Governor Training, Performance, Development Policy and Plan (including Guidelines for Induction of New Governors and Governors Induction Programme) (Extract from Governors Handbook 2018-2019)

**Aim**

At Chalk Ridge Primary School we aim to ensure that the Full Governing Body reviews its performance and plans training and development to improve its performance to ensure the needs of individual governors and governing body are met.

**Objectives**

To provide governors with the skill to support the headteacher and staff in ensuring that the school is running efficiently and produces the best quality education for the pupils.

**Implementation**

To meet this aim the governing body will:

* Appoint a training and development governor.
* Undertake self evaluation and self grading based on HCC Governors Self Evaluation Pack
* Have training on the agenda of all full governing body meetings
* Ensure the funding provided for governor training is fully utilised, and provide further financial support, if required to meet the training needs of its governors
* Take up any action points when identified through training, aimed at improving the governing body's performance, and monitor its effectiveness
* Continue with a whole governing body training session once a year

To achieve this aim all governors will:

* Complete governors self evaluation.
* Attend the induction course for new governors within six months of commencing their term of office.
* Attend all other courses relevant to the committees they are serving on within the first year of joining that committee.
* Attend courses relevant to any specialist role they may be involved in, i.e. special educational needs, finance, training liaison, chair, clerk, health & safety etc. within one year of taking on that role.
* Prepare a brief report on all training sessions attended. The report should identify and action points that the governing body may implement to improve its effectiveness and its performance in meeting with the above aim.
* Share course papers with colleagues.
* Attend the whole governing body training session.

To meet these aims the training and development governor will:

* Lead the FGB self evaluation
* Undertake a school-based induction with all new governors. This should be based on the school based induction guidelines for new governors.
* Allocate a mentor to each new Governor
* Keep relevant resource materials to support the governing body's training function.
* Actively promote training within the governing body.
* Keep accurate records of the attendance at training events for all the governors.
* Undertake periodic training needs analysis.
* Produce a Development Plan (including Training Needs) for the whole governing body and individual governors , contributed to by each Committee, including whole governor training sessions.
* Ensure the termly training programme and other training information is distributed to governors as quickly as possible.
* Maintain a skills register of current Governors for those who wish to contribute to it.

To review and book Hampshire Governor Training available via the internet:

<http://www3.hants.gov.uk/education/governors/governors-training.htm>

Governing Body Annual Training, Performance and Development Plan

Governing Body Training and Development needs will arise due to a variety of reasons e.g. New Governors joining / annual individual and FGB Self Evaluation / School Improvement Plan initiatives / changed roles / named or individual Governors area of interest / legislative changes / DfES initiatives / HCC initiatives etc... Similarly development needs may be satisfied in a variety of ways e.g. by a Mentor / HCC Governor Training / School Visit / Visit to different schools / Working Groups / attendance at other Committees or meetings / Whole Governing Body Training etc... Skills Self Evaluation, Skills Matrix and Training Matrix managed by the Training and Development Governor aims to capture governors performance and development needs, these are regularly reviewed by the FGB and Committees.

Guidelines for the Induction of New Governors

**Aim:**

At Chalk Ridge Primary School we aim to give our new governors a school based induction package and access to Hampshire County Governor training to help them become more understanding of the work required as a school governor.

**Objectives:**

* To enable new and experienced governors to work together.
* Support the learning of a new governor with the help of a 'Mentor'.
* To build and to develop their understanding of the governing body.

**Implementation:**

After a new governor accepts the governorship of the school they will be issued with the following documentation and a school based induction arranged.

They will then be assigned a governor "mentor" by the Training Liaison Governor and will be asked to attend the HCC induction course for new governors.

**List of documentation for new governors:**

* Access to a copy of ’DFe Governance Handbook’

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/582868/Governance\_Handbook\_-\_January\_2017.pdf

* Up to date minutes for the current school year
* School Prospectus (see school website)
* Copy of the diary dates in school – see school website and newsletters
* School Development Plan
* Access to list of training courses available at
* Checklist – Getting to Know Our School

**The Governing Body Handbook which contains:**

* Organisation of the Governing Body
* List of the membership of the governing body
* List of committee membership and named governors
* Governors roles and responsibilities
* Governors decision planner
* List of committees with terms of reference for each committee
* Linking the budget to our school development plan
* Annual cycle of tasks and responsibilities
* Governor visits protocol and visit report form
* Sources of yseful information (including web sites)
* Schedule of full governor and committee meetings
* Financial management roles and responsibilities
* List of abbreviations used in governor meetings

**New Governors Induction Training**

The following Hampshire Governors training courses are recommended as the minimum requirement for new Governors in their first year.

**1. Induction for new Governors - ESSENTIAL FOR ALL**

An overview of the roles and principle areas of responsibility, including getting to know your school; governors meetings; sources of information and support; the paperwork; personnel and finance; together with an introduction to your LA.

**2. One of the following, depending on Committee Membership**

**Understanding the Curriculum**

This course, will cover governors responsibilities for the curriculum and good practice in discharging them.

**Understanding Finance in Schools - Level 1**

Presentation & group work will cover budget calculations, monitoring and development planning.

**Personnel Issues**

The course will cover the responsibilities of governing bodies for employment matters & decisions, and will examine a range of personnel issues through case studies.

**3. Parents as Governors ESSENTIAL FOR ALL PARENT GOVERNORS**

This course explores the nature of the role of parent governors using discussion, group work & case studies.

**4. School Staff as Governors ESSENTIAL FOR ALL STAFF GOVERNORS**

The session will cover: being an elected governor; conflicts of loyalty; responsibilities & confidentiality; reporting to members of staff. etc

Governors are encouraged to go on any other courses outlined in the Governor Training Programme **in addition** to those above.

To review and book Hampshire Governor Training available via the internet:

<http://www3.hants.gov.uk/education/governors/governors-training.htm>

## Governors Induction Programme

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of becoming a Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Person Responsible** | **Aims** | **Date completed** |
| Introduction to Chalk Ridge Primary School (as soon as possible and before the first Full Governing Body meeting) | Head / Training & Development Gov / Chair of Governors | General familiarisation of school and its organisation  Overview of Governors Handbook  Checklist - Getting to know our school over the next 12 months |  |
| First Full Governing Body Meeting | Chair | Welcome to new governor  Meet the other Governors  An opportunity to observe the meeting  An opportunity after the meeting to talk to the Chair and Head about any questions or issues arising from the meeting. |  |
| Meeting with Training Development Governor (TDG) | TDG to arrange after first full governing body meeting | Explain training policy and procedures  Agree a training plan  Answer any questions relating to the material in the Governors Handbook |  |
| Getting to know our school | Mentor | Ongoing advice and guidance on how to develop an understanding of our school  Ongoing advice and guidance for 1st year HCC Governor Induction training |  |

**General comments about induction process** (please continue on the back if necessary)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Getting to know our school**

|  |  |
| --- | --- |
| A Size of the school | I know |
| · Is the school full?  · How many registered pupils are there at present?  · Are numbers rising or falling?  · What is the school's "standard number"? |  |
| B Curriculum | I know |
| · What is the governing body's statement of aims of the curriculum?  · How is the national curriculum covered?  · What proportion of time is spent on the various subjects?  · How far does the curriculum extend beyond the national curriculum?  · What are the arrangements for personal or social education?  · What is the governing body's policy on sex education?  · What does its statement on this say?  · How does the school provide for special education needs?  · What are the arrangements for assemblies?  · What is done by way of trips and visits during school hours?  · How many pupils learn a musical instrument?  · What are the results of the national curriculum assessment?  · What is the school's approach towards teaching pupils of different abilities and aptitudes?  · What does the school do to secure equal opportunities? |  |
| C Extra-curricular activities | I know |
| · What happens during the midday break?  · How are pupils supervised?  · What are the catering and eating arrangements?  · What clubs and similar voluntary activities are there at midday and after school?  · How are they organised?  · What sports activities are there outside of school hours?  · How are they organised?  · What trips are there outside of school hours?  · How are they organised?  · Are there school plays/concerts/gym and dance displays etc?  · How long is the school day and how is it made up? |  |
| D Resources | I know |
| · How does the Governing Body determine the allocation of the school budget-or those parts for which it is responsible?  · How does the governing body assure itself that the school's resources are used efficiently?  · In what, if any, respects are resources inadequate?  · What is the governor's charging policy?  · What is the governing body's policy on supplementing the resources available from the LA, Secretary of State or funding authority e.g. by obtaining income from letting or fundraising? |  |
| E Staffing | I know |
| · What is the current complement of teaching and non-teaching staff, full time and part time?  · Are there vacancies?  · What is the age structure, gender balance, ethnic composition and length of service pattern of the staff?  · How high is staff turnover?  · What is the salary structure?  · How does the governing body use its discretion on pay?  · What are the governing body's staffing responsibilities?  · What are the arrangements for discharging them, particularly on staff promotion, selection, pay, discipline, grievance and dismissal?  · What is the school's management structure?  · How is supply cover managed?  · What are the staff appraisal arrangements?  · What are the INSET arrangements?  · Which member of staff does what?  · What services are provided by outside contractors? |  |
| F Strategic/Improvement Plan | I know |
| · Is there a school improvement plan?  · How is the plan prepared, approved and revised?  · How does the plan feed into the governing body's work? |  |
| G Premises | I know |
| · Are the premises adequate for the purposes of the school?  · Is there too little space in any respect or more than is strictly needed?  · Is the layout functional?  · Would it be practical to improve it?  · Is the condition of the buildings, services, PE facilities and the playground acceptable?  · What about the standard of decoration, vandalism, graffiti?  · Is the building visitor friendly?  · Is it adequately signposted?  · What use of the premises is made of the premises otherwise than for school purposes?  · Under what arrangements?  · Are the cleaning arrangements satisfactory?  · Does the school have and carry out an energy efficiency policy?  · Are the premises accessible to the disabled? |  |
| H Welfare and Discipline | I know |
| · What is the pupil attendance record?  · What are the arrangements for securing good pupil attendance?  · What are the pupil welfare arrangements, generally and for pupils with special educational needs?  · How many pupil exclusions are there annually and for what periods?  · How many pupils are entitled to, and how many receive, free school meals?  · Is there a written policy or code on pupil behaviour and discipline?  · Has the governing body laid down principles on discipline?  · How effectively are good standards of behaviour secured, e.g. in relation to disruption, bullying, and racial and sexual harassment?  · What are the arrangements if child abuse is suspected?  · How is compliance with the law on health and safety of staff and pupils ensured? |  |
| J Admissions | I know |
| · What are the school's admission arrangements?  · Is the school over or under subscribed?  · Where do pupils live?  · Most locally?  · What is the broad ethnic composition of the pupils?  · What are the arrangements for liaison with receiving/feeder schools?  · How are pupils familiarised with the school?  · What are the arrangements for showing the school to the parents of prospective pupils?  · Is there a school uniform?  · Was it agreed with the governing body, the staff and the parents?  · Is it proving practical to enforce? |  |
| K Parents | I know |
| · How does the school communicate with parents?  · In what languages?  · Is there a parents' newsletter?  · How often does it come out?  · What are the arrangements for reporting on pupil progress?  · Is there a parent/teacher association (PTA)?  · What does it do?  · Who attends its meetings?  · Are there informal parents evenings or similar events?  · How do parents get to see the headteacher or class teacher?  · On what basis are parents allowed into school during school hours?  · May they and do they take part in school activities?  · What is the scheme of access to pupil records approved by the governors? |  |
| L Links with the community | I know |
| · What links are there with local firms?  · What community or charitable work do the pupils do?  · What are the relations with the local police?  · How does the school conduct its relations with the media? |  |
| M The School's Performance | I know |
| · When was the school last inspected and by whom?  · What were the Inspectors main findings?  · What action was taken in response?  · When is the school next due/likely to be inspected under the national inspection scheme? |  |
| N Primary schools | I know |
| · Is there a nursery class?  · How large is it?  · How large are the classes?  · How far do the teachers specialise?  · Which teachers are responsible for the various subjects of the National Curriculum?  · How much time do the teachers have for non-teaching duties during school hours?  · How many children go to which junior school? |  |