Governor Services
Training Programme
2018-2019
Welcome to the Training and Development Programme for 2018/2019

Dear Governor,

Welcome to Integra Schools, Governor Services training and development programme for the 2018/2019 academic year.

The profile and the importance of the role of governors continues to grow, as do the responsibilities of the role. National research shows that strong governance is key to ensuring successful educational outcomes. Governors and trustees, although volunteers, play a vital strategic role in holding school leaders to account through support and challenge; creating robust accountability, oversight and assurance and driving school improvement.

Integra Schools, Governor Services provides a comprehensive package of governor support around all aspects of school governance, bringing together information, advice and guidance, specialist resources, governing board reviews, facilitated self-evaluations and training.

All schools want to secure the best possible professional support for their governing boards. Integra Schools, Governor Services is a team of knowledgeable, experienced governance experts. We work in close partnership with an extensive network of expert governance professionals, school improvement, curriculum and assessment, inclusion, finance, human resources, safeguarding and legal advisers. We also provide access to the Department for Education (DfE) training for clerks and chairs of governors through established partnerships with external organisations such as the National College for Teaching and Leadership (NCTL) and National Co-ordinators of Governor Services (NCOGs). We pride ourselves on our ability to provide the very latest advice, information, support and training to local school leaders, business managers and all those involved in governance.

Our training and development opportunities have been developed to meet the real needs of all those that govern and to enable high levels of delegate participation and interaction. Sessions are up to date, topical and provide crucial access to a wide range of subject experts and current practitioners.

The training courses, networks and briefings included in this publication are provided as part of your subscription to Integra Schools, Governor Services. Please do make the most of the opportunities available to you and don’t forget to check out the ‘New for 2018/19’ sessions.

“Committed to supporting you to meet the challenges of the changing roles in school governance and to supporting your governing board at every level”

Maxine Winter
Governor Development Manager
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Training and Development Costs

If your governing board has subscribed to Integra Schools, Governor Services then you have unlimited free access to all sessions advertised in this programme.

Additional sessions offered during the year in response to new government initiatives and governance demands, which are not part of the pre-planned programme, may incur a cost. This will be made clear on any promotional literature.

If your governing board does not subscribe, then training and development courses can still be accessed on a Pay As You Go delegate rate.

Full Day course (per delegate) £220
Half Day course (per delegate) £150
Evening course (per delegate) £100

Booking Arrangements

You can apply for a place on any course listed in this programme by contacting:

Integra Schools, Governor Services
Telephone: 01454 863182
E-mail: Governor.Services@southglos.gov.uk

If e-mailing your booking, please include your telephone number and the name of your governing board.

Bespoke Courses

Many governing boards have benefited from specific training or workshops that are tailored to their individual needs. We are keen to encourage governing boards to access training sessions that enable them to have training delivered at a date, time and location that is suitable for them.

Some examples of bespoke courses are:

- Governor Visits
- Induction: Becoming a Confident Governor
- Managing Complaints
- Monitoring the priorities of the school
- Roles and Responsibility of the Governing Board
- The Strategic Role of the Governing Board

We are happy to work with you to discuss these or any other individual requirements you may have.
Governing Board Support

Increasingly, Ofsted inspectors seek evidence of how governing boards assess their potential and also evaluate their ability to be effective. It is essential that governing boards can identify any weaknesses in their collective skills, knowledge and competence to ensure they can robustly hold their school to account for continued improvement. A programme of support has been designed to meet governing board’s specific requirements, enabling them to become independent and demonstrate shared responsibility as part of the leadership team. See page 7 for further details.

How to Book Bespoke or Governing Board Support

To discuss further bespoke training or governing board support please contact:

Integra Schools, Governor Services
Telephone: 01454 863182
E-mail: Governor.Services@southglos.gov.uk

Cancellation Policy

Courses are organised in response to governor demand and feedback. It is our intention to ensure that cancellations are kept to a minimum but there may be occasions when, due to insufficient bookings, there is no option. To enable us to offer such a diverse range of courses within your subscription, we have to set a minimum number of attendees.

It is important to book as early as possible, your booking may avoid a cancelled event.

If the lead trainer is unavailable due to illness or other exceptional circumstances, every effort is made to find an alternative trainer. However, if this is not possible the event will be postponed and rescheduled to a suitable date and time. Delegates will be notified by telephone or e-mail.

If you book and subsequently find you are unable to attend a course, you must cancel your place at least 3 working days in advance of the course or arrange for another governor to attend in your place.

Failure to do so will result in your school being charged the following cancellation fee:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Full day course</td>
<td>£110</td>
</tr>
<tr>
<td>Half Day course</td>
<td>£75</td>
</tr>
<tr>
<td>Evening Course</td>
<td>£50</td>
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</table>

The cancellation policy also applies to Pay As You Go reservations.

Cancellation Arrangements

You can cancel your place on any course by contacting:

Integra Schools, Governor Services
Telephone: 01454 863182
E-mail: Governor.Services@southglos.gov.uk

If e-mailing your cancellation, please include your telephone number and the name of your governing board.
Examples of Governing Board Support

Successful governing boards recognise and regularly reflect on their effectiveness and are able to understand their collective strengths and weaknesses in terms of their skills, knowledge and experience. It is our vision that governing boards will demonstrate shared responsibility for challenging and supporting the school leadership team and will recognise that they themselves are part of that leadership team. The following support is available to boards to secure and sustain continuous improvement.

<table>
<thead>
<tr>
<th>Governing Board Facilitated Self-Evaluation</th>
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<tbody>
<tr>
<td>Integra Schools, Governor Services recommends that every governing board should regularly and systematically evaluate their practice. This facilitated self-evaluation tool is designed to assist governing boards in reviewing and developing their practice. Consecutive Ofsted Frameworks for the Evaluation of Schools have been consistent in the requirement that schools have a robust system of self-evaluation in place. The most effective governing boards not only contribute to this process, but also strengthen it, as a result of their own self-evaluation and development. Their work ensures they are “evaluating their performance regularly in the light of Ofsted expectations and other good practice and making changes as necessary to improve their effectiveness” (Governance Handbook). Governing boards striving for ‘good’ or ‘outstanding’ judgements, know that good governance is a key element of securing such judgements.</td>
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<table>
<thead>
<tr>
<th>Governing Board Governance Review</th>
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<tr>
<td>The review is offered as support to improve and develop governance, and not as an additional inspection. It will help the governing board identify priorities for improvement, and provide support on what steps to take. An external review of governance looks at how well the governing board is working. A governance adviser works with the governing board, headteacher and clerk to improve the performance of the governing board. Ofsted will sometimes recommend that a school has a review. In this case, the purpose of the review is to enable a school to move from a rating of ‘requires improvement’ or ‘inadequate’ to at least ‘good’. You do not need to wait for an Ofsted inspection recommendation to seek a review. You can arrange an external review of governance at any time to improve the effectiveness of the work of your governing board.</td>
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<tr>
<th>Governing Board Skills and Development Audit</th>
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| It is strongly recommended that governing boards regularly review and understand their collective skills, knowledge and experience. A skills and development audit can be commissioned and will provide the following uses and benefits:  
  • it enables the governing board to explore its skills and knowledge base, as part of an overall assessment of its effectiveness;  
  • it helps the governing board organise the membership of committee and the delegation of tasks to individual members;  
  • the governing board can use the information to identify future training and development needs;  
  • a skills audit can help the governing board develop its succession planning strategy and the future recruitment of governors;  
  • it is a mechanism to ensure that governors skills and expertise are matched to the needs of the school and to improve outcomes for pupils;  
  • it can help individual governors become more aware of their skills and those of other governors; and  
  • it will help inform actions in the governors’ development plan. |

(Updated for 2018)
# Achieving Effective Governance - Your Journey

To ensure governors are empowered to actively participate in the work of the governing board, they must have up to date knowledge, the right skills and remain motivated to gain the experience that can only be acquired with the passage of time. It is our aim, through targeted development opportunities to support governors along this journey.

With you every step of the way…

<table>
<thead>
<tr>
<th>New Governors and Clerks</th>
<th>It is vital that new governors feel welcomed into the school community and have the necessary information and support to fulfil their role with confidence. Governor Services strongly recommends all new governors attend a New Governor Induction and clerks attend a Clerking Effectively session, to ensure they are aware of the expectations and responsibilities of their respective roles. The induction training will complement the detailed induction governors receive from their own governing board.</th>
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<tr>
<td>Developing Governors and Clerks</td>
<td>As governors become more familiar and confident in their role, they take on responsibility for specific areas, such as Special Educational Needs and Disability (SEND), Understanding Your Inspection Data Summary Report (IDSR) or Finance for School Governors. Governor Services provide a diverse development programme of support on all aspects of governance and school improvement. Governors are provided with information, guidance and support to broaden their understanding, enhancing their contribution to the work of the governing board.</td>
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<tr>
<td>Experienced Governors and Clerks</td>
<td>Experienced governors play a key role in researching and promoting innovative practice, supporting governors in the continuous drive for improvement and providing effective challenge to the senior leadership team. Experienced governors direct their efforts around the issues that will have most impact on school performance and support the school in managing change. Governors can access support through a range of governor training courses including Briefing – Emerging Themes, Governance Today and Staff Performance Management and Pay – The Governor’s Role.</td>
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<tr>
<td>Preparing to Lead</td>
<td>Governors who are preparing to lead committees or working groups can access training and development to support them in effectively planning and discharging their delegated responsibilities. Governors will be able to build and support effective team working, promote participation and develop and support other governors. Those who take up positions on panels can also access subject specific support and guidance e.g. Performance Management for Headteachers – The Governor’s Role, Exclusion from School – A Governor’s Guide, Models of School Leadership and Complaints.</td>
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<tr>
<td>Chair of Governors</td>
<td>Governor Services provides training for new and experienced chairs. Effective chairs of governors need a good understanding of their role and responsibilities, to focus relentlessly on the three core governance functions, and build effective teams with sufficient capacity and capability and communicate strategic priorities with conviction and integrity. Development through the Chaising Matters Programme, Managing Difficult Conversations and Governance Surgeries will assist chairs with their journey. There is also support for chairs in reviewing their performance through a 360 Review.</td>
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<td>Individual Governor / Committee Matrix</td>
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Course Key – Who is it for?

The key above is designed to support governors and clerks in identifying relevant training and development opportunities. Although a key has been applied to support a developmental journey, any governor or clerk is welcome to attend any course.

For example, it is suggested that the following course would be beneficial for: New Governors, Developing Governors and Experienced Governors.

Who is it for?

<table>
<thead>
<tr>
<th>Age phase</th>
<th>Venue</th>
<th>Date</th>
<th>Time</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Coniston Primary School</td>
<td>Monday 14 January 2019</td>
<td>7:00pm-9:00pm, arrival 6:45pm</td>
<td>XXXXXXX</td>
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Competency Framework for Governance – How can you use it?

The ‘DfE Competency Framework for Governance’ is based on competencies grouped under the headings of the ‘six features of effective governance’, and organised into blocks of ‘who on the board needs to have specific skills’. There are some that the DfE thinks that everyone on the board needs to have, and others that the chair or ‘at least someone’ on the board will need to have. Our training programme has been updated to take account of the competency framework to support you in your ongoing focus on school improvement.

Each course title has been updated with the key below to indicate which ‘features of effective governance’ will be covered within the content of the session. For full details of the Competency Framework please refer to the DfE link provided below:

Competency Key:

1. Strategic Leadership
2. Accountability
3. People
4. Structures
5. Compliance
6. Evaluation

Course Details

Academy Governance - An Introduction

The government remains committed to schools becoming academies, with most now expected to form or join a multi-academy trust. This session aims to support governors to understand the different roles in academy governance structures and be aware of the key documents which set out the legal framework under which academies operate. This session will be updated accordingly to reflect evolving policy.

Governors will:
- be familiar with academy structures and how they work;
- explore the governance arrangements of academies, including the roles of members, trustees and local governing boards in multi-academy trusts;
- consider and explore the duties and responsibilities of academy governors and the ways in which these can be met;
- develop awareness and understanding of the issues that emerge when considering becoming or joining a multi academy trust; and
- have an overview of the financial governance and risk management responsibilities.

Trainer
Governor Services, Integra Schools

Who is it for?

Age phase | Primary | Secondary
---|---|---
Venue | Beacon Rise Primary School
Date | Wednesday 12 December 2018
Time | 7:00pm–9:00pm, arrival 6:45pm
Course Code | GOV/18/031

Attendance - A Guide for Governors

This session will provide governors with a clear understanding of the latest DfE guidance including school duties and responsibilities. Governors will consider how to tackle attendance and in particular improve the school attendance of vulnerable groups by analysing attendance data and broken weeks. Governors will also gain an increased understanding of the formal prosecution process for non-attendance and what to do when a child is ‘missing from education’. Governors will also be updated on the Supreme Court decision regarding Penalty Notices for non-attendance and its impact on their school/academy’s attendance policy and procedures.

Governors will:
- receive an update on recent significant developments, including the support available for schools from Education Welfare Service, Integra Schools;
- have a raised awareness of latest guidance and court decisions;
- improve their understanding of statutory matters associated with school attendance including; prosecution, use of Penalty Notices and Children Missing Education;
- be confident that they can ensure the process is fair, equitable, and legal; and
- enhance their awareness of associated support and access to services.

Trainers
Christine Dadd - Education Welfare Service, Integra Schools; and
Lucy Pass - Education Welfare Service, Integra Schools

Who is it for?

Age phase | Primary | Secondary
---|---|---
Venue | Bromley Heath Junior School
Date | Wednesday 28 November 2018
Time | 7:00pm-9:00pm. Arrival 6:45pm
Course Code | GOV/18/032

Governor feedback, January 2018
“Gave me more of an understanding of how ‘MATS’ work”

Governor feedback, November 2017
“This training gave me a very good and broad overview on the attendance part of governing since I am a recently elected governor who is still learning the whole role.”
Briefing - Emerging Themes

These briefings are designed to support your work as an effective governing board. Briefings will highlight emerging themes in respect of Ofsted Inspections, national and local challenges, new initiatives and responsibilities in respect of governing boards.

The content of each briefing will reflect the key issues that schools in South Gloucestershire are facing. Providing an opportunity to talk through issues with senior school improvement practitioners, as well as others facing similar challenges.

We hope that you will encourage at least one governor from your governing board to book a place on these briefings.

Governors will:
- consider the implications of issues raised for governing boards and the whole school community;
- identify and explore good practice;
- identify a range of activities to support core governing board functions;
- have the opportunity to challenge school improvement practitioners;
- understand how your School Improvement Adviser can support the work of the governing board;
- understand the LA’s role in school improvement; and
- be familiar with evidence and information that governing boards require, where to access it and how it should be used by Governors.

Trainee
Andrew Best – Strategic Lead, Education, Improvement & Commissioning

Who is it for?

<table>
<thead>
<tr>
<th>Age phase</th>
<th>P Primary</th>
<th>S Secondary</th>
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</thead>
<tbody>
<tr>
<td>Venue</td>
<td>Crossways Junior School</td>
<td>Elm Park Primary Park</td>
</tr>
<tr>
<td>Date</td>
<td>Tuesday 18 September 2018</td>
<td>Thursday 17 January 2019</td>
</tr>
<tr>
<td>Time</td>
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<td>Course Code</td>
<td>GOV/18/033</td>
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Chairing Committees Effectively

This session will enhance governor’s knowledge, confidence and skills in leading the work of a committee. It will explore the key elements of the statutory regulations relating to the meetings and proceedings of committees. Committee chairs will consider how they manage meetings, ensure diligent decision making and explore the skills required to effectively manage and lead a team of governors.

Governors will:
- understand the responsibilities of a committee chair;
- be aware of the statutory framework for which the work of a committee is prescribed;
- increase their understanding of the leadership role and how to utilise the skills and expertise of the committee;
- be equipped to manage challenging situations; and
- increase their confidence in the role.

Trainee
Governor Services, Integra Schools

Who is it for?

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<tr>
<td>Venue</td>
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“I feel much more confident about chairing now”
“Lots of useful tips, ideas for best practice and documents to read and use.”

Governor feedback, October 2017
This modular programme is made up of 5 modules. Each module focuses on a different aspect of the role of the chair. The programme aims to develop the chairs professional knowledge, understanding and competence as a leader.

Module 1 focuses on the vital relationship between the chair and the headteacher and particularly their respective leadership roles and responsibilities. This session aims to jointly develop effective working practices which are mutually supportive and respectful of each other's leadership roles.

It is essential that headteachers and chairs attend module 1 together – both leaders committing time to jointly develop their working relationship.

Chairs and Headteachers will:
- understand the respective roles and joint responsibilities of the chair of governors and the headteacher;
- establish a working relationship with clear expectations which are respectful of each other’s responsibilities; and
- understand common causes and triggers to avoid, which can erode the relationship.

Trainer
Governor Services, Integra Schools

Who is it for?

Age phase | P Primary | S Secondary
---|---
Venue | Baileys Court Activity Centre
Date | Friday 9 November 2018
Time | 9:30am-12:30pm, arrival 9:15am
Course Code | GOV/18/035

“The chair, with support from the vice chair, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectations for professional standards of governance. It is the chair's role to give the board clear leadership and direction, keeping it focused on its core functions.”
Governance Handbook, January 2017

Chairs should encourage the board to work together as an effective team, building their skills, knowledge and experience.”
Governance Handbook, January 2017

The chair is elected to carry out the role of leading the team and it is the chair’s leadership that helps to achieve successful team working. This session is designed to develop chairs as effective leaders who understand the scope and limit of their role and are able to develop a collaborative culture across the governing board and with leaders in school.

Chairs will:
- explore various approaches and leadership styles;
- understand how to support the building of a diverse team of governors with varied knowledge and skills, who together can confidently address all the needs of the governance role;
- examine common behaviours of high performing boards; and
- share ways of managing unhelpful behaviour and understand their own leadership style.

Trainer
Governor Services, Integra Schools

Who is it for?

Age phase | P Primary | S Secondary
---|---
Venue | Baileys Court Activity Centre
Date | Friday 9 November 2018
Time | 1:15pm-3:00pm, arrival 1:00pm
Course Code | GOV/18/036
Effective chairs ensure that there are sound systems and processes in place to support the work of the governing board. This module focuses on the governance framework, the people, the systems, the structures and reporting.

**Chairs will:**
- know what to take into account when scheduling the work of the governing board and its committees, ensuring a school improvement focus without neglecting the compliance requirements;
- know how to utilise the skills and expertise of the governing board and effectively share the workload;
- understand the role of the clerk and how the two roles need to work together effectively to support the governing board; and
- explore techniques to lead and manage meetings.

**Trainer**
Governor Services, Integra Schools

**Who is it for?**

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<td>Venue</td>
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"The focus of the procedure for appointing a chair and vice-chair from among the existing members of the board, should be on appointing someone with the skills for the role, not just the willingness to serve. It is possible to appoint more than one person to share the role of chair, or similarly the role of vice chair, if the board believes this is necessary and in the best interests of the school. The board would need to ensure that any role-sharing arrangement does not lead to a loss of clarity in its leadership."

Governance Handbook, January 2017

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**Chairs are**
Governor Services, Integra Schools

**Who is it for?**

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<tr>
<td>Venue</td>
<td>Alexander Hosea Primary School</td>
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<td>Date</td>
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"Has helped me understand the importance of the School Development Plan and how we can use it in our visits to monitor progress."

Governor Feedback, March 2018
Chairs and Clerks Network Briefing (Daytime and Evening)

These meetings provide opportunities to share experiences to learn with and from other chairs and clerks. The sessions include: a briefing on topical issues; legislative updates and new guidance. This is a great opportunity for joint problem solving and debate. Delegates are invited and encouraged to submit items, in advance, for discussion at these sessions.

These meetings are repeated, afternoon and evening, providing increased opportunity to attend.

Chairs and Clerks will:
- meet and share experiences and good practice with other chairs and clerks;
- receive up-to-date information and guidance, and take part in discussing how the governing board should be responding to legislation and new initiatives; and
- have a forum for the exchange of expertise and the opportunity to ask questions, raise issues or concerns and collectively consider solutions.

Trainer
Governor Services, Integra Schools

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Chairs and Clerks Network Briefing (Daytime and Evening)

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Venue Further information will be published through the Governors’ Thursday E-mail

Date

| Time | 1:00pm-3:00pm, arrival 12:45pm | 7:00pm-9:00pm, arrival 6:45pm |
| Course Code | N/A | N/A |

“Succession planning arrangements should be in place so that any change in the chair does not impede the board’s effectiveness.”

Governance Handbook, January 2017
Clerking Effectively

All academy trusts and maintained schools must appoint a clerk to their governing board as set out in their articles of association or in regulations, as appropriate. A professional clerk works in partnership with the chair to keep the board focused on its core strategic priorities, provides independent and expert advice and guidance to the board on its duties and functions and delivers administrative support that makes everything work smoothly.

This session will define the purpose, power and responsibilities of clerks and how they can develop strategies to effectively manage their work in supporting the governing board. Clerks will explore the legislative framework in which governing boards operate and identify best practice to ensure good quality clerking is achieved. Good clerking is a major contributing factor to effective governance and therefore school improvement.

Clerks will:
- have a clear understanding of the roles and the responsibilities of the clerk to the governing board;
- be aware of relevant constitutional, procedural and other associated guidance/legislation;
- be confident to advise on legal and procedural matters related to governance and know where to go to access further advice and guidance, or signpost governors to expert advice where appropriate;
- understand the importance of forward planning with the chair so that board members are well prepared for meetings and leaders are able to provide the right information for discussion; and
- explore how clear record-keeping enables compliance and accurate reporting to others within, and outside, the organisation.

Trainer
Governor Services, Integra Schools

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Complaints

It is a statutory requirement that schools and academies have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that they provide.

It is in everyone’s interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To that end, the school must be clear about the procedures they will apply when they receive a complaint.

This course will provide governors with a clear understanding of the steps involved in handling and resolving complaints and explores how certain actions can cause a complaint to escalate.

Please bring a copy of your schools complaints procedure with you for use during the session.

Governors will:
- understand the type of complaints which have to be dealt with outside of the school's complaints procedure;
- develop the confidence to apply the complaints procedure in a practical situation;
- understand the importance of maintaining accurate and thorough records; and
- be confident that they can manage complaints in a thorough, fair, unbiased and legally compliant manner.

Trainer
Governor Services, Integra Schools

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“I liked using our own policy, really learnt a lot, very practical”
Governor feedback, November 2017
Data for Beginners - Primary School Governors

This session will introduce governors who have little or no experience to a range of school data. It will explore how data is used in school by senior leaders to identify, plan and monitor progress and how governors can use the data for effective oversight.

The session provides governors with the opportunity to view sample data and ask questions to improve their understanding and confidence.

Governors will:
- be introduced to a range of data available in school and how it can be accessed;
- develop their understanding in interpreting key data sources;
- understand how data can be used to challenge and support the school;
- consider how data can be used by governors to check that priorities are being addressed at a school level; and
- have the opportunity to ask questions of school practitioners.

Trainers
Phil Winterburn, Headteacher – Wheatfield Primary School; and
Jamie Woodworth, Deputy Headteacher – Wheatfield Primary School

Who is it for?

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<th>Age phase</th>
<th>Primary</th>
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Venue
Wheatfield Primary School

Date
Wednesday 14 November 2018

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/18/043

Effective Challenge

One of the three core functions of governance is to hold leaders to account for the performance of the school. To equip governors to fulfil this role effectively, this interactive session aims to develop governors’ skills in holding leaders to account. It will develop governors’ understanding of what, when and how to challenge.

Governors will:
- develop confidence and skills in questioning and challenging leaders;
- explore questioning techniques;
- understand the importance of balancing challenge and support;
- consider how effectively their challenge is recorded; and
- consider ways in which governors should challenge their own effectiveness.

Trainer
Governor Services, Integra Schools

Who is it for?

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Venue
Crossways Junior School

Date
Wednesday 21 November 2018

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/18/044

“While boards may decide to establish a committee to look in detail at performance data, everyone on the board should be able to engage fully with discussions about data in relation to the educational and financial performance of their school. If they cannot, they should undertake appropriate training or development to enable them to do so.”

Governance Handbook, January 2017

“Best governor training I have attended. I would recommend this course for all new governors early in their term of office and annually thereafter.”

Governor feedback, January 2018

Venue
Watermore Primary School

Date
Thursday 28 February 2019

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/19/006
Exclusion from School - A Governor’s Guide

This course provides governors with advice and guidance on the responsibilities of the governing board, including their role in reviewing exclusions. The session covers the impact of the changes to the law and guidance on exclusions and related issues e.g. Special Educational Needs (SEN), Looked After Children (LAC) and equalities. Governors will develop their knowledge of local programmes and protocols as alternatives to exclusion and how exclusions link with other policies and issues relating to behaviour.

This session will be updated to reflect any changes resulting from the Review of School Exclusions, commissioned in Spring 2018, by the Secretary of State for Education.

Governors will:
• understand the statutory role of governors in exclusions with a central focus on Permanent Exclusion;
• have a clear understanding of legislation and guidance;
• improve their understanding of the governor meeting procedure relating to exclusion hearings;
• be better equipped to monitor exclusions within the school in the context of the behaviour policy and other related policies;
• offer appropriate challenge when considering headteacher decisions to permanently exclude a young person; and
• enhance strategic role in behaviour policy development and relationship with school exclusion.

Trainers
Guy Halley - Team Leader, Attendance Exclusions and Licensing Team, Education Learning and Skills; and
Amanda Lowe - Senior Education Officer, Education Learning and Skills

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“Increased and refreshed my knowledge and understanding in this area. Also increased my confidence should I have cause to deal with an issue of Exclusion.”

Governor feedback, January 2018

Finance for School Governors

One of the three core functions of a governing board is ‘ensuring the sound, proper and effective use of the school’s financial resources’. Schools need to be in a strong sustainable financial position to achieve its strategic goals. This course will support governors with their understanding of the school's annual financial management cycle and provide guidance on their statutory responsibilities. Governors will develop their knowledge and understanding of the school funding system, both nationally and locally and consider their role in setting, approving and monitoring the budget, including how school development plans drive the budget setting process.

Governors will:
• understand how school funding is received and distributed to schools;
• develop their ability to assess the impact of changes to funding within the school environment;
• understand the governor role in budget setting and monitoring;
• examine reports and other financial information;
• explore tools and techniques for benchmarking to support schools in their drive for greater efficiency;
• understand the important relationship between the budget and school improvement; and
• become familiar with the common language used in this area of work.

Trainer
Integra Schools, Finance Team Leader

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<td>Venue</td>
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“With the budget meeting on the horizon, I will now understand the different funding and grants associated with the schools finances.”

Governor feedback, March 2018
We are introducing a number of ‘Governance Surgeries’ this year. This is an additional means of support in order to advise and develop school governance in South Gloucestershire. Do you have a new idea, suggestion or issue that you would like to discuss on a 1:1 basis with a governance professional? Not enough time at the end of training sessions to clarify or discuss ideas? Reluctant to arrange a formal meeting to discuss matters or concerns? Don’t know who to ask? Are you always trying to catch officers/practitioners after training sessions/briefings? If so, then why not book a slot at our new governance surgeries?

These surgeries will provide an opportunity for governors or clerks to discuss any governance related matters in a sensitive, supportive, solution focused environment. Each session is on a 1:1 governing board basis, with up to three governors welcome to attend from the same board.

Attendees would be expected to submit a general indication of the topic to be discussed beforehand. Sessions are one hour in duration.

Governors will:
- have the opportunity to discuss governance related topics with a governance professional;
- be able to gain feedback on ideas/suggestions;
- explore what could work for them personally or the governing board;
- be provided with access to support documents where applicable; and
- be equipped to support the governing board.

Trainer
Governor Services, Integra Schools

Who is it for?
Age phase: Primary, Secondary

Venue
Broad Lane Council Offices

Date
Thursday 20 September 2018

Time
10:00am-11:00am, arrival 9:45am
11:15am-12:15pm, arrival 11:00am
12:30pm-1:30pm, arrival 12:15pm
1:45pm-2:45pm, arrival 1:30pm
3:00pm-4:00pm, arrival 2:45pm

Course Code
GOV/18/045 / 046 / 047 / 048 / 049

Governance Today

This course is suitable for governors with more than twelve months experience, those not able to attend a New Governor Induction session or those who simply want to revisit the ‘basics’ now that they have more experience. All governors have a responsibility to update their knowledge of the roles and responsibilities of governors, with the focus and procedures changing frequently in line with government policy, this interactive session is an essential refresher.

Governors will:
- update their knowledge of the changing role of school governors, including working in MAT’s;
- know what makes an effective governing board and how boards can ensure they are fulfilling these requirements;
- understand what governors can and cannot do; and
- have the opportunity to share your experiences of governance and good practice.

Trainer
Governor Services, Integra Schools

Who is it for?
Age phase: Primary, Secondary

Venue
Coniston Primary School

Date
Monday 10 December 2018

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/18/050

“A very helpful, well presented training session - a good review of governance principles”
Governor feedback, December 2017
Improving Outcomes for Gypsy Roma Traveller (GRT) Pupils

This course provides governors with an understanding and background of the history and culture of Gypsy Roma Traveller (GRT) communities, to help support improved inclusion, attendance and achievement, whilst tackling inequalities.

Governors will:
- develop an understanding of the general history and culture of GRT communities;
- develop an understanding of the law around attendance;
- develop an understanding of the barriers to education for GRT communities; and
- have an overview of what would be considered good practice when a Traveller child attends a school.

Trainer
Nicky Rice, Welfare Liaison Worker, Ethnic Minority & Traveller Achievement Service (EMTAS)

Who is it for?
Age phase

Venue
Watermore Primary School

Date
Wednesday 8 May 2019

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/19/014

Managing Difficult Conversations

"I want everyone involved in governance to be confident in tackling underperformance, challenging mediocrity, and setting the highest expectations."

John Nash – Parliamentary Under Secretary of State for Schools (Governance Handbook, January 2017)

The very nature of governance will undoubtedly at some point require discussions about sensitive and emotive issues. It’s something many of us would prefer not to do. The ability to manage difficult conversations successfully is crucial for maintaining effective working relationships; fostering a culture where everyone welcomes constructive challenge; is respectful when challenging others; and encourages the expression of differences of opinion. This interactive session will look at issues that can result in the need for a difficult conversation, general principles and tips for dealing with difficult conversations.

Governors will:
- explore how important it is to adapt your style to different people and situations;
- develop your understanding of communication styles and approaches;
- consider emotions within difficult conversations;
- have an opportunity to practice the skills involved in having difficult conversations;
- explore some of the situations where a governor may need to have a difficult conversation; and
- have the opportunity to share experiences of governance and good practice.

Trainer
Governor Services, Integra Schools

Who is it for?
Age phase

Venue
Elm Park Primary School

Date
Tuesday 12 February 2019

Time
7:00pm-9:00pm, arrival 6:45pm

Course Code
GOV/19/015
Mastery and Growth Mindset of Mathematics

This session will provide an overview on what is a mastery curriculum and how growth mindset impacts on the outcomes of pupils in mathematics. As part of the session, governors will have a hands on opportunity to explore manipulatives and the bar model for problem solving. Governors will gain knowledge which will enable them to ask relevant questions to support and challenge their school and develop practice further.

Governors will:
- gain an understanding of what is mastery and growth mindset;
- have an insight into how different schools are implementing a mastery approach to maths;
- explore what is meant by concrete, pictorial and abstract (CPA) and use a range of manipulatives including the use of the bar model; and
- have time to ask questions and reflect on school practice.

Trainers
Liz Thomas - Teaching and Learning Adviser (Maths and Assessment); and
Deb Ferris - Teaching and Learning Adviser (Teaching and Learning, Maths, Computing and NQTs)

Who is it for?
Age phase P Primary
Venue Little Stoke Primary School
Date Tuesday 9 October 2018
Time 2:30pm-4:30pm, arrival 2:15pm
Course Code GOV/18/051

Models of School Leadership

Succession planning should be an ongoing process that begins as soon as a leader is appointed.

With well documented pressures and challenges of the headteacher role, recruitment shortfalls and a time of financial constraint; traditional models of leadership may not be sustainable in the future. With new models emerging and approaches being redefined, has your governing board had an informed discussion or explored alternative leadership models?

Do you know the difference between Head of School and Headteacher? Headteacher and Executive Headteacher?
What opportunities are there for potential leaders to experience leadership situations, in your own school and others? Can succession planning be incorporated into the performance management process for your headteacher? Have you thought about options to retain the current headteacher?

Governors will:
- explore a range of traditional and emerging leadership models;
- consider the benefits of and any limitations of leadership models in relation to school context (type/size/location);
- examine examples of good practice; and
- understand the role of the governing board in deciding the leadership structure.

Trainer
Andrew Best – Strategic Lead, Education, Improvement & Commissioning

Who is it for?
Age phase P Primary S Secondary
Venue Baileys Court Activity Centre
Date Thursday 27 September 2018
Time 7:00pm-9:00pm, arrival 6:45pm
Course Code GOV/18/052

"Use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective"

Governance Handbook, January 2017
“All boards are responsible for identifying the induction and other ongoing training and development they need”

“As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills”

Governance Handbook, January 2017

Most new governors have limited knowledge of the roles and responsibilities that they are expected to undertake as a governor. Governing boards can do much to rectify this situation and help new governors to familiarise themselves with their new role and welcome them to the governing board by having an effective induction programme. We recommend that all boards make attendance at this session a condition of every new governor’s appointment.

Through presentations, small group activities and discussion, newly appointed governors will develop their understanding of the key roles and responsibilities of governors and how to discharge these effectively through the work of the governing board. The session will explore the three core functions of the governing board: setting the strategic direction; holding school leaders to account and ensuring sound and effective use of resources. Exploring what this means in practice and how governors can work together to maximise the impact for pupils in the school. It will focus on how to get to know the school and explain how governors access and use appropriate information to actively participate in school improvement.

This session offers an excellent opportunity to meet with other newly appointed governors, share experiences, ideas and to ask questions.

New Governors will:
- provide essential context, knowledge and skills for a new governor to approach their role with confidence;
- understand the three core governance functions and how boards discharge these functions;
- explore the powers, duties and legal framework for governance;
- understand monitoring and evaluation processes, including the evidence required and why this is necessary;
- be familiar with the sources of information available for governors, including performance information;
- know who their key stakeholders are and how they are accountable to them; and
- be able to contribute and challenge confidently and become effective in their role.

Trainers
Governor Services, Integra Schools; and
Andrew Best – Strategic Lead, Education, Improvement & Commissioning

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“A greater in-depth understanding of the governor role, my responsibilities and information sources available to help me fulfil this role”

Governor feedback, May 2018
Ofsted Overview for New Governors

The Ofsted Common Inspection Framework is used in Ofsted inspections for all LA maintained, academies and non-association independent schools. The aim of this session is to support governors who are new to governing boards by providing an overview of how the framework is used during inspection. The session will help governors to ask challenging questions to hold school leaders to account in their school. There will be time for discussion, experience sharing and questions to further explore the inspection process.

The session will cover the role of leaders and governors in the different types of inspection and will enable governors to understand the processes so that they are clear about their role in an inspection.

Governors will:
- have an overview of the Ofsted evaluation schedule and grade descriptors, with particular reference to the role of governors;
- know about the Ofsted inspection process including the different types of inspection;
- increase their knowledge of the inspection process;
- be familiar with the format of an inspection report;
- be in a position to challenge and support their schools and hold school leaders to account relating to the Ofsted evaluation schedule; and
- be well placed to talk to an inspection team about the impact of their leadership.

Trainer
Jo Briscombe - Teaching and Learning Adviser (ICT) – School Improvement Team, Integra Schools

Who is it for?

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Ofsted Update

The Ofsted Common Inspection Framework is used in Ofsted inspections for all LA maintained, academies and non-association independent schools. The aim of this session is to provide updates and additional information for governors who are already familiar with the framework used during inspection.

The session will provide an overview of the latest inspection updates and will help governors to ask challenging questions. There will be time for discussion, experience sharing and questions to further explore the inspection process.

Governors should have attended the ‘Ofsted Overview for New Governors’ session before attending this update. This course will not go through the evaluation schedule in detail but will focus on updates to information.

Governors will:
- have an overview of recent updates relating to Ofsted inspection as well as recently published information;
- have an overview of some of the additional guidance that supports the inspection process;
- be in a position to challenge and support their schools with regard to the Ofsted evaluation schedule;
- be well placed to talk to an inspection team about the impact of their leadership on outcomes for pupils;
- be clear about areas for development for the governing board as related to the evaluation schedule;
- have an opportunity to reflect on their current practice; and
- identify implications for their governing board and how they may be addressed.

Trainer
Jo Briscombe - Teaching and Learning Adviser (ICT) – School Improvement Team, Integra Schools

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“More confident in knowing what to expect when the next Ofsted visit happens. More able to appropriately challenge.”

Governor feedback, October 2017

“Very useful update - timely as we are due an inspection”

Governor feedback, April 2018
Online Safety

This session will provide an overview of the current online safety issues impacting on schools and particularly on the whole school community. It will also provide an overview of governors own personal responsibilities relating to their own use of technology within the role of a governor.

Governors will be provided with information to enable them to effectively challenge school leaders as part of their strategic monitoring role.

Governors will:
- have an understanding of current online safety issues in schools and how these impact on leaders, governors, learners, teachers and parents;
- gain knowledge to enable them to monitor school progress in this area and to support their school to develop their practice further;
- develop an understanding of how online safety issues link to safeguarding, Keeping Children Safe in Education guidance and the Prevent requirements;
- be made aware of the national context including links to Ofsted;
- have an overview of statutory teaching requirements and available resources for online safety; and
- will be familiar with policies and procedures schools should have in place.

Trainer
Deb Ferris - Teaching and Learning Adviser (ICT) - School Improvement Team, Integra Schools

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“Helps with knowing what school should be doing, what to ask and how to monitor effectively.”
Governor feedback, November 2017

Performance Management for Headteachers - The Governor’s Role

One of the core functions of school governance is to “hold the executive leaders to account for the educational performance of its organisation and its pupils, and the performance management of staff” (Governance Handbook 2017). Headteacher performance appraisal is part of this process and has been a legal requirement for over 15 years. However, recent research conducted by the NGA identified that despite the new Appraisal Regulations, introduced in 2012, some governing boards are following elements of historic practice.

This course provides information and practical guidance to support governors in conducting an effective, robust and meaningful headteacher appraisal.

Governors will:
- understand the role of governors in the performance management of the headteacher;
- be equipped to implement the 2012 Appraisal Regulations;
- explore sources of evidence that supports the process;
- be confident of their role in reviewing the performance of the headteacher; and
- be able to identify and set appropriate objectives, success criteria and evidence used to assess meeting objectives.

Trainers
Governor Services, Integra Schools; and
Andrew Best – Strategic Lead, Education, Improvement & Commissioning

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“It has given me the confidence to challenge appropriately in the headteachers performance review and to come up with suitable objectives.”
Governor Feedback, September 2017
Preparation for Statutory Relationship and Sex Education (RSE) in Primary and Secondary Schools

Relationship education will be statutory in all primary schools and sex and relationship education will be statutory in all secondary schools from September 2019. This course is the first step in preparing for an effective, compliant and inclusive programme in your school.

Participants will explore the implications of statutory status and identify realistic, achievable goals for their school. The session will be interactive, with opportunities to look through the draft RSE policy guidance for schools in South Gloucestershire.

Governors will:
- have an opportunity to consider new legislation, guidance and Ofsted requirements, including safeguarding;
- identify current practice in their school and understand what needs to happen next;
- have an opportunity to debate and discuss the strengths, weaknesses, opportunities and threats of introducing relationship and sex and relationship education;
- recognise where to access the information, resources and evidence needed to continue building a case for change, whilst allaying the fears or concerns of parents and carers; and
- understand how changes in policy and practice are crucial in fostering the change needed to improve outcomes for young people.

Trainers
Nikki Giles - Specialist Health Improvement Practitioner (Sexual Health); and Sarah Godsell – Public Health & Wellbeing Partnership Officer (Schools)

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Venue: St Augustine’s Primary School
Date: Tuesday 2 April 2019
Time: 7:00pm-9:00pm, arrival 6:45pm
Course Code: GOV/19/020

Prevent

Prevent is part of the UK’s counter-terrorism strategy and is designed to help all vulnerable people from being exposed to radicalisation, preventing the potential for future involvement in criminal activities which could involve the potential to harm others. The Strategy covers all types of violent extremism, including extreme right wing, violent Islamist groups and other causes. Its primary goal is to bring people together from all agencies and members of the community, to offer support to all those at risk of radicalisation. The Counter Terrorism and Security Act 2015 places a statutory duty on all schools to have due regard to the need to prevent people from being drawn into violent extremism; and to participate fully in work to prevent people from being drawn into terrorism.

This workshop is the Home Office accredited Workshop to Raise Awareness of Prevent and provides information on the expectations of governors within the Prevent programme.

In order to meet the duty schools need to:
- assess the risk of children being drawn into terrorism or supporting extremist ideas;
- protect children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and by intervening as appropriate;
- have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised;
- ensure staff receive adequate training both in the Prevent programme and in how to identify and refer for further help, children at risk of being drawn into extremism or terrorism; and
- establish appropriate IT policies and levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school.

Trainer
Robert Walsh - Head of Safe Strong Communities

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Venue: Baileys Court Activity Centre
Date: Thursday 11 October 2018
Time: 1:00pm-3:00pm, arrival 12:45pm
Course Code: GOV/18/057

Venue: Crossways Junior School
Date: Tuesday 5 February 2019
Time: 7:00pm-9:00pm, arrival 6:45pm
Course Code: GOV/19/021

“I will take knowledge and discuss this topic at the next governors meeting to ensure that we have a plan to implement the structure as of 2019.”
Governor Feedback, April 2018
Primary Statutory Assessment in English and Mathematics

Since the introduction of the new primary curriculum in September 2014 the world of primary statutory assessment has changed to a life without levels. As well as the change to statutory tests, there have been several changes to teacher assessment.

This course will highlight the key changes and the challenges that schools are now facing in respect of assessment in primary schools. Time will be given to look at the national documentation schools have to use. Learning from this course will enable governors to both support and challenge schools effectively.

Governors will:
- have an overview of the changes in statutory assessment for year 2 and year 6 pupils for 2018-2019;
- become familiar with the interim frameworks for teacher assessment;
- become more familiar with the new tests; and
- understand the national exemplification for year 2 and year 6.

Trainers
Liz Thomas - Teaching and Learning Adviser (Maths and Assessment), Integra Schools; and Claire Ridsdale - Teaching and Learning Adviser (English), KS2 Moderation Manager, Integra Schools

Who is it for?

Age phase  P Primary  S Secondary
Venue        Little Stoke Primary School
Date         Monday 4 March 2019
Time         2:30pm-4:30pm, arrival 2:15pm
Course Code  GOV/19/022

“The Education and Inspections Act 2006 places a duty on boards of maintained schools to promote wellbeing”

Governance Handbook, January 2017

Promoting Health and Wellbeing in Schools

This course provides governors with an understanding of the role schools play in promoting health and wellbeing; developing robust communities that maximise the potential of available local and national support, advice and guidance. Course content will also demonstrate how health and wellbeing activity in school can support the wider Ofsted agenda regarding pupil behaviour and welfare, personal development and safeguarding.

Governors will:
- have an increased awareness of the South Gloucestershire Public Health and Wellbeing Division;
- receive feedback from the most recent Health and Wellbeing online pupil survey (OPS); and
- be updated on the National Child Measurement Programme (NCMP) and other Public Health and Wellbeing priorities, such as food and nutrition.

Trainers
Sarah Godsell – Public Health & Wellbeing Partnership Officer (Schools); Amanda Preddy – Specialist Health Improvement Practitioner (NCMP); and Nicky Ellis – Specialist Health Improvement Practitioner (Food and Nutrition)

Who is it for?

Age phase  P Primary  S Secondary
Venue        Blackhorse Primary School
Date         Thursday 29 November 2018
Time         7:00pm-9:00pm, arrival 6:45pm
Course Code  GOV/18/058

“I feel much more informed and able to challenge and support the school.”

Governor Feedback, November 2017
This session will enable governors to understand the aims and intended impact of pupil premium funding. Governors will learn about the current picture for disadvantaged pupils in South Gloucestershire and be made aware of the types of strategies proven to be most effective in raising outcomes for young people, including examples of how schools are effectively diminishing the difference in achievement between disadvantaged pupils and non-disadvantaged pupils. Governors will become familiar with national research and good practice about the most effective ways of spending pupil premium funding; as a result, governors will feel better equipped to ask the right questions in order to ensure that funding is directed and targeted to address the right priorities. The session will also focus on the role of the pupil premium governor as well as the governing board’s responsibilities in relation to monitoring the impact of pupil premium funding, including the statutory requirements in relation to what schools must publish on their website.

Governors will:
- be aware of the achievement of disadvantaged pupils in South Gloucestershire;
- know the key sources of research available to support schools in targeting the funding;
- understand best practice in using the Pupil Premium funding effectively;
- understand the governors role in monitoring the impact of the Pupil Premium;
- know the key questions to ask about how the Pupil Premium is being used;
- consider Ofsted’s requirements relating to Pupil Premium and Vulnerable Groups; and
- know what must be published on the school’s website.

Trainer
Neil Turner, Consultant Headteacher - Education Learning & Skills

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“Will enable me to ask challenging questions of and evaluate if, Pupil Premium money is being effectively utilised and making a difference.”

Governor feedback, November 2017

Safeguarding Governor - Roles and Responsibilities

This course is suitable for those who have some knowledge of the governing board’s responsibility in regards to safeguarding and those who have attended the ‘Safeguarding in Schools – An Introduction for Governors’ course.

The role of the safeguarding governor is key to understanding the effectiveness of safeguarding for everyone in the school. This session will outline the requirements of safeguarding guidance and legislation for the safeguarding governor in respect of their role as critical friend.

Governors will:
- be confident in fulfilling their responsibilities as outlined in Keeping Children Safe in Education (KCSiE);
- understand how they can best support the Designated Safeguarding Lead;
- explore how to monitor if effective systems are in place to keep vulnerable children safe;
- understand the strategic responsibilities of their role and the limitations;
- examine Ofsted’s expectations of the governing board in relation to safeguarding; and
- have an opportunity to discuss and clarify the scope of the safeguarding governor role.

Trainer
Holly Magson - Workforce Development Advisor - SAFeh and Safeguarding

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New for 2018/2019
This course is suitable for those new to the governor role and/or those who have received little or no safeguarding training previously.

This course covers the latest guidance on the roles and responsibilities of the governing board for safeguarding children and young people in schools. Governors will receive an update of both guidance and legislation, including information about local arrangements for safeguarding children and promoting their welfare. Governors will consider all aspects of child protection including key terms, definitions and components of child protection work.

Governors will:
- receive an update on the latest guidance and legislation;
- be introduced to all aspects of child protection;
- be familiar with the nature of child abuse;
- have an understanding of the key terms, definitions and components of child protection work;
- explore the roles and responsibilities of the governing board; and
- improve their understanding of local arrangements for safeguarding children and promoting their welfare.

Trainer
Holly Magson - Workforce Development Advisor - SAFeh and Safeguarding

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Safer Recruitment - An Overview for Governors

This course provides governors with a general understanding of abuse and abusers and the actions governors and school leaders should take in preventing them taking up posts in schools. Governors will also consider an overview of how to support and guide staff, once appointed and the appropriate actions to take with regard to securing the welfare and safeguarding of children.

This is an overview of safer recruitment only. It is not equivalent to the full day accredited session. The School Staffing (England) Regulations 2009, require governing boards of maintained schools to ensure that at least one person on any appointment panel has undertaken accredited safer recruitment training.

An accredited full day session for governors will be advertised during the year via our Thursday E-mail.

Governors will:
- have an overview of the responsibilities of schools with regard to safer recruitment;
- understand the scrutiny checks in the recruitment process;
- develop their knowledge of relevant legislative and procedural guidance, including DfE guidance; and
- be more able to contribute to the application or monitoring of safeguarding practice.

Trainers
Jo Hardy - Schools’ HR Team Manager, HR for Schools, Integra Schools; and
Holly Magson - Workforce Development Adviser - SAFeh and Safeguarding

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“Governors ensure that recruitment checks are carried out appropriately and that the school’s policies and procedures are implemented effectively.”

Ofsted Inspection Report, 2017
The SFVS aims to help schools to manage their finances and to provide assurance to the local authority that they have secure financial management in place. All local authority maintained schools must demonstrate compliance with the Standard and complete the assessment form on an annual basis. As governing boards have formal responsibility for the financial management of their schools, the Standard is primarily aimed at them.

This course will develop governors’ knowledge and understanding of the SFVS requirements, including their statutory responsibility for completion. Governors will receive advice and guidance on the sources of evidence and assurance that is required. It considers how governors can work effectively with the school business manager and senior leadership team and explores financial management roles, skills and levels of delegation.

Governors will:

- clarify the context and content of the Schools Financial Value Standard (SFVS);
- improve their understanding of the governor’s statutory responsibilities for keeping under review, completing and submitting the SFVS return;
- be better equipped to ask relevant financial questions of the school and satisfy themselves that the school has secure robust financial processes and procedures in place; and
- receive example documents and explore good practice.

Trainer
Governor Services, Integra Schools

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“New to finance committee so great broad understanding of elements involved and requirements”

“More aware of how to meet requirement of annual assessment form”
Governor feedback, November 2017

“The schools financial value standard (SFVS) is a mandatory requirement for local authority (LA) maintained schools”
Schools Financial Value Standard (SFVS) - Standard Assessment Form, March 2018

This course supports governors in understanding their responsibilities and legal duties for promoting equality and diversity in the workplace. The session provides an introduction to the Equality Act 2010 and details each of the protected characteristics and particular requirements on schools in relation to them.

Governors will:

- develop an understanding of schools’ duties under the Equality Act 2010 and the role of governors in ensuring compliance with these duties;
- develop an understanding of what Ofsted look for in inspections;
- consider how schools identify and address gaps in the attainment of Black Minority Ethnic (BME) and Gypsy Roma Traveller (GRT) pupils and their peers; and
- have an overview of the support the Ethnic Minority and Traveller Achievement Service (EMTAS) can provide schools in meeting their responsibilities under the Act.

Trainers
Advisory Teachers, Ethnic Minority Traveller Achievement Service (EMTAS)

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“As the equality link governor, it helped me understand what is required in school in respect of the equality Act 2010”
Governor feedback, March 2018
Special Educational Needs and Disability (SEND) - Keeping Up to Date

This session will cover the roles and responsibilities of governors in relation to SEND pupils. We will look at the governor’s role in providing support and challenge for your school. Governors will consider self-evaluation tools to evaluate the effectiveness of the school’s provision in improving progress of vulnerable groups and how governors can fulfil their SEND monitoring role in a systematic way.

Governors will:
- gain an overview of the roles and responsibilities described in the Special Educational Needs and Disability Code of Practice 0-25 years;
- improve their understanding of the statutory responsibilities of school governors for the provision of SEND;
- be better equipped to contribute to the monitoring and evaluation of the school’s provision for SEND;
- receive advice and guidance to support their role; and
- build their confidence in making informed decisions

Trainer
Adviser - Inclusion Support Service, Integra Schools

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“Given me some questions to help support and challenge. Given me a greater understanding of the SENCO role so I can understand/find out how they support all staff in their SEND responsibilities.”

Governor feedback, January 2018

Staff Performance Management and Pay – The Governor’s Role

The governing board has statutory responsibilities for pay and appraisal which includes making the final decisions about the pay and progression of all teaching staff. The headteacher is responsible for managing the performance of the staff, but it is the responsibility of the governing board to ‘hold the headteacher to account for the educational performance of the school organisations and its pupils, and the performance management of staff’ (Governance Handbook 2017).

With teachers’ performance governed by appraisal and pay policies, it is crucial that governing boards understand their responsibilities as well as how performance related pay can be used as a tool for supporting school improvement.

This course will help governors to think about how and what evidence they need to make informed decisions, how they should be monitoring the operation and effectiveness of the processes in relation to pay and progression for teaching staff.

Governors will:
- understand the boards responsibilities for performance related pay and progression decisions for teaching staff;
- have an opportunity to reflect on the schools current approach to performance related pay and consider any changes necessary;
- examine examples of good practice, including what should be reported to governors;
- reflect on the opportunities and the challenges posed by performance related pay during a period of financial constraint; and
- understand the board’s role in dealing with appeals.

Trainer
Andrew Best – Strategic Lead, Education, Improvement & Commissioning

Who is it for?

<table>
<thead>
<tr>
<th>Age phase</th>
<th>Primary</th>
<th>Secondary</th>
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<table>
<thead>
<tr>
<th>Venue</th>
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<tr>
<td>Date</td>
<td>Tuesday 11 June 2019</td>
</tr>
<tr>
<td>Time</td>
<td>7:00pm-9:00pm, arrival 6:45pm</td>
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<tr>
<td>Course Code</td>
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New for 2018/2019
Strategic Leadership in ICT (Primary)

Spending on technology represents a significant investment for a school and it is vital that schools get the maximum impact on learning for their investment. This session will provide governors with an overview of the factors that need to be taken into account when planning for this spend, including a focus on achieving best value. It gives an opportunity to explore tools and monitoring activities to support the evaluation of the use of technology and establish the impact on learning. The session contains practical activities on self-evaluation and monitoring tools, reviewing evidence and engaging pupil voice. Governors will reflect on how they use technology in their own role as leaders of the school. Governors will gain the knowledge to effectively support and challenge subject leaders as they lead improvements in school.

Governors will:
- understand planning for improvement in ICT provision and the factors to take into account when purchasing, including achieving best value;
- have an awareness of how technology is changing and the possible financial implications of this;
- have a clear understanding of the range of self-evaluation tools and how these can support judgements on school provision and help to benchmark the schools performance;
- understand how to support and challenge subject leaders to develop, enhance and monitor provision in technology; and
- have an awareness of how technology can support governing boards with their strategic role and the issues surrounding this.

Trainers
Jo Briscombe - Teaching and Learning Adviser (ICT) – School Improvement Team, Integra Schools; and Andreas Burt - IT Strategy Manager, Integra Schools

Who is it for?
- Age phase: Primary
- Venue: Little Stoke Primary School
- Date: Thursday 31 January 2019
- Time: 4:30pm-6:30pm, arrival 4:15pm
- Course Code: GOV/19/028

Strategic Role of Governors

Clarity of vision is the first of the three core functions for every governing board. It is the board’s responsibility to ensure that the vision, ethos and strategic direction of the school are clearly defined.

This course will highlight the strategic nature of the governor’s role and how they can drive improvement by placing the vision and values at the heart of school improvement. It is important that governing boards understand where their strategic responsibilities end. Stepping over the line into operational matters is inappropriate and can make the job of headteachers more difficult. This session is designed to provide information and promote questions and discussion.

Governors will:
- understand and be confident in setting the strategic direction of the school;
- explore the key elements of the strategic role including the importance of the strategic and school development plan;
- have a greater awareness of how the strategic plans lead the work of the governing board;
- understand the importance of policies in relation to school improvement; and
- be confident to contribute to strategic planning and through effective monitoring and evaluation, hold the school to account for improvement.

Trainer
Governor Services, Integra Schools

Who is it for?
- Age phase: Primary, Secondary
- Venue: Bromley Heath Junior School
- Date: Wednesday 23 January 2019
- Time: 7:00pm-9:00pm, arrival 6:45pm
- Course Code: GOV/19/029

“IT has helped me differentiate the roles of the governor and the strategic vs operational of the school. This will allow me to focus on the strategic role more accurately.”

Governor Feedback, January 2018
Understanding Your Inspection Data Summary Report (IDSR)

This will be a practical session where governors will work with their own school Inspection Data Summary Report (IDSR) alongside colleagues in a supportive environment.

*Governors will be required to bring a copy of their school IDSR along with them to this session (preferably a paper version).*

**Governors will:**
- have an understanding of the range of data sources in the IDSR;
- build their confidence to analyse and interpret the range of data sources;
- build confidence in using the IDSR to challenge and support the school; and
- have the opportunity to ask questions of school practitioners.

**Trainers**
Phil Winterburn, Headteacher - Wheatfield Primary School; and Jamie Woodworth, Deputy Headteacher - Wheatfield Primary School

**Who is it for?**
- **Age phase:** Primary
- **Venue:** Wheatfield Primary School
- **Date:** Wednesday 16 January 2019
- **Time:** 7:00pm-9:00pm, arrival 6:45pm
- **Course Code:** GOV/19/030

### What Does Outstanding Music Sound Like in Your Primary School?

Governors have an important strategic role in ensuring that the school offers a broad and balanced, high quality curriculum. This course will help you to understand both the National Plan for Music and the National Curriculum for Music. It will include short practical activities in music making which will help you understand both music in the curriculum and the opportunities offered by the South Gloucestershire Music Hub to enhance music making in your school. It will also help you ask useful questions of school leaders and teachers to improve outcomes in music.

**Governors will:**
- gain greater understanding of National Plan for Music and the National Curriculum in Music;
- experience practical activities to enhance their understanding of music in schools;
- understand what governors can do to improve musical outcomes in their school; and
- have the opportunity to share your vision for music in your school.

**Trainers**
Richard Jones, Music and Arts Strategy Manager; and Ben Stevens, Music Progression and Participation Leader

**Who is it for?**
- **Age phase:** Primary
- **Venue:** Little Stoke Primary School
- **Date:** Tuesday 13 November 2018
- **Time:** 7:00pm-9:00pm, arrival 6:45pm
- **Course Code:** GOV/18/064
Impact of Training and Development on Governing Boards
Ofsted Report Extracts

“Following an external review of their practice, governors have restructured their work to become more effective. They have undertaken relevant training provided by the local authority, in order to gain an accurate understanding of how well pupils are achieving compared to national figures. They strongly support the developments made by the acting headteacher and leadership team which have led to improvements in teaching and pupils’ achievement. They are now more involved in evaluating the work of the school alongside senior leaders.

Governors manage the school’s finances well. They know how additional funds are used to support disadvantaged pupils and develop sporting activities. They know about the impact the funding is having on pupils’ achievement and levels of participation in sport.”

June 2017

“Since the previous inspection, governors have reorganised the way they work to make sure they are better trained and equipped with the knowledge and skills to check on the school’s work effectively. They provide leaders with unwavering support and a good level of challenge.”

January 2017

“Governors are kept up to date with safeguarding training and the governor who leads on safeguarding comes into school often and makes checks, such as assessing the procedures for recruiting staff.”

June 2017

“Experienced and effective governors have given you good support to maintain the quality of education. They undertake training to keep up to date and work closely with subject leaders to check that plans are improving pupils’ progress.”

September 2017

“Governors share your thorough understanding of the school and speak knowledgeably about the school’s strengths and areas for development. They act strategically to improve the school and do so with a full arsenal of information. Governors are not complacent. They have sought support from the local authority and have also ensured that they have access to suitable training. As a result, governors are holding leaders to account effectively.”

October 2017
Venues

<table>
<thead>
<tr>
<th>Venue Name</th>
<th>Address</th>
<th>Town</th>
<th>Postcode</th>
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<td>Kelston Close</td>
<td>Yate</td>
<td>BS37 8SZ</td>
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<td>Wickwar</td>
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Please click on a venue name to take you to the Google Map for that venue.