

Governor
Development
Service



working with governors
making a difference

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Clerks Information



Don't forget to check for your **Thursday Email**. As requested by Clerks any

information relevant to them, or their Full Governing Body will be sent in one email on a **THURSDAY**

A Quick Reminder, You Should:

1. following the approval of the full governing body minutes forward a copy to governor services, electronically if possible;
2. include a standing agenda item for both Full Governing Body and Committee's to declare any interest in business being addressed at beginning of each meeting;
3. maintain a database of names, addresses and category of governing body members and their term of office;
4. advise governors and appointing bodies of the expiry of governors terms of office before the term expires so elections or appointments can be organised in a timely manner;
5. advise that a register of governing body pecuniary interests is maintained, reviewed annually and lodged within the school.

For further information, advice or guidance please either telephone 01454 863182 or email governor.services@southglos.gov.uk

Introduction

Dear All,

Welcome to the latest edition of the South Gloucestershire Governors Update. I hope that you all had a relaxing break over Christmas and the New Year and have recharged those batteries in readiness for the year ahead.

Clerks have requested that all Governors ensure that they notify them of any changes in contact details or circumstances as soon as possible to ensure that they are compliant with Safeguarding and Data Protection guidance

Please let us know if there is anything you would like to see featured in your Governor's Update.

Statutory Tasks

Apologies and declarations of interests.

Minutes of last meeting – Approval of minutes and matters arising.

Review Pay Policy – This policy should explain the basis on which pay decisions are made in the context of the School Improvement Plan and must be compliant with all relevant legislation and regulations including (but not necessarily limited to):

- the current School Teachers' Pay and Conditions Document
- School Staffing Regulations
- Race Relations, Sex Discrimination, Equal Pay and Disability Discrimination Acts
- Employment Relations Acts
- Part-time Workers Regulations
- Fixed Term Employees' Regulations

Approve Budget & Staffing - The governing body has overall responsibility for the school's delegated budget and for staffing matters and decides or is responsible for:

- how to spend the delegated budget
- producing an annual budget plan
- ensuring that accurate accounts are kept
- deciding on the number of staff (teaching and support staff)

Ensure that the Full Governing Body approve the budget by the 31/05/2010. The budget must be signed and forwarded to the LA for checking.

Consider and approve the Best Value Statement and the Control Assurance Statement (Please ensure that you are compliant with the requirements of Financial Management Standards in Schools)

Agree School Prospectus - Each year the governing body must publish a school prospectus for parents and prospective parents. The only obligatory content in the prospectus is the information about the SEN and disability work of the school that was previously contained in the governors' annual report.

Publish Proposals and Admission Arrangements

- Admissions authorities, including governing bodies that are admissions authorities, have a duty to publish details of the admission arrangements they have determined.

Local consultation must be complete by 1 March each year and arrangements should be determined by 15 April.

Once an admission authority has determined their arrangements, they must notify in writing within 14 days, all of those whom they were required to consult.

Review Special Educational Needs Policy

- The governing body should, with the head teacher, decide the school's general policy and approach to meeting children's special educational needs for those with statements and those without. Particular reference should be made to the SEN Code of Practice.

Key Tasks

Review School (Improvement/Development) Plan -

The school improvement plan (SIP) forms a key part of the governing body's drive to raise educational achievement.

Having reviewed and approved the plan during the autumn term, the governing body will find it useful to regularly review the plan to assess the school's progress and to identify any changes in priorities, obstacles to progression or additional resourcing requirements.

Staffing Allocation- Review and minute staff allocation against the school improvement *plan and longer terms aims*.

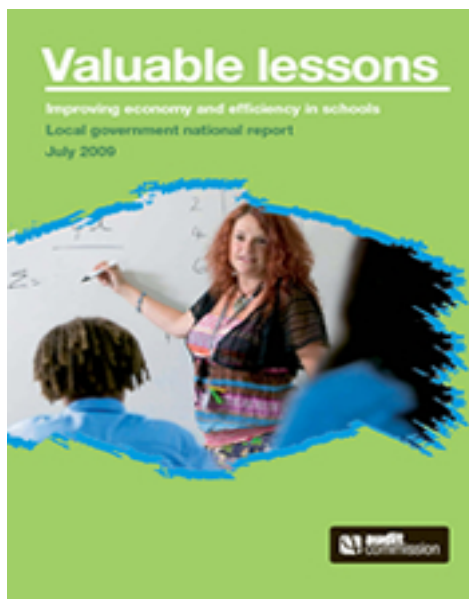
Agree Curriculum Plan - The governing body shares responsibility with the head teacher and the LA for making sure that the national curriculum is taught.

Review the Equal Opportunities Policy -

The governing body's policy on equal opportunities will need to take into account the governing body and school's role in:

- the provision of goods, facilities and service to the public
- the provision of access to these goods, facilities and services
- the employment of staff

Report from the Audit Commission – July 2009



Improving Economy & Efficiency in Schools

The Audit Commission has produced a specific briefing paper for school governors. The briefing provides a series of thought provoking statements and questions for governors to ask.

Governors are aware that school budgets are unlikely to continue to grow as they have done in previous years, and the onus is on governing bodies to deliver better value for money.

The new Ofsted framework also looks at this under, "How effective is leadership and management?" Inspectors are required to judge "The effectiveness with which the school deploys resources to achieve value for money".

What should governors do to improve value for money?

There are seven areas where governors can have a significant impact on value for money;

- Supporting and challenging school management;
- Ensuring the school has considered the financial implications of its plans; *ask what the impact will be?*
- Reviewing school financial balances; *are they as expected? If not, what plans are in place?*
- Ensuring that the goods and services that the school buys are value for money; *ask for comparisons with other providers or other schools*
- Ensuring that the school uses its workforce to best effect;
- Encouraging greater collaboration with other schools; and
- Using financial information when making spending decisions.

Examples of questions that governors should consider for "**Ensuring that the school uses the workforce to best effect**".

For existing staff

How well does the pattern of staff deployment follow your school's vision and the priorities outlined in the school development plan?

How do you ensure that this happens?

How well does the workforce deployment by subject or year group match your school's priorities?

How well does your school understand the cost of changes to the breadth of the curriculum or class structures?

To what extent is the current, or desired, curriculum offer affordable?

If it is unaffordable, what options for working with other schools have you considered?

For new posts

How well does your school understand the long-term financial consequences of creating a new post?

How does any proposed new post support the school's vision and school development plan?

Does the school know from which budget a new post will be funded?

Absence cover

How has the school assessed the value for money of different supply and cover staff arrangements and any temporary staff?

What options has it explored?

Full copy of the document is available from www.audit-commission.gov.uk



“How am I going to learn the value of the pound when I only get 50p?”



Children to learn about finances

As part of the new compulsory PSHE curriculum, all pupils from the age of 5 to 16 will need to be taught about handling money, savings and the financial skills they need as adults.

Starting at primary school going through to secondary school, pupils will learn age appropriate information;

5 to 7 year olds could be taught how to identify different bank notes and coins, and how to save money for example in a piggy bank.

7 to 11 year olds could learn about managing a bank account and savings account, and about budgeting.

11 to 14 year olds might receive information on how credit cards, mortgages and loans work.

14 to 16 year olds may explore the impact money problems can have on people and the skills the budget effectively.

Secretary of State for Children, Schools and Families, Ed Balls, said “It’s vital that all young people leave school with a basic understanding of how to manage money sensibly. So it’s really important that we teach our children about money matters like pensions, responsible saving and effective money management.

“That’s why I’ve announced Personal, Social, Health and Economic education, which includes economic wellbeing and financial capability and will be compulsory for all children from September 2011. We need to prepare them for the complexities of today’s modern world so that they can give security to their families and prepare for the future

Engaging Parents Online

The Department for Children, Schools and Families (DCSF) has given all Secondary Schools a target date of September 2010 to have online, real-time reporting in place. Primary Schools have a target date of September 2012.

Real-time reporting means parents will be able to access frequently updated information on children's achievement, progress, attendance, behaviour and special needs wherever and whenever they want - using secure, online systems.

The introduction of online reporting is based upon evidence showing that when parents engage with their children’s education, achievement levels rise. Online reporting enables parents to see how well their child is performing, through access to their child’s test results, grades or progress reports. Parents will be able to view attendance and punctuality records or see if their child has arrived safely at school. They will also have access to their child’s timetables and behaviour records. This is the sort of information that parents ask for on a regular basis and the move towards real time reporting is the next logical step towards engaging parents more fully as part of the school community.

BECTA provide a useful toolkit to help schools plan their progress:-

_ BECTA Toolkit: Exploiting ICT to improve parental engagement, moving towards online reporting: Toolkit for secondary schools <http://publications.becta.org.uk/display.cfm?resID=38170>

All South Gloucestershire schools have been provided with a support package for the SIMS Learning Gateway, which is the technical package that will provide the mechanics for the reporting.

Schools will need to consider communicating and educating;

Parents, so that they have reasonable expectations about what can be reported on and how often; and Teachers, on what information can safely be recorded where (what will be visible to who)

Jo Briscoe is the advisor supporting S Glos schools and all Heads of Secondary schools will already have received the BECTA package of support



Get a TV experience on your computer. Watch themed videos selected to match your interests, including great lesson ideas and inspiring documentaries.

[Teachers TV | Free education videos and resources for professional development](#)

What to watch on the web this term:

Brand new videos for governors this Spring on www.teachers.tv

Need to Know – Revised Ofsted Inspection Framework
www.teachers.tv/video/39402

Need to Know – Powers to Control Behaviour
www.teachers.tv/video/39392

Primary ECM – Spotting Signs of Abuse and Neglect
www.teachers.tv/video/38246

Secondary ECM – Spotting Signs of Abuse and Neglect
www.teachers.tv/video/38247

School Matters – Generation Y: Young School Leaders
www.teachers.tv/video/39382

Innovation – The International Primary Curriculum
www.teachers.tv/video/37451

On 10 December 2009, the Education Minister, Vernon Coaker, announced the launch of two alternative provision consultations.

- Statutory guidance for local authorities and schools on 'Information Passports, Personal Learning Plans and the Core Entitlement for pupils in Alternative Provision'
- Regulations and guidance on the power of school governing bodies to require their pupils to attend off-site provision to receive education or training aimed at improving their behaviour

Consultations both end on the 4th March 2010, further details can be found at

<http://www.teachernet.gov.uk/news/?id=2263>

Safer-recruitment e-learning

Learn how to recruit safely into children and young people's workforce.

From the 1st January 2010 – it is a legal requirement that at least 1 member of every interview panel has completed safeguarding training.

<http://www.cwdcouncil.org.uk/safeguarding>



School Workforce Reform Group Raising Standards, Tackling Workload Teacher Survey 2009

A copy of the report on the Teacher Survey undertaken in July 2009 has been sent to all Chairs of Governors.

The report was compiled by members of the South Gloucestershire School Workforce Reform Group, which is made up of Local Authority Officers and representatives of the professional association/trade unions for teaching and support staff in schools.

Governors are encouraged to discuss this with their Headteacher and to check how compliant the school is with the requirements of the workforce reform.

DCSF Plans Compulsory Training for Governors

'Your child, your schools, our future'

One of the aims of the recent government white paper is to develop a well led and highly skilled workforce. In doing so it sets out a number of changes that will affect the governance of schools.

These changes include: compulsory training for chairs of governors, more training for school governors regarding information on holding senior leadership teams to account, using and understanding school data and all governing bodies having a trained clerk in post.

It will also allow governors to ask Ofsted to carry out an inspection of their school if they are concerned that the school is underperforming or at a risk of failing and it has not been picked up by the headteacher or the local authority.

There may also be a relaxation of the stakeholder model regarding the composition of maintained school governing bodies to allow governing bodies to recruit the skills that they need.

These regulations will come into effect from September 2011. There will be consultations on the revised regulations before these changes take place.

You can read this white paper by visiting the DCSF website at:

www.dcsf.gov.uk/21stcenturyschoolssystem

Children School and Families Bill 2009

Latest News

The Children, Schools and Families Bill was presented to Parliament on 19 November 2009. This is known as First Reading and there was no debate on the Bill at this stage.

This Bill had a Second Reading debate on 11 January 2010 and was referred to a Public Bill Committee at the end of January 2010.

Summary of the Bill

The Bill aims to provide guarantees for parents and pupils, setting out what they are entitled to expect from the schools system. It will also reform the curriculum and introduce a new licensing scheme for teachers.

Key areas

- Creates new pupil and parent guarantees; a series of specific entitlements and a means of redress if expectations are not met
- Provides for school inspections to take into account the needs of pupils with special educational needs and disabilities and for an additional right of appeal for parents of children with special educational needs statements
- Amends existing provisions regarding Home School Agreements, which outline parents' rights and responsibilities for their child's schooling
- Extends the remit of school improvement partners and provides for the introduction of new school report card
- Reforms the primary curriculum following its review by Sir Jim Rose in 2009
- Puts Personal, Social and Health Education (PSHE) on a statutory footing and ensures that all young people receive at least one year of sex and relationship education
- Introduces a 'licence to practise' for teachers to promote professional standards and development and a registration system for home educators
- Creates new powers for local authorities and the Secretary of State to intervene to raise standards in schools
- Creates new powers for governing bodies to help schools work in partnership and to make it easier for successful schools to sponsor new maintained schools and academies
- Makes provisions for the supply of information to Local Safeguarding Children Boards
- Gives the Secretary of State new powers to intervene in relation to failing youth offending teams
- Introduces new arrangements for the publication of information from family court proceedings, enabling the media to report these proceedings more widely.

[Community Cohesion – A Governors’ Guide](http://www.nga.org.uk/cohesion/default.aspx)

Each school governing body has a duty to promote Community Cohesion and the resources below and on the following webpages aim to help present the issues that governors should consider

<http://www.nga.org.uk/cohesion/default.aspx>

Actions a school might take

Governors could use the list below to identify actions that they could take.

- A Essential - Should be carried out as soon as possible**
- B Desirable – Should be carried out within the next three years.**
- C Aspirational – Should be carried when circumstances permit**

Actions a school or governing body might take	Agree?	Priority?
Ensure that governors have a strategy or policy on recruiting from under-represented groups on the governing body		
Set up twinning arrangements with schools in different circumstances inside and outside the UK		
Ensure that a member of the school leadership team is responsible for community cohesion.		
Create a single Equalities policy with a section setting out its approach to Community Cohesion		
Carry out a 360 degree survey to gather evidence about the way that pupils, parents, staff and community representatives see the school.		
Ensure staff recruitment meets statutory guidance and evidences the school’s approach towards Community Cohesion		
Ensure that Curriculum planning takes Community Cohesion into account.		
Ensure that school facilities are open to community groups.		
Ensure that data about pupil attendance and attainment is analysed by: gender, ethnicity, SEN and disability		
Ensure that the school curriculum looks beyond the school gates to include the community.		
Ensure that school events, such a fairs and fetes, are open to community groups.		
Ensure that Learning outside the Classroom (LOTC) activities are open to all pupils who might wish to attend or participate.		
Ensure that extended school activities are open to groups from the community.		
Ensure that the school’s complaints policy is publicised and complaints are monitored by the governing body.		
Ensure that changes to school policies and practice are preceded by assessments which take into account the impact on minority groups and on the community served by the school.		
Ensure that the governing body has given a governor or Committee the specific responsibility to monitor Community Cohesion.		
Ensure that there is a policy of inviting a variety of faith groups into school to take part in the daily act of worship.		
Ensure that a regular audit of curriculum provision takes place.		
Ensure that non-teaching staff are actively sought from the local community.		
Ensure that the school offers adult education opportunities to people from the local community.		



Governors & the School Profile Questions Answered

What role does the governing body play in producing the profile?

While it is for each school to decide who drafts the text, it is ultimately the responsibility of the governing body to ensure that the profile is completed and published.

How often must I publish our school profile?

The statutory requirement is to publish a school profile once each academic year, though you may, if you choose, update and re-publish your profile more often than this. Please see "Can we publish our profile more than once a year?" below for more detail.

When do I have to publish my profile?

Your profile should be published once in each academic year.

Which academic year should I report on?

Your profile should report on the current academic year.

Can we publish our profile more than once a year?

Yes. You may update and publish/re-publish your profile as often as you wish. Once you have published a profile, you will be able thereafter to update that text, instead of having to enter fresh text into a new blank template, as previously.

How do I tell parents where to find the profile?

You should inform parents when you have published your profile, giving them the website address. If your school has a website you could include a link to your profile there and tell parents to look at your school's website.

What if parents don't have access to the Internet?

When you inform parents that the profile is published, you should offer to produce hard copies, or, if you know that most parents do not have internet access, you should make hard copies available to them.

Should we ask for feedback from parents about whether they found the profile helpful or not?

It is good practice to ask for feedback on any regular communication you send out. This helps to ensure that the content is relevant and useful.

General Information

Temporary Event Notices

Schools are advised that the above are required for certain types of events and that the onus is on the school to apply for the licence where required.

A Temporary Event Notice is a procedure which provides for one off small scale events and permits licensable activity to take place without further authorisation for events of up to a maximum of 499 people, which is inclusive of staff.

What are Licensable activities?

The provision of regulated entertainment, which includes:

- Plays
- Films Indoor sporting events
- Live music
- Recorded music
- Performance of dance
- Facilities for making music
- Facilities for dancing

Further advice and guidance
please contact
licensing@southglos.gov.uk or
telephone 01454 874135

Running a Lottery including raffles, tombolas, sweepstakes etc (All schools and PTA's)



Many Schools and other organisations see this kind of activity as an ideal opportunity to raise funds for worthwhile causes and projects, and the link below to the attached information sheet is intended to give a brief overview of how to carry this out and the necessary licenses (if any) that are required.

<http://www.gamblingcommission.gov.uk/pdf/Running%20a%20lottery%20-%20November%202009.pdf>

Free PTA health check ***An Invitation from the NCPTA***

The role of today's PTA is continually changing. There are now so many aspects to consider when running a successful PTA and this is where the National Confederation of Parent Teacher Associations (NCPTA) can assist. As a national charity and membership organisation, already supporting over 1,600 PTAs in the South West, have a range of benefits specifically designed for PTAs. To help you through the maze of things to consider, here's a quick health check for your PTA.

Fundraising

Are you tired of running the same events? Do you need some new ideas and some hints and tips on how to maximize your fundraising efforts? The NCPTA can explain what works well and why, plus how to raise money from beyond the school gate by working with the local community and tapping into other sources of funding such as Gift Aid and matched giving. We can explain how you can raise money without holding an event plus the benefits of applying to local trusts.

Insurance

Does your PTA have appropriate insurance cover? PTAs should not be running events without adequate insurance as accidents do happen. As a member of the NCPTA we will ensure you are insured.

Constitution

Does your PTA have one? All associations need a governing document which clearly explains its role and aims. The NCPTA model constitution has been approved by the Charity Commission for fast track charity registration and is available to all member associations.

Support

Does your PTA struggle to get parents involved? The NCPTA has a wealth of experience in this area, providing members with new ideas to get more parents and teachers involved with the PTA. NCPTA offer lots of workshops across the South West, please contact me if you would like more information on these events

Local support

As the NCPTA Adviser for PTAs in the South West, I am just a phone call or email away. So if your PTA is in need of support, assistance or guidance on any PTA related matter, please do not hesitate to get in touch (see below).

Starting a PTA

The NCPTA can provide your school with a free Start-up pack, which explains how you can establish a PTA. The results of the 2008 member survey confirmed that having a PTA is good for the school as NCPTA members raised a staggering £68 million, last year.

If you need any further information on any aspect of running your PTA or you would like to find out more about NCPTA membership, please do not hesitate to contact me on 01594 826308/ madeleine.jarrett@ncpta.org.uk for a no obligation discussion.

The NCPTA is a national charity and membership organization for PTAs in England, Wales and Northern Ireland. Over 13,000 PTAs are already benefiting from a wide range of benefits including subscription linked insurance cover and guidance on the legal aspects of running a PTA. Membership starts from as little as £60 per annum, depending on the number of pupils at the school. Visit www.ncpta.org.uk for more information or call the NCPTA Regional Adviser for the South West, Madeleine Jarrett on 01594 826307 / madeleine.jarrett@ncpta.org.uk

Network Meetings for Chairs and Clerks – *provide an opportunity to share experiences and to learn from other Chairs and Clerks.*

The last network meeting was held at Callicroft Primary School on the **11th November 2009**, those who attended were absorbed by feedback from Jacqueline Le Couteur Headteacher, Cherry Garden Primary School and Robert White Chair of Governors at Callicroft who had personal experiences to share from recent Ofsted Inspections under the new framework.

Many thanks to both for their valuable contribution.

At the meeting some questions were raised about the clerks role, line management and employment status. The following table is a summary of comments and any follow up that was agreed upon by those present at the meeting.

We thought these details might be useful to Chairs or Clerks who were not able to attend this meeting.

Chairs Questions	Chairs Comments	Clerks Comments	Follow Up
1. Does your clerk have a job description	<ul style="list-style-type: none"> • They must have • Thought that clerks had a standard / model / the same recommended job description • Not something that I have checked • Yes 	<ul style="list-style-type: none"> • Yes, but does not replicate the role • No • Not sure its written anywhere • Yes, it's the model policy 	<ul style="list-style-type: none"> • Chairs to ensure that clerk has a job description
2. When was the last time the Governing Body reviewed their clerks job description?	<ul style="list-style-type: none"> • Its something that we are planning to do shortly • Unsure • Did not realise that it could be reviewed • Have done following FMSiS (Financial management in schools review) 	<ul style="list-style-type: none"> • When they want additional work done • They have but only when I requested a review 	<ul style="list-style-type: none"> • Chairs to facilitate a review of the clerks job description with fair representation from all stakeholder groups • National job description available on governor development service website. (also attached to this email)
3. Is your job description an accurate representation of your role?		<ul style="list-style-type: none"> • No • Yes but I do more • No I don't provide advice, unless specifically ask to find something out • I don't input into the agenda I just distribute it on behalf of the GB 	<ul style="list-style-type: none"> • As above • If not then clerks / chairs to raise issue for discussion

Chairs Questions	Chairs Comments	Clerks Comments	Follow Up
4. Do the Governing Body review the performance of the clerk, performance review, supervision, touch base, update meetings?	<ul style="list-style-type: none"> • Informally have catch ups • Would have a discussion if clerk requests one but not formally • Have never thought about it • Should we 	<ul style="list-style-type: none"> • No • Have had some discussion but not formally • Governing Body do look at the role if they are considering my pay 	<ul style="list-style-type: none"> • Look at framework for the line management / performance review of clerks

Other Matters Arising

Are clerks paid a fee or an expense?

The 'employment' status of clerks is something of a vexed question.

To date in South Glos the line that has been taken is that clerks are not LA employees but they are 'office holders' appointed by the individual governing body to undertake set tasks and paid on a fee/expenses basis for carrying those out. Fees are paid through the payroll system to comply with tax and NI requirements.

Answered provided from Ron Bull Schools' Workforce Strategy Manager

What is the Local Authority mileage rate?

AMAPS – Approved mileage allowance payments – this rate is not subject to NI and tax

CAR			
AMAPS SCHEME	All engine sizes		
Per mile (first 10000 miles per annum)	40.0p		
Per mile (after 10000 miles p a)	25.0p		

Schools can choose to use NJC's rates

(National Joint Council for Local Government Services)

These rates are subject to tax and NI

Up to 1000cc 42.9p

Over 1000cc 47.4p

IT MUST BE NOTED THAT SCHOOLS CAN CHOOSE THE RATE THAT THEY WISH TO PAY.

HOWEVER ANTHING IN EXCESS OF THE AMAP'S RATES WILL BE SUBJECT TO TAX & NI



The Data Protection Act 1998

Enables individuals to access information about themselves

Under the Data Protection Act 1998 all school processing personal data must comply with the eight enforceable principles of good practice. Data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Not transferred to other countries without adequate protection

Further advice and guidance can be found at; <http://www.ico.gov.uk/>



Freedom of Information

Legal right for any person to ask a school for access to information that it holds

All schools should have a Freedom of Information publication scheme and access policy – setting out how the school proposes to deal with requests.

Further details can be found at <http://publications.teachernet.gov.uk/eorderingdownload/FOIA04leaflet.pdf>

Electronic Storage Guidance from the NGA



“Any clerk working from home may be sharing a computer or laptop with other members of the family, so keeping all clerking documents on a password protected memory stick and not the computers hard drive, puts them out of reach of anyone else”

The NGA produces a variety of publications offering advice and guidance on all aspects of governance.

Each Guide offers detailed information on the business of governance. The 'Welcome to Governance' Guide also acts as a distance learning module with section summary questions, and a final questionnaire assessment, which allows readers to test their understanding. This distance learning element enables governors and governing bodies to evidence their training.



South Gloucestershire Governors Development Service has ordered a copy of each of the following guides for all subscribing schools.

THE NGA GUIDES

Welcome to Governance

A Guide for new governors

The Chair's Handbook

A Guide for newly elected governing body Chairs

Welcome to Clerking

A Guide for governing body Clerks

Support and Challenge

A Guide to help governors meet their legal obligations

We will ensure that they are distributed promptly upon receipt.

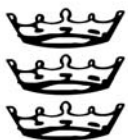
Health & Safety Awareness Course

12th May 2010 am

Sevenside Training Centre, Filton – Code HW0110

This course is designed to provide headteachers, health and safety co-ordinators, other managers and governors information on the key health and safety legal requirements, concentrating on the safety policy and risk assessments
Trainer, Philip Tranter Schools Health & Safety Manager

The course is free for governors
Please ask the school to book your place.



Training & Development from the Diocese of Bristol

TERM 4 & 5

- 1. CHURCH SCHOOL DISTINCTIVENESS** **£80.00**
Tuesday 2 March 9.15 for 9.30 am – 3.15 pm
Venue: All Saints Centre, 1 All Saints Court, Bristol
- 2. SIAS SELF EVALUATION** **£45.00**
Headteachers & Governors
Thursday 18 March) 12.45 for 1pm – 4.00 pm
Venue: All Saints Centre, 1 All Saints Court, Bristol
- 3. CHURCH SCHOOL GOVERNORS (Evening Part 1)** **£60.00**
Wednesday 28 April 7.15 for 7.30 pm – 9.30 pm **for both**
Venue: tbc **sessions**
- 4. CHURCH SCHOOL GOVERNORS (Evening Part 2)** **£80.00**
Wednesday 5 May 7.15 for 7.30 pm – 9.30 pm
Venue: All Saints Centre, 1 All Saints Court, Bristol

ANY QUERIES?

Contact: Liz Waslin (Course Administrator)

All Saints Centre, 1 All Saints Court, BRISTOL, BSI IJN

Tel: 0117 906 0100 / Fax: 0117 925 0404

Email: liz.waslin@bristoldiocese.org



Training and Events Coming up in Term 3&4

Date	Course Title	Venue
2 nd February	Understanding Performance Data Primary Part 1	Brimsham Green School
9 th February	Religious Education – The New Syllabus	The Park Centre
11 th February	Taking the Chair Module 3	Jubilee Centre Bradley Stoke
23 rd February	Dealing with Difficult Behaviour (am)	Baileys Court Activity Centre, Bradley Stoke
24 th February	Communicating for Success (pm) Understanding performance Data Part 2 (Primary)	Brimsham Green School
25 th February	Induction for New Governors (Part 1)	Brimsham Green
2 nd March	Early Years, Effective Self Evaluation	Riverside, Bowling Hill
4 th March	Induction for New Governors (Part 2)	Brimsham Green School
8 th March	Healthy Schools, Healthier Behaviours	Ridgewood Centre
10 th March	Understanding Performance Data Secondary	Sir Bernard Lovell

For further details or to book a place please contact Governor Services on 01454 863182 or email governor.services@southglos.gov.uk



ADDITIONAL FREE COURSE FOR SUBSCRIBING SCHOOLS

With support from the National College of School Leaders NCSL

Dealing with Difficult Behaviour

How to help Governors and Head Teachers deal with parent complaints and difficult situations.

Communication for Success

How to achieve your desired outcome, to increase your influence and to model behaviour that you would like to see in your governing body and school.

Asking the Big Questions

“What are you going to do about this?!” – How to ask the right questions “Succession Planning?” How to tactfully ask your Head Teachers future plans!

At some time in the near future, the Local Government Ombudsman will take over the LA role of investigating complaints against schools and governing bodies. They will be much more stringent and will have the power to insist that remedial action is taken by the school, including paying reasonable recompense to the parent if it is deemed appropriate.

It is now vital that governors, and Headteachers are equipped to deal with the emotional and behavioural aspects of complaints to avoid them escalating.

23rd February 2010
Baileys Court Activity Centre

Session 1 Dealing with Difficult Behaviour
9.30am – 12.30pm

Session 2 Communicating for Success
1.30pm – 4.30pm

(Lunch will be provided for those who would like to attend both sessions)

These two workshops are being offered free of charge to subscribing governing bodies and Head Teachers, and on a pay as you go basis to non subscribers.

This is the last chance that all Governors and Head Teachers will have to take advantage of these two workshops, therefore as the workshops were oversubscribed in July and places are limited please book promptly to avoid disappointment.

To book please contact South Gloucestershire Governors Development Service
Telephone 01454 863182
Or email; Governor.services@southglos.gov.uk



E – Consultations

Sex & Relationship Education Guidance
Launch 25/01/2010 – Closing 19/04/2010

Support for all: the Families and Relationship Green paper
Launch 20/01/2010 – Closing 21/04/2010

Public Consultation on the Introduction of the Pupil & Parent
Guarantees
Launch 11/01/2010 – Closing 06/04/2010

Considering Pupils' Views
Launch 11/01/2010 – Closing 29/03/2010

Recording & Reporting Incidents of Bullying Between Pupils, and
Incidents of Abuse against School Staff
Launch 10/12/2009 – Closing 04/03/2010

For further details
<http://www.dcsf.gov.uk/consultations/>



2004-2005
Supporting Social Care Workers



2007-2008
Healthy Schools



2007-2008
School Improvement



2006-2009
Care Matters:
Improving the Outcomes
for Children in Care



Outstanding
2007-2008



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