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Barnsley Governance Newsletter & Development Opportunities 2012-2013



Dear Governor

I am writing to introduce myself to you as Chief Executive of Barnsley MBC and to say how happy I am to be here.

During my first six months I have been out and about meeting with Councillors, staff, partners including schools and residents. I'd like to thank all of you who have made me feel so welcome. I have seen firsthand how much pride people in Barnsley have for their work and how important it is to work in partnership with others.

I started my career as a care assistant (many years ago!) working with children with disabilities living in a residential home. I loved it and I will always remember it. I experienced firsthand the contribution that children with disabilities can make to society as a whole and to us all, even when they have such profound difficulties to cope with.

I have worked in the public sector throughout my career. I believe in the importance of local government and its strong track record of making a real difference to people's lives. This is now even more important than ever before as we face greater financial and service delivery challenges in the years ahead. We all have to do more with less and our performance and service standards must not slip. I have high expectations as I am sure you do, and we must keep on asking a lot from each other to achieve the best for the children and young people of Barnsley.

There is a determination on behalf of the authority to support our schools and academies in any way we can given the changing nature of the government's education programme and I start my role with high ambitions for Barnsley but, equally, with high confidence in our success.

Thank you for your continued commitment and support to improving outcomes for Barnsley's children and young people. Looking ahead to 2013, I look forward to continuing our relationship and working with you in our aspirations for young people.

I will be back in touch in the near future.

Regards

A handwritten signature in black ink that reads "Diana Terris". The signature is written in a cursive, flowing style.

Diana Terris, Chief Executive

Dear Governor

The role you play in the strategic leadership of schools is highly valued and we are enormously grateful for the dedication, energy and commitment that you all give.

We recognise that you already dedicate a considerable amount of time to your school but still encourage you to make time for development. I am very pleased to announce that this edition now includes some brand new sessions. Our sessions are open to every member of the governing body and course evaluations show that attendees benefit not only from the support it provides to enhance their role but in the sharing of good practice with each other.

With the increasing number of schools converting to academies, you will be reassured to know the majority of sessions continue to be relevant and support the needs of all governors.

To help compliment the sessions we also offer schools the opportunity to subscribe to the Modern Governor programme which is an online e-learning resource. This offers flexible accessible sessions for busy governors to access. To find out whether your school has subscribed to this package or for more information then please contact Claire Taylor on tel: 01226 773701 or access www.moderngovernor.com

To ascertain whether your school has subscribed to the “Pay As You Go” or “Full Buy Back” option, please contact Claire Taylor on the number detailed above. Sessions are categorised as follows:



Level 1 provides an overview of the subject matter.



Level 2 provides governors with more in depth knowledge of the subject matter

We are always looking for more locations to deliver training to help take the sessions out to localities. Would you perhaps like to host a training course? If so, please contact me directly.

We are also always happy to discuss bespoke services with you and can give advice about either your own or your governing body's specific development needs. Please do not hesitate to contact us directly to discuss your requirements.

Kind Regards

Anna Turner
School Workforce Development Programme Manager

Contacts**The Governor Development Team
Gateway Plaza, Barnsley****Peter Steadman**

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Useful Key Contacts

National Governors' Association

The NGA is an independent membership organisation that represents school governors of maintained schools and academies in England. Its aim is to improve the wellbeing of children and young people by promoting high standards in all our schools, and improving the effectiveness of their governing body.

NGA have developed a plethora of documents and resources which are available on the website detailed below.

Tel: 0121 237 3780

Web: www.nga.org.uk

Department for Education

The DfE offers a range of information and advice for governors of all types of school from guidance on legislation and constitution of the governing body to committees, training and year planning.

Web: www.education.gov.uk/schools/leadership/governance

National Co-ordinators of Governor Services

NCOGS represents local authority providers of services to school governors. It is a source of good practice in training materials and support services regionally and also lobbies national bodies on governance issues.

Web: www.ncogs.uk

Capacity to improve will be incorporated into Overall Effectiveness. There will be a strong focus on behaviour and combating bullying. Complaints from parents may generate early inspection but otherwise good and outstanding schools will not be inspected unless data indicates that there is slippage. A key message is that "Satisfactory is not good enough" with the suggestion that no improvement from satisfactory will be deemed insufficient progress.

Barnsley Governors Association

The BGA is an independent democratic, non political association of school governing bodies in Barnsley MBC area, which aims to support, promote and improve governance.

Web: www.barnsleyga.org

Academies Update – New Relationships with Local Authorities

Within Barnsley we have been working with a number of key sponsors and the DFE as part of the Barnsley Challenge Boards approach to further developing support for our schools within the coalition governments approach to raising standards. Barnsley has 90 schools and of these the following academies have opened or are due to open in the spring/summer of 2013:-

Academies Open in 2012

Primary (13)

Oakhill	St Mary's
Dearne Carrfield	Darfield Upperwood
Dearne Highgate	The Hill
Gooseacre	Darfield All Saints
Carlton	Royston Summerfields
Royston Parkside	St Helens (Monk Bretton)
Shafton	

Academies Due to Open in 2013 (as at January 2013)

Primary (10)

Secondary (5)

Special/PRUs (3)

Littleworth	The Dearne ALC	Springwell
Dearne Goldthorpe	Shafton ALC	Springwell PRU
Royston Meadstead	Carlton Community College	Greenacre
Kendray	Netherwood	
Hoyland Common	Kirk Balk	
Pipers Grove		
Heather Garth		
Doncaster Road		
Dodworth St Johns CE		
Darfield Low Valley		

The national picture as of the 1st December 2012 is **2543** academies open in England. There is no statutory requirement for any formal relationship between local authorities (LAs) and academies beyond that which is required for the delivery of LA statutory duties, such as the making and reviewing of SEN statements, securing sufficient education in an area and provision of home-to-school transport for eligible children. However, LAs will continue to play a key strategic role locally and there will be significant advantages for both academies and LAs in constructive partnership working; for example around planning, 14-19 provision or sharing good practice locally. Many academies are also choosing to keep LA representatives on their new governing bodies.

Whilst there is now much information in the public domain - if governors would like anything further information in relation to Academies or alternative models of school leadership then please contact Pete Steadman/Anna Turner.

Pete Steadman

Schools Development Service and Organisational Strategy Manager

Barnsley Governance Association (BGA)

EFFECTIVE GOVERNING BODIES AND OFSTED - CAN BGA HELP?

One of the objectives of the Barnsley Governors' Association [BGA] is to help and support Governing Bodies towards improving standards in schools.

The new OFSTED framework places focus and scrutiny on Governing Bodies and their role in moving schools forward, especially in what they are achieving in strategic direction; giving appropriate challenge and support; knowing the school's strengths and weaknesses; and being able to demonstrate evidence of their governance in these matters. In other words: how well are Governing Bodies performing with effectiveness vis a vis school improvement?

Consequently, the BGA has made this area one of its priorities for this year. Initially the BGA needs to establish a baseline with an honest self-assessment of where each Governing Body thinks it is before it can consider helpful measures – training, mentoring, networking, information etc – which may assist Governing Bodies to continue progression.

The BGA recognises that many Governing Bodies may be sensitive to sharing self-assessment with 'outsiders' and may resent what they perceive to be unwelcome interference. Neither of those reservations are intended outcomes in the enquiries that BGA will be making to try and establish those baselines. Each Governing Body is encouraged to co-operate as much as it can in the future enquiries which will be made by BGA. All information supplied will be treated strictly confidentially and statistically anonymous.

Precisely how this exercise will be undertaken is still under consideration by the BGA Executive but Sharon Cook and Pat Doyle are taking the joint lead on this project on behalf of the BGA Executive.

If you have any ideas, suggestions, or comments, relevant to how this initiative might be done please contact directly as soon as possible either:-

Sharon Cook treasurer@barnsleyga.org or **Pat Doyle** patdoyle@uwclub.net

The BGA can't help you in responding to the strong focus which will be on you if you don't help us to know what we need to do to facilitate the progress of all Governing Bodies. Please co-operate with the BGA in this project.

NEXT BGA ORGANISED TRAINING FOR GOVERNORS

'Spending your School Budget'

Tuesday 22nd January 2013 at 7pm – 9pm

or

Thursday 24th January 2013 at 10.30am -12.30pm

The sessions will be delivered by David Miller.

The venue is Horizon Community College, Dodworth Road, Barnsley.

Full details can be accessed from our website www.barnsleyga.org

(The course is open to all Governors although because of different financial arrangements/considerations it is probably less suited to Governors of Academies)

In feedback from participants on our recent course David Miller has been highly acclaimed as a trainer including comments such as:-

- I felt the training was excellent
- Clear directions in the presentation and papers
- Very engaging and interesting speaker
- Excellent session
- Good practical session – clear presentation and opportunities to participate and share experience
- Very knowledgeable – great to be able to take away some examples
- Excellent – more governors need to attend
- David gave a very good informative session
- Good range of ideas/advice
- Lots of valuable information and ideas
- I found David an excellent trainer
- Useful knowledge and interesting interaction
- Well presented, participative, succinct, knowledgeable and engaging
- Informative, well-paced; knowledgeable trainer and opportunity to discuss areas
- Informative and able to discuss freely – thanks
- Interesting
- Enjoyed it – very informative
- Great trainer – presenting information in an interesting and informative manner

Skills Audit Tool

We are pleased to report that we have devised an annual skills audit enables a Governing Body to explore its skills, knowledge base and expertise, as part of an overall assessment of GB effectiveness. The information obtained will be of use in 4 key areas:

1. Organising your committees – who sits on what committee
2. Delegation of specific tasks e.g. SEN/H&S
3. Identify future training and information needs of governors
4. Governor recruitment

The skills audit tool has been developed over several months and the final version is now available for schools to utilise. The tool is in 2 parts – Individual Survey sheet and GB Admin Analysis Sheet. The process requires one of the governing body to be the 'Administrator' to fully understand how the tool works and to collate and input the data received from all governors from their individual sheets into the GB Admin Analysis Sheet. We have emailed the tool directly to all Chairs of Governors.

Once input the GB Admin Analysis Sheet provides several tabs that gives an overview of where the key strengths/areas for development are. In addition to supporting effective governance it also supports the new Ofsted framework and recent subsidiary guidance to inspectors from Ofsted on governance.

If you have any queries about using the tool or comments where you consider further improvements could be made please don't hesitate to contact **Claire Taylor tel: 01226 773701** or **Anna Turner tel: 01226 773747**

Ofsted September 2012

'Good' is the Minimum Standard Ofsted Expects from Schools....."

Ofsted announced the results of its consultation on changes to the way it inspects schools, further education and skills, and initial teacher education in May 2012. The changes, which came into effect from 1 September 2012, are intended to support headteachers and principals in their work to provide the best possible education for pupils and learners.

Key changes are:

- If pupils are making good progress, a school can be found good or better even where attainment is below average
- 'satisfactory' grades replaced with 'requires improvement'
- 'notice to improve' replaced with 'serious weaknesses'
- Inspection reports will be clear about what needs to improve

- Schools requiring improvement will have a full re-inspection within 2 years
- Outstanding teaching (though not in all lessons) must be observed for schools to get an overall outstanding judgement
- Particular attention will be given to how schools are using pupil premium
- Schools with 2 consecutive 'requires improvement' will move into special measures if no improvement seen on third visit
- Headteachers will be called in the afternoon before an inspection is to take place
- Anonymised information of the outcomes of the most recent performance management of all teachers will be requested at inspection.

The new school inspection framework is designed not only to raise expectations and focus on the importance of teaching, but to help a school provide a good or outstanding education. In practice, schools will see the following changes:

“Schools will be telephoned the afternoon before their inspection starts. This will help inspectors see schools as they really are while giving headteachers and governors the opportunity to be present at the inspection.

Inspectors will be using the new ‘requires improvement’ grade, which replaces the previous grade of ‘satisfactory’.

Schools previously judged satisfactory (up to 31 August 2012) will have a clean slate before being inspected by the end of the academic year 2013/14. However, schools that have already been judged inadequate and given a notice to improve will be treated as schools that have ‘serious weaknesses’.

A school must have outstanding teaching to be judged ‘outstanding’. Not every lesson needs to be outstanding, but over time schools must show that outstanding teaching is helping pupils make excellent progress.

Although much of the inspection process remains the same there will be an increased emphasis on: the progress of pupils, especially disadvantaged pupils; the use of the pupil premium to raise achievement; reading, literacy and mathematics; teaching and the management of performance to improve it; the leadership of teaching; and governance."

National Leaders of Governance

National leaders of governance are highly effective chairs of governors, who use their skills and experience to support chairs of governors in other schools and academies. They work to increase leadership capacity to help raise standards so that improvements can be sustained.

To become a national leader of governance you must be an experienced chair of governors with excellent leadership skills, and a proven track record of contributing to school improvement through the effective leadership of a governing body.

In addition to this you must have the full support of your governing body, and be able to commit 10–20 days per academic year in addition to your commitment to your own governing body.

Please note that for Cohort three, the criteria have been amended so that - by exception - applicants with less than three years' experience, who can demonstrate the impact they have had on improving school performance, will be eligible for designation.

The criteria are designed to:

- ensure that the applicant is credible in the role of national leader of governance, giving confidence to those receiving the services and support
- ensure that the national leader of governance's own governing body has the capacity and stability to continue to thrive
- enable transparency of decision making, and contribute to the quality assurance of national leader of governance designations

DfE Guidance for School Performance Tables

2015 Key Stage 4 Performance Tables: Inclusion of 14-16 Qualifications

The DfE has recently published the list of 117 non-GCSE/iGCSE qualifications that will count in the 2015 Key Stage 4 performance tables. The list affects courses taught from September 2013.

The 2015 performance tables will include only qualifications that are on the published list. Each qualification will count as equivalent to no more than one GCSE. A maximum of two qualifications from the list can be included in performance measures.

More information can be found at:

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/otherqualifications/a00217137/14-16-performance-tables-2015>

The NGA Annual Conference 24th November 2012 - Whose School is it Anyway?

Dr John Dunford spoke at the recent National Governors Association Conference. John was a general secretary of the Association of School and College Leaders (formerly the Secondary Heads Association) from 1998 to 2010. Prior to that, he was a member of the leadership team of three secondary schools in the north-east of England from 1974 to 1998, including 16 years as head of Durham Johnston Comprehensive School, an 11-18 school with 1500 pupils . Useful resources and materials from the conference can be obtained from:

www.nga.org.uk

We have included useful questions developed by Dr John Dunford Chair, Whole Education Governors which are detailed overleaf from the conference. Governors will find these helpful prompts to be asking head teachers.

“Whose Curriculum is it Anyway?”

1. **Values.** What values underpin the school’s curriculum? Have these been discussed with parents / pupils / teachers?
2. **Networks.** How good are the professional networks of the staff? Is the school finding out about excellent practice elsewhere?
3. **Autonomy.** How is the school using the autonomy that is available to it?
4. **Partnership.** How strong are the school’s partnerships with other schools / business / the community?
5. **Culture.** Are there enough curriculum thinkers on the staff?
6. **Time.** What proportion of the week do pupils spend on the National Curriculum?
7. **Skills.** What skills are we teaching pupils? Is this being done in a planned way?
8. **Both/and.** Is there a warp and a weft to our school’s curriculum – of knowledge and skills and personal qualities?
9. **Assessment.** How good is our assessment work? Does assessment fully support learning?
10. **Whole Education.** Is our school giving all pupils a fully rounded education?

November 2012”

The School Governance (Federations) (England) Regulations 2012

These regulations set out the arrangements for establishing statutory federations of governing bodies in maintained schools in England, the constitution of the federated governing body of those maintained schools, the procedures for a school to leave the federation and the procedures to dissolve the federation. They apply to federations

- which are established on or after 1 September 2012; or
- whose instrument of government is varied following a decision to vary on or after 1 September 2012.

The School Governance (Federations) (England) Regulations 2007 continue to apply to existing federated governing bodies until such time as it is decided to vary the instrument of government.

Departmental advice on the regulations can be found on the DfE website at:

<http://media.education.gov.uk/assets/files/pdf/s/2012%20federations%20regs%20departmental%20advice.pdf>

Need to Know Timeline

The latest edition of the schools “Need to Know Timeline” has been published and is now available from the DfE website:

www.education.gov.uk

This timeline sets out important useful information to help headteachers; principals and governors plan ahead, prepare for and implement changes that will take place during this academic year and beyond. They have tried to be as precise as possible, but some of the timings are indicative and may change.

Education Select Committee Inquiry

On 5th November 2012 the Select Committee announced an inquiry into school governance.

This inquiry will look at the existing role of governing bodies, and the implications of recent Government policy developments in education for them, as well as a range of issues concerning recruitment, reward and responsibilities.

Written submissions of evidence have been invited considering the following points:

- the purpose, roles and responsibilities of school governing bodies, within the wider context of school governance and leadership
- the implications of recent policy developments for governing bodies and their roles
- recruiting and developing governors, including the quality of current training provision, and any challenges facing recruitment
- the structure and membership of governing bodies, including the balance between representation and skills
- the effectiveness and accountability of governing bodies

- whether new arrangements are required for the remuneration of governors
- the relationships between governing bodies and other partners, including local authorities, Academy sponsors and trusts, school leaders, and unions
- whether changes should be made to current models of governance.

Deadline for submissions is 17 December. The Committee's inquiry will begin taking oral evidence in the New Year.

Committee membership

Member	Party
Mr Graham Stuart (Chair)	Conservative
Neil Carmichael	Conservative
Alex Cunningham	Labour
Bill Esterson	Labour
Pat Glass	Labour
Charlotte Leslie	Conservative
Siobhain McDonagh	Labour
Ian Mearns	Labour
Chris Skidmore	Conservative
Mr David Ward	Liberal Democrat
Craig Whittaker	Conservative

DfE Review

You will be aware from press reports that an internal review of DfE has been carried out to meet the Secretary of State's target that the organisation must reduce its running costs by 50% by the end of this Parliament. High level messages include:

- a reduction in staffing by 25% to 3,000,
- reduction of DfE sites by:
 - closing smaller sites occupied by former arms-length bodies at Histon, Bristol and Guildford,
 - merging the Manchester and Runcorn offices,
 - merging the 2 London offices into just Sanctuary Buildings then vacating Sanctuary Buildings in 2017 to move to a cheaper office in Whitehall,
 - retaining the Sheffield and Coventry offices,
 - closing Mowden Hall in Darlington, as the building is too costly to bring up to standard, and move to another location in the North East – possibly in Darlington or elsewhere. Decisions on location to be made by Easter 2013.
- reducing central staffing on policy teams and making greater use of staff as flexible resources to move to different areas of work to meet Ministers' priorities
- reducing central overheads on HR, IT and finance support.

Please be assured that School Governance Unit will remain, although in the longer term their staffing will reduce and they will be in a different location.

Improving Governance

A major piece of work is underway looking to improve the effectiveness of school governance across several issues. The Department has five core objectives to improve governance:

1. Sharpening Accountability

Since September 2012, Ofsted's new inspection regime has a specific focus on the effectiveness of governance as a central part of the overall assessment of the quality of a school's leadership and management. Where governance is weak in a school that "requires improvement", inspectors may recommend an external review of governance arrangements; Ofsted and the National College are working together this term using the National Leaders of Governance to trial these reviews before full roll out from January 2012.

2. Promoting Reconstitution

New regulations from 1 September 2012 enable maintained school governing bodies to opt to focus their constitution more strongly around people with the necessary skills, rather than people who represent various groups of stakeholders.

3. Liberate and Empower

The Department believes that in general, governing bodies should be free to determine how to carry out their functions. A full review of regulations and guidance is therefore being undertaken to strip out unnecessary requirements and give governing bodies the greatest flexibility possible in managing their business.

The Governors' Guide to the Law is being re-written to become a plain English handbook for all governors. It will focus on the information that maintained school and Academy governors really need about their essential responsibilities.

This will build on the recent publication by the Education Funding Agency of the new Academies Finance Handbook which explains clearly Academy governors' responsibilities in managing their Academy finances.

Officials are working with stakeholders to inform work by Ofsted to develop a national data dashboard of essential information so that governors are well informed and empowered to hold head teachers and principals to account.

4. Support and Inform

The National College has awarded licenses to providers across the country to deliver high quality training to chairs and aspiring chairs from October 2012, and is expanding the existing cadre of 70 National Leaders of Governors to 100 by March 2013, and up to 50 per term thereafter. The governance section of the Department's website is in the process of being updated to refresh and bring together in one place all information relevant to governors.

5. Clarify Expectations

Ofsted have set out the following core functions for governing bodies in their Inspection Handbook from September 2012:

- ensure clarity of vision, ethos and strategic direction
- contribute to the school's self-evaluation and understand its strengths and weaknesses
- support and strengthen school leadership
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety
- use performance management systems, including the performance management of the headteacher, to improve teaching, leadership and management
- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- operate in such a way that statutory duties are met and priorities are approved
- engage with key stakeholders
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

6. The School Governance (Constitution) (England) Regulations 2012

All maintained school governing bodies that are formed or change their instrument of government on or after 1 September 2012 must apply these regulations. The School Governance (Constitution) (England) Regulations 2007 continue to apply to existing governing bodies until such time as it is decided to vary the instrument of government.

Statutory guidance can be found on the DfE website at

<http://media.education.gov.uk/assets/files/pdf/s/statutory%20guidance%20on%20school%20governance%202012.pdf>

7. The School Governance (Federations) (England) Regulations 2012

These regulations set out the arrangements for establishing statutory federations of governing bodies in maintained schools in England, the constitution of the federated governing body of those maintained schools, the procedures for a school to leave the federation and the procedures to dissolve the federation. They apply to federations

- which are established on or after 1 September 2012; or
- whose instrument of government is varied following a decision to vary on or after 1 September 2012.

The School Governance (Federations) (England) Regulations 2007 continue to apply to existing federated governing bodies until such time as it is decided to vary the instrument of government.

Departmental advice on the regulations can be found on the DfE website at <http://media.education.gov.uk/assets/files/pdf/s/2012%20federations%20regs%20depar%20advice.pdf>

There appears to be some confusion over the number of parent, staff and authority governors that are permitted under these regulations. I think the confusion may have arisen due to the way the Parliamentary Draftsmen insist that Regulations have to be drafted.

In the Federation Regulations, Regulation 21(3) says that “the governing body of a federation must include the following – “ . The phrase “must include” refers to the specific wording in (a) to (d).

It means that they must have:

one parent governor from each school in the federation;
the head teacher of each federated school
one staff governor and
one local authority governor.

It does not mean that they can have at least one parent governor from each school.

Any governors over and above those listed are co-opted governors (or foundation / partnership governors for which reg 22 applies).

In the Constitution Regulations for non- federated schools there must again be just one staff governor and one local authority governor, although governing bodies can have at least 2 parent governors

8. Consultation on streamlining the School Governance (Procedures) (England) Regulations and removal of the Terms of Reference, Governors’ Allowances and Collaboration Regulations

We have been examining the scope to reduce the amount of prescription and duplication in the regulations relating to governing body procedures. We intend to slim down the School Governance (Procedures) (England) Regulations 2003 and also make some reductions in the model Academy Articles. We also intend to repeal the Collaboration Regulations, the Terms of Reference Regulations and the Governors Allowances Regulations and give governing bodies simpler powers to collaborate and pay expenses in the revised Procedures Regulations

Consultation will commence in the New Year. It will be a short consultation as we have already had discussions with AGOG and revised regulations will come into force on 1 September 2013.

9. Review of Governance Content on the DfE Website & Short URL

We are working to streamline and update the school governance content on the website. Should you need to access the governance area simply search for www.education.gov.uk/governance

Colleagues dealing with maintained school governance are working closely with those dealing with Academy governance to identify common areas and to make the website easier to use and clearly signposted.

10. National Leaders of Governance (NLGs)

70 NLGs have been recruited and deployed by the National College and recruitment of a second tranche has closed and about 40 candidates will be designated. Recruitment of a third tranche has now opened.

11 . Governor Handbook

We are drafting the new Governors' Handbook which will replace the Governors' Guide To The Law. This will be a slimmer volume which will focus on what governors have to do and will be structured around the core functions of setting strategic direction, holding the executive to account for school performance and ensuring financial probity. It will be applicable to both maintained schools and Academies – with areas signposted where appropriate as at present for the different categories of school.

12. Academies Update

Colleagues in Academies Converter Division are working with Academy governors to record their experiences of conversion to Academy status and their experience of being a governor at an Academy. This information will be made available via the website.

Ministerial Portfolios

Rt Hon Michael Gove MP – Secretary of State for Education

David Laws MP – Minister of State (schools) (Yeovil)

Pupil Premium, raising attainment, narrowing the gap

Teachers

School improvement, accountability, inspection

Funding

Admissions

Raising the participation age, and financial support for young people

Ofsted, Teaching Agency, National College

Child Poverty and Social Mobility Strategy

Elizabeth Truss MP: Parliamentary Under Secretary of State (education and childcare) (South West Norfolk)

Childcare and early learning

Assessment, qualifications, and curriculum reform

Behaviour, attendance

School food review

Reducing bureaucracy

Ofqual, Standards and Testing Agency

**Edward Timpson MP: Parliamentary Under Secretary of State (children and families)
(Crewe & Nantwich)**

Adoption, fostering, and residential care home reform
Child protection
Special educational needs
Family law and justice
Children's and young people's services
School sport
CAFCASS, Office of Children's Commissioner

John Nash (New Minister in the Lords): Parliamentary Under Secretary of State (schools)

Academies, Free Schools, UTCs, Studio Schools, Independent schools
School organisation & governance
Education Funding Agency

**Matthew Hancock MP: Parliamentary Under Secretary of State (skills)
(Portsmouth South)**

Apprenticeships
FE and 16-19
Careers education
Skills Funding Agency

Governors Responsibilities on Pupil Exclusions

Aim: To provide an insight and understanding of the Governing Bodies legal duty to review exclusions, both fixed term and permanent and requirements on Governing bodies to have a trained governor.

Objectives: On completion of the session governors will have an awareness of the current legislation where at least one governor on the reviewing committee will have been trained in this crucial area.

Led By: **Jenny Davies**
*Manager of Inclusion & Strategic
Borough Partnership*

Venue: Longcar

Date/s: 12th March 2013

Code/s: G47/08

Time: 18:00-20:00



Safeguarding

Aim: To provide an overview of the designated Governor's role within the school and the Governing Body.

Objectives: That designated Governors will have an understanding of the requirements of the role. Governors will have a greater understanding of Safeguarding and Child Protection issues.

Led By: **Pat Stansfield**
Head of Safeguarding and Welfare

Venue: Longcar

Date/s: 21st March 2013 (c)

Code/s: G61/13 (c)

Time: 18:00-20:00



The Role of the Chairperson – Multi Modular Leading the Business and Relationships with Headteachers


Aim: Chairing an effective and high performing governing body requires confidence, skill and understanding. This two session course explores many aspects of the demanding role of chairperson including, but not only, the skills required to chair meetings effectively.

Interactive and discussion based, the course will draw on the experience of participants and the course leaders. It will help any governor who is called upon to chair meetings, but especially chairpersons and vice chairpersons, and anyone who may be considering taking on those roles. To enable governors to chair meetings effectively and with confidence.

Objectives: By the end of this course, participants will have knowledge of:

The roles, responsibilities and especially the skills in chairing an effective governing body or committee meeting. The wider role of the chairperson of a governing body.

Who should attend: chairs and vice chairs of governing bodies and their committees, and any governor about to take on those roles.


Led By:	Steve Brailsford <i>Assistant Head of Service</i> Michael Sanderson <i>Chair of BGA</i>	Venue:	Longcar	 Level 2
Date/s:	7 March 2013 13 May 2013	Code/s	G51/09 (Module 1) G51/10 (Module 2)	
Time:	18:00-20:00	More beneficial to attend both modules, however you do have the option to just attend one module if you wish		

Leadership Salary Ranges & Pay Progression

Aim: This session has been developed to help Governors avoid any problems, through understanding what options are available to them when dealing with Leadership salary ranges and pay progression.

Objectives: By the end of this course, participants will have knowledge of:

- Leadership Salary Ranges
- Setting the ISR for the school
- Pay progression and eligibility

Led By:	Joanne Hudson <i>Senior HR Advisor</i>	Venue:	Longcar	 Level 2
Date/s:	19 th March 2013	Code/s:	G58/08	
Time:	18:00-20:00			

Succession Planning School Leadership

Aim: This course will take governors through the rudiments and practical steps to succession planning. Identifying future potential leaders, finding, developing and keeping great leaders.

Objectives: By the end of this course, participants will have knowledge of:

- Local and National context
- Roles and Responsibilities of Governors
- Recruiting Headteachers
- Developing leadership talent
- Different models of leadership

Led By:	Peter Steadman <i>Schools Workforce Development Service & Organisational Strategy Manager</i>	Venue:	Longcar
Date/s:	6 th February 2013	Code/s	G59/08
Time:	18:00-20:00		



Ofsted Framework

Aim: To provide Governors with a detailed understanding of the new Ofsted Framework.

Objectives: As part of the session Governors will explore:

- The new requirements
- Changes from the previous framework
- Implications for schools particularly the Governing Body

Led By:	Carol Ann Grove <i>Locality Service & Strategy Manager</i>	Venue:	Longcar
Date/s:	17 th April 2013	Code/s:	G54/14
Time:	18:00 to 20:00		



Recruitment and Selection

Aim: Looks at the vital role of recruiting the right person for the post in school, taking Governors through the recruitment and selection process from beginning to end.

Objectives: To gain knowledge of:

- The Recruitment and Selection model policy
- Reviewing Job Descriptions and Employee Specifications
- The panel's role
- Advertising
- Shortlisting
- Interviewing
- References
- Pre-employment checks

Led By:	Trudy Morris <i>Senior Human Resources Advisor</i>	Venue:	Longcar
Date/s:	13 th March 2013 (c)	Code/s:	G39/13 (c)
Time:	18.00 -20.00		



The Human Resources Cycle

Aim: To provide an overview of the employment matters that are encountered once an employee has commenced in post and how these should be managed. The session links the issues to the relevant HR policies and procedures that will assist the school in managing situations that arise.

Objectives: To gain knowledge of:

- The role of Human Resources
- The role of Governors, Headteacher and the Senior Leadership Team
- The types of employment matters that the school is required to manage
- The specific policies and procedures relevant to the particular employment issue
- The location of the relevant policy and/or procedure

Led By:	Trudy Morris <i>Senior Human Resources Advisor</i>	Venue:	Longcar
Date/s:	27 th February 2013 (c)	Code/s:	G85/03 (c)
Time:	18:00-20:00		



Understanding Raise On Line

Aim: RAISEonline is the Department for Education and Ofsted's one stop shop for information to support school improvement and self evaluation. Inspectors use this information to make preliminary judgments about a school. Governors have access to this tool too, but what does the information mean and what can they do with it?

Objectives: To discover what RAISEonline holds and to learn how to evaluate this data. Also to enable Governors to support their school's performance management and strengthen Governors' roles as challenging supporters and school improvers.

Led By:	Simon Snowden <i>Data, Information and Research Manager</i>	Venue:	Longcar
Date/s:	21 st February 2013 (c)	Code/s	G62/08 (c)
Time:	18:00-20:00		



Health & Safety

Aim: The training and discussion will clarify roles and responsibilities of the school governing body in relation to current legal requirements on the management of Health and Safety. Raising awareness of the critical relationships with internal and external bodies and the arrangements needed to be in place.

Objectives: By the end of the training session Governors will have a greater understanding of Health and Safety legislation specifically in relation to the roles of the employer/employee, the roles and responsibilities of the Governor and that of the Headteacher.

Led By:	Kenneth Dodd <i>Health and Safety Advisor</i>	Venue:	Longcar
Date/s:	7 th February 2013 (c)	Code/s:	G60/10 (c)
Time:	18:00-20:00		



New Models of Leadership and Governance

Aim: This course is designed to provide an overview around current thinking on models of school leadership around Collaborations, Federations, Trusts and Academies.

Objectives: Provides governors with a practical overview of the varying models of leadership and how they may provide opportunities to schools in all aspects of leading change at this strategic level.

Led By: **Peter Steadman**
Schools Workforce Development Service & Organisational Strategy Manager

Venue: Longcar

Date/s: 23rd January 2013 (c)

Code/s: G69/07 (c)

Time: 18:00-20:00



Surviving Your First Few Months as a Governor

Aim: To provide an insight and basic understanding of the three main roles of a governing body within the context of school improvement. The Strategic Role – Critical Friend – Accountability.

Objectives: By the end of the session you will have identified which further Governor development courses you would like to attend in order to gain detailed knowledge and understanding of your role. Participants will have knowledge of the key roles and responsibilities of governors and governing bodies.

Led By: **Steve Brailsford**
Assistant Head of Infrastructure (Access)

Venue: Longcar

Date/s: 4th March 2013 (c)

Code/s: G53/09 (c)

Time: 18:00-20:00



Organising Educational Visits

Aim: To provide an overview of school responsibilities for organising educational visits, including the role of governors in the process.

- Objectives:**
- Raise governors' awareness of current national and local guidelines for organising educational visits
 - Outline the LA's visit notification and approval process
 - Consider the role of risk assessment in the planning and conduct of educational visits
 - Clarify governors' strategic role in the management of educational visits

Led By: **David Armstrong**
Outdoor Education Adviser

Venue: Longcar

Date/s: 20th March 2013

Code/s: G52/09 (c)

Time: 18:00-20:00



Schools Financial Value (SFVS)

Aim: This course will focus on the financial management standards and the actions they must take as a governing body to ensure that the school is compliant with the standard.

Objectives: This course will supplement the regular workshop/briefing sessions undertaken with schools and will examine:

- What the assessment entails
- Particular actions to be taken by the school to meet the requirements and
- The link between the standard and Ofsted inspections.

Led By: **Joshua Amahwe**
Finance Manager

Venue: Longcar

Date/s: 18th February 2013 (c)

Code/s: G83/04 (c)

Time: 18:00-20:00



Headteacher/Performance Management

Aim: This course will take governors through the revised Performance Management arrangements for Headteachers.

Objectives: By the end of this course, participants will have knowledge of:

- Key elements in the new arrangements
- The Performance Management Cycle
- Governors responsibilities
- Role of the Adviser
- Process and Timings
- Embedding the links to CPD

Led By: **Peter Steadman**
Schools Workforce Development Service & Organisational Strategy Manager

Venue: Longcar

Date/s: 18th March 2013

Code/s: G50/08

Time: 18:00-20:00



Effective Management of Complaints (including Vexatious Complaints)

Aim: To consider the effective management of complaints with the Council/School Complaints Procedure. To provide schools with the skills, knowledge and understanding of what constitutes a complaint and how to manage complaints at all levels of the Complaints Procedure. To be able to prevent complaints escalating through successive stages of the procedure and understand and know how to effectively manage vexatious complaints, including what format the information should and can be disclosed.

Objectives: By the end of this course, participants will have knowledge of:

- Being confident in managing complaints at each stage of the Complaints Procedure
- Gain greater understanding of what constitutes effective management of complaints and therefore preventing complaints where possible
- Understand what constitute requests under both the Freedom of Information Act 2000 and the Data Protection Act (1998 and 2000)
- Ensuring the complaint is dealt with speedily and reaches an appropriate resolution

Led By: Anne Levitt and Karen Buttery
Complaints/Performance Officers

Venue: Longcar

Date/s: 11th March 2013

Code/s: G88/01

Time: 18:00-20:00





Thinking About Academy Conversion – Q & A

Aim: This session aims to ensure that participants understand the different types of academies. Giving governors an opportunity to reflect on the issues they may need to consider to make the right decision for their school. It will also provide information about the process towards becoming an academy and the implications of converting.

Objectives: By the end of this course, participants will have knowledge of:

1. The options available
2. The Implications of Academy Status
3. The process and timeline

Led By:	Peter Steadman <i>Schools Workforce Development Service & Organisational Strategy Manager</i> Anna Turner <i>Schools Development Programme Manager</i>	Venue:	Longcar
Date/s:	14th March 2013	Code/s:	G87/01
Time:	18:00-20:00		



Looking After Our “Looked After Children”

Aim: Governors will understand the new statutory duties placed upon governing bodies.

Objectives: By the end of this course, participants will have knowledge of:

- The needs of Looked After Children
- The Support available in Calderdale
- Monitoring their progress and being proactive to promoting their welfare.

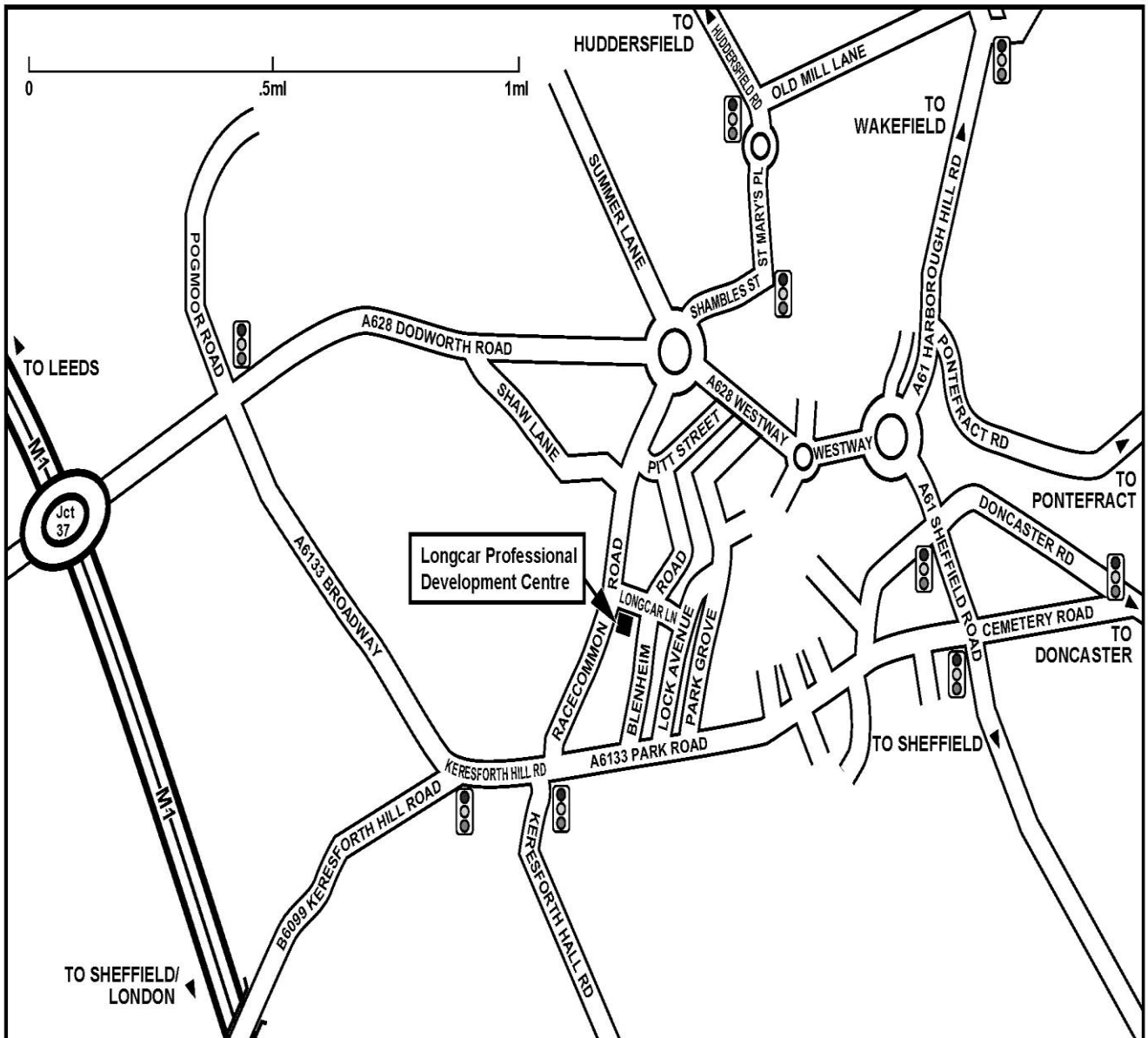
Led By:	David Benbow School Improvement Officer	Venue:	Longcar
Date/s:	13 th March 2013	Code/s:	G86/01
Time:	18:00-20:00		



Details of Main Venue

The main venue for much of the 'Core Programme' will again be at Longcar Professional Development Centre in Barnsley. (see map/location and address below)

Longcar Professional Development Centre • Longcar Lane, Barnsley S70 6BB • Telephone: 01226 281961



Application Guidance

Please refer to your school in order to determine their chosen application method for governors.

One Online

You do not require any log on details as your school will add you to this system along with school staff. The school will make the application on your behalf and authorise it at the same time. The school can also provide you with a record of your professional development if your applications are made using this system.

Booking on line – CPD Manager

Register yourself and log on at www.barnsley.gov.uk/cpd and select CPD Manager Online. This is for individual registration and any application submitted has to be authorised on the system by the school before it is processed. You will receive a system generated response when you apply using CPD Manager but this is an acknowledgement of your application and not confirmation that you have secured a place.

Guidance for CPD Manager

A user guide is available on the Training & Development page (www.barnsley.gov.uk/cpd) to assist governors with the application process or you can contact Claire Taylor or the CPD team.

Attendance

It is your own responsibility to establish if you have been allocated a place on a course/event that you have applied for using CPD Manager.

Application Form

From April 2012 onwards paper /electronic applications submitted by email, post or fax will be phased out and shortly afterwards they will no longer be accepted or processed.

Charges

If your course/event has a charge applicable an invoice or internal recharge will be generated after the course/event has been delivered. There will be a **£50** charge per governor attending a course/event unless the school has opted for the full Governor Development Package. Please check with your school if you are unsure of their option or telephone Claire Taylor.

Technical Difficulties

In the event that you experience technical difficulties using CPD Manager Online please contact the CPD Team or the Capita Helpdesk as detailed below.

CPD Team

Email: cpd@barnsley.gov.uk Tel: 01226 773681 or 773560

Capita

Email: capitaonehelpdesk@barnsley.gov.uk Voicemail: 01226 774543

Claire Taylor

Email: clairetaylor@barnsley.gov.uk Tel: 01226 773701