



*Streetsbrook Infant &
Early Years Academy*



*Policy for
Governor Induction, January 2018*

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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Introduction

At Streetsbrook Infant & Early Years Academy, we feel it is extremely important that each new Governor undergoes a short induction period, and that every governor is entitled to a range of relevant support to meet and develop their professional needs.

The purpose of this policy is to ensure that new governors become familiar with

- Streetsbrook Infant & Early Years Academy and its community
- Procedures relating to the governance of Streetsbrook
- The general roles and responsibilities of a school governor

The School, its Community and Governance

It is the responsibility of the governor in charge of 'Governor Induction and Professional Development' to oversee the induction of new governors. Currently this is Mrs Kate Llewellyn.

Before the governor visits the school, she ensures that:

- a school prospectus and a copy of the school's most recent OFSTED report, including the School Improvement Plan (SIP), is sent to the new governor. Primarily the (SIP) outlines the school's priorities for the year. It is reviewed by the Headteacher as part of her termly report to Governors, and therefore monitored by Governors on a termly basis.
- a date is arranged for the governor to visit the school and meet their governor 'buddy'

During this initial visit, the new governor will have the opportunity to meet with their 'buddy' and the Headteacher to discuss the role of being a governor, and to ascertain any developmental needs they may have.

Following this discussion, the new governor will have a guided tour of the school, where they will be introduced to the staff and children and be invited to observe a meeting.

General Roles and Responsibilities of a School Governor

The roles and responsibilities of the new governor depend in part upon their own interests and strengths, and also where gaps may have arisen due to the departure of a previous governor.

The role of a governor can be broadly categorised into three areas:

- **Strategic**

At the strategic level, the governing body will be involved in the review of and supporting the creation of the vision and priorities which will define the purpose and direction within a school.

In order to help and support Streetsbrook to promote and maintain the high standards of educational achievement, the governors should actively monitor key aspects across the school, including:

- Financial and budgetary management control
- Staffing including performance, pay and appointments
- Pupil welfare – equal opportunities, Special Educational Needs, Gifted & Talented, Race and Gender
- Academic performance – how the school is positioned nationally and locally

This will enable the governors to evaluate and demonstrate progress made towards strategic priorities, targets and the implementation of policies.

- **Critical Friend**

As a governor it is important to strike an appropriate balance between support and challenge.

Governors need to support the Headteacher in recognising and being able to celebrate achievements of the school, understanding where improvements are needed and providing input and encouragement when strategies are explored to realise improvements.

- **Accountability**

The governing body should discuss, question and refine proposal, however, the governing body need to remain mindful of and should respect the professional roles of the Headteacher and other staff. Governors must be prepared to account for the school's overall performance and to explain its decisions and actions to anyone who has a legitimate interest.

The following statements have been taken from 'A Guide to the Law' outlines the fundamental to all Governors:

- (1) The governing body shall exercise their functions with a view to fulfilling a largely strategic role in the running of the school.
- (2) The governing body shall establish a strategic framework for the school by
 - (a) setting aims and objectives for the school;
 - (b) setting policies for achieving those aims and objectives;
 - (c) setting targets for achieving those aims and objectives.
- (3) The governing body shall monitor and evaluate progress in the school towards achievement of the aims and objectives set and regularly review the strategic framework for the school in the light of that progress.
- (4) In exercising the functions in paragraphs (2) and (3) above, the governing body shall -
 - (a) (subject to any other statutory provision) comply with any trust deed relating to the school; and
 - (b) consider any advice given by the Headteacher under regulation 5(2) below.
- (5) The governing body shall act as "critical friend" to the Headteacher, that is to say, they shall support the Headteacher in the performance of her functions and give her constructive criticism.

Attendance at Meetings

It is the responsibility of all governors to attend all full Governing Body meetings as well as the committee meetings for which they belong to. There are four committees at Streetsbrook, and these are organised as follows:

- Standards
- Finance
- Personnel
- Childcare

Governors are welcome to part of as many committees as they feel able to. Committees meet once a term, and there is also a Termly meeting for the full governing body. Agendas and supporting documentation will be sent to you a week prior to each meeting, and members must send apologies if they are unable to attend. If a committee member does not attend 3 or more meetings where apologies are not received, a discussion with the Headteacher will need to take place.

Working in Partnership with Stakeholders

Staff Links

Governors are encouraged to develop relationships with the staff through attendance at joint staff meetings and INSET Days as well as attendance at curriculum meetings. Governors also build up relationships when monitoring priorities outlined in the School Improvement Plan and when carrying out Learning Walks with the Headteacher.

Parents

It is important for Governors to build relationships with parents. This can be achieved in part by attendance at Parents Evenings, PTA Events, Class Assemblies and Curriculum Meetings.

Children

There are many opportunities to work alongside, and get to know the children. The school has its own School Council and Eco-Team and would welcome Governor involvement.

There is a Proforma for all visits, see appendix (i).

The Professional Development of Governors

The professional development of governors is addressed through several areas.

Courses Provided by the LA

Each term, governors are given a list of courses that they may apply for. Applications must be given back to the governor in charge of Induction and Professional Development, who then collates the information, and books the appropriate courses. As with the staff at Streetsbrook, it is important that governors apply, where possible, to courses that are related to their areas of responsibility.

As part of the induction of a new governor, it is recommended that they participate in the 'Governor Induction Course' provided by the LA. This is really useful in that it explains, in detail, the roles and responsibilities of a school governor.

School Policies and Schemes

Each year there is a programme drawn up by the Headteacher, for staff to present their policies and schemes to the Governors. Whilst these are usually presented during Standards Committee meetings, all governors are invited to attend.

Additional Training

This may include organising classroom observations for governors with links to particular curriculum areas, in order for them to gather first hand experience of the teaching and learning taking place within school.

This may also include attending relevant INSET days, and staff meetings

Role of the Governor in Charge of Governor Induction and Professional Development

The governor in charge of induction and professional development is responsible for:

- ensuring new governors receive appropriate documentation, this policy, the Governor Code of Conduct and the Governor Handbook
- linking a newly appointed governor with a more experienced governor
- introducing new governors to other members of the governing body
- encouraging governors to attend courses, particularly those related to their area(s) of responsibility, including 'Being a New Governor'
- booking courses and collating the data on to a 'Record of Professional development for governors' (see appendix ii)
- ensuring Governors write up a short report on an attended course, to be presented to the Headteacher, with copies being sent to all Governors
- evaluating courses run by the LA, and discussing any additional training needs governors may have (appendix vii)
- to meet with the leader for Continuing Professional Development at least annually to ensure the appropriate ongoing development of governors, and to discuss any joint professional needs of both staff and governors

The Role of the Leader for Continuing Professional Development

The leader for Continuing Professional Development has the responsibility of meeting with the governor in charge of Induction and Continuing Professional Development at least annually, to discuss the professional needs of staff and governors.

At the time of writing, Andrea Newsome is responsible for Continuing Professional Development, and Kate Llewellyn is the Governor with specific responsibility for Governor Induction and Professional Development.

Useful Contacts

GOVERNOR SERVICES

3rd Floor Council House
Solihull
B91 3QB

Telephone: 0121 704 6403

Email: governorservices@solihull.gov.uk

Website: <http://socialsolihull.org.uk/schools/governors>

Lead Officer: **TBA**, Head of Governor Services

Supported by: **Alison Jarvis**, Office Manager and Training Co-ordinator (part-time)

Heidi Cosford, School Governance and ICT Co-ordinator (part-time)

The DfE provides extensive support to school governors through its various publications, which includes 'The Guide to the Law for School Governors'. All publications, associated websites and other information can be found online at:

<http://www.governornet.co.uk/>

Louise Minter
January 2018

The Role of a Parent Governor

Parent governors are elected by other parents of pupils at a school and normally serve for a period of 4 years. If their children leave the school, parent governors may continue until the end of their term of office.

Parent governors are full members of the governing body and have the same rights and responsibilities as all other governors. Governors have no individual power and decisions are made by the governing body with its members acting together in the best interests of the school as a whole. Decisions made by the governing body are binding on all governors who are expected to express their views in meetings but support the final decisions in public even if they might disagree with them.

The general role of the governing body is to agree the strategic framework for the running of the school in terms of objectives, policies and targets and to monitor and evaluate the progress made by pupils at the school. The Headteacher is responsible for the internal organisation, standards and running of the school in accordance with statutory responsibilities and agreed delegations. Governors are not expected to be involved in the day-to-day running of the school.

A parent governor is not restricted to simply expressing views on matters which might impact on parents or require the view of a parent. As with all governors, parents bring with them knowledge, skills and experience which can be of great value to the governing body in reaching decisions on a wide variety of issues.

Parent governors are elected as representatives of other parents and are expected to express their own views and vote in accordance with their own conscience. They are not delegates who are expected by others to vote in a particular way. Parent governors can however help the governing body in reaching decisions by reflecting on the general view of parents where possible.

Parent governors might need to keep separate their role as a governor and their role as a parent when they have a concern relating to their own child. On matters of a personal nature, parent governors should use normal school procedures and not pursue their own agenda at governing body meetings. Equally, parent governors need to avoid becoming involved in complaints raised with them by other parents. All governors should be aware of the school complaints system and be able to direct parents to follow the agreed procedures. This is important because a parent governor might be involved in hearing the complaint at a later stage as a member a governing body panel and will need to be able to consider the matter impartially.

Parent governors are in a privileged position in that through their duties they might be aware of information and possible courses of action by the school that might not be public information. Governors are under a duty not to discuss or reveal information which has been declared as being confidential at a governing body meeting. Equally, governors should not openly discuss the views of other governors or how they voted at meetings. Beyond this however governing body meetings are open affairs and parent governors are free to speak about the decisions that have been reached and the main thrust of the discussions. It is helpful if governors refer to these matters using phrases such as “we decided” and “we discussed” rather than the “they” form of words to reflect the collective nature of governing body decisions.

(Appendix ii)

Code of Conduct for Governors' Visits

In planning, undertaking and feeding back on school visits governors should:

- Agree the date, time and focus of the visit with the Headteacher at least two weeks before
- Stick to the **agreed** focus of the visit but be prepared to be flexible if needed
- Intrude as little as possible on the teachers' time
- Be punctual, courteous, interested and enthusiastic
- Be discreet – note taking can be disconcerting
- Ensure they only go into classes where the visit has been arranged and they have been invited.
- Seek guidance from the class teacher as to when and when not it is appropriate to interact with the children.
- Familiarise themselves with the school's behaviour policy
- Only go into the staff room if invited
- Respect teachers' requests for governors not to come at a particular time
- Not raise individual problems which should properly be resolved by the Headteacher/Leadership Team
- Observe confidentiality – only discuss findings with the Headteacher/Leadership Team and at governing body meetings
- Do not name children in written reports or feedback
- Discuss any concerns they may have about any aspect of the visit with the Headteacher
- The completed Governor Feedback Proforma (found in appendix iii) must be typed up and emailed to the Headteacher within 10 working days of the visit
- Dress professionally at all times whilst on school visits

Governor Visits Proforma

Name:	Date:
Focus of visit	Classes/staff visited
Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc.	
What have I learned as a result of my visit?	Positive comments about the visit
Aspects I would like clarified/questions that I have:	
Ideas for future visits:	
Any other comments	
Signed	Signed
(Governor)	

NB – This form should be returned to Mrs Minter within 2 weeks of the classroom visit.

(Appendix iv)

RECORD OF PROFESSIONAL DEVELOPMENT FOR GOVERNORS

Name	Course Title	Course Code	Date of Course	Duration

ROLES OF THE GOVERNING BODY

The following table gives an overview of the new Governance structure following the conversion to become a MAT on 1 July 2016:

Role:		Name of Governor:
Members		Nikki Jamieson (Chair of Governors)
		Sophie Lawless
		Nigel Smitten
Trustees	Chair of Trustees	Adrian Pierssene
	Vice Chair of Trustees	Mark Rogers
	Vice Chair of Governors	Kate Llewellyn
		Louise Minter (CEO)
		Nigel Smitten
Local Governing Body		Andrea Newsome Sarah King
		Sarah Lay Deepak Padhiar
		Lyn Shaw

The table below shows specific designated responsibilities for academic year 2017-2018

Role:	Name of Governor:
Finance Committee	Chair: Adrian Pierssene Vice-Chair: Deepak Padhiar
Standards Committee	Chair: Kate Llewellyn Vice-Chair: Sophie Lawless
Personnel Committee	Chair: Kate Llewellyn Vice-Chair: Lyn Shaw
Childcare Committee	Chair: Nigel Smitten Vice-Chair: Kate Llewellyn
Safeguarding	Sarah King
Pupil Premium	Sarah Lay
Sports Premium	Sarah Lay
SEND	Sophie Lawless
School Improvement Plan	Nikki Jamieson Kate Llewellyn Sophie Lawless Sarah Lay Adrian Pierssene Lyn Shaw
Governor Induction	Kate Llewellyn

(Appendix vi)

The Governing Body – Pen Portraits

To be added – currently being updated

(Appendix vii) – too add, separate documents

STREETS BROOK INFANT & EARLY YEARS ACADEMY
Terms of References

Streetsbrook Infant & Early Years Academy

Feedback from Governor Training

Name:.....

Course Name:.....

Dates:.....

Please rate each aspect of the course by ticking the appropriate box for each question:

	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Poor</i>
1. Administration and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Achievement of stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Standard of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall Grading for the Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please list how you are going to use your training to support your role as a Governor at Streetsbrook?

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7. What additional information/training would you welcome related to your role as a governor?

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