



Governor / Trustee induction

2016



THE SOUTHFIELD GRANGE CAMPUS

one campus one community



Overview

1. The Southfield Grange Trust governance arrangements – who does what?
2. Supporting and challenging school leaders what a ‘governor does and does not do.
3. Governors – orientation for each school
Trustees – being a director of the Trust
4. Plenary session – any questions?





Our agreed principles

1. Commitment to our best endeavours in meeting the needs of all in the community, regardless of faith, ethnic origin, gender or ability
2. Schools that meets the needs of young people today and can adapt to meet need tomorrow
3. Commitment to maximising aspiration for ourselves and our communities
4. Continuous improvement of academic success, educational opportunities for the community and the provision of best value
5. Significant commitment from us to support our partner schools and communities to the best of our ability
6. Commitment to providing the best possible terms, working conditions and environment for staff





One Campus
Two Schools
One Community

One campus, one community, many cultures:
open to all, exclusive of none.

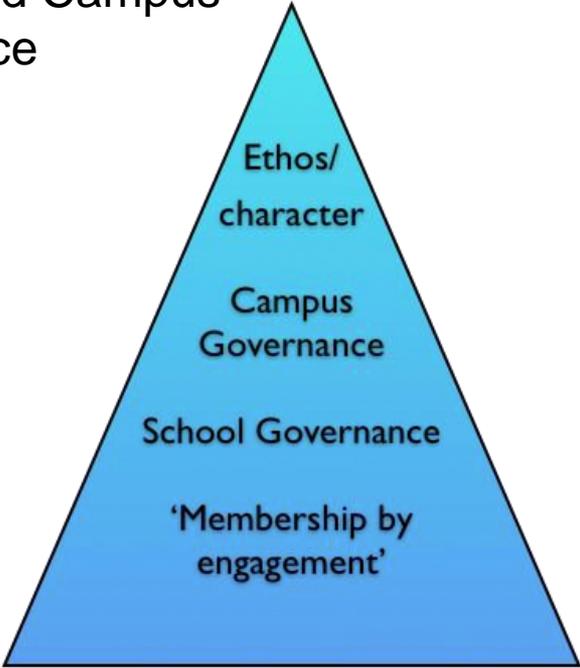
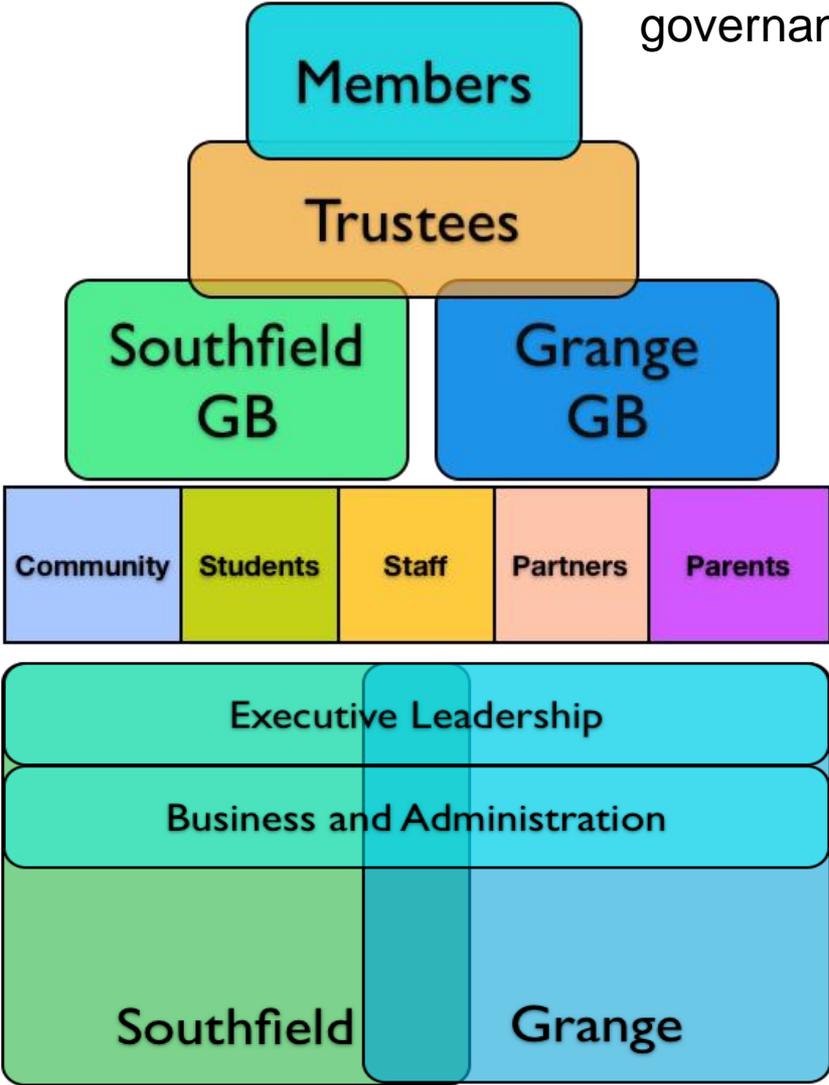


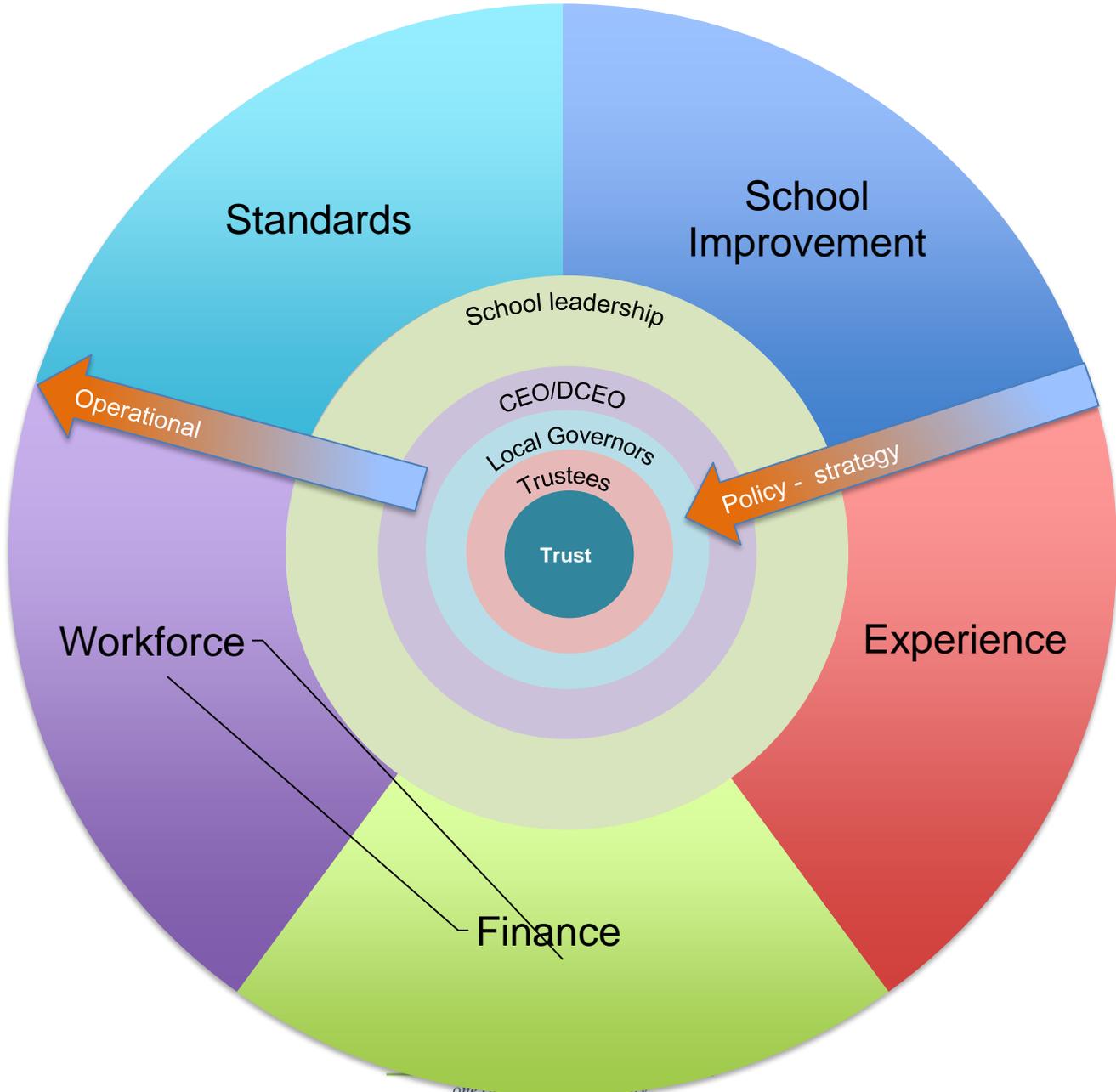
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School and Campus governance





Standards

School Improvement

School leadership

CEO/DCEO

Local Governors

Trustees

Trust

Operational

Policy - strategy

Workforce

Experience

Finance



Who does what?

The Members - a body of people to uphold the Objects of the Trust and ensure we follow our agreed principles *...fulfils the 'one community' element of our vision*

The Board of Trustees/Directors - Oversees strategy, finance, employment, leadership and management on a campus-wide basis
...fulfils the 'one campus' element of our vision

Two Governing Bodies - provide governance for each school – understanding the schools at a more detailed level.
...fulfils the 'two schools' element of the vision



School effectiveness and improvement planning

Executive Leadership:

- Monitor and evaluate school effectiveness
- Develop and prepare reports for GBs and Trustees on schools' effectiveness
- Develop School and Campus Improvement Plans
- Lead implementation of School and Campus Improvement Plans

Governing Bodies:

- Require, receive and respond to reports from HT on school effectiveness.
- Provide for and receive external reporting as appropriate
- Agree and report to Trustees on School Improvement Plan
- Participate in scrutiny of the work of the school – reporting to the Board of Trustees

Board of Trustees:

- Require, receive and respond to reports from GBs and Exec Leadership on schools' effectiveness.
- Provide for and receive external reporting as appropriate
- Receive and respond to School Improvement Plans and agree Campus-wide improvement planning

Members:

- Receive reports from GBs and Trustees on schools' effectiveness.
- Receive School Improvement Plans and Campus-wide improvement planning
- Measure school and Campus provision against against Principles 1 to 6



Finance

Executive Leadership:

- Hold delegated responsibility for managing and controlling budgets
- Manage school and Campus finances to deliver best value
- Advise GBs on school budget setting
- Advise Trustees on Campus budget setting
- Prepare Accounts and Annual Report for Trustees

Governing Bodies:

- Recommend budgets for each school to Trustees
- Monitor the implementation of budgets
- Agree expenditure on items above set limits (as delegated by Trustees)

Board of Trustees:

- Agree and set balanced budgets relating to Campus expenditure
- Approve reports from GBs on the implementation of school budgets.
- Agree expenditure on items above set limits for Campus expenditure
- Arrange for preparation and audit of the Accounts and Annual Report and file with Secretary of state and Principal Regulator.

Members:

- Hold the Trustees to account for the use of Campus resources in the interest of the schools. 'Continuous improvement of academic success, educational opportunities for the community and the provision of best value'



Workforce

Executive Leadership:

- Lead and manage staff
- Advise on Terms and Conditions
- Develop staffing structures
- Develop policy on staffing and employment
- Hear on disciplinary and grievance matters
- Have delegated responsibility for appointments below Leadership

Governing Bodies:

- Recommend staffing structures for each school to Trustees
- Appoint senior staff (below Head Teacher level)
- Participate in scrutiny of the work of the school – reporting to the Board of Trustees

Board of Trustees:

- Set Terms and Conditions
- Approve and oversee staffing structures
- Set policy on staffing and employment matters
- Hear appeals on disciplinary and grievance matters
- Appoint Head Teachers in consultation with GBs

Members:

- Hold the Board of Trustees to the appropriate principles. E.g ‘To provide the best possible terms, working conditions and environment for staff’ and ‘a school that meets the needs of young people today and can adapt to meet need tomorrow’





Support and Challenge to Leaders

‘The role of governor is largely a thinking and questioning role, not a doing role’

Governors are there to:

- **provide a strategic view** - help to set and maintain the broad framework within which the Head Teacher and the staff should run the school
- **act as a critical friend** - provide the Head Teacher with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school’s effectiveness and governors should therefore be prepared to ask challenging questions
- **to ensure accountability** - the Head Teacher and staff report to the governing body on the school’s performance. In turn the governing body is accountable to all stakeholders on the school’s overall performance





Support and Challenge to Leaders

‘The role of governor is largely a thinking and questioning role, not a doing role’

- Setting the school’s vision, ethos and strategic direction;
- supporting the Head Teacher and staff as well as challenging their expectations
- Overseeing the financial performance of the school and making sure its money is well spent
- Contribute to the strategic discussions at governing body meetings
- Acting as a link governor on a specific issue (by joining a scrutiny group), making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority
- Act in the best interest of all the pupils of the school
- Act in strict confidence



A governor does NOT

- Write school policies
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.





Top Tips for Governors in the First 12 Months

By Judy Burgess (Educational Consultant for Governance)

1. Don't bring up issues about your own children at governing body level
2. Consider the best interests of the school
3. Remember you are equal to all governors
4. Remember decision-making is corporate, bring your view, but abide by the corporate decision
5. You have no power, responsibility or liability as an individual
6. Get to know your school(s), speak to the Head Teacher, the Chair and the clerk
7. Ask for a mentor governor as a first point of contact
8. Your volunteer status means getting summaries - don't allow governance to become a full-time job
9. Remember the governing body steers, the Head Teacher manages the rowing and the vessel
10. If you are a member of a committee be familiar with its terms of reference
11. Find out about confidentiality
12. Don't be part of decision-making where a personal interest or occupation allows you to become biased - declare the interest and withdraw
13. If you don't feel you have enough information to make a decision then say so - remember you can abstain
14. Prepare well for all meetings
15. Attend training where possible, ask about options including distance learning or online training





The Seven Principles Of Public Life

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example

[From the Second Report of the Committee on Standards in Public Life (The Nolan Committee)]



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Time commitment and expenses

You should expect to attend:

- 3 LGB meetings each year (or 4 meetings of the Board of Trustees if you are a Director)
- At least three scrutiny meetings
- All meetings will require preparation – reading the relevant papers in advance
- There may be other panels you should contribute to as necessary (senior appointments/disciplinary etc)

Expenses

Governors may receive out of pocket expenses incurred as a result of fulfilling their role – see the policy.

