

School Governance Prospectus: Professional Development and Learning Opportunities 2018/2019



Supporting the Development of Effective Governance

Rotherham School Improvement Partnership Mission
*all students 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

Welcome to the Rotherham School Improvement Service (RoSIS) School Governance Prospectus for the 2018/19 academic year. We have continued to build upon the extensive range of Professional Development and Learning Opportunities, facilitated or delivered by our Governance Development Team, in conjunction with experienced and effective Executive Leaders from Rotherham schools and academies or by staff from across the local authority who are specialists in their respective fields.

Effective governance in all schools and academies is based on the **6 key features of effective governance**, as detailed below and described in the *Governance Handbook* (DfE: January 2017):

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

The DfE has also published *A Competency Framework for Governance* (January 2017) and the *Clerks Competency Framework* (April 2017) which both seek to 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. All of our Professional Development and Learning Opportunities contained within this Prospectus have been mapped against both of the above Competency Frameworks.

We hope you find the professional development opportunities within this Prospectus a valuable contribution towards meeting your school improvement needs for 2018/19. Full details of every Programme and course finalised to date are set out in the Prospectus and are open to all governing board members and clerks in any school or academy, whether based in Rotherham or elsewhere. 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 *Governance CPD Updates*.

The delegate fee for accessing any of our Programmes and courses is outlined on each relevant Course descriptor. For board members and clerks who are from schools or academies that have opted to subscribe in full to the RoSIS Traded Offer, or have subscribed separately to the *Comprehensive Governance Package* for the 2018/19 academic year, attendance at all professional development opportunities is included as part of your subscription fee. There is no limit on either 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 of course 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.**

If your governing board has **not subscribed** to either of the above packages for the 2018/19 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, as specified in the Prospectus, will be charged to the school or academy at which you are a board member for all events that are booked, regardless of whether or not you actually attend. You are therefore advised to consult with your school or academy before booking to ensure that it is willing to fund your attendance at any such course.

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.'

'Governance Handbook' - DfE January 2017

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 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

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 any event at short notice. 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 or 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 via the website using our easy-to-use online booking system at www.rosis.org.uk/governor-course-bookings. Alternatively, places can be booked by emailing: governor-development@rotherham.gov.uk or by telephone to **01709 334005**.

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 (see above). 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.**

Collaborative Professional Development Opportunities

Many of the professional development opportunities contained within this Prospectus can be delivered to groups of governing boards working collaboratively; either via an existing Learning Community construct or through a Multi-Academy Trust working with members of its local governing boards.

Any such collaborative groups are able to contact the Governance Development Team and organise a governance development session, either an 'off-the-peg' session taken from courses within the Prospectus or something more bespoke, subject to appropriate negotiation. You would need to agree a host venue from within the group of schools participating. These sessions should last no longer than two hours in duration, though some could be offered as a one-hour option, providing a short, sharp focused input.

These collaborative sessions will be free of charge to those board members from schools and academies that subscribe in full to the RoSIS Traded Offer, or have separately subscribed to the *Comprehensive Governance Package* for the 2018/19 academic year. Board members from non-subscribing schools and academies can be invited; however a charge to the relevant school or academy of £60 per delegate in attendance will be made.

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

Course Title	Course Date	Page
Autumn Term		
Termly Clerks Briefings – Autumn Term 2018	Thursday 6 th and Friday 7 th September 2018	7/8
Governance Leadership Forum – Autumn Term 2018	Wednesday 26 th September 2018	9
Effective Governance Structures in Single Schools	Thursday 4 th October 2018	10
Effective Governance Structures in Multi-Academy Trusts	Monday 8 th October 2018	11
Appraisal and Pay Progression for Staff including Leaders (session 1)	Tuesday 16 th October 2018	12
The Board’s Role in Reviewing Pupil Exclusions	Thursday 18 th October 2018	13
Appraisal and Pay Progression for Staff including Leaders (session 2)	Tuesday 23 rd October 2018	12
Preparing for Ofsted – Wales Primary School	Wednesday 24 th October 2018	14
New to Governance Programme – RPDC (session 1)	Wednesday 7 th November 2018	15
Safer Recruitment in Schools	Thursday 8 th November 2018	16
Using Pupil Premium Funding Effectively (session 1)	Monday 12 th November 2018	17
New to Governance Programme – RPDC (session 2)	Wednesday 14 th November 2018	15
Using Pupil Premium Funding Effectively (session 2)	Monday 19 th November 2018	17
New to Governance Programme – RPDC (session 3)	Wednesday 21 st November 2018	15
Understanding Pupil Assessment in Primary Schools	Tuesday 27 th November 2018	18
Induction for New Clerks	Thursday 29 th November 2018	19
Understanding Pupil Performance Data in Primary Schools	Tuesday 4 th December 2018	20
Understanding the Early Years Foundation Stage (EYFS)	Thursday 6 th December 2018	21
Spring Term		
Termly Clerks Briefings – Spring Term 2019	Thursday 10 th and Friday 11 th January 2019	7/8
Governance Leadership Forum – Spring Term 2019	Monday 28 th January 2019	9
New to Governance Programme – RPDC (session 1)	Tuesday 5 th February 2019	15
The Board’s Role in Supporting the Needs of More Able Pupils	Wednesday 6 th February 2019	22
New to Governance Programme – RPDC (session 2)	Tuesday 12 th February 2019	15
Safeguarding Children in Education	Thursday 14 th February 2019	23
Understanding Finance in LA-Maintained Schools	Tuesday 26 th February 2019	24
Managing Behaviour and Meeting the Social, Emotional and Mental Health Needs of Pupils	Wednesday 13 th March 2019	25
Safer Recruitment in Schools	Tuesday 19 th March 2019	16
The Board’s Role in Supporting Looked After Children in School	Thursday 21 st March 2019	26
New to Governance Programme – Wales Primary School (session 1)	Monday 25 th March 2019	15
Preparing for Ofsted – Rockingham PDC	Tuesday 26 th March 2019	14
New to Governance Programme – Wales Primary School (session 2)	Monday 1 st April 2019	15
Understanding the Prevent Duty	Wednesday 3 rd April 2019	27
New to Governance Programme – Wales Primary School (session 3)	Monday 8 th April 2019	15

Summer Term		
Termly Clerks Briefings – Summer Term 2019	Thursday 2 nd and Friday 3 rd May 2019	7/8
Effective Governing Board Self-Evaluation	Wednesday 8 th May 2019	28
The Board’s Role in Meeting the Needs of Pupils with SEND in School	Monday 13 th May 2019	29
Safer Recruitment in Schools	Wednesday 15 th May 2019	16
Governance Leadership Forum – Summer Term 2019	Thursday 23 rd May 2019	9
Developing Approaches to Governance Enquiry Visits	Tuesday 4 th June 2019	30
The Board’s Role in Supporting School to Prevent Bullying	Wednesday 12 th June 2019	31
New to Governance Programme – Bramley Sunnyside Junior School (session 1)	Thursday 13 th June 2019	15
Ensuring Health and Safety on School Premises	Tuesday 18 th June 2019	32
New to Governance Programme – Bramley Sunnyside Junior School (session 2)	Thursday 20 th June 2019	15
Reviewing Complaints about the School	Wednesday 26 th June 2019	33
New to Governance Programme – Bramley Sunnyside Junior School (session 3)	Thursday 27 th June 2019	15
The Board’s Role in Engaging with Key Stakeholders	Monday 1 st July 2019	34

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 newly-established 'Induction for New Clerks' training course (see page 19) and the 'Clerks Development Programme' run in partnership with the National Governance Association (NGA), which will be advertised shortly, aim to support clerks to governing boards to effectively fulfil these duties. These briefings are offered as separate bespoke sessions for clerks at LA-maintained schools and academies, including clerks at local governing boards within multi-academy trusts. Clerks attending these briefings 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

Relevant Phase

All

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

Duration

1 hour each

Dates

AUTUMN TERM 2018

LA-maintained schools

6 th September 2018	9:30 – 10:30
6 th September 2018	14:00 – 15:00
6 th September 2018	17:30 – 18:30

Academies

7 th September 2018	9:30 – 10:30
7 th September 2018	14:00 – 15:00

SPRING TERM 2019

LA-maintained schools

10 th January 2019	9:30 – 10:30
10 th January 2019	14:00 – 15:00
10 th January 2019	17:30 – 18:30

Time

Evaluations

- I find the briefings informative and an opportunity to network with other Clerks
- The briefings are very useful and informative
- 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 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 Full Governing Body 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.

Cost

Included in the fee for subscribing schools and academies. **These briefing sessions are not available to clerks from non-subscribing schools or academies.**

To Book

governor-development@rotherham.gov.uk

01709 334005

Facilitator

Paul Carney, Coordinator of Governance Support

	<p>Academies 11th January 2019 9:30 – 10:30 11th January 2019 14:00 – 15:00</p> <p>SUMMER TERM 2019 LA-maintained schools 2nd May 2019 9:30 – 10:30 2nd May 2019 14:00 – 15:00 2nd May 2019 17:30 – 18:30</p> <p>Academies 3rd May 2019 9:30 – 10:30 3rd May 2019 14:00 – 15:00</p>	
Venue	Rockingham Professional Development Centre	<p>Competency Framework for Governance All 16 competencies, as appropriate</p> <p>Clerking Competency Framework All 4 competency headings, as appropriate</p>

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Governance Leadership 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 concerns, pupil demographics, etc.

With this in mind, the **Chairs and Vice Chairs Forum** is being re-focused for the 2018-19 academic year and is being re-named as the **Governance Leadership Forum**. These termly leadership forums will continue to update board members on the changing landscape, with representatives of local authority teams presenting updates on topical items linked to their specialist areas of work. Alongside this, however, the Forum meetings will consider more topics which have been suggested by board members themselves. The Forums are intended as opportunities for board members to share not just their views on issues that matter to them, but also practical examples of 'what's working well' (and 'even better if's?) taken from their own practice. 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 boards. Whilst all board members will be able to suggest and lead items periodically, we welcome interest from board members with a particular interest in shaping these Forums who may be interested in contributing on a more regular basis to planning and leading the agendas.

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

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

Duration

Evening

Dates

26th September 2018

28th January 2019

23rd May 2019

Time

6.00–8.00pm

6.00–8.00pm

6.00–8.00pm

Venue

Rockingham Professional Development Centre

Facilitator

Paul Carney, Coordinator of Governance Support

Evaluations

Revised format for 2018/19

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

Competency Framework for Governance

All 16 competencies, as appropriate

Effective Governance Structures in Single Schools (LA-maintained and Standalone Academies)

Course Content

Developing effective governance structures that reinforce clearly defined roles and responsibilities is described as the 4th key feature of effective governance in both the Governance Handbook and the Competency Framework for Governance. Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.

This course aims to support governing boards of single schools, both LA-maintained schools and standalone academies, to consider alternative governance structures and particularly how governance functions are organised and delegated, including where decisions are made.

PLEASE NOTE: This course is not suitable for members of local governing boards that are part of a multi-academy trust (MAT). An alternative, bespoke course aimed at governance in a MAT is advertised on page 11).

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The three core functions and the specific roles and responsibilities of governing boards
- Different governance structures that effectively fulfil these roles and responsibilities, ensuring sufficient and robust oversight of key priorities
- Good practice examples of written Schemes of Delegation that set out the structure and remit of the governing board, any committees (where applicable) and any designated governance roles undertaken by individual board members

Relevant Phase

All

Target Audience

This course is specifically suitable for those who are board members of single schools, both LA-maintained schools and standalone academies. **This course is not suitable for members of local governing boards in MATs.**

Duration

Evening

Dates

4th October 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Paul Carney, Coordinator of Governance Support

Evaluations

New for 2018/19.

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

4a Structures – roles and responsibilities

Effective Governance Structures in Multi-Academy Trusts

Course Content

Developing effective governance structures that reinforce clearly defined roles and responsibilities is described as the 4th key feature of effective governance in both the Governance Handbook and the Competency Framework for Governance. Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.

This course aims to support those involved in the governance of Multi-Academy Trusts, including Members, Trustees and members of local governing boards, to consider alternative structures and particularly how governance functions are organised and delegated, including where decisions are made.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The three core functions and the specific roles and responsibilities of Members and Trust Boards in Academy Trusts
- Different governance structures that effectively fulfil these roles and responsibilities, ensuring sufficient and robust oversight of key priorities
- Good practice examples of written Schemes of Delegation that set out the structure and remit of the Members, the Trust Board, any committees (including local governing boards, where applicable) and any designated governance roles undertaken by individual board members

Relevant Phase

All

Target Audience

This course is specifically suitable for Members, Trustees and members of local governing boards in Multi-Academy Trusts

Duration

Evening

Dates

8th October 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Paul Carney, Coordinator of Governance Support

Evaluations

New for 2018/19.

Cost

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

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

4a Structures – roles and responsibilities

[↑ Contents](#)

Appraisal and Pay Progression for Staff including Leaders

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 performance for 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

Relevant Phase

All

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

Duration

Evening

Dates

16th October 2018
23rd October 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

Andy Bull, Workforce Development Consultant

Evaluations

- Provided a good overview of the appraisal cycle, understanding when and how appraisals are done. Making pay decisions – good practice, requesting evidence.
- Very useful, clarifying my understanding of performance management.
- Information given at a pace that can be understood
- All very useful – very comprehensive overview for a governor with limited experience in how this structure operates in school.
- Bringing the governors up to date with current practices and reminding them of their responsibilities.
- Outlining pay policy – career expectations slide to explain to other governors.
- Good overall intro to schools HR processes/procedures.

Cost

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

To Book

✉ governor-development@rotherham.gov.uk

☎ 01709 334005

Competency Framework for Governance

2e Accountability – Staffing and performance management

National Standards of Excellence for Headteachers

The Board's Role in Reviewing Pupil Exclusions

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, but 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

Relevant Phase

All

Target Audience

This course is open to any board member interested in learning about the differing roles in managing exclusions in their school.

Duration

Evening

Dates

18th October 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Caroline Wheatley, Service Leader, Inclusion Support Services

Evaluations

- 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 of school governors.
- Signposting of documents. Efficient delivery overview of operations. National picture. Very useful. Thank you Caroline.
- All aspects were of use to me

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

Preparing for Ofsted

Course Content

Governing boards are the key strategic decision makers and vision setters in every school and academy. In every Ofsted inspection, inspectors will comment on the effectiveness of governance, and in particular how effectively boards challenge and hold the Executive Leader to account for the educational performance of the school and its pupils. To do this effectively, board members need not only to know their own school well, but to know something of the process by which all schools' performance is externally judged by Ofsted, and the criteria which underpin these judgements. With this knowledge board members can be more effective in engaging with the school 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 any Ofsted inspection.

This course is designed to familiarise board members with the current Ofsted inspection framework, in particular: the process of an inspection; the criteria used to form inspection judgements; and the evidence base which Ofsted inspectors will use. Participants will be given an insight into the process and outcomes of recent Ofsted inspections, and key lessons learned so far.

Board members attending will also be introduced to best practice in the process of school self-evaluation and improvement planning, to enable them to contribute in a more informed and constructive way to this process in their own school. The training will be delivered by the Head of Education who routinely supports schools in preparing for Ofsted inspections, and represents the local authority in the Ofsted process including feedback from inspectors.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The current Ofsted inspection framework
- The process of Ofsted inspections, criteria used, and evidence base for judgements
- Key indicators of school performance used by Ofsted
- Best practice in school self-evaluation and school improvement planning
- The role of the governing board in holding the Executive Leader to account

Relevant Phase

All

Target Audience

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

Duration

Evening

Dates

24th October 2018 - Wales
26th March 2019 – RPDC

Time

6.00-8.15pm
6.00-8.15pm

Venues

Wales Primary School
Rockingham Professional Development Centre

Course Leader

Del Rew, Head of Education, RoSIS

Evaluations

- Provided info and documentation in regard to Ofsted's current expectations.
- The whole of the session was very good by making us familiar with the new framework
- Very useful hand-outs
- Reading actual section 5 and 8 reports to see how they are carried out. Seeing examples of questions asked on previous inspections. Finding out more of what is expected of me as a governor.
- Gave a good understanding of what Ofsted expect of governors.
- All of it, Ofsted, governors' role, changes.
- Built confidence and knowledge ready for Ofsted.
- Well prepared – thanks for the effort!! Ability to ask questions as and when rather than waiting to the end.
- Very useful summary of process. Highlighted new aspects of the inspection framework. Details of the 'Hot topics' was very informative. Focused my mind on the Ofsted requirements and helps fine tuning

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

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

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 twilight sessions in each of the three academic terms this year in 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 difference between the strategic role of governance and the operational role of executive leaders
- The 6 key features of effective governance and how governing boards can fulfil these effectively
- The range of support and further professional development opportunities that are available to board members beyond induction

Relevant Phase Target Audience

All

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

Duration

3 x Evenings
RPDC

Dates

7th November 2018
14th November 2018
21st November 2018

Time

6.00–8.15pm

Duration

2 x Daytime
RPDC

Dates

5th February 2019
12th February 2019

Time

9:30am–12.45pm

Duration

3 x Evenings
Wales Primary
School

Dates

25th March 2019
1st April 2019
8th April 2019

Time

6.00–8.15pm

Duration

3 x Evenings
Bramley Sunnyside
Junior School

Dates

13th June 2019
20th June 2019
27th June 2019

Time

6.00–8.15pm

Evaluations

- All aspects were useful as being new to governance; I am looking to increase my knowledge in all areas.
- Found the course extremely informative as a new governor. Gained an insight into the role.
- Overview of governing / better understanding of what is expected.
- The training was a thorough overview of governance. The training enabled me to focus on my responsibilities as a new governor, and gave me ideas on how to question the school and address the impact on any interventions which have taken place at the school. I really enjoyed this training and feel more confident in my role as governor.
- Everything, wished it was longer to go more in depth.
- I now understand what my role of governor involves, explains what is expected of me and the tools available to help me fulfil the role.
- Useful insight into the role of a new governor and to meet other new governors.
- Knowledge of the deliverer. He was able to answer my questions and talked confidently about a broad range of information. Some advice was very helpful.
- Very clear overview of governance, it is not as clear cut as I first thought so gave an insight to roles and responsibilities. Tutor answered the questions posed, gave me lots to think about and question.

Cost

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

To Book

✉ governor-development@rotherham.gov.uk
☎ 01709 334005

Competency Framework for Governance

All 16 competencies, as appropriate

Venues

Rockingham Professional Development Centre
Wales Primary School
Bramley Sunnyside Junior School

Course Leaders

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

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 (2017) 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 or as an extended twilight (starting at 5.00pm as opposed to 6.00pm as usual).

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

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

Duration

Morning or Evening

Dates

8th November 2018

19th March 2019

15th May 2019

Time

5.00-8.15pm

9.00 – 1.00pm

9.00 – 1.00pm

Venue

Rockingham Professional Development Centre

Course Leader

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

Evaluations

- The process of potential new staff candidates, how to be confident that new staff are suitable to work with children and young people.
- This will enable me to consider and be reminded of all aspects of safer recruitment. Found it all really useful.
- To 'assume' it could happen here and reflect and consider culture back at school.
- Check, check, check, be suspicious
- That we should never be complacent with our safer recruitment processes and should constantly review. To get as much information, different types of checks as possible on possible candidates, reference check, 10 check etc.
- Importance of safer recruitment. Check everything e.g., DBS, professional checks, references, applications forms, questions.

Cost

The two daytime options are available to all schools and academies free of charge. A delegate fee of £90 applies to the evening option for non-subscribing schools and academies

To Book

PLEASE NOTE: Places on these sessions **cannot** be booked via the online booking system or by contacting Rockingham PDC. To book places please email RLSCBTraining@rotherham.gov.uk indicating which workshop you would like to attend.

Competency Framework for Governance

5a Compliance - Statutory and contractual requirements

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 have been in local authority care for 1 day or more, and
- those where at least one parent is currently serving in the armed forces

The purpose of the Pupil Premium is to narrow attainment gaps between those children and their peers. Attainment gaps between pupils from deprived backgrounds and their more affluent 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 allocated to their school 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. Governing boards should 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 the workings 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 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

Relevant Phase

All

Target Audience

This course is open to anybody interested in learning more about the effective use of Pupil Premium funding

Duration

Evening

Dates

12th November 2018
19th November 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

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

Evaluations

- All aspects were helpful and informative
- Finding out where PP funding comes from and how it is allowed to be used, not just focussed purely on PP children.
- Excellent, very informative, good size group for discussion
- Eligibility criteria. What questions to ask re pupil premium, progress of children.
- Explained the need for governor involvement i.e. school visits, the role of the governing board, communication etc.
- The trainers input really brought the topic to life and helped me to understand the practicalities of utilising PP in school.
- As a new governor, really useful – as needed the knowledge and information to understand role and of PP children and what is required from funding.
- All was good. Trainers were very positive. It was clear that we need to ask for and see more evidence.
- Gave insightful information as to what we should be doing as a governing board and ideas of challenging questions.
- Very enjoyable and thought provoking. Governor's role –outlining in detail role and responsibilities – very helpful to new governor. Explaining PP breakdown – extremely useful
- A great balance – from giving the schools perspective and giving info on governor's role/responsibilities which enabled good discussions to take place.
- Key questions. List of websites for research and data.
- Terminology and obligations in using PP.
- Accountability. Questions to be asking.

Cost

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

To Book

✉ governor-development@rotherham.gov.uk
☎ 01709 334005

Competency Framework for Governance

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

Understanding Pupil Assessment in Primary Schools

Course Content

Governing boards are responsible for holding executive leaders to account for the educational performance of all pupils. To do this, the board must have access to 'objective, high quality and timely data' on pupil progress and attainment. Board members need to know the questions to ask of executive leaders, both about the data, and about the actions being taken to address any underachievement by pupils, including more vulnerable groups. This session is designed as a 'sister' session to the training titled 'Understanding Pupil Performance Data in Primary Schools' (Page 20).

Led by an experienced primary teaching and learning consultant and a serving primary headteacher, this session will provide board members with a broader context within which to understand the data which is routinely presented to them by executive leaders. The session will provide an overview of the required curriculum in primary schools, and how the statutory testing and assessment regime maps on to this in specific subject areas and at specific points across the primary phase. It will consider the purposes and principles of assessment, including good practice for schools in the timing and nature of assessment. In particular, the session will explore the importance of regular, ongoing internal assessment of pupil progress and attainment.

Going beyond the requirements of and approaches to assessment, the session will consider how schools should be using formative and summative assessment data to inform their practice, including how data can be used to inform strategies for supporting Pupil Premium pupils and track their progress.

Board members will leave the session better equipped to understand how, when and why pupil assessment data is being collected, and how it should be used effectively to drive school improvement.

NB: THIS IS A REPEAT OF LAST YEAR, NO NEW CONTENT FOR THIS YEAR

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The statutory testing and assessment regime in primary schools
- The importance of ongoing, internal assessment of pupil progress and attainment
- Good practice in using emerging pupil achievement data to inform school improvement
- Key questions board members should pose senior leaders around pupil data to effectively hold them to account for pupil outcomes
- Key questions board members may be asked in an Ofsted inspection in relation to assessment practice

Relevant Phase

Primary only

Target Audience

This course is open to any board member interested in primary assessment practice

Duration

Evening

Dates

27th November 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Amy Parry, Teaching and Learning Consultant, RoSIS
Karen Smith, Headteacher, Meadow View Primary School

Evaluations

- Good overview of the subject and presented in a way that is easy to understand and digest.
- Excellent session – clear explanation with relevant current examples. Lots of ideas for questions I can use at Governing Board meetings to find out exactly how assessment works. As a parent governor, it has given me a greater level of understanding and knowledge. Great delivery – a proper double act 😊
- As a new governor I found this course very interesting. I now feel I could look back upon my schools assessment data and have a better understanding. I also feel that I am more aware of the types of questions I would be expected to ask the headteacher regarding pupil assessment.
- I found the course very informative and relaxed. It was delivered at a pace that I feel everyone could relate to. I feel that I now have ideas and questions to ask of my school in regard to this. Really enjoyed the course and the information was portrayed really well.
- A good course, I have learnt a lot but also realised I have a lot more to learn. I feel more time is needed for the course, unless it is my incapacity to absorb it all?
- Very informative and engaging – well delivered by very knowledgeable presenters. Enjoyable and worthwhile.
- A lot of very useful information – will be a great help in looking at assessment information given to governors and give confidence to ask relevant questions.
- Good, friendly comfortable course. Sometimes too much information to take in as I don't work in school. However, a very worthwhile evening – thank you.
- Very interesting course, very helpful.

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

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 page 7), and the 'Clerks Development Programme' run in partnership with the National Governance Association (NGA), which will be advertised shortly, 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.

Relevant Phase

All

Target Audience

New or recently-appointed clerks of LA-maintained schools, academy trust boards or local governing boards of academies within a multi-academy trust

Duration

Evening

Dates

29th November 2018

Time

5.30–8.30pm

Facilitator

Paul Carney, Coordinator of Governance Support

Venue

Rockingham Professional Development Centre

Evaluations

This course was new in the 2017/18 programme and had not yet been delivered at the time of publication.

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

Clerking Competency Framework

All 4 competency headings, as appropriate

[↑ 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 the 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. 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 inspection data summary report (IDSR) that is available via the Analyse School Performance (ASP) website, Fischer Family Trust 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 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

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

Dates

4th December 2018

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

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

Evaluations

- Finding out different sources of data and how to interpret. Ofsted document amazing.
- Understanding facts/figures/numbers/graphs. What to look for? Looking beyond data, where to find info.
- As a complete novice – gave a very good overview and quick snapshot understanding to where data comes from, and how & why to use it.
- Going through the dashboard and knowing what other information is out there.
- Group comparisons, tracking, gaining more knowledge/questions from graphs.
- Explanation of inspection data summary report. Glossary of terms – basic but necessary for new governors or those not familiar with data/assessment. Handout – useful info.
- All were useful as new to this type of data.
- To try to understand the pupil performance data used in schools.
- Understanding of terminology and how to interpret the data summary report.

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

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 session runs for an hour and a half only, and can be accessed either in the early afternoon or late afternoon.

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

Relevant Phase

EYFS

Target Audience

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

Duration

Evening

Dates

6th December 2018

Time

6:00-7:30pm

Venue

Rockingham Professional Development Centre

Course Leaders

SLE on behalf of RoSIS

Evaluations

New for 2018/19

Cost

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

To Book

 rosis@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

2a Accountability – Educational Improvement

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 that may have special educational needs and/or disabilities or those eligible for the pupil premium, and to ensure appropriate challenge is provided to address any areas of underperformance or less than expected progress.

Additionally, one of the key foci of an Ofsted inspection is how well the school supports the achievement of the most able pupils, and how effectively the governing board holds executive leaders to account for this. This session will therefore 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

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 a designated board member for More Able pupils

Duration

Evening

Dates

6th February 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Paul Carney, Coordinator of Governance Support

Evaluations

- Useful examples of the type of questions to use with SLT
- Questions to ask the school regarding the vision for more able students, how we support them and how we monitor their progress.
- Understanding meaning of more able. Role of governor in terms of what can be done.
- All the information was useful; how to question school, identify pupils, what to do regarding more able pupils, lots of questions for school!!
- Very interesting discussing definitions etc. Made me think about this subject greatly.
- Identifying the more able from data.
- 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!
- 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 schools.
- Data, discussions around clearly identifying what a more able pupil is.

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

2b Accountability - Rigorous analysis of data

Safeguarding Children in Education

Course Content

Safeguarding children and young people remains an absolute priority in all schools and education settings, and 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 should 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 with a broader awareness of the roles and responsibilities of the governing board for safeguarding, set in the context of the legal framework and statutory guidance, which is regularly updated and revised by DfE, 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

Relevant Phase

All

Target Audience

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

Duration

Evening

Dates

14th February 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

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

Evaluations

- Covering role as safeguarding governor including all responsibilities as governor/safeguarding lead
- Information presented
- Discussion in groups/tables
- Reference material and guidance
- Questions governors should be asked at school
- The role of the Local Authority Designated Officer (LADO) - various services and their works
- All good- it reinforces the training I've already received
- Understanding scope of safeguarding
- All of it as I wasn't sure of the policies
- Updated information
- Current data relevant to Rotherham
- Questions to raise
- Keeping children safe in education guidance was useful. What I need to ask the school and ensure is in place

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

5a Compliance - Statutory and contractual requirements

Understanding Finance in LA-Maintained Schools

Course Content

Governing boards, as one of their three key functions, are responsible for overseeing the financial performance of the organisation and making sure its money is well spent. The Governance Handbook (2017) specifies that 'everyone on the board should be able to interpret financial data, and ask informed questions about income, expenditure and resource allocation.'

This course is aimed at board members in local authority maintained schools who wish to develop a greater understanding of finance. Participants will be provided with a broad overview of school's funding streams including both revenue and capital funding. It will consider how different elements of funding are allocated, including the delegated school budget and additional funding streams including SEN funding, Pupil Premium, etc. and any additional income. Information on the implications of the new National Funding Formula will be shared.

Governing boards in LA maintained schools have a statutory responsibility for setting and approving the budget from 1st April annually. In advance of this, participants will be provided with an overview of the budget setting process. The session will consider in detail the key components of the budget, both sources of income, and key areas of expenditure. Participants will consider the importance of, and strategies for, setting a balanced budget for the year ahead. The key DfE financial reporting codes as they appear in the budget will be explained in context.

More briefly, participants will be introduced to the key expectations of the governing board in exercising financial oversight, including an understanding of the organisation's financial policies and procedures, funding streams, and mechanisms for ensuring financial accountability. The governing board's responsibility for completing the Schools Financial Value Standard (SFVS) will be covered. The key reporting requirements of governing boards will be addressed, including Pupil Premium, Y7 Catch-up Premium, and the Primary PE and Sport Premium.

The course will be delivered by an experienced school director of finance, who works across both primary and secondary schools.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- How LA-maintained schools set their budget
- The importance of ensuring a balanced budget and the governing boards' role in doing this
- Strategic approaches to longer term financial planning
- Benchmarking tools and guidance to support governing boards in comparing financial performance

Relevant Phase

All

Target Audience

This course is open to any board member interested in understanding finance in LA-maintained schools

Duration

Evening

Date

26th February 2019

Time

6.00-8.15pm

Venue

Rockingham Professional Development Centre

Evaluations

- All was useful
- Opportunity to read through the pack if invited to be on finance committee
- All aspects were useful as I had no previous knowledge/experience in this area
- Understanding the process of budget setting
- Learnt about benchmarking which is an area I've been putting off and now feel more confident
- As a new governor the overview was comprehensive
- Breakdown of funding
- Learned how budget is calculated and monitored

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

Course Leader

Louise Hatswell (Director of Finance, Saint Pius X Catholic High School, Our Lady and St. Joseph's Catholic Primary, St. Joseph's Catholic Primary, Rawmarsh and Fellow and Trustee of the Institute of School Business Leadership)

Competency Framework for Governance

2d Accountability – Financial management and monitoring

5a Compliance - Statutory and contractual requirements

[↑ Contents](#)

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 13). 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

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.

Duration

Evening

Dates

13th March 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Caroline Wheatley, Service Leader, ISS

Evaluations

Revised content for 2018/19

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

5a Compliance - Statutory and contractual requirements

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

Relevant Phase

All

Target Audience

This course is open to any board member interested in supporting the needs of Looked After Children, especially the designated board member for LAC

Duration

Evening

Dates

21st March 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

Members of the Virtual School Senior Leadership Team

Evaluations

- 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 Governor.
- 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 headteachers on issues identified.
- To identify the governing boards' 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.
- Useful to understand mind set of Looked after Children and consider disadvantages they might experience.

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

2b Accountability - Rigorous analysis of data

5a Compliance - Statutory and contractual requirements

Understanding the Prevent Duty

Course Content

All schools and academies, including those providing childcare, 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, including those providing childcare, 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, including those providing childcare, 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

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

Duration

Evening

Dates

3rd April 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

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

Evaluations

- Fantastic. Discussions among governors. Case studies
- Fabulous recap – lots of useful information given.
- Gave an overview of the Prevent duty and how to deal with any issues
- Great insight into the Prevent programme. Good to interact with other governors.
- Simple, straightforward information. Good use of case study videos – balanced viewpoints shared.
- All the training brought me up to speed giving me knowledge I didn't have. Well presented!
- Presentation, video, websites and case studies.

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

5a Compliance - Statutory and contractual requirements

Effective Governing Board Self-Evaluation

Course Content

Regular and effective evaluation, which monitors and improves the quality and impact of governance, is one of the 6 key features of effective governance. The Governance Handbook states that *'boards should evaluate their own effectiveness' and 'should carry out regular audits of the skills they possess in light of the skills and competences they need, taking account of the department's Competency Framework for Governance'*.

Additionally, Ofsted also takes a close interest in the effectiveness of governance, meeting with board members, reviewing documentary evidence about the work of the governing board, and forming judgements on its effectiveness, all of which will inform the overall judgements for the leadership and management of the school.

This course aims to familiarise board members with the 6 key features of effective governance and how the board can use these principles to undertake a thorough and robust self-evaluation process. Approaches to developing action plans for improvement, and sources of support in delivering change will also be considered.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The key features of effective governance, the Competency Framework for Governance and the current Ofsted framework as it relates to school governance
- Best practice in 'Governance Self-Evaluation' and action planning
- Further sources of support for governance self-improvement

Relevant Phase

All

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

Duration

Evening

Dates

8th May 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

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

Evaluations

- Very good "current" information and support with changes to governance
- All useful; as a new governor, it was eye opening and very easy to understand
- Explanation of self-evaluation process. NGA – skills audit. Ofsted expectations. Information about use of skills audit
- Friendly approach. Exemplar action plan. Listening to experience of others
- Discussion and expertise of trainers
- Hearing other people's experiences and views. Tutors were approachable and easy to understand

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

6a Managing self-review and development
6b Managing and developing the board's effectiveness

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

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

13th May 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Caroline Wheatley, Service Leader, Inclusion Support Services

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, ect 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 practise. 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 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.

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

Developing Approaches to Governance Enquiry Visits

Course Content

The governing board has a crucial role in holding the executive leader to account for improving school performance. To fulfil this role effectively, it is important for board members to know their school well. Many board members find that visiting their school during the working day is a helpful way to get to know them better. Linking these visits to specific issues e.g. a statutory function or a school improvement priority, can contribute to how effectively the governing board fulfils its responsibilities for monitoring progress and evaluating the performance of the school.

This session will investigate how to develop appropriate protocols for arranging governance enquiry visits to school, consider alternative approaches that governing boards might adopt and provide participants with opportunities to share practice.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The role of the governing board in holding the executive leader to account for improving aspects of provision that subsequently lead to better pupil outcomes
- The role that governance enquiry visits can play in fulfilling the above expectations
- The importance of agreeing written protocols for undertaking governance enquiry visits to school
- Good practice in participating in and reporting back on formal governance enquiry visits

Relevant Phase

All

Target Audience

This course is open to any member of a governing board who wishes to review current practice in undertaking structured enquiry visits to school

Duration

Evening

Dates

4th June 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

Paul Carney, Coordinator of Governance Support
Del Rew, Head of Education - RoSIS

Evaluations

- I now have a better understanding of what approaches I can take when carrying out enquiry visits. The visit templates were very useful and have given me ideas to share with our governing board.
- The course has offered suggestions for improvements to what we already do.
- All of the information given was very useful. Hearing views from other governors – different approaches. I will take this back to our meetings – take on board strengths. Thank you both.
- Group activities – working well – hearing others view. Examples – take as basis to develop further. Hopefully link with google will make info easier.
- Why conducting visits – focussed and ways to conduct those visits.
- Discussion and examples of protocols. Hearing views from other governors. Ideas to take back to my governing board for consideration. Will recommend to governors.
- All new and helpful practice.
- Helped to understand the purpose of visits. Have taken ideas to help develop GB.
- The chance to talk to other governors. Examples of protocols – ideas shared

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

2 Accountability for educational standards and financial performance

The Board's Role in Supporting School to Prevent Bullying

Course Content

Bullying can be defined as a repeated behaviour intended to hurt someone either physically or emotionally. It can take different forms, and can include physical assault, teasing, making threats, name calling, and cyberbullying. Where bullying is not detected and checked, its impact on pupils' wellbeing can be very serious.

All governing boards have a duty to promote the wellbeing of pupils, including protection from harm, and promoting their physical and mental health and emotional wellbeing. In respect of pupil behaviour, boards must ensure that schools have policies designed to promote good behaviour among pupils and define the sanctions to be adopted when pupils misbehave. These policies must include an approach to bullying that is widely understood by staff, parents and pupils.

This session will cover current legislation, and the requirements on schools in respect of combatting bullying. Issues covered will include school policies and good practice including prevention via the curriculum and efficient reporting systems. Resources will be shared which include the Rotherham Anti-Bullying Award which recognises current good practice in schools. Further external resources will be signposted.

Advice will be provided on how the governing board should respond appropriately to parental complaints in respect of bullying incidents. More broadly, participants will be more confident in supporting their schools in educating, preventing and responding to incidents in their school setting.

This course is delivered by a consultant who works closely with schools in all different age phases, providing education and training to both staff and pupils.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The key responsibilities of schools and of executive leaders in respect of bullying
- Good practice in preventing and reporting bullying, and useful sources of support and advice for schools
- How governing boards can effectively support and challenge executive leaders around practice in preventing bullying
- Dealing with parental complaints about bullying

Relevant Phase

All

Target Audience

This course is open to any board member interested in preventing bullying in their school

Duration

Evening

Dates

12th June 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leader

Ann Foxley-Johnson, The Anti-Bullying Company

Evaluations

This course was new in the 2017/18 programme and had not yet been delivered at the time of publication

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

5a Compliance - Statutory and contractual requirements

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

Relevant Phase Target Audience

All
This course is open to any board member interested in health and safety in schools, especially the designated board member for Health and Safety

Duration	Dates	Time
Evening	18 th June 2019	6.00–8.15pm

Venue
Rockingham Professional Development Centre

Course Leaders
RMBC Health and Safety Officer(s)

Evaluations

- First ever H&S course for me so...everything was useful!!
- 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.
- I found it all very useful. Mostly as a reminder of procedures etc.
- Responsibilities in PPI 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.

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

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
- 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

Relevant Phase

All

Target Audience

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

Duration

Evening

Dates

26th June 2019

Time

5.30–8.30pm

Venue

Rockingham Professional Development Centre

Course Leader

Kevin Rimes, Complaints Team, RMBC

Stuart Purcell, Complaints Team, RMBC

Evaluations

- All useful, as I have no prior experience.
- Useful finding out the procedures.
- The process for dealing with complaints and governing body's role in that.
- Information given and the opportunity to chat to other governors.
- In-depth overview of how to handle complaints.
- Useful understanding of process and requirements for managing complaints.
- Provided clear procedures for reviewing complaints.

Cost

Included in the fee for subscribing schools and academies; Delegate fee of £90 applies for non-subscribing schools and academies

To Book

 governor-development@rotherham.gov.uk

 01709 334005

Competency Framework for Governance

5a Compliance - Statutory and contractual requirements

The Board's Role in Engaging with Key Stakeholders

Course Content

Effective governing boards are aware of the range of different stakeholder groups that they need to engage with, and invest in developing productive relationships with these communities. Key stakeholder groups include, parents and carers, pupils/students, staff and the wider community including employers. Depending on context, other groups and agencies may also be significant partners.

This session will focus on raising board members' awareness of these different stakeholder groups, and how they can be brought more effectively into partnership with the governing board and contribute to achieving the goals of the organisation. We will consider both theoretical and practical approaches to stakeholder engagement: the importance of seeking stakeholder views, and anticipating likely stakeholder reaction, using through different means; the value of regular, clear communication with stakeholders; and means of evidencing to stakeholders and to external agencies including Ofsted how consultation has informed decision making by the board.

The session will consider how expectations of governing boards in relation to stakeholder engagement are reflected in key documentation, including the Governance Handbook and the Ofsted framework. The session will include a specific review of current regulations which apply to school websites and the range of information that must be published online by governing boards. Practical examples of governing board strategies for stakeholder engagement from across the borough will be shared, and there will be opportunities for board members to share their own experiences and learning in this area.

Learning Outcomes

Participants will be updated in their knowledge and understanding of:

- The range and nature of key stakeholder groups
- The importance of effective engagement with stakeholders
- Key approaches to engagement, including the use of websites, social media, newsletters, reference groups, etc.
- Relevant guidance and statutory frameworks including the current Ofsted framework and the Governance Handbook
- Specific requirements in relation to information published on school websites

Relevant Phase

All

Target Audience

This course is open to any board member interested in widening their understanding of effective stakeholder engagement

Duration

Evening

Dates

1st July 2019

Time

6.00–8.15pm

Venue

Rockingham Professional Development Centre

Course Leaders

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

Evaluations

This course was new in the 2017/18 programme and had not yet been delivered at the time of publication

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

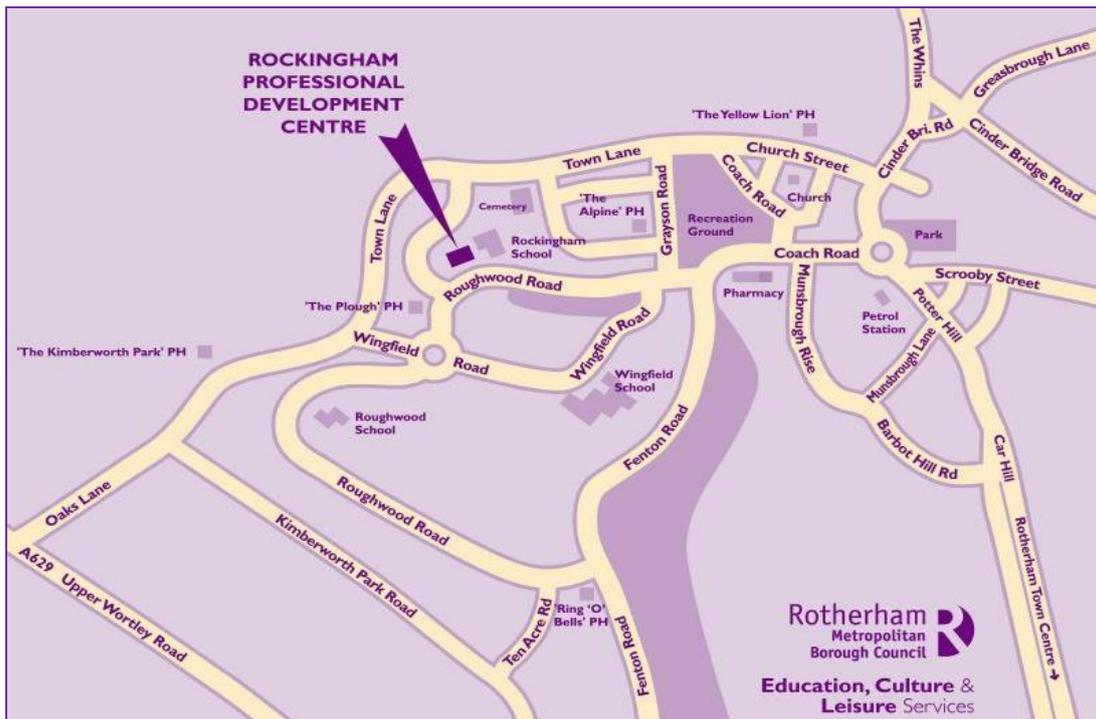
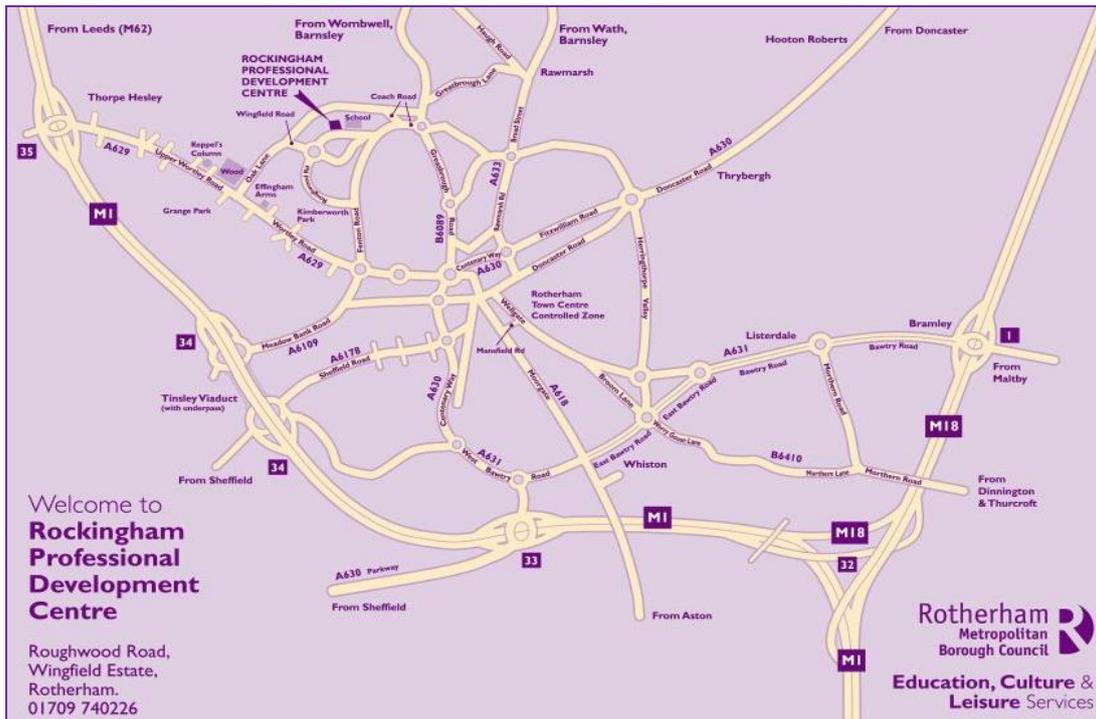
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Competency Framework for Governance

1d Strategic leadership – Collaborative working with stakeholders and partners

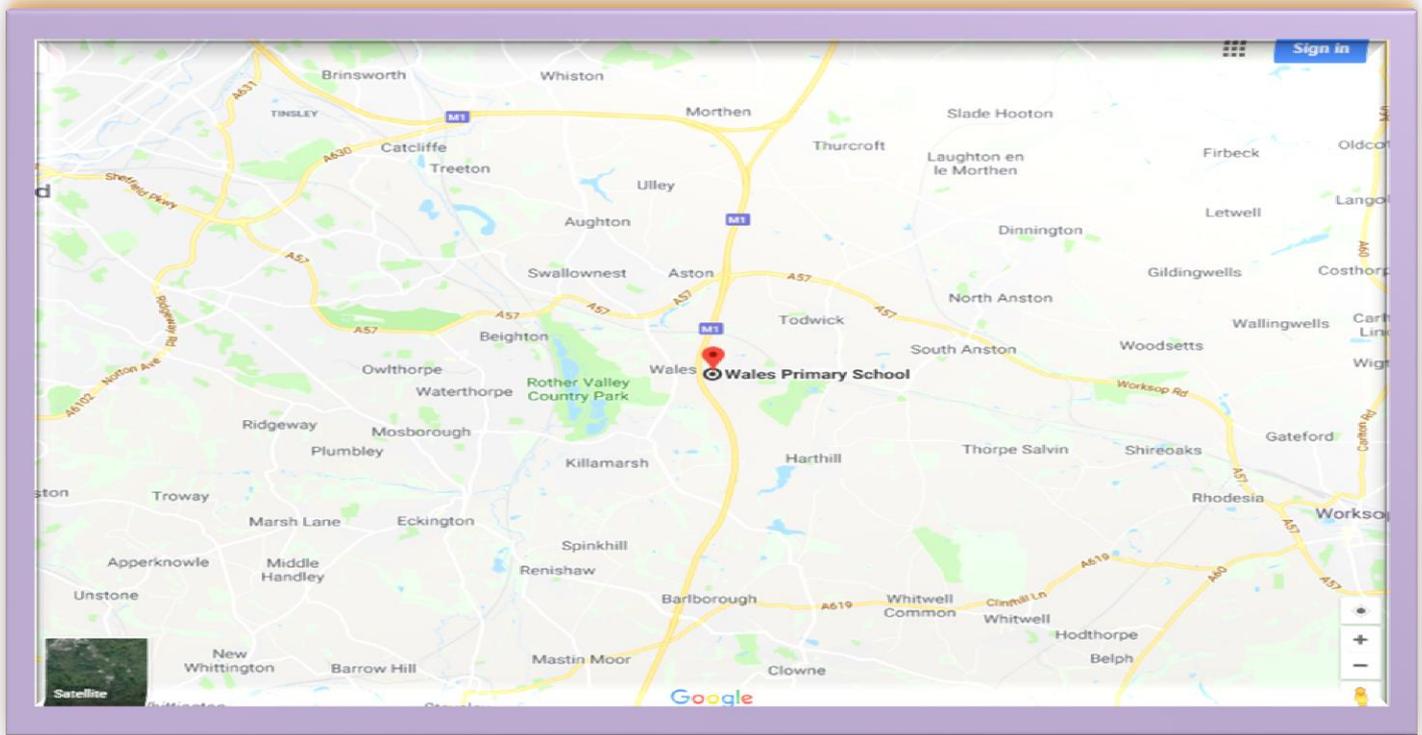
Rockingham Professional Development Centre

Roughwood Road, Rotherham, S61 4HY



Wales Primary School

School Road, Wales, Sheffield, S26 5QG



Bramley Sunnyside Junior School

Flanderwell Lane, Rotherham, S66 3QW

