



INDUCTION FOR NEWLY APPOINTED GOVERNORS

Tuesday 9th July 2024

SUSY STONE MA BEM – PAJES LEAD FOR HEAD AND GOVERNOR SUPPORT

<https://www.gov.uk/guidance/governance-in-maintained-schools>

<https://www.gov.uk/guidance/-governance-in-academy-trusts>



<https://pajes.org.uk/school-leadership/governors/>



<https://www.nga.org.uk>

Functions



A responsibility to ensure
that the vision, ethos and strategic direction of the school are clearly defined

that the headteacher performs their responsibilities for the educational performance of the school

the sound, proper and effective use of the school's financial resources

A governing body and its governors **must**

- act with integrity, objectivity and honesty and in the best interests of the school

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder.

(Selflessness, integrity, objectivity, accountability, openness, honesty, leadership.)

- be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties
- The governing body also has legislative responsibility and strategic oversight for the school's safeguarding arrangements.

Strategic leadership Not operational

Strategic leadership **sets strategy** and **champions the school's culture, vision and ethos** by:

- **setting** a clear vision, with a focus on pupil progress, achievement and wellbeing
 - **communicating** the vision throughout the school and reviewing it regularly (in church schools, the vision and values are underpinned by the trust deed)
 - **defining** the values of the school
 - **preserving** and **developing** the religious ethos of the school, where it has a religious character, by working alongside the appropriate religious body
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- **defining** medium and long-term **goals**
 - **monitoring** and **reviewing progress** against agreed strategic goals
 - **initiating and leading** strategic change
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- implementing processes to **listen and respond** to stakeholders
-
- managing and monitoring **risks**
 - regularly **reviewing governance effectiveness**
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- adopting a whole-school approach to **safeguarding** arrangements and child protection, centrality
 - ensuring the **wellbeing of staff** and that staff workload is managed
-
- making informed decisions on whether to **form, join or grow a group of schools**





VISION

A school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society.

In setting the school's vision, it is vital that boards are connected with, and responsive to the communities they serve – particularly pupils, parents and carers – through effective engagement.

All boards should assure themselves that mechanisms are in place for their organisation to **engage meaningfully** with all parents and carers. Parents and carers should be able to use these mechanisms to put forward their views at key points in their child's education.

Boards should aim to build **productive relationships**, not only with parents and carers but also with the **local community** to create a **sense of trust** and **shared ownership** of the organisation's strategy, vision and operational performance.

the school aims to be a source of immense pride to the community, passing on Jewish values as a living inheritance to our children.

Our deep engagement with Judaism's rich and varied heritage, blended with the best of 21st Century understanding, enables our children to find the best solutions to the challenges of tomorrow.

ETHOS

Behaviour and conduct *of all*

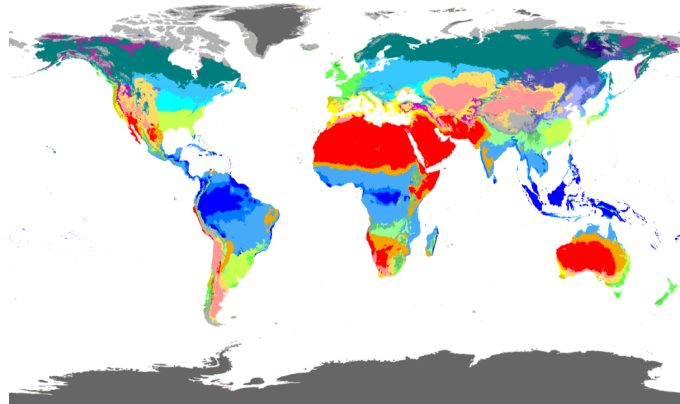
British values

https://www.akivaschool.org/About-Us/British_Values_Statement.pdf



Jewish values

Safeguarding and child protection



climate mapping



STRATEGIC LEADERSHIP

Strategy – planning, monitoring and reviewing
Managing risk

Performance Improvement Plan (Examples)

Target area	Performance concern	Expected standard of performance	Agreed improvement actions	Support	Review Date	Review notes	Date to achieve expected standard
<i>Detail specific areas where performance standards have not been met</i>	<i>Detail specific dates and examples of where the standards have not been met</i>	<i>Detail what is expected of the employee in terms of their performance (i.e. what does 'good' look like)</i>	<i>Detail what actions need to be taken to meet expected standard of performance</i>	<i>Detail what has been done in terms of support required to achieve the expected standard of performance</i>		<i>Detail improvement made and any future review dates</i>	
EXAMPLE: Organisational skills - difficulty organising workload on a daily basis.	EXAMPLE: Two deadlines missed (insert details) and complaint received from Department X who did not receive a response to an email sent twice on (insert dates).	EXAMPLE: To effectively manage workload on a daily basis, meet deadlines efficiently, prioritise tasks and respond to emails in a timely manner. Measured by management observation of performance of tasks.	EXAMPLE: Operate daily 'To Do' check list and a diary. To respond to emails received within 3 working days.	EXAMPLE: Training in Outlook task lists and calendar. To work shadow colleague Y in prioritising her daily tasks.	EXAMPLE: To be reviewed in 4 weeks (insert date).	EXAMPLE: Outlook training completed on (insert date), daily to do lists being written. Responding to emails faster, but further improvement needed. Work shadowing will continue. Review in 2 weeks.	EXAMPLE: Standard expected to be achieved within 8 weeks (insert date)
EXAMPLE: Accuracy – in research data.	EXAMPLE: Repeated inaccuracy of research data (insert details) involving typing errors when transferring raw data into reports.	EXAMPLE: To produce accurate data and to enable meaningful analysis and for research publications.	EXAMPLE: Employee to double check own work before submission. Keeping records of research carried out to refer to. Supervisor to also check data against records.	EXAMPLE: Further training in writing research papers and handling complex data. Time management training.	EXAMPLE: To be reviewed during next research project (insert date)	EXAMPLE: Training attended and applied effectively in day to day work (give specific examples). Accurate data produced for new research project enabling meaningful analysis (insert details).	EXAMPLE: Standard expected to be achieved within 6 months (insert date)



Likelihood	Consequences				
	Insignificant <i>Risk is easily mitigated by normal day to day process</i>	Minor <i>Delays up to 10% of Schedule Additional cost up to 10% of Budget</i>	Moderate <i>Delays up to 30% of Schedule Additional cost up to 30% of Budget</i>	Major <i>Delays up to 50% of Schedule Additional cost up to 50% of Budget</i>	Catastrophic <i>Project abandoned</i>
Certain <i>>90% chance</i>	High	High	Extreme	Extreme	Extreme
Likely <i>50% - 90% chance</i>	Moderate	High	High	Extreme	Extreme
Moderate <i>10% - 50% chance</i>	Low	Moderate	High	Extreme	Extreme
Unlikely <i>3% - 10% chance</i>	Low	Low	Moderate	High	Extreme
Rare <i><3% chance</i>	Low	Low	Moderate	High	High

The right people on the bus in the right seats



The best internal and networking structures



The board must operate and make decisions in the best interest of pupils and in line with their charitable objects, where applicable, **not in their own interests or as a collection of individuals lobbying for the interests of the constituency from which they were elected or appointed.**



ACCOUNTABILITY

Hold the Head to account for the day to day running of the school:

Headteacher reports as required, gives advice and complies with any reasonable request

An effective governing body

- Independently evaluates the information it receives from the school leadership team
- Provides constructive challenge – Critical friend
- Makes decisions that are in the best interest of the school
- Takes reasonable steps to ensure the wellbeing of the headteacher and the school leadership team and to support sensible health and safety management
- Recruits and undertakes Performance Management of the headteacher

Data – presented in agreed formats, cross matched against other source and benchmarked

Accountability for educational performance through rigorous analysis of education data

School visits

Individual governors do not have an automatic right to enter the school whenever they wish.

Focused governor monitoring visits should be:

- in line with SIP priorities
- for an identified purpose linked to the governing body's responsibilities, such as safeguarding
- pre-arranged with the headteacher or executive headteacher

It is not the governing body's role to assess teaching and learning or to interfere in the day-to-day running of the school.



FINANCIAL ACCOUNTABILITY

To ensure public money is well spent

- At least one governor with appropriate skills and experience
- A relationship with the school business professional (SBP) responsible for finance, such as the finance manager or school business manager

It is important that everyone on the governing body has:

- a basic understanding of their school's financial cycle and legal requirements on accountability and spend
- an oversight of school spending
- an understanding of the school's financial position

Governing bodies of foundation schools, voluntary-aided and voluntary-controlled schools are also charity trustees. They **must** comply with:

- charity law
- any requirements placed upon them by their local authority
- They may also have to work with a separate foundation that holds the land and buildings in trust for educational or religious purposes.

Collection of **voluntary donations**



PEOPLE

- An effective team
- Appointing the right people
- Undertaking training
- Suspending and removing governors
- The chair of the governing body
- Recruiting a headteacher
- Consideration of staff wellbeing, workload and working conditions
- Governance support and the governance professional (clerk)
- Time off work for governing
- Paying governors
- Allowances, expenses and other payments



STRUCTURES

Constitution
Membership requirements
Types of governors
Terms of office
Committees
Multi-academy trust
Federations
Publish information about governance structures and individuals in governance roles
Collaboration

PEOPLE

An effective team

- Governors with a diverse range of skills, experiences and backgrounds, who **prepare** and **actively contribute** to discussions
- work closely with school leaders and the governance professional (clerk)

Appointing the right people

- Skills
- Ethical leadership
- Inquisitiveness
- Willing to learn
- Foundation Governors - preserve and develop the religious character and ethos of the school, guided by the appropriate religious authority
- Diversity
- **Training**
- **Governors can be suspended or removed**
- **Governor checks**
- **The Chair**
- **The Clerk**
- **Time commitment**
- **Paying governors**
- **Allowances, expenses and other payments**



COMPLIANCE

The board bears legal responsibility for the school(s)' actions. However, individuals are generally protected from personal liability when acting in the course of their duties. Provided they act honestly, reasonably and in good faith, any liability will fall on the board even if it exceeds its powers, rather than on individuals.

Schools and academy trusts must have adequate commercial insurance cover to comply with their legal obligations or have the option to join the risk protection arrangement (RPA), the department's alternative to commercial insurance.

Education

Funding and finances

Health and safety

Inspections

Political impartiality

Protecting and sharing information

Safeguarding and pupil welfare

Pupil behaviour

School admissions

School attendance

Schools causing concern

School complaints

Length of school day and year

Opening, closing or making organisation changes to a school

Managing school premises

Control and community use of school premises

School uniform

Staffing and performance management

Whistleblowing



✓ Equality

✓ Charity law

✓ Education – curriculum, safeguarding, cultural education, sex and relationships, sport, RE

✓ EYFS, 6th form

✓ SEND/LAC/ Careers

✓ Assessment,

✓ Staff and PM, ECTs, Pay and Conditions, Recruitment

✓ Pupil wellbeing

✓ Admissions

✓ Attendance

WE DON'T ALL NEED TO BE EXPERTS IN EVERYTHING, BUT WE NEED THE PEOPLE, SYSTEMS AND STRUCTURES TO ENSURE COMPLIANCE

MONITORING

Boards are **not inspectors** and it is **not their role to assess the quality or method of teaching or extent of learning**. They are also **not school managers** and should make sure they do not interfere in the day-to-day running of the school. Both are **the role of executive leaders**. If boards wish to spend time within a classroom, they need to be very clear why they are doing so.



Which groups of children are the highest and lowest performing and why? What are we doing about underperformance and what will success look like?

Are safeguarding procedures securely in place and are our policies up to date and properly implemented?

Do we have robust safer recruitment procedures? Is our Single Central Record up to date?

Did you ask a good question today?

INTENT.....IMPLEMENTATION.....IMPACT

Are our security measures appropriate to the current level of threat?

What is staff wellbeing like? Do our staff have a reasonable work life balance?

How are we planning to meet the need for good quality IT provision for the next five years?

HOW DO WE FIND OUT?



MONITORING

Effective boards hold their executive leaders to account for improving pupil and staff performance by asking the right questions. It is essential that boards use, and are familiar with, specific data about their school(s) to help inform these questions.

WHAT?

PERFORMANCE DATA

FINANCIAL INFORMATION

BENCHMARKING

SIP

POLICIES

RISK ASSESSMENTS

SURVEYS

INTERVIEWS

PRESENTATIONS

CONVERSATIONS

HOW?

- READ AND ASK
- SURVEY CYCLE AND OCCASIONAL OTHERS
- PLANNED INTERVIEWS, AGREED QUESTIONS
- PROGRAMME OF PRESENTATIONS / CONVERSATIONS LINKED TO PRIORITIES
- LEARNING WALKS/VISITS/EVENTS

SOFT AND HARD DATA



EVALUATION

OFSTED - To be 'outstanding' in leadership and management, your school must: Meet all the 'good' criteria in leadership and management securely and consistently (for the 'good' criteria, see the School Inspection Handbook). Have "exceptional" leadership and management.

PIKUACH - the school meets all the criteria for good in Leadership and Management securely and consistently, as well as certain stipulated additional criteria.



- **SKILLS AUDITS**
- **FINANCIAL AUDITS**
 - **RAG RATING**
 - **SURVEYS**
- **INTERNAL REVIEWS**
 - **PEER REVIEWS**
 - **LOCAL REVIEWS**
 - **AWARDS AND KITEMARKS**
 - **INSPECTION**



Celebrate and
congratulate!

