

PaJeS Ten Commandments for Good Governance

	Commandment	In practice	Guidance and support
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>	<ul style="list-style-type: none"> • What is active listening • Who talks most • Role of the chair 	<ul style="list-style-type: none"> • Code of Conduct
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>	<ul style="list-style-type: none"> • Not aligning with a specific group • Being objective – thinking beyond your own circumstances and experiences • Remembering the role means thinking about ALL the pupils 	<ul style="list-style-type: none"> • Nolan Principles
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>	<ul style="list-style-type: none"> • Role descriptions • Induction / buddying • Team building • Communication pathways 	<ul style="list-style-type: none"> • Role Descriptions • Planning Induction
4	<p>Use time constructively Schools are fast moving organisations and nobody wants to waste time that could otherwise be spent in improving outcomes for our children. It is essential that time is used well.</p>	<ul style="list-style-type: none"> • Meetings' schedules planned well ahead • Time limited meetings • GB meeting papers ready a week in advance 	<ul style="list-style-type: none"> • Annual governance planner • Exemplar agenda • Guidance on school visits
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 and school systems.</p>	<ul style="list-style-type: none"> • Plans align with the vision and key priorities/strategic aims • Governor/trustee monitoring links to key development areas 	<ul style="list-style-type: none"> • Annual governance planner • Governance visits
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>	<ul style="list-style-type: none"> • Prepping for meetings and visits • Completing reports on time • SLT/middle leaders know what's expected of them 	<ul style="list-style-type: none"> • Governance visits • HT / CEO Reports

7	<p>Be values driven</p> <p>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>	<ul style="list-style-type: none"> • Knowing your values, mission and ethos • Ensuring policies drive these: securing assurance and GB monitoring • If in doubt, ask questions 	<ul style="list-style-type: none"> • Monitoring your values • Being Strategic • Nolan Principles
8	<p>Know what you don't know</p> <p>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>	<ul style="list-style-type: none"> • Ongoing training and development • Governance support organisations • Engaging with the media • Attending events 	<ul style="list-style-type: none"> • NGA Training Offer • Learning Link e-learning • Schools Week • TES • PaJeS • Schools and Academies Show
9	<p>Delegate and trust</p> <p>A governing body will only work effectively if roles and tasks are delegated to committees and individual members who must be trusted and supported to enable them to do the best job they can. Similarly, the relationship with senior leaders should be one of mutual respect. Challenge is entirely appropriate when delivered in an acceptable way, and senior leaders are then trusted to deliver.</p>	<ul style="list-style-type: none"> • Being clear about what is expected • Code of conduct • Scheme of delegation • Committee terms of reference 	<ul style="list-style-type: none"> • What we expect from each other • Model Code of Conduct • Academy trust scheme of delegation guidance • Maintained school delegation planner • Model Committee Terms of Reference
10	<p>Plan for succession</p> <p>Sustaining excellence in our schools requires futures thinking – what are we doing now to ensure that our successes continue to impact into the future despite changes in personnel?</p>	<ul style="list-style-type: none"> • Staff/governors/trustees • Good governance practice • Attitudes to change 	<ul style="list-style-type: none"> • Succession Planning