



North

Yorkshire County Council



The Education & Skills Induction and Development Framework

- for school governors and clerks to governing bodies
in North Yorkshire

Welcome to the Induction and Development Framework for school governors and clerks to governing bodies in North Yorkshire.

‘Governing Bodies are the Key Strategic Decision Makers in every school’

Lord Nash, Parliamentary Under Secretary of State for Schools, emphasises the significance of Governors’ roles;

“I have no doubt that governing bodies are the key strategic decision makers in every school. They are also a key part of the overall system for school accountability. Governing bodies have a vital role to play in driving up school and pupil performance and ensuring every child receives the best possible education.

The education system is changing rapidly and school governance needs to change too to play its part. My ambition is that every school has a dynamic governing body. That means one that understands its responsibilities and is focused tightly on its core strategic functions. One that is no bigger than it needs to be with all governors actively contributing relevant skills and experience and that operates efficiently and effectively through appropriate structures and procedures. The government’s role is to put in place the framework to enable this to happen. Our reforms set high expectations, based on the principles of accountability and transparency....

I want to see even greater focus on the effectiveness and impact of governing bodies in raising standards of education.

I want all governing bodies to feel empowered to provide strong strategic leadership and to hold their school leaders to account.” - taken from the Governors Handbook.

Governing Bodies’ Core Functions

We have high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. This is reflected in the law, which states that the purpose of maintained school governing bodies is to *‘conduct the school with a view to promoting high standards of educational achievement at the school’*.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a) Ensuring clarity of vision, ethos and strategic direction;**
- b) Holding the head teacher to account for the educational performances of the school and its pupils; and**
- c) Overseeing the financial performance of the school and making sure its money is well spent.**

It is a demanding role. Evidence suggests that those that deliver it well do so by:

- Understanding their strategic role – building a productive and supportive relationship with the head teacher while holding them to account for school performance and taking hard strategic decisions in the light of objective data;
- Ensuring governors have the necessary skills and commitment, including to challenge the school to bring about improvement and hold leaders to account for performance;
- Appointing an effective chair to lead and manage the governing body;
- Appointing a high quality clerk to advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively;
- Evaluating their performance regularly in the light of Ofsted expectations and other good practice; and
- Making changes as necessary to improve their effectiveness.

Effective governing bodies also think carefully about how they are organised. This includes thinking about whether and how to use their powers to delegate functions and decisions to committees or individual governors. It is the overall governing body, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. We expect every governing body to focus strongly on its core functions and to retain oversight of them.

For further guidance please see Ofsted Subsidiary Guidance for Inspections, or contact nyassist@northyorks.gov.uk .

The Induction and Development Framework

We are proud to present the Education & Skills Service's North Yorkshire Framework for School Governors and Clerks to Governing Bodies. This has been developed to communicate training and refresher training available across North Yorkshire for:

- New governors;
- Specialist roles; and
- Whole governing bodies.

The elements within the Framework can be accessed through open courses, and as bespoke advice & support events. Advice & Support is available as 3 hour and whole day bespoke events, inclusive of the post-event evaluative report.

Details of individual parts of the Framework with costs specific to a school can be downloaded from <http://smartsolutions.northyorks.gov.uk>.

We recommend that to maximise the benefits from the Framework in the year ahead, it may be helpful for governing bodies to discuss the annual training programme at a full governing body meeting and make decisions as to which governor will attend the various courses on offer. The courses can then all be booked by the school's administrator at the same time.

It is very important that Governing Bodies plan their training and book the courses well in advance of the date. We never plan to cancel any courses but as we have to use resources very carefully if we do not get enough governors booking on the course this may happen.

Please help us by booking on to a course as early as possible as we need to make a decision about running a course or not in time to avoid venue cancellation fees. Finally, we rely on you to make us aware of the needs that the current programme is not meeting. Please let us know if you identify any areas we have not covered or any items for future development.

Twenty key questions for a school governing body to ask itself

Right skills: Do we have the right skills on the governing body?

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

Effectiveness: Are we as effective as we could be?

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?

Strategy: Does the school have a clear vision?

9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

Accountability of the executive: Do we hold the school leaders to account?

11. Do we understand the school's performance data well enough to properly hold school leaders to account?
12. How effective is our performance management of the head teacher?
13. Are our financial management systems robust and do we ensure best value for money?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

14. How do we listen to and understand our pupils, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

Role of chair: Does our chair show strong and effective leadership?

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in good succession planning?
19. Are the chair and committee chairs re-elected each year?

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

Published on the 9th July 2012 at the Summer Reception of the All-Party Parliamentary Group on Education Governance & Leadership

My Training Needs

As part of a governing body you may have been asked to complete a "Skills Audit". This will have enabled your governing body to identify the strengths and weaknesses of the full governing body and may have helped you to identify some areas which you would like to explore further.

The following questionnaire may help you to further identify some areas for your personal training:

Questions	Your notes
• What are my current areas of responsibility as a governor? (E.g. committees, Numeracy Governor etc.)	
• What specialist skills do I bring to these roles?	
• To what extent have I received recent training to carry out these roles (attended courses/meetings/training at school etc. within last two years)?	
• What skills, knowledge or understanding would help me further improve my effectiveness?	
• In what areas of Governance would I like to become more involved?	
• What specialist skills would I bring to this role?	
• What new skills, knowledge or understanding would help me carry this out effectively?	

You may wish to discuss this with your Chair of Governors or other governors to plan the training for the whole governing body.

Personal Training Needs

My own identification of training and developmental needs

Once you have completed the questionnaire for yourself you now need to consider the needs of your governing body and yourself.

Our Governing Bodies strengths are:

- 1.....
- 2.....
- 3.....

Our Governing Body needs training and development in the following areas:

- 1.....
- 2.....
- 3.....

My strengths as a Governor are:

- 1.....
- 2.....
- 3.....

I need further training and development in:

- 1.....
- 2.....
- 3.....

FRAMEWORK FOR SUPPORTING SCHOOL GOVERNORS

School Governing Boards are responsible for: Ensuring the clarity of vision and strategic direction; holding the headteacher to account for the performance of the school and its pupils, overseeing the financial performance of the school.

In order to be effective governing boards need: the right people in post; induction and development of governors; effective chairing; professional clerking; relationships built on trust; a deep understanding of their school and how pupils perform; the courage to challenge and take bold decisions in the interests of pupils.

Below is a summary of **training and networking opportunities** we provide to help individual governors and governing boards grow, develop and be effective.

Induction, Development and Networking for All Governors	<i>Introduction to Governance</i> (training)	Governor School Improvement Network Meetings (offered termly in five different locations)	Secondary Governors' Conference (summer term)
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Training for Getting to Grips with Specific Roles and Responsibilities	<i>Chairing the Governing Body</i>	<i>Headteacher Appraisal</i> (Performance Management)	<i>Dealing with Complaints</i>	<i>Monitoring in Practice</i> , including the role of link governors
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Bespoke Training Examples (through submission of a request through Smart Solutions)	<i>SEN</i> <i>Inclusion</i> <i>Pupil Premium</i> (through E&S)	<i>Succession Planning</i> (through E&S)	<i>Health & Wellbeing</i> <i>E-safety</i> (through E&S)	<i>Data</i> <i>Ofsted Framework</i> <i>Preparing for Ofsted</i> (through E&S)
	<i>Safeguarding</i> (available through the Safeguarding Service)	<i>Finance</i> (available through FMS)	<i>Recruitment</i> (available through HR)	<i>Hearings and Appeals Panels</i> (available through HR)

Support for Clerks	<i>Introduction to Clerking</i>	Clerks Forums (termly)
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Support with Self Evaluation and Planning for Improvement	Health Checks for Governing Boards (done in collaboration with the chair, headteacher and clerk)	Governance Reviews (done in collaboration with the governing board, including support with writing an action plan)
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Changes to the Curriculum

For English and Literacy Strategy - we have a range of guidance and training to support schools and governors to keep up to date on key aspects of teaching and learning and the curriculum changes coming in to force in September.

We are currently producing guidelines for spelling, reading and writing in the new curriculum which will be issued to schools in the next few weeks

For further information please contact: Pauline Erwin on Pauline.Erwin@northyorks.gov.uk

For Mathematics and Numeracy Strategy – we have a range of guidance and training to support schools and governors to keep up to date on key aspects of teaching and learning and the curriculum changes coming in to force in September.

We have produced guidelines for implementing the new curriculum – primary mathematics – and progression guidance on key aspects of mathematics, e.g. written calculations and progression in algebra for KS3 & 4. We are currently working on guidelines for progression in mental mathematics.

For further information please contact: Sandie Blakesley on Sandie.Blakesley@northyorks.gov.uk

Frequently asked questions about primary mathematics

<http://cyps.northyorks.gov.uk/index.aspx?articleid=28455>

Implementing the new curriculum

<http://cyps.northyorks.gov.uk/index.aspx?keyword=mathematics&returnarticleid=16630&articleaction=newsearch&articleid=14496>

Clerk to the Governing Body

Good Clerking is a major contributing factor to effective governance and therefore school improvement.

Every governing body (GB) is legally required to appoint a clerk to governor.

The Clerk is someone who:

- Has excellent administrative skills to support the governing body and its committees
- Manage information effectively in accordance with legal requirements.
- Can advise the governing body on constitutional and procedural matters

Clerks Forums

To help clerks fulfil their role effectively, training and regular briefing sessions are arranged during working hours. It is imperative that clerks attend these sessions in order that they are up to date with the changes in education and governance.

These sessions are led by the Clerking Service Manager and a member of the LA Governor Support Service.

Clerk to Governing Bodies – Induction for new clerks or refresher for experienced clerks

This one day course will give an overview of how the Governing Body operates and the crucial role of the Clerk to Governor and enable them to have a clear view of their role and develop good practice.

One to one sessions are available on request. Please contact Chrissy Richardson, Clerking Service Manager on Chrissy.richardson@northyorks.gov.uk

If you would like further information about the Education & Skills Induction and Development Framework for school governors and clerks to governing bodies in North Yorkshire, please contact nyassist@northyorks.gov.uk . To view course details and request advice & support please go to <http://smartsolutions.northyorks.gov.uk> .