

**SIPS**

**EDUCATION**



# **Governor Training**

**2020/21**

**SMARTER  
SPECIALIST  
SUPPORT**

# Welcome to SIPS

Welcome to our training programme that is structured around The Competency Framework for Governance. The framework sets out the competencies needed for effective governance and is applicable to all boards in proportion to the scale and complexity of the organisation they are governing.

The framework begins with the principles and personal attributes which, alongside the commitment of time and energy to the role, underpin effective governance. Following on from this, the knowledge and skills required are identified as 16 competencies grouped under the headings of the six features of effective governance as set out in the Governance Handbook:

- Strategic Leadership
- Accountability
- People
- Structures – sessions are not available in the brochure for this competency as this is a subject area best suited to bespoke
- Compliance
- Evaluation

There are a number of new sessions within the framework categories that ensure that you have up to date knowledge to assist you with your role as a governor.

Due to Covid 19 and government guidelines regarding gatherings and social distancing, training delivery will be delivered via a virtual platform this year to ensure that we continue to support your professional development in the area of governance.

In addition to scheduled training, we also offer sessions that are tailor made to your specific requirements. Many schools have benefited from such sessions as the theme and discussion is pertinent to the specific needs of the school.

## How to Browse and Book

### Getting started on mySIPS Hub

Email: [governortraining@sips.co.uk](mailto:governortraining@sips.co.uk)

#### Details required:

- Name
- Confirm email address you want correspondence to be sent
- Name of school/s where you are a governor
- Marketing – Opt in to receive appropriate marketing from SIPS

A link to mySIPS Hub will be sent to you. Upon receipt click on the link and set up your account.

If you already have a mySIPS Hub account but are unable to access, please email [governortraining@sips.co.uk](mailto:governortraining@sips.co.uk) and we can help with this.

#### Next steps...

From the menu top left-hand corner, select Courses, What's On

You can select Service Area and refine your search. For governor related courses, select Governance.

All courses will appear by month. To determine if it is the right course for you, simply click on the course name for a description of the session. If you wish to book, scroll to the bottom of the page and click 'Request a Place'

You can manage your bookings by selecting Courses and then 'My bookings'.

# Introduction to Effective Governance

This section includes induction sessions for new governors. They offer an insight into the complexities of governance and an overview of roles and responsibilities.

## Getting you Started

Delivered by: Ian Preston

Date: 21/10/20 Time: 18:10 – 20:10  
Date: 04/02/21 Time: 10:00 – 12:00

### Objectives:

This session will look at good governance and about the processes for making, implementing and evaluating decisions by exploring:

- What a Governing Board does
- The key roles of a Governing Board
- The expectations when taking on a public role
- The importance of accountability
- Etiquette and expectations
- How Governing Boards work and what to expect at meetings

## Introduction to Finance & Data

Delivered by: Ian Preston

Date: 4/11/20 Time: 18:10 – 20:10  
Date: 25/02/21 Time: 10:00 – 12:00

These are the competencies that the board needs to deliver its core functions of holding executive leaders to account for the educational and financial performance of the organisation.

### Objectives:

- Develop an understanding of how school finances operate
- How to ensure the school is in a strong and sustainable financial position to achieve its strategic goals.
- Understand the different types of data available and what it can tell you about school performance
- The role of data in driving school improvement

Governors will leave the session confident to carry out their role with the outcome that they can be more involved in effective school self-evaluation and ensuring financial probity.

## Performance Accountability

**Delivered by:** Andrea Dawson

**Date:** 25/11/20    **Time:** 18:10 – 20:10

**Date:** 04/03/21    **Time:** 10:00 – 12:00

“Effective governing boards think carefully about how they are organised. This includes thinking about how to use their powers and delegate functions to committees of individual governors. We expect every governing board to focus strongly on its core functions and retain oversight of them.” – *DfE Governance Handbook*

### Objectives:

This session will support new governors to develop an understanding of:

- How to contribute to creating a culture for improvement;
- Knowing when to support and when to challenge;
- Identifying the scope and format of the information that helps governors to hold senior leaders to account;
- Approaches to asking the right questions;
- How to participate in effective monitoring.

## Introduction to Vision & Strategic Direction

**Delivered by:** Ian Preston

**Date:** 18/11/20    **Time:** 10:00 – 12:00

**Date:** 13/01/21    **Time:** 18:10 – 20:10

This session will look at the setting of a vision and a strategic plan to achieve it:

### Objectives:

- What are Mission, Vision and Values?
- Why do we need them?
- What is the difference?
- What is ethos and culture and how can it be influenced?
- Your role as a Governor and Governing Board

# Effective Governance for Experience Governors

## Strategic Leadership

Effective boards provide confident, strategic leadership to their organisations; they lead by example and 'set the tone from the top'. These competencies relate to the core function of boards to set vision, ethos and strategic direction.

### Culture, Values and Ethos (incl. PREVENT)

Delivered by: John Hodt

Date: 17/11/20 Time: 10:00 - 12:00

Governing boards routinely monitor the school's financial stability and hold management to account for academic performance. However, most boards devote little time to the other key responsibility of providing strategic leadership, and especially to the setting of the school's ethos and values. This should be a key priority because it determines school culture and should inform how the school does everything that it does.

#### Objectives:

This session will give you the opportunity to consider:

- How would I describe my school's values and ethos?
- What contribution have governors made to setting them?
- To what extent are they embedded in our curriculum?
- Do they influence the day to day running of the school?

The course will offer a combination of information, discussion, and self-assessment leading to action planning. It will enable you to ensure that your governing body is compliant with its responsibilities in relation to relevant legislation including The Equality Acts 2010 and 2019, and the Counter Terrorism and Security Act 2015.

This course will enable new governors to better understand their role and is an opportunity for experienced governors to reassess their role.

### Decision Making

Delivered by: Andrea Dawson

Date: 07/10/20 Time: 18:10 - 20:10  
Date: 16/03/21 Time: 10:00 - 12:00

As the accountable body, a governing board is the key decision maker. It may delegate operational matters to executive leaders and governance functions to committees (including Local Governing Boards in a Multi Academy Trust) or in some cases to individuals. However, the board as a corporate entity remains accountable and responsible for all decisions made and executive leaders operate within the autonomy, powers and functions delegated to them by the board.

#### Objectives:

- How good decision-making is well informed by both available evidence of what works or is likely to be effective, and by the views and needs of key stakeholders, particularly parents.
- Understanding the range of factors, which should inform preferred solutions to issues.
- How robust decision making also takes account of risk.
- How effective boards have a framework for identifying and managing the risks associated with their strategic priorities and improvement plans.

## Setting Direction for Your Governing Board

Delivered by: Ian Preston

Date: 10/12/20 Time: 10:00 - 12:00

Date: 31/03/21 Time: 18:10 - 20:10

The role of the Governing Board is a strategic one. One of its core functions is 'ensuring clarity of vision, ethos and strategic direction'.

### Objectives:

This session will focus on what a vision statement should look like and how to set and monitor a strategy to achieve it.

- How to write a vision statement
- What does a school improvement strategy look like
- Strategic planning
- How to set and monitor objectives
- How are targets, staffing and budgets linked
- How to hold the Head teacher to account
- How to develop your confidence in engaging with this critical area



# Accountability

These are the competencies required by the board in order to deliver its core functions, holding executive leaders to account for the educational and financial performance of the organisation.

## Valuable School Visits to Show Impact

**Delivered by:** Kim Whiting

**Date:** 22/10/20 **Time:** 10:00 – 12:00

**Date:** 12/01/21 **Time:** 18:10 – 20:10

One of the elements of effective Governance is knowing your school and to enable you to do this you need to visit within the school day. Governor visits to school can be enormously useful, it is however essential that governors and school-based staff are clear about the purpose for the visit.

This short course helps you to look at your visits protocol, clarity around what you do on visits, dos and don'ts whilst you are in school, how and what to record, model visit forms etc.

### Objectives:

- Clarify the purpose of school visits
- Identify how to focus school visits on the Board's priorities and improvement plans
- Support Governors to prepare for school visits and look at what information to record and how

## Financial Management & Monitoring

**Delivered by:** Ian Preston

**Date:** 14/01/21 **Time:** 10:00 – 12:00

This session builds upon the basic introduction to financial planning to equip you with the tools required to understand the competencies required that will ensure that the board is able to make sufficiently informed and effective decisions on the use of resources and allocation of funds to improve outcomes for children and young people. It will also ensure that public money is utilised efficiently and in the best interest of the school/organisation.

### Objectives:

- Understand how all schools are funded regardless of status
- How to construct and manage your budget
- Understand best practice in relation to budget monitoring
- Learn how to recognise efficient and effective expenditure
- How to benchmark to ensure consistency
- What you are accountable for and who you are accountable to
- The role of the Finance Committee in your school.

Governors will leave this session well informed and confident to carry out their responsibilities regarding school finance and probity.

## Effective Relationships with Senior School Leaders

**Delivered by:** Andrea Dawson

**Date:** 19/01/21 **Time:** 10:00 – 12:00

Executive leaders are responsible for the internal organisation, management and control of schools. It is their job to implement the strategic framework established by the board.

Governing Boards should work to support and strengthen the leadership of their executive, and hold them to account for the day-to-day running of their school(s), including the performance management of staff.

### Objectives:

- How boards can perform their strategic role, and avoid routine involvement in operational matters.
- How boards can focus strongly on holding their executive leader to account for exercising their professional judgement in these operational matters and all of their other duties.
- How Ofsted views professional challenge as a fundamental responsibility of governance and how it should be:
  1. A positive activity;
  2. A sign of good practice and effective, collaborative working, based on mutual accountability;
  3. Focused on challenging decisions, practice or actions which may not effectively ensure improvements in the quality of education, safety or well-being of pupils at school.

## Educational Performance and use of Premium Funding

**Delivered by:** Adam Hollyhead

**Date:** 10/02/21 **Time:** 18:10 – 20:10

This session will look at the role of governors with regard to educational performance of children and young people.

### Objectives:

- The purpose of pupil premium
- Who is eligible
- The aim of pupil premium
- The effective use of funding, how it is monitored to demonstrate impact and educational performance

## Data Analysis

**Delivered by:** Andrea Dawson

**Date:** 11/03/21 **Time:** 10:00 – 12:00

Access to high quality data is characteristic of successful organisations. This training sets out what is reasonable to expect to see from your executive leaders and/or local governing boards when looking at the performance of your school or academy trust.

### This session will cover:

- Inspection Data Summary Reports.
- In-house tracking data.
- How to request the scope and format of the information you need.
- Using data to consider:
  1. What is going well?
  2. What learning can you apply from one area to another?
  3. What are the concerns?
  4. What changes might need to be made?

### Objective:

Understanding how your evidence base will support you to develop, monitor and deliver your organisation's strategy for making robust decisions about school improvement and the deployment of resources.



# People

People that govern need to form positive working relationships with their colleagues to function well as part of a team. They need to be able to relate to staff, pupils/students, parents and carers and the local community and connect to the wider education system in order to enable effective delivery of the organisations strategic priorities.

## Leading from the Chair

**Delivered by:** Andrea Dawson

**Date:** 12/11/20 **Time:** 10:00 – 12:30

The role of the Chair is a critical one in any governing board. With support from the vice chair, they are responsible for ensuring that the governing board functions effectively within the law and upholds the highest professional standards at all times.

Effective Chairs provide the governing board with clear leadership and direction, keeping it focused on its core strategic functions.

### **This session will cover:**

- The chair, the head teacher and mutual accountability
- Leading school improvement
- Leading governing board business
- The skills and attributes of an effective chair

### **Objectives include developing an understanding of how to:**

- Work with the head teacher to promote and maintain high standards of educational achievement;
- Lead the governing board in setting a clear vision, ethos and strategic direction for the school;
- Ensure that the governing board holds the head teacher to account for the educational performance of the school and its pupils and for the performance management of staff;
- Maintain oversight of the financial performance of the school and the effective use of the schools resources.

## How to be an Effective Committee Chair

**Delivered by:** Andrea Dawson

**Date:** 15/12/20 **Time:** 10:00 – 12:00

Most governing boards carry out much of their business through committees. The governing board decides the constitution, membership and terms of reference of all committees, and should review these annually.

### **Objectives:**

In addition to considering some of the key qualities, skills and knowledge that are characteristic of an effective chair, this session will focus on the importance of the role in:

- Ensuring how terms of reference are adhered to and kept under review;
- Reviewing the skills of committee members to identify training needs;
- Encouraging participation from all members of the committee, both during meetings and through visits into school;
- Liaising with the clerk to establish the agenda for meetings;
- Feeding back the work of the committee to the full governing board.

## How to Ensure Your Team is Effective

Delivered by: Andrea Dawson

Date: 17/02/21 Time: 10:00 - 12:00

The 'six features of effective governance' form the structure the Governance Handbook, with a chapter allocated for each feature

### This training will focus on:

- Principles and personal attributes which, alongside the commitment of time and energy to the role, underpin effective governance;
- Knowledge and skills required for effective governance and how these are organised into those which are essential for everyone on the board, those which are required of the chair and those which at least someone on the board should have
- Ensuring the expected behaviours are included in the board's code of conduct.

### Objectives include how to:

- How to use a skills audit to inform and identify training needs and/or develop an 'in house' training and development programme
- Put together role specifications and determine interview questions for recruiting to the Board and/or in selecting or recruiting a Chair
- Plan induction for people new to the board
- Support a review of the Board's effectiveness
- Demonstrate the key characteristics and expectations of their roles to others (including Ofsted).



# Structures

Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.

This area of The Competency Framework is unique to each Governing Board. It is vitally important to safeguard against dysfunctionality and therefore suggested that bespoke sessions support the development of your board's structure.

# Compliance

Ensuring that all those involved in governance understand the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply.

## General Data Protection Regulations (GDPR)

**Delivered by:** Sue Courtney Donovan

**Date:** 24/11/20 **Time:** 10:00 - 12:00

This session will give Governors an overview of GDPR, which came into force on 25 May 2018, and how it needs to be implemented in schools.

### Objectives:

- What is GDPR?
- Common terminology
- Overview of the legal framework – articles, principles and the rights of the Data Subject
- How GDPR needs to be implemented in schools
- Next steps – demonstrating compliance.

## Pupil Well-being

**Delivered by:** Helen Tyson

**Date:** 21/01/2021 **Time:** 10:00 - 11:00

The Education and Inspections Act 2006 places a duty on boards of maintained schools to promote well-being.

This session will look at the role of governors in understanding and ensuring that schools promote pupil well-being' as defined in the Children Act 2004:

### Objectives:

- Physical and mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- The contribution children make to society; and social and economic well-being

## Safer Recruitment \*

Delivered by: Kate Shadwell

Date: 20/01/2020 Time: 9:30 - 12:30  
27/01/2020 Time: 9:30 - 12:30

Date: 03/03/2020 Time: 9:30 - 12:30  
10/03/2020 Time: 9:30 - 12:30

**(Both sessions must be attended in the same month)**

The accredited Safer Recruitment session provides valuable information on a safer school culture, advice and guidance to strengthen safeguards against employing unsuitable people in schools.

### Objectives

- Help to assist schools to demonstrate that they have an effective recruitment and selection process in place that ensures pupils are both well taught and protected **Having successfully completed both ½ day sessions**, you will receive a certificate in Safer Recruitment, a copy of which should be held in school. Certificates remain valid for 5 years after which a renewal must be made to meet current regulations. Certificates will be issued and forwarded to your school.

**\*Please note that this is not included in the Governor Training Programme contract.**

Safer Recruitment can also be delivered as a bespoke session at your school. For further details email: [governortraining@sips.co.uk](mailto:governortraining@sips.co.uk)

## Does your School Offer a Balanced and Broad Based Curriculum?

Delivered by: Adam Hollyhead

Date: 13/10/2020 Time: 10:00 - 12:00

This session will look at the responsibility of governors to ensure that the school curriculum is balanced and broadly based.

### Objectives

- Overview of the curriculum
- How to determine whether the curriculum is balanced and broadly based
- Does the curriculum promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life?

## Dealing with Complaints for Governors – Practical Overview

Delivered by: Emma Myers

Date: 15/10/20 Time: 11:15 - 12:45  
Date: 20/01/21 Time: 18:10 - 19:30

This session will provide governors with an overview of the DfE's and ESFA's recommended best practice guidance and non-statutory model policies.

### Objectives:

- Understanding the requirements in maintained schools, academies and independent schools
- Defining the difference between a concern and a complaint and understanding who can make a complaint
- Exploring the role of the governing board
- Recognising complaints that fall outside of the scope of a complaints policy
- Dealing with persistent or vexatious complaints

## PSHE – Personal, Social Health and Economic Education

**Delivered by:** Emily Morgan

**Date:** 01/12/20 **Time:** 10:00 – 12:00

PSHE education provides opportunities for pupils to develop essential skills and attributes to keep themselves healthy and safe and to thrive.

### Objectives:

- What PSHE includes
- Why it is important for pupils
- How PSHE fits within a framework of a broad and balanced curriculum
- How does PSHE link to other policies which contribute to schools' statutory policies
- How PSHE contributes to Ofsted outcomes
- Recognise features of high quality, inclusive Relationships and Sex Education (RSE)
- Know about some tools that can support school senior leaders to prepare for statutory RSE
- Key questions to ask of senior leaders

## Safeguarding Level 1

**Delivered by:** Ella Savill-Boss

**Date:** 10/09/20 **Time:** 09:30 – 11:00

**Date:** 27/01/21 **Time:** 16:00 – 17:30

This session will ensure Governors are up to date with current guidance for Safeguarding and Child Protection and give them the opportunity to ask questions that they may have.

### Objectives:

- Understanding Safeguarding and Child Protection is a key piece of learning as a Governing Board
- Provide Governors with a knowledge and understanding of the importance of safeguarding within schools
- Look at local perspectives and information regarding the Audit Toolkit that replaces the Section 175 and 157 Annual Report to Governors.

Certificates will be issued and forwarded to your school.

## Head Teacher/Principal Appraisal

**Delivered by:** Kim Whiting

**Date:** 08/10/20 **Time:** 10:00 – 11:30

**Date:** 28/10/20 **Time:** 18:10 – 19:40

The appraisal of all staff in schools is a key role of Governors but is especially important for those Governors with responsibility for Head Teacher Appraisal. This session is a must for Governors appointed to appraise the Head Teacher. It is also open to any Governor who wishes to gain a fuller understanding of the appraisal process.

### Objectives:

- The Head Teacher Appraisal – overview and process
- The role of the Appraiser (Governor)
- The role of the appointed Adviser to Governors
- Sources of evidence in relation to Head Teacher appraisal
- Ongoing review of evidence and support

## Staffing and Performance Management

**Delivered by:** Kim Whiting

**Date:** 03/11/20 **Time:** 10:00 – 12:00

Appraisal is a thorough yet supportive and developmental process designed to ensure that all staff have the skills and support that they need to carry out their role effectively. It helps to ensure that they are able to continue to improve their professional practice and to develop as employees.

### Objectives:

- An overview of appraisal process for support staff
- Template documents
- Information on how to support staff who are not meeting the requirements of their post

## SEND – Special Education Needs and Disability

**Delivered by:** Michelle Hill

**Date:** 09/12/20    **Time:** 18:10 – 20:10

**Date:** 16/02/21    **Time:** 10:00 – 12:00

This session informs Governors of the implications of the Special Educational Needs and Disability (SEND) aspects of the Children and Families Act 2014.

### Objectives:

- Develop awareness of the SEND agenda and the associated Code of Practice
- Gain understanding of personalisation and person-centred approaches
- The implications for schools will be explored so that appropriate support and challenge can be offered, especially in the role of the SEN Governor.

## Overview of Grievance, Disciplinary and Capability

**Delivered by:** Kate Shadwell

**Date:** 23/02/21    **Time:** 10:00 – 12:00

This session will give an overview of the importance of understanding your role, HR policies and legal implications

### Objectives:

- Supporting Governors in developing an understanding of their role in relation to grievance, disciplinary and capability
- Explain what statutory HR policies are required and how to apply them
- Enable Governors to develop an awareness of the legal implications of getting it wrong

## Pupil Exclusions and Appeals

**Delivered by:** Haleema Yousaf

**Date:** 26/01/21    **Time:** 10:00 – 12:00

School exclusion arrangements were revised with effect from September 2017. This session will give you an understanding of the process and procedures concerned with exclusion that underpin the legal responsibilities of a head teacher / principal and the Governing Body.

You will leave this session with knowledge of Sandwell systems designed to prevent exclusions and will learn about the role of governors in prevention and the appropriate challenge in school with regard to exclusions.

### Objectives:

- Understand the process within the legal framework of exclusion
- Understand the implications of exclusion for the child or young person, their family and the school
- To understand how a disciplinary committee hearing should be conducted and the role of the governors
- To have a deeper understanding of how the Local Authority work to reduce exclusions.

## Online Safety – Digital Resilience

**Delivered by:** Sue Courtney Donovan

**Date:** 09/03/21 **Time:** 10:00 – 12:00

Governors with responsibility for online safeguarding.

### Objectives:

- Provide an update on what needs to be considered and implemented in terms of online safeguarding and developing digital resilience for children, young people, staff and parents.

## Awareness of First Aid for Mental Health – Level 1 Qualification (accredited)

**Delivered by:** Laura Hadley

**Date:** 23/10/2020 **Time:** 09:00 – 13:00

Mental Health awareness is becoming a key part of everyone's role to ensure that we have an understanding that anyone can be affected by a mental health condition, either directly themselves, or through supporting a family member, friend or colleague.

This session provides attendees with the knowledge to recognise a suspected mental health condition, and the confidence and skills to start a conversation and to signpost a person towards professional help. Topics covered are:

### Objectives

- What is First Aid for Mental Health?
- Identifying mental health conditions
- Providing advice and starting a conversation

## Health & Safety Governor

**Delivered by:** Sally Woodvine

**Date:** 09/02/21 **Time:** 9:30 – 12:30

This session provides the Health and Safety (H&S) Governor with an overview of the Health and Safety at Work Act 1974, to include H&S Regulations, duties, policy and procedures and their application in the School environment.

### Objectives:

- Gain an understanding of the H&S Governor's role in supporting the school and the Head Teacher in order to ensure best practice
- Be informed on occupational health and safety management systems, implications and penalties for non-compliance with H&S Law
- Recognise the importance of monitoring, recording and reviewing H&S activity
- Have an insight into risk management and risk assessments.

# Evaluation

**Monitoring the effectiveness of the board is a key element of good governance. The board needs to assess its effectiveness and efficiency and ensure ongoing compliance with its statutory and legal duties under review. Individuals should also reflect on their own contribution helping to create a stronger and more motivated board.**

## Ofsted – Are You Ready?

**Delivered by:** Andrea Dawson

**Date:** 02/12/20      **Time:** 18:10 – 20:10

**Date:** 24/03/21      **Time:** 10:00 – 12:00

An effective Governing board should already know its school well enough to answer Ofsted's questions. This session identifies what will be expected of Governors during an inspection.

Ofsted remains clear that governors should be finding out about provision and outcomes from visits and external reports, rather than relying exclusively on what they are told by senior leaders.

Ultimately, the key focus is: What has been the impact of the governing board on the progress of the school since the last inspection?

### Objectives:

- Develop an understanding of the inspection framework and its criteria;
- Explain how Ofsted's inspectors make their judgments about a school;
- Raise awareness of the documents inspectors will ask to see, and
- Establish how the governing board can demonstrate the impact of their role as part of the leadership of a school.

## Whole Governing Board Training

There are many benefits to attending training courses; but there are times when it is essential that governing boards work together and focus on a particular area of governance to enhance the strength and knowledge base of its members. Bespoke training allows governing boards the time to discuss their agenda and shape and influence training outcomes.

If you would like to discuss bespoke training, please email [governortraining@sips.co.uk](mailto:governortraining@sips.co.uk) giving details of the focus that you require so that we can arrange for a consultant to contact you to discuss your requirements.