arrangements arising from the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The role of the Governing Body
- Governing Body Panel Hearings
- The role of Independent Review Panel

Presenters: Terry Brown and Dave Cadwallader, School Governor Services

Cost:

Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £90.00 per person if no Service Agreement. Longer sessions are priced individually.



Spring 2013 Booking Form

Please return to Jean Worrall, School Governor Services, Toxteth Annexe, Aigburth Road,
 Liverpool, L17 7BN
 telephone/fax: 0151 233 3942 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
Schools Financial Value Standard	Monday 21 January	10.00am to 12noon	G13/01	<input type="checkbox"/>
Schools Financial Value Standard	Tuesday 22 January	6.30pm to 8.30pm	G13/02	<input type="checkbox"/>
Termly Meeting for Chairs	Wednesday 23 January	6.30pm to 8.30pm	G13/03	<input type="checkbox"/>
New Ofsted Inspection Framework	Monday 28 January	10.00am to 12noon	G13/04	<input type="checkbox"/>
New Ofsted Inspection Framework	Monday 28 January	6.30pm to 8.30pm	G13/05	<input type="checkbox"/>
Termly Meeting for Clerks	Wednesday 30 January	10.00am to 12noon	G13/06	<input type="checkbox"/>
Safer Recruitment	Thursday 07 February	9.00am to 4.00pm	G13/07	<input type="checkbox"/>
Safeguarding	Monday 11 February	1.00pm to 3.00pm	G13/08	<input type="checkbox"/>
Safeguarding	Monday 11 February	6.30pm to 8.30pm	G13/09	<input type="checkbox"/>
Role of the School Governor - pt 1	Monday 25 February	6.30pm to 8.30pm	G13/10	<input type="checkbox"/>
Role of the School Governor - pt 2	Monday 04 March	6.30pm to 8.30pm	G13/12	<input type="checkbox"/>
Role of the School Governor (one day)	Tuesday 26 February	9.30am to 2.45pm	G13/11	<input type="checkbox"/>
Health and Safety	Wednesday 06 March	10.00am to 12noon	G13/13	<input type="checkbox"/>
Health and Safety	Wednesday 06 March	6.30pm to 8.30pm	G13/14	<input type="checkbox"/>
Emergency Planning	Tuesday 12 March	10.00am to 12noon	G13/15	<input type="checkbox"/>
Emergency Planning	Tuesday 12 March	6.30pm to 8.30pm	G13/16	<input type="checkbox"/>
Food and Nutritional Standards	Tuesday 19 March	10.00am to 12noon	G13/17	<input type="checkbox"/>
Food and Nutritional Standards	Tuesday 19 March	6.30pm to 8.30pm	G13/18	<input type="checkbox"/>
Pupil Exclusions	Tuesday 26 March	10.00am to 12noon	G13/19	<input type="checkbox"/>
Pupil Exclusions	Tuesday 26 March	6.30pm to 8.30pm	G13/20	<input type="checkbox"/>

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

EDnet is a secure website that enables school governors to access information that previously was only available via the corporate Intranet system.

EDnet simplifies and streamlines communications between the local authority and school based staff and governors. In addition to pages dedicated to school governors, the site includes information on

curriculum, data, finance, health and safety, Service Level Agreements, vacancies, courses, pastoral care, local and national developments (including consultations) and much more.

Governors can logon to EDnet from any PC with internet access (for example from home, work, at a library or an internet café) using an individual username and password issued by your school.

**Governors' News is published
termly by School Governor Services**

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**Would you prefer a pdf version of Governors' News emailed to you?
If so, please contact Jean Worrall**