

# Governors' News

A Termly Newsletter for Liverpool Governors



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**Issue 77 Summer 2015**



## Liverpool Learning Partnership update

### Developing Competent and Confident early Years Practitioners

*From Better to Best*, the 2014 Liverpool Education Commission Report sets out a vision in which the city builds on existing best practice and recent improvement to raise standards and narrow the attainment gap between different groups of children. The report recognised the important role of the Liverpool Learning Partnership as the lead agency in the development of the strategic vision for education in the city, with a responsibility for brokering the school to school improvement strategy across the city.

The report also recognised the crucial early years in developing a child's achievement and progress, and the importance of school readiness.

In addition, the report recommended that an Accredited Liverpool Teacher Charter Mark be developed in partnership with the Universities and Teaching Schools.

### Background

Considering the Education Commission Report as the platform for action, and recognising that less than best practice is frequently evidenced in the Private, Voluntary and Independent Childcare sector (and the maintained sector where there is an increasing number of 2 year olds accessing nursery class provision), Liverpool City Council has agreed to delegate the 2-year-old Trajectory Budget to Liverpool Learning Partnership to commission a bespoke programme that is targeted at qualified early years practitioners.

The aim of this programme is to support qualified early years practitioners in gaining further insight into research and practice, developing strong, reflective practices; empowering practitioners to develop and embed best quality practices; lead best practices and improve outcomes for all children.

In order to give 'status' to this programme and to prepare practitioners for the introduction of the Early Years Teacher status, a bespoke programme of workforce development has been designed by Everton Nursery School, a Liverpool teaching school with extensive and outstanding early years practice experience, and School Improvement Liverpool, where a team of expert early years practitioners are located within a strong school improvement environment, and have well established support links and an excellent reputation with local settings.

Initial funding will pump prime the development and the first year of delivery, and enable the first year of candidates to access these programmes free of charge.

However, future funding of the programmes (delivery and amended materials if needed) will be totally dependent on settings recognising the value of their own investment, in terms of improved outcomes for children; competent and confident practitioners and satisfied, well engaged parents as customers.

### The Programme

The programme will be 'badged' as a local programme of quality and appear to the practitioner as a continuum of the support they can access.

#### 1 Liverpool Early Years Chartered Educator

This programme is aimed at qualified level 3 practitioners and will raise the standard of practice of early years providers, is intended to engage and re-engage their self directed learning, to increase reflective practices, knowledge and understanding to enable them to continue their professional development.

#### 2 Liverpool Early Years Chartered Leader

This programme is aimed at qualified level 4 practitioners, and will offer a 'next step' for level 3 practitioners 'hungry' for personal development and stronger leadership responsibilities, including a clear understanding of how they can contribute to and lead a staff team that is capable of achieving an Outstanding Ofsted inspection judgement.

## Protecting staff from cyberbullying

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils, but it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

Staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment free from harassment and bullying.

Most schools offer support to parents on how to help their children engage safely and responsibly with social media. A good school-parent relationship can help create an atmosphere of trust that encourages parents to raise any concerns in an appropriate manner and via the appropriate channels.

Schools should make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

### School staff

The Department for Education has issued the following advice to school staff to help protect their online reputation:

- Ensure you understand your school's policies on the use of social media
- Do not leave a computer or any other device logged in when you are away from your desk.
- Set a PIN or passcode to prevent losing personal data and images (or having them copied and shared) from mobile phones or devices if lost, stolen, or accessed by pupils.
- Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date.
- Check your online presence – for example by typing your name into a search engine. If there is negative content online it is much easier to deal with this as soon as it appears.

- Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.
- Consider your own conduct online; certain behaviour could breach your employment code of conduct.
- Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.
- Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your posts if you do not have appropriate privacy settings.
- Do not give out personal contact details. If pupils need to contact you with regard to homework or exams, always use your school's contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.
- Use your school email address for school business and personal email address for your private life; do not mix the two. This includes for file sharing sites such as Dropbox and YouTube.

Employers of school staff have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents along with reporting routes and responsibilities. Many schools appoint a designated person to deal with bullying while others will distribute responsibility among a number of staff.



# Managing asbestos in schools

Recent events at a Liverpool Primary School have highlighted the need to raise awareness of the legal requirement to safely manage asbestos in schools and construction projects in general.

## Background

Anyone who has responsibility for the maintenance and/or repair of non-domestic premises, including schools, is a 'dutyholder' as defined in Regulation 4 of the Control of Asbestos Regulations 2012. For the majority of schools, the dutyholder will be the employer.

Who the employer is varies with the type of school. For community schools, community special schools, voluntary-controlled schools, maintained nursery schools and pupil referral units, the employer is the local authority.

For academies, free schools, voluntary-aided and foundation schools, it will be the school governors. For independent schools, it may be the proprietor, governors or trustees.

In situations where budgets for building management are delegated to schools by the local authority, the duty to manage asbestos will be shared between schools and the local authority. The authority's written scheme for the financing of maintained schools will set out the categories of work that will either be financed from the delegated school budget share (revenue repairs and maintenance) or remain the responsibility of the local authority (capital expenditure). Both parties will therefore have 'dutyholder' responsibilities for the repair and maintenance of the premises.

## Case Study

In 2011, a Liverpool primary school was scheduled for a complete re-wire. The work was funded as a capital project and managed via the Council's technical partner for the design and project management. As is required by law, a refurbishment survey was carried out of all parts of the school which would be affected by the re-wire, testing for the presence of asbestos. It was discovered that the kitchen ceiling was made of Asbestos Insulation Board (AIB) and as such would have to be removed



prior to the project commencing. Unfortunately, and for unknown reasons, the asbestos ceiling was not removed. The electrical contractor re-wired the kitchen, not recognising the ceiling as asbestos, and removed the existing light fittings which were fixed directly to the AIB. This work caused extensive damage to the AIB. After the re-wire was complete, a suspended ceiling was fitted in the kitchen, further damaging the asbestos but also hiding the damage from view. At this point the Head Teacher and Governors were unaware that anything untoward had happened but the electricians had already been exposed to an uncontrolled release of asbestos fibres.

One year later the school was able to fund the installation of a new cooker hood in the kitchen. Unaware of the contamination that lay above the suspended ceiling, the equipment was selected and contractor brought in to carry out the installation. At this point, regardless of the earlier survey, a further refurbishment survey should have been commissioned to check the area where the hood would be secured to the building structure. These surveys are required whenever work is planned which will require breaking into the fabric of the building. The school management were unaware of this requirement and the work progressed without the survey. In order to fix the hood to the main structure of the ceiling, the contractors broke through the AIB, once again not recognising the tiles

as asbestos. This caused significant damage and left loose asbestos debris lying on top of the suspended ceiling. In doing so, they also were exposed to asbestos fibres. Once again, the problem went unnoticed as the suspended ceiling was put back in place at the end of the job.

Another year later and the school planned work to extend the capacity of their kitchen to provide school meals. Although funded as capital works, the project was managed by the school and a plan of work was agreed with a contractor. As the work involved removing the existing servery which was attached to the structure of the building, again, a refurbishment survey should have been undertaken but was not. The work required the contractor to take down part of the suspended ceiling. As they removed one of the tiles, the asbestos debris caused by the earlier work fell into the kitchen thereby exposing the third group of contractors.



At this point, the matter was reported to the Health and Safety Executive and is currently under investigation. After this incident, the asbestos ceiling was completely removed under controlled conditions.

In this case study you will see that numerous opportunities were missed to properly assess the risk posed by the asbestos and have it removed under controlled conditions.

## Conclusions

- i. Unless a school was built after 1999, it may contain asbestos. It is a legal requirement to identify the location and condition of any asbestos which may be accessed during the normal operation of the school i.e. not just if building works are to be undertaken. This is done by commissioning an Asbestos Management Survey from an approved contractor. The information gained from this survey will allow the school to effectively manage the risk.
- ii. If work is to be carried out at the school which involves breaking into the fabric of the building i.e. taking down walls, routing cables through the ceiling voids etc. a more intrusive Refurbishment/Demolition Survey must be undertaken.
- iii. School Management Teams and Governors cannot be expected to have an in-depth knowledge of H&S legislation and building regulations so access to suitably qualified and experienced experts is essential to ensure that risks are effectively managed. Being able to call on the services of a surveyor can also help to ensure that a project is completed to a high standard, on time and within budget.
- iv. Building related matters are some of the highest risk issues that a school has to manage. A training course has been developed by the Council's Health and Safety Unit which covers all aspects of premises management. It is strongly recommended that each school has at least one member of staff attend this training.
- v. Schools should use the Liverpool Schools' Property Manual issued in 2011 providing a wealth of information and advice on building related issues. It is still available on-line at <http://www.dmbpublishing.co.uk/Downloads/LIVERPOOL%202011.pdf>.

Steve Hall  
Corporate Health & Safety Manager

# Better inspection for all

Following its *Better inspection for all* consultation during autumn 2014, Ofsted has announced the following changes to the inspection framework from September:

**A new Common Inspection Framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers.**

Under the new Common Inspection Framework, inspectors will make graded judgements on the same areas across all the remits. This will support greater consistency in inspections of the different remits. It will provide greater coherence and comparability across the inspection of different providers that cater for similar age ranges and when children and learners move from one setting to another. Inspectors will inspect the type of provision for which they have the appropriate expertise and training.

Inspection handbooks specific to each remit will underpin the new Common Inspection Framework and reflect the needs and expectations of different phases. The new Common Inspection Framework and the handbooks will be published during this summer term.

The new Common Inspection Framework is likely to be based on four judgement areas:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners

## **The new Common Inspection Framework**

Eight out of 10 respondents to Ofsted's online questionnaire supported the proposal for a new common inspection framework as did the majority of headteachers and leaders at consultation events. Those in favour of the proposal said that it was fair that different remits and settings were inspected under the same framework. They said it was necessary to introduce this consistency, as it would make comparison easier, particularly for parents.

A number of respondents commented that, although they supported the principle of commonality, it was important that inspection did not lose focus on the specific characteristics of the different remits.

**Short inspections for maintained schools, academies and further education and skills providers that were judged good at their last full inspection.**

Ofsted will introduce frequent but shorter inspections that are more proportionate and focus on ensuring that good standards have been maintained. These inspections will provide an opportunity for greater professional dialogue between inspectors and leaders about the key issues, strengths and weaknesses of individual schools.

Schools and academies that were judged good at their last Section 5 inspection will no longer be subject automatically to a full inspection every three to five years. Instead, they will usually receive a short inspection that will take place approximately every three years.

## **Inspecting the curriculum**

There was support for the proposal to inspect the curriculum under the effectiveness of leadership and management judgement. More than seven out of 10 respondents were in favour of this. Those in support felt that leadership and management were central to the effective development and implementation of the curriculum and that, therefore, the curriculum should be reported on as part of this judgement.

In addition to responses to the consultation questions, Ofsted received comments on the following issues:

- inspector quality and consistency
- inspection of outstanding maintained schools, academies and FE and skills providers
- unannounced inspections
- a focus on music in inspections.

## **Inspector quality and consistency**

Ofsted has acknowledged that many respondents to the consultation had commented on the quality and consistency of inspectors, with some saying that this was a more significant issue than the specifics of the inspection process.

In order to obtain greater control and flexibility over the inspector workforce, Ofsted will contract directly with inspectors for schools, non-association independent schools and FE and skills providers. Ofsted will also train inspectors directly rather than through intermediary inspection service providers. The aim of this is to enhance links between contracted inspectors and Her Majesty's Inspectors, who will work to develop an 'inspection community' to share knowledge and experience regularly.

Ofsted will also seek to increase the number of inspection teams that contain at least one serving practitioner.

## **Inspection of outstanding schools and academies**

Many respondents said that they believed that outstanding schools and providers should be subject to regular inspection under the new Common Inspection Framework. Respondents also felt that the proposal for short inspections for good schools and providers should be extended to those judged outstanding.

Ofsted's inspection of schools is governed by legislation that currently exempts schools from routine inspection if they were judged outstanding at their last inspection. Any change of approach would require legislative change. As a result, Ofsted will not inspect outstanding schools routinely, but retains the power to inspect if performance drops or other concerns are raised.

## **Unannounced inspections**

Ofsted recently broadened the criteria used to decide whether an inspection of a school should be undertaken without notice. Although this was not part of the consultation, respondents commented on this issue. There was strong agreement that Ofsted should inspect without notice where safeguarding concerns exist. However, no overall consensus emerged about the routine use of unannounced inspection. Some argued that unannounced inspections would give inspectors a

clearer picture of what a school or provider was like on a day-to-day basis. Others said that unannounced inspections would make it difficult for schools and providers to have sufficient evidence in place for inspectors to consider before or during the inspection. Ofsted will continue with its current policy of giving a short period of notice of inspection and retain the right to inspect without notice in certain circumstances, such as where safeguarding concerns are raised. In early years, Ofsted will move towards aligning the notice of inspection period provided with schools, but retain the right to inspect without notice.

The consultation proposed that one of the areas looked at by inspectors would be the extent to which leaders and managers 'influence improvement in other local or national providers, and provision for children and families across their community and local economy, including by working directly with other providers and employers'. However, respondents questioned the feasibility of judging schools' and providers' influence over other providers as part of routine inspections. They also argued that this would not be appropriate for all providers. Ofsted has acknowledged that not all providers will have the opportunity or capacity to influence improvement in other local or national providers and will not include this criterion in the final Common Inspection Framework.

## **A focus on music in inspections**

Respondents supporting the Don't Stop the Music campaign said that Ofsted should include a specific focus on music as part of inspections and that no school should be judged good or outstanding if it is not at least good or outstanding in music. Whilst Ofsted will not focus disproportionately on an individual subject it will consider the breadth and balance of a provider's curriculum under the effectiveness of leadership and management judgement.

Ofsted will publish inspection handbooks for each remit in summer term 2015. The handbooks will set out the evaluation criteria for each remit and the specific ways in which the judgement will be made for each remit.



# The Home-School Agreement

It has been compulsory for schools to have Home-School Agreements since 1999, even though parents cannot be obliged to sign them.

When done in a spirit of partnership, using the document as the focus for an ongoing dialogue with parents can further develop a closer and more positive relationship between parents and school.

The HSA was never intended to be a once-only document, established and then never changed: schools should regularly review them in the light of changing needs and relationships. While there are no official recommendations as to how frequently a review is necessary, schools should try to look at it at least every other year so that a good relationship can be sustained and developed – and remember there are always new parents coming along.

## The review process

The review process is important and should be thought about carefully. How were parents consulted last time? Were all parents consulted or perhaps a group of parents? Did you appoint a working group of parents, governors and staff to produce a first draft? Or did you consult with the parent-teacher association committee or the parent council first? Should this process be repeated, developed or scrapped in favour of another method? Think carefully about the expectations which may now have been set up for a repeat of the same. This is a learning experience for both parents and the school and it pays to persevere even if previous consultations seemed a little barren – or were perhaps uncomfortable at times.

If you only consulted parents last time, you may wish to include the views of pupils and staff this time. Another thing to consider is if there are ways you could bring more parents into the process – for example, parents from ethnic minority communities may need translation or interpreting facilities. Schools could also take into account responses from the questionnaires sent to parents about their views of the school.

Did all parents sign last time? The review could consider how this could be improved on this time.

If the Agreement was sent by pupil post was this successful or is a meeting with parents required?

## The content of the Agreement

There is no legal prescription over what should be included in the HSA other than that it should cover the following broad categories:

- the standard of education
- the ethos of the school
- regular and punctual attendance
- discipline and behaviour
- homework
- the information schools and parents give to one another.

There is no reason why other items may not be added – perhaps in response to an issue causing concern – but it is better to not overload the document in case it becomes unworkable.

The wording of the HSA should be unambiguous and easily understood and the format easy to follow and understand.

## Using the Agreement

Part of the review should be to evaluate how effective the Agreement has been and how it has contributed to developing good home-school relations. Has it had a positive benefit or has it created tension with parents? If the latter, how could this be modified and avoided in the future? Is it being properly used by parents, teachers and pupils? The review could provide an opportunity for staff, parents and pupils to meet together to discuss what the Agreement means from their perspective. Where appropriate, schools could use the Agreement to develop individual or family targets.

Make your HSA work for your school. It is an opportunity for governors, not a threat. No Home-School Agreement is set in stone - it can always be improved. Even an excellent one will need to change as the school itself changes. But more importantly it should be renegotiated regularly – this is at the heart of a constructive home-school partnership.



### Reconstituting your governing body

It is important to consider carefully the size of your reconstituted governing body. Too big and it may be unwieldy but too small, like the minimum recommended size of 7 members, and it could be too onerous for those left on it. There are so many aspects of governance that are not immediately apparent when it is suggested that governing bodies should become more strategic. If a GB becomes too detached from the school, then it may be difficult to really know the school.

If you look at the governing jobs/duties/involvement that are necessary for effective governance then small governing bodies would have to have highly dedicated members.

If it were only committee meetings and full GB meetings, then it may be possible but to be a truly effective GB, you need:

- knowledgeable governors to chair the committees – a minimum of two committees,
- link governors for classes/curriculum areas/school improvement,
- a link governor for governor training,
- an SEN governor,

- a Health and Safety governor,
- governors who are skilled in analysing RAISEonline/FFT data,
- HT performance management committee.

On top of this, governors should be going to governor training sessions and where possible attend staff training sessions so they know what is being provided. Governors should also be going to school functions, prize days, concerts, school plays etc. They need to do this because data and facts won't give governors the real feel of a school.

A governing body needs people who are good on knowing the social side of a school. In the drive for a skills-based GB, we may lose the valuable link between dedicated parents and committed outsiders who mean so much to a school. Not all skills are quantifiable.

There is a lot to cover and when you have a good sized board, an individual's work load is do-able. Too small and you run the risk of putting off highly skilled governors because they would not have the time to devote to all these aspects which had previously been covered by fellow governors.

*Kathy Desmond, LGF Chair*

### Report on the NGA NW Regional meeting 11 March 2015

The first item on the agenda was a discussion on the DfE suggestion that Chairs should be paid. The general consensus of those present was that this should only happen in exceptional circumstances, such as when a new chair is installed when a school is placed in special measures or temporarily when two schools were amalgamating.

The meeting then heard from schools that had recently been inspected by Ofsted. Two major

priorities for inspectors were:

- How the school was promoting British Values;
- How the school was applying the disqualification by association regulations.

It was reported that by 2016 there will be a large increase in the amount schools will have to contribute to staff pensions. Governors need to take this into account when discussing future budget plans.

*Cynthia Carmichael, LGF Hon Secretary*

## Courses for summer term

### Termly Meeting for Chairs

**Wednesday 22 April 6.00pm to 8.00pm**

Ref: G15/21

**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

### Ofsted Inspections

**Wednesday 29 April 6.00pm to 8.00pm**

Ref: G15/22

or

**Thursday 30 April 10.00am to 12noon**

Ref: G15/23

**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

### The Governors' Role in Managing School Finances

**Tuesday 05 May 10.00am to 12noon**

Ref: G15/24

or

**Thursday 07 May 6.00pm to 8.00pm**

Ref: G15/25

**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

## Safer Recruitment

**Thursday 07 May 9.00am to 4.00pm**

Ref: G15/26

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

The School Staffing Regulations 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.

## 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.

**Tuesday 12 May 10.00am to 12noon**

Ref: G15/27

or

**Tuesday 12 May 6.00pm to 8.00pm**

Ref: G15/28

**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

## Termly Meeting for Clerks

**Thursday 14 May 10.00am to 12noon**

Ref: G15/29

**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



## Unit 1: The Role of the Chair

**Wednesday 13 May 9.30am to 3.30pm**

(Tea/Coffee available from 9.00am)

**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.

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

Unit 2 Effective Governance - Wednesday 04 November

Unit 3 School Improvement - Wednesday 10 February 2016

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 register visit: [www.gnnw.org.uk](http://www.gnnw.org.uk)**



## Safeguarding

**Wednesday 20 May 1.00pm to 3.00pm**

Ref: G15/30

or

**Wednesday 20 May 6.00pm to 8.00pm**

Ref: G15/31

**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 01 June 6.00pm to 8.00pm**

Ref: G15/32

and

**Monday 08 June 6.00pm to 8.00pm**

Ref: G15/33

**OR**

**a one day session on: Monday 29 June 9.30am to 2.45pm**

Ref: G15/40

**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

## Pupil Exclusions

**Tuesday 16 June 6.30pm to 8.30pm**

Ref: G15/34

or

**Friday 19 June 10.00am to 12noon**

Ref: G15/35

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

The course will cover:

- Procedures under the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The role of the Governing Body
- Governing Body panel hearings
- The role of Independent Review Panel

Presenter: Terry Brown, School Governor Services

## School Food and Nutritional Standards

**Monday 22 June 10.00am to 12noon**

Ref: G15/36

or

**Monday 22 June 6.30pm to 8.30pm**

Ref: G15/37

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

The session will cover:

- The school food plan- what this means for schools
- New school food standards
- Capital Funding
- Universal Infant free school meals
- Options for trading – school meals

Presenter: Bernie Lee, Healthy Eating Officer

## SEN

**Thursday 25 June 10.00am to 12noon**

Ref: G15/38

or

**Thursday 25 June 6.00pm to 8.00pm**

Ref: G15/39

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

The session will cover:

- Statutory responsibilities of governing bodies within the 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

## Booking information

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

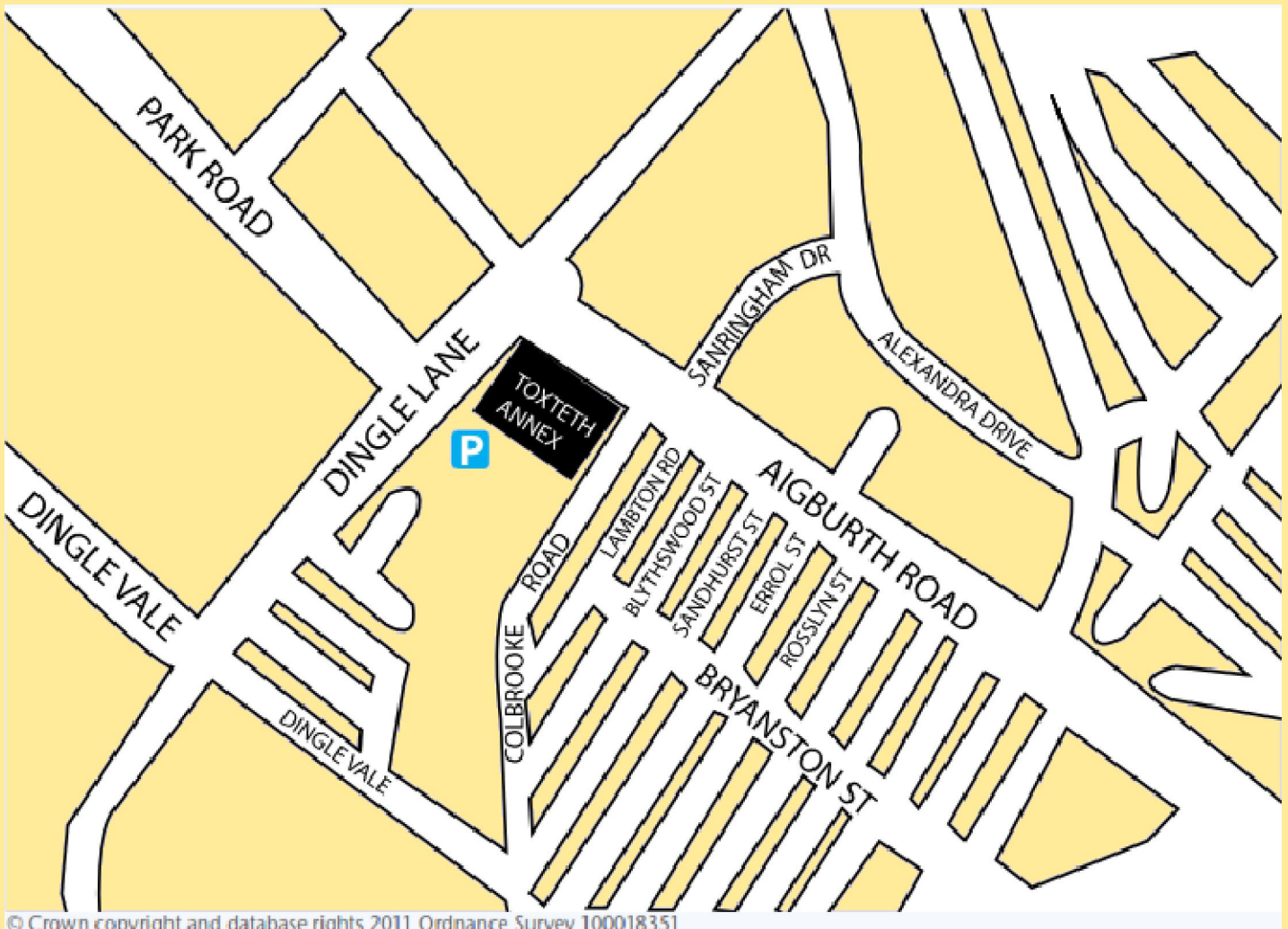
In addition to governors, bookings from school staff are welcomed.

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.



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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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**Please contact Jean Worrall if you would prefer a  
pdf version of Governors' News to be emailed to you**