**Development and Training Role Profile**

Hampshire Governor Services sees the role of the Development and Training Governor (DTG) as pivotal to the effective development of the governing body and its ability to impact positively on the school and its pupils.

DTGs can support their governing body by:

* attending training to support them in their role as DTG;
* creating a training culture;
* instilling a commitment to governance training and lifelong learning;
* championing the on going development of the governing body; and,
* knowing what training and support is available for governors and advising them accordingly on how to meet their development needs.

The skills and attributes DTGs need are:

* being willing to lead by example;
* having good communication skills;
* being well organised; and,
* enthusiasm and having a commitment to on-going development.

The duties expected of the DTG are to:

* maintain and update as necessary the Governors’ Training Policy (or those elements of the GB’s governors manual relating to governor training);
* ensure that the in-house induction procedures for new governors are carried out promptly for all new governors, and the procedures are reviewed on an annual basis:
* maintain a skills and training audit of all governors and liaise with the chair as required so that:
  + the work of the governing body is appropriately allocated to suitably skilled individuals if available;
  + all governors undergo training relevant to their role on the governing body;
  + skills gaps are swiftly identified and filled through either, recruiting new governors, or getting current governors to attend relevant training;
  + all governors have an individual training plan, relevant to their role/s on the governing body to keep their knowledge up to date;
* actively promote governor training and assist with on-line bookings, if required;
* ensure that governors provide feedback from any training undertaken so that the training has a positive impact on the effectiveness of the governing body;
* report on training activities during governing body meetings;
* keep records of governors’ attendance at training events (available on-line via the Governor Services’ website).
* annually review training costs and the decision to subscribe to advice, support and training (available through Hampshire Governor Services).

**Example Governor Training Policy**

**Principle**

We recognise that in order to ensure that the governing body can fulfil its core functions properly governors must be aware of their collective and individual responsibilities and be competent to carry them out. We believe that in order to ensure this happens it is essential governors attend appropriate training. The purpose of this policy is to provide a structured approach to this training.

**Aim**

To provide governors with the skills, knowledge and understanding required to support and challenge the Headteacher and staff to ensure that the school is run efficiently and achieves its aims and meet its statutory obligations. Our governing body believes it is crucial that all governors have access to an experienced governor (the Development and Training Governor) who can help them develop their knowledge and skills.

**Procedures**

The governing body will:

* appoint a Development and Training Governor (DTG);
* have training as an agenda item on the agenda of all its meetings;
* ensure that funding is set aside in the budget to meet the training needs of all its governors;
* have at least one whole governing body training session every year; and,
* be represented, where appropriate, in school-based training (INSET days).

Individual governors will:

* complete a skills audit on joining the governing body and update it annually;
* attend the `Induction for New Governors' course (run by Hampshire Governor Services) within six months of commencing their term of office;
* participate in the governing body’s in-house induction programme;
* attend courses relevant to committees they are on within one year of joining;
* attend courses relevant to specific roles they may hold within one year of taking them on;
* attend at least one training or briefing session per academic year;
* provide feedback to the governing body on training they have attended, highlighting any actions required by the board or school: and,
* attend whole governing body training sessions.

**Example Induction policy**

The governing body and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The time put into doing this is seen as an investment leading to more effective governance and the retention of new governors.

**Purpose**

* To welcome new governors to the governing body and enable them to meet other members.
* To encourage new governors to visit the school to experience its atmosphere and understand its ethos.
* To meet the Headteacher, staff and children.
* To explain the partnership between the Headteacher, school and governing body.
* To provide information on the role and responsibilities of governors.
* To give background material on the school and any current issues it may have.
* To allow new governors to ask questions about their role and/or the school.
* To explain how the governing body and its committees work.
* To enable new governors to join the committee(s) of their choice

New governors will:

* be welcomed to the governing body by the Chair;
* be invited by the Headteacher to visit the school;
* have the opportunity to tour the school and meet staff and children;
* receive an informal briefing on the performance of the school from the Headteacher:
* have the opportunity to meet with an existing governor who will then act as their mentor;
* meet with their mentor before their first full governing body meeting to go through the agenda and paperwork and be accompanied to the meeting, if required; and,
* have the opportunity to review their first meeting with their mentor.

New governors will receive or be provided with links to:

* the Department for Education’s ‘Governors’ Handbook’;
* the school’s “Guidelines for Governors” or code of conduct;
* the School Improvement Plan;
* the governing body monitoring plan;
* the school prospectus, if available;
* the Local Authority’s governor training programme;
* details of the governing body committees including their terms of reference;
* dates and times for future governors’ meetings, including committees;
* details of how to contact the other governors on the board;
* details of how to contact the school, including its e-mail address;
* recent school newsletters;
* the latest Ofsted report and action plan;
* the most recent Data Dashboard;
* policy documents relevant to committee membership; and,
* the governors’ school visits policy.

**New governor checklist** *(Governor please sign once actioned)*

Welcomed to the governing body by the Chair ( )

Invited by the Headteacher to visit the school ( )

Toured the school and met staff and children ( )

Received an informal briefing on the school from the Headteacher ( )

Met informally with an existing (mentor) governor ( )

Reviewed first meeting with the mentor ( )

**Have you received or been provided with links to:**

The DfE ‘Governors’ Handbook’ ( )

School’s “Guidelines for Governors” ( )

School prospectus ( )

Local Authority’s governor training and development programme ( )

Details of the governing body committees, and their terms of reference ( )

Dates for future governors’ meetings including committees ( )

Details of how to contact the other governors ( )

Details of how to contact the school, including the e-mail addresses ( )

Calendar of school events ( )

School newsletters ( )

School Improvement Plan ( )

Latest Ofsted report and action plan ( )

Policy documents relevant to committee membership ( )

Performance and evaluation policy ( )

School visits policy ( )

**Has Headteacher covered:**

Background to the school ( )

Current issues facing the school ( )

Visiting the school ( )

Relationship between the Headteacher and governing body ( )

**Name:**

(Print FULL name of governor)

**Signed:**

**Date:**

Please retain original signed copy for your own records and forward a copy to the DTG.