TRAINING FOR NEWLY APPOINTED GOVERNORS
17TH OCTOBER 2023
SUSY STONE MA BEM – PAJES LEAD FOR HEAD AND GOVERNOR SUPPORT

EFFECTIVE GOVERNANCE

Ensuring clarity of vision, ethos and strategic direction;

Overseeing the financial performance of the organisation and making sure its money is well spent;

Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.

SIX FEATURES

Strategic leadership that sets and champions vision, ethos and strategy.

Accountability that drives up educational standards and financial performance.

People with the right skills, experience, qualities and capacity.

Structures that reinforce clearly defined roles and responsibilities

Compliance with statutory and contractual requirements.

Evaluation to monitor and improve the quality and impact of governance.

THE QUALITY OF LEADERSHIP

Boards must be **ambitious for all** children and young people and infused with a **passion** for education and a **commitment** to continuous school improvement that enables the **best possible** outcomes. Governance must be grounded in reality as defined by both **high-quality** objective data and a **full understanding** of the views and needs of pupils/students, staff, parents, carers and local communities. It should be **driven** by **inquisitive, independent minds** and through conversations **focussed** on the key strategic issues which are conducted with **humility, good judgement, resilience and determination.**

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**

VISION

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.
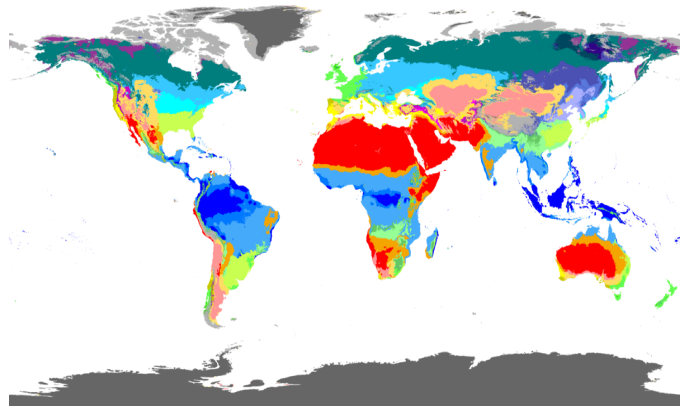
ETHOS

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

WALK THE TALK

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
Detail specific area where performance standards have not been met	*Detail specific dates and examples of where the standards have not been met*	*Detail what is expected of the employee in terms of their performance i.e. what does 'good' look like*	*Detail what actions need to be taken to meet expected standard of performance*	*Detail what has been agreed in terms of support required to achieve the expected standard of performance*		*Detail improvement made and any future review dates*	
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. Download	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)

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

The right people on the bus in the right seats

The best internal and networking structures

ACCOUNTABILITY

As the accountable body, **the board is the key decision maker**. It **may delegate operational matters** to executive leaders and **governance functions to committees** (including local governing boards (LGBs) in MATs) or in some cases to **individuals**, but **the board as a corporate entity remains accountable and responsible for all decisions made and executive leaders operate within the autonomy, powers and functions delegated to them by the board**.

Must step in where there is dereliction of duty

Mindful of work life balance

Executive leaders are responsible for the internal organisation, management and control of schools.
Every board must have a **single executive leader** at the head of the line management chain of the whole organisation. It is their job to **implement the strategic framework** established by the board.
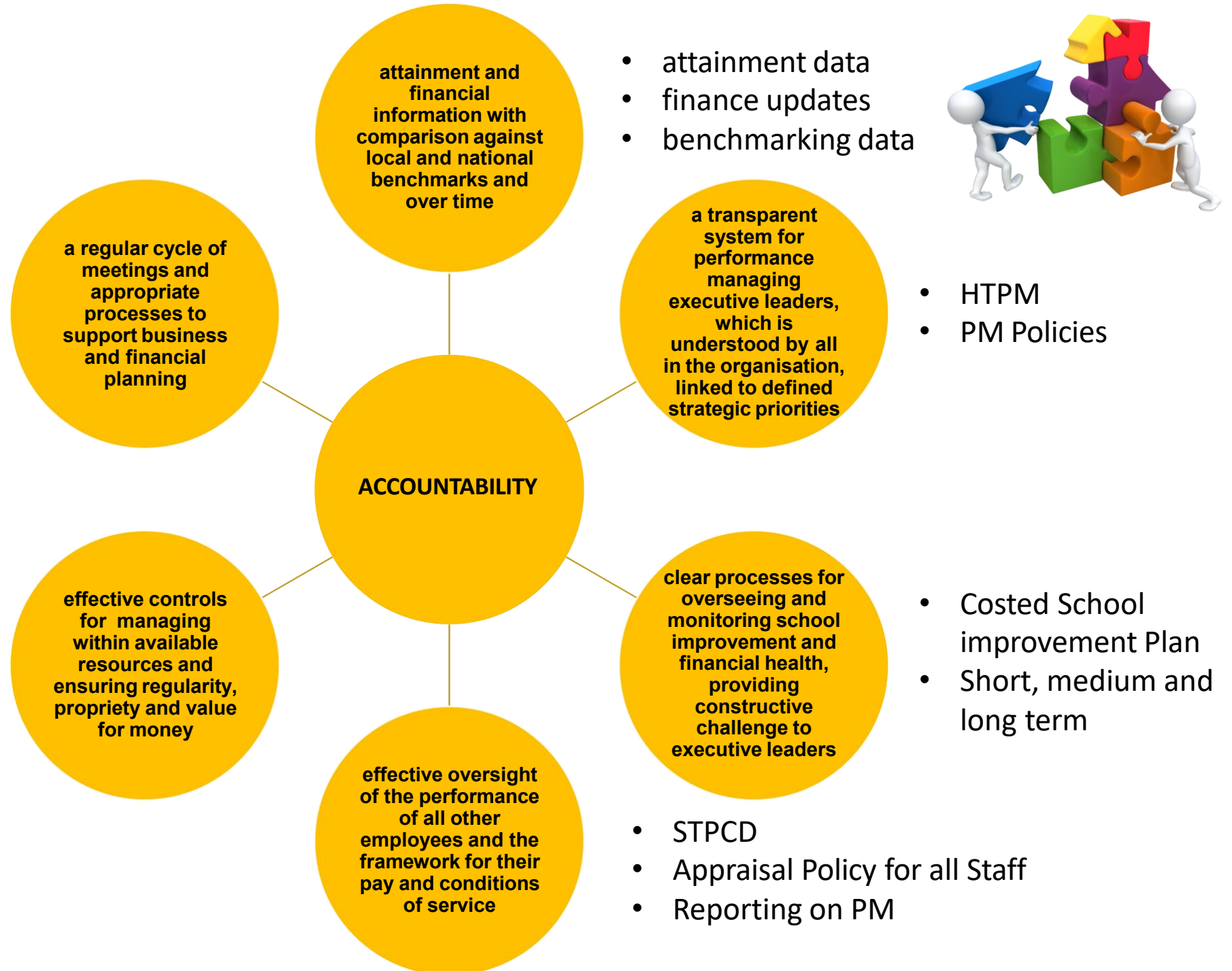Boards should work **to support and strengthen the leadership** of their executive and **hold them to account** for the **day-to-day running** of their school(s), including the performance management of staff.
Boards should play a strategic role and avoid routine involvement in operational matters.
They should focus strongly on **holding their executive leader to account for exercising their professional judgement** in these matters and all of their other duties.

- Calendar
- GB Action Plan
- Meetings planned in line with the school/Jewish /financial calendar
- Clerking

- Finance committee
- GB oversees delegation
- Voluntary donations
- Admin staff

a regular cycle of meetings and appropriate processes to support business and financial planning

attainment and financial information with comparison against local and national benchmarks and over time

- attainment data
- finance updates
- benchmarking data

a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities

- HTPM
- PM Policies

ACCOUNTABILITY

effective controls for managing within available resources and ensuring regularity, propriety and value for money

effective oversight of the performance of all other employees and the framework for their pay and conditions of service

clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders

- Costed School improvement Plan
- Short, medium and long term

- STPCD
- Appraisal Policy for all Staff
- Reporting on PM

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**.

PEOPLE

SKILLS

COMPETENCY

ABLE TO WORK WITH OTHERS

STRONG COMMITMENT TO ROLE

INQUISITIVENESS TO QUESTION AND ANALYSE

LITERACY / NUMERACY

FOUNDATION GOVERNORS – ABILITY TO DEVELOP AND PRESERVE RELIGIOUS CHARACTER AND ETHOS

STRUCTURES

APPROPRIATE TO THE SCALE AND STRUCTURE OF THE ORGANISATION AND ENSURE SUFFICIENT AND ROBUST OVERSIGHT OF KEY PRIORITIES

PROCESSES FOR COMMUNICATION BETWEEN THE PARTS OF THE STRUCTURE AND TO ALL STAKEHOLDERS

ACADEMY TRUSTS – SEPARATION WHICH SUPPORTS COMPLIMENTARY AND NON-DUPLICATIVE ROLES

TRAINING MENTORING BUDDYING

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.

✓ awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties

✓ regard to Keeping Children Safe in Education (statutory guidance) to ensure that key safeguarding and safer recruitment duties are undertaken effectively (Prevent/FGM)

✓ plans to ensure that other key duties such as inclusion, special education needs and disability (SEND) are undertaken effectively across the organisation

✓ monitoring and oversight of the impact of pupil premium and other targeted funding streams

✓ for academies, adherence to the requirements of the Education and Skills Funding Agency's (ESFA) *Academies Financial Handbook* (AFH) and the academy trust's funding agreement and articles of association

✓ understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation

✓ Charity law

✓ H&S/Premises

✓ Equality

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

✓ EYFS, 6th form

✓ SEND/LAC/ Careers

✓ Assessment,

✓ Staff and PM, NQTs, 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.

CRITICAL FRIEND

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

HOW DO WE FIND OUT?

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?

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

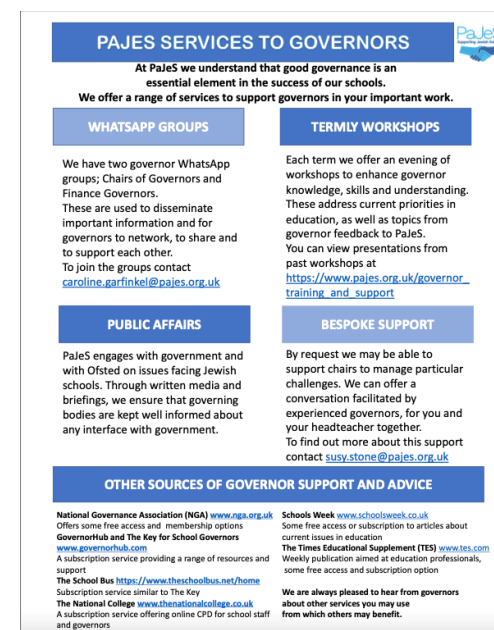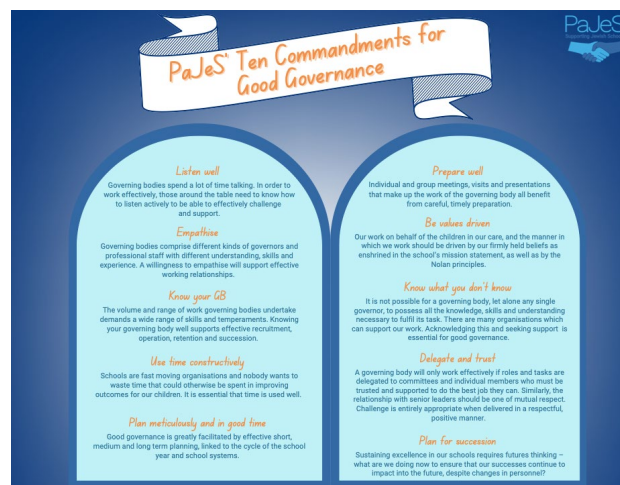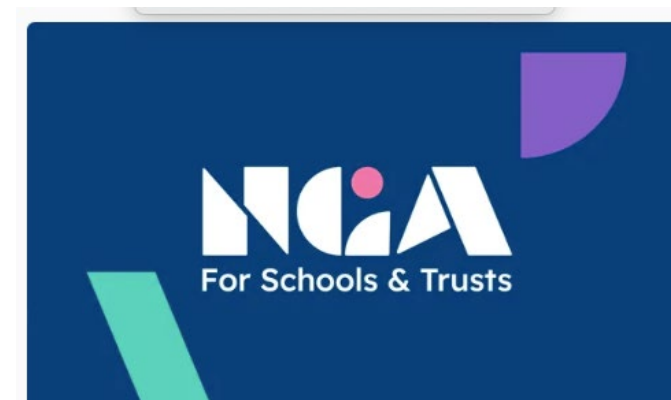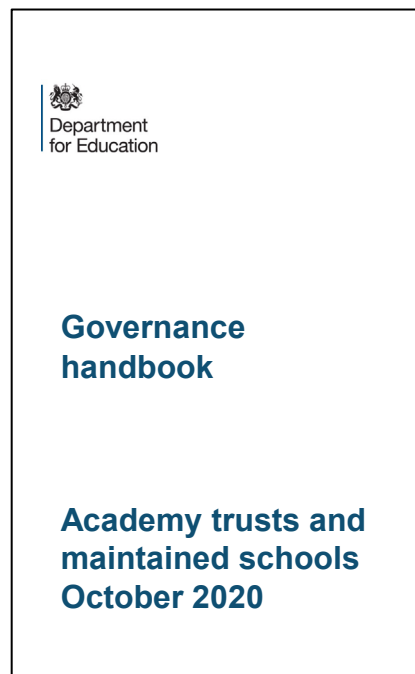SOFT AND HARD DATA

EVALUATION

OFSTED - those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training

- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

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

How well are we doing?

How do we compare with similar schools?

What more should we aim to achieve this year?

What must we do to make it happen?

Taking action and reviewing progress

POOR FAIR GOOD GREAT

https://www.pajes.org.uk/governor_training_and_support

Celebrate and congratulate!