

Rotherham School Improvement Service (RoSIS)

School Governance Prospectus: Professional Development and Learning Opportunities 2019/2020

Supporting the Development of Effective Governance



Rotherham School Improvement Partnership Mission
all pupils making at least good progress;
no underperforming cohorts;
all teachers delivering at least good learning;
and all schools moving to at least the next level of successful performance

Foreword

'In times of change, learners inherit the earth, whilst the learned find themselves beautifully equipped to deal with a world that no longer exists.'

Eric Hoffer: American social writer and philosopher

Welcome to the Rotherham School Improvement Service (RoSIS) School Governance Prospectus for the 2019/20 academic year. In an ever-changing educational landscape it is vital that members of governing boards continue to learn from best practice and have access to a range of development opportunities that meet their diverse and different needs. The RoSIS School Governance Prospectus aims to meet those needs. We have continued to build upon our extensive range of Professional Development and Learning Opportunities, facilitated or delivered by the RoSIS Team, in conjunction with experienced and effective staff from across the local authority, or external providers, who are specialists in their respective fields.

Our Programme is grounded in the **6 key features of effective governance**, as detailed below and described in the *Governance Handbook* (DfE: revised March 2019), and all of our courses are mapped against the *Competency Framework for Governance* (DfE: January 2017) or the *Clerks Competency Framework* (DfE: April 2017), which define and describe the knowledge, skills and behaviours that contribute towards fulfilling the **6 key features** for board members and clerks to governing boards respectively:

1. **Strategic leadership** that sets and champions vision, ethos and strategy
2. **Accountability** that drives up educational standards and financial performance
3. **People** with the right skills, experience, qualities and capacity
4. **Structures** that reinforce clearly defined roles and responsibilities
5. **Compliance** with statutory and contractual requirements
6. **Evaluation** to monitor and improve the quality and impact of governance

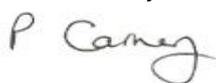
Following positive feedback from our recent *Governance Survey*, we are making a few minor changes to the programme, which we hope you will welcome:

- Whilst Rockingham PDC will continue to be our main base for hosting governance training events, we are looking to increase the number of events we offer in the South of the borough to ensure that more board members can more easily access these opportunities. Our new base will be the Kiveton Park Meadows Community Base
- For 2019/20 we are trialling a slightly earlier start time (and subsequently earlier finish!!) for our evening sessions. Sessions will commence at 5:30pm, as opposed to the previous 6:00pm start time, and will finish around 7:45pm
- Where possible, we have also increased the number of daytime events, to enable more board members with childcare and other evening commitments to attend more of our sessions

We hope you find the professional development opportunities within this Prospectus a valuable contribution towards meeting your school improvement needs for 2019/20. Further professional development opportunities are being developed and will be added to the Prospectus throughout the year. Board members and clerks will be kept informed of these via our regular email *Governance Circulars*.

We would like to take this opportunity to thank you for the time and commitment you collectively devote to supporting children and young people in Rotherham and would encourage you to continue to take advantage of the professional development opportunities available to you within this Prospectus.

Yours sincerely



Paul Carney
Coordinator of Governance Support



Andy Bull
Workforce Development Consultant

High Quality Development Opportunities for All Board Members

'All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities.....'

'The board's code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance.'

'Ofsted HMIs will consider the commitment of governors/trustees to their own development as part of the judgement on the effectiveness of leadership and management.'

'Governance Handbook' - DfE Revised March 2019

All governing boards, no matter what type of schools or how many schools they govern, have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

These are increasingly challenging roles; therefore it is vital that you have access to the highest quality professional development opportunities and advice, guidance and support to fulfil these core functions effectively.

This Prospectus provides details of the wide range of professional development opportunities facilitated by RoSIS to support you to continue to develop your governance knowledge and skills. The 'core' programme will continue to be developed throughout the course of the year as a consequence of specific feedback from governing boards, individual board members and clerks and also as a consequence of changing national priorities and guidance.

You will be reassured to know that our professional development opportunities continue to be relevant and support the needs of effective governance in all categories of schools. Where there are significant differences in the way LA-maintained schools and academies are governed, we are offering bespoke courses to address these differences.

Booking onto Courses and Programmes is essential

All of our courses are open to board members and clerks irrespective of whether your governing board subscribes to the RoSIS Traded Offer for 2019/20. For board members and clerks who are from schools/academies that **have subscribed** in full to the RoSIS Traded Offer, or have subscribed separately to the *Comprehensive Governance Support Package* for the 2019/20 academic year, the cost of attending any of our professional development opportunities is included within your subscription fee. There is no limit on the number of courses an individual board member can attend or on the number of board members from your governing board that can attend each course, subject to the capacity of the venue. **To ensure best value for money you are encouraged to make extensive use of the range of development opportunities available this year.**

For board members and clerks who are from schools/academies that **have not subscribed** to either of the above packages for the 2019/20 academic year, you can still access many of the professional development opportunities within this Prospectus (**with the exception of the Termly Clerks Briefings, which are not available via the pay-as-you-go option**), however a delegate fee will be charged to your school/academy for all events that are booked, regardless of whether or not you actually attend. The delegate fee for accessing any of our Programmes and courses is outlined within each relevant Course descriptor. You are therefore advised to consult with your school/academy before booking to ensure that it is willing to fund your attendance at any such course.

Please tell us you are coming. It is essential that you reserve a place on any of our professional development opportunities. If you don't book a place you cannot be informed should we need to cancel an event. Most courses have a minimum and maximum number of participants to ensure that tutors are able to deliver courses effectively, however it is also crucial that arrangements can be confirmed to organise sufficient refreshments, ensure suitable seating arrangements and organise sufficient course materials for participants. **An administration fee of £25 will be charged to your school/academy for attendance at any event without prior booking.**

How to book

As well as being detailed in this Prospectus, all of our professional development opportunities are available to view on our website www.rosis.org.uk/gd-training-development. Places for any courses can be booked by e-mailing the team at governor-development@rotherham.gov.uk or by telephone on 01709 334005. Please state your name and the school/academy at which you are a board member.

Please let us know of any special requirements you may have when you make your booking.

As soon as a booking has been generated onto the booking system, you will receive an email confirming your booking. Up to one week before the course is due to run, we will send a second email reminding you of your booking.

What if I need to cancel my booking?

If you have enrolled onto a course and then find you cannot attend, please inform us as soon as possible, even on the day of the course if necessary, by email or by telephone. If the course is oversubscribed this may enable another person to attend in your place. **Full course fees will be applied for non-attendance or non-cancellation prior to the course date for board members from non-subscribing schools and academies.**

Terminology

Throughout this Prospectus, references to:

- the *governing board* should be taken to mean the accountable body for the school or group of schools: in LA-maintained schools, this will be the governing body and in an academy trust this will be the trust board. In a multi-academy trust (MAT), where the trust board has delegated specific governance functions via its Scheme of Delegation, references to *the governing board* may also apply to one or more local governing boards;
- the *organisation* means the school or group of schools being governed;
- the *executive leader* should be taken to mean those held to account by the *governing board* for the performance of the *organisation*. This may be the CEO, executive headteacher/principal, headteacher or principal as appropriate, as well as other senior employees/staff, depending on the structure of the organisation.

Courses in chronological order

Autumn Term	Course Date	Page
Termly Clerks Briefings – Autumn Term 2019	Thursday 5 th and Friday 6 th September 2019	7/8
Induction for New Clerks	Monday 16 th September 2019	9
An Introduction to Finance (LA-maintained schools only)	Tuesday 17 th September 2019	10
Governance Forum – Autumn Term 2019	Tuesday 24 th September 2019	11
Safeguarding - Safer Recruitment in Schools	Tuesday 1 st October 2019	12
Being Ofsted-Ready!! – Rockingham PDC	Wednesday 2 nd October 2019	13
Appraisal and Pay Progression for Staff including the Executive Leader (session 1)	Monday 7 th October 2019	14
Finance - Schools Resource Management Self-Assessment (Academy Trusts only)	Tuesday 8 th October 2019	15
Appraisal and Pay Progression for Staff including the Executive Leader (session 2)	Monday 14 th October 2019	14
Finance – Schools Financial Value Standard (LA-maintained schools only)	Wednesday 16 th October 2019	16
Using PE and Sport Premium Funding Effectively	Date to be finalised	17
Safeguarding - Understanding the Prevent Duty	Tuesday 22 nd October 2019	18
Managing Behaviour and Meeting the Social, Emotional and Mental Health Needs of Pupils	Tuesday 22 nd October 2019	19
New to Governance Programme – RPDC (session 1)	Tuesday 5 th November 2019	20
Using Pupil Premium Funding Effectively (session 1)	Monday 11 th November 2019	21
New to Governance Programme – RPDC (session 2)	Tuesday 12 th November 2019	20
Relationships (and Sex) Education and Health Education	Wednesday 13 th November 2019	22
Using Pupil Premium Funding Effectively (session 2)	Monday 18 th November 2019	21
New to Governance Programme – RPDC (session 3)	Tuesday 19 th November 2019	20
Finance - Integrated Curriculum and Financial Planning (all schools)	Tuesday 26 th November 2019	23
Understanding Pupil Performance Data in Primary Schools – Kiveton Park Meadows	Thursday 28 th November 2019	24
Understanding Pupil Performance Data in Primary Schools – Rockingham PDC	Wednesday 4 th December 2019	24
Understanding the Early Years Foundation Stage (EYFS)	Thursday 5 th December 2019	25

Spring Term	Course Date	Page
Termly Clerks Briefings – Spring Term 2020	Thursday 9 th and Friday 10 th January 2020	7/8
Safeguarding - Safer Recruitment in Schools	Thursday 9 th January 2020	12
Finance - 3-Year Budget Planning (all schools)	Tuesday 21 st January 2020	26
Governance Forum – Spring Term 2020	Thursday 23 rd January 2020	11
Understanding the Exclusion Processes and the Board's Statutory Duties	Tuesday 28 th January 2020	27
New to Governance Programme – RPDC (session 1)	Wednesday 29 th January 2020	20
Being Ofsted-Ready!! – Kiveton Park Meadows	Thursday 30 th January 2020	13
Induction for New Chairs	Monday 3 rd February 2020	28
New to Governance Programme – RPDC (session 2)	Wednesday 5 th February 2020	20
Safeguarding - Understanding the Prevent Duty	Wednesday 5 th February 2020	18
Safeguarding Children in Education	Wednesday 12 th February 2020	29
The Board's Role in Supporting Looked After Children in School	Wednesday 26 th February 2020	30
Induction for New Clerks	Monday 2 nd March 2020	9
New to Governance Programme – Kiveton Park Meadows (session 1)	Monday 9 th March 2020	20
The Board's Role in Supporting the Needs of More Able Pupils	Thursday 12 th March 2020	31
New to Governance Programme – Kiveton Park Meadows (session 2)	Monday 16 th March 2020	20
New to Governance Programme – Kiveton Park Meadows (session 3)	Monday 23 rd March 2020	20

Summer Term	Course Date	Page
Termly Clerks Briefings – Summer Term 2020	Thursday 23 rd and Friday 24 th April 2020	7/8
Governance Forum – Summer Term 2020	Monday 27 th April 2020	11
The Board’s Role in Meeting the Needs of Children with SEND	Wednesday 6 th May 2020	32
Developing Effective Governance (session 1)	Tuesday 12 th May 2020	33
Safeguarding - Safer Recruitment in Schools	Thursday 14 th May 2020	12
Developing Effective Governance (session 2)	Tuesday 19 th May 2020	33
Ensuring Health and Safety on School Premises	Tuesday 9 th June 2020	34
New to Governance Programme – RPDC (session 1)	Thursday 11 th June 2020	20
Reviewing Complaints about the School	Wednesday 17 th June 2020	35
New to Governance Programme – RPDC (session 2)	Thursday 18 th June 2020	20
New to Governance Programme – RPDC (session 3)	Thursday 25 th June 2020	20

Termly Clerks Briefings

Briefings Content

High quality professional clerking is crucial to the effective functioning of all governing boards. The precise nature of each clerk's role will be defined by the board and described in a written job description, however all clerks are expected to fulfil a range of duties by providing:

- Administrative and organisational support;
- Guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance; and
- Advice on procedural matters relating to the operation of the board

The termly clerks briefing sessions, together with the '*Induction for New Clerks*' training course (see page 9 below), aim to support clerks to governing boards to effectively fulfil these duties.

Following feedback from our recent Governance Survey, we are making some minor changes to the structure and format of our Clerks Briefings in 2019/20. Whilst we will continue to offer separate bespoke sessions for clerks at LA-maintained schools and academies, including clerks at local governing boards within multi-academy trusts, we will be offering these bespoke sessions on alternative days, and will also be introducing one evening session which will be open to clerks of both maintained schools and academies.

Clerks attending these briefing sessions are provided with a range of resources, bespoke to their specific needs, including:

- A model termly agenda
- The termly 'Governance Guide'
- The termly 'Executive Leaders Briefing Guide'
- A model 'minutes' template

Clerks will also be provided with verbal updates about recent national or local developments within education or governance, as appropriate.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- Effective governance and the core functions of governing boards
- The processes and procedures of governance and how clerks can administer these effectively
- A range of sources of advice and guidance to support you to ensure that the board complies with legal and regulatory frameworks

The importance of building professional working relationships with the board

Evaluation

- I find the briefings informative and an opportunity to network with other Clerks
- A good opportunity to get local and national updates
- The clerks' briefings provide valuable information on a termly basis keeping clerks informed of key areas of discussion at governing board meetings and any legislative changes
- The model agenda provided is a very useful guide when setting the agenda for the Full Governing Body meetings
- The model minutes provide a good template when typing the minutes from the meetings
- The model documents are very useful; our school uses the guidance documents and model agendas every time adapting minor changes to make relevant for our school

<p>Relevant Phase All</p>	<p>Target Audience These briefings are only available to clerks whose governing boards subscribe in full to the RoSIS traded offer or separately to either of the Governance Development packages available</p>	<p>Cost Included in the fee for subscribing schools and academies. These briefing sessions are not available to clerks from non-subscribing schools or academies.</p>																																																								
<p>Duration 1 hour each</p>	<table border="0"> <thead> <tr> <th data-bbox="304 376 635 409">Dates</th> <th data-bbox="635 376 948 409">Time</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="304 409 948 443">AUTUMN TERM 2019</td> </tr> <tr> <td colspan="2" data-bbox="304 443 948 477">LA-Maintained</td> </tr> <tr> <td data-bbox="304 477 635 510">5th September 2019</td> <td data-bbox="635 477 948 510">9:30 – 10:30</td> </tr> <tr> <td data-bbox="304 510 635 544">6th September 2019</td> <td data-bbox="635 510 948 544">14:00 – 15:00</td> </tr> <tr> <td colspan="2" data-bbox="304 544 948 577">Academies</td> </tr> <tr> <td data-bbox="304 577 635 611">5th September 2019</td> <td data-bbox="635 577 948 611">14:00 – 15:00</td> </tr> <tr> <td data-bbox="304 611 635 645">6th September 2019</td> <td data-bbox="635 611 948 645">9:30 – 10:30</td> </tr> <tr> <td colspan="2" data-bbox="304 645 948 678">Joint Briefing open to clerks from LA-Maintained & Academies</td> </tr> <tr> <td data-bbox="304 678 635 712">5th September 2019</td> <td data-bbox="635 678 948 712">17:30 – 18:30</td> </tr> <tr> <td colspan="2" data-bbox="304 712 948 745">SPRING TERM 2020</td> </tr> <tr> <td colspan="2" data-bbox="304 745 948 779">LA-Maintained</td> </tr> <tr> <td data-bbox="304 779 635 813">9th January 2020</td> <td data-bbox="635 779 948 813">9:30 – 10:30</td> </tr> <tr> <td data-bbox="304 813 635 846">10th January 2020</td> <td data-bbox="635 813 948 846">14:00 – 15:00</td> </tr> <tr> <td colspan="2" data-bbox="304 846 948 880">Academies</td> </tr> <tr> <td data-bbox="304 880 635 913">9th January 2020</td> <td data-bbox="635 880 948 913">14:00 – 15:00</td> </tr> <tr> <td data-bbox="304 913 635 947">10th January 2020</td> <td data-bbox="635 913 948 947">9:30 – 10:30</td> </tr> <tr> <td colspan="2" data-bbox="304 947 948 981">Joint Briefing open to clerks from LA-Maintained & Academies</td> </tr> <tr> <td data-bbox="304 981 635 1014">9th January 2020</td> <td data-bbox="635 981 948 1014">17:30 – 18:30</td> </tr> <tr> <td colspan="2" data-bbox="304 1014 948 1048">SUMMER TERM 2020</td> </tr> <tr> <td colspan="2" data-bbox="304 1048 948 1081">LA-Maintained</td> </tr> <tr> <td data-bbox="304 1081 635 1115">23rd April 2020</td> <td data-bbox="635 1081 948 1115">9:30 – 10:30</td> </tr> <tr> <td data-bbox="304 1115 635 1149">24th April 2020</td> <td data-bbox="635 1115 948 1149">14:00 – 15:00</td> </tr> <tr> <td colspan="2" data-bbox="304 1149 948 1182">Academies</td> </tr> <tr> <td data-bbox="304 1182 635 1216">23rd April 2020</td> <td data-bbox="635 1182 948 1216">14:00 – 15:00</td> </tr> <tr> <td data-bbox="304 1216 635 1249">24th April 2020</td> <td data-bbox="635 1216 948 1249">9:30 – 10:30</td> </tr> <tr> <td colspan="2" data-bbox="304 1249 948 1283">Joint Briefing open to clerks from LA-Maintained & Academies</td> </tr> <tr> <td data-bbox="304 1283 635 1317">23rd April 2020</td> <td data-bbox="635 1283 948 1317">17:30 – 18:30</td> </tr> </tbody> </table>	Dates	Time	AUTUMN TERM 2019		LA-Maintained		5 th September 2019	9:30 – 10:30	6 th September 2019	14:00 – 15:00	Academies		5 th September 2019	14:00 – 15:00	6 th September 2019	9:30 – 10:30	Joint Briefing open to clerks from LA-Maintained & Academies		5 th September 2019	17:30 – 18:30	SPRING TERM 2020		LA-Maintained		9 th January 2020	9:30 – 10:30	10 th January 2020	14:00 – 15:00	Academies		9 th January 2020	14:00 – 15:00	10 th January 2020	9:30 – 10:30	Joint Briefing open to clerks from LA-Maintained & Academies		9 th January 2020	17:30 – 18:30	SUMMER TERM 2020		LA-Maintained		23 rd April 2020	9:30 – 10:30	24 th April 2020	14:00 – 15:00	Academies		23 rd April 2020	14:00 – 15:00	24 th April 2020	9:30 – 10:30	Joint Briefing open to clerks from LA-Maintained & Academies		23 rd April 2020	17:30 – 18:30	<p>To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005</p> <p>Facilitator Paul Carney, Coordinator of Governance Support</p>
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<p>Venue Rockingham Professional Development Centre</p>	<p>Competency Framework for Governance All 16 competencies, as appropriate</p> <p>Clerking Competency Framework All 4 competency headings, as appropriate</p> <p style="text-align: right;">↑ Contents</p>																																																									

Induction for New Clerks

Course Content

High quality professional clerking is crucial to the effective functioning of all governing boards. The precise nature of each clerk's role will be defined by the board and described in a written job description, however all clerks are expected to fulfil a range of duties by providing:

- Administrative and organisational support;
- Guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance; and
- Advice on procedural matters relating to the operation of the board

The '*Induction for New Clerks*' training course, together with the termly clerk's briefing sessions (see pages 7 and 8 above), aim to support clerks to governing boards to effectively fulfil these duties.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The key roles and responsibilities of all governing boards
- The key functions of an effective clerk, with reference to the '*Clerking Competency Framework*'
- Good practice in preparing for meetings and effective minute taking
- Key sources of further information, advice and development opportunities

Clerks will have opportunities to raise questions and seek clarification on specific issues as well as meet other new clerks to network and share practice.

Evaluation

- A breakdown of the areas a clerk is to cover
- This was well balanced and presented
- Information and guidance was great
- Majority of topics covered was very useful
- Good information, made easy to understand
- Possibility to ask questions that were specific to my school situation was great

Relevant Phase	Target Audience	Cost
All	New or recently-appointed clerks of LA-maintained schools, academy trust boards or local governing boards of academies within a multi-academy trust	Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies
Duration	Dates	Time
Morning	16 th September 2019	09.30 – 12.30pm
Morning	5 th March 2020	09.30 – 12.30pm
Venue	Rockingham Professional Development Centre	
Facilitator	Paul Carney, Coordinator of Governance Support	
		To Book
		 governor-development@rotherham.gov.uk
		 01709 334005
		Clerking Competency Framework
		All 4 competency headings, as appropriate
		↑ Contents

An Introduction to Finance (LA-maintained schools only)

***** NEW FOR 2019-20 *****

Course Content

More detailed course information will follow shortly

Learning Outcomes

Relevant Phase

All

Target Audience

Duration

Evening

Dates

17th September 2019

Time

5.30–7.45pm

Venue

Rockingham Professional Development Centre

Facilitator

Sally Williams-McGlone, Independent Consultant:
SWM Academy Consultancy

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

2c - Financial frameworks and accountability

2d - Financial management and monitoring

[↑ Contents](#)

The Governance Forum

Forum Content

The educational landscape is subject to frequent and increasingly rapid change. In their strategic role, governing boards are expected to identify 'medium to long term strategic goals, and development and improvement priorities' which accurately reflect not just the present but also emerging opportunities and challenges. These may arise from a variety of sources – changing government policy, altered funding arrangements, new safeguarding expectations, pupil demographics, etc.

The **Governance Forum** is a termly opportunity for board members to update themselves on this changing landscape. Each Forum will have a key theme shared in advance e.g. in 2018/19 Forums looked at topics including the changing Ofsted framework and the school curriculum. Board members are invited to suggest themes that they feel are important, and would like to be a focus for a future Forum.

The Forum is intended to be an opportunity for board members to network and to hear from each other what is happening in the real world of governance. Each Forum will blend inputs from representatives from RoSIS or independent consultants around the chosen theme with presentations from board members themselves where appropriate, and further opportunities for discussion. A key component will be serving board members sharing practical examples of 'what's working well' (and 'even better ifs') taken from their own settings. Good practice resources will be shared with attendees from subscribing schools and academies via our Google Drive account.

Following the principle of 'leadership at all levels', these sessions are **open to all board members**, though we do anticipate that the sessions will be especially useful for Chairs and Vice Chairs of governing boards.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- national and local initiatives that impact upon school and academy governance
- items of ongoing or more topical interest suggested by board members
- examples of practice taken from a range of governing boards
- development opportunities including networking opportunities across Rotherham

Evaluation

- I thought the revised format for the Forum was very helpful and would like more of these particularly with input from schools on particular issues/topics
- The Forum was really good as it was a chance to discuss issues with governors from other schools
- The recent addition of inviting governors to share their experiences on a given theme has been really helpful. Recent inputs from governors of their experiences of an Ofsted inspection were especially useful

Relevant Phase All	Target Audience These Forum events are open to any board member but may be especially useful to the Chair and Vice Chair of the governing board	Cost There is no delegate fee for attending these Forum events regardless of your governing board's subscription status To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005								
Duration Evening	<table border="0"> <tr> <td>Dates</td> <td>Time</td> </tr> <tr> <td>24th September 2019</td> <td>5.30–7.45pm</td> </tr> <tr> <td>23rd January 2020</td> <td>5.30–7.45pm</td> </tr> <tr> <td>27th April 2020</td> <td>5.30–7.45pm</td> </tr> </table>	Dates	Time	24 th September 2019	5.30–7.45pm	23 rd January 2020	5.30–7.45pm	27 th April 2020	5.30–7.45pm	Competency Framework for Governance All 16 competencies, as appropriate ↑ Contents
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23 rd January 2020	5.30–7.45pm									
27 th April 2020	5.30–7.45pm									
Venue Rockingham Professional Development Centre Facilitator Paul Carney, Coordinator of Governance Support										

Safeguarding - Safer Recruitment in Schools

Course Content

It is important for schools and governing boards to incorporate into their recruitment and selection procedures measures that help deter, reject or identify people who might abuse children or who are otherwise unsuited to work with them. The Governance Handbook (revised 2019) states that 'A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to ensure they are not unsuitable'. The need for schools to have robust procedures was tragically illustrated by the Soham case and the findings and recommendations contained in Sir Michael Bichard's report into that case (2004).

It remains a legal requirement that '**at least one person on any appointment panel has undertaken safer recruitment training**'. To support schools in meeting this requirement, the Rotherham Safeguarding Children Board offers Safer Recruitment training which is equally suitable for members of school leadership and governing boards, and can be undertaken side-by-side. The session runs as a half-day equivalent, offered during the school day.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- An awareness and understanding of offender behaviour
- How to identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- The policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- How governing boards can review their own and their school's policies and practices with a view to making them safer

Evaluation

- The positive and negative indicators for recruitment
- Safeguarding is 'everyone's responsibility'
- Review some questions i.e. set out with positive and negative answers
- More aware of the appointment process
- Different things to ask or do during an interview. Not all abuse can be stopped but it is my duty to make it as difficult as possible for them to be hired
- The importance of making the recruitment process design in such a way that it disadvantages people who pose a risk from applying

Relevant Phase

All

Target Audience

This course is open to any board member interested in safer recruitment, especially anyone involved in the recruitment and selection of staff

Cost

The daytime options are available to all schools and academies free of charge.

Duration

Morning

Dates

1st October 2019
9th January 2020
14th May 2020

Time

9.00 – 1.00pm
9.00 – 1.00pm
9.00 – 1.00pm

Course Leader

Sherran Finney, Learning & Development Coordinator:
Rotherham Safeguarding Children Board

Venue

Rockingham Professional Development Centre

Competency Framework for Governance

5a Compliance - Statutory and contractual requirements

To Book

PLEASE NOTE: Places on these sessions **cannot** be booked by contacting Rockingham PDC. To book places please see details below.

To register click onto:

http://www.rscb.org.uk/info/2/professionals_and_volunteers/4/multi-agency_learning_and_development_prospectus_2017-18. Click on the '**Register for training workshop**' button and then the '**Register**' button in Rotherham Partner Organisation Staff. Register on the left, titled: Rotherham Partner Organisation Staff or log in with the log in button. Only non-school RMBC employees are able to log in with their employee number. If you already have a username you can get straight to the system: <https://rotherhammbc.vclms.co.uk>.

To access the Face to Face workshops and book, once onto your learning page select the requested learning tab followed by course request. Select the course followed by course request again and fill in the reasons in the box. Request course again, then select the date from the drop down list then submit. When you have completed the course and your attendance has been confirmed you will be requested to complete the evaluation form, which will then generate your certificate.

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Being Ofsted-Ready!!

***** REVISED FOR 2019-20 *****

Course Content

Governing boards are the key strategic decision makers and vision setters in every school and academy therefore, in every inspection report, Ofsted inspectors will comment on the quality of governance as part of their judgement on the quality of the school's leadership and management.

Ofsted has revised its inspection framework and the criteria it uses to make its judgements with effect from September 2019. This course has been designed to support members of all types of governing boards to prepare for an inspection using this revised framework, in particular:

- the process of an inspection;
- the criteria used to inform inspection judgements; and
- the evidence base which Ofsted inspectors will use

As the academic year progresses, participants will increasingly be provided with an insight into the revised process, the outcomes of recent Ofsted inspections and key lessons learned so far.

In addition, this course will provide board members with the knowledge required to be more effective in engaging with the school's leadership, asking appropriately challenging questions, identifying both strengths and weaknesses of present performance and ensuring, by an ongoing process of school self-evaluation and improvement, that the school is well placed to be successful in an Ofsted inspection.

Participants will also be introduced to best practice in the process of self-evaluation and improvement planning, to enable them to contribute in a more informed and constructive way to this process in their own school.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The revised Ofsted inspection framework from September 2019
- The process of Ofsted inspections, criteria used, and the evidence base for judgements
- Best practice in school self-evaluation and school improvement planning
- The role of the governing board in holding the Executive Leader to account

Evaluations

- Key questions asked by inspector to governors. Guide me what I need to know/prepare before an inspection
- General understanding of what inspectors will be looking for
- All, as it gave me a better understanding of the governor role in inspections
- Governor questions at end of session, other people's ideas
- I believe most of the course was very useful
- Looking at the probing questions Ofsted inspectors will ask
- A very helpful and informative session – thank you
- To understand the governors role in an Ofsted inspection

Relevant Phase

All

Target Audience

This course is open to any board member interested in learning more about the revised Ofsted inspection framework

Duration

Evening

Dates

1st October 2019 - RPDC
23rd January 2020 – KPM

Time

5.30-7.45pm
5.30-7.45pm

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

governor-development@rotherham.gov.uk
01709 334005

Venues

RPDC - Rockingham Professional Development Centre
KPM - Kiveton Park Meadows Community Room

Course Leader

Del Rew, Head of Education, RoSIS

Competency Framework for Governance

2f Accountability – External Accountability
5a Compliance - Statutory and contractual requirements

[↑ Contents](#)

Appraisal and Pay Progression for Staff including the Executive Leader

Course Content

The staff of any school is a vital resource in delivering the best possible outcomes for children. The Governance Handbook sets out the responsibility of the governing board for *'the effective oversight of the performance of all employees'*. In particular, boards should have a good understanding of the importance of their school's performance management system in both rewarding and challenging the performance of all staff including executive leaders. An effective performance management and appraisal system should link closely to whole school improvement planning, including identifying and meeting training and development needs across staff. It must link directly to the decisions made annually about pay progression, which board members play a key role in overseeing.

This **two-session course** is aimed at board members who might at some point be involved in either the appraisal of the executive leader, or in making pay progression decisions for staff arising from appraisal. The sessions will explain and take into account how these processes might differ in different schools, including academies. Participants will be introduced to the national framework of regulations, professional standards and guidance which frame these processes. The operational role of the governing board in appraisal and pay will be explained, alongside asking the right 'strategic' questions of senior leaders as part of wider monitoring. We will look at local guidance materials, including exemplars of the objective setting, monitoring and evaluating process.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- Current requirements and good practice around performance management including appraisal
- The links between performance management and school improvement planning including training and development
- The appraisal of all staff including the boards' appraisal of the executive leader
- Performance related pay for staff and responsibilities of the governing board for pay decisions

Evaluation

- Talking through examples to find out similarities and differences
- Very useful information. Clarity of process. Questions to ask. Reaffirming design process. Excellent course!
- Setting the objectives
- Pay progression – clearer – I think. Now know what to do. Awareness of procedure – objectives – scrutinise. Tying in with DEP and holistic view
- I found both sessions very useful. I am new to the appraisal process and feel better prepared
- Very useful – improving my understanding of performance management and decisions to be made from the appraisal process
- All of it as we're appraising our HT next month
- I am completely new to appraisal and pay progression so the course was a very useful guidance on the overall procedure
- Update on appraisal process for teachers and head-teachers. Understanding of requirements of academies
- The explanation of ensuring that justice in appraisal and pay progression must not only be done but seen to be done

<p>Relevant Phase All</p>	<p>Target Audience This course is open to any board member interested in better understanding the board's role in overseeing staff performance, including that of the executive leader</p>	<p>Cost Included in the fee for subscribing schools and academies; Delegate fee of £120 applies for non-subscribing schools and academies</p>
<p>Duration Evening</p>	<p>Dates 7th October 2019: S1 14th October 2019: S2</p>	<p>Time 5.30–7.45pm 5.30–7.45pm</p>
<p>Venue Rockingham Professional Development Centre</p>		<p>To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005</p>
<p>Course Leader Andy Bull, Workforce Development Consultant</p>		<p>Competency Framework for Governance 2e Accountability – Staffing and performance management</p> <p>National Standards of Excellence for Headteachers</p> <p style="text-align: right;">↑ Contents</p>

Finance-Schools Resource Management Self-Assessment (Academy Trusts only)

***** NEW FOR 2019-20 *****

Course Content

More detailed course information will follow shortly

Learning Outcomes

Relevant Phase	Target Audience		Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies
All			
Duration	Dates	Time	To Book 📧 governor-development@rotherham.gov.uk ☎ 01709 334005
Evening	8 th October 2019	5.30–7.45pm	
Venue	Rockingham Professional Development Centre		
Facilitator	Sally Williams-McGlone, Independent Consultant: SWM Academy Consultancy		
			Competency Framework for Governance 2c - Financial frameworks and accountability 2d - Financial management and monitoring
			↑ Contents

Finance -Schools Financial Value Standard (LA-maintained schools only)

*** * * NEW FOR 2019-20 * * ***

Course Content

More detailed course information will follow shortly

Learning Outcomes

Relevant Phase

All

Target Audience

Duration

Evening

Dates

16th October 2019

Time

5.30–7.45pm

Venue

Rockingham Professional Development Centre

Facilitator

Sally Williams-McGlone, Independent Consultant:
SWM Academy Consultancy

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

2c - Financial frameworks and accountability

2d - Financial management and monitoring

[↑ Contents](#)

Using PE and Sport Premium Funding Effectively

***** NEW FOR 2019-20 *****

Course Content

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools must use the funding to make additional and sustainable improvements to the quality of physical education, physical activity and sport that they offer. The DfE offers guidance on how the premium should be used and, conversely, what the funding should be used for.

The Ofsted inspection criteria specifically states that, in making their judgement on the effectiveness of leadership and management in the school, inspectors will consider:

'how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively (governing) boards hold them to account for this.'

In addition, schools are required to publish on their websites a range of information relating to the PE and sport premium. The Youth Sports Trust has developed a template to record and publish this data.

This session, run in partnership with the Yorkshire Sport Foundation, will provide board members with a greater understanding of PE and sport premium funding, DfE guidance on how the funding should, and shouldn't be spent, details of the range of information that governing boards must ensure is reported online via their school website and evidenced-based good practice with examples that can help schools to maximise the investment and create a sustainable legacy.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The wider context within which the PE and sport premium funding sits
- The specific requirements on how the funding should be spent, including best practice examples
- The reporting requirements on schools, including expectations on how the board can monitor and evidence the impact of the funding

Relevant Phase Primary only	Target Audience This course is open to any board member interested in learning more about the effective use of PE and sport premium funding	Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies
Duration Evening	Dates To be finalised	Time 5.30–7.45pm
Venue Rockingham Professional Development Centre Course Leader Dan Wilson, Yorkshire Sport Foundation	To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005	Competency Framework for Governance 2d Financial management and monitoring ↑ Contents

Safeguarding - Understanding the Prevent Duty

Course Content

All schools and academies are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. It is referred to as the 'Prevent Duty'.

HM Government now expect school staff and relevant members of the governing board to have accessed appropriate training that provides them with the knowledge and confidence to identify children at risk of being radicalised and drawn into terrorism and know where and how to refer children and young people for further help.

Ofsted, when carrying out their inspections, will want to see evidence of the school's approach to keeping pupils safe from the dangers of radicalisation and extremism (including online radicalisation). Ofsted will also want to see evidence of schools promoting fundamental British values.

This course will provide board members with an up to date understanding of the responsibilities of schools in these areas, and of the specific role of the governing board in overseeing this.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The legal duties placed on them by HM Government in relation to both Prevent and Channel
- Actions schools and academies should take to demonstrate compliance with these duties and good practice in these areas
- Further sources of information, advice and support in relation to Prevent and Channel

Evaluations

- All. Very informative, especially as I didn't know much
- Slides, info, discussion, films about people
- All of it – engaging presentation and presenter!
- Very interesting, more knowledgeable about various organisations
- Very thorough, covered all aspects, lots of further reading and links to information
- All aspect were useful and knowing who to contact if happens and what to look for
- All very useful and well presented. Good information and chance to discuss

Relevant Phase All		Target Audience This course is open to any board member interested in the Prevent duty, especially the designated board member for Safeguarding	Cost The daytime options are available to all schools and academies free of charge.
Duration Morning	Dates 22 nd October 2019 5 th February 2020	Time 9:30–12.30pm 9:30–12.30pm	Course Leader Sherran Finney, Learning & Development Coordinator: Rotherham Safeguarding Children Board
Venue Rockingham Professional Development Centre			Competency Framework for Governance 5a Compliance - Statutory and contractual requirements

To Book

PLEASE NOTE: Places on these sessions **cannot** be booked by contacting Rockingham PDC. To book places please see details below.

To register click onto:

http://www.rscb.org.uk/info/2/professionals_and_volunteers/4/multi-agency_learning_and_development_prospectus_2017-18. Click on the 'Register for training workshop' button and then the 'Register' button in Rotherham Partner Organisation Staff. Register on the left, titled: Rotherham Partner Organisation Staff or log in with the log in button. Only non-school RMBC employees are able to log in with their employee number. If you already have a username you can get straight to the system: <https://rotherhammbc.vclms.co.uk>.

To access the Face to Face workshops and book, once onto your learning page select the requested learning tab followed by course request. Select the course followed by course request again and fill in the reasons in the box. Request course again, then select the date from the drop down list then submit. When you have completed the course and your attendance has been confirmed you will be requested to complete the evaluation form, which will then generate your certificate.

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Managing Behaviour and Meeting the Social, Emotional and Mental Health Needs of Pupils

Course Content

Governing boards in both academies and LA-maintained schools have a duty to ensure that their school has policies designed to promote good behaviour and discipline amongst pupils. These policies must define the sanctions to be adopted where pupils misbehave. In certain circumstances the sanctions applied by the school will extend to the use of exclusions, which is considered in a separate training session (Page 27). Schools may also direct pupils to provision outside the school premises that is aimed at improving their behaviour. Policies should also include the school's approach to the use of reasonable force to control or restrain pupils. The governing board should ensure that key information on the principles determining the school's behaviour policy is published on the school's website, and that any changes to these principles are widely consulted upon.

Schools need to address pupil's social emotional and mental health (SEMH) needs that may manifest themselves in inappropriate behaviours. Rotherham has established a joint approach to SEMH needs across education, health and social care and governing boards should be aware of the approaches and resources available to address these needs. Early identification and intervention will often reduce the need for measures such as exclusion.

This course is designed to familiarise board members with the expectations around these key roles – setting expectations around behaviour, and effectively holding the executive leader to account for the implementation of the school's behaviour policy.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The key responsibilities of the governing board in respect of the school's behaviour policy and practice
- Current Ofsted expectations of schools around behaviour
- Rotherham-wide developments in addressing the social, emotional and mental health needs of pupils
- Good practice in creating positive behaviour and discipline in schools including the appropriate use of rewards and sanctions
- How governing boards can effectively monitor outcomes, and hold executive leaders to account, for behaviour and discipline in school

Evaluations

- Great updates, explanations and resources
- Seeing it from child's view and how as a governor, I can ask/observe practices against policy
- Promoted me to look at the school's behaviour policy. Quite simple but does the policy match up to what you see?
- Update and discussion with other governors
- Understanding the requirements of behaviour and discipline in schools – now have a better understanding
- Understanding of policies; how effective are SLT, more information on services available.
- New Ofsted criteria. Ideas for governor questions. Framework documents. Ways in which schools can support students.
- It was a real eye opener, there is a lot to take in and take back to school
- External context and framework. Given ideas to take back into school
- Understanding legislation
- The 'Risk and Protective Factors' sheet. Could help staff understand more about behaviour issues and what factors may be impacting
- Understanding external perceptions when determining behaviour. We will use this to reflect in our school
- Whole of the training session was useful

Relevant Phase

All

Target Audience

This course is open to any board member interested in effective practice in managing behaviour and meeting pupils' SEMH needs.

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

Duration

Evening

Dates

22nd October 2019

Time

5.30–7.45pm

To Book

governor-development@rotherham.gov.uk
01709 334005

Venue

Rockingham Professional Development Centre

Competency Framework for Governance

5a Compliance - Statutory and contractual requirements

Course Leader

Caroline Wheatley, Service Leader, Inclusion Support Services

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New to Governance Programme

Course Content

When you first become a member of a governing board it can be difficult to know where to start. Board members have a challenging job to do, and high quality induction and continual professional development is vital to equip you with the skills you need. It is essential for all new board members to understand the governing board's roles and responsibilities, to begin to make a positive difference to your governing board and feel you are contributing effectively. The 'New to Governance' Programme aims to support you in achieving these expectations. The Programme considers the different governance structures in LA-maintained schools and academies, and is equally appropriate for school governors in LA-maintained schools, Members and Trustees of academy trusts and members of local governing boards in multi-academy trusts.

The Programme consists of three separate modules (a 2-morning option is also available) and new board members will derive maximum benefit if they attend all sessions in consecutive weeks. To enable as many new board members as possible to access this Programme, it is being offered as early evening sessions in each of the three academic terms this year and in two different geographical areas of the Borough. In the Spring Term, it is also being offered in a slightly modified form covering the same content over two extended morning sessions (see below).

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The main purpose of governance, including the three core functions of all governing boards
- The 6 key features of effective governance and how governing boards can fulfil these effectively
- The difference between the 'strategic' role of governance and the 'operational' role of executive leaders
- The range of support and further professional development opportunities that are available to board members beyond induction

Evaluations

- All aspects were useful to have a greater understanding of my role as governor
- Going through the 6 features of effective governance. Looking and understanding the different structures of governing body models, being clear about a strategic role versus operational
- The entire course was useful for a new governor such as myself. It gave a brief overview of the fundamental elements. The evaluation section was useful as you can only grow if you know where you lack!
- The features of effective governance – given me greater understanding of my role and how to effectively challenge leaders
- All of it was useful, it's been a real eye opener
- Information about structures, what we are expected to do has been particularly useful, enjoyed hearing about different boards and how they work
- Very easy to understand, easy going presentations, brilliant handouts, informative, very friendly and approachable presenters. Definitely recommend. Feel better prepared

Relevant Phase

All

Target Audience

This programme is open to anyone that is newly or recently-appointed to governance, though more experienced board members would also benefit from attending to refresh their understanding of the features of effective governance

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £180 applies for non-subscribing schools and academies

Duration

3 x Evenings
RPDC

Dates

5th November 2019
12th November 2019
19th November 2019

Time

5.30–7.45pm

Duration

2 x Daytime
RPDC

Dates

29th January 2020
5th February 2020

Time

9:30am–12.45pm

Duration

3 x Evenings
KPM Community
Room

Dates

9th March 2020
16th March 2020
23rd March 2020

Time

5.30–7.45pm

Duration

3 x Evenings
RPDC

Dates

11th June 2020
18th June 2020
25th June 2020

Time

5.30–7.45pm

To Book

governor-development@rotherham.gov.uk
01709 334005

Competency Framework for Governance

All 16 competencies, as appropriate

Venues

Rockingham Professional Development Centre
Kiveton Park Meadows Community Room

Course Leaders

Paul Carney, Coordinator of Governance Support
Andy Bull, Workforce Development Consultant

[↑ Contents](#)

Using Pupil Premium Funding Effectively

Course Content

The Pupil Premium is a separate funding stream used solely for the educational benefit of three specific groups of children:

- those who have been eligible and registered for free school meals (FSM) at any time in the last six years (also known as Ever6 FSM)
- those who are, or have been, in local authority care for 1 day or more, and
- those where at least one parent is currently serving in, or recently left, the armed forces

The purpose of the Pupil Premium is to narrow attainment gaps between these groups of children and their peers. Attainment gaps between eligible pupils and their peers persist through all stages of education. Pupil Premium provides schools with targeted additional funding designed to address this inequality of outcomes.

It is for schools to decide how the Pupil Premium is spent, but they will be held accountable for their use of the additional funding and the impact this has on educational attainment. This will be a key focus of any Ofsted inspection. All governing boards have a role to ensure that Pupil Premium funding is being spent on improving attainment for eligible pupils.

This **2-session course** will provide board members with an understanding of Pupil Premium funding, expectations around its use and impact, and reporting requirements. Good practice in the use of Pupil Premium funding by schools will be shared. These sessions will concentrate particularly on the role of the governing board in monitoring and evaluating the use and impact of Pupil Premium funding, and how boards will be held accountable for this by Ofsted.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The nature and purpose of Pupil Premium funding
- Good practice in deploying Pupil Premium funding for best impact
- Reporting requirements on schools
- The expectations of governing boards in monitoring this aspect of school funding and how this relates to the Ofsted inspection handbook

Evaluations

- Just started being the PP governor and have met and had some discussions with SLT, but I now have a greater understanding of the responsibility and questions to ask. The course has been very useful and given greater confidence
- Everything was useful – understanding disadvantage / barriers and also how to challenge and be involved in monitoring
- I feel more confident about pupil premium and have a better understanding of the role that governors should play. Also useful websites to research
- Introduction of websites i.e. EEF Toolkits (very useful). Having 2 sessions and having time to bring questions. Bringing own strategies and being able to discuss interactively
- All of it has been very useful. Our school does not provide governors with much information on PP or put much emphasis on it, but this course has highlighted what the school and governors should be doing and how important it is
- Excellent details on how to address how our school spends pupil premium and how it affects the children

Relevant Phase

All

Target Audience

This course is open to any board member interested in learning more about the effective use of Pupil Premium funding, in particular anyone undertaking the role of designated board member for Pupil Premium

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £120 applies for non-subscribing schools and academies

Duration

Evening

Dates

11th November 2019
18th November 2019

Time

5.30–7.45pm

To Book

governor-development@rotherham.gov.uk
01709 334005

Venue

Rockingham Professional Development Centre

Competency Framework for Governance

2 Accountability for educational standards and financial performance
5a Compliance - Statutory and contractual requirements

Course Leaders

Paul Carney, Coordinator of Governance Support
Vicky Helliwell, Consultant Headteacher

[↑ Contents](#)

Relationships (and Sex) Education and Health Education

***** NEW FOR 2019-20 *****

Course Content

As from September 2020 two 'new' subjects become statutory in all state-funded schools in England. All schools will have to teach 'Health Education' and 'Relationships Education' (primary schools) or 'Relationships and Sex Education' (RSE) in secondary schools.

This is supported by the new Ofsted inspection framework, which is being implemented from September 2019 and includes expectations around pupils' Personal Development.

The RSHE Guidance describes what pupils should know by the time they leave primary and secondary school. Although the DfE guidance identifies key knowledge, the OFSTED framework also recognises that skills and values also need to be developed and that attributes like resilience, self-efficacy and emotional well-being need to be fostered but do not necessarily need to be assessed.

The governing board plays a key role in policy development, engaging with parents / carers and the wider community, so this practical workshop will help clarify what the guidance expects of schools, pitfalls to avoid and what parents will and won't be able to withdraw their child(ren) from.

Our children and young people are growing up in a fast-changing world and they have an entitlement to be able to successfully navigate these changes. This workshop won't just focus on sex and drugs and rock and roll (although there might be a bit of that!) but will help board members understand how high quality teaching in RSHE can improve the learning and life-chances of children and young people.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The respective requirements, as detailed in the statutory guidance
- Parents' rights to request that their child be withdrawn from some elements of sex education
- A range of questions that board members might ask senior leaders to ensure that these aspects of the curriculum are planned for, implemented and monitored effectively

Relevant Phase All	Target Audience This course is open to any board member interested in learning more about the requirements for implementing the new statutory guidance.	Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies
Duration Afternoon Evening	Dates 13 th November 2019 13 th November 2019	Time 14.00–16.15pm 5.30–7.45pm
Venue Rockingham Professional Development Centre		To Book governor-development@rotherham.gov.uk 01709 334005
Facilitator John Rees, Education & Training Consultancy – PSHE Solutions		Competency Framework for Governance 2a Accountability – Educational improvement ↑ Contents

Finance - Integrated Curriculum and Financial Planning

(suitable for all governing boards)

***** NEW FOR 2019-20 *****

Course Content

More detailed course information will follow shortly

Learning Outcomes

Relevant Phase

All

Target Audience

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

Duration

Evening

Dates

26th November 2019

Time

5.30–7.45pm

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Venue

Rockingham Professional Development Centre

Facilitator

Sally Williams-McGlone, Independent Consultant: SWM Academy Consultancy

Competency Framework for Governance

2c - Financial frameworks and accountability
2d - Financial management and monitoring

[↑ Contents](#)

Understanding Pupil Performance Data in Primary Schools

Course Content

A significant range of performance data is now routinely used by primary schools and by external agencies, including Ofsted, to monitor and benchmark school performance. Whilst all board members are not expected to become 'experts' in using this range of data, the Governance Handbook states that, '...everyone on the board should be able to engage fully with discussions about data in relation to the educational... performance of their school. If they cannot, they should undertake appropriate training or development to enable them to do so'. An increasingly autonomous school system needs informed governing boards that know their schools well and hold leaders to account for the achievement of all pupils in their school(s). Specific data sets adapted for governing boards are now available, and board members are increasingly expected to demonstrate their ability to work closely with such performance data.

This training is for board members in primary schools and academies who are either relatively new to governance, or unfamiliar with the current range of data available to governing boards. There will be a focus on the Ofsted Inspection Data Summary Report (IDSR) that is available via the Analyse School Performance (ASP) website, Fischer Family Trust (FFT) Aspire and a range of Perspective Lite data reports. Participants should, if possible, bring their school IDSR report to the session. Opportunities will be provided to consider the issues that emerge and the questions board members might ask senior leaders.

This course is being offered on **two separate occasions** to enable as many board members as possible to attend, and is being co-delivered by a Consultant Headteacher and the RoSIS Data Manager, both of whom work daily with primary school data.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The range of pupil performance data available
- Where and how these data sets can be accessed
- Current performance criteria for primary schools against which individual data should be compared
- How board members can interpret performance data to support and challenge leadership in their schools

Evaluations

- Explaining the numbers along the bottom of the scatter graph and what Qs are
- I feel more confident in looking at data to compare against national average. It is also useful to look at the overall data for our school
- Being made aware what data is available and therefore giving us as governors the knowledge of what to ask for
- Very knowledgeable presentation
- Explaining the data's key points. Highlighting how the data is calculated
- Made comparing our school results easier to understand
- The detailed explanations about how data is broken down
- To see wide range of data and shown how to analyse and pull out questions. Good to track through Nexus. Very useful document. To understand data presented in school
- Understanding the school data in more depth. Time to look at, and discuss, the data

Relevant Phase

Primary only

Target Audience

This course is open to any board member interested in gaining a better understanding of primary school performance data.

Duration

Evening
Evening

Dates

28th November 2019 – KPM
4th December 2019 – RPDC

Time

5.30–7.45pm
5.30–7.45pm

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk
 01709 334005

Venue

Kiveton Park Meadows Community Room
Rockingham Professional Development Centre

Course Leaders

Karen Hopkins, Project Coordinator, RoSIS
Vicky Helliwell, Consultant Headteacher

Competency Framework for Governance

2b Accountability – Rigorous analysis of data

[↑ Contents](#)

Understanding the Early Years Foundation Stage (EYFS)

Course Content

This course will provide a concise introduction to the Early Years Foundation Stage (EYFS) statutory framework and development matters, as well as assessment in the EYFS.

The course will provide participants with a knowledge and understanding of typical development patterns of children in the EYFS, and the range of expected outcomes for children. A range of key EYFS terminology will be introduced and explained to ensure that governing board members can more confidently and independently access key guidance and documentation which relates specifically to the EYFS.

As part of the session, we will consider the importance of the learning environment in supporting and extending children's learning and development, and what best practice might look like.

Participants will leave the session better equipped to engage with setting leaders around the monitoring and evaluation of the quality of provision and outcomes for children in the EYFS.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The EYFS statutory framework and development matters
- The statutory assessment requirements including formative and summative assessments
- Key characteristics of the learning environment needed to support learning in the EYFS
- How to effectively support and challenge the executive leader and EYFS staff in your setting

Evaluations

- The different learning goals and generally understanding more on what's measured
- Useful overview including data, helpful as basis for learning walk
- Both speakers were proactive so the course was very practical and realistic. They made a complex area sound very clear
- Very informative. I now have a better understanding of EYFS
- A good overview of what is being used within the early years
- Info on good levels of development. Possible implications for 2020
- Backup of current knowledge and reinforcing understanding
- Updated information on curriculum and Ofsted
- Information relating to new updates
- Introduction to possible changes in 2020. Insight into unique nature and volume of work involved
- Useful to be able to compare our school with Ofsted statutory requirements and questions to ask from just taking info given

Relevant Phase

Nursery and Early Years

Target Audience

This course is open to any board member interested in gaining a better understanding of the Early Years Foundation Stage.

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

Duration

Evening

Dates

5th December 2019

Time

5:30-8:15pm

To Book

 governor-development@rotherham.gov.uk
 01709 334005

Venue

Rockingham Professional Development Centre

Competency Framework for Governance

2a Accountability – Educational Improvement

Course Leaders

Susan Gregg and Janet Vickers, Specialist Leaders in Education

[↑ Contents](#)

Finance - 3 Year Budget Planning (suitable for all governing boards)

***** NEW FOR 2019-20 *****

Course Content

More detailed course information will follow shortly

Learning Outcomes

Relevant Phase

All

Target Audience

Duration

Evening

Dates

21st January 2020

Time

5.30–7.45pm

Venue

Rockingham Professional Development Centre

Facilitator

Sally Williams-McGlone, Independent Consultant: SWM Academy Consultancy

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

2c - Financial frameworks and accountability
2d - Financial management and monitoring

[↑ Contents](#)

Understanding the Exclusion Processes and the Board's Statutory Duties

Course Content

All governing boards have legal duties in relation to exclusion. Boards are expected to hold the executive leader to account for the lawful use of exclusion and are responsible for arranging suitable full-time education for excluded pupils from the sixth day of a fixed-period exclusion. In the case of an appeal against a permanent exclusion, there are specific duties on academy trusts to arrange an independent review and on LA-maintained schools to work with the local authority in undertaking this review. Detailed guidance on exclusions is published and regularly updated by DfE, and governing boards are advised to ensure that one or more members attend relevant training to develop sufficient expertise to allow the board to fulfil its duties effectively.

Participants in this course can expect to be made familiar with the responsibilities of the governing board around the current DfE Exclusions guidance (Sept 2017), and with the respective responsibilities of governing boards (in both LA-maintained schools and academies) and the local authority in exclusions. Specific topics covered will include: the role of the LA Inclusion Officer; the process of 'managed moves'; the implications of the Equalities Act (2010) for exclusions; and the requirements of the revised (2015) SEND Code of Practice.

The course will be led by colleagues from the Inclusion Support Services who advise schools on exclusions, and enact the Local Authority's statutory role with schools in this area.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- Current legal and other frameworks within which the exclusions process operates
- The key responsibilities of schools and of executive leaders in managing exclusions and ensuring continuity of provision for excluded pupils
- The key legal duties of governing boards in 'holding executive leaders to account' for the legal use of exclusion
- The role of the Local Authority and other agencies in exclusion including the review of permanent exclusions

Previous Evaluations (what was useful)

- The "world" of exclusions
- The whole course was useful. I now have a greater understanding of this area.
- The bigger picture information. Gives a better understanding of the situation across Rotherham
- Very useful and advice on where to get more information and what to look for on the internet
- An in-depth presentation of the issues
- So much info, very good information
- Background information, in particular all the different areas of support for children from RMBC and associated partners
- Good summary of services, how services link and the detail for school governors
- Signposting of documents. Efficient delivery overview of operations. National picture. Very useful. Thank you Caroline
- All aspects were of use to me

<p>Relevant Phase All</p>	<p>Target Audience This course is open to any board member interested in learning about the differing roles in managing exclusions in their school.</p>	<p>Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies</p>
<p>Duration Evening</p>	<p>Dates 28th January 2020</p>	<p>Time 5.30–7.45pm</p>
<p>Venue Rockingham Professional Development Centre</p>		<p>To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005</p>
<p>Course Leader Caroline Wheatley, Service Leader, Inclusion Support Services</p>		<p>Competency Framework for Governance 2a Accountability – Educational improvement 5a Compliance - Statutory and contractual requirements ↑ Contents</p>

Induction for New Chairs: Understanding and Developing the Role

* * * **NEW FOR 2019-20** * * *

Course Content

So, you've taken the plunge and you've recently been elected as the chair of your governing board. I'm sure there are a number of questions you would like to ask about the roles you are expected to fulfil and how you go about fulfilling these effectively (alternatively, you might have been fulfilling the role for a while, and you still have questions that you would like answering). If so, this course is for you!!

The Governance Handbook (DfE: revised March 2019) describes the role of the chair as follows:

'The chair, with the support of 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 focussed on its core functions. A chair should encourage the board to work together as an effective team, building their skills, knowledge and experience. They need to ensure everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any committees.'

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The different aspects to the role of the chair, especially the importance of developing effective working relationships with the executive leader, the clerk, the vice chair and other members of the board
- The knowledge and skills needed to lead and manage the work of the governing board
- A range of good practice examples exploring how to fulfil these roles effectively
- Potential next steps to further develop your effectiveness in fulfilling the expected roles

<p>Relevant Phase All</p>	<p>Target Audience This course is primarily aimed at those who are newly-appointed, or have been appointed within the last 12 months, to the position of chair to your governing board. However, more experienced chairs may wish to attend to refresh their knowledge and understanding of the role.</p>	<p>Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies</p>
<p>Duration Evening</p>	<p>Dates 3rd February 2020</p>	<p>Time 5.30–7.45pm</p>
<p>Venue Rockingham Professional Development Centre</p>	<p>To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005</p>	
<p>Facilitator Paul Carney, Coordinator of Governance Support Gail Foster, Chair of governors and National Leader of Governance</p>		<p>Competency Framework for Governance All 16 competencies, as appropriate ↑ Contents</p>

Safeguarding Children in Education

Course Content

Safeguarding children and young people remains an absolute priority in all schools and education settings, and is a highly topical issue. Governing boards must ensure that schools have effective safeguarding policies and procedures, taking into account local risks, statutory and LA guidance, and locally agreed inter-agency procedures. In addition, all boards **must** appoint a designated board member for Safeguarding.

All board members are encouraged to develop a familiarity with good safeguarding practice while, for the designated board member for Safeguarding, appropriate training should be considered a necessity. This session is designed to provide board members, and specifically the designated board member, with a broader awareness of the roles and responsibilities of the governing board, set in the context of the legal framework and statutory guidance, as well as local safeguarding arrangements. This session will form a key part of the Local Authority's strategy for keeping schools and governing boards informed of the implications of the guidance.

The session will move on from the broader context to look at specific aspects of best practice in Safeguarding. These will include an awareness of the signs and indicators of abuse, and of safeguarding issues related to Child Sexual Exploitation, Female Genital Mutilation (FGM) and Domestic Abuse. Participants will learn about the role of the Designated Safeguarding Lead in school, the referral process and the importance of multi-agency working in Rotherham. Recent lessons learned locally and nationally from Serious Case Reviews will be considered.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The current legislative framework and national guidance on Safeguarding, including any changes required as a consequence of revised national guidance and local safeguarding arrangements
- The responsibilities of the governing board, and of the designated board member for Safeguarding
- Common types of abuse, and indicators
- The referral process and the role of external agencies in supporting schools

Evaluations

- Given me lots of guidance to understand Ofsted requirements for safeguarding in schools and lots of questions to ask of school
- Useful as a new governor being made aware of the process for safeguarding children and how things should be run
- Learning about what safeguarding covers and who to contact
- Principles of safeguarding rather than just policies
- Great insight into the importance of procedures in place
- Updating on responsibilities as a governor – need to raise with DSL
- Documents, websites, guidance and best practice

Relevant Phase

All

Target Audience

This course is open to any board member interested in safeguarding, especially the designated board member for Safeguarding

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

Duration

Evening

Dates

12th February 2020

Time

5.30–7.45pm

To Book

 governor-development@rotherham.gov.uk
 01709 334005

Venue

Rockingham Professional Development Centre

Competency Framework for Governance

5a Compliance - Statutory and contractual requirements

Course Leader

Sherran Finney, Learning & Development Coordinator,
Rotherham Local Safeguarding Children Board

[↑ Contents](#)

The Board's Role in Supporting Looked After Children in School

Course Content

Governing boards have a legal duty to promote high standards for all children, including those groups of children who may require greater support than their peers. Increasingly schools are working with other partners, including health and social care, to determine how best to meet the needs of children. This is particularly true in relation to Looked After Children.

Governing boards have specific duties in relation to Looked After Children. These include ensuring: that there is a designated teacher appointed; that this teacher undertakes appropriate training; that it receives an annual report from this teacher; and that any issues identified are acted upon.

Many governing boards choose to appoint a designated board member to lead on the oversight of these arrangements, but all board members can benefit from a broader knowledge and understanding of how boards can champion and promote the needs of Looked After Children. This course aims to raise board members' awareness of how they can do this effectively, including clarifying the requirements on governing boards in current legislative frameworks, including both DfE and Ofsted requirements.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The roles and responsibilities of the governing board in relation to Looked After Children
- The issues and barriers to education facing Looked After Children
- How board members can act as advocates for the education of Looked After Children
- Any recent or proposed changes to legislation and its impact upon Looked After Children
- Expectations of governing boards within the current Ofsted framework in relation to Looked After Children

Evaluations

- Governors questions to challenge school
- The training needs of staff and how this is progressing – for all staff to have knowledge to support the child
- The information regarding governor role and responsibility
- All aspects were useful and helpful, especially *Attachment issues *Role of Virtual School *Issues and barriers to learning *Role of Governors
- Understanding attachment and the impact of children and learning
- Background on LAC. Identifying who and why they might be LAC. What behaviours they might display. Importance of supporting this vulnerable group. Challenging schools and head teachers on issues identified
- To identify the governing body's role in supporting LAC. Questions to raise when back at school
- Information gathering about 'virtual school' work. Powerful film thought provoking list of internal working models
- A lot of information brought me up to date and capable of asking the required questions
- Group work, learning and videos
- Understanding what our roles and responsibilities are
- Useful to understand mind-set of Looked after Children and consider disadvantages they might experience

Relevant Phase	Target Audience	Cost
All	This course is open to any board member interested in supporting the needs of Looked After Children, especially the designated board member for LAC	Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies
Duration	Dates	Time
Evening	26 th February 2020	5.30–7.45pm
Venue	To Book	
Rockingham Professional Development Centre	✉ governor-development@rotherham.gov.uk	
Course Leaders	Competency Framework for Governance	
Members of the Virtual School Senior Leadership Team	2a Accountability - Educational improvement	
	2b Accountability - Rigorous analysis of data	
	5a Compliance - Statutory and contractual requirements	
	↑ Contents	

The Board's Role in Supporting the Needs of More Able Pupils

Course Content

Effective governing boards hold their executive leaders to account for improving progress and outcomes for all pupils in the school. As well as being advocates for vulnerable cohorts of pupils, the board also has a role to champion the needs of more able cohorts of pupils, including those eligible for the pupil premium, and to ensure appropriate challenge is provided to address any areas of underperformance or less than expected progress.

This session will explore how the board can more effectively fulfil the expectations in this area.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The governing board's role in holding executive leaders to account for pupil progress and outcomes
- The different sources of pupil performance data and how the board can utilise these to champion the needs of more able pupils
- A range of ways in which governing boards can effectively fulfil this important role, including designating a board member to lead in this area
- The types of questions governing boards can ask in order to provide robust challenge to executive leaders

Evaluations

- Sorts of questions to use with SLT, definitions
- Questions to ask the school regarding the vision for more able students, how we support them and how we monitor their progress
- The role of governors in terms of what can be done, hearing the experience of others
- All information, how to question school, identify pupils, what to do regarding more able pupils, lots of questions for school!!
- Identifying the more able from data
- The explanation of data enabled me to look at our data more efficiently (more able children) and ask appropriate questions
- All; both data, how to read it, how we should be questioning etc. to ensure more able are supported
- Knowing how to raise questions around something that is so wishy washy!
- Group work. Meeting other governors
- Considering use of data. Understanding good questions and challenge
- The definition of more able pupils, how to identify more able pupils
- Looking at definition of "more able". Providing appropriate questions to ask school
- Data, discussions around clearly identifying what a more able pupil is. Make it broader – thank you

Relevant Phase

All

Target Audience

This course is open to any board member interested in learning more about this matter, especially anyone undertaking the role of designated board member for More Able pupils

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

Duration

Evening

Dates

12th March 2020

Time

5.30–7.45pm

To Book

 governor-development@rotherham.gov.uk
 01709 334005

Venue

Rockingham Professional Development Centre

Course Leader

Paul Carney, Coordinator of Governance Support
 Vicky Helliwell, Consultant Headteacher

Competency Framework for Governance

2a Accountability - Educational improvement
 2b Accountability - Rigorous analysis of data

[↑ Contents](#)

The Board's Role in Meeting the Needs of Children with SEND

Course Content

All governing boards have legal duties in relation to pupils with special educational needs and/or disabilities (SEND), which are set out in legislation and statutory guidance. The Competency Framework for Governance indicates that 'someone on the board' should have 'knowledge of the requirements relating to children with SEND'. In practice, the duties of the board can be delegated to a committee and/or an individual board member, and it is important for individuals delegated with this responsibility to develop some specialist knowledge and expertise in relation to SEND, which is updated frequently. A close working relationship with the school's SENCO will be a key element of this, but access to external training is vital for board members to be effective in role.

This session aims to give an overview to board members of schools' duties as required by the statutory guidance for organisations which work with and support children and young people who have SEND, as detailed in the SEND Code of Practice: 0 to 25 years.

Participants will be informed of the graduated response to need required to ensure appropriate provision for pupils with SEND. Issues arising from the financial implications of this provision will be explained. Opportunity will also be provided to discuss how the governing board might monitor SEND practice, including the school's SEN Information Report and contribution to the Local Offer in relation to both Ofsted expectations and the SEND Code of Practice. The session will also cover how schools address the specific requirements of pupils who have an Education, Health and Care Plan.

The session will be delivered by specialist colleagues from the Local Authority's Inclusion Support Services (ISS) who work closely with schools and other agencies on a day to day basis in the field of SEND.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The requirements for schools around SEND provision as per the SEND Code of Practice
- The role of the governing board and, where appropriate, the designated board member for SEND in monitoring SEND provision: the graduated response to need, to include early identification and intervention
- Child/young person and parental involvement
- Involvement of specialist services
- Requesting/supporting an Education, Health and Care Plan

Evaluations

- I believe all aspects of the course were useful. There is a need for more understanding; the course handouts will go a long way to achieve an understanding
- Talking through SEND process. I have a better understanding of Education Health Care plans
- Overview of inclusion support services, etc. SEN stats
- The whole course has been useful and informative. I feel that I understand and will be able to fulfil my role with more confidence
- Review of SEND code of practice. Emphasis on collective responsibilities. What graduated response means
- I am relatively new to this but work in education funding so it interesting to see the juxtaposition
- Process and responsibilities of SEN governor/governing board
- Lots of information regarding current awareness and support. Update/reminder re SEN Code of Practice. Gives food for thought and gives governors some pointers to reflect and therefore go back and ask questions of SENDCO and SLT
- Explained more about SEND and how schools and LA offer support to those children who need it
- Information was up to date and relevant. The trainer's knowledge and answers to individual questions. Learning of structure of SEND provision and the services available

Relevant Phase

All

Target Audience

This course is open to any board member interested in SEND provision in schools, especially anyone undertaking the role of the designated board member for SEND.

Duration

Evening

Dates

6th May 2020

Time

5.30–7.45pm

Venue

Rockingham Professional Development Centre

Course Leader

Caroline Wheatley, Service Leader, Inclusion Support Services

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk
 01709 334005

Competency Framework for Governance

2a Accountability – Educational improvement
 5a Compliance - Statutory and contractual requirements [↑ Contents](#)

Developing Effective Governance

***** NEW FOR 2019-20 *****

Course Content

This new 2-session course is intended to provide both new and more experienced board members with an overview of what constitutes 'effective governance'. It will be set in the context of current guidance and statutory frameworks around governance, including the revised DfE Governance Handbook (March 2019) and the revised Ofsted framework (September 2019). It will also draw on best practice examples drawn from within Rotherham, and from regional and national models.

The course will be useful and accessible for all board members, but may be especially relevant to any board member wanting to update themselves on current expectations of effective governance, and to take these ideas back into your governing board to support self-evaluation and development planning.

Following the structure of the revised Governance Handbook, the course will focus on *what* the governing board needs to do, and *how* it needs to do it. We will consider current key expectations around the *whats* of strategic leadership, accountability and compliance, both how these are defined in DfE guidance and inspection frameworks but also what they should look like in practice. We will then consider the *hows* of delivering these expectations. Firstly, we will address how you can get the right board members in post with the necessary skills and knowledge. Secondly, we will look at effective governance structures including the use of committees and designated board members. Thirdly, we will consider how you can undertake regular and effective self-evaluation using self-evaluation tools and skills audits to inform development planning.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The key features of effective governance as set out in current DfE guidance and the Ofsted inspection framework
- Approaches to developing people and governance structures which can deliver effective governance
- Tools and approaches for effective self-evaluation to inform development planning

<p>Relevant Phase All</p>	<p>Target Audience This course is open to any board member interested in learning more about an effective governance self-evaluation process, especially anyone undertaking the role of the designated board member for Training and Development</p>	<p>Cost Included in the fee for subscribing schools and academies; Delegate fee of £120 applies for non-subscribing schools and academies</p>
<p>Duration Evening</p>	<p>Dates 12th May 2020 – S1 19th May 2020 – S2</p>	<p>Time 5.30–7.45pm</p>
<p>Venue Rockingham Professional Development Centre</p> <p>Course Leaders Paul Carney, Coordinator of Governance Support Andy Bull, Workforce Development Consultant</p>		<p>To Book ✉ governor-development@rotherham.gov.uk ☎ 01709 334005</p> <p>Competency Framework for Governance 3a Building an effective team 4a Roles and responsibilities 6a Managing self-review and development 6b Managing and developing the board's effectiveness</p> <p style="text-align: right;">↑ Contents</p>

Ensuring Health and Safety on School Premises

Course Content

The role of the governing board includes having oversight of policies and practice underpinning the health and safety of pupils and staff. The Competency Framework for Governance states that *'someone on the board should have knowledge of the board's duties and responsibilities in relation to health and safety in education'*. This course is designed to familiarise board members with the specific responsibilities of all governing boards for ensuring that relevant health and safety standards are met.

Participants will be provided with an overview of current legislation which applies to schools and academies in this area. Best practice in assessing and reviewing health and safety management standards in schools will be explored. The importance of conducting health and safety tours of schools, and best practice in carrying these out will also be covered.

Participants will consider real life examples of potential health and safety risks in schools, and be given the opportunity to discuss and share issues and concerns relating to their particular school contexts.

The course will be delivered by specialist Council officers in the field of health and safety and risk management in schools. Participants wishing to pursue this area further will be guided to further sources of support and training from the local authority, and current guidance available.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- Current legal or other frameworks covering health and safety in schools (both LA-maintained and academies)
- The responsibilities of the governing board for health and safety
- Best practice in reviewing health and safety standards in schools, including conducting health and safety tours
- Common risks and hazards in schools

Evaluations

- I now know how to hold the head accountable
- Increasing knowledge of health & safety legal requirements with regard to the educational environment and the role/responsibilities
- Responsibilities in PFI schools. Helped resolve confusion. Tutor answered my questions
- Guide to tools and resources. The facilitators were very knowledgeable
- The website and the actual contents – risk assessment templates
- Questions that governors should ask. Signposted to resources that are available on the website
- The session was a great insight into roles and responsibilities and audits/evidence required to safeguard the school
- I was informed of the types of questions that need to be asked

Relevant Phase All	Target Audience This course is open to any board member interested in health and safety in schools, especially the designated board member for Health and Safety	Cost Included in the fee for subscribing schools and academies; Delegate fee of £60 applies for non-subscribing schools and academies To Book  governor-development@rotherham.gov.uk  01709 334005
Duration Evening	Dates 9 th June 2020	Time 5.30–7.45pm
Venue Rockingham Professional Development Centre Course Leaders RMBC Health and Safety Officer(s)		Competency Framework for Governance 5a Compliance - Statutory and contractual requirements ↑ Contents

Reviewing Complaints about the School

Course Content

Schools may at any time receive complaints from parents or from members of the local community about any aspect of the school's work. Governing boards of all schools and academies have a duty to establish a complaints procedure and to publish this procedure on the school or academy trust's website. It is therefore crucial that all governing boards adopt and publish a clearly understood complaints procedure.

At an appropriate stage in this procedure, it may be necessary to convene a Panel of board members to review the school's handling of such a complaint. These can be very challenging situations, and it is important that board members understand how to approach these meetings to seek a resolution to such a complaint.

This session will provide board members with an overview of the legislation and guidance relating to school complaints; and provide practical advice on the implementation and operation of an effective complaints procedure. Participants will be introduced to the local authority's current model complaints procedure and toolkit for schools, and informed of the support provided by the local authority to schools and parents.

The course will look at the range and type of complaints arising in schools, using real and current examples to illustrate this. The course will also consider the links between school complaints and other school policies, procedures and legislation; and measures for managing unreasonable behaviour by persons making complaints.

This session will be led by specialist colleagues from the Complaints Team within the local authority, who advise schools directly on these issues on a day-to-day basis.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The current legal and other frameworks for managing complaints in schools and academies
- The responsibilities of the governing board around reviewing such complaints
- Support provided by the local authority to schools and parents; and other external sources of support
- The local authority's current model complaints procedure and toolkit for schools
- Best practice in reviewing complaints

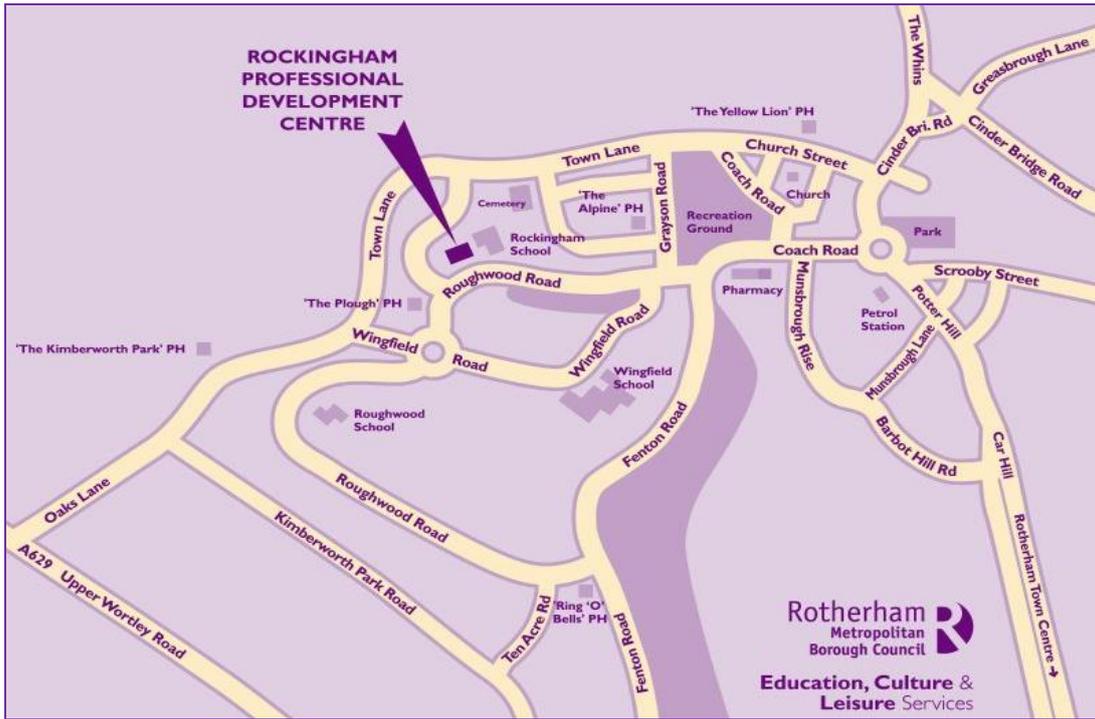
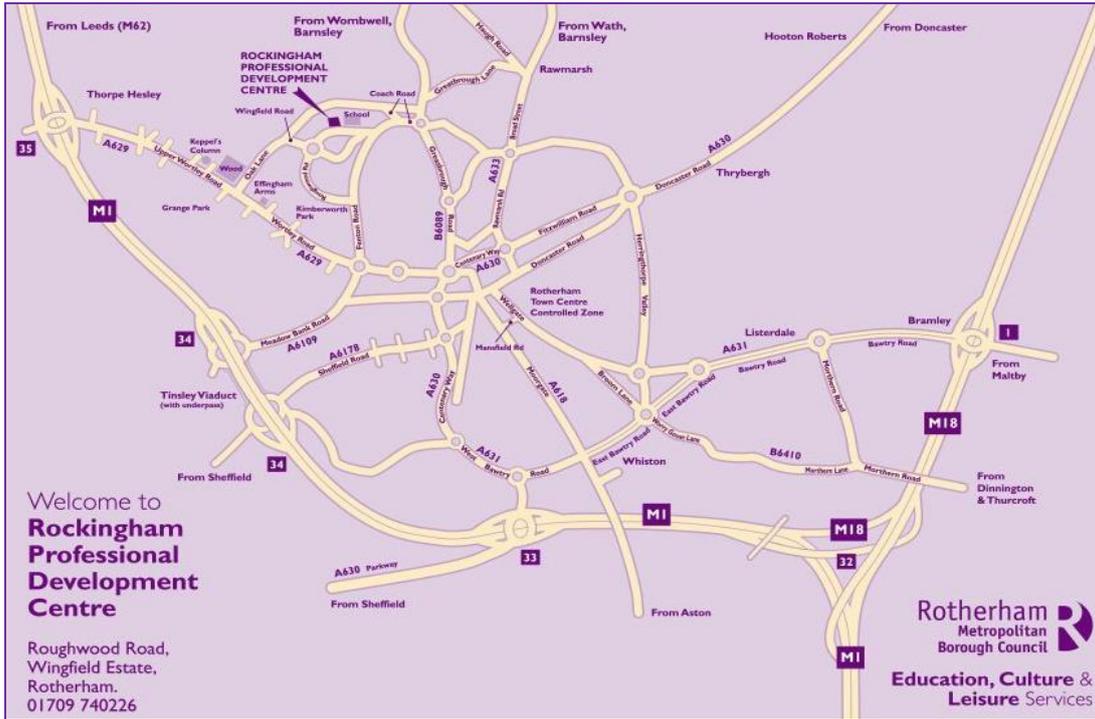
Evaluations

- Good, insightful overview of how to deal with complaints. Provided good practice ideas to take back to school and reference in case of future complaints
- Running through the process of dealing with a complaint
- Legislation, ways of dealing with complaints
- All very useful – I knew nothing about reviewing complaints and I now know a lot more
- A good refresher
- Just knowing where to turn for support is a great help

Relevant Phase	Target Audience	Cost
All	This course is open to anyone interested in understanding the board's responsibilities in this area, especially Panel members who might be involved in reviewing complaints about the school	Included in the fee for subscribing schools and academies; Delegate fee of £90 applies for non-subscribing schools and academies
Duration	Dates	To Book
Evening	17 th June 2020	✉ governor-development@rotherham.gov.uk ☎ 01709 334005
Venue	Time	Competency Framework for Governance
Rockingham Professional Development Centre	5.30–8.30pm	5a Compliance - Statutory and contractual requirements
Course Leaders		↑ Contents
Stuart Purcell and Tina Medlock: Complaints Team, RMBC		

Rockingham Professional Development Centre

Roughwood Road, Rotherham, S61 4HY



Kiveton Park Meadows Junior School Community Room

Storth Lane, Kiveton Park, Sheffield S26 5QT

The Community Room is situated within the school grounds to the rear of the school building. There is no requirement to enter the school building. Please park in the school car park and make your way through the gates into the school grounds, and the Community Room is directly to your right situated in the school playground. Registration for all courses will be completed in the Community Room once you arrive.

