

GOVERNOR TRAINING AND DEVELOPMENT PLAN 18/19 **SELF-ASSESSMENT OF NEED**

PROCESS

Governors completed self-assessments of training and development needs using a tool derived from key aspects within the Governance Handbook and Competency Framework plus some areas of local focus.

RESPONSE RATE

The response rate was limited with just 6 out of 9 governors completing the task (67%). Responding governors have been assumed as indicative of all governors in regard to applying results to the overall governing body.

FINDINGS

The developmental areas identified most frequently as HIGH NEED were:

- National Educational Policy and Local Education Context
- External Accountability and Scrutiny
- Evaluating the Impact of Board Decision Making on Pupil Outcomes

The developmental areas most frequently identified (across HIGH, MEDIUM and LOW NEED) were:

- Board Decision Making (5 out of 6 respondents)
- Evaluating the Impact of Board Decision Making on Pupil Outcomes (5 out of 6 respondents)

The above two items could be combined which would then leave three clear priorities for overall Governing Body development in 2018/19.

Other areas which attracted higher frequency responses (4 out of 6 respondents) were:

- Role, Responsibilities and Accountability of the Board and its Three Core Functions
- Behaviour – relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints

The governing body should consider whether these two areas should also be included within the overall governing body developmental priorities for 2018/19.

See below the range of potential developmental support types identified by governors for the three priority areas.

- National education policy and local education context - *External Training (2) Self Research (1)*
- External accountability and scrutiny - *External Training (3) Self Research (1)*
- Board decision making and evaluating impact of board decision making on pupil outcomes - *External Training (4), Gov Body Learning Event (3), Self Research (3), Supported Research (2)*

CONCLUSION/RECOMMENDATIONS

It is recommended that:

1. The governing body as a whole adopt the three identified areas as developmental priorities for 2018/19 and seek ways to enable these needs to be addressed.
2. The priorities to be expanded to include 'Roles/accountabilities of the Board' and 'Behaviour'
3. Individual governors review and prioritise their specific developmental needs (particularly any specified as high need) and seek relevant training/support to address them. With reference to available sources of support both within school (e.g. School Business Manager, Senior Leader or a more experienced governor) and external to school (e.g. buy Doncaster and Exceed Trust governor training provision). It is also important to consider the many sources available to support self-research including accessible documents from sites such as the Dept for Education.
4. An identified governor locates potential sources of support for areas identified from the self-assessment and signposts other governors to these.
5. A recording and monitoring process be devised and implemented to enable accurate and timely notification of when/what developmental support governors have accessed. This should be simple but broader than just a record of training sessions attended. At year end it should be possible to assess how effectively the overarching board priorities and individual governor training needs have been addressed.
6. All governors to access the Governance Competency Framework (school website) and consider their competency level against this framework in preparation for a formal governing body review in Jan 2019.

SOME TRAINING & DEVELOPMENT SOURCES

GOVERNING BODY LEARNING EVENTS

Possibly consisting of some facilitated discussion/review borrowing time from full governing body meetings rather than specific additional events. *For example - one possibility could be a 30-45 minute review of board decision making. This could involve using examples of 4/5 past decisions to understand the process by which these decisions were made, how/whether impact on pupils (and staff) was considered at that time, and how the impact can now be assessed. On the back of this exercise, what, if anything, would the governing body do differently in terms of reaching, communicating and evaluating the impact of its decisions?*

<p><u>EXCEED GOVERNORS TRAINING PROGRAMME</u></p> <ul style="list-style-type: none"> • 7th Nov : Statutory Responsibilities – GDPR, Safeguarding, Health & Safety • 28th Nov: Assessing School Performance • 16th Jan: Risk Management Training • 27th Feb: Teaching, learning and Assessment • 27th Feb: Safeguarding • 5th June: Leadership & Management. Curriculum & Ofsted. Meeting Statutory Requirements. • 3rd July: Reviewing governance – self-evaluation and evidence of effective governance 	<p style="text-align: center;"><u>BUY DONCASTER</u> buy.doncaster.gov.uk</p> <ol style="list-style-type: none"> 1. Governor Forum Events 2. Specific training events (most evening but some full day/daytime) including: <ul style="list-style-type: none"> • 12th Nov – the role of Link Governors. 5.30-7.30 p.m • 3rd & 10th December – New Governors Course (2 days) 5.30-7.30 p.m • 13th December – Emergency Planning and Lockdown Workshop 9.30-2.30 p.m • 21st Jan – Handling Complaints (how governors should be involved) 5.30 -7.30 p.m • 24th Jan – Chairing the Board (new/aspirant chairs and vice chairs) 10.00 a.m – 5.00 p.m • 24th Jan – Preparing your Governing Board for Ofsted 5.30 – 7.30 p.m • 5th Feb – New Governors Course 10 a.m. – 3.00 p.m. • 14th Feb – The Core Functions of Governance: Providing Strategic Leadership 5.15 – 7.30 p.m • 28th Feb – The Core Functions of Governance: Holding executive leaders to Account 5.30 – 7.30 p.m • 6th March – Visiting School (governors need to visit school to see how their decisions are being put into practice) 5.30 – 7.30 p.m • 14th March – The Core Functions of Governance: Making sure money is well spent 5.30 – 7.30 p.m • 8th May – Chairing the Board – Day 1 of 2 5.30 – 7.30 p.m • 15th May – Chairing the Board – Day 2 of 2 5.30 – 7.30 p.m • 17th May – The Core Functions of Governance: all three elements - 9.30 – 3.00 p.m • 5th June – New Governors Course Day 1 of 2 5.30 – 7.30 p.m. • 12th June – New Governors Course Day 2 of 2 5.30 – 7.30 p.m.
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<p><u>ON-LINE RESOURCE – GOVERNORS FOR SCHOOLS (SGOSS)</u> governorsforschools.org.uk</p> <p>Have a number of elearning modules including:</p> <ul style="list-style-type: none"> • Employability and work-related learning • Driving school improvement • Governor induction • Performance data for new governors • Finance for new governors <p><i>Also provide support in recruitment of governors – can register a governor vacancy with them</i></p>	<p><u>ON-LINE RESOURCE – DEPARTMENT FOR EDUCATION GOV.UK</u></p> <p>Includes</p> <ul style="list-style-type: none"> • Schools Statutory Guidance: Administration & Finance; Admissions; Assessment; Behaviour & Attendance; Curriculum; Early Years Foundation Stage; Governance; Involving Parents and Pupils; Looked-After Children; Safeguarding Children & Young People; Special Educational/health needs; Staff employment and teachers pay • School Performance Tables • Information about schools 	<p><u>SCHOOL WEBSITE</u></p> <p>Can access</p> <ul style="list-style-type: none"> • School Policies • Governance Handbook • Competency Framework for Governors
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SUPPORT PERSONNEL

Governors should take advantage of whatever support/expertise can be made available to them by school. This would relate to the school senior leadership (e.g. educational policy, staffing, curriculum), and specialised leaders such as School Business Manager (Finance/Resources), SENDCO (Special Educational Needs), Inclusion Manager (attendance) etc.

SR = Self-Research e.g. enabled by having access to information on school website, or use of online learning; SuPPR = Supported Research e.g. support from another governor to review understanding and be signposted to relevant information; GBGL = Governing Body Group Learning Event e.g. allocated time at a governing body meeting; TT = Targeted training from relevant school leaders e.g. provided by School Business Manager; ET = External Training (including attendance on workshops at school governor forum)									
AREA FOR DEVELOPMENT	Perceived need for development			Type of development process(es) to suit learning requirement					
	High	Medium	Low	SR	SuPPR	GBFL	TT	ET	Other
National Education Policy and the Local Education Context	2	1		1				2	
National and School Curriculum – broad and balanced; relevant national standards; relevant statutory testing and assessment regime			2	1					
Key Features of Effective Governance	1	1		2				1	
External Accountability and Scrutiny (e.g. DfE, Ofsted): what is required by way of evidence; national performance monitoring measures; minimum standards that trigger eligibility for intervention; Ofsted regulatory/inspection framework	2	1		1				3	
Role, Responsibilities and Accountability of the Board (including legal, regulatory and financial requirements) and its Three Core Functions		1	3	2	1			1	
Code of Conduct for Governors	1		1	1	1				
Board Decision Making	1	1	3	3	1	2		1	
Evaluating the Impact of the Board's Decisions on Pupil Outcomes	2	1	2	1	2	1		3	
School Strategic Priorities, Culture, Values and Ethos									
Key Principles, Drivers and Cycle of School Improvement			2	1	1				
School Financial Policies, Procedures and Resource Allocation (including funding arrangements, funding streams and mechanisms for ensuring financial accountability); process for resource allocation and evaluating impact/outcomes of allocation		1	1				2		SBM Support
Pupil Premium and Other Grants e.g. Sports Premium: how these are received, spent, and how impact of expenditure on pupil outcomes is evaluated	1	1	1	2	1		2	1	PE Leaders
School Staffing and Resource Profile and how this is Benchmarked	1	1	1				2	1	SBM Support
Recruitment and Retention			1						
Staff Performance Management and how this is used within the school			2	1	1				
Human Resource Education Policy and School Processes in relation to teachers' pay & conditions; role of governance in staffing reviews, restructuring & due diligence	1	1	1	1	1		1	1	HR Support
Safeguarding Children in Education and how safeguarding is applied within the school		1	1	1	1				
Health and Safety in Education and how health and safety is applied within the school		1	1	1	1				
Behaviour – relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints	1	1	2	3	1	1			
Risk Management – principles & how these apply to education and the school; process for risk management in school and how/when risks are escalated for action		1	1				1		
School Policies			1						
Complaints and Incident Management within the School	1		2	1	1			1	
School Learning Walks – purpose, process and outcomes		1	2	1	1	1	1		
Key Stakeholders and their Relationship with the School	1		1				1		
Tools and Techniques for Stakeholder Engagement, particularly in regard to engaging parents and carers		2	1	1		1		1	
Effective Communication with Parents, Carers, Staff and the Local Community	1	1	1			1		2	
Education of Children with Special Educational Needs (SEND)			1						
Understanding Performance Tables, Pupil Data and School Comparison Tools		1	2	1		1		1	
Data Analysis			1						
OTHER – PLEASE ADD BELOW									
Training for Office365 (+ 'beginner's guide').	1								