

Governor Support

Training Programme 2018 – 2019

A guide to training opportunities for governors
and governing boards.

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Terminology

Throughout the training programme the term 'governing board' is used, it can be assumed that this also includes governing bodies and local governing bodies.

Welcome to the 2018 - 2019 Governor Training Programme

Being a school or academy governor is one of the most important voluntary roles you can undertake. The role of school governor and the status governance takes has increased greatly over the past few years and the contribution governors make to outcomes for children and young people is invaluable.

Along with this responsibility comes the need to ensure you are well supported and well trained. Our commitment is to bring you the best support and training we can.

The Governance Handbook and The Competency Framework for Governance have been pivotal in developing the programme of training and we have responded to feedback about last year's programme to create new sessions and opportunities.

We have maintained the focus on school improvement by retaining the sessions on best practice in various aspects of teaching and learning and we hope this training will support you and your school to improve or to maintain its already high standards. We have also remodelled the training for new governors, included further data training sessions, added a session on the use of the Teachers' Standards and introduced a Special Schools Network. See page 11 for the new sessions in 2018-19.

Whether you are a new governor or a long standing one there should be something for everyone in the programme.

Can we take this opportunity to thank you for all the effort you make for the benefit of the children and young people of Dudley.

Kind regards

Yours sincerely



Jo Moules
School Improvement Officer - Leadership, Management and
Governance

The Training Programme and the Competency Framework for Governance

The framework sets out the knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts.

The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes.

The competencies are grouped under the headings of the six features of effective governance, which are set out in the Governance Handbook:

- strategic leadership
- accountability
- people
- structures
- compliance
- evaluation

The training programme has been designed with the knowledge based competencies in mind and governors will find references to the competencies alongside each session. The programme also takes into account some of the differing needs of governing boards from academy and non-academy schools.

A single session cannot hope to cover all the requirements of some of the more complex competencies but they will go a long way to contributing to a sound understanding of them.

It is not essential that every governor has a full working knowledge in every area, in fact this would be very difficult to achieve in the rapidly changing world of education. However, it is important that as a whole the governing board of any school or academy have a good understanding of them all. This may take some years to fully develop but attendance at sessions from the training programme will ensure all the knowledge based competencies are covered.

As well as knowledge and skill based competencies there are the Principals and Personal Attributes that governors bring to the board.

Those Principals and Personal Attributes state that all those involved in governance should be:

Committed	Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
Confident	Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.
Curious	Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.
Challenging	Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.
Collaborative	Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.
Critical	Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.
Creative	Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

Venues, Times and Booking Information

All the sessions are at Saltwells EDC, Bowling Green Rd, Dudley, DY2 9LY (with the exception of Safer Recruitment and Best practice in EYFS, please see session details for venue).

Training times vary depending on the nature of the session so please check the course details carefully and arrive in good time. There is a mixture of daytime and evening sessions and a number of the courses are repeated at different times of the year. We have increased the number of evening sessions as these seem to be the most popular.



Training rooms are located on the ground floor or are accessible by lift.

We have opted to use some of the larger training rooms at Saltwells rather than the hall as the smaller spaces make for a more comfortable session and allow a greater degree of interaction between participants. This does however mean that sessions will have a sufficient but limited number of places so please book early.

Bookings

As we introduce GovernorHub this will become the main way we would encourage you to book on to courses and information about how to do that will be issued as the system is introduced.

However, termly booking sheets will still be issued to you via your termly governing board meeting papers one term in advance. There are also single booking sheets at the back of this programme. If you wish to use these please fill these in and return it to Governor Support, Course Bookings, Saltwells EDC, Bowling Green Rd. Dudley DY2 9LY.

Bookings can also be made via:

- Telephone: 01384 814295
- E-mail: govtraining.cs@dudley.gov.uk

Acknowledgements

An acknowledgment that a place has been reserved for you on a course will be sent to you, either by post in the first instance or via the GovernorHub system as this is introduced. Please check the start time of any sessions booked as these can vary from session to session.

Course Materials

Copies of all presentation materials used on courses will be provided or are available upon request. If you require large print versions of these please let us know in advance. We are happy to cater for any other specific needs that will allow you to access the materials in the best way for you, please let us know and we will work with you to ensure you get the most from the sessions.

Apologies

If you are unable to attend a course, please let us know as soon as possible, so that we may offer your place to another governor. Apologies can be tendered either by calling 01384 814295 or via e-mail: govtraining.cs@dudley.gov.uk

Postponements

It is rare for training events to be changed but severe winter weather led to this happening a number of times last year. As a precautionary measure, on the course application form, we do ask for a contact telephone number so that we may advise you of any changes.

Certification

Attendance at courses will be acknowledged with a certificate.

At the moment, if you use our Clerking Service, certificates are issued via the clerk at your full governing board meeting or, if you do not use the Clerking Service, they will be posted to the school for your clerk to distribute.

With the introduction of GovernorHub this system will evolve during the year so that certificates are issued electronically.

Governor Support keep a record of all training attended but your Training Link Governor should also keep their own records. This is of particular importance for courses related to Safeguarding and Safer Recruitment.

Once up and running GovernorHub will also allow you to keep track of individual governor training and the governing boards training as a whole.

New Governors

We have changed the way training supports new governors with the inclusion of two specific Governor Induction sessions. The previous three hour session was proving to be too long so we now have two sessions of two hours. It would be best to attend these in the correct order if at all possible.

Newly appointed governors will automatically be placed on to these sessions as well as:

- 'What to do if...' while this is still running (see course details for further information)
- 'Human Resources Overview'
- 'Introduction to School Finance'

New and aspiring Chairs, Vice Chairs and Committee Chairs

The roles of chairs and vice chairs are vital for the smooth and effective running of governing boards. We need to be sure there is a good supply of skilled governors prepared to take on these roles both now and in the future. The programme contains sessions that support governors in developing the strategic skills they need to take on these important roles. You might like to consider attending:

- Exclusions Training
- Handling Complaints
- Disciplinary Grievance and Investigation Skills
- Workforce Planning
- Recruitment and Interview Skills
- Introduction to the Teachers' Standards
- Head Teacher Performance Management
- Introduction to Chairing
- Introduction to the Ofsted Framework and Updates
- Governors Role in Holding the School to Account
- Safer Recruitment
- School Self Review and Action Planning
- Briefing and Updates for Academy Governors

Training for School Staff

We would strongly encourage schools to consider sending staff governors or prospective staff governors to training sessions. Equally nearly all Head Teachers are members of their governing boards and are very welcome to attend training.

Since the programme is fully paid for by subscribing governing boards why not make use of that to support and enhance staff development.

Senior Leaders and other staff who attend governing boards meetings or liaise closely with governors with specific responsibilities could benefit greatly from experiencing the training offered to governors and we would welcome their attendance.

While the training delivered is designed to meet the specific needs of governors it is highly relevant to others as well. It could be a useful source of updates or a further avenue for meeting the development needs of school staff.

Make the most of your subscription by thinking creatively about who might benefit from what is on offer. If it supports governance in your school we are happy to accommodate them.

Chairs and Vice Chairs Briefing

These meetings are open to all Chairs and Vice Chairs in Dudley Schools and Academies.

Dates for these meetings have been set for the year and are:

Summer Term	10.05.18	6.30 to 8.30 pm
Autumn Term	27.09.18	6.30 to 8.30 pm
Spring Term	24.01.19	6.30 to 8.30 pm

Sessions Organised by Theme

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Information for Academies

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New Governor Induction

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Special Educational Needs and Disability (SEND) Code of Practice	50

Programme at a Glance

Summer Term

Governor Induction Session 1	17.04.18	6.30 to 8.30 pm
Schools Information Governance	19.04.18	6.30 to 8.30 pm
Handling Complaints	24.04.18	6.30 to 8.30 pm
Special Schools Network	26.04.18	6.30 to 8.30 pm
Exclusions Training	03.05.18	6.30 to 8.30 pm
Introduction to School Finance for Academies and Maintained Schools	08.05.18	6.30 to 8.30 pm
Chairs and Vice Chairs Briefing	10.05.18	6.30 to 8.30 pm
HR Overview for Governors	15.05.18	6.30 to 8.30 pm
Best Practice in EYFS - what to look for	17.05.18	6.30 to 8.30 pm
Head Teacher Performance Management	22.05.18	10.00 am to 12 noon
Governor Induction Session 2	24.05.18	6.30 to 8.30 pm
Briefing and Updates for Academy Governors/Boards	05.06.18	10.00 am to 12 noon
Effective Management of School Premises and Health and Safety Duties and Responsibilities	07.06.18	6.30 to 8.30 pm
What to do if...	12.06.18	6.30 to 9.00 pm

Governor Induction Session 1	12.06.18	6.30 to 8.30 pm
Disciplinary and Grievance Investigation Skills	14.06.18	6.30 to 8.30 pm
Safer Recruitment	16.06.18	9.00am to 4.30pm
Children Looked After (CLA) Roles. Responsibilities and Requirements	19.06.18	6.30 to 8.30 pm
Head Teacher Performance Management	21.06.18	6.30 to 8.30 pm
Governors role in holding the school to account	28.06.18	10.00 am to 12 noon
Internet Safety (E-Safety)	03.07.18	6.30 to 8.30 pm
School Self Review and Action Planning	05.07.18	6.30 to 8.30 pm
Safeguarding	10.07.18	6.30 to 9.00 pm
What to do if...	12.07.18	6.30 to 9.00 pm
Governor Induction Session 2	17.07.18	6.30 to 8.30 pm
Making an Impact with Pupil Premium	19.07.18	10.00 am to 12 noon

Autumn Term

Introduction to School Finance for Academies and Maintained Schools	11.09.18	6.30 to 8.30 pm
Governor Induction Session 1	13.09.18	6.30 to 8.30 pm
Understanding and using the Teachers' Standards	18.09.18	6.30 to 8.30 pm
Exclusions Training	20.09.18	6.30 to 8.30 pm
Special Schools Network	20.09.18	6.30 to 8.30 pm
What could academisation mean for my school?	25.09.18	10.00 am to 12 noon
Chairs and Vice Chairs Briefing	27.09.18	6.30 to 8.30 pm
Special Educational Needs and Disability (SEND) Code of Practice	02.10.18	6.30 to 8.30 pm
Introduction to the Ofsted Framework, Inspections and Updates	04.10.18	6.30 to 8.30 pm
Safer Recruitment	06.10.18	9.00am to 4.30pm
Effective Management of School Premises and Health and Safety Duties and Responsibilities	09.10.18	6.30 to 8.30 pm
The Competency Framework and Governor Development	11.10.18	6.30 to 8.30 pm
Handling Complaints	16.10,18	6.30 to 8.30 pm
Making an Impact with Pupil Premium	18.10.18	6.30 to 8.30 pm

Governor Induction Session 2	23.10.18	6.30 to 8.30 pm
Introduction to Chairing	25.10.18	6.30 to 8.30 pm
Recruitment and Interview Skills	06.11.18	6.30 to 8.30 pm
Governors role in holding the school to account	08.11.18	6.30 to 8.30 pm
Best Practice in EYFS - what to look for	12.11.18	6.30 to 8.30 pm
Governor Induction Session 1	13.11.18	6.30 to 8.30 pm
Safeguarding Roles and Responsibilities for Governing Boards	15.11.18	6.00 to 9.00 pm
FFT Aspire (Dashboards) Workshop - Primary	20.11.18	6.30 to 8.30 pm
Schools Information Governance	22.11.18	6.30 to 8.30 pm
FFT Aspire (Dashboards) Workshop -Secondary	27.11.18	6.30 to 8.30 pm
Best practice in Primary English - what to look for	29.11.18	6.30 to 8.30 pm
Governor Induction Session 2	04.12.18	6.30 to 8.30 pm
HR Overview for Governors	06.12.18	6.30 to 8.30 pm
Best Practice in Secondary English - what to look for	11.12.18	6.30 to 8.30 pm
Best Practice in Primary Maths - what to look for	13.12.18	6.30 to 8.30 pm

Spring Term

Governor Induction Session 1	15.01.19	6.30 to 8.30 pm
School Self Review and Action Planning	17.01.19	6.30 to 8.30 pm
Understanding School Data	22.01.19	6.30 to 8.30 pm
Briefing and Updates for Academy Governors/Boards	22.01.19	10.00 am to 12 noon
Chairs and Vice Chairs Briefing	24.01.19	6.30 to 8.30 pm
Special Schools Network	29.01.19	6.30 to 8.30 pm
Exclusions Training	31.01.19	6.30 to 8.30 pm
Safer Recruitment	02.02.19	9.00am to 4.30pm
What could academisation mean for my school?	05.02.19	10.00 am to 12 noon
Effective Management of School Premises and Health and Safety Duties and Responsibilities	05.02.19	6.30 to 8.30 pm
Making an Impact with Pupil Premium	07.02.19	6.30 to 8.30 pm
Governor Induction Session 2	12.02.19	6.30 to 8.30 pm
Internet Safety (E-Safety)	14.02.19	10.00 am to 12 noon
Best Practice in Secondary Mathematics - what to look for	14.02.19	6.30 to 8.30 pm

Workforce Planning	26.02.19	6.30 to 8.30 pm
Governors role in holding the school to account	28.02.19	6.30 to 8.30 pm
Governor Induction Session 1	05.03.19	6.30 to 8.30 pm
Introduction to Charing	07.03.19	6.30 to 8.30 pm
Understanding School Data	12.03.19	6.30 to 8.30 pm
Introduction to School Finance for Academies and Maintained Schools	14.03.19	6.30 to 8.30 pm
Safeguarding Roles and Responsibilities for Governing Boards	19.03.19	6.00 to 9.00 pm
Governor Induction Session 2	09.04.19	6.30 to 8.30 pm
Introduction to the Ofsted Framework, Inspections and Updates	11.04.19	6.30 to 8.30 pm

Alphabetical Programme Listing

Session information includes

Session Title

Presenters

Dates and Times

Course Outline

Intended Audience

and

The Governor Competencies the session

will help to develop

Best Practice in the Early Years Foundation Stage (EYFS) - what to look for	EYFS team
17.05.18	6.30 to 8.30 pm
12.11.18	6.30 to 8.30 pm
<p>This session will <u>not</u> be at Saltwells EDC, it will be held at the Looking Glass Centre, Pavilion Gardens, off Dudley Wood Road, DY2 0DB.</p> <p>This course will enhance your understanding of effective EYFS practice and provide you with the tools to support and challenge your school to develop its provision in line with current local and national developments.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide you with an understanding of the expectations and progression within the EYFS framework. • Give you skills and knowledge to be able to discuss the EYFS work in your school. • Update you on the current initiatives in EYFS education. • Highlight how EYFS progress impacts on outcomes throughout a child's education. <p>Intended for: Link governors with a specific responsibility for EYFS, governors with more general curriculum or standards responsibilities, governors in schools where EYFS is a development priority.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.3	the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation

Best Practice in Primary English - what to look for	Linda Raybould, School Improvement Advisor
29.11.18	6.30 to 8.30 pm
<p>This course will enhance your understanding of effective English in primary schools and provide you with the tools to support and challenge your school to develop its provision in line with current local and national developments.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide you with an understanding of the expectations and progression within the aims of the English National Curriculum. • Give you skills and knowledge to be able to discuss the English teaching in your school. • Update you on the current initiatives in English education. • Allow you to experience some rich practical English from a child’s point of view. <p>Intended for: Link governors with a specific responsibility for English across the primary curriculum, governors with more general curriculum or standards responsibilities, governors in schools where English is a development priority.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.2	the importance of a broad and balanced curriculum
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.3	the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation

Best Practice in Primary Maths - what to look for	Helen Owens and Darren Walter, School Improvement Advisors
13.12.18	6.30 to 8.30 pm
<p>This course will enhance your understanding of effective mathematics in primary schools and provide you with the tools to support and challenge your school to develop its provision in line with current local and national developments.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide you with an understanding of the expectations and progression within the 3 aims of the Mathematics National Curriculum. • Give you skills and strategies to be able to tell the mathematical story of your school. • Update you on the current initiatives in mathematical education. • Allow you to experience some rich practical mathematics from a child's point of view. <p>Intended for: Link governors with a specific responsibility for mathematics across the primary curriculum, governors with more general curriculum or standards responsibilities, governors in schools where mathematics is a development priority.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.2	the importance of a broad and balanced curriculum
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.3	the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation

Best Practice in Secondary English - what to look for	Fiona Moseley, Head of English at the Dormston School.
11.12.18	6.30 to 8.30 pm
<p>This course will enhance your understanding of effective English in secondary schools and provide you with the tools to support and challenge your school to develop its provision in line with current local and national developments.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide you with an understanding of the expectations and progression within the aims of the English National Curriculum. • Give you skills and strategies to be able to discuss the English teaching at your school. • Highlight the challenges of GCSE English in the new curriculum. • Update you on the current initiatives in English education. • Allow you to experience some rich practical English teaching from a student's point of view. <p>Intended for: Link governors with a specific responsibility for English across the secondary curriculum, governors with more general curriculum or standards responsibilities, governors in schools where English is a development priority.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.2	the importance of a broad and balanced curriculum
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.3	the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation

Best Practice in Secondary Maths -what to look for	Helen Griffiths, Maths Specialist, Deputy Head Teacher at The Wordsley School and Specialist Leader in Education (SLE).
14.02.19	6.30 to 8.30 pm
<p>This course will enhance your understanding of effective mathematics in secondary schools and provide you with the tools to support and challenge your school to develop its provision in line with current local and national developments.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide you with an understanding of the expectations and progression within the 3 aims of the Mathematics National Curriculum. • Give you skills and strategies to be able to discuss the mathematics teaching at your school. • Highlight the challenges of GCSE mathematics in the new curriculum. • Update you on the current initiatives in mathematical education. • Allow you to experience some rich practical mathematics from a student's point of view. <p>Intended for: Link governors with a specific responsibility for mathematics across the secondary curriculum, governors with more general curriculum or standards responsibilities, governors in schools where mathematics is a development priority.</p>	
The course will contribute to developing knowledge of the following governor competencies	
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.2	the importance of a broad and balanced curriculum
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.3	the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation

Briefing and Updates for Academy Governors/Boards	George Craig, NLG and Governor Consultant Jo Moules School Improvement Officer - Leadership , Management and Governance
05.06.18	10.00 am to 12 noon
22.01.19	10.00 am to 12 noon
<p>Governor Services works with governors for the benefit of children and young people in all Dudley schools.</p> <p>An increasing number of Dudley schools have converted to academy status or are in the process of conversion. In recognition of this a briefing and update session specifically focused on the specific needs of these schools seems appropriate.</p> <p>Covering the latest information in a rapidly changing area this session is a must for academy governors, giving an informative and independent review of the essential information specifically focused for their needs.</p> <p>Intended for: A representative from all academy boards. You are welcome to send multiple representatives but please be aware attendance numbers from a single academy will be adjusted to ensure all academies can attend if needed. Governors from non-academy schools are also welcome to attend if there are places available.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.1	key themes of national education policy and the local education context
1a.3	the strategic priorities (and where appropriate, charitable objects) for their organisation
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
4a.3	in academy trusts, the role and powers of Members and how these relate to those of the board

Children Looked After (CLA), Roles Responsibilities and Requirements.	Ceris Crum and Sue Williams, Early Years Team.
19.06.18	6.30 to 8.30 pm
<p>While governors are concerned with the welfare and progress of all pupils Children Looked After (CLA) are of a particular importance. Governors and schools have some very specific responsibilities for this particular group.</p> <p>Governors need to ensure that the designated teacher for CLA:</p> <ul style="list-style-type: none"> • Promotes a culture of high expectations and aspirations for how looked after children learn • Makes sure the young person has a voice in setting learning targets • Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home • Takes responsibility for the development and implementation of the child’s personal education plan (PEP) within the school. <p>This session will explore the roles, the responsibilities and requirements schools and governors share for all these aspects.</p> <p>Intended for: All governors, governors with a specific responsibility in this area or those with a specific interest in pastoral matters or pupil wellbeing.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1d.1	key stakeholders and their relationship with the organisation
1d.2	principles of effective stakeholder management
1d.3	tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers
1d.12	the links that the organisation needs to make with the wider community
2d.3	how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes

Disciplinary and Grievance Investigation Skills	Helen Mallen and Deb Gramman, Dudley HR Services Team
14.06.18	6.30 to 8.30 pm
<p>Disciplinary and grievance issues are difficult situations to manage and resolve and it is hoped that governing boards will rarely have to face such situations but being well trained can be a significant help.</p> <p>The way in which issues are investigated can make a great difference to the outcomes, approached in the right way they can make proceedings smoother and easier to resolve, investigated in the wrong way they can make matters worse and create problems.</p> <p>This session addresses the correct procedures governing boards should adopt, what to do and what not to do and the skills of good investigation. It is difficult to predict when such issues will arise so having at least one governor with suitable training is highly advisable.</p> <p>Intended for: Governors who lead on staff disciplinary committees, chairs and vice chairs.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
5a.9	the school's whistleblowing policy and procedures and any responsibilities of the board within it
5a.10	the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues

Effective Management of School Premises and Health and Safety Duties and Responsibilities	Fay Hayward, Strategic Asset Management, and Mike Morton, Principal Health and Safety Officer
07.06.18	6.30 to 8.30 pm
09.10.18	6.30 to 8.30 pm
05.02.19	6.30 to 8.30 pm
<p>A remodelled version of the sessions run last year.</p> <p>There are a number of Health & Safety responsibilities that must be carried out by schools in line with premises or health and safety management requirements. This training sets out to outline these tasks and defines those which are required to be carried out daily, weekly, monthly, quarterly and annually.</p> <p>Similarly, health and safety progress should be reported by headteachers, health and safety co-ordinators and/or premises managers to school governors and senior managers. It is good practice to provide an annual summary report to governors bringing together a strategic health and safety document and this training will assist you in facilitating that.</p> <p>With an increased number of these sessions we hope governors will be better informed and up to date with the latest issues in this area.</p> <p>Intended for: Those responsible for health and safety in schools. Along with headteachers and/or their appointed senior managers this includes school governors with a premises/health and safety responsibility.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1e.1	the principles of risk management and how these apply to education and the organisation
1e.2	the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action
2a.17	the duties and responsibilities in relation to health and safety in education
5a.7	the board's responsibilities in regard to Equalities and Health and Safety legislation

Exclusions Training	Helen Line, Dudley Inclusions Officer
03.05.18	6.30 to 8.30 pm
20.09.18	6.30 to 8.30 pm
31.01.19	6.30 to 8.30 pm
<p>The 2012 Exclusion Guidance from DfE forms the basis for this training. It is important that governors understand what their responsibilities are, and how to discharge them effectively.</p> <p>The session will:</p> <ul style="list-style-type: none"> • Examine the existing case law • Give an overview of the responsibilities of governors • Outline a governor’s responsibility in producing and reviewing behaviour policies • Give governors an overview of the legal aspects relating to exclusions • Clarify the role of governors in relation to disciplinary matters <p>Intended for: Particularly suitable for governors who serve on the Pupil Discipline Committee. The strong advice from the local authority is that every member of the Pupil Discipline Committee should have attended relevant training.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.1	key themes of national education policy and the local education context
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2b.5	information about attendance and exclusions in the school, local area and nationally

FFT Aspire (Dashboards) Workshop - Primary or Secondary	Duncan Gregory, Advisor for Assessment
20.11.18 Primary	6.30 to 8.30 pm
27.11.18 Secondary	6.30 to 8.30 pm

This course will look at how the FFT Aspire Dashboards can be used to provide governors with a comprehensive view of school performance. It will enable governors to see how the Dashboards can be used for monitoring their school's performance and how it can support the school development process.

The Dashboard is made up of 8 easy-to-understand reports that give governors a view of their school in a single PDF document with strengths & weaknesses being clearly identified in a range of simple gauges, charts and tables.

During this hands-on course, governors will:

- Go through each of the reports within the Dashboard
- Work with your own school's dashboard
- Look at attainment and progress for their school
- Look at *Closing the Gap* for disadvantaged pupils
- Discover how the FFT Dashboard can be used with other data

Intended for: Any governor with an interest in data and school performance. An essential skill in holding the school to account.

The course will contribute to developing knowledge of the following governor competencies

2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.1	the DfE performance tables and school comparison tool
2b.2	ASP data for schools and pupils
2b.4	the context of the school and in relation to other schools
2f.2	the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention

Governor Induction Session 1	George Craig, NLG and Governor Consultant
17.04.18	6.30 to 8.30 pm
12.06.18	6.30 to 8.30 pm
13.09.18	6.30 to 8.30 pm
13.11.18	6.30 to 8.30 pm
15.01.19	6.30 to 8.30 pm
05.03.19	6.30 to 8.30 pm

Becoming familiar with the role of governors, governing boards is an important part of becoming an effective governor and an asset to your school. Whether you are a new governor or just feel you are in need of an update on modern governance and the changing roles that governors have this is a session designed for you.

Looking at roles and responsibilities, curriculum, how governing boards work and how you can contribute this session gets you up and running in your role as governor. The depth of coverage means this is a longer session than most, but it is a great introduction to the important role you play.

Intended for: Primarily new governors but would be of use to those who feel they need an update on modern governance and to revisit the fundamentals of how governing boards work.

The course will contribute to developing knowledge of the following governor competencies

1a.6	the difference between strategic and operational decisions
1e.3	the risks or issues that can arise from conflicts of interest or a breach of confidentiality
4a.1	the role, responsibilities and accountabilities of the board, and its three core functions
4a.2	the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other
4a.4	the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
5a.1	the legal, regulatory and financial requirements on the board
5a.2	the need to have regard to any statutory guidance and government advice including the Governance Handbook

Governor Induction Session 2	George Craig, NLG and Governor Consultant
24.05.18	6.30 to 8.30 pm
17.07.18	6.30 to 8.30 pm
23.10.18	6.30 to 8.30 pm
04.12.18	6.30 to 8.30 pm
12.02.19	6.30 to 8.30 pm
09.04.19	6.30 to 8.30 pm

Becoming familiar with the role of governors, governing boards is an important part of becoming an effective governor and an asset to your school. Whether you are a new governor or just feel you are in need of an update on modern governance and the changing roles that governors have this is a session designed for you.

Looking at roles and responsibilities, curriculum, how governing boards work and how you can contribute this session gets you up and running in your role as governor. The depth of coverage means this is a longer session than most, but it is a great introduction to the important role you play.

Intended for: Primarily new governors but would be of use to those who feel they need and update on modern governance and to revisit the fundamentals of how governing boards work.

The course will contribute to developing knowledge of the following governor competencies

1a.6	the difference between strategic and operational decisions
1e.3	the risks or issues that can arise from conflicts of interest or a breach of confidentiality
4a.1	the role, responsibilities and accountabilities of the board, and its three core functions
4a.2	the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other
4a.4	the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
5a.1	the legal, regulatory and financial requirements on the board
5a.2	the need to have regard to any statutory guidance and government advice including the Governance Handbook

Governors role in holding the school to account	George Craig, NLG and Governor Consultant
28.06.18	10 am to 12 noon
08.11.18	6.30 to 8.30 pm
28.02.19	6.30 to 8.30 pm

Knowing your school and providing effective challenge to the Headteacher and other senior leaders is an extremely important element of the governing board's role. This session will assist governors in holding their school to account and ensuring high standards and the best outcomes for learners.

The session will explore a wide range of questions which governors can use to identify their school's strengths and areas of development. It is intended that these questions will help governors to challenge their school effectively and constructively in a way that leads to improved practice and outcomes.

Intended for: All governors as the key principal that governors hold the school to account is at the heart of this session. Of particular interest to chairs of committees and those responsible for leading other governors in this important duty.

The course will contribute to developing knowledge of the following governor competencies

1a.13	leadership and management processes and tools that support organisational change
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.8	the key principles, drivers and cycle of school improvement
2b.2	RAISEonline for school and pupil data
4a.1	the role, responsibilities and accountabilities of the board, and its three core functions
4a.2	the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other

Handling Complaints	Steve Lockwood, Dudley MBC Complaints Officer and representatives from local schools.
24.04.18	6.30 to 8.30 pm
16.10.18	6.30 to 8.30 pm
<p>All local authority (LA) maintained schools must make available an up to date procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides. Many of you use YourHR General Complaints Procedure for Maintained Schools</p> <p>The DfE has produced a complaints toolkit in 2014 and the 2016 non-statutory guidance to share best practice and help schools avoid common pitfalls. It applies to all school leaders, school staff and governing boards in all LA maintained schools and maintained nursery schools.</p> <p>This session will unpick the key messages that relate to school complaints and support governors to understand and be confident in the discharge of their duty where it relates to complaints about their schools.</p> <p>Intended for: For all governors seeking a refresh on DfE Guidance for Complaints Procedure and Process and the Governing Board Appeal Process.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
5a.9	the school's whistleblowing policy and procedures and any responsibilities of the board within it
5a.10	the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues

Headteacher Performance Management	George Craig, NLG and Governor Consultant
22.05.18	10 am to 12 noon
21.06.18	6.30 to 8.30 pm
<p>Effective headteacher performance management and effective governance go hand in hand. Recent educational reforms have strengthened the need for governing boards to put into place effective approaches to headteacher performance management, particularly with regard to both external accountability and as a key tool in improving internal accountability within schools.</p> <p>The aims and objectives of this session will be:</p> <ul style="list-style-type: none"> • to provide governors with an understanding of the headteacher appraisal framework • to raise awareness of the key features of effective headteacher performance management. <p>Intended for: Chairs and vice chairs, or governors who aspire to these positions and all governors involved in performance management or committees that look at staffing issues.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.13	leadership and management processes and tools that support organisational change
2e.3	how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning
2e.4	the remuneration system for staff across the organisation
2e.10	human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence
2e.12	the process and documentation needed to make decisions related to leadership appraisal

HR Overview for Governors	Rachel Jones and Faye Parrett, Dudley HR Services
15.05.18	6.30 to 8.30 pm
06.12.18	6.30 to 8.30 pm
<p>The course is designed to promote a clearer understanding of a governor's role and responsibility and some of the challenges that you might face from an HR perspective.</p> <p>The aim is for governors:</p> <ul style="list-style-type: none"> • To have an outline understanding of Human Resources and your responsibilities as a governing board. • To enable governors as employers and line managers to effectively support head teachers in their role; • To understand the role of governors in providing strategic challenge for leadership <p>Intended for: Governors who are members of the personnel or joint resources committees and for new governors as an overview of the responsibilities of the governing board in relation to staff at the school.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2e.10	human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence
3a.12	the importance of succession planning to the ongoing effectiveness of both the board and the organisation
4a.1	the role, responsibilities and accountabilities of the board, and its three core functions
4a.4	the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
5a.3	the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)

Internet Safety (E-Safety)	Heather Jeavons, Dudley Grid for Learning (DGFL) and Juliet Joy, RM.
03.07.18	6.30 to 8.30 pm
14.02.19	10.00 am to 12.00 noon
<p>We want our pupils and workforce to be well informed and safe when using new technologies and applications. This focuses on internet safety and how educational establishments and settings are working with their stakeholders to ensure current key messages are shared, developed within a meaningful curriculum context for pupils and embedded into 'real life' practice. The session aims:</p> <ul style="list-style-type: none"> • To update governors on the latest OFSTED/DfE requirements relating to 'Safeguarding', which includes online activities • Share best practice in terms of policies that relate to 'Safeguarding' • To consider to place online safety within a curriculum perspective- 'Computer Science Curriculum' and beyond! • To highlight trends that effect Dudley educational establishments • To provide a general overview of materials, support and advice that are available to schools and settings <p>Intended for: Governors with a responsibility or interest in Safeguarding. Governors who feel their understanding of online safety and issues needs updating and those with a specific responsibility for ICT in the curriculum.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2a.16	the requirements relating to the safeguarding of children in education including the Prevent duty
5a.8	duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

Introduction to Chairing	
25.10.18	6.30 to 8.30 pm
07.03.19	6.30 to 8.30 pm
<p>The chair of governors has a pivotal role to play in helping the governing board to work as a team to challenge, support and contribute to the strategic leadership of the school. Where chairing is effective, governors are motivated, their strengths and individual contributions are effectively used and there is an open dialogue about strengths and areas for development, so that the school is effectively challenged and supported.</p> <p>The focus of this session is on the particular skills and knowledge needed by chairs to work in partnership with the headteacher and to lead and motivate others to achieve the shared vision for the school and contribute to school effectiveness and improved pupil achievement.</p> <p>Intended for: Chairs, vice-chairs and chairs of committees to enable them to better understand the role and carry it out effectively. Also appropriate for governors who aspire to these positions in the near future.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.3	the strategic priorities (and where appropriate, charitable objects) for their organisation
1b.3	the code of conduct for the board and how this embodies the culture, values and ethos of the organisation
1d.1	key stakeholders and their relationship with the organisation
1e.3	the risks or issues that can arise from conflicts of interest or a breach of confidentiality
4a.4	the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
5a.2	the need to have regard to any statutory guidance and government advice including the Governance Handbook
5a.3	the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)

Introduction to School Finance for Academies and Maintained Schools	George Craig, Education Consultant and Claire Felton, School Business Manager
08.05.18	6.30 to 8.30 pm
11.09.18	6.30 to 8.30 pm
14.03.19	6.30 to 8.30 pm
<p>Ensuring that financial resources are well spent in your school is one of the three core functions of governors. Every governor needs to have a basic understanding of financial data in order to be able to engage in debate at governor meetings. This session is designed to provide an overview of the key financial information that should be available in school and prompts the questions that governors should be asking about financial management. The session will also provide an overview of the key dates and activities that the governing board should be considering during the academic year.</p> <p>Intended for: Any governor wishing to gain a basic understanding of school finance and governors with a specific overview of finances.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2c.1	the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability
2c.2	the organisation's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money
2c.3	the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally
2c.9	the organisations' current financial health and efficiency and how this compares with similar organisations both locally and nationally
2d.2	the importance of setting and agreeing a viable financial strategy and plan which ensure sustainability and solvency
2d.4	the budget setting, audit requirements and timescales for the organisation and checks that they are followed
2d.5	the principles of budget management and how these are used in the organisation
2e.1	the organisation's annual expenditure on staff and resource and any data against which this can be benchmarked against
5a.1	the legal, regulatory and financial requirements on the board
5a.3	the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)

Introduction to the Ofsted Framework, Inspections and Updates	Jo Moules, School Improvement Officer - Leadership Management and Governance
04.10.18	6.30 to 8.30 pm
11.04.19	6.30 to 8.30 pm
<p>The role of governors in inspections and the emphasis placed on governance in the judgments about leadership means governing boards need to be prepared for inspections and mindful of the sorts of questions they could be asked. This session is delivered in two parts. The first hour looks at the Ofsted Framework, how inspections generally run, how inspectors arrive at the judgments they reach and what governors can expect to be asked about. After a short break there will be an update on local inspections, emerging issues and recent experiences of inspections.</p> <p>Governors are welcome to attend both parts and would arrive at 6.30 pm, or those that have attended before or are familiar with the content of the first part may choose to arrive at 7.30 pm for the updates section only.</p> <p>Intended for: All governors would benefit from knowing about the inspection framework but governors who are chairs, vice chairs or those with responsibility for Pupil Premium or Safeguarding are those most likely to be asked to speak to inspectors and need to be prepared for this.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.3	the strategic priorities (and where appropriate, charitable objects) for their organisation
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2b.2	RAISEonline for school and pupil data
2f.1	the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence
5a.5	the Ofsted inspection/regulatory framework

Making an Impact with Pupil Premium	George Craig, NLG and Governor Consultant
19.07.18	10am to 12 noon
18.10.18	6.30 to 8.30 pm
07.02.19	6.30 to 8.30 pm
<p>Pupil Premium funding can amount to a considerable sum of money for some schools. One of the increasingly important roles of governors is to monitor and evaluate the impact of Pupil Premium spending with regard to raising attainment and accelerating the progress of disadvantaged pupils.</p> <p>The aims and objectives of this session are to explore ways in which governors can support the use of Pupil Premium, evaluate the impact of spending against pupil outcomes, and holding schools to account for ensuring best use of Pupil Premium funding for their pupils.</p> <p>Pupil Premium funding allows schools to actively support disadvantaged pupils and ensure they achieve the best they can from their school. This can have life changing benefits that we should all take an interest in. Quite rightly Ofsted will specifically ask about Pupil Premium funding during inspections so be prepared!</p> <p>Intended for: All governors need a good understanding of Pupil Premium so this is a good course for new governors and those that feel they need an update in this important area.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.1	key themes of national education policy and the local education context
1a.3	the strategic priorities (and where appropriate, charitable objects) for their organisation
1a.4	tools and techniques for strategic planning
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
2d.3	how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes

Recruitment and Interview Skills	Rob Marsh and Sarah Newey, Dudley HR Services Team
06.11.18	6.30 to 8.30 pm
<p>Quality teachers are the most important factor in the success for a school and ensuring there are sufficient high quality staff in the team can be quite a challenge. Recruiting and retaining skilled and dedicated senior leaders and headteacher's is equally important.</p> <p>This session looks at how to advertise, interview and recruit the best staff and the particular challenge of headteacher recruitment.</p> <p>It includes practical advice on interview skills and clear guidance on the correct procedures and protocols to be used during the process.</p> <p>It is not always possible to predict when key senior staff will leave your school so having at least one governor who is familiar with the content of this session would be wise.</p> <p>Intended for: Governors who are likely to need to lead or be involved with recruitment and interviews, particularly for senior staff and headteachers.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2e.2	how staff are recruited to the organisation and how this compares to good recruitment and retention practice
2e.10	human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence
3a.12	the importance of succession planning to the ongoing effectiveness of both the board and the organisation

Safeguarding	Dudley Safeguarding & Review Unit
10.07.18	6.30 to 9.00 pm
<p>Governors should have attended “What to do if.....” training before attending this session.</p> <p>Safeguarding is a prominent theme in the work of schools and this is reflected in a focus on this important area during inspections and monitoring visits. Children and young people's safety and welfare are of the highest importance to all of us.</p> <p>Governing boards are required to identify a lead governor for child protection. The course will explore the role of governors in ensuring that the school is promoting the welfare of children as part of their statutory duties and include issues such as the management of allegations against staff.</p> <p>Intended for: Governors with lead responsibility for safeguarding, child protection and for governors who may take over that role in the future.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2a.16	the requirements relating to the safeguarding of children in education including the Prevent duty
5a.8	duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

Safeguarding Roles and Responsibilities for Governing Boards	Dudley Safeguarding & Review Unit
15.11.18	6.00 to 9.00 pm
19.03.19	6.00 to 9.00 pm
<p>Governors must have attended “What to do if.....” training or the online safeguarding course before attending this session. See the session 'What to do if...' for details of the changes in this area.</p> <p>Safeguarding is a prominent theme in the work of schools and this is reflected in a focus on this important area during inspections. Children and young people's safety and welfare are of the highest importance.</p> <p>The roles and responsibilities that governors are expected to fulfil in this area are vital in keeping children safe and in promoting best safeguarding practice in schools. This new session focuses down on these roles and responsibilities and how best governors can support schools in this vital area.</p> <p>Intended for: Governors with lead responsibility for safeguarding, child protection and for governors who may take over that role in the future. Any governors who wish to be updated about roles and responsibilities in this area.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2a.16	the requirements relating to the safeguarding of children in education including the Prevent duty
5a.8	duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

Safer Recruitment	Faye Parrett, Dudley HR Services and Alyson Sayers, School Safeguarding trainer
16.06.18	9.00am to 4.30pm
06.10.18	9.00am to 4.30pm
02.02.19	9.00am to 4.30pm
<p>This session will <u>not</u> be at Saltwells EDC, it will be held at the Savoy Centre, Netherton. (Northfield Road, Dudley, West Midlands, DY2 9ES)</p> <p>Sections 175 and 157 of the Education Act 2002 make explicit the responsibility of local authorities, governing boards and proprietors for safeguarding and promoting the welfare of children as part of their duty of care towards the children for whom their organisation or establishment is responsible.</p> <p>Recommendation 16 of the report of the independent Bichard Inquiry carried out following the Soham murder case stated that headteachers and school governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children. This face-to-face course looks at how safer recruitment fits within the wider context of safeguarding, focusing on good recruitment & selection practices and sets out procedures and strategies to help managers deter, identify and reject applicants who are unsuitable to work with children.</p> <p>Intended for: All governing boards need Safer Recruitment Trained governors. An assessment process is part of the course and a certificate awarded to successful delegates</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2a.16	the requirements relating to the safeguarding of children in education including the Prevent duty
2e.2	how staff are recruited to the organisation and how this compares to good recruitment and retention practice
5a.8	duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

School Self Review and Action Planning	Jo Moules, School Improvement Officer - Leadership Management and Governance
05.07.18	6.30 to 8.30 pm
17.01.19	6.30 to 8.30 pm

The self review, action planning and evaluation cycle is crucial to school improvement but what should governors expect to see and how will they know it is fit for purpose?

While there are no hard and fast rules as to what each element should look like there are some guiding principles that help us to recognise when the process is effective and more importantly when it is not.

Clear actions, milestones, success criteria and impact evaluation make for sound action planning but do we all have a consistent understanding of these terms?

The key role of holding the school to account starts here, what does your school say about itself, what does it plan to do and how will it know it has been effective?

Intended for: More experienced governors, chairs, vice chairs, chairs of committees, those involved with school improvement committees and standards.

The course will contribute to developing knowledge of the following governor competencies

1a.4	tools and techniques for strategic planning
1a.13	leadership and management processes and tools that support organisational change
2a.8	the key principles, drivers and cycle of school improvement
2f.1	the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence

Schools Information Governance	Sharron Andrews, Schools Information Governance Officer
19.04.18	6.30 to 8.30 pm
22.11.18	6.30 to 8.30 pm
<p>Information Governance is a term that is used to describe the policies and procedures that an organisation has in place that include Data Protection, Freedom of Information and Information Security.</p> <p>Each school is responsible for ensuring Information Governance policies and guidance are in place and all staff have been provided with the necessary training to ensure they are aware of their responsibilities in terms of meeting the requirements of the legislation. School governing boards have a responsibility to raise awareness of these requirements and monitor the school's compliance with the legislation.</p> <p>Included in this session are activities to help increase knowledge of Information Governance which will:</p> <ul style="list-style-type: none"> • Enable the swift identification of information requests to ensure they are responded to within the statutory timescales • Reduce the risk of fines being imposed as a result of breaches of the Data Protection Act • Facilitate improved audit results • Safeguard children and young people <p>Intended for: Particularly important for committee chairs but suitable for anyone else, as all governors need to be aware of their responsibilities in this area.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1e.1	the principles of risk management and how these apply to education and the organisation
1e.2	the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action
5a.1	the legal, regulatory and financial requirements on the board
5a.3	the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)

Special Educational Needs and Disability (SEND) Code of Practice	Alicia Simpson and Louise Shackleton, Learning Support Service
2.10.18	6.30 to 8.30 pm
<p>Governors are concerned for the welfare and progress of all students and within that students with Special Educational Needs and Disabilities (SEND) are a particular focus group.</p> <p>The SEND Code of Practice (2015) provides statutory guidance on duties, policies and procedures. It relates to children and young people with special educational needs and disabled children and young people and governing boards are specifically named and are required to have regard to the guidance.</p> <p>This session looks at the requirements of the code but also how schools and governing boards can respond to these and support children and young people with SEND.</p> <p>Intended for: Any governor with a specific responsibility or interest in this area, governors from schools with high proportions of SEND pupils or from Special Schools.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1d.1	key stakeholders and their relationship with the organisation
2a.1	the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
2a.15	the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)
2f.2	the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention

Special Schools Network	Jo Moules, School Improvement Officer - Leadership Management and Governance
26.04.18	6.30 to 8.30 pm
20.09.18	6.30 to 8.30 pm
29.01.19	6.30 to 8.30 pm

A new opportunity for those governors involved in Special Education and who support our Special Schools.

For a number of years it has been apparent that, although well served by the training programme, this group of governors have some particular points of interest and issues that are specific to the schools they support and challenge.

This is an opportunity to shape and develop a bespoke series of meetings for this specific group. Using Networking format we will develop a rolling agenda that caters for the requests of the group and allows them to share best practice and expertise among themselves. Invited speakers from schools and LA will be sourced if required.

Come along and shape a meeting designed for you. The initial summer meeting will influence the rest of the sessions during the year.

Intended for: Any governor working with Special Schools.

The course will contribute to developing knowledge of the following governor competencies

1d.3	tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers
2a.3	the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
2a.7	the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation
2a.15	the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)
2b.4	the context of the school and in relation to other schools
5a.7	the board's responsibilities in regard to Equalities and Health and Safety legislation

The Competency Framework and Governor Development	Jo Moules, School Improvement Officer - Leadership Management and Governance
11.10.18	6.30 to 8.30 pm
<p>While governors focus primarily on supporting their school to improve, governing boards also need to be mindful of developing themselves so that they become more effective.</p> <p>The Competency Framework for Governance, published in January 2017, provides an excellent tool for identifying areas for development within the governing board.</p> <p>The effective use of skills audits and planning for governor development is an important process that makes the most of the skills that are available and identifies where there is room for growth and development.</p> <p>This session looks at how a governing board can build and develop its effectiveness in a strategic way.</p> <p>Intended for: Training and Development Governors, chairs, vice chairs or those responsible for recruiting and inducting new governors.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
1a.4	tools and techniques for strategic planning
1a.5	principles of effective change management
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
1a.13	leadership and management processes and tools that support organisational change
6a.1	recognises their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary

Understanding and using the Teachers' Standards	Dudley HR Services Team
18.09.18	6.30 to 8.30 pm
<p>The Teachers' Standards are an essential tool for assessing the performance of staff, considering pay progression and during the NQT induction process.</p> <p>The course has been developed to assist governors to have a clear understanding of the standards expected of teachers.</p> <p>The aim is for governors:</p> <ul style="list-style-type: none"> • To have an understanding of the standards expected of teachers • To have a general understanding of areas linked to Teachers' Standards including teachers pay, appraisal and safeguarding • To understand your role in holding the Headteacher to account and how to effectively support the Headteacher in their role • To understand the correct route to take when staff are not meeting the required standards <p>Intended for: Governors who sit on finance or staffing committees, or who have any involvement with pay progression, teacher performance, staffing or appraisal processes. A good introduction to the roles and responsibilities of teachers.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.1	the importance and impact of high-quality teaching to improving outcomes, pupil progress and attainment
2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.6	the purposes and principles of assessment
2e.3	how staff performance management is used and how this links to the criteria for staff pay progression, objective setting and development planning
2e.10	human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance

Understanding School Data	Duncan Gregory, Advisor for Assessment
22.01.19	6.30 to 8.30 pm
12.03.19	6.30 to 8.30 pm

Performance data plays such an important part in schools accountability and in their progress to achieve higher standards.

The governing board has a key role in challenging headteachers to ensure that school performance is meeting national expectations. This workshop will look at some of the main sources of data and information available to governors about their schools, including RAISEonline and the FFT Governor Dashboard.

Data need not be too daunting, this session will support you in identifying the key things to look for and right questions to ask.

Intended for: All governing boards need to have an understanding of data to be able to hold their school to account and the more governors who have that knowledge and skill the better. A session for everyone at some point in your time as a governor.

The course will contribute to developing knowledge of the following governor competencies

2a.4	the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
2a.5	the relevant statutory testing and assessment regime
2b.1	the DfE performance tables and school comparison tool
2b.2	ASP for schools and pupils
2b.4	the context of the school and in relation to other schools
2b.5	information about attendance and exclusions in the school, local area and nationally
2f.2	the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention

What could academisation mean for my school?	George Craig, NLG and Governor Consultant Jo Moules, School Improvement Officer - Leadership , Management and Governance
25.09.18	10am to 12 noon
05.02.19	10am to 12 noon

Governor Services work with governors for the benefit of all children and young people in Dudley. An increasing number of Dudley schools have converted to academy status or are in the process of conversion. Getting straightforward information and advice about this complex area is not always easy so we have designed this session to help you find out more.

Covering the latest information in a rapidly changing area this session will look at the process of academisation, what it might mean for a school, the potential benefits and drawbacks, what to consider when choosing partners and some of the potential pitfalls to avoid. Drawing on local examples and leaving plenty of time for questions this session will help you to consider the key issues you may face in the process.

Intended for: Any governor who wants to find out more. Places may be adjusted to ensure any school who is interested is able to send at least one representative.

The course will contribute to developing knowledge of the following governor competencies

1a.1	key themes of national education policy and the local education context
1a.12	national and regional educational priorities and the implications of these for the board and the organisation
1a.3	the strategic priorities (and where appropriate, charitable objects) for their organisation
4a.3	In academy trusts, the role and powers of Members and how these relate to those of the board

What to do if...	Alyson Sayers, Schools Safeguarding Trainer
12.06.18	6.30 to 9.00 pm
12.07.18	6.30 to 9.00 pm
<p>Sections 157 and 175 of the Education Act 2002 make explicit the responsibility of local authorities and governing boards for safeguarding and promoting the welfare of children as part of their duty of care towards the children for whom they are responsible.</p> <p>Every staff member and volunteer belonging to a voluntary organisation, community group, faith setting or charity working with children under the age of 18 (25 with a disability) in Dudley is required to undertake the basic safeguarding training 'What to do if...'. The course will provide delegates with a basic understanding of child protection, whilst signposting governors to more specialist training in respect of a range of safeguarding issues.</p> <p>Intended for: All governors need to receive basic training in safeguarding.</p> <p>What to do if... will not be available after Summer 2018; it will be replaced by an online course delivered as part of Dudley's offer to its own staff, school staff and governors. Details will be made available once the system is up and running.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2a.9	the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
2a.10	the role of behaviour in maintaining a safe environment and promoting learning
2a.16	the requirements relating to the safeguarding of children in education including the Prevent duty
5a.8	duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

Workforce Planning	Laura Round and Ruth Tolson, Dudley HR Services Team
26.02.19	6.30 to 8.30 pm
<p>The latest information on Workforce Planning was published in January 2017 and provides non-statutory guidance from the Department for Education on reviewing school staff structures, following requests from school leaders and their representatives.</p> <p>The publication includes:</p> <ul style="list-style-type: none"> • A list of options for school leaders to consider • Questions for school leaders to consider when reviewing their staff structures • An example timeline • Links to advice, case studies and tools for school leaders to use <p>With so many changes in staff structures and the significant financial pressures schools find themselves under governors need to be aware of the issues and their responsibilities when planning the most effective deployment of staff. Making the right decisions and managing the processes with a sense of responsibly and care are the highest priority.</p> <p>Intended for: All governors who oversee the responsibility for staffing and budgets.</p>	
<p>The course will contribute to developing knowledge of the following governor competencies</p>	
2e.2	how staff are recruited to the organisation and how this compares to good recruitment and retention practice
2e.10	human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence
3a.12	the importance of succession planning to the ongoing effectiveness of both the board and the organisation

Commissioned Training

We are happy to commission training on your behalf for any of the sessions appearing in this programme or on a topic of your choice to be delivered at your school for your governing board.

The essence of this training is that it is bespoke – tailored to meet your needs. This means that, as far as possible, trainers will prepare a session on any aspect of governance that you need. Having said that, there are a number of areas that experience shows are often requested.

- Roles and responsibilities
- How to hold the school to account
- Effective governor monitoring
- Governor visits
- Understanding data
- Finance and benchmarking
- Working with parents
- Governing board organisation
- Governing board self-review
- Governors and Ofsted

Please note that the charge for the training will vary depending upon the trainer and the type of session to be delivered.

To discuss your needs contact us at:

- govsupport.cs@dudley.gov.uk
- telephone: 01384 814295

Trainer are selected from National Leaders in Governance (NLGs), governors with long standing experience, local authority officers and other experts we are regularly working with.

Review of Governance

More and more governing boards are commissioning an external review of governance either for their own development or following an Ofsted inspection where this is required.

This is a useful exercise where the reviewer engages with the governing board to discuss the effectiveness of governance at the school based on past records as well as current practice.

Each review is tailored to the needs of the individual governing board and may include:

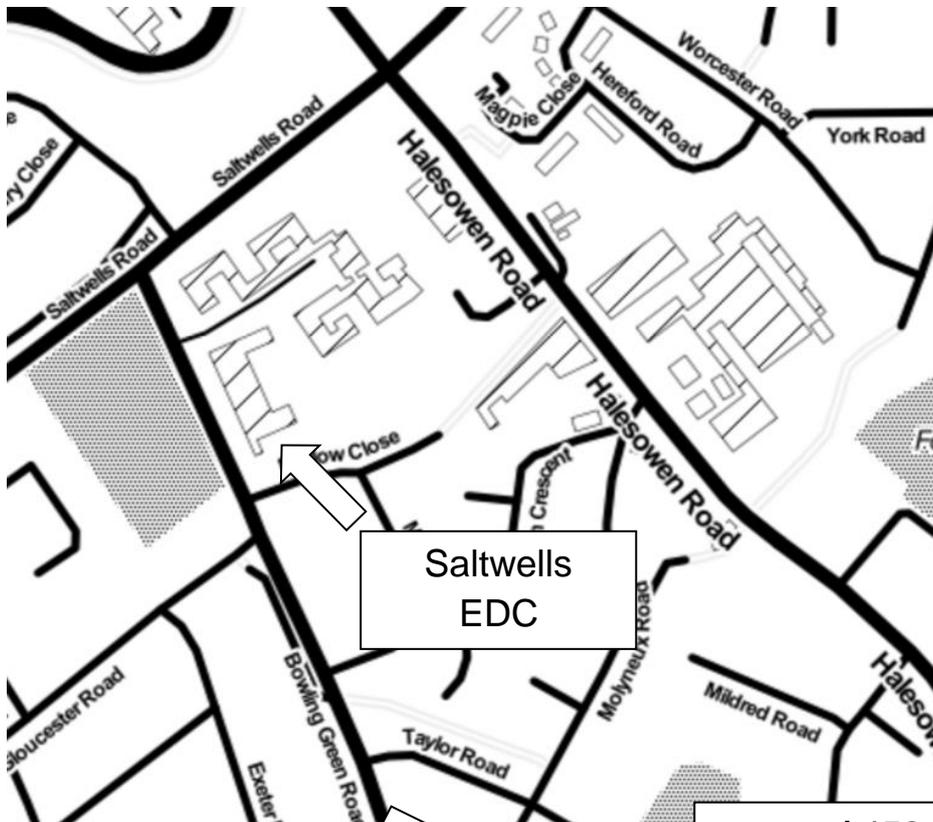
- A meeting with the headteacher and chair of governors to agree the focus and purpose of the review
- A review of governing board paperwork
- Written summary of findings which provides clear and specific areas for governing board development
- Attendance at a governing board meeting to observe practice and provide feedback
- Facilitated governing board self evaluation session
- Workshop with chair of governors and committee chairs to produce an action plan which supports school improvement and governing board development
- Additional support to develop the monitoring of the action plan to ensure it becomes embedded in the school development plan

Costs vary between £700 and £1,500 dependent on the nature of the review, please contact Governor Support for an estimate of costs.

Location Map for Saltwells EDC

Saltwells EDC,
Bowling Green Road,
Netherton,
Dudley,
DY2 9LY

A459 Halesowen Road from
Dudley and Netherton



Saltwells
Road
from
Merry Hill



Saltwells
EDC



Bowling
Green Road



A459
Halesowen Road
from Halesowen



Saltwells EDC has ample parking and the building can be accessed from the front or from the rear car park during the day and from the rear car park in the evenings.

Booking Forms

Please reserve me a place on the following course:

Name of course _____

Date of course _____

Name _____

School _____

E Mail _____

Contact telephone number _____

Special requirement (access, visual, etc.) _____

Please return to: Governor Support, Course Bookings, Saltwells EDC,
Bowling Green Rd, Dudley, DY2 9LY.
Telephone: 01384 814295

✂.....

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School Term Dates 2018-2019

2018 Summer Term

Term Starts: Monday 16th April
Half Term: Monday 28th May - Friday 1st June
Term Ends: Friday 20th July

2018 Autumn Term

Term Starts: Monday 3rd September
Half Term: Monday 29th October – Friday 2nd November
Term Ends: Friday 21st December

2019 Spring Term

Term Starts: Monday 7th January
Half Term: Monday 18th February - Friday 22nd February
Term Ends: Friday 12th April

2019 Summer Term

Term Starts: Monday 29th April
Half Term: Monday 27th May - Friday 31st May
Term Ends: Monday 22nd July

Bank Holidays

7th May 2018	Early May
28th May 2018	Spring Bank Holiday
27th August 2018	Summer Bank Holiday
25th and 26th December 2018	Christmas
1st January 2019	New Years Day
19th April 2019	Good Friday
22nd April 2019	Easter Monday
6th May 2019	Early May
27th May 2019	Spring Bank Holiday



Governor Support Training and Clerking
Saltwells EDC, Bowling Green Road, Dudley, DY2 9LY
Telephone: 01384 814295
E-mail: govtraining.cs@dudley.gov.uk