


## To Name or Not to Name.....

There is often debate in governor meetings about whether to name names of governors when they ask a question, express a view or raise an issue. It could be argued that governors should be accountable for the points they raise during a meeting and therefore should be identified in the minutes. On the other hand governors may be reluctant to raise contentious issues or make unpopular comments if their names appear in black and white and this could lead to discussion being restricted. Ofsted are sometimes mentioned – if you don't name individuals you can't tell whether some or all governors are making a contribution or the whole governing body is holding the Headteacher to account. Depending on the level of involvement in individual governing bodies this could be a good or a bad thing.

There is no statutory guidance on this point. The Ofsted Inspection Handbook refers to the 'governing body' and does not appear to focus on the contribution of individual governors but places an emphasis on recording of general points that demonstrate that the governing body is carrying out its strategic duties.

The National Governors Association (NGA) takes an 'on balance' view that individual governor names should not be recorded unless they are responsible for a specific action point. They argue that governing bodies should take collective responsibility for decisions and should encourage healthy debate. Where there are dissenting views it should be sufficient to record a vote against, rather than identifying individuals by name. It is also suggested that where there are varying levels of contribution by individual governors this should be addressed separately and in confidence by the Chair.

There is much food for thought here but it should be borne in mind that minutes are not meant to provide a verbatim account but a concise record of the business discussed, the decisions made and the actions to be taken. At the end of the day it's down to individual governing bodies to decide...and whether the clerk can keep up!



## In Brief

### Don't Forget Your Housekeeping

The beginning of term is a good time to check that the information about you and your school is up to date. We have sent reminders to Heads and Chairs to ensure that Governor Business Interest forms, Edubase forms and website information are updated. We also recommend that governor skills audits are reviewed annually. Reminders about these will be included on your governing body agenda for this term. You should also check with your school that your DBS clearance is up to date. These are all important things that Ofsted will look at when they visit. Other things that your governing body should ensure are regularly reviewed and up to date are your school policies, some of which are required to be reviewed annually, and your school visits protocol.

### And the Winner is.....

Congratulations to St Peter's Elwick and Hart Primary Schools whose Federated Governing Body has become the first in Hartlepool to achieve the Governor Mark. Governor Mark is a quality standard for school governing bodies in England. The process of accreditation involves assessment against a detailed framework involving all aspects of the responsibilities of school governance. For further information about the Governor Mark visit the following website:


<http://glmpartnership.org/governor-mark/>

### National Funding Formula

As we go to press we are still awaiting an update on the National Funding Formula. An announcement is expected imminently. We will keep you informed.

### Regulations Update

A change to the constitution regulations that came into effect on 1<sup>st</sup> September means that maintained schools' governing bodies can now remove elected parent or staff governors. Under the previous version of the regulations, whilst governors who were appointed by the governing body could be removed for a variety of reasons, those who gained office through parent or staff elections were exempt. This has now been changed to bring processes in line with those for other governors.



## Developing Your New Governor

Effective induction of new governors is crucial to making them feel welcome and ensure their development and retention on the governing body. Here is some guidance on what you can do. (*With acknowledgement to the National Co-ordinators of Governor Services (NCOGS) publication 'Succession Breeds Success'*)

### Ensure that all new governors are made welcome and supported in their development

- Ask for feedback from the newest governors on whether they were welcomed and given sufficient support
- Develop and implement an induction policy identifying what information new governors need to be given
- Invite new governors in to meet the Headteacher and Chair and to look around school
- Provide new governors with a mentor
- Encourage new governors to attend LA induction and other relevant training
- Ensure that all contributions are recognised and valued
- Keep the induction process under review.

### Identify those with potential leadership capabilities early on and nurture leadership skills

- Agree and publish a clear description of responsibilities and accountabilities including terms of reference for committees
- Audit the skills, knowledge and experience of new governors to establish their interests and development needs
- Identify those with leadership potential and interest in developing it
- Explain future leadership opportunities available within the governing body
- Encourage the early adoption of additional responsibilities by those with relevant potential.

### The new governor contributes to the effectiveness of the governing body

- Discuss with your mentor what skills, interest and experience you bring
- Be realistic and clear about the level of commitment you can give
- Seek opportunities and offer to take on additional responsibilities if and when appropriate
- Offer feedback on the effectiveness of induction
- Seek feedback on your own contribution to the work of the governing body
- Regularly attend training/development opportunities
- Familiarise yourself with the DfE's 'A Competency Framework for Governance'

### The new governor has a positive impact on the effectiveness of the governing body

- Through discussions with one or more governors, identify what has gone well and what could be improved.

## Governor Briefings and Training Dates 2017-18

Details of governor briefings, training and induction sessions for 2017-18 are set out below. These sessions are free to schools who buy back the Governor Support Service and provide important updates and guidance on matters essential to your role as a governor. New or recently appointed governors are strongly advised to attend one of the induction training sessions as they will help you to develop an understanding of your role.

### Autumn Term:

#### Governor Briefing - 4<sup>th</sup> October 2017:

9.30 – 11.30am  
3.30 – 5.30pm  
6.00 – 8.00pm

### Spring Term

**Governor Induction – 16<sup>th</sup> January 2018** 6pm - 8pm  
**Governor Induction – 17<sup>th</sup> January 2018** 9.30 -11.30am

#### Governor Briefing – 21<sup>st</sup> February 2018:

9.30 – 11.30am  
3.30 – 5.30pm  
6.00 – 8.00pm

### Summer Term

#### Governor Briefing – 9<sup>th</sup> May 2018:

9.30 – 11.30am  
3.30 – 5.30pm  
6.00 – 8.00pm

**Governor Induction – 23<sup>rd</sup> May 2018** 6pm - 8pm  
**Governor Induction – 24<sup>th</sup> May 2018** 9.30am-11.30am

## Governor Competency Framework

Following the publication of the new Governance Handbook in January the Governor Support Team have been working with our colleagues from across the region to develop a training programme for improving governance based around the 6 competencies for governance: Strategic Leadership, Accountability, People, Structures, Compliance and Evaluation. Details of how we will deliver this across Hartlepool schools are still being finalised but hopefully it will provide some useful advice and guidance in helping your governing body achieve 'Outstanding' leadership.