

# Governors' News

A Termly Newsletter for Liverpool Governors



Liverpool  
City Council



- Liverpool Learning Partnership
- Reconstitution requirements
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Issue 75 Autumn 2014



# LLP's City of Readers Project

## First successful year for LLP's City of Readers project

In February Dr Jane Davis (Founder and

Director of The Reader Organisation) was appointed as Director of City of Readers and the LLP's reading project was underway. Jane, along with Deputy Director Mary Hind-Portley and project manager Emma Melling, put together an ambitious three-stranded programme designed to help Liverpool become a City of Readers. Working with the Head Teachers' professional associations, schools, Liverpool Governors' Forum and, through Councillor Lana Orr, the wider city, City of Readers has delivered an intensive reading for pleasure programme in both primary and secondary schools, as well as city-wide activities and a media campaign. The programme includes:

### Reading Revolutionaries Roadshow

A team from The Reader works with a school for three days, training older children to read to and with younger ones. The Reading

Revolutionaries Roadshow also devised whole school activities for children and parents on a school by school basis, for example:

- A whole school reading event/assembly
- suggestions for building a reading cave or other magic book spaces
- playtime games based on reading
- afterschool club
- speed-reading bookshares
- parental involvement

The Reading Revolutionary Roadshow works with schools to develop reading buddy schemes and has helped to increase interest in books. 'It's great to hear the children so excited about reading,' said one teacher at Smithdown Primary School. 'There's a real buzz in the playground.'

And the buddy scheme is spreading beyond school too. "Thanks for coming" said one pupil, "I can now get my sisters and brothers together in one place and read to them at night".

### Readers-in-Residence

A highlight of the programme, the Readers in Residence scheme involves a member of staff from The Reader spending a day a week in school meeting the same children regularly for reading for pleasure activity one to one or in small groups. This can really help children who have lost their confidence with reading or who need to develop additional concentration.



Pupils at Whitefield Primary School reading to Zack, the school dog

### Reading for Pleasure Summer School

The City of Readers project continues through the summer with Summer School for 40 children who need support with transition from primary to secondary school. A confidence-boosting two weeks of making friends, reading for pleasure, arts, crafts, and adventures in Calderstones Park is part-funded through

the Mayoral Youth Fund.

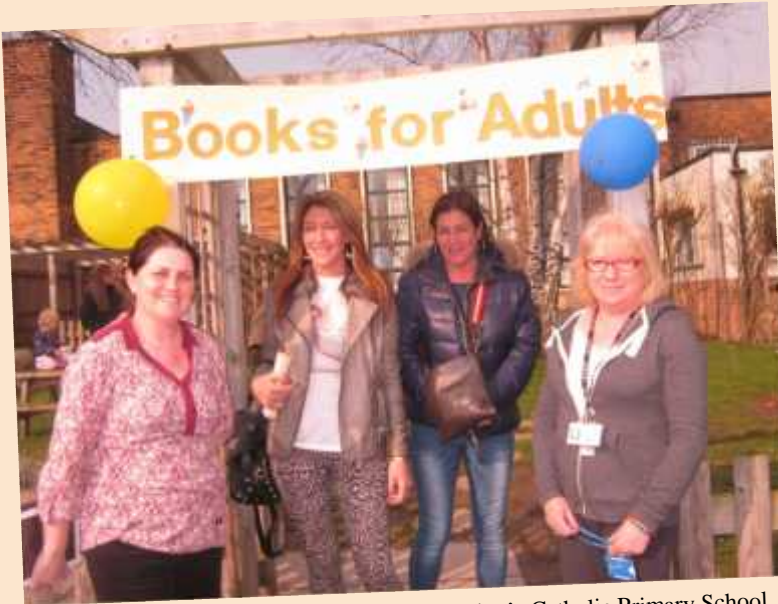
### Reading for Pleasure CPD for School Staff, parents and supporters

Training sessions in small groups for school staff, governors, parents, volunteers and other supporters on the 'reading aloud for pleasure' approach, including discussions about issues related to reading.

### Making the most of your school library

A series of termly sessions from Autumn to help develop school libraries covering:

- developing book stock
- involving pupils and other volunteers in the running of the library
- library management systems – are they useful?



Parents attending a Book Fair at St Christopher's Catholic Primary School

embedded high quality reading zones into school practice. Available as a pdf download from the Autumn term.

- The establishment of community book swaps in schools and cafes across the city.
- Reading the Giants to sleep in Newsham Park.

- What can they tell us? How do we use this information?
- using e-readers
- your school library and the school community
- good practice from Liverpool schools

Other notable strands of the programme include:

- *Liverpool schools love to read*: a good practice guide featuring descriptions of school events and activities related to reading.
- *Using Read Liverpool*: a 'how to' session including software guidance for accessing Read Liverpool, the Central Library's e-library [www.readliverpool.co.uk](http://www.readliverpool.co.uk).
- High quality reading zones: a guide showcasing how Liverpool schools have created and

The opening instalment of Frank Cottrell Boyce's online serial for Liverpool, *The Menlove Treasure* can be read on the City of Readers website (*address below*). Frank has responded to the Give Us 5 for Reading campaign which asks everyone to give 5 of something – five books, five minutes a day reading, five pounds... or in Frank's case 5000 words donated to City of Readers in the form of an exciting online serial, illustrated by Carl and Clare Heney. In addition, Frank has agreed to give a live reading of the final instalment of his serial at the Penny Readings Festival on Sunday 23 December.

Liverpool Governor's Forum are supporting City of Readers by offering prizes for the best book reviews. There are three categories – primary, secondary and, in order to create great reading role models, school staff. Everyone will be encouraged to write about their favourite books beginning with the sentence 'I love this book because...'. The prizes will be awarded by Frank Cottrell Boyce immediately after his reading. More details and an entry form will be circulated in the Autumn.

Details of the above activities and more can be found on the City of Readers website: <http://cityofreaders.org/>.

Liverpool Learning Partnership presents a Conference for Headteachers and Governors (one per school) on the work of the Partnership and its future priorities. In addition, Baroness Estelle Morris will give a summary of the progress on recommendations made by the Mayor's Education Commission

Friday 03 October at 9.00am  
 Liverpool Hope University Eden Lecture Theatre  
 Hope Park, Liverpool, L16 9JD

Numbers in the Theatre are limited to 250 – therefore booking is essential.

Schools can book by e-mail to [springwood-ht@springwood.liverpool.sch.uk](mailto:springwood-ht@springwood.liverpool.sch.uk) indicating how many seats required (maximum two)

# Reconstitution requirements

When originally published, The School Governance (Constitution) (England) Regulations 2012 offered governing bodies an optional composition model. However, recent legislation now requires any governing body that has not reconstituted under the 2012 regulations to do so by 01 September 2015.

The 2012 regulations moved away from the 'stakeholder principle' whereby the different categories of governor were in proportion to the size of the governing body. A more flexible model provides a minimum composition of seven governors (12 for Voluntary Aided and some Foundation schools) made up as follows:

## **Parent governors**

There must be a minimum of two elected parent governors. Additional parents can be co-opted on to the governing body.

## **Staff governors**

A place is reserved for the Headteacher on the governing body.

There is one position for an elected staff governor, who can be either a teacher or a member of the support staff. Additional staff members can be co-opted on to the governing body but the total number of staff members cannot exceed one third of the governing body.

## **Local Authority governors**

There is one position for a local authority governor. If the governing body does not regard the person nominated by the local authority as suitable, it can veto the appointment. The local authority then has the right to nominate another person for consideration by the governing body.

## **Co-opted governors**

The governing body can appoint as many co-opted governors as it wishes subject to the limit on staff members above.

## **Foundation governors**

The proportion of foundation governors in voluntary and foundation schools is protected:

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

In Voluntary Controlled schools, foundation governors will number a minimum of two but no more than a quarter of the governing body.

In Qualifying Foundation schools, foundation governors will number a minimum of two but no more than 45% of the governing body.

## **Associate Members**

Associate members can be appointed as before.

## **Statutory guidance**

Statutory guidance published in May 2014 advocates smaller governing bodies designed so that every member actively contributes relevant skills and experience. While some governing bodies may make minimal changes, others may identify the need and opportunity for a fundamental refresh.

The guidance states that the need for governing bodies to establish committees, including panels to consider exclusions or staff disciplinary/grievance matters, does not in itself necessitate a large governing body. Committees can be established specifically for these purposes populated by associate members appointed with specified voting rights. In addition, one governing body may collaborate with another to establish a joint committee with governors from both schools.

Governing bodies will be expected to review their effectiveness on a regular basis. This should include reflecting on the merits of their constitution and the additional benefits that may be gained from forming a federation to create a single governing body across more than one school in order to develop a more strategic perspective and create more robust accountability through the ability to compare and contrast across schools.

Governing bodies should re-evaluate their constitution if things are not going well – for example following an Ofsted inspection or in the light of an external review of governance. They should also consider the benefits of re-constitution as a positive and proactive move to ensure they are fit for purpose for the future, including in the context of a conversion to academy status.

## **Priorities in deciding the membership of the governing body**

Each of the various categories of governor prescribed in the Regulations has its own eligibility criteria and means of appointment – the guidance does not add additional eligibility criteria, but sets out considerations to which those exercising their powers under the Regulations must have regard.

Once appointed or elected, all governors must operate in the best interest of pupils. Their task is to govern the school. This means focusing on the core functions of providing strategic leadership, holding the headteacher to account and making sure the school's money is well spent. This is a demanding task for which all governors need to have, or develop, relevant and appropriate skills.

Meaningful and effective engagement with parents, staff and the wider community is vital, but not guaranteed by the presence of the various categories of governor on the governing body. The membership of the governing body should focus on skills, with stakeholder engagement seen as an important but distinct activity for which governing bodies should establish appropriate arrangements. Governors themselves should seek to assist their school to build relationships with business and other employers in order to enhance the education and raise the aspirations of pupils.

While all current and prospective governors should commit to continuing professional development to develop their skills as governors, filling a vacancy on the governing body provides a specific opportunity to fill any skills gaps. The first priority for a governing body in filling a vacancy on the governing body should therefore be to do what is in their power to secure a new governor with the ability and experience they require – or, if this is not possible, at least the capacity and willingness to develop them.

A skills audit should be used to identify the skills, knowledge and experience of current governors and any additional specific skills or experience that the governing body ideally requires. The outcome of the audit will help the governing body or other appointing persons to formulate their opinion as to whether prospective governors have the skills to contribute to effective governance and the success of the school. It will also help to inform governor elections.

Governing bodies should make every effort to help all prospective governors clearly understand the role of a governor. For example, before they are nominated for appointment or election prospective governors may be invited to observe a governing body meeting and to meet the chair and other governors and the headteacher. A code of conduct should be maintained and communicated to all prospective governors to set clear expectations of governors' roles and behaviour. Explicit agreement to the code of conduct will mean there is a common reference point should any difficulties arise in the future.

### **The skills governing bodies need**

The 2014 Regulations create an explicit requirement that all appointed governors have the skills required to contribute to effective governance and the success of the school. The specific skills that governing bodies need to meet their particular challenges will vary. It is therefore for governing bodies and other appointing persons to determine what these skills are and be satisfied that the governors they appoint have them. They may interpret the word 'skills' to include personal attributes, qualities and capabilities, such as the ability and willingness to learn and develop new skills.

Experience has shown that all governors need a strong commitment to the role and to improving outcomes for children, the inquisitiveness to question and analyse, and the willingness to learn. They need good inter-personal skills, appropriate levels of literacy in English (unless a governing body is prepared to make special arrangements), and sufficient numeracy skills to understand basic data. Foundation governors need the skills to understand the ethos of the school and its implications for the way it is governed.

Experience also shows that effective governing bodies seek to secure or develop within their membership expertise and experience in analysing performance data, in budgeting and driving financial efficiency, and in performance management and employment issues, including grievances. They seek to recruit and/or develop governors with the skills to work constructively in committees, chair meetings and to lead the governing body.

It is a governing body's responsibility to identify and secure the induction and other ongoing training and development governors need. Governing bodies should set aside a budget for this purpose. The governing body's code of conduct should set an ethos of professionalism and high expectations of governors' role, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance.

*The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014 and its associated statutory guidance can be viewed or downloaded at the DfE website: [www.gov.uk/schools-colleges/governance](http://www.gov.uk/schools-colleges/governance)*

# The state of school governing in England 2014

A national survey of school governors carried out by the University of Bath and the National Governors' Association during March and April 2014 attracted over 7,713 responses.

The main findings are set out below.

**Overall, school governing in England appears to be functioning well and is moving in the right direction.**

A number of indicators show important improvements in the way governing bodies work and are evidence for likely further improvements in the future. A number of effectiveness indicators show that school governing is developing appropriately.

**Governors need a range of important qualities if they are to be effective.**

- Respondents identified the kinds of capabilities they look for in new governing body recruits. The core capabilities required are:
  - a readiness to ask challenging questions, which we contend is underpinned by assertiveness
  - a willingness to take collective responsibility for the conduct of the school
  - commitment to the school, which we would argue needs to be tempered by a wider commitment to the success of other schools and high quality education for all young people
  - the ability to work in a group, which is crucial for being able to contribute appropriately to discussions of complex issues and for enabling collective responsibility.
- Respondents also felt that specialist knowledge, such as financial or legal expertise, on the governing body can be important for ensuring sound scrutiny of significant aspects of the school's work.
- Most respondents also said that their governing bodies seek to ensure that there is a balance of capabilities in the membership.

**Governors bring substantial expertise to the role and they also develop their expertise by being a governor.**

Governors very typically bring a broad range of skills and experience to governing, many of which will have been developed through their paid work as managers and professionals. Governors can also develop a range of high-level skills and qualities through their governing work, which they then take

back into the workplace.

**Recruiting good governors is difficult, which impacts negatively on the overall effectiveness of school governing.**

- There is a shortage of potential parent governors but particular shortages of potential staff governors and governors from the wider community.
- Recruiting governors is harder in special schools and primary schools, schools serving disadvantaged areas schools in urban/city and town locations, schools with below average levels of pupil attainment, schools with a Requires Improvement/Satisfactory Ofsted grade and schools that are not academies.
- The findings indicate that the effectiveness of their governing bodies would be improved if recruitment was easier.
- Governing bodies need a larger pool of willing citizens who are ready to become governors. That need is greatest in schools: in disadvantaged settings, with low levels of pupil attainment, with low Ofsted grades and poor reputations.

**A sophisticated, thought through and coherent approach to recruiting school governors is required.**

- The recruitment of governors would be helped by greater recognition and valuing of the contribution that school governors make. Central government has a role here in acknowledging and appreciating the responsibility governors undertake on its behalf.
- Recruitment efforts should focus on the benefits that being involved in school governing can bring. Employers have a part to play here in promoting the benefits of being involved in school governing.
- Raising the profile of school governing is not seen by respondents as a way of improving recruitment.



- Efforts to promote recruitment need to appeal to people's deeper motivations to make a contribution to society and to inspire future governors.
- A broad based coalition of all those organisations and institutions that have an interest in school governing would help to send out stronger and more consistent messages about the value and importance of school governing and the benefits that can be gained from being involved.

### **The induction, training and development of governors are important and improving.**

Respondents acknowledged the importance of induction, training and development by indicating widespread involvement of governors in those activities.

- Governor induction, training and development appear to have improved in recent years, which confirms that school governing is moving in the right direction.
- Training and development in headteacher/senior staff recruitment should have a higher priority to ensure that all governing bodies have that important capability.
- The involvement of governors of schools in challenging circumstances in induction training and development could be improved.

### **Governing bodies need to address all the core functions assigned to them.**

Governing bodies' three core functions relate to the school's finance, the school's educational performance, and strategic issues.

- Governing bodies of schools in all settings and of all kinds strongly prioritise matters relating to their school's educational and financial performance.
- All governing bodies give less priority to longer term strategic issues and a consideration of 'the kind of school we want our school to be', which is arguably a very important matter for all governing bodies.
- The lack of strategic focus is a matter of particular concern given increasing levels of institutional autonomy and independence as more schools take on academy status.

### **School governors typically make a substantial contribution.**

This contribution is of benefit to their schools, the communities their schools serve and the education system as a whole.

- They undertake the same broad set of activities in schools of all types and phases, and in all

settings. None of these activities is 'low level' or mundane.

- Governors spend a considerable amount of time on their governing work. Interestingly, they are generally happy about the time they commit and say they expected it when they became governors.
- There are opportunity costs associated with their involvement, with respondents indicating the conflicting priorities between school governing, family commitments and the requirements of their paid work. Governing bodies need to operate in both 'family-friendly' and 'work-friendly' ways.
- As volunteers, school governors are collectively responsible for spending a sizeable part of the education budget in England which is £46 billion.

### **School governors make a substantial financial contribution to the education system in England.**

When the time governors give to governing is costed, the financial value of school governors' contribution to the education system can be estimated.

- Estimates of the financial contribution of school governors indicate that they contribute in excess of £1 billion to the education budget.

### **The nature of school governing.**

The research gives further insights into the true nature of school governing:

- School governing is challenging and can be very challenging in some settings and circumstances, for example in disadvantaged settings, in schools with low levels of pupil attainment and in schools with low Ofsted grades.
- School governing in all settings is becoming more challenging, especially in those settings where it is particularly challenging already.
- Despite the challenges – and maybe even because of them – respondents across all schools in all settings typically say they find school governing enjoyable.
- Overseeing the conduct of a school so that its pupils can gain maximum benefit is difficult but rewarding work. There is a need to inspire further those who are already governors and those who could become governors and also make a contribution to this important endeavour.

*The state of school governing in England 2014 can be viewed or downloaded from the National Governors' Association website: [www.nga.org.uk](http://www.nga.org.uk)*

# Extremism in schools

Safeguarding young people from violent extremism must be a shared endeavour. Whilst violent extremism associated with Al Qaida poses the greatest threat to life, other forms of extremism and prejudice are affecting individuals and communities across our country; this can often lead to alienation, disaffection and potentially lead to violence. A security response is not enough: there is a need to address the underlying issues that can attract people towards extremist causes. Extremists of all persuasions try to paint the world as black and white, accentuating division and difference and exploiting fears based on ignorance and prejudice.

The Prevent strand of the Government's Counter Terrorism Strategy aims to stop people becoming terrorists or supporting terrorism. The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

In December 2013, the government task force report *Tackling Extremism in the UK* stated that 'all schools in England, whether in the state or independent sector, including those with a faith ethos must expect that they will be inspected and assessed on their measures to protect their children from extremist material.'

While it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of wider safeguarding responsibilities.

Education can be a powerful weapon against extremism, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young

people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

We must also ensure that our schools have effective safeguarding policies and procedures, and that a climate of mutual trust prevails in our schools, within which staff can work so that they can share observations, start a debate and thereby raise awareness. Sharing and discussing information helps to build and develop a consensus or view on issues, which allows challenges to be made in an appropriate yet robust way, without it being perceived or received as being a criticism, condemnation or judgement.

The exploitation of the internet and specifically social media sites is well documented in terms of its use by extremist groups of all kinds. In recent months this tactic has been highlighted as footage has emerged of young British males encouraging their peers to travel to Syria and Iraq and join 'The Islamic State' (formerly The Islamic State in Iraq and the Levant) to create a caliphate in the region. Extremist organisations recognise the power of such sites and it is our responsibility to ensure our young people understand the risks associated with social media, take responsibility for their own actions and understand that the use of violence to further any cause is criminal.

Young people are the future and schools offer a safe space to develop methods of engagement which will influence the way in which young people from all backgrounds grow up to become considerate, tolerant, and empathetic adults, who stay safe and achieve their potential.

Knowledge of Prevent is limited and awareness needs to be raised amongst frontline staff working with young people to ensure they use existing expertise and professional judgement to recognise potential vulnerable individuals who may be susceptible to messages of violence.

**Clive Finch**  
Prevent Coordinator for Liverpool City Council  
[clive.finch@liverpool.gov.uk](mailto:clive.finch@liverpool.gov.uk)

*See page 11 for details of a workshop designed to raise awareness of Prevent*



## Liverpool Schools Forum (LSF)

Each Local Authority has to have a Schools Forum. Its role is both consultative and decision making.

Government regulations state that the local authority must consult the Schools Forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI (private, voluntary or independent) representatives
- arrangements for the education of pupils with special educational needs
- arrangements for the use of pupil referral units and the education of children otherwise than at school
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds.

The decision making role is exercised in respect of:

- De-delegation from mainstream schools budgets for prescribed services to be provided centrally.
- Creation of a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need) and to agree the criteria for maintained schools and academies to access this fund.
- Creation of a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
- Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
- Funding for the local authority in order to meet prescribed statutory duties placed upon it.

- Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place and/or free school meals.
- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.

Membership of the Liverpool Schools Forum includes governors and there are currently four primary, two secondary and one special school representatives. Elections for these positions take place at the AGM of the Liverpool Governors' Forum in November.

Governors who have been elected to serve on the LSF are currently:

### Primary Schools

Cliff Barton (Sudley Infant)

Andy Chadwick (Ranworth Square Primary)

Jeanette Murphy (New Park Primary)

Mark Rea (Longmoor Primary)

### Secondary Schools

Mary Donohue (Broughton Hall)

Barbara Sinclair (Broughton Hall)

### Special Schools

Jacqueline Davies (Millstead)

Much of the detailed work of the Forum is carried out by three Working Groups, covering: Formula, Budget Scrutiny and PFI (Private Finance Initiative) arrangements. These groups meet frequently and scrutinise issues and proposals prior to them being brought before the LSF for approval.

LSF meets around five times per year, and in addition the representatives are needed to sit on the Working Groups.

Any governor wishing to raise specific issues may do so at any of the Governors' Forum meetings which are held once a month, and to which all governors are welcome. Dates of meetings are published on the LGF website: [www.livgovforum.org.uk](http://www.livgovforum.org.uk).

**Cliff Barton**  
**Liverpool Governors' Forum**

# Courses for autumn term

## Termly Meeting for Chairs

Tuesday 23 September 6.00pm to 8.00pm

Ref: G14/42

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This meeting is open to Chairs, or representatives, of all 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 opportunities for discussion and questions.

Cost: Free

## Termly Meeting for Clerks

Thursday 25 September 10.00am to 12noon

Ref: G14/44

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

## Performance Related Pay for Teaching Staff

Wednesday 24 September 10.00am to 12noon

Ref: G14/43

or

Monday 29 September 6.00pm to 8.00pm

Ref: G14/45

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Changes to performance related pay (PRP) for teaching staff
- Governing Body responsibilities
- Monitoring the implementation of PRP
- Understanding the appeals process

Presenters: Katie Smith and Kath Aistrop, School Employment Advisory Team

## Ofsted Inspections

Monday 06 October 10.00am to 12noon

Ref: G14/46

or

Monday 06 October 6.00pm to 8.00pm

Ref: G14/47

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

## WRAP - Workshop to Raise Awareness of Prevent

Thursday 09 October 6.00pm to 8.30pm

Ref: G14/48

or

Friday 10 October 9.30am to 12noon

Ref: G14/49

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

In light of recent high profile investigations into extremism in schools, the WRAP sessions are offered to raise awareness of the government's Prevent strategy and will include:

- Safeguarding pupils from individuals, groups or others who promote extremism
- CHANNEL - A partnership approach to protecting vulnerable people from being drawn into terrorism

Presenter: Clive Finch, Prevent Co-ordinator

## Safer Recruitment

Wednesday 15 October 9.00am to 4.00pm

Ref: G14/50

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: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN

Cost: Free with Governor Training Service Agreement 1; £200 if no service agreement.

## Safeguarding

Wednesday 22 October 1.00pm to 3.00pm

Ref: G14/51

or

Wednesday 22 October 6.00pm to 8.00pm

Ref: G14/52

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

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

## The Role of the School Governor— an induction course for new 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 03 November 6.00pm to 8.00pm**

Ref: G14/53

**AND**

**Monday 10 November 6.00pm to 8.00pm**

Ref: G14/54

**OR**

**a one day session on: Friday 21 November 9.30am to 2.45pm**

Ref: G14/57

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

The course will cover:

- The different categories of school governor
- School Development Plans
- 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; £200 for the one day session if no service agreement

## Understanding Pupil Data

**Recognising Ofsted's increased expectations of governors' awareness and understanding of pupil data, this session offers a detailed explanation of RAISEonline and other data sources**

**Monday 17 November 10.00am to 12noon**

Ref: G14/55

**or**

**Monday 17 November 6.00pm to 8.00pm**

Ref: G14/56

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

The sessions will cover:

- School performance – sources of information
- RAISEonline demystified
- Benchmark comparisons
- Identifying trends and patterns
- Questions for governors to ask
- What might Ofsted ask me?



## Unit 2 Effective Governance

Wednesday 05 November 9.00am to 3.30pm

Venue: LACE Conference Centre, Croxteth Drive, Liverpool, L17 1AA

### 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 depending on your needs.

One unit will be offered each term on a rolling programme. Coming up:

Unit 3 School Improvement - Wednesday 11 February

Unit 1 The Role of the Chair - summer term 2015 date to be confirmed

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.

This course is offered via Governors' Network North West

**To book onto this course visit: [www.gnnw.org.uk](http://www.gnnw.org.uk)**

If you wish to discuss any aspect of the programme before booking please contact Dave Cadwallader on 0151 233 3911

## Reconstituting Your Governing Body

The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014 requires all governing bodies to be constituted under the 2012 composition model by September 2015 (*see article on page 4*). This session will guide governors of schools yet to reconstitute through the process.

**Monday 24 November 10.00am to 12noon**

Ref: G14/58

or

**Monday 24 November 6.00pm to 8.00pm**

Ref: G14/59

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

The session will cover:

- Requirements of the 2014 Regulations
- The 2012 composition model
- Working towards a skills-led governing body membership
- Transition to your new constitution

Presenter: Dave Cadwallader and Terry Brown, School Governor Services

## The Governors' Role in Managing School Finances

**Monday 01 December 6.00pm to 8.00pm**

Ref: G14/60

or

**Tuesday 02 December 10.00am to 12noon**

Ref: G14/61

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

The briefing will cover:

- An overview of the (SFVS) Schools Financial Value Standard
- The governing body & school staff
- Setting the budget
- Value for money
- Protecting public money

Presenter: John Byrne, LA Schools Finance Manager

## Booking information

You can book directly online at School Improvement Liverpool's EDnet website: [www.ednet.co](http://www.ednet.co) or by contacting Jean Worrall by email at [jean.worrall@liverpool.gov.uk](mailto:jean.worrall@liverpool.gov.uk) or telephone 0151 233 3944.

These courses are available to all schools, whatever their status (maintained, trust, academy, independent sector) and from any Local Authority (LA).

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 two-hour session 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: [www.ednet.co/index.php](http://www.ednet.co/index.php)



EDnet 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, training courses, pastoral care, local and national developments (including consultations) and much more. Governors can log on 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  
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