

## Training for New Governors

(2 x 2 hours)

For: new or recently appointed governors in maintained schools and academies.

The course is designed to give new or recently appointed governors a good understanding of what is expected of them as a governor. The course is delivered in two parts: Part 1: covers governance and the school system, along with two of the three key roles of governors; Part 2 covers the third key role, governance in practice and the make-up of the governing board.

The course will enable governors to understand the boundaries of their role and will equip them to become effective members of their governing team, providing both support and challenge. Governors will have the opportunity to ask questions and to learn from other participants as well as the trainer, enabling them to feel more confident being a governor.

## Training for New Clerks

(2 x 1.5 hours)

For: new or recently appointed clerks to the governors in maintained schools and academies.

This course is designed to give clerks an understanding of their role and responsibilities towards their governing boards based on the 2017 Clerking Competency Framework. The course will focus on competencies 1 (Understanding Governance) and 2 (Administration), covering the legislative framework, compliance with statutory record keeping, types of governor and their recruitment, governing board structure, statutory panels, meetings and minutes, annual business planning and more.

Through presentation, activities and discussion, clerks will become familiar with their responsibilities and the sources of help and support available to them. Strategies for carrying out their responsibilities will be discussed, enabling them to grow in confidence in undertaking their role.

## Strategic Safeguarding for Governors

(2 hours)

For: governors from maintained schools and academies. **This is not the same as child protection training for staff.**

Under KCSIE 2025 governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly. Therefore, in addition to the Level One online which covers the operational aspects of safeguarding, all new governors from 1st September 2022 (*when the legislation changed*) must also undertake strategic safeguarding training in order to be compliant.

This session meets that requirement by covering all strategic aspects of safeguarding; enabling you to confidently assess the effectiveness of the systems and processes in place and ensuring that you are able to contribute with confidence to discussions about safeguarding in your setting. *NB. Staff governors will find this session beneficial as it covers different aspects to the operational training they may already have undertaken.*

## An Introduction to data from internal & external sources

(1.5 hours)

**- primary focussed**

For: all governors in maintained schools and academies.

This course is an introduction to external performance data available to schools. It aims to de-mystify the various sources of external data including Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR). Ofsted looks for evidence of the impact of governors, which includes holding leaders to account for the educational performance of the schools and its pupils. This includes expecting governors to be aware of this data. This course will help governors to feel more confident about the key aspects of data and will show governors how this data can be used to monitor how well their school is doing.

Budgeting & Finance - <b>maintained schools only</b>	(2 hours)
<p>For: governors on the finance committee, who are relatively new to finance.</p> <p>This course covers the relative roles and responsibilities of governors, headteachers and finance administrators and the specific role of governors in budget planning and monitoring. It is a practical course allowing governors to delve into how an individual school budget is calculated, as well as looking in some detail at a governor's budget plan. A brief overview and some guidelines around SFVS complete this financial overview. This is a general finance course aimed primarily at governors on the finance committee, who are relatively new to finance, and wish to have a better understanding of their roles in regard to financial monitoring and accountability</p>	
Exclusions	(2 x 1.5 hours)
<p>For: any governor who may be called upon to review an exclusion, headteachers and clerks to governors in maintained schools and academies.</p> <p>This course will focus on all aspects of the exclusion process and will equip governors to carry out their duties appropriately. DfE Guidance (2015) states "it is very important that governors who are called upon to review exclusions receive training to equip them to discharge their duties properly". This course is appropriate for governors of Maintained schools and Academies.</p>	
Handling complaints	(2 hours)
<p>For: governors/trustees from maintained schools and academies</p> <p>This course will help governors to ensure that when a complaint arises in their school, they have the knowledge, understanding and processes in place to resolve it as effectively as possible.</p> <p>The course content addresses key issues around: what constitutes a complaint; the principles and components of an effective complaints policy, including the different stages of handling a complaint; and some of the practical considerations involved in making the complaints procedure run smoothly, including good communication and clarity of roles.</p> <p>It will enable governors from maintained schools and trustees from academies to recognise the requirements that apply to their setting and give them a chance to start thinking about practical next steps they can take to review and, if necessary, develop the complaints procedures in their school.</p>	
Head, Chair & Clerk	(2 hours)
<p>For: heads, chairs and clerks of maintained schools and academies. It is essential for all three team members to attend.</p> <p>This workshop is designed to enable participants to explore how the team of Head, Chair, and Clerk can work together and to learn how the team can be strengthened in their own school setting. It is also an opportunity for the Heads, Chairs and Clerks to interact with teams from other schools. Much of the time will be spent on exploration and discussion of the relationship between each of the roles and determining what practices lead to the most successful outcomes in the pivotal relationship between all three. Facilitated discussions enable each participant to understand the strengths and boundaries of each other's role to enable them to work better together.</p>	
Headteacher Performance Management	(2 hours)
<p>For: governors of maintained schools (excluding school staff). Although the regulations do not apply to academies, the good practice issues covered are still relevant to academy governors.</p> <p>This course will outline the concept, rationale, process and implications for Appraisal under The Education (School Teacher's appraisal) (England) Regulations 2012 which came into force in September 2012. The roles and responsibilities of the governing board, the appointed governors, the headteacher and the external advisor will be examined, together with the links between appraisal and school improvement. Governors will have the opportunity to consider example objectives for headteacher appraisal.</p>	

New & Aspiring Chairs	(2 x 2 hours)
<p>For: recently appointed chairs of governing boards of maintained schools and academies.</p> <p>Vice-chairs, chairs of committees and governors interested in taking on the role of chair in the future are also welcome to attend.</p> <p>The course is designed to assist chairs and vice-chairs in exploring ways in which they, through their particular role, can increase the effectiveness of their governing boards. Through presentations, group activities and discussion, governors will explore strategies for enhancing the leadership role of the governing boards of their schools; managing the business of the governing board and meetings; team building and succession planning within the governing board; developing a professional relationship with the headteacher; and leading and managing the governing board's role in school improvement.</p>	
Pupil Premium	(1.5 hours)
<p>For: all governors in maintained schools and academies.</p> <p>This session will enable governors to understand the aims and intended impact of pupil premium funding, including the latest information about closing the gap in Gloucestershire. Through interactive activities, governors will become familiar with research and good practice about the most effective ways of spending pupil premium funding. The course also focuses on governors' responsibilities in relation to monitoring the impact of the pupil premium and on the role of the pupil premium governor.</p>	
What governors need to know about the curriculum	(2 hours)
<p>For: all governors in maintained schools and academies.</p> <p>The curriculum is at the heart of what schools are about. There has been much focus in recent years, in line with Ofsted's raised expectations, on designing and implementing a school curriculum that enables all pupils to achieve good outcomes across a broad range of subjects, not just the core subjects of English, maths and science. It can be a challenging area for governors to feel confident about, but this session provides the knowledge they need to carry out their strategic role, working alongside the operational role of the headteacher and curriculum leaders. It covers what the curriculum requirements are, explaining curriculum-related terminology, and offers suggestions and practical opportunities for exploring ways of monitoring the curriculum and its impact on pupils.</p>	