

# Governors' News

A Termly Newsletter for Liverpool Governors



Liverpool  
City Council



- Education Commission Report
- Liverpool Learning Partnership
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- Report on the Role of Governing Bodies
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Issue 72 Autumn 2013

# From Better to Best

A blueprint to make Liverpool a national leader in school standards was unveiled in July. Ambitious targets are set out in a report published by the Liverpool Education Commission, established by Mayor Joe Anderson and chaired by former Secretary of State Estelle Morris, Baroness of Yardley.

*From Better to Best* sets out a vision in which the city builds on recent improvements, further raising standards and narrowing the attainment gap between different groups of children.

It makes 16 recommendations, including developing a 'Pupil Promise', and plans for Liverpool to become the foremost reading city in the country.

The 'Pupil Promise' would see the development of a Liverpool local curriculum, going beyond the national curriculum and building on work with partners such as cultural organisations, businesses, college and universities.

The document proposes that Liverpool should make it a priority for all children to be able to read by the time they leave primary school. A partnership with the Reader Organisation will be created to help drive forward improvements.

The report is the result of a 12 month commission into the city's education system which has involved widespread consultation with schools, businesses, arts, cultural and sporting organisations, faith groups, governors, parents and pupils.

Estelle Morris said: "There is no doubt that standards in Liverpool have risen significantly. The city now compares well, and in many cases better, with other similar cities and that is to be welcomed. However, we can never stand still. The need for more young people to achieve at the highest level will continue and the city needs to respond to the changes brought about by the government agenda. It is important therefore that we take stock of where we are and set out our ambitions for the future.

The study found that pupils begin primary school significantly below other children elsewhere in the country, but by the time they reach the age of 16 the gap has narrowed to just below the national average.

Although GCSE results in Liverpool have risen significantly over the last decade, four out of 10 young people locally and nationally still do not leave school with five A\* - C grades including English and maths. For those on free school meals in Liverpool, only one in three achieved these grades, while only 15% of those who are in care reached this level.

The report recommends that the Liverpool Learning Partnership becomes the lead agency on education in the city.

Mayor Joe Anderson said: "Liverpool has made tremendous strides in education over the last few years, but we must not be complacent and I want every child in the city to achieve their full potential.

"We owe it to them that they get the opportunity to leave school with relevant qualifications which enable them to forge a decent career."

Other proposals include:

- Setting up an accredited Liverpool Teacher Charter Mark and developing a high quality programme of professional development
- The Mayor to take the lead in developing stronger links between businesses and schools
- Establishing a system of recognition for local education volunteers who help out in schools and work on governing bodies
- Reviewing teacher training and suggesting actions to increase diversity among the teacher workforce
- Commissioning a review of school places and using it to influence future capital investments

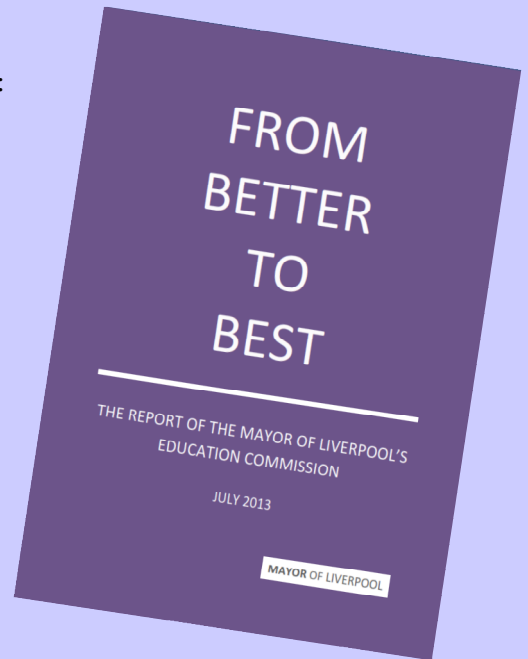
Paul Dickinson, Chair of Liverpool Learning Partnership, said: "There is a huge determination and commitment from all of those involved to ensure all young people get an education that leads to a successful career.

"I look forward to the challenge of developing proposals to achieve the recommendations from the report.

"I'm confident that with the determination of all Liverpool learning organisations, this can be achieved."

The report also recommends that an independent panel be established to review progress on the proposals at the end of the next school year.

*From Better to Best* can be downloaded from [www.liverpool.gov.uk/mayor/mayoral-commissions](http://www.liverpool.gov.uk/mayor/mayoral-commissions)





# The Liverpool Learning Partnership

The Liverpool Learning Partnership continues to move forward at a swift pace. Following the unprecedented show of support from all Liverpool schools for the development of LLP, schools and other organisations have been invited to accept and sign a Memorandum of Understanding setting out the firm relationship between learning organisations and LLP.

The Memorandum included a membership contribution of £3.00 per learner which would be used solely for prioritised development work for the benefit of all schools. By mid-July, a 66% response rate had been obtained with only four schools indicating they would not sign up.

The partnership's two strategic groups are well established and meet on a regular basis. The Strategic Group for All Learners is developing a Reading Quality Mark to be rolled out to all Liverpool schools in September, whilst a system to track the educational journey of all Liverpool learners is being finalised. LLP has negotiated savings of £75,000 in establishing this system.

The Strategic Group for Learners Who Need More has established sub-groups to look into the impact of the Pupil Premium and the development of learning materials to promote financial literacy for Liverpool Learners — an issue raised by the learners who are members of the strategic group.

Discussions continue with the Department of Education regarding LLP becoming an Academy Sponsor, with other options also being explored. In the meantime, LLP is providing support for three vulnerable Liverpool schools. Work has begun to establish a pool of staff that could be released at short notice to help vulnerable schools.

LLP has been identified by the Mayor's Education Commission as being "the key organisation in leading the local school service" and will have the main role in addressing the recommendations arising from the Education Commission's report.

The work of the Partnership is now gaining national awareness with several local authorities requesting meetings with the Chief Executive Officers and/or the Chair.

Paul Dickinson was re-elected as Chair of the Executive Board and, following an advertisement, Phil Daniels and Tony McKee were re-appointed as joint Chief Executives for the year 2013/14.

## Benefits associated with membership of the Liverpool Learning Partnership

- the sharing of good practice across the city.
- the work of the Director of Children's Services budget working party. The working party has already identified savings of £706,000, together with £3,400,000 made available for school use by way of either delegation or de-delegation.
- preferential purchase rates negotiated by the Partnership on the basis of bulk buying. This will be the case where you purchase additional services from Liverpool's School Improvement Service and other local authority service providers.
- initiatives delivered by our three Teaching Schools which will work collaboratively with the LLP.
- the improved relationships between the city's three head teacher managerial associations.
- direct and co-ordinated relations between Liverpool's learning organisations and health services, universities, colleges, business, industry, commerce and cultural and sporting organisations.
- appropriate support from the Partnership if your learning organisation feels in any way vulnerable.
- members of your staff having opportunities to develop their experience and expertise through secondment to learning organisations which become vulnerable.
- full and free access to the emerging Curriculum for Liverpool Learners.
- the successful implementation of the new SEN code of practice which will be introduced with advice, support and validation from the Partnership.
- the strengthened Liverpool Governors' Forum and the greater involvement of school governors in decision-making across the city.
- any variations to the Ofsted Framework for Liverpool Schools should the Partnership be successful in its approaches to the Department for Education.
- a vision and strategic approach that supports all Learners in Liverpool from the ages 0 to 25 years.

As the partnership develops more benefits will become evident.

**LLP has its own page on EDnet where minutes of meetings of the Executive Board and the two Strategic Groups are posted, along with policies and strategy documents**

# System Leadership Roles

The National College for Teaching and Leadership has developed a range of designated 'system leadership' roles with the aim of recognising and supporting leaders who are excellent at what they do and are able to help leaders in other schools to improve.

System leaders have the skills and capacity to work for the success of other children as well as those in their own school. They collaborate with other leaders to share and develop common solutions, making efficient and effective use of resources to raise standards.

The National College's system leadership provision is underpinned by:

- being committed to closing the gap and taking action to lead school improvement work
- recognising the reciprocal benefits of peer-to-peer support and joint working
- moving increasingly from intervention to prevention
- accepting collective responsibility and shared accountability for performance
- ensuring there is a positive impact with measurable outcomes

## Specialist Leaders of Education

Specialist Leaders of Education (SLEs) are outstanding middle and senior leaders, such as assistant headteachers, key stage leaders or subject leaders, with at least two years' leadership experience. They have expertise in a particular area of school life (eg, a subject area, early years, behaviour or special educational needs) and a successful track record of supporting middle and senior leaders in other schools.

They have excellent interpersonal skills, are able to work sensitively and collaboratively with others and have a commitment to outreach work. They understand what outstanding leadership practice in their area of specialism looks like and can help other leaders to achieve it.

Whilst other roles (for example advanced skills teachers) focus on developing pedagogy and classroom expertise, the SLE role is about developing other leaders so that they have the skills to lead their own teams and improve practice in their own schools. This may be done through one-to-one or facilitated group support and could involve a variety of activities, such as data analysis, coaching, facilitating and training or joint action-planning.

SLEs can come from any school or academy, including nursery, primary, secondary, special, pupil referral unit, independent and free schools, and sixth-form colleges. Whilst the individual must be outstanding, his or her school does not have to be.

The SLE role is increasingly being recognised as key to effective school-to-school support.

Models and types of deployment will vary. For example, one deployment might be a two-day diagnostic exercise, whilst another might require a three-month full-time support role. Time may be taken as a block of consecutive days or spread over a longer period. There is no minimum or maximum time commitment: SLEs and schools negotiate their availability together.

SLEs will be expected to provide evidence that their work has had a positive impact on outcomes for children and young people by developing leadership capacity in other schools.

Teaching Schools are responsible for the recruitment, designation, brokering and quality assurance of SLEs. Each Teaching School has a pool of SLEs for which it is responsible.

## Local Leaders of Education

Local Leaders of Education (LLEs) are serving headteachers or principals with at least three years' headship experience, good outcomes in attainment and Ofsted measures and a successful track record of school leadership and management.

LLEs work outside their own school, providing support to another headteacher and his or her school to drive forward improvements. The LLE's support builds the supported headteacher's leadership capacity to ensure that these improvements can be sustained. LLEs also provide mentoring support to new heads in their first two years of headship as part of the Head Start programme.

There are now 2,000 LLEs across the country. The College works closely with local authorities, diocesan bodies and other agencies to identify, recruit, train and deploy LLEs. Local authorities are currently the most common brokers of LLE support but other bodies or agencies may take a brokering role including, increasingly, Teaching Schools.

Schools that are a priority for LLE support are those where:

- attainment is below the floor standard
- the school is considered to be vulnerable
- a new, first-time headteacher has been appointed

Deployments with a school improvement focus may last from six months to three years, with LLEs normally spending between half a day and one day a week working with the supported school. The LLE can allocate some of the contracted days to other members of staff in his or her own school, so for example, the LLE's deputy headteacher could be asked to work with the partner school's deputy as part of the deployment.

Funding for school improvement deployments are funded by whoever is brokering the LLE's time. Any funding will be paid to the LLE's school. It is up to the LLE's governing body to decide whether the LLE is rewarded financially for his or her individual work on the deployment.

## National Leaders of Education and National Support Schools

National Leaders of Education (NLEs) are outstanding headteachers or principals who use their skills and experience to support other schools. NLEs' own schools are outstanding, with consistently high levels of pupil performance or continued improvement over the last three years. They have outstanding senior and middle leaders who have demonstrated the capacity to provide significant and successful support to underperforming schools. Their schools are designated as National Support Schools (NSSs) in recognition of the fact that their staff are likely to work alongside them in any support they may provide.

The aim of the programme is to support schools in the most challenging circumstances. Usually, this means schools identified as being in need of significant improvement by the Department for Education (DfE), Ofsted, a teaching school or a local authority. The focus of NLE/NSS work is to assist the supported school in making significant progress.

Deployment is tailored to suit the needs of the supported school. For example an NLE could:

- take the role of full-time acting or executive headteacher in a school that has a vacancy for the headship, with a significant involvement of staff from the NSS
- work alongside an acting or executive headteacher for three days a week, providing advice and extensive support from staff in the NSS
- provide consultancy support, with some staff from the NSS, for one to two days a week

The minimum time expectation for a deployment is between one and two days a week, although depending on the circumstances and type of support provided the deployment may be much more intense. This could be up to full time for the NLE and/or NSS staff members for a defined period of time, or permanent if the support leads to federation or academy sponsorship. A deployment typically lasts between one and three years depending on the level of support needed.

Where the NLE is not engaged in a specific deployment, he or she is expected to undertake other work with a school or schools in challenging circumstances.

NLEs are responsible, on behalf of the NSS, for negotiating appropriate funding for deployments. It is up to the NSS governing body to decide whether the NLE or other staff are rewarded financially for their individual work as part of a deployment.

## National Leaders of Governance

National Leaders of Governance (NLGs) are highly effective chairs of governors who use their skills and experience to support a chair of governors in another school or academy, providing additional support alongside provision offered by local authorities, dioceses and other partners. The two chairs work together to drive forward school improvements. The NLG helps to build the supported chair's capacity to ensure that these improvements can be sustained.

NLGs have at least three years' experience as chair within the last five years. They have contributed to raising standards in their own school by providing appropriate support and challenge to their headteacher and by developing the governing body.

Topics that a chair of governors may want to work on with an NLG will vary according to context, but may include:

- raising standards and leading improvement
- understanding and interpreting school data including RAISEonline
- providing more effective support and challenge for the headteacher
- developing the chair's relationship with the headteacher
- developing the chair's leadership, effectiveness and confidence
- mentoring a newly appointed chair of governors
- mentoring a chair to provide support through a particular process

NLGs are designated for two years and commit to 10–20 days' work a year. There are now over 150 designated NLGs. Deployments may last from one month to six months, with NLGs normally working with the supported chair through face-to-face, telephone and email support. In some situations, NLGs may work alongside NLEs and LLEs.

NLGs attend an induction event on the practicalities of undertaking the role and core coaching and mentoring skills. A grant is paid by the College to the NLG's school from which he or she can claim expenses. Any remaining funds can be put towards the development of the governing body.

At present Liverpool has three NLGs:

- Kathy Desmond, St Michael in the Hamlet Primary
- Frank McFarlane, Archbishop Blanch High
- Fran Stoddart, St Christopher's Catholic Primary

More information on the role of the NLG can be found at [www.nationalcollege.org.uk](http://www.nationalcollege.org.uk). The next application round to become an NLG will open on 13 September.

# The Role of School Governing Bodies

The House of Commons Education Committee published its second report, *The Role of School Governing Bodies* in July. The Committee's main conclusions and recommendations are:

## Recruitment and retention of governors

Less prescription as to how governing bodies are constituted should help governing bodies to recruit suitable individuals and address vacancies. This should include a balance of parents, staff and other groups as appropriate. We (the Committee) support the Government's decision to make the 2012 composition regulations permissive. We are also pleased that the Minister has agreed to remove the 'juniority principle' (*à la* last in, first out) from the same regulations.

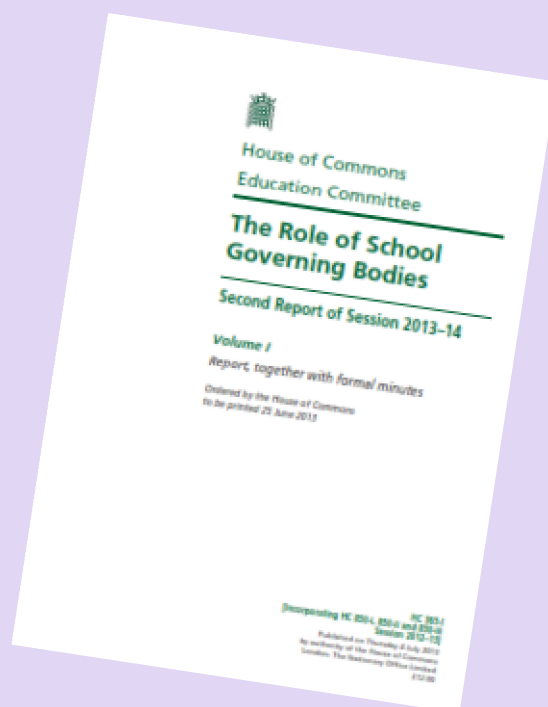
Despite the Department for Education's (DfE) clear preference for smaller governing bodies, there is no evidence base to prove that smaller governing bodies are more effective than larger ones.

Business is potentially an important source of capable school governors. We are pleased that the Government has agreed to do more to increase uptake of the School Governors One Stop Shop's services in schools across the country. We are also supportive of the Government's agreement to accept help from the Confederation of British Industry in promoting school governance opportunities to businesses and recommend that the Government report back to us with details as to how this will be done.

Any potential barriers to the recruitment of effective school governors should be removed. We recommend that the Government review the current incentives for, and requirements on, businesses that release their staff for governor duties. We also recommend that the legal requirement to give time off for governors of maintained schools be extended to academies.

We welcome the Government's commitment to raising the profile of governors and we look forward to seeing the details of how it intends to attract more good quality governors.

While not advocating payment to governors in general, we can see that there is a case for remuneration in some circumstances - for example, when governors deploy their skills to improve governance in other schools. We recommend that the Government gives further consideration to the circumstances in which payment could be appropriate and make necessary regulatory provisions.



## Governor effectiveness

Too many governors have not had suitable training. The Government says this can be encouraged through Ofsted. Ofsted should report back in due course whether their intervention is effective. If it is not, mandatory training should be considered again. The Government should require schools to offer training to every new governor. We welcome the Minister's assurance that Ofsted will be resourced adequately in order to undertake its increased role in helping to ensure effective governance in schools. Further explanation is required as to how this will be achieved.

We are concerned at suggestions that few quality alternatives are emerging to the training traditionally provided by local authorities. We recommend that Ofsted and the DfE monitor the availability and quality of governor training in the light of greater academisation of schools and reduction of local authority services.

Poor performance by governing bodies should be challenged at the earliest opportunity. We support the obligation placed on schools that "require improvement" to undertake an external review of governance.

We recommend that governing bodies be strongly encouraged in guidance from DfE, Ofsted and the National College to participate in peer-to-peer governance reviews and to undertake self-assessment and skills audits, using tools such as the All-Party Parliamentary Group on Education Governance and Leadership's 20 questions and other resources identified in the new Governors' Handbook.

The importance of good data in user-friendly formats for governing bodies cannot be overstated. We welcome Ofsted's Data Dashboard and support the DfE's work to develop questions that governing bodies can use to interrogate data effectively. The generic questions in the new Governors' Handbook are helpful, but will not in themselves provide sufficient assistance to governing bodies in interrogating complex data. We look forward to DfE publishing further questions.

An effective clerk is vital to the success of a governing body. The evidence clearly indicates that this should be a professional role, similar to a company secretary. We recommend that the Government act upon the findings of the project by the National Governors' Association and the Society of Local Authority Chief Executives relating to clerks.

The School Governors' One Stop Shop (SGOSS) has been funded for a further two years to recruit governors. We believe that SGOSS may be ideally placed to take on a role in recruiting clerks and we recommend that the Government consider how to facilitate this.

Our inquiry has shown the importance of high quality information and guidance for governing bodies, particularly for clerks. We share the concern of the National Governors' Association that the new Governors' Handbook appears to be aimed only at new governors. The new Handbook has lost much of what was valuable to experienced governors and clerks in the predecessor guide. The Government should work with the NGA to rectify this.

Urgency in implementing Interim Executive Boards is critical to address serious failings of governance in schools. Given that urgency, the absence of time limits for the implementation of IEBs is indefensible and should be rectified forthwith. We recommend that if, after an inspection, Ofsted considers that a governing body should be replaced by an IEB, Ofsted should use its power and responsibility to say so explicitly.

We recommend that the Government investigate the reasons why so many local authorities, and the Secretary of State, have historically been reluctant to use their powers of intervention where school governance has become a concern. Any unnecessary restrictions on the use of these powers should be lifted so that they can be used more effectively.

Local authorities continue to have an important role in the monitoring and challenge of school performance between Ofsted inspections. Ofsted's inspections of local authority school improvement functions will be an important gauge of how feasible it is for local authorities to continue to undertake this role. There is a need for greater clarity on the role of local authorities in school

improvement within the new school landscape and in the context of reductions to budgets. We recommend that this be addressed by the DfE as a matter of urgency.

### **The relationship between the governing body and headteacher**

We recommend that the Government review existing regulations and legislative requirements regarding the respective roles and responsibilities of governors and headteachers to ensure clarity regarding the proper division of strategic and operational functions in school leadership.

There is a compelling case for headteachers to undergo training on governance. We strongly support training for headteachers and chairs of governing bodies to assist with mutual understanding of each other's roles and responsibilities.

In order to ensure that every governing body has an effective chair, the appointment process for chairs needs to be robust and accompanied by clear procedures for removing poorly performing chairs from office. We recommend that DfE review current procedures relating to the appointment, and the terms of office, of chairs of governors. We also recommend that governing bodies be given the power to remove poorly performing governors.

### **New models of governance**

Academies differ in their governance structures. We recommend that the Government clarify the roles of governors in the different types of academy. The Government should also clarify how relevant local groups (including pupils, parents and staff) should be given a voice in the business of the governing body.

Given the independence of academies' governance structures, parents should be provided with clarity as to how decisions are made in academies, along with detail on where to turn in the event of concerns arising.

Given the NGA's concern that it will be difficult to find sufficient excellent candidates to provide an effective governing body for every school in the country, we recommend that the Government study the effectiveness of governing bodies governing groups of schools - for example federations and multi-academy trusts. The Government should look at the optimum size of federation that can be governed effectively, and consider how local school autonomy can be retained in federated arrangements.

The report, which has been welcomed by the National Governors' Association, can be accessed at <http://www.publications.parliament.uk/pa/cm201314/cmselect/cmeduc/365/365.pdf>

# New Procedural Regulations

The **School Governance (Roles, Procedures and Allowances) (England) Regulations 2013** come into effect on 01 September and replace all previous procedural regulations. The new regulations relate to maintained schools only, although some of the provisions were already available to academies. Some of the changes will directly affect the conduct of governing body work:

- Governors who cannot attend a meeting in person may be able to participate in it remotely, such as by phone, video link or Skype. The governing body needs to decide in principle whether to allow this (a power that already exists for Academies).
- The term of office for which a chair or vice chair may be elected is no longer subject to the maximum limit of four years: the governing body can set whatever period it wants, prior to the election.
- The clerk should still send out a notice of the meeting and an agenda a week before the meeting, but the meeting is not invalidated if any member has not received these in advance.
- It is no longer a requirement to send relevant papers with the agenda in advance.
- The clerk is no longer required to keep a register of attendance at the governing body
- The governing body must have regard to any advice provided by the clerk on how it performs its functions. The clerk's statutory functions have been shortened and are now defined as being to:

- attend meetings of the governing body and ensure minutes of the proceedings are produced
- maintain a register of members of the governing body and of associate members and report any vacancies to the governing body
- to convene meetings, subject to direction from the governing body or chair.
- perform such other tasks as may be determined by the governing body from time to time
- A governing body may recompense any of its members or associate members "in respect of expenditure necessarily incurred for the purpose of enabling the governor or associate member to perform any duty, being either payments made [for use of vehicles, subject to the maximum amount specified by government], or payments at a rate determined by the governing body, and made on provision of a receipt for the relevant amount."

This is a variation from the previous practice on payment of governors' expenses: the new regulations do not require the governing body to have an agreed policy. The governing body can therefore pay expenses on an ad hoc basis. However, in the interests of fairness, and in order not to have to deal afresh each time there is a borderline case as to whether an expense is legitimate, governing bodies may wish to agree a statement defining what expenses it will reimburse.

## The Governors' Handbook

The Department for Education (DfE) has published a new Governors' Handbook. The Handbook is the successor to the Governors' Guide to the Law, which will no longer be updated.

The Governors' Handbook provides information about the role and legal duties of governing bodies in maintained schools and academies (including free schools).

Section 1 of the Handbook defines the core role and functions of school governing bodies as:

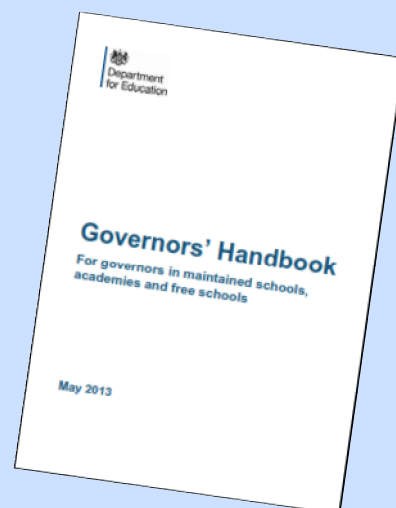
- a) Ensuring that the vision, ethos and strategic direction of the school are clearly defined
- b) Ensuring that the head teacher performs his or her responsibilities for the educational performance of the school; and
- c) Ensuring the sound, proper and effective use of the school's financial resources

DfE recommends that all governors should read this.

Sections 2 to 8 of the Handbook summarise all of the specific legal duties on governing bodies, providing a first point of reference for those with a specific area of interest.

Further reading is signposted from within each section for those who would like more detailed information. Website links are provided to relevant regulations, guidance and resources.

The handbook is not available in disc or hard copy; it is available to download from the DfE website: <http://www.education.gov.uk/schools/leadership/governance/b00224781/govhandbook> or our Governor Services page on EDnet.





## National Citizenship Service

The National Citizenship Service is a once-in-a-lifetime opportunity that helps young people build skills for work and life, while taking on new challenges and meeting new friends. It runs in the spring, summer and autumn. Young people have a short time away from home and take part in a team project that will help out their community

The NCS is a programme for the whole country: the first year, it aimed at engaging with 15,000 young people, the second year 30,000 young people and 90,000 in year three. Next year, it hopes to open NCS to every young person aged 16 and 17.

Here in Liverpool, Everton in the Community has run the NCS programme for three years, engaging with 240 young people. The first two years were pilots working through a grant agreement funded through the cabinet office.

To recruit the young people, Everton in the Community goes to schools all over the city and promotes the programme using a video presentation of the achievements young people from previous years have made. The scheme involves young people taking part in a host of activities, ranging from time on residential courses, (one away from Merseyside and the other a local residential), to social action projects, fundraising and the graduation evening.

Interested students can sign up to the programme via an expression of interest form. Everton in the Community then contacts the young person within a couple of days to complete the sign up. The programme does cost £50 but that includes two five-day residential courses and any other travel costs. All catering is also included. A bursary can be applied for, for any young person in exceptional circumstances.

The programme is put together to develop young people's skills to take forward into college and university life. It gives young people the opportunity to learn some vital life skills which in turn will help them when they are applying for jobs or university. During the project planning stage of the programme, the young people get the opportunity to gain some vital budgeting skills. The students decide what project they are going to work on, be it refurbishing a playground through to working with old people.

There is also a social element to the programme as the young people are in teams with people they do not know. A huge range of students takes part so there is a great mix of society. Public school pupils and disadvantaged pupils get the chance to mix and meet, to eat, sleep and work together.

Every young person who finishes the programme receives a certificate from David Cameron to recognise their achievements. They will also receive a certificate from Everton in the Community to celebrate their achievements over the course of the scheme. There are then further opportunities for the young people to carry on with their social action projects with the help from the staff, or to sign up to become a volunteer with Everton in the Community and work on the projects at the Club.

**Kathy Desmond/Henry Mooney**

## Our work

Members of the LGF board are currently involved in various ways of representing the views of Liverpool's schools' governors.

The Chair of LGF sits on the executive board of Liverpool Learning Partnership working alongside Heads from the secondary, primary and special sectors, LA representatives, the council's cabinet member for education and a health sector representative.

Six LGF members sit on the two strategic committees of LLP. One committee focuses on 'All Learners' and the other on 'Learners who need more.'

One LGF member is Chair of the funding committee of Liverpool Schools' Forum and another member Chairs the PFI group.

One of the knotty problems being considered by LGF is the formula funding for each child. There seems to be a wide range of funding between schools. If you wish to express your views on this or any other topic, please come to a meeting and have your say.

Our confirmed meeting dates for the autumn term are:

- 17 September - 10.00am at Broughton Hall High School, Yew Tree Lane, L12 9HJ (Speaker: John Byrne, LA Schools Finance Manager on school funding proposals for 2014/15)
- 15 October - 6.00pm at Broughton Hall High School
- AGM: 12 November - 6.30pm at Everton Football Club, Goodison Park, Liverpool L4 4EL (Speakers: Phil Daniels and Tony Mckee, Liverpool Learning Partnership CEOs)

As it is helpful to know that you are coming, please contact our Secretary, Cynthia Carmichael on 0151 722 3054 or [cmcarmichael@blueyonder.co.uk](mailto:cmcarmichael@blueyonder.co.uk).

**Kathy Desmond  
Chair**

# Courses for autumn term

## Termly Meeting for Chairs

**Wednesday 25 September 6.30pm to 8.30pm**

Ref: G13/39

**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, Director of Children's Services 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 September 10.00am to 12noon**

Ref: G13/40

**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 Role of the Clerk

*Arranged in partnership with Sefton Governor Services*

**Venue: Bootle Town Hall, Oriol Road, Bootle, L20 7AE** *(A map will be sent to all participants)*

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

### Part 1: The Legal Framework

**Wednesday, 09 October 9.30am to 12noon**

Ref: G13/41

This session will cover:

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

### Part 2: The Clerk at Work

**Wednesday, 16 October 9.30am to 12noon**

Ref: G13/42

This session will cover:

- Structuring the agenda
- Taking notes
- Formatting minutes
- Recording governing body challenge

Presenter: Terry Brown, School Governor Services

## Ofsted Inspections

Thursday 10 October 6.30pm to 8.30pm

Ref: G13/43

or

Friday 11 October 10.00am to 12noon

Ref: G13/44

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- The framework for inspections
- The inspection process
- How is Governance judged?
- What will the Inspectors ask?

Presenter: Dave Cadwallader, School Governor Services Officer

## Safer Recruitment

Wednesday 16 October 9.00am to 4.00pm

Ref: G13/45

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: Nicky Walsh, Liverpool Safeguarding Children Board Training Co-ordinator

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

## Understanding Pupil Data

Monday 28 October 10.00am to 12noon

Ref: G13/46

or

Monday 28 October 6.30pm to 8.30pm

Ref: G13/47

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- School performance – sources of information
- RAISEonline
- Benchmark comparisons
- Value Added analysis
- Target setting
- School self-evaluation

All attendees will receive a copy of the Learn Together Partnership booklet *Making Sense of School Performance Data*

## Safeguarding

Wednesday 30 October 1.00pm to 3.00pm

Ref: G13/48

or

Wednesday 30 October 6.30pm to 8.30pm

Ref: G13/49

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:

Thursday 07 November 6.30pm to 8.30pm

Ref: G13/51

and

Thursday 14 November 6.30pm to 8.30pm

Ref: G13/52

or

a one day session on: Friday 08 November 9.30am to 2.45pm

Ref: G13/53

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

The course will cover:

- The different categories of school governor
- School Development Plans
- Effective governing bodies
- Monitoring and evaluating progress
- Supporting and Challenging the school leaders
- The legal framework for meetings
- Accountability
- 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



Wednesday 06 November 9.00am to 4.00pm

Ref: G13/50

Venue: St John Bosco High School, Stonedale Crescent, L11 9DQ

Presenters: Dave Cadwallader, School Governor Services Officer  
Fran Stoddart, Sefton Governor Support and Training Officer

The Chairs' Leadership Development Programme is aimed at aspiring Chairs of Governors, as well as new and experienced Chairs. If you are a governor looking to develop your leadership skills this is the programme for you. At a time when Ofsted's scrutiny of Governing Bodies has never been more rigorous, effective leadership has never been more important. The Chair of Governors' Leadership Development Programme focuses on developing governors' leadership skills, with a particular emphasis on leading school improvement, through facilitated workshops, online activities, personal reflection and school-based learning.

The Programme comprises three units. With school improvement as a key theme across the programme, each unit focuses on an essential element of being an effective chair.

The three units can be undertaken in any order or you can choose to undertake a single unit dependent on your needs.

One unit will be offered each term:

**Unit 2:** Leading the governing body and effective governance - 6 November 2013

**Unit 3:** Leading change and continuous improvement - 12 February 2014

**Unit 1:** The role of the chair, the leader – previously offered in May 2013, will be offered again in summer 2014

Each unit includes:

- a workshop providing opportunities to collaborate and learn with peers
- school-based activities leading to school improvement
- access to a learning partner for support, guidance and challenge
- interactive online content and support from an online governor community
- an online leadership self-evaluation tool to guide your development.

The cost of the full programme is £300; individual units can be undertaken at a cost of £150 per unit.

National College certification requires completion of the leadership self-evaluation, attendance at the workshop, accessing the on-line materials, and completion of a learning log and development plan based on a school-based activity. Governors completing all three units will be invited to a follow up event to share and celebrate good practice.

To book onto this course or for details of other dates and venues across partner authorities visit [www.gnnw.org.uk](http://www.gnnw.org.uk) or email [admin@gnnw.org.uk](mailto:admin@gnnw.org.uk).

**If you wish to discuss any aspect of the programme before booking  
please contact Dave Cadwallader at [dave.cadwallader@liverpool.gov.uk](mailto:dave.cadwallader@liverpool.gov.uk)**

## e-Safety

**Monday 11 November 10.00am to 12noon**

Ref: G13/54

or

**Monday 11 November 6.30pm to 8.30pm**

Ref: G13/55

**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/Responsible Use Policies for children and staff
- Maintaining your professional reputation online
- Governing body responsibilities

Presenter: Paul Bradshaw, Senior School Improvement Officer

## The Monitoring Role of the Governing Body

**Wednesday 04 December 6.30pm to 8.30pm**

Ref: G13/56

or

**Thursday 05 December 10.00am to 12noon**

Ref: G13/57

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

The course will cover:

- What should be monitored?
- Effective challenge
- Visiting the school
- Ofsted expectations

Presenter: Dave Cadwallader, School Governor Services Officer

## Booking information

To book on to a course contact Jean Worrall by email at [jean.worrall@liverpool.gov.uk](mailto:jean.worrall@liverpool.gov.uk) or telephone 0151 233 3944. Bookings can also be made directly on the EDnet Training Portal. You will receive written confirmation of your booking by email or post.

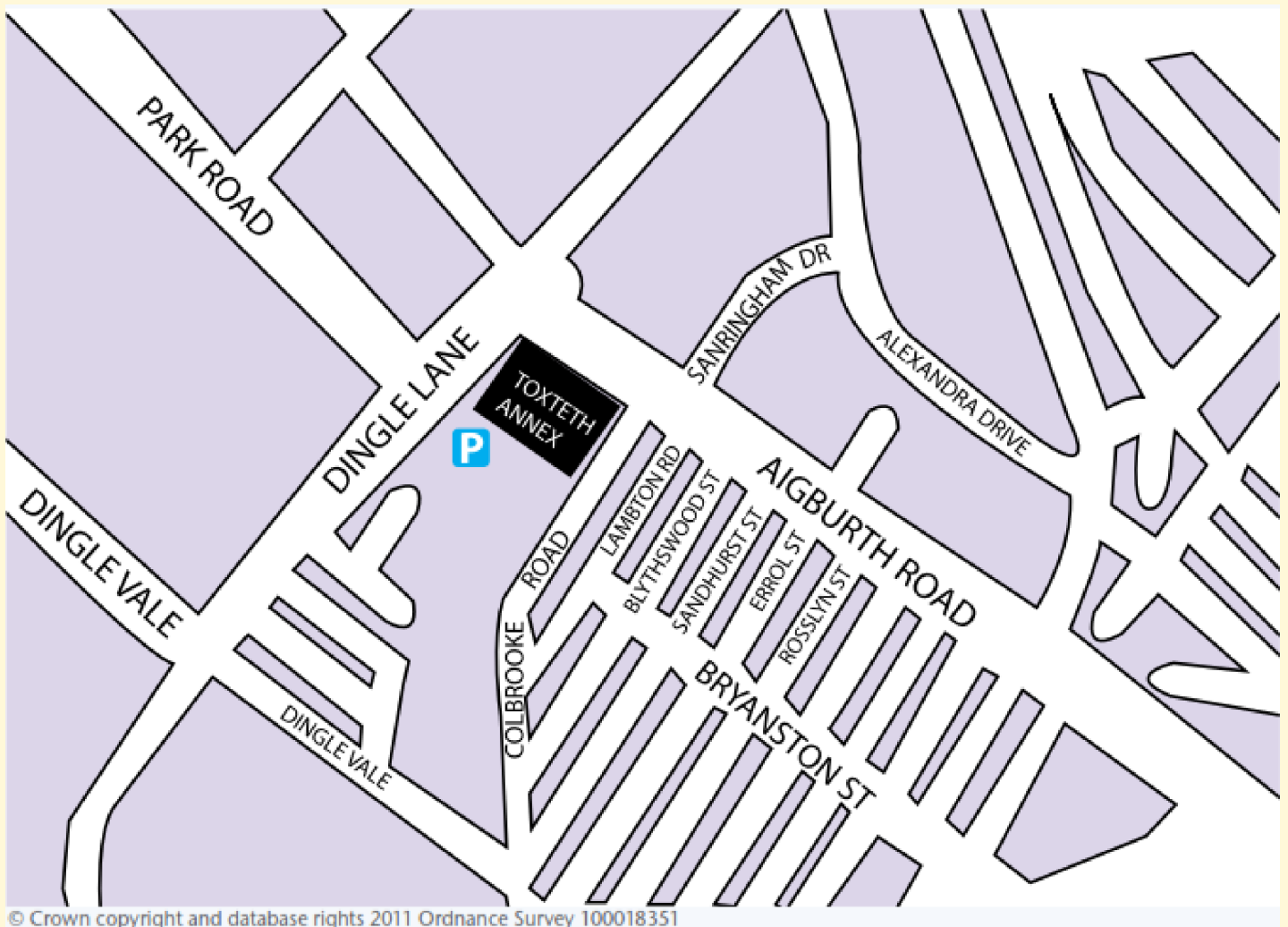
Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £90.00 per person if no Service Agreement. Longer sessions are priced individually.

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.

In addition to governors, bookings from school staff are welcomed.

If you are unable to attend a course for which you have booked please tell us as soon as possible otherwise a fee, if applicable, will be charged.

# Toxteth Annexe Conference Centre



Our primary venue for training sessions is Toxteth Annexe Conference Centre, Aigburth Road, Liverpool, L17 7BN (please note that Aigburth Road is a dual carriageway).

Free car parking is available within the grounds of the building.

Bus routes 82 and 60 run regular services which stop opposite the building whilst St Michael's train station is located 600 metres away on Southbrook Road, L17 7BQ.

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

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### Latest News

**School Improvement Universal Offer 2013-2014** (PDF - 1.5Mb)

**Pay Policy Letter** (MS Word - 118.5Kb) and **Final Draft** (PDF - 634.7Kb)

**Early Years Conference September 2013** (PDF - 294.1Kb)

**Changes in Legislation for Disclosure and Barring Service from HR (233 3003)** (MS Word - 35Kb)

**e-safety Update (May 2013)** (PDF - 1.9Mb)

**Key Contact Information for Schools** (PDF - 618.4Kb)

**Job Evaluation update for non-teaching school staff** (MS Word - 168Kb)

**Liverpool Learning Partnership**

**BBC Education Latest News**

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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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pdf version of Governors' News to be emailed to you**