

PaJeS Ten Commandments for Good Governance

	Commandment	What does this look like in practice	Thoughts to share / helpful guidance
1	<p>Listen well Governing bodies spend a lot of time talking. In order to work effectively those around the table need to know how to listen actively to be able to effectively challenge and support.</p>		
2	<p>Empathise Governing bodies comprise different kinds of governors and professional staff with different understanding, skills and experience. A willingness to empathise will support effective working relationships.</p>		
7	<p>Be values driven Our work on behalf of the children in our care and the manner in which we work should be driven by our firmly held beliefs as enshrined in the school's mission statement, as well as by the Nolan principles.</p>		

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3	<p>Know your GB The volume and range of work governing bodies undertake demands a wide range of skills and temperaments. Knowing your governing body well supports effective recruitment, operation, retention and succession.</p>		
6	<p>Prepare well Individual and group meetings, visits and presentations that make up the work of the governing body all benefit from careful, timely preparation.</p>		
8	<p>Know what you don't know It is not possible for a governing body, let alone any single governor, to possess all the knowledge, skills and understanding necessary to fulfil its task. There are many organisations which can support our work. Acknowledging this and seeking support is essential for good governance.</p>		

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4	<p>Use time constructively Nobody wants to waste time that could otherwise be spent in improving outcomes. It is essential that time is used well.</p>		
5	<p>Plan meticulously and in good time Good governance is greatly facilitated by effective short, medium and long term planning, linked to the cycle of the school year.</p>		
9	<p>Delegate and trust Committees and individual members must be trusted and supported to enable them to do the best job they can. Relationships with leaders should be of mutual respect and appropriate challenge and senior leaders are then trusted to deliver.</p>		
10	<p>Plan for succession Sustaining excellence in our schools requires futures thinking – what are we doing now to ensure that our successes continue to impact in the future despite changes in personnel?</p>		