

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 Governance Professionals

(2 x 1.5 hours)

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

This course is designed to give governance professionals 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, governance professionals 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.*

Budgeting & Finance - **maintained schools only**

(2 hours)

For: governors on the finance committee, who are relatively new to finance.

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

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>	
Inclusive Education and SEND Governance: Understanding your role	(1.5 hours)
<p>For: All governors in primary and secondary maintained schools and academies.</p> <p>This session will equip governors with a clear understanding of their statutory responsibilities for pupils with Special Educational Needs and Disabilities (SEND) within the wider inclusion agenda. Through interactive presentations, activities, and discussion, governors will explore the expectations placed on schools, the principles of inclusive practice, and the requirements of the SEND Code of Practice. The session will also clarify the role of the SEND governor and how the governing board can effectively monitor, challenge, and support inclusive provision to ensure every pupil thrives.</p>	

New & Aspiring Chairs

(2 x 2 hours)

For: recently appointed chairs of governing boards of maintained schools and academies.

Vice-chairs, chairs of committees and governors interested in taking on the role of chair in the future are also welcome to attend.

“Becoming Chair is a big deal. Generally, but not always, we have decent experience of being a governor, but stepping into this new role presents us with new and varied challenges, only some of which our previous experience has equipped us for” (Quote from a Chair of Governors)

The aim of this session is to put you in a better position to be able to be successful in this new role - and so to help your governing board be as effective as possible.

In order to do this, you will work with a number of other chairs/vice-chairs/aspiring chairs, to explore the parameters of the role. There will be a major focus on the key relationships that need to be built and maintained. We will look at some of the specific tasks that need to be done, and also the wider legal framework in which we operate, but the goal throughout will be to examine the specific, practical things you need to focus your limited time on in order to be able to thrive in your new position.

Pupil Premium

(1.5 hours)

For: all governors in maintained schools and academies.

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.

Using data in school accountability - Part 1: Introduction to school data - primary focussed

(1.5 hours)

For: all governors in maintained schools and academies.

This course is an introduction to using data in school accountability. Ofsted looks for evidence of the impact of governors, which includes holding leaders to account for the performance of the schools and its pupils. This means that governors are expected to be aware of what data shows about the school's strengths and areas for development.

This course will help governors to feel more confident about knowing what data is available to schools and in asking the right questions to monitor how well their school is doing. It aims to de-mystify the various sources of internal and external data including Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR).

What governors need to know about Ofsted Inspections

(2 hours)

For: maintained schools and academies.

The training explains the renewed Ofsted Framework in the context of your own school and provides:

- An overview of the principles and process of inspection from November 2025
- An introduction to the:
 - inspection report cards
 - 5-point grading scale
 - evaluation areas
 - central place of inclusion in the framework
 - new inspection methodology
- Explanation of the sharper focus on governance and how this will be evaluated.
- A range of activities to support governors to feel confident about their role in inspection.

What governors need to know about the curriculum

(2 hours)

For: all governors in maintained schools and academies.

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.

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