

Governors' News

A Termly Newsletter for Liverpool Governors



- Liverpool Learning Partnership
- Promoting fundamental British values
- Supporting pupils with medical conditions
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- Spring term training programme



Liverpool Learning Partnership

The school year 2013/14 was the first year in which the Liverpool Learning Partnership existed as a

formal, constituted organisation.

During that year 164 learning organisations, representing over 67,000 learners, were part of LLP. The Partnership prides itself on being a grass roots organisation and brought about three main initiatives which were fully endorsed by its constituent organisations, namely:

- The Liverpool - City of Readers scheme
- The Liverpool Pupil Tracker
- The Liverpool School to School Support programme.

Funding from learning organisations amounted to over £198,000, based on a £3 per learner subscription. The structure and processes on which LLP is founded allowed for further funding to be secured which brought its overall budget to approximately one million pounds. The LLP Executive Board reported on how funding has been used and the outcomes that have been achieved at its Annual General Meeting held in October.

For the school year 2014/15 the constituent organisations, mainly through their representatives who attend the two Strategic Groups of LLP, have asked that the three initiatives mentioned above be continued. They have also supported the proposal that new initiatives be implemented such as:

- Numeracy for Life
- Speaking and Listening
- Head teacher support, and
- School to Business links.

To carry forward such an ambitious body of work the Liverpool Learning Partnership will need to call on the continued support of Liverpool schools and learning organisations in this school year.

The contribution schools and learning organisations are asked to make will remain at £3 per learner. The figure can remain at this reasonable level as LLP has had confirmation of at least two new sources of

funding, allocated through Liverpool Children's Services. These are £200,000 allocated to LLP from an underspend in the Dedicated Schools Grant and £240,000 for the purposes of supporting reading in Early Years.

LLP Conference

In October, over 150 headteachers and governors attended an conference at Liverpool Hope University on the work of LLP and its future priorities . The keynote speaker, Baroness Estelle Morris, Chair of the Mayor's Education Commission, outlined the important role of the Partnership as the main deliverer of the recommendations of the Education Commission. Other key messages in Baroness Morris' speech included:

- LLP ensures that there is a body to safeguard and protect schools across the city. In times of difficulties and hardship it is important schools do not fall into an introspection that prevents communication amongst headteachers.
- LLP not only creates the capacity to cope with national changes but can create the capacity to address an agenda that has been collectively identified across the city and, through its strong relationship with the LA, identify ways forward and the means to achieve this.
- It is important however that LLP becomes an energy-giving body and not energy sapping by placing unnecessary demands on its members.
- Looking ahead to how education might look following the general election it is difficult to see how the 'middle layer' will look. However whatever the national model, LLP can provide strength and stability for Liverpool schools.
- It is important for successful schools to realise the role they have in helping other schools to improve and to remember that there may be a time when they too will need help and assistance from peers.
- In summary, LLP provides a safety net for Headteachers to have the confidence to leave their comfort zone and be innovative.

Promoting fundamental British values in schools

Ofsted inspectors must consider how schools promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as part of pupils' spiritual, moral, social and cultural (SMSC) development.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Pupils will be expected to demonstrate:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account

through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Supporting pupils at school with medical

On 1 September 2014 a new duty came into force for governing bodies to make arrangements to support pupils at school with medical conditions. The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe. In making decisions about the support they provide, schools should establish relationships with relevant health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils.

In addition to the educational impacts, there are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall



behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil's medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case governing bodies must comply with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The role of governing bodies and management committees

In meeting the duty to make arrangements to support pupils with medical conditions, functions can be conferred on a governor, a headteacher, a committee or other member of staff as appropriate. Help and co-operation can be enlisted from other appropriate persons and there is statutory guidance to inform the school about what needs to be done in terms of implementation. However, the governing body or management committee remains legally responsible and accountable for fulfilling their statutory duty.

In implementing arrangements to support pupils with medical conditions the governing body must ensure that that such children can access and enjoy the same opportunities at school as any other child.

Schools, local authorities, health professionals and other support services should work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, for example, programmes of study that rely on part time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence.

In making their arrangements, governing bodies should take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. Governing bodies should therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

The governing body should ensure that their arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school. The arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. They should ensure that staff are properly trained to provide the support that pupils need.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made.

However, in line with their safeguarding duties, governing bodies should ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases. They therefore do not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so.

Governing bodies must ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented. This aligns with their wider safeguarding duties.

Unacceptable practice

Governing bodies should ensure that the school's policy is explicit about what practice is not acceptable. Although school staff should use their discretion and judge each case on its merits with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- assume that every child with the same condition requires the same treatment;
- ignore the views of the child or their parents; or ignore medical evidence or opinion (although this may be challenged);
- send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;
- if the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable;
- penalise children for their attendance record if their absences are related to their medical condition, eg hospital appointments;
- prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively;
- require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs; or
- prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, eg by requiring parents to accompany the child.

Statutory guidance on supporting pupils at school with medical conditions can be viewed or downloaded from the government website www.gov.uk

Cracking the code: how schools can improve social mobility

A report from the Social Mobility and Child Poverty Commission shows that overall results for disadvantaged children remain shockingly low but that some schools in highly disadvantaged areas are successfully challenging the decades old assumption that wealthier children will naturally excel while poorer children do not, and that deprivation need not be destiny.

In the UK, demography too often shapes destiny. Being born poor too often leads to a lifetime of poverty. Both advantage and disadvantage cascade down the generations. Social mobility in Britain is low and is stalling.

Nowhere has this been more apparent than in education. Gaps in cognitive development between better-off and disadvantaged children open up early on, with those from the poorest fifth of families on average more than eleven months behind children from middle income families in vocabulary tests when they start school. Over the years that follow, these gaps widen rather than narrow. The overall result is that nearly six out of ten disadvantaged children in England do not achieve a basic set of qualifications compared to only one in three children from more advantaged backgrounds.

Though qualifications are the most important dimension of educational disadvantage, the challenge goes beyond exams. The chances of doing well in a job are not determined solely by academic success – the possession of character skills like persistence and ‘grit’ also matter. So too do wider opportunities including work experience, extra-curricular activities and careers advice. But, from the earliest ages, social background strongly influences who has these other predictors of later success, meaning that the better-off are advantaged when it comes to winning the race for good jobs.

These inequalities matter – and not just to the individual children whose futures are scarred by low attainment and poor skills. They exact a high economic price for the country in lost growth as well as in wasted talent.

There is nothing pre-ordained to make the UK a low social mobility society where children’s starting point in life determines where they end up. International evidence has long suggested that the link between social background and outcomes is stronger in the UK

than in many other countries. Now there is growing evidence from the English schools system that deprivation need not be destiny. There is an emerging wealth of data, stories and individual experiences demonstrating that some schools are bucking the trend, enabling their disadvantaged students to far exceed what would have been predicted for them based on experience nationally.

Five key steps to improve students’ life chances

The report suggests that those schools performing well for disadvantaged students do not apply a single magic formula. Success is incremental and based on a series of small changes rather than a single ‘big bang’ – compared by one headteacher to *‘being like the success of the British cycling team: the aggregation of marginal gains’*. The successful schools that were visited reflected a common mindset – one in which leaders use evidence carefully, look beyond their local context, seek to compare themselves to the best and be ambitious in how they define success.

The report sets out five key strategies that those schools deployed to enable children from less advantaged backgrounds to fulfil their potential. The key steps that the schools commonly identified include:

1. Using the Pupil Premium strategically to improve social mobility – primary and secondary schools using the Pupil Premium to narrow attainment gaps between children from disadvantaged backgrounds and others. The most effective schools inform their use of the Pupil Premium with data-driven analysis of why, how and where poor children are falling behind and then seek to deploy that funding to address those barriers. They also carefully examine the potential impact of income poverty on students’ learning – considering and taking steps to alleviate the impact of hunger, lack of a place to do homework and the financial cost of wider engagement in school life (e.g. affordability of school trips, access to study materials, IT availability, transport costs and so on).

2. Building a high expectations, inclusive culture – being ambitious and “sharp-elbowed” for all children, with the school leadership team and governors sending a clear message from the top that they have high expectations of all staff and all students. It includes implementation of a firm and consistent behaviour policy and a ‘whatever it takes’ attitude to



improving standards and results among all students: not tolerating lower standards because of a mindset that disadvantaged children cannot do any better.

3. Incessant focus on the quality of teaching – placing the provision of highly effective teaching, perhaps the single most important way schools can influence social mobility, at the centre of the school’s approach. It includes prioritising recruitment and development of staff, partnering with other schools to help teachers develop, and ensuring disadvantaged students have at least their fair share of the best teachers’ time – not just (as in some secondary schools) focusing the best teachers on the C/D borderline, or on top sets where disadvantaged students tend to be under-represented.

4. Tailored strategies to engage parents – having high expectations of parents and building engagement (and, where necessary, the confidence of parents in dealing with teachers) by, for example, considering meeting parents on neutral ground outside of the school, finding creative ways of getting those who did not have a good experience at school themselves to engage and helping parents to be effective in supporting their children’s learning – not passively accepting lack of involvement.

5. Preparing students for all aspects of life not just for exams – supporting children’s social and emotional development and the character skills that underpin learning. It also means working with students to identify career goals, treating extracurricular activities as key to the school experience and, particularly in secondary schools, encouraging a strong focus on working with business and universities, not, as in some schools, treating these things as optional extras.

The report suggests an additional factor to be considered if a level playing field of educational opportunity is to be realised: **Fair admissions**. This means governors and heads recognising that securing a socially diverse student body can enhance the education experience of all students. It entails complying with the law in avoiding discriminatory decisions and not, as in some schools, covertly enabling disadvantaged students to be selected out.

Cracking the code: how schools can improve social mobility was published by Social Mobility and Child Poverty Commission in October 2014. It can be viewed or downloaded at www.gov.uk/government/publications/cracking-the-code-how-schools-can-improve-social-mobility.

School Improvement Liverpool

On 01 November 2014, the School Improvement Team based in Toxteth Annexe formally became School Improvement Liverpool Ltd, a private sector company wholly owned by Liverpool City Council.

Who is involved?

School Improvement Liverpool will include officers in the following service areas:

- Core School Improvement
- Ethnic Minority and Achievement Service
- Looked After Children's Education Service
- School Employment and Advice
- Attendance and Welfare
- Schools' Health and Well-being team
- Schools' Parliament
- Children's University
- Schools' Finance
- Governor Services
- Foreign Languages

Why the change?

The City Council faces significant budget pressures from both cuts to central government funding and reductions in funding due to the expansion of the academies programme. The budget settlement for these services for the next three years is a saving of £0.885m. The only approach that avoids cutting the service is to grow the traded element of these service areas. To grow the services and to return a profit to the council and the new company can not be done while remaining in the council. Local Authorities are not allowed to trade at a profit.

Over the last three years officers have appraised all the available not-for-profit organisational options, mutuals and limited company models. Liverpool will be one of many LA's that have set up or are setting up 'arms-length' delivery models.

The expected benefits are:

- improved value for money and efficiency savings;
- services that are more flexible and adaptable so that they remain sustainable, respond to

demand and deliver improved outcomes for all learners;

- promotion of choice and potential, with the flexibility an arms-length structure would provide, to generate income through trading with the ability to make a profit;
- retention of the vital function of School Improvement services for the council;

The change will not affect the services provided to schools. SILL will continue to report performance to the Liverpool Learning Partnership and Schools' Forum enabling schools to closely monitor the quality of services.

What about public service?

School Improvement Liverpool will enable the city (as owners) to take advantage of the benefits provided by the private sector and set them in a public service context and operational ethos. The services will be embedded in public sector values and integrity within an ethical governance structure.

Who will lead the company?

As owners of the company, the Council has established an executive board comprising:

- Becky Hellard, LCC Director of Finance and Resources
- Colette O'Brien, LCC Director of Children's Services
- Cllr Jane Corbett, Cabinet Member for Children's Services
- Sue Shinkfield, Chief Executive of SIL
- Sandra Tai, Client Officer.

Performance monitoring will be undertaken by a Finance and Resources Committee that will include representatives of:

- Liverpool Learning Partnership
- Association of Liverpool Special School Headteachers
- Liverpool Association of Secondary Headteachers
- Liverpool Primary Headteachers' Association.

Liverpool Governors' Forum meets once a month in term time at 10.00am on a Tuesday, at Broughton Hall Centre, the convent behind Broughton Hall High School, Yew Tree Lane, L12 9HJ. Our next meeting is on 13th January 2015. We would welcome anyone to come as an observer to see if they would like to join the committee, as members of the Forum are hugely involved in the development of many strands of education in Liverpool.

We tried to alternate the time of our meetings to accommodate different governors – we held some at 10.00am and some at 6.00pm. This didn't work out as more people couldn't attend the evening sessions and we didn't seem to gain any others. However, we are flexible, so if the occasion arises when we need to offer evening meetings, I am sure we could try again.

The Forum has had various speakers. Jane Davis gave The Forum early news on "Liverpool City of Readers", Clive Finch, LCC co-ordinator of Prevent, told us how his organisation is working with schools to recognise and prevent radicalisation of pupils in schools. (This is a current concern with some governing boards being infiltrated by governors with extreme views.)

The Liverpool Governors' Forum website and message board have been updated so do visit them. One of our committee members, Lea Cranny, will shortly drag us into the 21st century and guide us towards using Twitter to spread the word more of what LGF is doing.

Representatives of the LGF have attended local and national conferences to spread the word of what Liverpool is doing and Forum members have also been involved in representing Liverpool governors on many different committees and groups within the city.

We have seven members on the Liverpool Schools' Forum, one member on the Liverpool Safeguarding Children Board and one member on the Liverpool Learning Partnership executive board. Under the Liverpool Learning Partnership's new constitution, we have been asked to put forward a second member to sit on the executive board because it

was felt the voice of governors needed to be strengthened.

The Chair of LGF sits on the LLP executive board but alongside this, there are two strategic groups – The All Learners Group and The Group for Learners Who Need More. Each strategic group has three governors on it. This is where much of the work is done.

On a different note but as an extension of Liverpool Governors' Forum, Dave Cadwallader, from Governor Services, and I have presented to a small audience from the cultural sector of Liverpool – ie Museums and Galleries and Libraries - a session on governance with the aim of involving more people from the various strands of Liverpool's cultural life in school/college governance. It was a modest beginning but we hope to push forward with this so that people from businesses, companies and cultural organisations will be enthused to become involved in governance. We need to broaden the population of governors and we certainly need to attract more younger people.

Our long term aim is to show the matrix of skills within governance which can be taken back to the work place, as a form of continuing professional development, so that young people are attracted to becoming governors.

The final part of my chair's report is to tell those of you who don't know, that with some of the subscriptions from LGF's member governing bodies, we decided to set up a competition linked to the Liverpool - City of Readers scheme. We have asked for a review of "A Book I love." It can be in any format – written prose or poem, a cartoon or a piece of art work.

At the time of writing, the prizes are due to be awarded by Frank Cottrell-Boyce on 21st December at St George's Hall during the Penny Readings Festival, which will be a treat in itself.

Kathy Desmond
Chair, Liverpool Governors' Forum

Courses for spring term

Termly Meeting for Chairs

Thursday 15 January 6.00pm to 8.00pm

Ref: G15/01

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

Safer Recruitment

Wednesday 21 January 9.00am to 4.00pm

Ref: G15/02

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.

Termly Meeting for Clerks

Thursday 29 January 10.00am to 12noon

Ref: G15/05

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

Ofsted Inspections

Tuesday 27 January 10.00am to 12noon
or

Ref: G15/03

Thursday 29 January 6.00pm to 8.00pm

Ref: G15/04

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 me?

Presenter: Dave Cadwallader, School Governor Services

WRAP - Workshop to Raise Awareness of Prevent

Tuesday 03 February 9.30am to 12noon
or

Ref: G15/06

Tuesday 03 February 6.00pm to 8.30pm

Ref: G15/07

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

In light of Ofsted's 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

SEN

Wednesday 11 February 1.00pm to 3.00pm
or

Ref: G15/08

Wednesday 11 February 6.00pm to 8.00pm

Ref: G15/09

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Statutory responsibilities of governing bodies within the 2014 SEN Code of Practice
- School practices and procedures
- The role and responsibilities of the governing body in supporting the teaching and learning of children and young people with SEN

Presenters: John Holt, Catherine McDermott and Yvonne Sutton,
School Improvement Officers—Inclusive Learning



Unit 3: School Improvement

Wednesday 11 February 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.

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 £399; individual units can be undertaken at a cost of £175 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

If you wish to discuss any aspect of the programme before booking please contact Dave Cadwallader on 0151 233 3933

Governing Body Responsibilities for Out of School Activities

Thursday 26 February 10.00am to 12noon
or

Ref:G15/10

Thursday 26 February 6.30pm to 8.30pm

Ref: G15/11

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Responsibilities of the Governing Body, the LA and the Headteacher
- Questions to reassure governors that visits are being correctly organised
- Pre-visit risk assessments
- Checks to ensure safe procedures

Presenter: Stephen Tiffany, Senior School Improvement Officer

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 02 March 6.00pm to 8.00pm
and

Ref: G15/12

Monday 09 March 6.00pm to 8.00pm

Ref: G15/13

OR

a one day session on: Wednesday 18 March 9.30am to 2.45pm

Ref: G15/14

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

The course will cover:

- The different categories of school governor
- The core functions of governing bodies
- How governing bodies 'challenge' school leaders
- Monitoring and evaluating progress
- Accountability
- Complaints against the school
- The legal framework for meetings

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

E-safety

Monday 16 March 10.00am to 12noon

Ref: G15/15

or

Monday 16 March 6.00pm to 8.00pm

Ref: G15/16

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

Health and Safety

Tuesday 24 March 10.00am to 12noon

Ref: G15/17

or

Tuesday 24 March 6.00pm to 8.00pm

Ref: G15/18

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

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

Presenters: Elaine Halsall and Dave O'Hare, Health & Safety Unit

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. This session will guide governors of schools yet to reconstitute under this process.

Monday 30 March 6.00pm to 8.00pm

Ref: G15/19

or

Monday 01 April 10.00am to 12noon

Ref: G15/20

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: Terry Brown, School Governor Services

Booking information

You can book directly online on School Improvement Liverpool's EDnet website: www.ednet.co or by contacting Jean Worrall by email at jean.worrall@si.liverpool.gov.uk or telephone 0151 233 3944. You will receive written confirmation of your booking by email or post.

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

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.

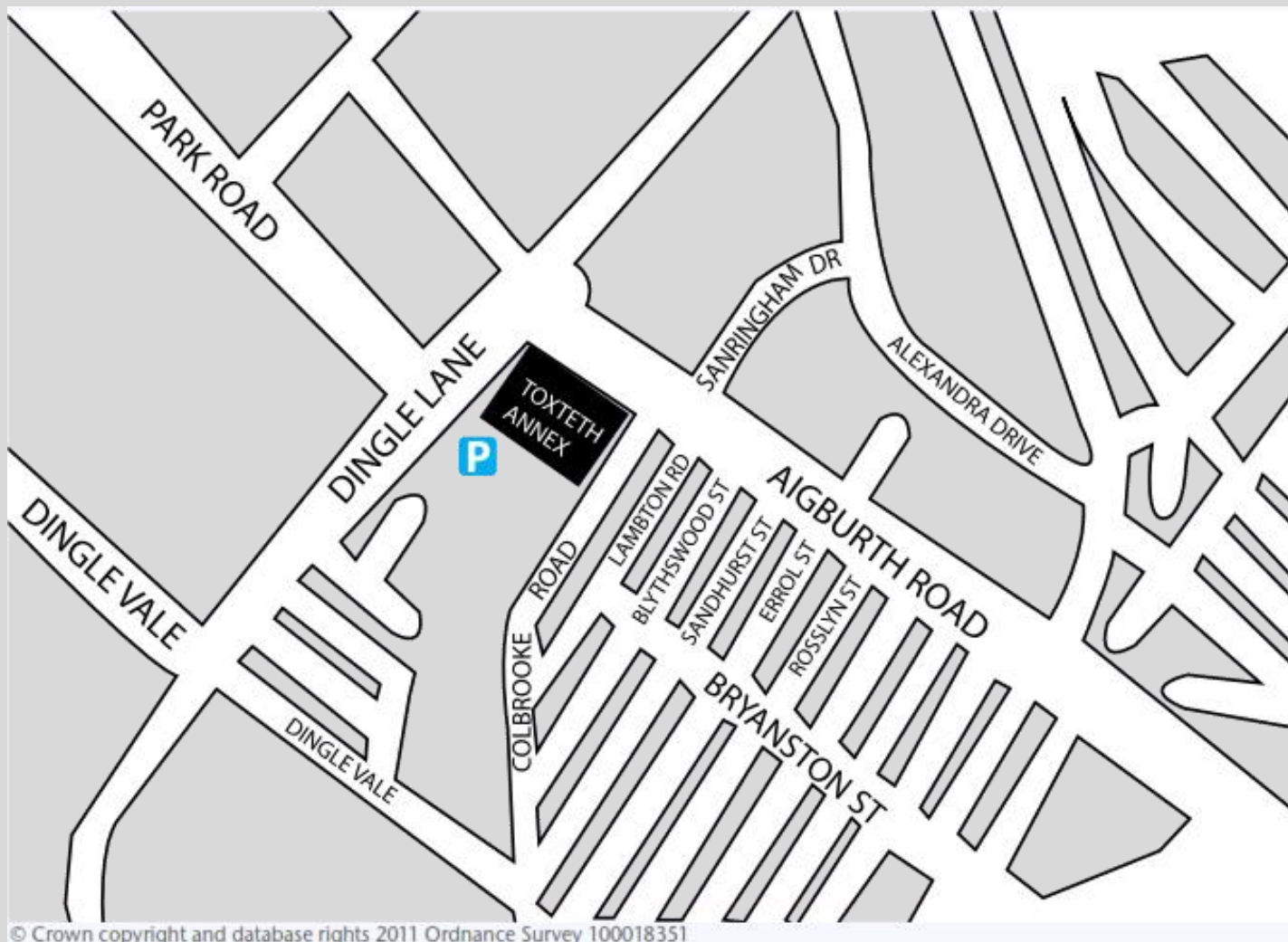
In addition to governors, bookings from school staff are welcomed.

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

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 logon to EDnet from any PC with internet access using an individual username and password.

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

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