



CONTINUING PROFESSIONAL DEVELOPMENT 2011-2012

governors' training programme



The Learning Trust's Governor training programme for 2011-2012 takes place at The Tomlinson Centre.

Opened in April 2009, this £4.5m purpose-built centre has eleven rooms over two floors and a cutting edge ICT Centre.

the
tomlinson
centre

For more information contact:

Governor Services
The Learning Trust
1 Reading Lane, E81GQ

T. 020 8820 7369
E. governordevelopment@learningtrust.co.uk

DEAR GOVERNOR

We are delighted to introduce our Governor training programme for the academic year 2011-12 covering our core and bespoke offer for governing bodies.

As governing bodies play such a crucial role in ensuring excellence in schools, we at The Learning Trust are committed to including governors in our leadership and development programme for schools.

The courses on offer this year have been reviewed on the basis of your feedback as well as national developments. You will notice a change to the governors Induction programme, which has been shortened, and to the Chairs training – both will now be delivered by a leadership and management advisor (LAMA) aligning them more directly with the school improvement programme.

We continue to offer a core programme, hosted at the Tomlinson Centre, and there is still a bespoke offer available to you at your school. The annual charge for core training reduced this year to enable you to choose and pay for as many bespoke sessions as you wish. Please don't feel confined to the courses in the book if you would like something not listed it can be negotiated through your LAMA or by contacting Marcia Salmon in Governor Services on 0208 820 7369.

Our support to individual Chairs through coaching continues and the offer has been made available to all governors as part of the basic service offer.

We will continue to hold Chairs' Briefings regularly in order to keep Chairs updated on the transition of The Learning Trust back to Hackney Council.

We will also ensure regular updates at HASGA (Hackney Governors Association) meetings throughout the year. Dates for HASGA 2011/2012 are: 4 October, 29 November, 18 January, 20 March, 5 May and 27 June.

Finally, we look forward to meeting you at the Governors Conference on November 5 where we will focus on addressing underachievement in schools!

Steve Belk
Acting Chief Executive
The Learning Trust



CONTENTS

TRAINING SESSIONS

06 Ordering and Booking

OFSTED

08 Key characteristics of effective governing bodies

MAKING THE MOST OF OUR SERVICE

10 New practices and processes

NEWS AND INFORMATION

11 Modern Governor e-learning

14 Learning platforms

15 CRB checks

16 Recommended training for termly activities

FURTHER ADVICE AND SUPPORT

17 Governor Services contact details

TRAINING PROGRAMMES

18 Budget setting and value for money

18 Child protection

19 Coaching and Mentoring: Individual support for Chairs and governors

19 Exclusions and inclusion

20 Governor induction

20 How the admissions system works

21 Inclusion, SEN (Special Educational Needs) and DDA (Disability Discrimination Act)

21 Leading the governing body and committees

22 Safer recruitment

22 The role of the parent governor

SCHOOL BASED TRAINING

24 Data analysis/RAISEonline

24 Developing your governing body to challenge and hold the school to account

25 Effective school self evaluation leading to school improvement

25 Health and safety

26 Overview of the new Ofsted framework

26 Policy and practice to support behaviour, social and emotional aspects of learning in primary schools

27 Schools' succession planning

TRAINING SESSIONS

The training sessions will be led by our experienced tutors and they can be booked in a number of ways through Governor Services.

ORDERING AND BOOKING

You can book online at www.learningtrust.co.uk/governors. Click on Governor Services, then governor training and follow the on screen instructions.

You can also book by email. Attach a copy of your booking form to your email, or email us the details of the course you want to attend at: governordevelopment@learningtrust.co.uk

You can also book your course by calling us on **020 8820 7369** with the title of the course you want to attend.

CONFIRMATION OF BOOKING

We will normally acknowledge your booking within two weeks.

We will send you a reminder of your booking by post, together with any pre-course information, around one week before the course.

ADDITIONAL SUPPORT

When you book, please be sure to let us know if you need any additional support on the day, such as wheelchair access or larger print documentation. We will then make arrangements to ensure that your training session is successful and you can participate fully.

UNDER-SUBSCRIPTION AND CANCELLATION

We will let you know in advance if we have to cancel the course and ask that you tell us as soon as possible if you cannot make the course so that we can offer your place to another governor.

PAYMENT

Training sessions are available to all governors in schools which have bought into the service. For governors of schools which have not bought in the cost is £100 per governor per session.

VENUES

Core training will take place at The Tomlinson Centre where light refreshments will be provided. Bespoke training will take place at your school or other venue arranged by you.

TALK TO US

We want to continue making governor services training an inclusive experience for everyone involved, and we are keen to find out how we can improve our services.

Please tell us your thoughts using the evaluation form at the end of your training session. It only takes a few minutes to fill in the form and your valuable feedback will help us tailor future courses to meet your needs.

You can also send feedback by email to governordevelopment@learningtrust.co.uk

If you want to improve your IT skills, including using email and the internet, our adult learning services team can recommend courses. Call them on **020 8820 7339**.

the tomlinson centre

A new, flexible and affordable conference venue based in the heart of vibrant East London.



Part of The Learning Trust
Queensbridge Road, London E8 3ND
Phone 020 3076 1500
www.thetomlinsoncentre.co.uk

KEY CHARACTERISTICS OF EFFECTIVE GOVERNING BODIES

- Positive relationships between governors and school leaders are based on trust, openness and transparency. Effective governing bodies systematically monitor their school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification. This makes a strong contribution to robust planning for improvement.
- Governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs.
- Outstanding governors are able to take and support hard decisions in the interests of pupils: to back the head teacher when they need to change staff, or to change the head teacher when absolutely necessary.
- Outstanding governance supports honest, insightful self-evaluation by the school, recognising problems and supporting the steps needed to address them.
- Absolute clarity about the different roles and responsibilities of the headteacher and governors underpins the most effective governance. Protocols, specific duties and terms of reference are made explicit in written documents.



- Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees. They see themselves as part of a team and build strong relationships with the headteacher, senior leaders and other governors.
- In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.

- School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making.
- Governors in the schools visited, use the skills they bring, and the information they have about the school, to ask challenging questions, which are focused on improvement, and hold leaders to account for pupils' outcomes.
- Time is used efficiently by governors because there are clear procedures for delegating tasks, for example to well organised committees. These committees have clear terms of reference, provide high levels of challenge and use governors' expertise to best effect. Systems are in place for sharing information and reporting back to the full governing body. This does not merely reiterate what has already been discussed in detail by the committee but focuses on the key points and decisions.
- The role of the clerk to the governors is pivotal to ensuring that statutory duties are met, meetings are well organised and governors receive the information they need in good time. Consequently, governors come to meetings well prepared and with pertinent questions ready so that they are able to provide constructive challenge.
- A detailed timeline of activities, maintained by the clerk and linked to the school development plan, provides

- a clear structure for the work of governors and ensures that their time is used appropriately.
- Governors in the schools visited, use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body.
- There are clear induction procedures for new governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.
- The governing bodies constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.

Taken from School governance: learning from the best
May 2011, No. 100238



NEW PRACTICES AND PROCESSES

Appointment

Local Authority (LA or LEA) governor appointments are linked to the school improvement process; applicants are placed according to their skills and the specific needs of particular schools. Many are familiar with the education system and already have an understanding of the roles and responsibilities of governors. New governors of schools buying into Governor Services basic package will receive induction packs and an additional induction session is available as part of the core training package. It is recommended that all new governors attend induction training.



Recruitment of community governors – we can help you!

Governor Services can support you in filling community governor vacancies.

We keep a register of individuals who have applied for LA positions, and who may be happy to become community governors. The register is updated every 6 months. We work closely with SGOSS (school governors one stop shop) an independent charity dedicated to recruiting governors nationwide.

Governor induction

New governors of schools buying into our basic service should receive our induction pack which includes information on the following:

- Governor Services at The Learning Trust
- Hackney School Governors Association (HASGA)
- Welcome to Governance Handbook - published by the National Governors' Association (NGA) - which gives an overview of the roles and responsibilities of the governing body

In addition, representatives from each governing body should support new governors by providing their own induction programme, giving more detailed information about the school and its ethos.

Advice and Guidance for Governors

The governor services team at The Learning Trust offers a phone, email and in person advice service to governors. The team has significant experience and knowledge of legislation and national guidance on governance in schools and will be able to answer questions on protocol, procedures or statutory responsibilities and advise on local recommendations to ensure governing bodies are diligent in carrying out their duties.

MODERN GOVERNOR E-LEARNING

The Modern Governor e-learning tool allows governors to access flexible online training from any computer. Most schools have internet access for governors who don't have a computer at home.

The school must pay a yearly subscription for the training programme. There are no limits to the number of governors who can register under each subscription. To register, simply follow the online instructions.

The subscription from March 2011 to April 2012 is £99 for secondary schools and £89 for primary schools and other educational establishments.

Modules currently available online:

Latest module - Governance of a Church School

In this module, you'll explore Church Schools: how they were founded and how they're run. You'll take a look at the different types of Church School – Voluntary aided (VA), Voluntary-controlled (VC), Foundation Schools and Academies. You'll learn about the role of a Governor in a Church School and you'll discover the behaviours and actions that can help your school become an excellent example of Christian faith and teaching.

Governing Body Health-Check Questionnaire

This was developed with City of York Governor Services. It has been designed to help governing bodies to evaluate what they do in order to make sure that they meet statutory requirements and that their practices meet the highest

possible standards. It is a simple exercise which should be completed by the whole Governing Body working together. There are no "wrong" answers – but the answers you give will help you to focus your energies on what you need to improve. The tool will only work if you question the evidence you have for each answer, and be realistic about your response.

Looked After Children

Released 2nd August 2010. This module will explain the difficulties which looked after children encounter, the support available, what role School Governors play and suggested actions for Governors.

Self-Evaluation and the New Ofsted Framework

Released in early July 2010, this module reflects the changes instigated by the introduction of the new Ofsted framework and supersedes our previous Ofsted course. It covers how Governors should work with various tools including SEF and RAISEonline and how a SIP can support and advise you. It will explain how and why Ofsted inspect schools, and presents you with a fictional case study of an Ofsted inspection to explore how a school can respond to an inspection. The course covers 3 topics: Ofsted, Self-evaluation and RAISEonline; What Happens Before, During and After an Inspection; and Understanding and Using Performance Data.

Admissions and Discipline

Learn about strategies and procedures that will help you appreciate both the legal and practical issues involved in pupil discipline. This module covers 2 topics: Admissions Procedure and Policy; and Discipline and Exclusion.

The New Governor

This module has been designed for new Governors and introduces you to your role and responsibilities and provides access to additional resources for more detailed information.

Becoming a school governor

In this course you will learn about who can be a school governor and what experience is required. The course also covers how much time you will need to dedicate to being a governor.

Some governors' questions answered

This course gives some answers to frequently asked questions about the duration of service and using your experience as a governor. You will also learn about the best approach to making governor school visits and how to deal with concerns within the school. The roles of both the staff governor and parent governor are also covered.

My role and responsibilities as a governor

This course gives an overview of what it means to be a school governor and your responsibilities. It is designed to complement or act as an introduction to the governor induction course run by Governor Services. The course covers 3 topics: My Role and Responsibilities as a Governor; Governor Meetings and Governors with Specific Responsibilities; and Working with Key Partners.

Chairing governing body meeting

This course examines the key skills involved in chairing meetings effectively, including pre-meeting preparation, how to ensure that everyone is heard and ensuring that the meeting's objectives are achieved. This course will tell you how to handle those who hog the limelight and those who speak amongst themselves.

Equality and diversity for school governors

After completing this module you will understand what equality and diversity means for you, for different social groups, and for schools. It will help you to identify the key legislation and guidelines relating to equality and diversity in schools, help you to think about the best way to implement policies and plans and understand your responsibilities under the law. This course will help you to figure out the best way to handle any equality and diversity situations which might arise in your school.



Community cohesion

Discover the benefits of a cohesive community and the school's central role in ensuring it exists. Find out what the Community Cohesion standards are and your role in putting them into action. The course covers 2 topics: Community Cohesion and Your School; and Community Cohesion in Action.

Safeguarding and promoting child welfare

This course gives a review on the difference between Safeguarding and Child Protection. It covers: the policies your school must have in place; ensuring a safe recruitment process; what you should do in a case of suspected abuse or neglect; how to report on or respond to an allegation of abuse and the basic signs of neglect or abuse.

School recruitment practices

This course gives a review of the principles of performance management and an introduction to the recruitment and retention of staff. It covers 3 topics: Staffing Powers and Safer Recruitment Law; Staff Recruitment, Retention and Performance; and The Governor's Role in Succession Planning and Headship Recruitment.

Health and safety

This course gives an update on health and safety in schools, including external trips. The course covers 2 topics: Pupil Health and Safety; Educational Visits and Slips and Trips.

Understanding school finance

An overview of schools' funding and expenditure. The course covers 2 topics: Overview of School Budgets and Grants; Fundraising and Expenditure.

Is Governor Mark for us?

Governor Mark is an optional accreditation for school governing bodies to assess the effectiveness of governance in their school. Using case studies, this module aims to inform you of the necessary processes, timescales and involvement required by governing bodies to successfully achieve the standard.

School governors and writing for the web

This course covers the background on the internet, explains how to write effective web content and guides on using the tools of Web 2.0. Five topics are covered in the course: How the Internet was Invented; Writing for the Internet; Design Guidelines for Web Pages; Achieving your Writing Objectives; and Using Web2.0 to Talk and Listen.



New arrangements for school inspections - January 2012

Ofsted are changing the focus and frequency of school inspections to ensure that inspection has the greatest impact possible on school improvement and outcomes for children and young people. The views of parents and pupils will also play a more significant role in the inspection process.

From September there will be more frequent inspections for schools that are inadequate or satisfactory, and a longer interval for those judged good or outstanding.

Providing schools do not give cause for concern, better performing schools will be inspected once in a five year period. Ofsted will use annual risk assessments, looking at how schools are performing and gathering information from parents, to help decide which are to be inspected each year.

Governors will continue to be held more accountable for the strategic management and monitoring of the school under the reviewed Ofsted arrangements for inspecting schools. Our training programme, will help you understand the new responsibilities and the changes to the self evaluation process.

Schools will be judged using the four principal judgements:

- the achievement of pupils at the school
- the quality of teaching in the school
- the quality of leadership in and management of the school
- the behaviour and safety of pupils at the school

Inspectors will judge the quality of education provided in the school, its overall effectiveness, taking account of the four judgements and how well the school is promoting the pupils' spiritual and cultural development and the extent to which the education provided by the school meets the needs of all pupils including those who have disabilities and those who have special educational needs.

The guidance focuses on the 'effective work by the governing body that act as a critical friend and holds senior leaders to account for all aspects of the school's work.

You can find more information on the Ofsted website (www.ofsted.gov.uk), in the Forms and guidance.



LEARNING PLATFORMS

Learning platforms provide a secure, on-line environment for governors to stay in touch with each other and the whole school community.

Dedicated, secure Governor areas on a school's learning platform allow governors to participate in the day-to-day rhythm of the school, whilst collaborating and communicating with each other separately on their own private web pages.

The pages provide simple, intuitive tools to broadcast news, share calendar events, collaborate on documents and share ideas through discussions, surveys and web links.

Document libraries allow site members to share and publish documents such as:

- minutes
- agendas
- policies
- governor handbooks

You will have easy access to a News area for announcements, shared Calendars for events and Discussion and Survey features, which are great for sharing ideas and gathering feedback. Blogs can also be hosted if you're looking for innovative ways to communicate with the school community.

We can create links to your sub-committees and working parties to ensure simple navigation and give site authorised a clear overview of all the governors' functions and areas of activity.

If you'd like further details about how a Learning Platform could benefit your school, please contact: Jeremy Harris at The Learning Trust, 1 Reading Lane, London E8 1GQ, email:

jeremy.harris@learningtrust.co.uk, or call: **020 8820 7280**

CRB (CRIMINAL RECORDS BUREAU)

Current requirements and arrangements for CRB checks remain in place. It is recommended that schools ensure CRB checks are carried out on all governors.

RECOMMENDED TRAINING FOR TERMLY ACTIVITIES

	Leadership and Management		Training
	Meeting topics	Meeting topics	Recommended
Achievement Attainment, progress and the quality of learning for groups and individuals, particularly SEND pupils	<ul style="list-style-type: none"> • Analysis of Key Stage 1&2 • SATs and Foundation Stage Profile • Progress against SDP and impact 	<ul style="list-style-type: none"> • Target setting for following academic year • Raise on line review and key issues 	<ul style="list-style-type: none"> • Raise on line / Data analysis (SB) • Effective Self evaluation (SB)
Teaching Expectations, engagement, motivation, challenge, reading, assessment and next steps in learning	<ul style="list-style-type: none"> • % satisfactory and good teaching • Teaching profile • Teaching of reading, writing and maths • Quality of marking and feedback 	<ul style="list-style-type: none"> • % satisfactory and good teaching • Review of assessment systems 	<ul style="list-style-type: none"> • Succession planning (SB) • Effective self evaluation (SB)
Behaviour and safety Behaviour in lessons and around school, attendance and punctuality, attitudes towards others, bullying and views of parents and pupils.	<ul style="list-style-type: none"> • Exclusions • Attendance • Racist incidents • Fire procedures • FSM • Accidents • Behaviour in lessons • Bullying 	<ul style="list-style-type: none"> • Head teachers report providing data for the aspects identified • Feedback from pupils and parents 	<ul style="list-style-type: none"> • Exclusions and inclusion • How the admission system works • Health and safety (SB)
Leadership and Management How well leaders demonstrate ambition, improve teaching and learning, develop standards, sustain improvement, accuracy of SSE, curriculum, governance, equal opps, safeguarding and partnerships	<ul style="list-style-type: none"> • Review of Head teacher-performance management • Budget profile • Safeguarding • Key SMT tasks • Precision of self evaluation and planning 	<ul style="list-style-type: none"> • Budget profile • Self evaluation documents • Staff devilmnt plan and impact analysis • Maintenance and capital works • Safeguarding audit 	<ul style="list-style-type: none"> • Governor induction • Leading the Governing Body • Budget setting and value for money • Overview of the new Ofsted framework (SB) • Developing your Governing Body to challenge and hold the school to account (SB)
Overall effectiveness	Key strategic self evaluation cycle	Progress on SDP and impact through SE	Effective school self evaluation leading to school improvement (SB)

FURTHER ADVICE AND SUPPORT

The Learning Trust's Governor Services Team is always here to help you with advice, information and practical support.

GOVERNOR SERVICES CONTACT DETAILS

www.learningtrust.co.uk/governors
Tel: 020 8820 7369

In addition, we have put together a list of contacts that you might find useful:

Governorline

www.governorline.info
Tel: 08000 722181

The National Governors' Association (NGA)

www.nga.org.uk
Tel: 0121 237 3780

School Governors' One-Stop Shop

www.sgoss.org.uk
Tel: 020 7354 9805

Information for School and College Governors (ISCG)

Tel: 01483 300 280
www.governors.uk.com

Times Educational Supplement (TES)

www.tes.co.uk/governors

Child Exploitation and Online Protection Centre1

www.ceop.police.uk
Tel: 0870 000 3344

Ofsted

www.ofsted.gov.uk
enquiries@ofsted.gov.uk

Teacher's TV (Governor's Section)

www.teachers.tv

Independent Safeguarding Authority (ISA)

Protecting children and vulnerable adults
www.isa.homeoffice.gov.uk
Tel: 0300 123 1111

Training and Development Agency (TDA)

www.tda.gov.uk
Tel: 0845 6000 991

Governance Leadership and Management (GLM)

www.glmpartnership.org
info@glmpartnership.org

Modern Governor

www.moderngovernor.com
Tel: 0207 101 9383

Department for Education

www.education.gov.uk



BUDGET SETTING AND VALUE FOR MONEY

School Finance Team

TWO HOUR COURSE

10am – 12pm

Wednesday 9 November 2011

6pm – 8pm

Wednesday 14 March 2012

10am – 12pm

Wednesday 4 July 2012

WHO SHOULD ATTEND

Any governor, particularly those on finance and resources committees.

This training session provides a basic understanding of how school budgets are planned and your role in budget monitoring.

COURSE OBJECTIVES

To ensure governors understand their responsibilities in:

- planning and spending the school budget
- ensuring the school keeps accurate accounts
- ensuring income and expenditure returns remain in line with the new financial reporting framework (SFVS replacing FMSIS)

CHILD PROTECTION

Safeguarding and Education Team

THREE HOUR COURSE

9.30am – 12.30pm

Tuesday 11 October 2011

6pm – 9pm

Monday 6 February 2012

9.30am – 12.30pm

Monday 14 May 2012

WHO SHOULD ATTEND?

Ofsted considers child protection to be the responsibility of all governors and all governing bodies must have at least one governor trained in safeguarding and child protection.

COURSE OBJECTIVES

To give an overview of current issues, including definitions of the categories of abuse as well as the guidance and legislation relevant to safeguarding children in education settings.

To clarify the roles and responsibilities of school staff and governing bodies, in assessing the impact of policies in key areas such as safeguarding & child protection, accessibility, exclusions whistle blowing, risk assessment and anti-bullying.

COACHING AND MENTORING: INDIVIDUAL SUPPORT FOR CHAIRS AND GOVERNORS

Trish Smith (Head of Adult Learning and Governor Services)

4 X 1 HOUR SESSIONS

Available any time on request by calling 020 8820 7593 or emailing

trish.smith@learningtrust.co.uk

WHO CAN APPLY

Any governor, particularly new Chairs of either governing bodies or committees

SESSION OBJECTIVES

The focus of sessions is determined by the coachee according to his or her specific challenges, concerns or vulnerabilities. Issues may be about practical governing body matters or they could be more personal around confidence, style, relationships etc. Links with experienced Chairs may also be set up for specific information exchange eg on induction processes or simply to observe another GB meeting.

EXCLUSIONS AND INCLUSION PART 1 & 2

Paul Brightly Jones
(Independent Governor Trainer)

TWO HOUR COURSE

10am – 12pm

Monday 21 November 2011

10am – 12pm

Tuesday 22 November 2011

6pm – 8pm

Monday 30 January 2012

6pm – 8pm

Tuesday 31 January 2012

6pm – 8pm

Monday 18 June 2012

6pm – 8pm

Tuesday 19 June 2012

WHO SHOULD ATTEND?

This course is suitable for all governors and all governing bodies should have representatives trained on exclusions.

COURSE OBJECTIVES

- To clarify the governors role in reviewing headteachers' decisions to exclude pupils for poor behaviour.
- To provide an overview of the exclusions process
- To explain the pupil discipline committee process
- To update on recent changes to guidance
- To give background information on exclusion trends locally and nationally
- To discuss the effectiveness of exclusion as a sanction for poor behaviour

GOVERNOR INDUCTION

John Naylor

TWO HOUR COURSE

6pm – 8 pm
Monday 10 October 2011

10am – 12pm
Monday 14 November 2011

6pm – 8 pm
Monday 9 January 2012

6pm – 8pm
Monday 19 March 2012

6pm – 8pm
Monday 21 May 2012

6pm – 8pm
Monday 2 July 2012

WHO SHOULD ATTEND?

All new governors. It is useful if you have been to one governing body meeting prior to attending training as the course offers an excellent opportunity to ask questions and clarify points of confusion.

COURSE OBJECTIVES

- To clarify yours, and others, roles and responsibilities
- To explain the key reporting documents that enable you to monitor progress in your school
- To develop your understanding of what makes an effective governing body

HOW THE ADMISSIONS SYSTEM WORKS

Admissions Team

TWO HOUR COURSE

10am – 12pm
Tuesday 12 July 2012

WHO SHOULD ATTEND?

All governors but it will be particularly useful for governors of voluntary-aided schools and academies who are responsible for their own admissions.

COURSE OBJECTIVES

To give governors a better understanding of the schools' admissions and appeals processes.

INCLUSION, SEN (SPECIAL EDUCATIONAL NEEDS) AND DDA (DISABILITY DISCRIMINATION ACT)

Lizzie Yauner
(Special Educational Needs Team)

TWO HOUR COURSE

Thursday 19 January 2012
10am – 12noon

Bespoke sessions for individual, or groups of schools are also available. Please contact Governor Services on **0208 820 7369** to book.

WHO SHOULD ATTEND

All governors particularly new governors or those new to SEN.

All governing bodies should have a named governor responsible for SEN and should review the school SEN policy annually.

COURSE OBJECTIVES

- To introduce the government's strategy for SEN 'Removing Barriers to Achievement'
- To clarify and enable discussion of the definitions of inclusion and special educational needs
- To explain the SEN code of practice, including the graduated approach to be taken by early years settings and schools
- To explain the responsibilities of the governing body with regard to SEN under the DDA

LEADING THE GOVERNING BODY AND COMMITTEES

Leadership And Management Advisor (LAMA)

TWO HOUR COURSE

10am – 12pm
Tuesday 6 December 2011

6pm – 8pm
Wednesday 1 February 2012

WHO SHOULD ATTEND

- Any Chair or Vice Chair of a governing body
- Any Chair of a committee
- Any Governor interested in becoming a Chair

COURSE OBJECTIVES

An interactive session looking at the key aspects of the chair's and vice chair's role including:

- Ensuring strategic focus and effective leadership
- Setting expectations and delegating
- Driving improvement
- Aligning school improvement with self evaluation
- Managing relationships
- Ensuring focussed and productive meetings
- Monitoring effectively using key reports

SAFER RECRUITMENT

Paul Tunnicliffe

TWO HOUR COURSE

10am – 12pm
Monday 21 November 2011
Tuesday 22 November 2011

6pm – 8pm
Monday 30 January 2012
Tuesday 31 January 2012

6pm – 8pm
Monday 18 June 2012
Tuesday 19 June 2012

WHO SHOULD ATTEND?

This course is suitable for all governors, and all governing bodies must have at least one governor trained in safer recruitment.

Governors who wish to undertake the Safer Recruitment training should contact Paul Tunnicliffe in Human Resources at paul.tunnicliffe@learningtrust.co.uk or on **020 8820 7018** or Lolita Brown at lolita.brown@learningtrust.co.uk or on **020 8820 7318**.

THE ROLE OF THE PARENT GOVERNOR

Governor Services Team

TWO HOUR COURSE

10am – 12pm
Wednesday 7 March 2012

WHO SHOULD ATTEND

This course is for new parent governors and includes a surgery where you can raise any specific concerns or questions.

COURSE OBJECTIVES

- To clarify the governor's role as it applies to elected parent governors
- To ensure parent governors understand:
 - how they can help school development
 - who they represent and in what way
 - the relationship with other parents in school
 - how committees work
 - how to make an official visit to the school
 - what questions to ask in GB meetings
 - what help they are entitled to



DATA ANALYSIS/RAISEONLINE

Leadership And Management Advisor (LAMA)
Internal Governor Trainer

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

This course explains how data can be used to support evaluations of a school's effectiveness.

It covers the key tables and charts in RAISEonline and the school's internal data; enabling you to interpret the figures, identify key strengths and weaknesses determine strategic priorities and judge performance against similar schools locally and nationally.

DEVELOPING YOUR GOVERNING BODY TO CHALLENGE AND HOLD THE SCHOOL TO ACCOUNT

Leadership And Management Advisor (LAMA)

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

This course looks at:

- key strategic documents for monitoring school progress,
- self evaluation
- the school improvement plan
- RAISEonline
- the headteachers report to governors
- how to ask the right questions,
- the cycle of school improvement, planning and the SEF
- getting the most out of your headteacher's report and
- exploring the value of governor visits

EFFECTIVE SCHOOL SELF EVALUATION LEADING TO SCHOOL IMPROVEMENT

Leadership And Management Advisor (LAMA)

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

Advice and training on effective systems.

HEALTH AND SAFETY

Health and Safety Team

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

This briefing is especially useful for school governors who serve on a premises committee. It will bring you up-to-date with current health and safety regulations.

OVERVIEW OF THE NEW OFSTED FRAMEWORK

Leadership And Management Advisor (LAMA)

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

Ofsted are introducing a new framework for inspection. The course offers governors an overview of the changes and how the limiting judgements can impact on final judgements.

There is also an opportunity to examine your school improvement plan and self evaluation, evaluate its effectiveness and get help to update it.

POLICY AND PRACTICE TO SUPPORT BEHAVIOUR, SOCIAL AND EMOTIONAL ASPECTS OF LEARNING IN PRIMARY SCHOOLS

The Primary Behaviour Team

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

COURSE OBJECTIVES

To increase governors awareness of how the development of appropriate behaviour for learning, including social and emotional skills, is a fundamental part of teaching and learning. These skills are central to supporting pupil achievement and life-long learning.

This session will examine policy and systems to promote whole school and whole class best practice in order to develop both pupil skills and Quality First Teaching.

SCHOOLS' SUCCESSION PLANNING

Leadership And Management Advisor (LAMA)

BESPOKE COURSE

This training is available on request for individual, or groups, of schools.

Please contact us on **020 8820 7369** to book a date and time for this course.

All governors need to consider how schools and governing bodies can cultivate and grow their own leaders to promote 'in school' succession'.

COURSE OBJECTIVES

This course will explore:

- the predicted shortage of headteachers in the next decade
- the links between performance management and succession planning
- the role of governors in succession planning and recruitment and the support available
- new models of headship and how these might help retain experienced heads for longer and encourage new heads
- strategies to improve talent management, recruitment and retention
- how to assess succession planning practice in your school

Hackney Technology &
Learning Centre

1 Reading Lane
London E8 1GQ

Public enquiries
T. 020 8820 7000

www.learningtrust.co.uk

