GOVERNORS’ PROFESSIONAL DEVELOPMENT HANDBOOK
Courses for governors and clerks to assist them to be knowledgeable and deliver effective governance
September 2016 to March 2017

Governor Development Team
INTRODUCTION FROM THE GOVERNOR CONSULTANT

Dear Colleague

I am pleased to present the details of the Local Authority continued professional development programme for 2016 to March 2017 for governors, local governors in MATs, trustees and directors. There is an exciting programme of training available with lots of new courses. In response to demand we are also varying the timings of training so that there will be courses in the mornings, afternoons and evenings. In many cases popular courses are available on different dates and at different times. We hope this will allow more governors to attend at times which are convenient. Whilst we are publishing our programme for the year we have left some room bookings unallocated so that we can respond to demand more effectively.

Over the summer Ofsted have made an amendment to the Ofsted Framework in relation to Leadership and Management. A new clause has been inserted which clearly links the value of quality training to effective governance:

Inspectors will measure the effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance.

In the pages ahead you will find details of the programme and how to access the wide range of training sessions, which continue to be offered free and unlimited to all schools and academies who subscribe to the Governor Development Team service. If your school doesn’t subscribe you can use pay as you go but often a subscription is more beneficial as it gives you unlimited training, as well as access to support and guidance. However to ensure the service is efficient and cost effective the Local Authority are reserving the right to cancel courses which have less than 10 governors on them – so please book places as early as possible. We will not cancel courses due to lack of delegates without giving 4 working days’ notice.

Whether you are new to governance or someone with more experience I would encourage you to attend at least two courses. There is something for everyone and the programme aims to provide the necessary knowledge and up to date information required to fulfil the complex and ever demanding role of a school governor or trustee, whether in a maintained school or academy.

As part of my partnership work with the Local Authority I am delighted to be the tutor on the majority of courses however I have also secured the best advisers for other subjects such as special needs and looked after children, for early years, pupil premium and data.
Delegates have always received copies of the presentations to take back to their governing body but each course will now also be offering a 'key points and next steps' form so governors can feed their notes back to colleagues more easily and effectively.

Plymouth has always been committed to delivering the best training and development to its volunteer governors and associate members and we now look forward to working with trustees and directors of newly formed multi-academy trusts.

Please feel able to book as many courses as you wish to attend and remember to include the details in your diaries. We do send reminders of the booking seven days in advance of each course and Bridget McCarthy is now also sending out a list of courses coming up in the next month. These reminders are proving popular.

The feedback received following each course is always reviewed and now is forwarded to Plymouth Association of Governors who are now quality assuring the content and programme. If you have any suggestions concerning potential new course themes or any speakers, please let me know.

It is still important we minimise the numbers of those who book a place and don’t attend without letting us know. We really do not mind cancellations through sickness, work and family commitments – and by letting us know we are able to offer the place to other governors on waiting lists, manage the number of resources we prepare for each event or change to more appropriate rooms.

If you have any queries about the courses please contact Bridget McCarthy; she is always pleased to help.

Karen Powell
Governance Consultant
Working in partnership with Plymouth Local Authority

Feedback from training in 2016:

“Very good content and food for thought”

“Well worth attending!”

“Nice to meet other governors and hear their experiences”

“Always impressive, easy to understand and plenty of time for questions”

“Clear and informative”

“Good use of my time”
SERVICES OFFERED BY GOVERNOR DEVELOPMENT TEAM

HELPLINE
If you need any advice or help on all matters of governance:
Please telephone us on 01752 307480
or email governordevelopment@plymouth.gov.uk
Advice and support is available from 9am to 5pm Mondays to Thursdays and 9 am to 1 pm on Fridays during term time. Karen Powell, who has over 18 years’ experience of school governance and leadership and management of schools, will make the most responses, on behalf of the service.

TRAINING
As with previous years, we have reviewed all the courses from 2015 and 2016 and are introducing a selection of new courses. Training will be held early morning, late afternoon and early evening in our training rooms at Windsor House, Tavistock Road, Plymouth, PL6 5UF where there is level access.
Please note that there is no parking at Windsor House for delegates attending training sessions during the morning and afternoon. However, for twilight and evening sessions only, there may be limited parking in the visitor car park but this cannot be guaranteed. We therefore request that you use public transport or the Milehouse or George Park and Ride service which stops nearby on Tavistock Road.
Tea, coffee, water, and biscuits are offered 30 minutes before the start of each course to encourage opportunities for informal networking by delegates.
All training and helpline services are free to governing bodies subscribing to the Governor Development Team service.

PAY AS YOU GO
Non subscribing schools can purchase places per governor at a cost of £60 per session.

COURSE BOOKING
Bookings should be made by telephoning:
01752 307480
or by email to: governordevelopment@plymouth.gov.uk

CANCELLATION POLICY
All course details are correct at time of publication but are subject to change.
Plymouth City Council has the right to cancel, postpone or amend courses subject to numbers booked on the course and at the tutors’ discretion.
CHAIR, VICE-CHAIR AND CLERK UPDATE SESSIONS
Each term we offer chairs, vice chairs (or their representative) and clerks the opportunity to hear essential updates and information on both national and local education initiatives, statutory requirements for schools and academies and summaries of any key publications. The sessions also allow best practice to be shared and offer networking opportunities.
For each update there is now a choice of three sessions.
It is important that clerks share information which is given at these meetings.

COURSE EVALUATIONS
The feedback you give after each course is extremely valuable and each is carefully reviewed. Summaries of the responses for each course are now shared with Plymouth Association of Governors who ensure that the courses maintain quality for content and tutoring.

Feedback from training in 2016 training:
“Worthy of attendance.” – The role of parent governor.
“Important for Chairs to re-visit this course periodically as things change.” – Chairing skills.
“All training sessions from GDT are extremely informative and interesting.” – Pupil premium
“It focuses attention on what is required – it is relaxed and friendly. Good audio visuals.” – Minute taking workshop.
“Very informative.” – Use of websites.
“I don’t know how I could be an effective chair if I didn’t get these regular updates” – Chair’s update.
THE OFSTED FRAMEWORK

OFSTED

During the initial phone call:

The inspector will establish what the governance structure of the school or academy is, including with reference to the constitution, and make arrangements for a meeting with the chair of the governing body and as many governors as possible, and request that as many governors as possible are also present at the final feedback meeting.

Inspectors will request that the following information is available at the start of the inspection:

- a summary of any school self-evaluation or equivalent
- the current school improvement plan or equivalent, including any strategic planning that sets out the longer term vision for the school
- school timetable, current staff list and times for the school day
- any information about pre-planned interruptions to normal school routines during the inspection
- the single central record of the checks and vetting of all staff working with pupils
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- records and analysis of bullying, discriminatory and prejudicial behaviour; either directly or indirectly, including racist, disability and homophobic bullying; use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are open cases with children’s services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- records of the evaluation of the quality of teaching, learning and assessment
- information about the school’s performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, in an anonymised format
- documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust
- any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

In making this judgement in schools, inspectors will consider:

- the leaders’ and governors’ vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils’ outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this

the quality of continuing professional development for teachers at the start and middle of their careers and later; including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school

how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils

how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

the effectiveness of governors in discharging their core statutory functions

how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

the effectiveness of safeguarding

the effectiveness of leaders’ and governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

GOVERNANCE

Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, academy trustees or members of the school’s local board. Inspectors will consider whether governors:

work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition

provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school

provide support for an effective Headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school

understand how the school makes decisions about teachers’ salary progression and performance

performance manage the Headteacher rigorously

understand the impact of teaching, learning and assessment on the progress of pupils currently in the school

ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils

ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium

are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.
THE IMPORTANCE OF CLERKING

THE CLERK’S ROLE IN GOOD AND OUTSTANDING SCHOOLS

In good and outstanding schools governing bodies work systematically and effectively. There are two key requirements in this:

- The work of the clerk
- The delegation of work

The role of the clerk is pivotal to the smooth operation of the governing body. As well as fulfilling administrative duties clerks are a source of guidance and advice for a governing body. Skilful clerks ensure that governors’ time is used efficiently and effectively.

What does a clerk in an outstanding school deliver?

- Regularly keeps governors up to date with any changes in legislation
- Circulates minutes and papers for meetings 7 days in advance (14 days in an academy) so that governors are well prepared for discussions and questions
- Acts as a source of advice and support for governors, particularly new ones
- Provides a link between the governing body and the Local Authority
- Disseminates information from other sources such as the Department for Education
- Ensures that action points are recorded and followed up and minutes are sent out quickly after a meeting, after first being viewed by the chair of governors or chair of committee.
- Arranges visits and meetings and notifies governors of relevant events
- Prepares a plan or timeline of governor activities throughout the year and helps the chair to ensure that this schedule is reflected in the agendas for meetings.

How should governors support an outstanding clerk?

- By giving a clear job description ensuring that roles, responsibilities and lines of accountability are understood
- By ensuring they have access to regular briefings and training opportunities with the Local Authority
- By supporting a strong teamwork ethos understanding the different roles of Headteacher and chair of Governors
- By ensuring the leadership and management skills of the chair, with the support of the clerk, enable meetings to run efficiently and effectively, keeping governors focussed on the agenda and allowing governors to contribute
- By ensuring chairs of committees are also skilled and knowledgeable
- By completing performance management with the clerk each year.
WHAT TRAINING WOULD BE GOOD FOR ME?

All of our courses are open to all governors, clerks and Headteachers so please book any courses that interest you. Your governing body will always benefit as a result. However, for governors with specific roles the following courses are particularly important:

**New governors**

Meeting Ofsted’s expectations  
The importance of school visits, an effective visit policy and visit form  
A welcome to new governors  
Introduction to Health and Safety for Governors

**Chairs**

Looking after your Headteacher’s health and well-being  
Effective chairs Part 1 and Part 2  
Using governor pages on the school website effectively  
The importance of school visits, an effective visit policy and visit form  
Chairs’ and clerks’ update  
Managing compliments and complaints  
Recruiting new governors to share the workload  
Supporting new governors – delivering an in-school induction and the role of a mentor  
Promoting the work of the governing body  
Governing body / advisory board self-evaluation

**Vice Chairs**

Headteacher’s performance management  
Using governor pages on the school website effectively  
Chairs’ and clerks’ update  
The role of the vice chair  
Promoting the work of the governing body  
Governing body / advisory board self-evaluation  
Headteacher’s performance management - mid-year reviews

**Clerks**

Writing effective minutes – for clerks and chairs  
Using governor pages on the school website effectively  
Clerking skills for new clerks  
Chairs’ and clerks’ update  
Managing compliments and complaints  
Promoting the work of the governing body  
Just for clerks – from agendas to minutes  
Just for clerks – dealing with complaints, exclusions and disciplinary meetings

**Safeguarding governors**

Safeguarding – what governors need to know  
The Prevent duty  
The role of the safeguarding governors  
Educating our primary school children to be safe in a digital world  
Children who are looked after  
Social media in schools  
Educating our secondary school students to be safe in a digital world

**Pupil Premium/Finance governors**

Monitoring the effectiveness of Pupil Premium funding  
Service children and pupil premium

**Headteacher performance management governors**

Headteacher’s Performance Management  
Headteacher’s Performance Management - mid-year review
MONITORING THE EFFECTIVENESS OF PUPIL PREMIUM FUNDING

Monday 12 September 2016 4.30pm to 6.30pm
Monday 30 January 2017 5.30pm to 7.30pm

Tutor: Simon Mower, Virtual School Headteacher

This training session will describe the different types of Pupil Premium funding available and who gets it and for what reason. As governors are responsible for monitoring its effectiveness we look at characteristics of successful approaches and best practice as well as questions governors should be asking.

SAFEGUARDING – WHAT GOVERNORS NEED TO KNOW

Tuesday 13 September 2016 4.15pm to 6.45pm
Thursday 12 January 2017 9.30am to 12 Noon
Tuesday 14 March 2017 1pm to 3.30pm

Tutor: Karen Powell, Governance Consultant

This course is designed to help all governors carry out their role in safeguarding children and young people. The course is interactive and the content is delivered sensitively, while maintaining the focus on governors’ roles and responsibilities. The content covers the legal context, the important questions governors need to ask and Ofsted’s expectations of schools and academies.

Delegates will receive safeguarding materials to support the course, further reading and resources to help them as they carry out their responsibilities to safeguard children.

HEADTEACHER PERFORMANCE MANAGEMENT

Thursday 15 September 2016 1pm to 2.30pm
Thursday 20 October 2016 5pm to 6.45pm

Tutor: David Bowles, Senior Adviser – Standards

Schools must have suitable Appraisal policies to allow staff to be performance managed. Headteachers should also have performance management and it is expected that a Headteacher should have his or her performance assessed by 31 December for the previous academic year as well as new targets agreed.

This course explains the best practice process for Headteacher performance management, and will discuss how performance can be assessed and monitored. Guidance will also be given about writing targets that allow governors to measure success and impact easily.

WRITING EFFECTIVE MINUTES – FOR CLERKS AND CHAIRS

Thursday 15 September 2016 3.45pm to 5.15pm

Tutor: Karen Powell, Governance Consultant

The clerk and chair are responsible for publishing draft minutes of governing body meetings. This course explores how to minute a meeting to provide the best evidence of how the governors challenge and support and hold the Headteacher to account. With examples and resources we will study the art of minute taking in a school setting.
LOOKING AFTER YOUR HEADTEACHER’S HEALTH AND WELL-BEING
Wednesday 21 September 2016  9.30am to 11.15am
Tuesday 24 January 2017  5.30pm to 7.15pm
Tutor: Karen Powell, Governance Consultant
This course explores the board of governor’s role in ensuring the work-life balance of the Headteacher. We will explore the pressures on Headteachers in today’s ever-changing education world and discuss why it is important to consider the health and wellbeing of the senior leader. This course will give ideas of how to implement wellbeing measures and who should be responsible for delivering this crucial role.

MAT GOVERNANCE
Wednesday 21 September 2016  1pm to 3pm
Tuesday 18 October 2016   5.15pm to 7.15pm
Tutor: Karen Powell, Governance Consultant
Whether you are already in a MAT or considering joining one or forming one, this course will explain how academy trusts are formed and the change of governance from governing body to trust board level. We will look at where local governance sits and what role a local governing body might have and how it can be set up. There is also an opportunity to explore questions governors should ask of any trust board and of themselves.

MEETING OFSTED’S EXPECTATIONS
Wednesday 21 September 2016  3.30pm to 5pm
Tutor: Karen Powell, Governance Consultant
This session is designed for new governors who have not experienced an Ofsted inspection before, or for governors who have not experienced inspection under the current framework (from September 2015). We will review how Ofsted inspect, what evidence they wish to see and the role of governors during inspection.

EFFECTIVE CHAIRS – PART 1 OF 2
Wednesday 21 September 2016  5.30pm to 7.30pm
Wednesday 1 March 2017  5.30pm to 7.30pm
Tutor: Karen Powell, Governance Consultant
In this two part course governors who are chairs or vice chairs review that is expected of an effective chair. In part one we unpick the role of chair and look at the skills that will be needed to lead the work of the board of governors. We will explore how a chair can influence the effectiveness of governance and how the chair and Headteacher should work together. We will also explore the role of the clerk and the interaction between the chair and clerk.

ENGAGING AND WORKING WITH STAKEHOLDERS
Thursday 22 September 2016  9.30am to 11am
Thursday 16 March 2017  5pm to 6.30pm
Tutor: Karen Powell, Governance Consultant
Ofsted inspectors will always focus on how schools and governors engage with the parent and carer community. Whilst parents are represented on the governing body this course explores how governors can seek engagement with the parents when reviewing policies, doing surveys and parent activities. We will learn from governing bodies who engage with parents when writing the School Improvement Plan and those with parent councils. We also look at the relationship governors have with school staff and with the young people in our school.
WORKING WITH CO-ORDINATORS
Thursday 22 September 2016 1pm to 3pm
Date to be fixed for 2017 evening session
Tutor: Karen Powell, Governance Consultant
Are you a governor with responsibility for a particular curriculum subject? Would you like to know how to monitor the development of literacy/numeracy/safeguarding etc. within your school? This course explains the role of link governors and will advise how to establish a good working relationship with curriculum co ordinators. It also considers how you can make and plan effective visits to your school and how to prepare curriculum link reports to feed back to your fellow governors.

USING GOVERNOR PAGES ON THE SCHOOL WEBSITE EFFECTIVELY
Thursday 22 September 2016 4pm to 5.30pm
Thursday 26 January 2017 6pm to 7.30pm
Tutor: Karen Powell, Governance Consultant
The school website gives us the opportunity to share aspects of our governance work more widely. Since September 2015 governors have had to report statutory information about the body’s membership online and we will explore how to do this most effectively. However, we will also explore how you can use the website to work more closely with parents and carers and to explain your role and demonstrate how the governing body is making a difference. Which documents should you add to the website and what must you add? We will also cover whether you should display minutes, visit reports and plans.

CLERKING SKILLS – NEW CLERKS
Friday 23 September 2016 9.30am to 11.30am
Tutor: Karen Powell, Governance Consultant
It is quite rare for a new clerk to have previous experience of working with governing bodies so there is often a lot to learn. In many cases there is no handover from the previous clerk either so new clerks can feel that it takes time to establish what their role actually is. This course outlines the roles and responsibilities and gives plenty of tips and resources to help a new clerk develop the skills needed to ensure governors are able to deliver their role. Importantly, the course also gives delegates the chance to meet other new clerks and exchange experiences to date.

THE PREVENT DUTY
Tuesday 4 October 2016 5pm to 7pm
Monday 6 February 2017 4.30pm to 6.30pm
Wednesday 22 March 2017 1pm to 3pm
Tutor: Heather Ogburn, Senior Leadership Adviser (RA and NTG)
From 1 July 2015 all schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The course explores the issues facing school and the statutory guidance available, noting that in order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. How schools build resistance and promote British Values is also explained.
THE IMPORTANCE OF SCHOOL VISITS, AN EFFECTIVE VISIT POLICY AND VISIT FORM

Wednesday 5 October 2016  1pm to 2.30pm
Tutor: Karen Powell, Governance Consultant

Governors need to talk confidently about their school but some are understandably confused about their monitoring role with regards to making school visits. In this course we will look at a typical visits policy and note what makes it effective. We will explore how visits can be organised and what to do when the day comes. We will also look at how you can report back to your fellow governors – what you should record and what you shouldn’t.

CHAIRS AND CLERKS’ UPDATE

Wednesday 5 October 2016  3.30pm to 5pm
Thursday 6 October 2016  9.30am to 11am
Thursday 6 October 2016  5pm to 6.30pm
Tuesday 7 February 2017  1pm to 2.30pm
Wednesday 8 February 2017  9.30am to 11am
Wednesday 8 February 2017  5.45pm to 7.15pm
Tutor: Karen Powell, Governance Consultant

These update meetings offer an opportunity for chairs and clerks (although other governors can attend to represent the chair) to get a summary of the latest local and national news concerning governance and education. Publications from the DfE are examined and the key points shared and discussed and new policies are reviewed and resources shared. Sessions are repeated three times over two days to make them available to most people.

EFFECTIVE CHAIRS – PART 2 OF 2

Wednesday 5 October 2016  5.30pm to 7.30pm
Wednesday 15 March 2017  5.30pm to 7.30pm
Tutor: Karen Powell, Governance Consultant

In the second part of the course we concentrate on the chair’s role in challenging and giving support, and how developing the role of the vice chair can increase the effectiveness of the board. The chair’s role in managing complaints and conflict resolution is reviewed and advice is given about dealing with difficult incidents and sometimes difficult governors!

MANAGING COMPLIMENTS AND COMPLAINTS

Thursday 6 October 2016  1pm to 2.45pm
Wednesday 1 March 2017  1pm to 2.45pm
Tuesday 14 March 2017  5.30pm to 7.15pm
Tutor: Karen Powell, Governance Consultant

In Spring 2016, the LA issued a model compliments, concerns and complaints policy which was written based on the content of a new DfE publication Best practice advice for school complaints procedures (January 2016) and work with parents and governors. This course reviews the guidance to help governors understand the procedure and to handle complaints effectively. The course will also focus on how schools can avoid receiving too many complaints and how they can celebrate the compliments given by parents, carers and visitors.
INTRODUCTION TO HEALTH AND SAFETY FOR GOVERNORS

Monday 10 October 2016  1pm to 3.30pm
Thursday 2 February 2017  5pm to 7.30pm

Tutor: Laura Stacey, Health, Safety and Wellbeing Adviser

Laura Stacey will give governors a vital introduction to their responsibilities to ensure their school complies with Health and Safety legislation. The course will cover the aspects of Health and Safety that should be reported to governors and regularly inspected as a part of governors’ visits to school. She will talk about what is a good health and safety policy and cover risk assessments.

EFFECTIVE CHALLENGE AND SUPPORT – ASKING EFFECTIVE QUESTIONS

Tuesday 18 October 2016  1.30pm to 3.15pm
Wednesday 11 January 2017  6pm to 7.45pm

Tutor: Karen Powell, Governance Consultant

One of the three core functions of governors is to hold the leaders to account for the performance of the school. To equip governors to fulfil this role effectively this session aims to develop governors’ skills in holding leaders to account. It will develop governors’ understanding of what, when, where and how to challenge as well as the importance of supporting school leaders.

A WELCOME TO NEW GOVERNORS

Thursday 20 October 2016  9.30am to Noon
Tuesday 10 January 2017  1pm to 3.30pm
Thursday 16 March 2017  1pm to 3.30pm
Tuesday 28 March 2017  5.15pm to 7.45pm

Tutor: Karen Powell, Governance Consultant

This is an opportunity to explore, with other new governors, the roles and responsibilities of governing bodies, Headteachers, Dioceses, the Local Authority and academy trusts. We will also examine the three main roles of governors: strategic, critical friend and accountability and discuss what techniques can be used to give you confidence in fulfilling these roles. The course also offers a chance to exchange experiences with other governors and to gain a useful resource to support you in your first few months as a governor.

THE ROLE OF THE SAFEGUARDING GOVERNORS

Thursday 20 October 2016  1pm to 2.45pm
Monday 13 March 2017  5.30pm to 7.15pm

Tutor: Karen Powell, Governance Consultant

Whilst all governors are responsible for safeguarding in our schools it is good practice to have two governors who are safeguarding champions and ensure that the board keeps safeguarding at the forefront of discussion about all aspects of school life. Keeping children safe in education (September 2016) is a new document which joins Working to safeguard children (March 2015) and the Ofsted guidance on safeguarding. The course allows governors to review why safeguarding in our schools is so important, what Ofsted expect governors to know and how knowledge of school’s safeguarding systems can be shared across the governing body.
RECRUITING NEW GOVERNORS TO SHARE THE WORKLOAD
Tuesday 8 November 2016 1pm to 2.30pm
Tuesday 22 November 2016 4.30pm to 6.15pm
Tutor: Karen Powell, Governance Consultant
The key to success in recruiting the right governor is first to be clear about the type of person and skills you are looking for and then advertise for those skills as widely as possible. We will review how we can determine the skills your governing body requires, discuss the best ways of advertising the position, whilst explaining what commitment you are looking for, and then assess applicants to make the best appointment.

WHAT ARE THE FEATURES OF A GOOD HEADTEACHER’S REPORT?
Tuesday 8 November 2016 4pm to 5.30pm
Tutor: Karen Powell, Governance Consultant
It is the Headteacher’s job (and in maintained schools it is their legal duty) to give their governing body all the information it needs to do its job well. This means they should help the governing body access the data published by the DfE and Ofsted and provide written reports to inform governors and allow them to monitor different aspects of life in the school throughout the year. The governing body, not the Headteacher, should determine the scope and format of Headteachers’ termly reports but there is no statutory requirement for the contents. We will look at example reports and decide what would help governors be effective.

THE ROLE OF THE VICE CHAIR
Tuesday 8 November 2016 6pm to 7.30pm
Wednesday 29 March 2017 5.30pm to 7pm
Tutor: Karen Powell, Governance Consultant
Some schools have one vice chair and others have two. In this course we will explore the role of a vice chair and how the position can add strength to the leadership of the governing body rather than be seen merely as a deputising role.

SUPPORTING NEW GOVERNORS – DELIVERING AN IN-SCHOOL INDUCTION AND THE ROLE OF A MENTOR
Wednesday 9 November 2016 1pm to 2.45pm
Tuesday 28 February 2017 5.30pm to 7.15pm
Tutor: Karen Powell, Governance Consultant
It is always important to welcome new governors and having a good in-house induction to compliment the Local Authority course is a good way to enable the new governor to play an active part in the governing body as quickly as possible.
This session looks at the content of an in-school induction pack and the role of the mentor in enabling and delivering a supportive relationship, which is flexible, yet responsive.
EDUCATING OUR PRIMARY CHILDREN TO BE SAFE IN A DIGITAL WORLD

Wednesday 9 November 2016  5.15pm to 7.15pm
Tutor: Karen Powell, Governance Consultant

Our children are growing up in an increasingly digital world with highly developed computer games, more than 1000 new Apps being added to Apple’s app store per day and increasing use of mobile phones and tablets. This course reveals the issues facing our young people today and shares information about the work of the National Crime Agency’s CEOP Command (formerly the Child Exploitation and Online Protection Centre) with child protection partners across the UK and overseas to identify the main threats to children and coordinate activity against these threats to bring offenders to account. How can our schools help to educate our children to live safe online lives?

QUALITY OF TEACHING

Monday 14 November 2016  5.30pm to 7.30pm
Tutor: Simon Mower, Virtual School Headteacher

The training will explore how to understand how your Headteacher and senior leaders recognise good teaching. How teaching is measured over time and what action could be taken to make improvements. What is the impact of quality teaching?

JUST FOR HEADTEACHERS – GETTING THE BEST OUT OF YOUR GOVERNING BODY AND ADVISORY BOARD

Monday 21 November 2016  1pm to 3pm
Tutor: Karen Powell, Governance Consultant

A recent survey reported that only 31% of Headteachers stated that their governors were well prepared for inspection and understood their strategic responsibility, others were frustrated that governors were not frequent visitors to school and only 40% felt that governors were concerned about their (head’s) work life balance. This course covers best practice in making governance effective and shares ideas and resources to ensure your governors are prepared for inspection.

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)

Monday 21 November 2016  4.30pm to 6.30pm
Monday 30 January 2017  1pm to 3pm
Tutor: Susan Shelley, Leadership Adviser - SEND

All governing bodies should have named governors who champion the delivery of education and opportunity to those children and young people with Special Educational Needs and Disability (SEND). But what exactly is the role and responsibilities of the governing body and what questions need to be asked to be a champion of the SEND role? What data is available and how are children defined as having special needs? This course explores the process of statementing, discusses expectations and will clarify the role and responsibilities.

PROMOTING THE WORK OF THE GOVERNING BODY

Tuesday 22 November 2016  9.30am to 11.30am
Tutor: Karen Powell, Governance Consultant

Governors need to work closely with parents and staff but how often are these vital stakeholders able to describe the work of the governing body and the value governors add to school’s leadership and management? This course explains how and why governors should explain their roles to stakeholders, share details of their work and demonstrate impact. We will also cover how promoting the work of the governing body can be linked to establishing a good two way communication with stakeholders.
WRITING VISIT REPORTS
Tuesday 22 November 2016 1pm to 2.30pm
Tutor: Karen Powell, Governance Consultant
Sometimes governors show a reluctance to visit school because of their concern about what to write on a visit form. In this course we will answer questions such as: What should you be seeing when you visit school? What judgements should you record? Who should you share your report with and what difference should your report make?

PREPARING AN EVIDENCE PORTFOLIO
Monday 28 November 2016 1pm to 2.30pm
Thursday 2 March 2017 5.30pm to 7.15pm
Tutor: Karen Powell, Governance Consultant
This course examines how governors can evidence their work and effectiveness by producing an evidence portfolio that can be kept in school ready for any inspection. A portfolio will meet Ofsted expectation in the framework that they will wish to see on the first morning of an inspection ‘documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust.’

This course covers ideas for how to put the portfolio together and what it should contain. We will also explore what other aspects of evidence of governance that Ofsted might see during their visit. The course also covers evidence collection for the SIAMs inspection for Church schools.

SUPPORTING YOUR CLERK WITH PERFORMANCE MANAGEMENT
Monday 28 November 2016 3.30pm to 5pm
Tuesday 7 February 2017 9.30am to 11.15am
Tutor: Karen Powell, Governance Consultant
Do you complete a performance management process with your clerk? It is important that clerks are treated like all staff and have an opportunity to discuss what is going well, what frustrates them and whether there is any training they would like to enhance their skills. In this meeting we will discuss what you should expect your clerk to deliver and how a helpful performance management meeting can be planned and delivered.

EDUCATING OUR SECONDARY SCHOOL STUDENTS TO BE SAFE IN A DIGITAL WORLD
Monday 28 November 2016 5.45pm to 7.45pm
Tutor: Karen Powell, Governance Consultant
Our young people are growing up in an increasingly digital world with highly developed computer games, more than 1000 new Apps being added to Apple’s App store per day and increasing use of mobile phones with cameras. This course reveals the issues facing our young people today and shares information about the work of the National Crime Agency’s CEOP Command (formerly the Child Exploitation and Online Protection Centre) with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. How can our schools help to educate our children to live safe online lives?
THE ROLE AND RESPONSIBILITIES OF A SCHOOL GOVERNOR
Tuesday 29 November 2016  1pm to 2.45pm
Tutor: Karen Powell, Governance Consultant
All new governors are offered induction training but this course is designed for governors who missed this opportunity or have been governors for many years. As the role of a governor has changed over time we explore the current responsibilities of governors and how this can be delivered in an increasingly busy world. Have the questions we need to ask changed over time? How can we ensure we don’t become operational but retain a strategic focus? Why are visits so important?

GOVERNING BODY / ADVISORY BOARD SELF-EVALUATION
Tuesday 29 November 2016  4.30pm to 6.30pm
Tutor: Karen Powell, Governance Consultant
Self-evaluation is important whether you are a governing body in a maintained school or a local advisory board in a school in a MAT. In this course we explore several different ways of evaluating your governing body’s performance and the positives that can come from the process.

WHAT GOVERNORS NEED TO KNOW ABOUT PSHE
Tuesday 6 December 2016  5pm to 7pm
Tutor: Jono Madeley, Leadership Associate (Narrowing the Gap Health)
As governors we rarely have an opportunity to hear about the personal, social, health and economic education agenda in our school and how effectively it is delivered. PSHE is designed to equip young people with the knowledge, understanding, attitude and practical skills to live healthily, safely and responsibly and PSHE is reviewed as part of an Ofsted inspection. This course will explain all the elements and gives you the knowledge to ask questions about its delivery back in your school.

CHILDREN WHO ARE LOOKED AFTER
Tuesday 10 January 2017  5.30pm to 7.45pm
Tutor: Zoe Masters, Education Consultant Early Years and Primary (LAC)
This course will be presented by the Plymouth Looked After Children Education (PLACE) Team and will focus on four key areas which are of importance to governors:
- Children in care in Plymouth – the current picture
- The role of the children who are looked after governor champion
- Statutory responsibilities for governing bodies – what it means for you
- Developing good practice in your school
PLYMOUTH ASSOCIATION OF GOVERNORS – SAFER RECRUITMENT

Wednesday 11 January 2017 (Modules 1 to 4) 9.30am to 3.30pm
Delivered across two mornings:
Tuesday 28 March 2017 (Modules 1 and 2) 9.30am to 12.30pm and
Wednesday 29 March 2017 (Modules 3 and 4) 9.30pm to 12.30pm

Tutor: Karen Powell, Governance Consultant

After completing this course participants will have:
- Recognised the types and scale of abuse
- Identified key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Considered policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- Begun to review their own organisation’s policies and practices with a view to making them safer.

The course modules cover:
- Safer recruitment and the wider context of safeguarding
- Prevalence of abuse and profile of abusers
- How abusers operate within organisations
- Features of a safer recruitment process
- Planning a safer recruitment process
- Making the right decisions: interview and selection
- Setting acceptable standards of behaviour
- Maintaining an on-going culture of vigilance.

Each module has a short assessment completed at the end of each module to avoid the need to worry about any test at the end of the day. During each module participants consider the issues through presentations, case examples and group discussion. Successful participants will receive a certificate of attendance and successful course completion, confirming accreditation by the Safer Recruitment Consortium for three years.

These courses are open to all school staff and governors.

Please note this course is run by Plymouth Association of Governors (PAG) and will incur a separate course fee of £60 per delegate.

SERVICE CHILDREN AND PUPIL PREMIUM

Tuesday 17 January 2017 4.30pm to 6.15pm

Tutor: Heather Ogburn, Senior Leadership Adviser (RA and NTG)

Plymouth is a city with a high number of military personnel and in this course we will look at how we support the children of our servicemen and women in their schools. The Service Premium will be explained and the criteria for attracting the premium will be clearly explained. How the premium is used will be discussed and the questions that governors need to ask will be explored.
UNDERSTANDING DATA
Wednesday 18 January 2017  9.30am to 11.30am
Wednesday 22 February 2017  9.30am to 11.30am
Wednesday 29 March 2017  5.30pm to 7.30pm
Tutor: David Bowles, Senior Adviser Standards
Governors must have a good understanding of the types of data that is collected by school. In this session we will review what data is recorded and how it is used and reported – particularly at a time when there have been changes to assessment across all phases. RAISEOnline will be examined as well as looking at the new school performance information published by the DfE which replaces Data Dashboard. The session also covers the questions about data that governors should be asking.

THE IMPORTANCE OF EARLY YEARS
Wednesday 1 February 2017  1pm to 3pm
Tuesday 7 March 2017  5.30pm to 7.30pm
Tutor: Meryl Wilson, Advisor Early Years Education
The importance of early years’ development has never been doubted but it is an area where few governors have sound knowledge of the levels of development and the services which should be available to our children as they enter playgroups and school.

The course will include information about the work of the Early Years team supporting learning at the most vital stage of a child’s development.

HEADTEACHER’S PERFORMANCE MANAGEMENT – MID YEAR REVIEW
Tuesday 7 February 2017  5pm to 6.45pm
Wednesday 8 February 2017  1pm to 2.45pm
Tutor: Karen Powell, Governance Consultant
With the targets for your Headteacher set by December and a full review not due until the following autumn how important is it for Performance Management governors to monitor performance throughout the year? The course looks at the best review methods and the data available to assist governors.

SOCIAL MEDIA IN SCHOOLS
Thursday 9 February 2017  5.30pm to 7.30pm
Tutor: Simon Wainwright, Leadership Associate (Technology for Education)
The training will cover the following areas:
- Understanding current online safety issues in schools
- Tools and resources to help protect the professional reputation of the school.
- Staff responsibility for protecting their professional identity and resources available
- Use of safe social media in a school setting.
- Embedding an effective school e-safety policy
HEALTH AND SAFETY – ACCIDENTS, MEDICINES AND FIRST AID
Tuesday 21 February 2017  5pm to 7.30pm
Tutor: Laura Stacey, Health, Safety and Wellbeing Adviser
What do governors need to know about keeping our children safe in school. In this session we will concentrate on the potential for accidents in school and how we train those responsible for administering first aid. We will also look at school’s medicine policy and how medicines are stored and administered. What questions should governors be asking and how often should checks be made on records kept by school.

THE ROLE OF THE PARENT GOVERNOR
Thursday 2 March 2017  1pm to 2.30pm
Tutor: Karen Powell, Governance Consultant
We examine the role of the parent governor in this course. Parents sometimes feel that separating governance and parental responsibilities is difficult. Do parents represent other parents or are they a representative of the parent community? This course explores how you can fulfil the role, ensuring that the parent voice is heard at the governing body meetings whilst keeping the focus on all children in the school. We will discuss how you can separate issues relating to your children to strategic governance and how involved you should be in submitting other parents’ views, especially when they relate to complaints.

JUST FOR CLERKS – MEETING PROTOCOLS – FROM AGENDAS TO MINUTES
Wednesday 15 March 2017  9.30am to 11.45am
Tutor: Karen Powell, Governance Consultant
This course focuses on the process of calling a meeting, setting the agenda, minuting and the circulation of draft minutes. We will look at who should be involved in each element and given best practice tips and guidance. Resources will be available for clerks to review and clerks are invited to bring examples of agendas and minutes that they have prepared to share and discuss.
KEY CONTACTS IN PLYMOUTH

PLYMOUTH ASSOCIATION OF GOVERNORS
www.pag-online.co.uk

Schools in Plymouth who purchase the Plymouth Governor Development Team service have automatic membership of PAG. PAG hold an annual assembly for all governors in addition to an AGM, and are represented on various advisory bodies. They are the collective voice of governors of Plymouth schools, academies and multi-academy trusts and will be pleased to help you in any way they can.

Clerk of PAG:
Nick Rich
15 Mote Park, Saltash, Cornwall  PL12 4JX
Email:  nickrichclerking@virginmedia.com
Mobile:  07971 093113,
Phone: 01752 848684
Twitter: @nickrichclerk

All governors are invited to attend assemblies, PAG will confirm dates and publish more information regarding times and venues nearer the prospective dates.

PLYMOUTH LEARNING PARTNERSHIP (PLP)

Plymouth Learning Partnership (PLP) CIC is a co-operative, community interest company owned by its cross-phase member schools that provides school services across Plymouth and surrounding districts.

PLP CIC also administer and support the Plymouth Teaching School Alliance (PTSA), the Plymouth Excellence Cluster (PEC) and co-ordinate the vocational offering for our secondary pupils.

The aim at PLP CIC is to ensure member schools receive the premium quality services they need as a best value for money proposition. PLP CIC uses the surplus generated for the purposes of enhancing education back in its schools.

CEO – David Maddison
Email: dmaddison@plpcic.co.uk

PLYMOUTH TEACHING SCHOOL ALLIANCE (PTSA)
The remit of Plymouth Teaching School Alliance is to:

- Lead an alliance of other schools and partners to improve the quality of leadership, teaching and learning across the Plymouth Teaching School Alliance
- Train the next generation of outstanding teachers with its HEIs and other partners, so that there is a supply of high-quality new teachers
- Lead peer-to-peer learning and professional development, including the designation and deployment of Specialist Leaders of Education (SLEs)
- Identify and manage talent and nurture leadership potential (PLEs)
- Form a national network to support schools in innovation and knowledge transfer
- Be at the heart of a different strategy of school improvement that puts responsibility on the profession and schools themselves.

PTSA Director – Dr Jim Rogers
Email: jrogers@plpcic.co.uk
PTSA email: teachingschool@plpcic.co.uk
USEFUL ORGANISATIONS

ACE – Advisory Centre for Education
ACE Education Advice and ACE Education Training
36 Nicholay Road, London, N19 3EZ
Tel: 020 8888 3377 (for business enquiries only)
www.ace-ed.org.uk

CASE – Campaign for State Education
c/o 98 Erlanger Road
London SE14 5TH
Tel: 07932 149942
www.campaignforstateeducation.org.uk

Catholic Education Service
39 Eccleston Square, London SW1V 1BX
Tel: 020 7901 1900
www.cesew.org.uk

Church of England Board of Education
Church House, Great Smith Street,
London SWIP 3AZ
Tel: 020 7898 1000
www.cofe.anglican.org

DfE – Department for Education
Castle View House, East Lane, Runcorn, Cheshire,
WA7 2Gj
Tel: 0370 000 2288
www.education.gov.uk

Diocesan Board of Education
Christina Mabin, Church Schools Liaison Officer
Diocesan Education Office,
The Old Deanery,
The Cloisters, Exeter EX1 1HS
Tel: 01392 294939
www.exeter.anglican.org

Muslim Education Trust
130 Stroud Green Road, London N4 3RZ
Tel: 020 7272 8502
www.muslim-ed-trust.org.uk

NGA – National Governors’ Association
NGA Headquarters, Grd Floor,
36 Great Charles Street,
Birmingham, B3 3JY
Tel: 0121 237 3780
www.nga.org.uk

Ofsted
Piccadilly Gate, Store Street,
Manchester M1 2WD
Tel: 0300 123 1231
www.ofsted.gov.uk

OPSI Office of Public Sector Information
now Legislation.co.uk
Tel: 0870 600 5522
www.legislation.gov.uk

Plymouth CAST
http://castportal.plymouth-diocese.org.uk

Plymouth City Council
www.plymouth.gov.uk

Plymouth Leadership Partnership
www.plpcic.co.uk

Times Educational Supplement
www.tes.co.uk
 Glossary for Governors

Academy Converter – All schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

Academy Sponsor Led – Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector and the faith communities.

ACE – Advisory Centre for Education - an advisory service for parents

AD(H)D – Attention Deficit (Hyperactivity) Disorder

Admissions Register – Register of the details of pupils in alphabetical order

AEN – Additional Educational Needs

AfL – Assessment for Learning

ALS – Additional Literacy Support

AMP – Asset Management Plan

APA – Annual Performance Assessment

APP – Assessing Pupil Progress

Appraisal – The process of assessing how well a member of staff is carrying out his or her job

APS – Average Points Score

ARE – Age Related Expectancy

ASBO – Anti Social Behaviour Order

ASD – Autistic Spectrum Disorder

Associate member – A person who is appointed by the governing body to work with a committee but who is not a governor

At Risk Register – Children identified by Social Services or Schools as in danger of emotional, physical or sexual abuse or mental cruelty from within their families.

Audit Commission – Organisation established by Government to monitor the use of funds by local authorities and to promote good practice and efficiency in local government.

Authorised Absence – Where the absence has been agreed by the school. This could be for holiday or sickness absence.

AWPU – Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school from the LA.

Ballot – A method of voting, normally secret

Baseline assessment – An assessment of a child’s skills and ability usually made by a teacher within the first seven days of school entry.

Basic skills – Reading, writing and numeracy

Behaviour Support Plan – A statement that sets out arrangements for schools and other service providers for the education of children with behavioural difficulties.

Benchmarking – Comparing school expenditure with broadly similar schools from the LA, the region and nationally.

BEST – Behaviour and Education Support Team

Best Value – A policy confirming that governing bodies will work with regards to economy, efficiency and effectiveness.

BIP – Behaviour Improvement Programme

BSA – Basic Skills Agency

BST – Behaviour Support Team

Budget Share – The total sum of money allocated to a school for the financial year by the LA.

Buy Back – Provision for schools to use part of their delegated budget to purchase services from the LA. The services are listed annually in the Trading Fair document sent to all schools.

BVP – Best value policy or plan

CA – Contextualised Attainment

CAL – Computer-Assisted Learning

CAMHS – Child and Adolescent Mental Health Service

Capital Expenditure – Spending on building projects and large items of equipment.

Carry-forward – Money left unspent at the end of the financial year that is carried forward to the school’s budget for the following year.

CAF – Common Assessment Framework

CASE – Campaign for State Education

Casting Vote – An additional vote to be used by the Chair of Governors if an equal number of votes are cast for and against a motion.

CAT – Cognitive Ability Tests for knowing, thinking and reasoning.

Catchment Area – A defined geographical area from which a school takes its pupils.
CFR – Consistent Financial Reporting aims to standardise, simplify and streamline the reporting of school finances in all maintained schools in England giving all maintained schools the opportunity to compare their incomes and expenditures with those of similar schools.

Child Protection Register – A central register maintained by Social Services which lists children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for whom there is a protection plan.

Children and Young People’s Plan – An overarching strategic plan for children’s services published by Local Authorities.

Children’s Centres – Facilities run by Children’s Trusts which offer a one-stop shop for services for children and young people including local education, social care and some health services.

Children’s Trust – A broad coalition of all those interested locally in the well-being of children, including schools.

CIC – Children in the Community

CIF – Common Inspection Framework (Ofsted)

Circulars – Policy documents issued by the DfE and LAs. They do not have the status of law but offer guidance on its interpretation.

CLA – Children who are looked after in the care of the local authority. Also referred to as Looked After Children (LAC).

Clerk to the Governing Body – A person appointed by governors to carry out administrative duties for the governing body and to advise on matters of legality and procedure.

CLLD – Communication, Language and Literacy Development

Collective Worship – All maintained schools should provide for collective worship for their pupils. The precise nature at a foundation or voluntary school will depend on the religious character of the school.

Competitive tendering – Obtaining quotes or tenders from two or more suppliers before awarding contracts.

Contingency Fund – Money set aside for unexpected costs

Co-operative Trust – A trust school is a maintained school supported by a charitable foundation (often called the trust). The trust appoints some of the governors. By involving partners in the trust the aim is to use their experience and expertise to strengthen the leadership and governance and hence to help raise standards.

Co-opted Governor – Co-opted governors are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Core subjects – English, maths and science

COSH – Control of Substances Hazardous to Health.

CPD – Continuing Professional Development - any activity that increases teachers’ knowledge or understanding on a formal or informal basis.

CPS – Common Pay Scale

CRE – Commission for Racial Equality

CTC – City Technology College

Curriculum – A broad definition including not just the list of subjects taught but all the pupils’ learning experiences at school and the processes of learning as well as the knowledge that is acquired.

CVA – Contextual Value Added

CYP – Children and Young People

Data Dashboard – The school data dashboard provides a high level summary of each school’s performance data. The data are presented in a simple, accessible way to ensure that users do not require an in-depth knowledge of school statistics to use it.

DBS – Disclosure and Barring Service

DDA – Disability Discrimination Act

DFC – Devolved Formula Capital

Delegated budget – Money provided to schools which governors can manage at their discretion

Delegated powers – Authority given to a committee or the Headteacher to take action on behalf of the governing body.

Delegation – A process where one body or person gives another body or person authority to take decisions on a particular matter

DfE – Department for Education

Diocesan Board – The Christian denominations divide the country into ecclesiastical districts called dioceses

Diocese – The area over which a bishop has jurisdiction.
Disapplied Pupils – The National Curriculum has been designed to make sure that all children are assessed. However, there may be a small number of pupils who are not able to take part in some assessment, even allowing for the full range of arrangements that can be made.

DRC – Disability Rights Commission
DSG – Dedicated Schools Grant
Dyslexia – Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills
Dyspraxia – Dyspraxia, a type of developmental co-ordination disorder (DCD), is a disability that affects movement and co-ordination.

EAL – English as an Additional Language
EAZ – Education Action Zones
EBD – Emotional and Behavioural Difficulties
ECC – Every Child Counts
ECaR – Every Child a Reader
ECaW – Every Child a Writer
ECM – Every Child Matters
EHCP – Education, Health and Care Plan
EiC – Excellence in Cities

Eleven Plus – Elective test usually taken at age 11 so selective grammar schools can choose the most academic pupils.

EMAS – Ethnic Minority Achievement Service
EOC – Equal Opportunities Commission
EOTAS – Education other than at school – alternative education provision for children excluded from schools.

EP – Educational Psychologist

Equality policy – A governing body’s thinking and practice on issues of equality surrounding gender, race, sexuality, disability and class.

Ethnic Minority – A group that has different national or cultural traditions from the majority of the population.

EWO – Education Welfare Officer employed to help pupils and parents where there are problems, particularly regarding attendance.

Exclusion – The temporary or permanent banning of a pupil by the Headteacher on disciplinary grounds.

Ex-officio – Someone who is a governor by virtue of their office e.g. Vicar.

Extended Schools (ES) – Schools which provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community.

EYFS – Early Years Foundation Stage
Failing School – A school identified as requiring special measures following an unsatisfactory OfSTED inspection
Family Centre – Provides pre-school education and opportunities for parents to be involved

FE – Further Education

Federation – The coming together under one governing body of not more than five maintained schools.

Feeder Schools – Some authorities give priority to children from certain primary schools

FFT – Fischer Family Trust

FGB – Full Governing Body

FOI – Freedom of Information

Form Entry – The number of classes that a school admits each year

Formula – The calculation of the funds given to schools by the LA

Foundation Governors – Governors appointed by the foundation body of a voluntary school for the purpose of securing that the character of the school is preserved and developed, and in particular that the school is conducted in accordance with the provision of any trust deed.

Foundation schools – Type of school run by the Local Authority but with more freedom than community schools to manage their school and decide on their admissions. The school’s land and buildings are either owned by the governing body or by a charitable foundation.

Foundation Stage – The curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision.

FSES – Full Service Extended School

FSM – Free School Meals

FT – Floor Target

FTE – Full Time Equivalent

GAP – Governor Action Plan

GNVQ – General National Vocational Qualification
Grammar School – Selective secondary schools – entrance is based on a test of ability, usually at age 11
G&T – Gifted and Talented
H2S – Hard to Shift
HASAW – Health And Safety At Work
HCA – Helping Children Achieve
HCQM – Healthy Child Quality Mark
HE – Higher Education
Healthy Schools Initiative – Government scheme to help improve the health of both pupils and teachers.
HLTA – Higher Level Teaching Assistant
HMCI – Her Majesty’s Chief Inspector of Schools
HMI – Her Majesty’s Inspectorate
HOD – Head of Department
Home-School Agreements – a written contract between school, parents or carers and the pupil. It sets out expectations of attendance, behaviour, standards of education and homework. This is a statutory document for the governing body.
HR – Human Resources
HSE – Health and Safety Executive
IAN – Income Allocation Notification
ICT – Information and Communication Technology
IEP – Individual Education Plan devised for meeting the special education needs of individual pupils with needs over and above that of other children.
IIP – Investors in People
Inclusion – used to denote that pupils with special and other needs are included in a mainstream school.
Increments – Process by which individuals move through their salary scale until they reach the top.
INSET – In-Service Education and Training - professional development for teaching and support staff.
Instrument of Government – A legal document setting out the composition of a governing body
Internal Control – A system which encompasses the policies, processes, tasks, behaviours and other aspects of an organisation which is effective and efficient.
IPF – Institute of Public Finance
IS – Intensive Support
ISA – International Schools Award
ISB – Individual Schools Budget
ISC – Independent Schools Council
ISP – Improving Schools Programme
ISR – Individual School Range
ITT – Initial Teacher Training
KS – Key Stages – The four stages of the National Curriculum for pupils aged 5-16
KS1 – Pupils aged 3-7
KS2 – Pupils aged 7-11
KS3 – Pupils aged 11-14
KS4 – Pupils aged 14-16
LA – Local Authority (previously known as the LEA – The Local Education Authority)
LAB – Local Advisory Board – a local governing body in an academy
LGA – Local Government Association
LLE – Local leaders of Education
LMS – Local Management of Schools
LSA – Learning Support Assistant – more commonly known as TA – Teaching Assistant
LSC – Learning and Skills Council
MA – Management Allowance
MAT – Single legal structure that is responsible for multiple academies within it.
Mentor Governor – An experienced governor who will work with a new governor.
MFG – Minimum Funding Guarantee
MFL – Modern Foreign Languages
Mixed ability – A teaching group in which children of all abilities are taught together and not streamed or set.
MTA – Meal Time Assistant
Multi-disciplinary – Two or more professional trained in different specialisms working together to provide support, help and advice
NAHT – National Association of Headteachers
NAPE – National Association for Primary Education, covering the ages from 3 to 13
NARE – National Age Related Expectancy
NASUWT – National Association of Schoolmasters and Union of Women Teachers
National Curriculum – Disapplication – A term used where Curriculum requirements may not apply to a pupil
NEET – Not in Education, Employment or Training
NFER – National Foundations for Educational Research
NFF – National Formula Funding
NGA – National Governors’ Association
NHSP – National Healthy Schools Programme
NLE – National Leaders of Education
NLG – National Leaders of Governance
NOR – Number On Roll
NOV – Notes Of Visit
NPQH – National Professional Qualifications for Headteachers
NQT – Newly Qualified Teacher - Teachers who obtain Qualified Teacher Status (QTS) must successfully complete an induction period of three school terms (or equivalent) in order to remain eligible for employment as a teacher in maintained schools and non-maintained special schools
NSS – National Support School
NTI – Notice to Improve
NtG – Narrowing the Gap
NUT – National Union of Teachers
OCR – Oxford, Cambridge and RSA Examinations Board
Ofsted – Office for Standards in Education. The body which sets standards and arranges school inspections.
Outturn – Statement of what the school actually spent by the end of the financial year:
PAG – Plymouth Association of Governors
PAN – Planned Admissions Number - The number of children the LA (or governing body of an Aided School) determines can be admitted to a school.
PAPH – Plymouth Association of Primary Heads
Parent View – Gives the chance to tell Ofsted what you think about your child’s school. Parent View asks for your opinion on 12 aspects of your child’s school, from the quality of teaching, to dealing with bullying and poor behaviour.
PASH – Plymouth Association of Secondary Heads
PAT – Pupil Achievement Tracker
PEC – Plymouth Excellence Cluster
PEP – Personal Education Plan
Performance Management – A review of teachers’ performance both as individuals and in teams. It sets a framework for heads, teacher and their team leaders to establish and review priorities and objectives.
Peripatetic teacher – Normally a teacher who provides specialist instruction e.g. music at a number of schools.
PFI – Private Finance Initiative
PI – Performance Indicators
PIB – Pre-Inspection Briefing
PLASC – Pupil Level Annual Schools Census
Plenary – The time at the end of a lesson in which the teacher finds out what children have learnt.
PLP – Plymouth Learning Partnership
PNS – Primary National Strategy
PPA – Planning, Preparation and Assessment – 10% non-contact time for teachers
Professional Development Days – Non pupil days set aside for teachers to attend for planning, in service training curriculum or staff development.
Progress File – Formerly the National Record of Achievement. Supports pupils from Year 9 in planning their future progression
Prospectus – Document describing the school’s ethos for prospective parents. The Education Act defines sections which must be included to allow parents to compare schools.
PRP – Performance Related Pay
PRS – Pupil Referral Service
PRU – Pupil Referral Unit
PSHE – Personal, Social, Health and Economic
PSA – Parent Support Adviser – member of school staff offering specific but impartial advice to parents.
PSP – Pastoral Support Programme/Plan for pupils at serious risk of permanent exclusion
PTA – Parent Teacher Association
PTR – Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.
QTS – Qualified Teacher Status.
Quorum – The number of governors who must
be present to validate the proceedings of a
governors’ meeting.
RA – Relative Attainment
Raise Online – Reporting and Analysis for
Improvement through School Evaluation –
Online performance and assessment reports
produced nationally.
RAP – Raising Attainment Plan.
Record of Achievement – A profile detailing
the pupil’s formal and informal achievements in
secondary school. May include samples of work
and pupil’s own self-assessment.
Remodelling – Remodelling is set out in a
national agreement that aims to reform the
workforce. It is about giving teachers more time
and support in order to raise standards, increase
job satisfaction and improve the status of the
profession.
Resolution – A formal resolution made at a
meeting which has been voted upon and agreed.
RI – Registered Inspector, who is authorised by
Ofsted to lead an inspection team.
RIG – Rewards and Incentives Group.
RIO – Real Ideas Organisation
SACRE – Standing Advisory Council on Religious
Education. Local statutory body which advises on
religious education and collective worship.
SBM – School business manager
SATs – Standard Assessment Tasks used for
curriculum assessment.
SDP – School Development Plan
SEAL – Social and Emotional Aspects of Learning
SEBS – Social Environmental Behaviour Skills
SEF – Self/School Evaluation Form
SEND – Special Educational Needs and Disability
SENCO – SEN Co-ordinator. The teacher
responsible for co-ordinating SEN provision in
the school.
SI – Statutory Instrument
SIAMS – Statutory Inspection of Anglican and
Methodist Schools
SIMs – Schools Information Management
Systems
SIP – School Improvement Plan
SLT – Senior Leadership Team
SMART Targets – An acronym for School
Attainment Targets – Specific, Measurable,
Attainable, Realistic, Time-limited
SMT – Senior Management Team
Special Measures – Is where a school is judged by
OFSTED to be failing, or likely to fail, to provide
an acceptable standard of education.
Special school – A school for children whose
special educational needs cannot be met within a
mainstream school.
SPR – School Performance Review
SSAT – Specialist Schools and Academies Trust
SSSNB – School Support Staff Negotiating Body
Sure Start – An innovative cross-departmental
strategy to improve services for children under
four and those in disadvantaged areas
SWOT – Strengths Weaknesses, Opportunities
and Threats, an analysis tool.
Target Setting – Each autumn, governing bodies
of all maintained primary and secondary schools
must set targets for improving pupil performance
T&L – Teaching and Learning
TES – Times Educational Supplement
Threshold – Teachers may apply to be assessed
to be paid above the threshold of their
incremental ceiling.
TLRs – Teaching and Learning Responsibility
– additional payment for specific teaching and
learning responsibilities over and beyond the
normal teaching role.
UCAS – Universities and Colleges Admissions
Service – a central agency for processing
applications for university courses.
UNISON – Union of local authority, health and
other public sector employees
UPS – Upper Pay Spine
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