

National Training Programme for New Governors. Introductory module

Intended learning outcomes for the module

After completing this module, participants should be better able to:

- explain the characteristics of effective governors
- define the local and national context within which schools operate
- explain the purpose and key roles of governing bodies
- identify the support available for individual governors and governing bodies and
- should be better prepared to participate in the Training Programme for New Governors.

Outline and suggested timings

| Activity number | Activity title | Approx time |
|------------------------|---|--------------------|
| 0.1 | Cracking the Code | During arrival |
| 0.2 | Introductions | 20 mins |
| 0.3 | Getting to know the education system | 20 mins |
| 0.4 | Types of governors and categories of school | 15 mins |
| 0.5 | Purpose and roles of governing bodies | 15 mins |
| 0.6 | What do governing bodies do? | 25 mins |
| 0.7 | What next? | 15 mins |
| 0.8 | Review, reflection and evaluation | 10mins |

Introductory module. Activity 0.1. Cracking the code

Learning outcomes. For participants to:

- feel more confident about the jargon associated with education

Overall length

- Variable –leave on tables for participants to complete as they arrive

Resources required

- Handout 1

Key notes for trainers

- Encourage participants to work in twos and threes to complete the task

Introductory module. Handout 1.

Cracking the code

Every job has its own jargon and acronyms, and education is no exception. It makes communication quicker and easier for those in the know, but it can be intimidating to newcomers.

What, for example, do you make of this?

The HT reported to the GB that HMI were coming to look at ICT and EAL at KS1 and KS2 after the INSET day. The HMI will report back to the SMT and the SENCO. We are very pleased that our DHT has registered for NPQH.

On the next INSET day, staff will be looking at the SIP and the induction of NQTs and TAs. At the next Finance Committee meeting, governors need to consider our PTR and the rise in FSM.

Try to spell out each of the abbreviations means. For any that you don't know or can't guess, where would you look to find out what they mean?

| | | | |
|-----------|--|-------|--|
| HT | | SENCO | |
| GB | | DHT | |
| HMI | | NPQH | |
| ICT | | SIP | |
| EAL | | NQT | |
| KS1 / KS2 | | TA | |
| INSET | | PTR | |
| SMT | | FSM | |

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Introductory module. Activity 0.2. Introductions

Learning outcomes. For participants to:

- make introductions
- understand the purpose of the session
- become more confident about the terminology associated with governance

Overall length

- 20 minutes

Resources required

- Slides 1-6
- Cribsheet 1
- NGC Trigger Pack for New Governors
- A Guide to the Law for School Governors

Key notes for trainers

- One of the key messages to impart is that they don't have to be experts in education to be effective as governors. Time, energy and commitment are essential.
- It would be useful to highlight the potential for confusion over SIP- school improvement plan and SIP- school improvement partner.

Introductory module. Activity 0.2. Task 1

- Use slide 1 whilst introducing your self and dealing with the domestics.
- Slide 2 outlines the learning outcomes for this activity and slide 3 the objectives for the session.

● ● ● |

Becoming a governor

An introductory workshop
for new governors
2005

education and skills

● ● ● | **Activity 0.2. Learning outcomes**

- make introductions
- understand the purpose of the session
- become more confident about the terminology associated with governance

education and skills

● ● ● | **Objectives**

After completing this module, participants should be better able to:

- explain the characteristics of effective governors
- define the local and national context within which schools operate
- explain the purpose and key roles of governing bodies
- identify the support available for individual governors and governing bodies

and should be better prepared to participate in the Training Programme for New Governors.

education and skills

● ● ● | **Introductions**

- Who am I?
- Why have I become a governor?
- What I am most looking forward to?
- What do I most want from this session?

education and skills

- Slide 4 provides a framework for participant introductions. Flipchart the expectations to return to at the end of the session. If there's anything that you won't be able to address during the session make it clear how you will follow up.
- Use slides 5 and 6 to expand on their reasons for becoming governors.

● ● ● | **An effective governor (1)**

- cares about improving children's achievement
- wants to contribute to the local community
- wants to work as part of a team and can value the contributions of different people
- stands by collective decisions even if s/he held a different point of view
- asks questions in a constructive not a confrontational manner.

education and skills

● ● ● | **An effective governor (2)**

- promotes the school in the wider community
- shares his/her knowledge, experience and skills for the benefit of the school as a whole
- keeps up to date with developments in education
- attends relevant training
- is enthusiastic and committed.

education and skills

- Give them cribsheet 1 and let them have a few minutes to check the answers. Reassure them that it was made up for this activity and they are unlikely to be faced with anything like this in reality. Show them the jargon buster in the Trigger Pack for New Governors and anything similar that you have produced.

Introductory module. Cribsheet 1

Cracking the code

| Abbr. | Full | Notes |
|-------|--|---|
| DHT | Deputy Headteacher | Some schools have Assistant Headteachers. |
| EAL | English as an Additional Language | The former term was ESL – English as a Second Language |
| FSM | Free School Meals | Used as a proxy indicator for levels of poverty. |
| GB | Governing Body | |
| HMI | Her Majesty's Inspector | A representative of the independent body that monitors standards. |
| HT | Headteacher | |
| ICT | Information and Communications Technology | A National Curriculum subject where pupils learn to use computers/internet based resources to support their learning. |
| INSET | In-Service Education and Training | Usually refers to a training session in school or elsewhere. Just one aspect of Continuing Professional Development (CPD) |
| KS1 | Key Stage One | Pupils in Years 1 and 2 (5-7 year olds). |
| KS2 | Key Stage Two | Pupils in Years 3, 4, 5 and 6 (7-11 year olds) |
| NPQH | National Professional Qualification for Headship | A national programme to prepare people for headship. |
| NQT | Newly Qualified Teachers | Teachers in their first year of teaching |
| PTR | Pupil Teacher Ratio | The number of teachers to pupils, for example 1: 24. It may include teachers without class/subject responsibilities such as the Headteacher |
| SIP | School Improvement Plan | A key document outlining the plans for the school, often covering 3 years |
| SENCO | Special Educational Needs Co-ordinator | The person with overall responsibility for ensuring SEN issues are addressed. May be a Head of Department in a secondary school or the Headteacher in a small school. |
| SMT | Senior Management Team | Headteacher, deputy (or deputies) and other senior staff who provide leadership for the school. Sometimes called the Leadership Team. |
| TA | Teaching Assistant | Employees of the school who work alongside teachers. May also be called Classroom Assistants. TA may also be used to refer to Teacher Assessment – assessment of the work of each pupil carried out over the year |

Governors who need to know the meaning of a term can refer to:

- the glossary in the NGC Trigger Pack
 - the glossary in the DfES Guide to the Law
- ... or ask someone who knows.

Contributed by Newham Governor Services

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Introductory module. Activity 0.3 Getting to know the education system

Learning outcomes. For participants to:

- Gain an overview of the education system

Overall length

- 20 minutes

Resources required

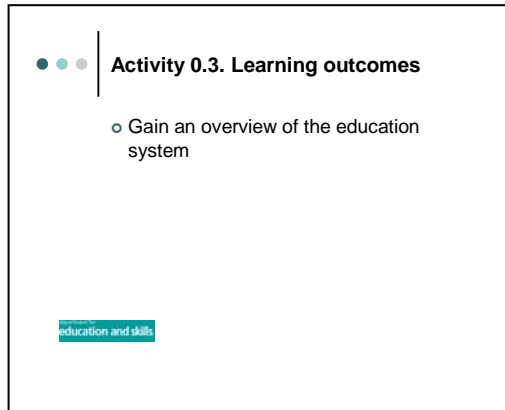
- Slide 7
- Handout 2
- Cribsheet 2

Key notes for trainers

- Some of the answers to the quiz will need to be contextualised e.g. 12 and 13

Introductory module. Activity 0.3. Getting to know the education system

- Slide 7 introduces this activity



- Distribute Handout 2 and explain that the purpose of the activity is to promote discussion and share information, not to test them.
- Suggest they work on it in pairs.
- After an appropriate interval distribute Cribsheet 2 and let them check their answers. Deal with any queries and elaborate as much as is necessary and time will allow.

Handout 2. Getting to know the education system

At what age must children start school in England? (tick one)

- a. The term in which they are 4?
- b. The term after the one in which they were 5?
- c. The term in which they are 5?

2. At what age may they leave school?

3. English schooling is now divided into five age-related stages. What are these stages called?

- 3 to 5 year olds
- 5 to 7 year olds
- 7 to 11 year olds
- 11 to 14 year olds
- 14 to 16 year olds

4. What are schools catering for the following ages of pupils called? Choose from: Junior, Primary, Secondary, Infant, Nursery

- 3 to 5 year olds.....
- 5 to 7 year olds.....
- 7 to 11 year olds.....
- 5 to 11 year olds.....
- 11 to 16 year olds.....

5. What are the six main categories of maintained schools? (Clue: the name relates loosely to the way they are funded)

- C.....
- FS.....
- CS.....
- VA.....
- F.....
- VC.....

6. When do all pupils in state schools have to do national tests? (tick one)

At the end of each year? At the end of each stage? When they leave school?

7. Which subjects in the National Curriculum must all pupils study up to the age of 11?

8. Which of these are nationally tested?

- E..... M..... S.....

9. National Curriculum subjects progress from Level W (working towards) to Level 8.

What level is a pupil expected to achieve

- at age 7? At age 11? At age 14?

10. Which government body is responsible for inspecting schools on a regular basis?.....

11. What is the minimum notice a school gets for inspection? (tick one)
less than 1 week? 1 week? 6 weeks? one term?

12. In this LA, a pupil with Special Educational Needs / a disability may: (tick all that apply)

- a. attend a Special School.....
- b. attend his/her local school.....
- c. not be offered a school place.....
- d. attend a special school outside the LA.....
- e. attend a local school with a specialist support unit attached.....

13. The proportion of pupils in school in this LA aged 5 to 16 who are bilingual is: (tick one)

under 20% 21% to 40% 41% to 60% over 60%

14. What is the job title of the following people who work in schools?

- a. Makes sure the premises are well maintained.....
- b. Teaches in the school on a temporary basis to cover absence / vacancies.....
- c. Is in overall charge of the day-to-day running of the school.....
- d. Has responsibility for a subject area in a secondary school.....
- e. Has responsibility for a subject area in a primary school.....
- f. Works alongside the teacher, often with individuals or small groups.....

15. Which of the following is true? (tick one)

- a. Every school in an LA gets the same amount of money to spend.
- b. Money is allocated to a school according to the number of teachers it has.
- c. Money is allocated to a school mainly according to the number, age and type of pupils it has.
- d. The LA manages the money and pays for what it thinks the school needs.

Contributed by Newham Governor Services

Introductory module. Cribsheet 2

| Question | Notes | | | | | | | | | | |
|---|---|------------------|------------|------------------|-------------|-------------------|-------------|-------------------|-------------|--------------------|-------------|
| 1. At what age must children start school in England? | <p>A. A child reaches compulsory school age at the beginning of the term following his or her fifth birthday.</p> <p>Children do not have to attend school, but they do have to be educated. Parents may educate them at home, subject to oversight of the LA.</p> | | | | | | | | | | |
| 2. At what age may they leave school? | <p>A. The end of the school year in which they are 16.</p> <p>There is a drive to improve the education of 14- to 19-year olds (current consultation document) – England has lowest staying on rates in Europe.</p> | | | | | | | | | | |
| 3. English schooling is now divided into five age-related stages. What are these stages called? | <p>A.</p> <table border="0" data-bbox="592 663 1117 853"> <tr> <td>3 to 5</td> <td>Foundation</td> </tr> <tr> <td>5-7</td> <td>Key Stage 1</td> </tr> <tr> <td>7-11</td> <td>Key Stage 2</td> </tr> <tr> <td>11-14</td> <td>Key Stage 3</td> </tr> <tr> <td>14-16</td> <td>Key Stage 4</td> </tr> </table> <p>The Foundation Stage curriculum is organised into 6 areas of learning. Early Learning Goals specify what most children are expected to achieve in each area of learning by the end of the Foundation Stage.</p> | 3 to 5 | Foundation | 5-7 | Key Stage 1 | 7-11 | Key Stage 2 | 11-14 | Key Stage 3 | 14-16 | Key Stage 4 |
| 3 to 5 | Foundation | | | | | | | | | | |
| 5-7 | Key Stage 1 | | | | | | | | | | |
| 7-11 | Key Stage 2 | | | | | | | | | | |
| 11-14 | Key Stage 3 | | | | | | | | | | |
| 14-16 | Key Stage 4 | | | | | | | | | | |
| 4. What are schools catering for the following ages of pupils called? | <p>A.</p> <table border="0" data-bbox="592 1081 1098 1272"> <tr> <td>3 to 5 year olds</td> <td>Nursery</td> </tr> <tr> <td>5 to 7 year olds</td> <td>Infant</td> </tr> <tr> <td>7 to 11 year olds</td> <td>Junior</td> </tr> <tr> <td>5 to 11 year olds</td> <td>Primary</td> </tr> <tr> <td>11 to 16 year olds</td> <td>Secondary</td> </tr> </table> <p>Nursery classes may be attached to infant or primary schools and are then part of that school.</p> <p>Some areas may have different local terminology and systems, for example high schools, upper schools</p> | 3 to 5 year olds | Nursery | 5 to 7 year olds | Infant | 7 to 11 year olds | Junior | 5 to 11 year olds | Primary | 11 to 16 year olds | Secondary |
| 3 to 5 year olds | Nursery | | | | | | | | | | |
| 5 to 7 year olds | Infant | | | | | | | | | | |
| 7 to 11 year olds | Junior | | | | | | | | | | |
| 5 to 11 year olds | Primary | | | | | | | | | | |
| 11 to 16 year olds | Secondary | | | | | | | | | | |
| 5. What are the six main categories of maintained school? | <p>A</p> <ul style="list-style-type: none"> Community Community Special Foundation Foundation Special Voluntary Aided Voluntary Controlled <p>Voluntary Aided are established by a religious or other voluntary body and have slightly different funding arrangements.</p> <p>Voluntary Controlled are also set up by a religious or voluntary body but are totally funded by the LA.</p> <p>Foundation (mainly former GM) are funded by the LA, but the governing body employs staff and controls admissions</p> | | | | | | | | | | |

Cribsheet 2

| | | | | | | | |
|---|---|-----------|---------|---------|---------|---------|-----------|
| <p>6. When do all pupils in state schools have to do national tests?</p> | <p>A. By law pupils should be assessed at five key points in their compulsory education to find out what they have learned and understood. For most pupils these will be when they reach the ages of 5,7,11,14 and 16 (the ages which mark the end of the Foundation Stage and the four key stages into which the National Curriculum is divided). This process is known as statutory assessment.</p> <p>Pupils are also assessed by the teachers throughout the year and the results reported as Teacher Assessment.</p> | | | | | | |
| <p>7. Which subjects in the National Curriculum must all pupils study up to the age of 11?</p> | <p>English, Maths, Science, Design and Technology, Information and Communication Technology, History, Geography, Art, Music, PE</p> <p>RE is statutory but not part of the NC as the subject matter is decided locally.</p> | | | | | | |
| <p>8. Which of these are nationally tested?</p> | <p>A. English, Maths and Science (TA at KS1)</p> <p>KS1 tests are marked internally and subject to moderation (checking across classes and schools for consistency).</p> <p>KS2 and KS3 tests are marked externally.</p> | | | | | | |
| <p>9. What level is a pupil expected to achieve...</p> | <p>A.</p> <table data-bbox="592 1021 1077 1133"> <tr> <td>At age 7?</td> <td>Level 2</td> </tr> <tr> <td>Age 11?</td> <td>Level 4</td> </tr> <tr> <td>Age 14?</td> <td>Level 5/8</td> </tr> </table> <p>These are 'average' levels, and schools are required to set related targets. Pupils may exceed or not reach these levels. The target level for GCSE is five A* to C grades.</p> | At age 7? | Level 2 | Age 11? | Level 4 | Age 14? | Level 5/8 |
| At age 7? | Level 2 | | | | | | |
| Age 11? | Level 4 | | | | | | |
| Age 14? | Level 5/8 | | | | | | |
| <p>10. Which government body is responsible for inspecting schools on a regular basis?</p> | <p>A. Ofsted is a government body which arranges inspections. Actual inspections are carried out by independent contractors and Her Majesty's Inspectors. There is no charge to the school.</p> | | | | | | |
| <p>11. What is the minimum notice a school gets for inspection?</p> | <p>Under the new framework schools will get less than one week's notice.</p> | | | | | | |
| <p>12 In this LA a pupil with Special Educational Needs a disability may: (answer depends on local circumstance but it cannot be 'not be offered a school place')</p> | <p>All children must by law be offered a school place. The type of place offered will depend on the needs of the child, the wishes of the parents and on local provision.</p> | | | | | | |

Cribsheet 2

| | |
|---|--|
| <p>13. The proportion of pupils in school is this LA aged 5 to 16 who are bilingual is:</p> | <p>(Answer depends on local circumstances) Numbers will vary between schools, mainly according to patterns of population settlement. Governors need to find out the situation is in their schools and what provision is made to support pupils in acquiring English.</p> |
| <p>14. What is the job title of the following people who work in schools?</p> | <ul style="list-style-type: none"> • Makes sure the premises are well maintained: Site supervisor / manager or Caretaker • Teaches in the school on a temporary basis to cover absence / vacancies: Supply / Agency teacher • Is in overall charge of the day to day running of the school: Headteacher / Principal • Has responsibility for a subject area in a secondary school: Head of department • Has responsibility for a subject area in a primary school: Co-ordinator • Works alongside the teacher, often with individuals or small groups: Classroom assistant / Teaching assistant / Learning support assistant |
| <p>15 Which of the following is true?</p> | <p>c) Money is allocated to a school mainly according to the number, age and type of pupils it has Money is allocated according to a system called the Fair Funding Formula. This formula is drawn up by the LA in consultation with schools, and must conform to national regulations. It is reviewed each year.</p> |

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Introductory module. Activity 0.4 Types of governor and categories of school

Learning outcomes. For participants to:

- Know about the types of governor and categories of school

Overall length

- 15 minutes

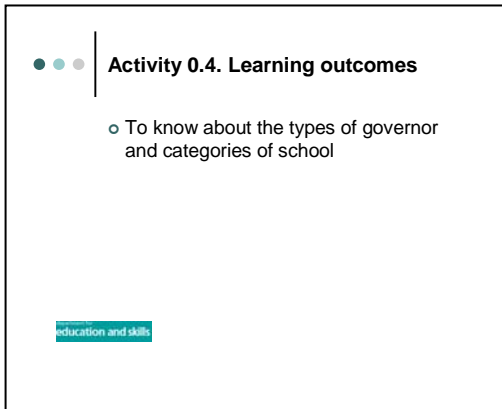
Resources required

- Slide 8
- Handouts 3 and 4

Key notes for trainers

- The handout on the types of governor works on the premise that most governing bodies will have reconstituted.

Introductory module. Activity 0.4. Task 1.



Activity 0.4. Learning outcomes

- To know about the types of governor and categories of school

education and skills

- Slide 8 introduces this activity.
- Handout 3 can be used to explain the stakeholder model of governance. Discuss each in turn checking to see whether participants know which type of governor they are.
- Similarly with Handout 4 you could check that they know what category their school belongs to.
- Check that they have the relevant copy of the Guide to the Law for School Governors. NB When the new edition is published in 2006 there will be only one version which will include text applicable to each category of school. If you have www.governornet.gov.uk cached on your laptop you could show them how to access the Guide on-line.
- You could refer to the local context here –number of schools, balance of community/VA etc.

Introductory module. Handout 3

Types of governor

The number of governors in each school is set out in the school's Instrument of Government.

Schools are free to select a model of between 9 and 20 governors within a framework of guiding principles, which impact differently on the various categories of school. These figures exclude any sponsor governors or additional foundation governors (up to 2) appointed to preserve the Foundation's majority.

The composition of a governing body should reflect a wide range of groups from the community.

- **Parent governors** are elected to be representative of the parent body. They should keep in touch with those who elected them but make up their own minds on how to vote on any specific issue. No one who works in the school for more than 500 hours in any 12 month period commencing 1 August and finishing 31 July is eligible for appointment or election as a parent governor. Similarly, elected members of the Local Authority are disqualified.
- **Staff governors** include the head (who must be counted in the staff governor category whether or not he has resigned his governorship), teaching and non-teaching staff. With the exception of the headteacher, staff governors are elected and should communicate with those who elected them. All staff governors should make up their own minds on how to vote on any specific issue.
- **Local Education Authority (LEA) governors** are appointed by the local authority that maintains the school. Positions can be filled to reflect the local political balance, but this is not obligatory. As with all other governors they should be appointed with a view to their commitment to raising standards. They should keep in touch with those who appoint them but should vote according to the best interests of the school. No one who is eligible to be a staff governor can be appointed as an LEA governor.
- **Foundation governors** are normally appointed by either the Diocese or the local church, or by some other foundation body.
- **Community governors** replace the co-opted category and should be living or working in the community served by the school, or committed to the good government and success of the school. They are invited to join the governing body and are entitled to vote when new community governors are being considered. Community special schools and foundation special schools should appoint community governors from either one or more primary care trusts or National Health Service trusts, whichever the school is most closely associated with. Anyone

eligible to be a staff governor is disqualified from being a community governor, as are pupils and elected members of the Local Authority. VA schools do not have community governors.

- **Partnership governors.** In the case of a foundation school which has no foundation or equivalent body, the foundation governors are replaced by partnership governors. The governing body appoints them after seeking nominations from parents and others in the community it considers appropriate. These could include members of staff, community associations and other local bodies. No one who is a parent of a pupil at the school, or is a registered pupil is eligible for appointment. Anyone eligible to be a staff governor, elected members of the Local Authority and anyone employed by the LA in connection with education services is also disqualified.
- One or two **Sponsor governors** can be appointed by the governing body in recognition of their provision of substantial financial assistance or services to the school.
- **Associate members** can be appointed by the governing body to serve on one or more governing body committees, and attend full governing body meetings. They are not governors, but the governing body may assign some voting rights in the committees to which they are appointed. The range of issues on which they can vote is defined in Regulations.

Circular No: 15/98 New Framework Governing Bodies, DfEE.

Introductory module. Handout 4

Categories of school

Schools use various descriptors, e.g. infants, junior, primary, secondary, but the governing body's powers are more affected by the school's category.

There are three categories of LA maintained schools – Community, Foundation and Voluntary. Voluntary schools may be Aided or Controlled. There are many similarities between the responsibilities of the governing bodies in different categories of school; for example all are eligible to receive a delegated budget. The main differences are set out below.

Community schools

LAs own the land and buildings and retain legal responsibility for staffing. In practice governing bodies exercise those functions under delegation.

Foundation schools

Own their land and buildings and are the direct employers of staff.

Voluntary Controlled schools

Established by a voluntary body, usually the church. Collective worship in these schools is in accordance with the Trust Deed. In appointing a headteacher, the governors may appoint someone who is able to preserve and develop the religious character of the school.

Voluntary Aided schools

Established by a voluntary body, usually the church, and consequently generally have a religious character. The governing body is responsible for the religious education and worship policy, and foundation governors are in a majority. Trustees own the land and buildings, and the governing body is the legal employer of staff. It is also responsible for 10% of the cost of capital and external maintenance works, and for the admissions policy.

Currently there is a different version of the Guide to the Law for school for Governors for each category of school. When the new edition is published in 2006 there will be just one version.

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Introductory module. Activity 0.5. Purpose and roles of governing bodies

Learning outcomes. For participants to:

- understand the core purpose of governing bodies
- be aware of the three key roles that they play

Overall length

- 15 minutes

Resources required

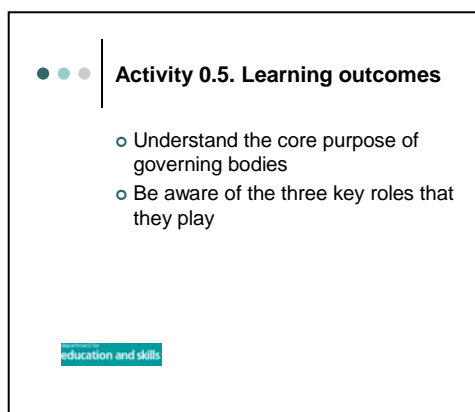
- Slides 9 and 10

Key notes for trainers

- Stress that governing bodies must focus on what's helping children learn and how well they are doing.
- Explain that the three key roles overlap

Activity 0.5. Purpose and roles of governing bodies. Task 1

- Slide 9 introduces the activity.

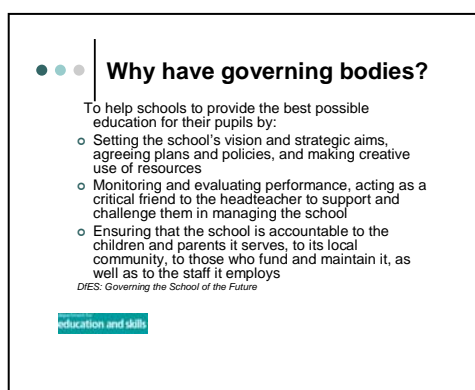


Activity 0.5. Learning outcomes

- Understand the core purpose of governing bodies
- Be aware of the three key roles that they play

education and skills

- Before showing slide 10 you could ask them why do we have governing bodies?



Why have governing bodies?

To help schools to provide the best possible education for their pupils by:

- Setting the school's vision and strategic aims, agreeing plans and policies, and making creative use of resources
- Monitoring and evaluating performance, acting as a critical friend to the headteacher to support and challenge them in managing the school
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs

DfES: Governing the School of the Future

education and skills

- Highlight the three key roles.
- You could ask them questions such as:
 - To what extent does that reflect your experience to date?
 - How clear are you about your school's values and vision?
 - Can you give an example of a strategic decision that your governing body has made?

Introductory module. Activity 0.6. What do governing bodies do?

Learning outcomes. For participants to:

- Be aware of the main responsibilities of governing bodies.

Overall length

- 25 minutes

Resources required

- Slides 11 - 14
- Handout 5 reproduced as separate cards
- Cribsheet 3
- Governing the School of the Future

Key notes for trainers

- They'll enjoy this!

Activity 0.6. Task 1

- Slides 11 and 12 set up this activity.

● ● ● | **Activity 0.6 Learning outcomes**

- Be aware of the main responsibilities of governing bodies.

education and skills

● ● ● | **Activity**

In groups of 4/5, please sort the cards into:

- Governing bodies do...
- Governing bodies don't...
- Not sure

education and skills

- Divide the participants into small groups of about 4, and give each a set of cards
- One of each group deals round the cards, then each governor takes it in turn to read out one of their cards and suggest whether this is something governing bodies do or don't do
- The group should sort the cards into three bundles: what governing bodies do, what they don't do, and those they're not sure about.
- After allowing them 10-15 minutes to sort and discuss, give them Cribsheet 3 to check their own responses.
- Respond to any queries they have, and refer them to Governing the School of the Future.
- Conclude with slides 13 and 14

● ● ● | **A governing body...**

- works closely with the headteacher
- makes decisions collectively as a team
- often delegates decision making to committees, individual governors or to the headteacher
- conducts much of its business through meetings.

education and skills

● ● ● | **Corporate responsibility**

- Authority rests with the whole governing body.
- Collective responsibility should be taken for the outcomes.
- How individual governors vote is confidential.
- The chair can act in an emergency, but must inform the whole governing body at the earliest opportunity.

education and skills

- There's a great deal of guidance available for individual governors and governing bodies
- It's important that there's a good mix of interests and skills and that people are able to work to their strengths
- Individual governors don't need to try and understand, in detail, every aspect of governing a school
- The governing body as a whole should cover all the issues.

Handout 5 (Cards)

| | |
|--|---|
| <ul style="list-style-type: none">• Set the overall budget for the school | <ul style="list-style-type: none">• Decide the number of staff |
| <ul style="list-style-type: none">• Decide on how pupils are taught different subjects | <ul style="list-style-type: none">• Decide on the level of pay for its school's teachers |
| <ul style="list-style-type: none">• Have the right to exclude a pupil | <ul style="list-style-type: none">• Ensure the National Curriculum is taught to all pupils |
| <ul style="list-style-type: none">• Publish national test and exam results | <ul style="list-style-type: none">• Set targets for pupil achievement |
| <ul style="list-style-type: none">• Compare the performance of their school to similar schools | <ul style="list-style-type: none">• Receive information about the quality of teaching in the school |
| <ul style="list-style-type: none">• Share concerns about staff capability | <ul style="list-style-type: none">• Have a published strategy for dealing with parental complaints and concerns |
| <ul style="list-style-type: none">• Ensure the balanced treatment of political issues | <ul style="list-style-type: none">• Ensure health and safety issues are addressed |

Handout 5 (Cards)

| | |
|---|---|
| Ensure safe procedures for the recruitment of staff | Set the times of school sessions |
| Inspect the school | After visiting the school, report back on the quality of teaching |
| Authorise all expenditure | Decide which teachers teach which classes |
| Need to consult the head when making most strategic decisions | Need to be aware of the performance objectives which have been set for individual teachers |
| Ensure that policies are being implemented and evaluate the impact. | Help to decide the priorities for improving the school when the school improvement plan is being drawn up |
| Write the school's policies on their own | 'Rubber stamp' recommendations from the headteacher |
| Automatically approve all apologies sent by governors | Validate the Self Evaluation Form |

Cribsheet 3. What do governing bodies do?

| Governing bodies do: | Governing bodies don't: |
|---|--|
| Set the overall budget for the school | Inspect the school |
| Decide on the number of staff | After visiting the school, report back on the quality of teaching |
| Decide on the level of pay for its school's teachers | Authorise all expenditure |
| Help to decide the priorities for improving the school when the school improvement plan is being drawn up | Share concerns about staff capability |
| Ensure the National Curriculum is taught to all pupils | Decide on how pupils are taught different subjects |
| Set targets for pupil achievement | Decide which teachers teach which classes |
| Publish national test and exam results | Have the right to exclude a pupil |
| Compare the performance of their school to similar schools | Write the school's policies on their own |
| Receive information about the quality of teaching in the school | 'Rubber stamp' recommendations from the headteacher |
| Have a published strategy for dealing with parental complaints and concerns | Automatically approve all apologies sent by governors |
| Ensure the balanced treatment of political issues | Need to be aware of the performance objectives which have been set for individual teachers |
| Ensure health and safety issues are addressed | |
| Set the times of school sessions | |
| Ensure safe procedures for the recruitment of staff | |
| Ensure that policies are being implemented and evaluate the impact | |
| Need to consult the head when making most strategic decisions | |
| Validate the Self Evaluation Form | |

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Introductory module. Activity 0.7 What next?

Learning outcomes. For participants to:

- Be aware of the commitment required and the support that is available.

Overall length

- 15 minutes

Resources required

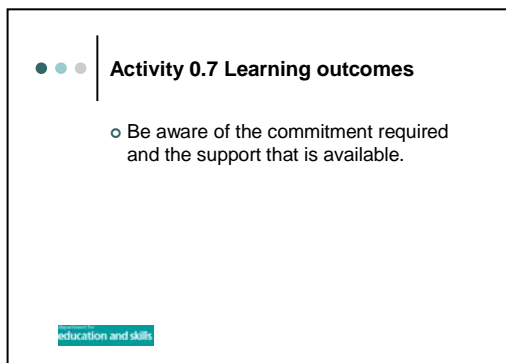
- Slides 15 – 17
- Copies of your training programme and other relevant support material
- Copies of the guidance for chairs and headteachers on the National Training Programme for New Governors. DfES 0736/2001

Key notes for trainers

- This is the opportunity to acknowledge the commitment that is needed from them but also to highlight the support you can provide.

Introductory module. Activity 0.7 What next?

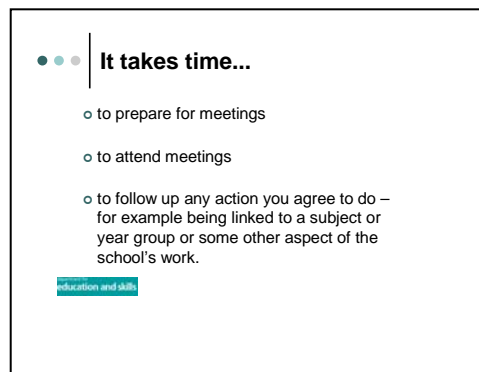
- Slide 15 introduces this session.
- Slide 16 acknowledges the commitment required. Explore this if there are indications that would be helpful. You might want to suggest that they discuss expectations with the chair and the headteacher so that there is no ambiguity.



Activity 0.7 Learning outcomes

- Be aware of the commitment required and the support that is available.

education and skills

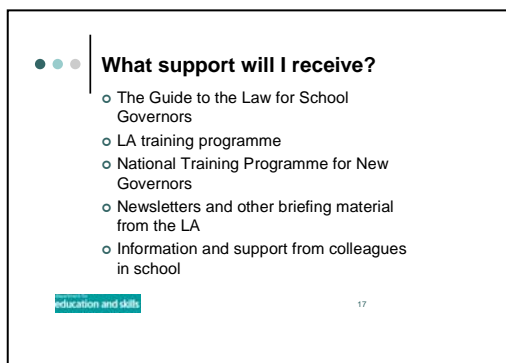


It takes time...

- to prepare for meetings
- to attend meetings
- to follow up any action you agree to do – for example being linked to a subject or year group or some other aspect of the school's work.

education and skills

- Use slide 17 to outline the support that is available. You could distribute copies of the training programme highlighting when you will next run the full induction course.



What support will I receive?

- The Guide to the Law for School Governors
- LA training programme
- National Training Programme for New Governors
- Newsletters and other briefing material from the LA
- Information and support from colleagues in school

education and skills

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- Stress the importance of the school and governing body providing support. Share ideas about what constitutes effective in-house induction. Show them/provide copies of the DfES guidance for chairs and headteachers on the National Training Programme for New Governors. This includes a section on in-house induction.

Introductory module. Activity 0.8 Review, reflection and evaluations

Aims of the session are to:

- Summarise key points from the session
- Encourage reflection and action planning
- Evaluate the session

Overall length

- 10 minutes

Resources required

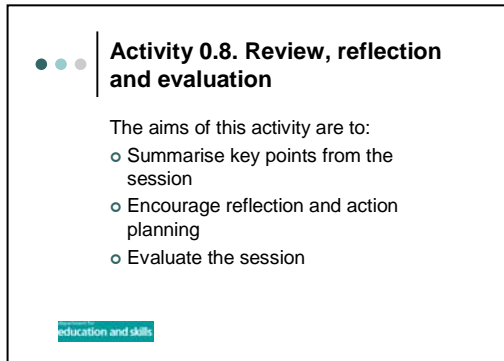
- Slide 18

Key notes for trainers

- This needs to be very focused and upbeat. There isn't time for lengthy contributions from individuals

Introductory module. Activity 0.8 Review, reflection and evaluations

- Using slide 18 as a backdrop you could:
 - revisit the objectives for the session
 - give them a few minutes to reflect and identify action points
 - invite participants to share their thoughts on what they'll do next



Activity 0.8. Review, reflection and evaluation

The aims of this activity are to:

- Summarise key points from the session
- Encourage reflection and action planning
- Evaluate the session

education and skills

- Thank them on behalf of your LA for the contribution they have/will make
- Distribute the evaluation forms