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| CLERKS’ BRIEFING  **Summer term 2019**  **Tuesday 30th April**  **1.00 pm to 2.30 pm**  **Venue – Bracknell Open Learning Centre,**  **Rectory Lane, Easthampstead, Bracknell RG12 7GR**  (Copied to Headteachers & Chairs by email) |  |

CLERKS’ BRIEFING AGENDA

1. Finance
   1. 2019-20 School Budgets
   2. Employers contributions to the Teachers’ Pension
   3. Consistent Financial Reporting (CFR)
   4. Annual Financial Statements
2. HR
   1. Recruitment Reminders
   2. Teacher Recruitment Strategy
3. Admissions
4. Can Do – Working Together – Support Services for Schools
5. BFC Education & Learning Update
   1. Safeguarding for Governors & Prevent
   2. Restructure of department
6. Statutory and Department Guidance
   1. Updated Governance Handbook 2019
   2. School Food – Advice for Governing Bodies
   3. Changes to EYFS
   4. Monitoring and Evaluating School Performance
7. Ofsted
8. Governor and Clerk Training and Development Opportunities:
   1. BF Summer Term Programme 2019
   2. Governors for Schools Webinar
9. Clerking
   1. Virtual Governance
   2. Governor Declaration
   3. Dos and Don’ts feedback
   4. Election of Chair and Vice Chair
   5. Governor Induction – information supplied by the Clerk
   6. Governor Induction – information supplied by Governor Services
   7. Lord Agnew video
10. NGA
    1. New website
    2. New publications – The Right People Around the Table
    3. Learning Link modules – Effective MAT governance
11. Education Governor Nominations
12. AOB

**Date of next meeting:**

**Thursday 19th September 2019, 1pm to 2.30pm, Open Learning Centre**

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| **APPENDICES**  Appendix A – List of Clerks |  |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 1** | | | **Maintained Schools**  **Academy for information** |
| **TITLE** | | **Financial Issues**   1. **2019-20 School Budgets** | | | |
| 2019-20 is the second year of transition to the new School National Funding Formula (SNFF) that is being introduced by the government to ensure the same approach to school funding operates equally across the country with similar schools receiving similar budgets. 2019-20 school budgets are still being set locally by LAs, and BF schools expressed through consultation that the new SNFF be fully implemented as soon as possible which is the approach now being taken.  To ensure funding stability during the change, all schools will receive at least a 0.5% increase in per pupil funding compared to 2018-19, with new minimum per pupil funding rates guaranteed for each school at £3,500 for primary aged pupils, and £4,800 for secondary aged pupils.  Over the first 2 years of the new system, the DfE calculates that funding for BF schools through the SNFF will be 5.1% higher (+£3.24m) than the actual amount received through the current funding framework. For 2019-20, there will be an additional £1.529m (+2.8%) allocated to schools.  Whilst the increase in funding is very welcome, as usual, schools will be facing cost pressures which are now starting to increase, particularly around pay and general prices. These increases will need to be factored into school budget plans which must be set on an affordable and realistic basis.  In addition to general cost pressures BF is experiencing additional diseconomy costs to support the delivery of additional school places that are anticipated in response to new house building programmes. Despite the council providing an additional £1m for schools from its own resources over the next 4 years, and a measured draw down of reserves, the extra pressure reduces the amount of new funds that can be distributed to schools. | | | | | |
| **ACTION POINTS:** | * A budget plan should be formulated for 2019-20 having regard to known facts and a realistic assessment and financial provision for future events. All sources of income due to the school should be taken into account, and not just the delegated budget. * The full governing body, or responsible sub committee, if authority to make the approval has been delegated, must formally approve the 2019-20 budget plan. * The budget plan should be emailed to the Education Finance Team by 31 May on the spreadsheet that has been provided for this purpose - [Education.Finance@Bracknell-Forest.gov.uk](mailto:Education.Finance@Bracknell-Forest.gov.uk) . * Should you experience difficulties in balancing your 2019-20 budget plan, you should contact Education Finance without delay. An extension to the submission deadline can be approved to 31 July when discussions are underway with Education Finance and agreed by the Director of CYPL. * A copy of the minutes from the full governing body meeting approving the plan are to be sent to Education Finance once agreed, and no later than 31 December 2019. | | | | |
| **DEADLINE FOR ACTION** | 31 May (budget plan)  31 Dec (minutes) | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  More information on the 2019-20 budget setting process can be found at:  <http://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=187&MId=8189&Ver=4> | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 1** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Financial Issues**   1. **Employers contribution to the Teachers’ Pension** | | | |
| The Department for Education (DfE) has published information relating to how it will fund schools for the impact of the increase in employer contribution rate of the Teachers’ Pension Scheme (TPS) from 16.4% to 23.6%, effective September 2019.  Funding will be allocated to schools using a per pupil formula (£79.85 for primary aged pupils, £117.53 for secondary aged pupils and £291.44 for pupils in special and alternative provision schools). In addition, there will be a supplementary fund, to ensure there is additional support in place for schools facing unusually high pension costs that are not recognised adequately through the per pupil funding allocation.  Guidance will be issued to schools shortly in respect of how to incorporate this change into their budgets. | | | | | |
| **ACTION POINTS:** | * Governing bodies need to be aware of the additional cost, the available funding and likely impact on the school budget. | | | | |
| **DEADLINE FOR ACTION** | More information to follow. | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  *Useful website link*:  <http://bit.ly/2VvvNdL>: | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 1** | | | **Maintained Schools** |
| **TITLE** | | **Financial Issues**   1. **Consistent Financial Reporting (CFR)** | | | |
| Governing Bodies have a statutory duty to complete an annual CFR return which sets out school expenditure in a prescribed format. The final 2018-19 return will be required by 21 June, and schools will very shortly be given further guidance. Each school’s CFR return is posted onto the DfE website to enable schools to undertake financial benchmarking enquiries from a national database which assist in meeting the requirements of the School Financial Value Standard. | | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that this task is properly completed. | | | | |
| **DEADLINE FOR ACTION** | 21 June | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  *Useful website link*:  <https://www.gov.uk/guidance/consistent-financial-reporting-framework-cfr> | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 1** | | | **Maintained Schools**  **Academy for information** |
| **TITLE** | | **Financial Issues**   1. **Annual Financial Statements** | | | |
| Section 251 of the Apprenticeships, Skills, Children and Learning Act 2009 requires LAs to produce annual financial statements that identify overall planned expenditure on Education and Children’s Services, as well as detailed school budget information. These will shortly be posted on the Bracknell Forest School Management website. They cover the original budget statement for 2019-20. | | | | | |
| **ACTION POINTS:** | * The availability of the Borough Council’s Annual Financial Statement should be brought to the attention of the relevant governors. | | | | |
| **DEADLINE FOR ACTION** | Information only | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 2** | | | **Maintained Schools & Academies who purchase the HR SLA** |
| **TITLE** | | 1. **Recruitment reminders** | | | |
| As the summer term is an important recruitment period, this note covers a few key reminders.  Safer Recruitment Toolkit  The Schools HR Team have created and maintain a Safer Recruitment toolkit for schools, which is available on the Bracknell Forest school management website.  Robust and rigorous recruitment and selection practices help to deter or reject unsuitable applicants from gaining positions within schools  Governing boards should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children and ensuring volunteers are appropriately supervised.  The toolkit has been developed using the current version of the DfE statutory guidance, ‘Keeping Children Safe in Education: for schools and colleges’.  Whilst the toolkit focuses on safer recruitment, following the procedures demonstrated will also ensure recruitment processes are fair and meet equality and employment law requirements  Section 128 checks  Section 128 directions are made by the Secretary of State under s.128 of the Education and Skills Act 2008, barring individuals from taking part in the management of Independent schools, Academies and Free Schools.  Since September 2018 a section 128 direction also now prohibits a person from taking up a position as governor of a maintained school, so schools should ensure this check is carried out for newly appointed governors.  The Section 128 check checks the names of individuals who have been barred from taking part in the management of any independent school (including academies and free schools) and prohibited from taking up a position as a governor of a maintained school. Details of how to carry out this check have been sent to School Business Managers.  Safer Recruitment Training  The School Staffing Regulations require that the Governing Body must ensure that at least one member of the panel or group has completed the safer recruitment training.  <https://learning.nspcc.org.uk/training/schools/safer-recruitment-in-education-training/>  Advertising Teaching jobs  The DfE have developed a website that advertises all teaching vacancies in maintained schools and academies.  <https://teaching-vacancies.service.gov.uk/>  School Business Managers and Headteachers have been sent information on how to register for the site and advised to add all teaching vacancies, to increase exposure of their adverts. The adverts on the DfE website should direct applications to the Bracknell Forest Website, where they can apply online.  As part of the Bracknell Forest HR SLA, Primary schools can also advertise non- leadership teaching jobs on the TES website free of charge. The Schools HR team will upload any adverts schools place on the Bracknell Forest website onto the TES on the school’s behalf. | | | | | |
|  |  | | **CONTACT NAME** | Jo Rayner, Schools HR Manager | |
| **TELEPHONE** | 01344 354098 | |
| **EMAIL** | [Jo.rayner@bracknell-forest.gov.uk](mailto:Jo.rayner@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 2** | | | **Maintained Schools & Academies who purchase the HR SLA** |
| **TITLE** | | 1. **DfE Teacher Recruitment and Retention Strategy** | | | |
| The DfE has published a Teacher Recruitment and Retention strategy, with 4 key priorities. Priority 1: Create the right climate for leaders to establish supportive school cultures At the heart of this the DfE will be reforming the school accountability system. They will radically simplify the system, consulting on making Requires Improvement the sole trigger for an offer of support – replacing floor and coasting standards. The new Ofsted framework will have an active focus on reducing teacher workload, with inspectors considering staff workload as part of the leadership and management judgement. They will also look unfavorably on schools that implement burdensome data practices and will refuse to look at internal assessment data.  The DfE have also recently updated their guidance on reducing workloads in school  <https://www.gov.uk/guidance/reducing-workload-in-your-school> Priority 2: Transform support for early career teachers The DfE will launch the Early Career Framework, which will underpin a fully-funded, 2-year package of structured support for all early career teachers linked to the best available research evidence – alongside funded time off-timetable in the second year of teaching and additional support for mentors. This will include extending the NQT induction period to two years and will be introduced from 2021.  The DfE have also updated guidance aimed specifically at reducing the workload of Newly Qualified Teachers, to help improve retention of this group in the profession.  [Reducing workload: supporting teachers in the early stages of their career](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786178/Advice_for_ECTs_update.pdf)  The DfE state there ere will be a major shift in the incentives for new teachers by introducing phased training bursaries, with staggered retention payments to encourage good people to remain in the profession, as well as to join. Priority 3: Build a career offer that remains attractive to teachers as their careers and lives develop The DfE will develop specialist qualifications to support clearer non-leadership career pathways for teachers that want to stay and excel in the classroom. They will invest in these new and existing leadership qualifications and will do so disproportionately in challenging schools. The DfE will support headteachers to transform approaches to flexible working in schools. This includes launching a national job share service.  Bracknell Forest runs its own job share register already, where teachers looking for part time positions can register on the Bracknell Forest Website and their details are circulated to schools who may be looking for part time teachers, or to pair them with another teacher to cover a full- time role. There has been significant interest in this amongst the local workforce and it has helped to fill several vacancies. Priority 4: Make it easier for great people to become teachers The DfE will launch a new discover teaching initiative, giving as many people as possible the opportunity to experience the unique opportunities that a career in teaching provides. They will simplify the process for becoming a teacher, introducing a new one-stop application service for initial teacher training, which will be easier to use and designed to better meet the needs of potential trainees. The DfE review the initial teacher training market to support it to work more efficiently and effectively.  The HR team in Bracknell Forest work closely with individuals looking to become teachers, to help arrange school experience and advise on the various route to teaching available locally. They also attend the University of Reading Information evenings and other Train to Teach events, to promote the training opportunities in Bracknell Forest schools through the School Direct programme.  The full DfE Recruitment and Retention Strategy report can be found here:  https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy | | | | | |
|  |  | | **CONTACT NAME** | Jo Rayner, Schools HR Manager | |
| **TELEPHONE** | 01344 354098 | |
| **EMAIL** | [Jo.rayner@bracknell-forest.gov.uk](mailto:Jo.rayner@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 3** | | | **Maintained VA Schools & Academy** |
| **TITLE** | | **Admission Authority Schools** | | | |
| Own admission authority schools are responsible for setting, consulting (where appropriate) and ratifying their own admission arrangements. The dates for doing each of these actions is set within the School Admissions Code. Own admission authority schools will also need information on the co-ordinated scheme that is set each year by the local authority to complete this process.  The School Admissions Code requires each own admission authority to consult (where this is taking place) their home local authority. Each year they are also required to ratify their admission arrangements even if they have not consulted on any changes. They **must** then send these final arrangements to the local authority by the statutory date.  In order to ensure that each of these processes is completed by the statutory date the local authority contact email address of [consultation.education@bracknell-forest.gov.uk](mailto:consultation.education@bracknell-forest.gov.uk) should be used.  Could each own admission authority school please provide the appropriate contact within their Governing body that all information from the local authority on admission arrangements can be sent. Please send this to the [consultation.education@bracknell-forest.gov.uk](mailto:consultation.education@bracknell-forest.gov.uk) email address. | | | | | |
| **ACTION POINTS:** | * Advise via email of the appropriate contact on your governing board. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Lesley Adams, Schools Admissions Manager | |
| **TELEPHONE** | 01344 354143 | |
| **EMAIL** | [Lesley.adams@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 4** | | | **Maintained School & Academy** |
| **TITLE** | | **Can (Do) Working Together – Support Services for Schools** | | | |
| Bracknell Forest Councils’ **Can (Do)** system was launched at the beginning of March to provide a single point of contact for all schools’ support service needs.  This is a new and dedicated customer focused service - to ensure that we meet the needs of schools and education settings as we continue to enhance and develop our service offerings to help you achieve the best possible educational outcomes for children.  The Can (Do) service will ‘add value’ to the ongoing ‘face to face’ support that will always be instrumental in the way we develop our relationships with schools, ensuring that we continue to meet your needs and requirements, and continue to deliver the ‘right’ services for each and every school.  New or amalgamated services for 2019/20 include the following:   * Family Group Conference * Family Hub Support Services * Financial Services: Accountancy, Internal Audit and Procurement * Professional Support to Family Support Advisors * Safeguarding our Schools * Virtual School * Youth Support Services   The Can (Do) system will be developed extensively through 2019 and beyond to become your ‘one-stop shop’ for all school and academy traded services, bespoke services and support.  This will ultimately include not only comprehensive information about all our services, but also detailed information on training courses and other events. You will also be able to access ‘latest news’ information relevant to schools and academies, as well as information and resources from all our key service providers.  We will keep all schools informed of latest developments and accessibility to information as it becomes available. | | | | | |
|  |  | | **CONTACT NAME** | Garry Steele, Business Relationship Consultant | |
| **EMAIL** | [CanDo@bracknell-forest.gov.uk](mailto:CanDo@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 5** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Safeguarding for Governors & Prevent** | | | |
| **SAFEGUARDING FOR GOVERNORS**  All governors should attend the face to face training session unless they already have a Universal Safeguarding certificate from within the last 3 years.  If they have a valid certificate they can either attend part 2 or the second half of a Safeguarding for Governors course or undertake the NGA Learning Link – Safeguarding A Governors’ Role.  Safeguarding for Governors face to face training is delivered by BFC termly either during the daytime or over two evenings.  **PREVENT**  As per Spring Term 2019 item 7. All governors should complete the online training. BFC Safeguarding and Inclusion Manager has advised that it is not necessary for every governor to do the online training annually but the safeguarding governor and chair should do it to be aware.  The online training referred to can be found at the link below and does not take long and gives you a certificate: <http://course.ncalt.com/Channel_General_Awareness/01/index.html> | | | | | |
| **ACTION POINTS:** | * Ensure compliance with the above requirements. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Debbie Smith, Safeguarding & Inclusion Manager | |
| **TELEPHONE** | 01344 354014 | |
| **EMAIL** | Debbie.smith[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 5** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Education & Learning Department Structure** | | | |
| The Heads of service restructure within the Education and Learning department was completed during this term.  I am delighted that Kashif Nawaz has taken up the role of Head of Children Services, Chris Taylor as Head of Property, Place Planning and Admissions and Sharon Jones as Head of Standards.  Gary Steele is our interim Business Relationship Manager and is co-ordinating the work of ‘Can Do’ until we permanently appoint to the post.  During April we will be saying farewell to Jeremy Saunders and Graham Symonds as they will both be retiring.  Jackie Ross interim Head of SEND is staying with us until the end of the summer term. We are grateful to all her hard work in working with schools and the SEN team. Frank Glennon has taken up the post of Principle Education Psychologist. | | | | | |
|  |  | | **CONTACT NAME** | Rachel Morgan, Assistant Director, Education & Learning | |
| **TELEPHONE** | 01344 354037 | |
| **EMAIL** | [Rachel.morgan@bracknell-forest.gov.uk](mailto:Rachel.morgan@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 6** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Updated Governance handbook** | | | |
| In March 2019 the Department for Education (DfE) released an update to the [Governance Handbook.](https://www.nga.org.uk/News/NGA-Newsletters/2019/March/Newsletter-22-03-2019.aspx) This document is a crucial resource for governors and trustees as it gives a detailed breakdown of their roles, responsibilities and legal duties, with signposting to useful resources.  The list of updates in this edition can be found on pages six to eight of the handbook. The new guide includes, amongst other things, greater emphasis on parental engagement, updated signposting to resources – including the new DfE workload reduction toolkit, updated information on Analyse School Performance, and a new subsection on executive pay.  It sets out the government’s vision and priorities for effective governance by:   * outlining the core role and functions of the governing board; * summarising and providing a first point of reference on all the legal duties on boards, signposting to more detailed information, guidance and resources; and * providing information on the support available to boards to be effective.   It should be read alongside the department’s ‘Competency Framework for Governance’ and the ‘Clerking Competency Framework’, which describe the knowledge, skills and behaviours needed for effective governance and professional clerking. | | | | | |
| **ACTION POINTS:** | * Clerks & Governors to look at the updates on pages six to eight and use it as an opportunity to familiarise yourself with the handbook. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 4036 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 6** | | | | | **Maintained School & Academy** |
| **TITLE** | | 1. **School Food in England – Advice for Governing Boards** | | | | | |
| The government encourages all schools to promote healthy eating and provide healthy, tasty and nutritious food and drink. Compliance with the School Food Standards is mandatory for all maintained schools. All academies and free schools are expected to comply with the standards, and since 2014 it is an explicit requirement in their funding agreements. These school food standards are to ensure that food provided to pupils in school is nutritious and of high quality; to promote good nutritional health in all pupils; protect those who are nutritionally vulnerable and to promote good eating behaviour.  Updated [School-food-in-England-2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788884/School-food-in-England-April2019-FINAL.pdf) was published in March and includes a link to healthy eating resources for schools.  The governing body is responsible for ensuring that the national school food standards are met in England. How this is carried out will depend on the catering arrangements within the school. The Roles and Responsibilities of Governors and what the governing body should do as follows: -   * All food and drink provided in applicable schools must meet the national school food standards in England. Where food is provided by the local authority or a private caterer, compliance with the school food standards should be specified within the catering contract or service level agreement and the caterer should provide the governing body with evidence of compliance with the standards. If the school provides food, it should evaluate the food and drink provision against the standards and produce evidence of compliance. * There should be a process in place to ensure that catering services are coordinated across all school food and drink outlets to ensure that compliance with the school food standards is maintained. * The governing body should ensure that it receives regular reports on compliance with the school food standards as well as take-up of school lunches and financial aspects of school food provision.   Governing bodies are strongly encouraged to work with the senior leadership team to develop a whole school food policy; setting out the school’s approach to its provision of food, food education (including practical cooking), the role of the catering team as part of the wider school team and the school’s strategy to increase the take-up of school lunches.  A [checklist for headteachers](https://www.gov.uk/government/publications/school-food-standards-resources-for-schools) is available on gov.uk. This includes all the things that can make a big difference to take-up and food culture in schools. The checklist is designed to be pinned up in the head’s office and the kitchen**.** | | | | | | | |
| **ACTION POINTS:** | * Share with Headteacher and governors | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 / 4036 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 6** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Changes in the EYFS** | | | |
| Some changes are being introduced to assessment processes in the EYFS over the next few years.  **Baseline**   * A new Baseline assessment is being introduced in reception classes. Teachers are expected to assess children within the first 6 weeks of the autumn term when they enter school. The assessment will focus on maths and literacy and it is to be used as a progress measure between on entry to school and the end of Y6. Reception teachers will not be informed of the results and when completed the scores will be kept on a database so they can be compared to results in Y6. * NFER is the assessment tool. * The Baseline was trailed in 2018-19. * The new Baseline is being piloted in 2019-20. * National roll out is in September 2020. * First progress scores will be in 2027.   **2023 KS1 SATs become non statutory**  **Revised Early Learning Goals**  The Early Learning Goals (ELGs) are the levels of attainment that children are expected to reach by the end of their reception year and there are currently 17 goals.   * Existing goals have been revised, they have been published and there are some changes. * One of the aims of the new Early Learning Goals is to close the ‘word gap’ between disadvantaged pupils and their non-disadvantaged peers. * 25 pilot schools have been chosen to trial the revised goals this year and a consultation will take place at the end of the 2019 academic year.   At the end of the reception year children are assessed against the ELGs and this forms the EYFS Profile. The final version of the ELGs and the EYFS Profile will come into force in 2021. | | | | | |
|  |  | | **CONTACT NAME** | Diane Pye, Advisory Teacher - Early Years | |
| **TELEPHONE** | 01344 352815 | |
| **EMAIL** | [Diane.pye@bracknell-forest.gov.uk](mailto:Diane.pye@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 6** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Monitoring and Evaluating Performance Management** | | | |
| Governors should ensure that the senior leadership reports annually to the governing board on the performance management process in the school. The pay committee meets in the Autumn term to hear pay recommendations from the headteacher but a report on the process is part of the monitoring and evaluation of the appraisal policy.  **The Bracknell Forest Model Teacher Appraisal Policy states: -**  ***Monitoring and Evaluation***  *The governing board and head teacher will monitor the operation and effectiveness of the school’s appraisal arrangements.*  *The head teacher will provide the governing board with a written report on the operation of the school’s appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on: Race, Sex, Sexual Orientation, Disability, Religion and Beliefs, Age, Part-time Status, Maternity and Pregnancy.*  *The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.*  **The Governance Handbook** also gives guidance about the governors’ role in Performance:  *In relation to appraisal more widely, boards will want to scrutinise the content of the school’s draft appraisal policy carefully to make sure that it will support effective appraisal in the school, challenging the headteacher as appropriate. In particular, they will want to satisfy themselves with:*     * *the provision that is made for the appraisal of teacher performance against the Teachers’ Standards and their objectives, and the method of collecting evidence (which should no add to the teachers’ workload);* * *the arrangements being made for classroom observation, now that there is no annual limit on the amount of observation that can take place, and whether these are proportionate and sustainable;* * *any arrangements for the headteacher to delegate the duty of managing the performance of teachers to others.* * *satisfy themselves that the appraisal policy is being implemented effectively and fairly in the school, challenging the headteacher on how objectives and assessments are quality assured and moderated;* * *satisfy themselves that appraisal evidence informs other decisions for example, on professional development and pay; and* * *keep the policy under review and amend it as necessary.*   Recently the DFE revised the model “Teacher appraisal and capability” Policy and it also states “The governance board and headteacher will monitor the operation and effectiveness of the school’s appraisal arrangements. This will include ensuring that *the arrangements minimise the impact on workload for all parties involved*.”  However, it is important that governors remain strategic and so the annual report would NOT include details of staff although would include some example objectives so that governors can see that they align with school improvement. It is reporting on the procedures and evaluation of the process so may also include any professional development or plans for inset training. It enables governors to ensure that all staff, who are the greatest expense in the budget, are looked after and given appropriate performance management and training.  It could also include reference to the annual setting of Headteachers objectives and subsequent interim meetings to ensure that Headteachers performance management committee are also being held to account as identified in the **Ofsted handbook** (page 45) “*Governor's performance manage the headteacher rigorously”.*  Although similarly details are not shared as this is confidential unless the headteacher chooses to share their objectives more widely.  A list of the possible contents of this report will be shared with headteachers at their briefing and then circulated. | | | | | |
| **ACTION POINTS:** | * Ensure the annual written report on performance management is scheduled annually on the agenda. | | | | |
| **DEADLINE FOR ACTION** | Annually | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 4036 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 7** | | | **Maintained School & Academy** |
| **TITLE** | | **Recent Ofsted Inspection Reports** | | | |
| In recent Ofsted inspections in Bracknell Forest the following comments have been made about governors.  **In the recent monitoring visit to Sandy Lane the following was said about governors:**  *“Governors play an active role in evaluating the school’s effectiveness and know the school well. They are passionate about the role of the school in its local community. They monitor the school’s performance closely, gathering first-hand information to inform their discussions and decisions. Governors provide you with support and robust challenge. They have in place effective committee structures and procedures and this supports the efficiency of the governing body.”*  **At Holly Spring Junior The following comments were made specifically about the governing body:**  *“Governors are committed to the school and have a clear understanding of its strengths and weaknesses. Governors make good use of local authority reports and evidence from their own visits alongside the detailed reports provided by senior and middle leaders to inform their views. They use this information to hold the executive headteacher and his team accountable for the progress that pupils make.”*    *“Governors have ensured that the governing body has an appropriate range of skills and experiences. They are assiduous in attending relevant training put on by the local authority or by school leaders. Governors also check that additional funding is used wisely, and they ensure that the school’s safeguarding action plan is implemented in full.”*  **This helps all governors in self-evaluating practice and consider “What would Ofsted say about us?”**  Another school not in Bracknell but recently judged outstanding had the following comments about Governance in the school: -  Governance of the school   * Governance is a strength in this school. The governing body is skilled, experienced and capable. Governors are deeply committed to the school and to ensuring that pupils have the best possible experience. * Governors understand their responsibilities very well and fulfil them successfully. They access useful external training to fill any gaps that they identify in their collective understanding, sharing what they learn promptly with each other. New governors are supported extremely well, ensuring that they understand the commitment they are making and helping them to get up to speed quickly. This enables them to become effective rapidly in their contributions to the governing body’s work. * Governors share senior leaders’ aspirations and ambitions for the school and its work. They are rightly bold in their challenge to leaders, asking astute and rigorous questions, and checking wisely on what they are told about standards in the school. This provides the senior leadership team with useful feedback that contributes to the school’s ongoing development and constant determination to improve.  |  | | --- | | However, another school outside Bracknell dropped from outstanding to inadequate because of safeguarding issues. The comments were as follows   * Governors have not ensured that procedures for safeguarding pupils are fit for purpose and have accepted leaders’ assertions too readily. They have completed some checks in school. For instance, they ensured that the fences around the site were secure. They also considered an external review of safeguarding, commissioned by the headteacher, to ensure that pupils felt safe. Nevertheless, these checks were not sufficiently focused on the reporting and recording of concerns or leaders’ actions. As a result, weaknesses in this area were missed. * Governors possess a clear and accurate understanding of the school’s work to improve the curriculum and visit the school routinely to check that this is having the desired impact. They take a particular interest in the performance of disadvantaged pupils and work closely with leaders to ensure that additional funding is used effectively to help these pupils make strong progress. Governors quickly notice dips in performance and work with leaders to provide additional resources, staffing and funding where these are needed most. | |  | | | | | | |
| **ACTION POINTS:** | * Consider your governing body and what could be written about you. What do you need to improve on? | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354036 / 4069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 8** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Summer Term 2019** | | | |
| All governors, associate members and clerks should have a copy of the summer term training and development programme; it can be found here <https://schools.bracknell-forest.gov.uk/wp-content/uploads/governor-training-programme-summer-2019.pdf> It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The summer term has some key training opportunities. Please book onto training which will assist you in your role and note that most sessions are only delivered once a year.  Bookings are made via Sue Shields by returning a completed booking form, a phone call or sending an email, whichever method is used please ensure governors provide their full name and name of the school to Sue Shields **By phone: 01344 354385 Email:** [sue.shields@bracknell-forest.gov.uk](mailto:sue.shields@bracknell-forest.gov.uk)  **When a governor applies for a course and does not attend, the school will be charged £50 unless we have been notified in advance.**    Induction for New Governors and Safeguarding for Governors are courses that currently take place termly. In Bracknell Forest there is an expectation that all new governors attend the Induction training within 6 months of appointment.  **Annual Training only run this term:**  **Note:** As part of succession planning governors need to look ahead and decide who will be on the Headteachers performance management panel. Governing bodies need to ensure governors are trained to understand performance management and to carry out this key responsibility.  **Performance Management**  **Part I -The regulations**  **Tuesday 25 June**  **Part II -The practical side**  **Tuesday 2 July**  **19:00 - 21:00**    Governors should aim to attend both sessions but may attend just one part, as appropriate.  **Target audience:** This is of interest to all governors but specifically those involved in the Headteacher’s performance management panel in maintained schools and academies.  **Part I -The regulations**  **Aim:** This session will focus on the theory and regulatory framework behind the governors’ role in reviewing the performance management of the Headteacher - a major role of the governing body and integral to school improvement.  **Part II -The practical side**  **Aim:** To explore practically the governors’ role in reviewing the performance management of the Headteacher.  **Introducing new courses this term:**  **Competency Framework – Accountability - Holding the Headteacher to Account**  **Thursday 16 May 2019**  **19:00 – 21:00**    **Target audience:** All governors and clerks from maintained schools and academies.    **Aim:** To examine the core strategic role as laid out in the Governance Handbook, of holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff    **New Ofsted Framework: Inspecting the substance of Education**  **Tuesday 18 June**  **19:00—21:00**    **Target audience:** All governors and clerks for maintained schools and academies.    **Aim:** Introduce the new Education Inspection Framework for September 2019.    **Government’s Careers Strategy—What Governors Need to Know**  **Thursday 6 June 2019**  **19:00 – 21:00**    **Target audience:** Secondary maintained schools and academies.    **Aim:** To inform Governors of their statutory obligation to provide independent careers advice from year 8 to year 13.    **Engaging Stakeholders**  **Thursday 27 June**  **19:00 – 21:00**    **Target audience:** All governors and clerks from maintained schools and academies.    **Aim:** To explore ways of engaging with those who can contribute to and assist us to deliver our vision.    **The following courses have been identified or requested to be run this term:**  **Managing School Complaints**  **Tuesday 14 May**  **19:00 – 21:00**    **Target audience:** All governors and clerks for maintained schools and academies.    **Aim:** To outline the statutory requirements on schools and governing boards in terms of how they manage complaints.    **Governors’ Visits: Ensuring they are Effective**  **Tuesday 4 June 2019**  **19:00 – 21:00**    **Target audience:** All governors and clerks for maintained schools and academies.    **Aim:** Enabling governors to make effective visits that impact improvement.  **Development Governor Forum**  **Wednesday 12 June**  **18:30 - 20:00**  **Crowthorne CE Primary School**    Development Governors meet and discuss current and future training needs. An opportunity for the exchange of good practice.    **Clerks’ Forum**  **Tuesday 9 July 2019**  **12:30 - 14:30**    **Target Audience:** All Clerks with all levels of experience for maintained schools and academies    **Aim:** To provide an opportunity for clerks to learn from each other through facilitated discussionover lunch.    **Governors’ Role in Exclusions**  **Tuesday 16 July 2019**  **19:00 – 21:00**    **Target audience:** Governors on exclusions panels should have received training from maintained schools and academies.    **Aim:**  · To outline the most recent government guidance;  · To brief governors on exclusions in schools;  · To provide the relevant information to enable governors to understand the exclusion processes.    All boards are responsible for identifying the ongoing training and development they need. | | | | | |
| **ACTION POINTS:** | * Clerks to ensure all members of the governing board have a copy of the programme. * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly through Sue Shields. * Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas. * Register with NGA Learning Link if not already done so, this has to be by individual governor. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354036 / 4069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 8** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Governors for Schools Webinars** | | | |
| On the Governors for Schools website schools can register their governor vacancies <https://www.governorsforschools.org.uk/>  An additional training opportunity we have identified is the Governors for Schools Webinars  <https://www.governorsforschools.org.uk/resources/webinars/>  They have run a variety of webinars; the slides are available via the links but by registering you will receive information about future webinars where you can sign up to take part.  They also offer a package of eLearning:  <https://www.governorsforschools.org.uk/e-learning/>  Governors and clerks need to create an account to access the webinars and eLearning modules. | | | | | |
| **ACTION POINTS:** | * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Inform Development Governor of any training governors and clerks undertake to ensure a record is kept. * Register with Governors for Schools. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354036 / 4069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Virtual Governance** | | | |
| We have received a number of enquiries recently about the use of virtual governance.  Any decision of the GB must be taken at a governing body meeting. This means a meeting where an agenda has been issued 7 days in advance and minutes are taken. Decisions taken outside of this context are not legally binding decisions. In EXCEPTIONAL circumstances (and this does not mean just for convenience), the Chair can make a decision on behalf of the governing body. It is not lawful for governors to make decisions that they are responsible for, by email or phone or anything else other than a meeting.  The next question is what constitutes a meeting? Well you need a quorum of attendees but individuals CAN attend virtually. The regulations make this quite clear. Bracknell Forest have no view on this other than GBs must conduct themselves within the law.  The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 reg 14 (8)  "Notwithstanding the requirements of paragraphs (1) to (3), the governing body may approve alternative arrangements for governors to participate or vote at meetings of the governing body including but not limited to by telephone or video conference."  The departmental advice that followed in January 2014 highlights that boards now have the power to make arrangements for their members to be present at board and committee meetings ‘virtually’, for example by telephone or video conference, and therefore to participate in discussion and decision making remotely.  If this is done the remote person should ensure that considerations of confidentiality are taken into account. In minuting the meeting the clerk should make it clear who is physically present and who is virtually present and note any absence from the meeting if an individual is not there for the whole time.  If you are intending to use remote attendance it would be worth drawing up some protocols or a policy. | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 40636 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Governor Declaration** | | | |
| A reminder that school governors must be appointed or elected in relation to qualification and disqualification regulations. A declaration form should be completed on appointment and also when a new term of office is taken up.  [Declaration form for new governors February 2015](https://schools.bracknell-forest.gov.uk/wp-content/uploads/declaration-form-for-new-governors.docx)  Other regulations apply to local authority and parent governors:  [Election of parent governors- 2014](https://schools.bracknell-forest.gov.uk/wp-content/uploads/election-of-parent-governors-2014.doc)  [Local authority governor nomination form April 2019](https://schools.bracknell-forest.gov.uk/wp-content/uploads/local-authority-governor-nomination-form-April-2019.doc)  The regulations are for maintained schools.  Unlike maintained schools, all categories of trustees in academies are subject to the same disqualifications as one another – there are no further disqualifications applied in the model articles with respect to parent or staff governors. Although, individual articles should be referred to. Trustees and members of local governing committees will be disqualified from holding or continuing to hold office as trustee or local governing committee member on the grounds. | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 40636 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Clerks Do’s and Don’ts Tips** | | | |
| Further to our activity at the Spring Clerk’s briefing, we have created a list of Do’s and Don’ts for Clerks. Thank you for your contribution to this and do let us know any comments or additions you may have.  The role of the clerk as detailed in the Clerking Competency Framework is: -   * Understanding Governance * Administration * Advice and guidance * People and relationships   **Also use the clerks Job description and task list provided by Governor services in your Induction Pack.**  **In addition, some useful Tips are: -**  **Do: -**   * Work with your Chair and meet regularly (more often initially) * Utilise governor services for advice and training * Get to know your governors and help where possible - you are paid to support them in their volunteer role * Get to know and build positive relationships with school office staff, Bursar, Headteacher and Deputy (Also Clerks of trustees in academies) * Attend clerks briefing for information, updates and an opportunity to network with other clerks – summarise when appropriate and forward relevant information to specific governors (not just the chair) * Look at previous minutes to see style but suggest any improvements as you become established. * Forward Plan – key dates / terms of office / meeting schedule / agenda plan / changes in legislation * Use agreed procedures for elections (parent and staff governors, chairs & vice chairs) * Keep filing up to date and be aware of retention schedule (know where filing is kept at school) * Clarify your expectations with the governors in relation to papers, timescales, processes. * Challenge governing body with best practice “May I suggest….” “Governors might like to consider…” * Ensure annual appraisal with chair is scheduled and realistic – Governor Services can provide a template which relates to the Clerking Competency Framework * Ensure governor information on the website and GIAS is up to date   **Don’t: -**   * Worry if you don’t know something, you cannot know everything straight away and you can always go away to find out * Automatically do what previous clerk did * Offer to do everything, remember the Role of Chair, Governors and Headteacher (be aware of hours you are expected to do) * Feel afraid to speak out in meetings to clarify agreed actions for minutes, timings etc or to give advice or to comment if there is a risk of tainting or governors being too operational. * Express your opinion as an “unofficial governor” (remember you are not a governor even if you are also a parent) * Assume anything * Be late or miss deadlines | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 4036 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | **Maintained Schools & Academies** | |
| **TITLE** | | 1. **Election of Chair and Vice Chair** | | | |
| It is usual for elections for the positions of Chair and Vice Chair to be held at the first GB meeting in the academic year in September or the last meeting of academic year in July. The GB can determine their own procedures for electing the chair and vice chair, however these should be agreed in advance to avoid any confusion and it is timely to do this in the Summer term if elections take place in the Autumn term. It is important that both chair and vice chair posts are filled. The vice chair’s role is not just to chair meetings when the chair is absent.  A model procedure has been drawn up by the NGA and can be viewed on their website <http://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Model-Policies/Electing-governors/Procedure-for-electing-a-chair-and-vice-chair.aspx> (You will need to log in to the NGA website members area).  These procedures are short and fairly straightforward, however, it is suggested that GBs consider the following:   * The GB must determine in advance of the election the date on which the term of office of the Chair and Vice Chair will end.   *In other words how long their term of office will be. Chairs/vice chairs can be elected for between 1 and 4 years. However, a governor in this role automatically ceases to hold the position at the end of their term of office. It is unlikely that a term of 4 years would coincide with a governor’s term of office. It is most common for chairs and vice chairs to be elected annually and this is best practice.*   * How and when nominations are made.   *This is usually done by filling in a simple form which is sent to the clerk. Or it could be by email to the Clerk. If nominated by another governor, check that the nominee is willing to stand.*  *It is considered best practice for nominations to be requested in advance of the full governing body meeting at which the appointment is to be made. This avoids possible awkwardness (e.g. if someone else wants to stand against an existing chair) and also saves time during the meeting. It is recommended that the vote is a secret ballot.*   * Whether an election statement is required in advance.   *This allows consideration by all governors in advance of the meeting. It is suggested that the statement demonstrates how the individual has fulfilled their role as governor to date, how they intend to fulfil the role of Chair i.e. why they think they would be a good Chair/VC and what skills or experience they have to take on the role.*   * Whether candidates will be given the opportunity at the FGB meeting to put their case for (re)election.   *In the event of only one nomination for a post, the appointment is not automatic as all GB decisions must be decided by vote. The GB needs to decide what to do in the event that the vote is not in favour.*  *In this situation there needs to be a way of resolving the problem as a GB cannot function without a Chair. One approach would be to invite additional nominations from those attending the meeting and then take another vote. A new nominee would need to be given the opportunity to make an election statement about their suitability.*  *The Departmental Advice (The School Governance (Roles Procedures and Allowances)(England)Regulations 2013 – Departmental Advice for school leaders and governing bodies of Maintained schools and management committees of PRUs in England, issued in January 2014, state that it is possible to appoint more than one person to share the role of Chair, or vice chair, if the board believes this is necessary and in the best interests of the school. The board would need to ensure that any role sharing arrangement does not lead to any loss of clarity in its leadership. This is particularly important regarding the Chair’s ability to act alone in the event of an emergency.*  *The Departmental Advice goes on to say that that the board may decide that none of its existing members has the skills to serve as its Chair. Nothing in the regulations prevents GBs advertising for and recruiting a highly skilled Chair from outside its current membership. However, the successful candidate would have to be appointed to a vacant position on the GB prior to being elected. It therefore follows that if you don’t have a suitable vacancy you cannot follow this route.*   * Whether unsuccessful candidates for Chair will automatically be considered for Vice Chair. *This is normally the case.* * What to do in the event of a tie.   **Notes**:  As with all decisions made by a governing body, only governors (not associate members) can vote, and only governors present at the meeting can vote (no proxy or postal voting)  There is no legal limit on how many times a Chair can stand for re-election. In the view of the National Governors’ Association (NGA) all chairs should consider stepping down after serving 6 years in post at the same school. This allows for a healthy turn over of people and encourages newer governors who may feel rather awkward about standing against a long serving governor, to step up. This approach needs to go hand in hand with succession planning.  If the Chair ceases to occupy the position e.g. due to resignation or he/she comes to the end of their term of office, the Vice Chair automatically assumes the role of Chair until there is an opportunity for an election. The vice chair can also act as chair and make decisions on behalf of the Governing Body in an emergency if the chair is unavailable or cannot be contacted.  If you have Co-Chairs of Governors, you still need to have a Vice Chair of Governors elected.  There is nothing in law to say that the Clerk must administer the election, but it is usually the case. | | | | | |
| **ACTION POINTS:** | 1. GBs to agree procedures for electing Chair and Vice Chair. 2. Elect the chair and vice-chair 3. Inform Governor Services accordingly | | | | |
| **DEADLINE FOR ACTION** | 1. Summer term 2. First meeting of Autumn term or last meeting of the summer term 3. ASAP thereafter | | **CONTACT NAME** | | Governor Services |
| **TELEPHONE** | | 01344 354036 / 4069 |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | | **Maintained School & Academy** |
| **TITLE** | | **Clerking - Governor Induction**   1. **Information for new governors usually supplied by the Clerk** 2. **Information supplied by Governor Services** | | | |
| All schools and trusts will have their own induction process, below we include a suggestion of what a school might provide and what Governor Services provide.   1. **Information for new governors usually supplied by the Clerk**   It is good practice for a governing body to provide some information which will give a new governor an insight into the workings of the school and its governing body.  The Clerk to the Governing Body can provide all or some of the following:   * Declaration Form * Code of Conduct of Governing Body * Register of Business Interests * Meeting dates * School events, parents’ evenings, PTA events, term dates etc. * Membership of Governing Body * Minutes of recent Governing Body meetings * Current School Development Plan * Governing Body Committee Structure * Terms of reference of committees * Plan of school * Staff list & staffing structure * Copy of latest school newsletter to parents * Most recent Ofsted Report   Clerk to the Governing Body provides advisory and administrative support to the governing body and a new governor should have their contact details.  It is good practice for a new governor to be allocated a mentor from within the governing body.   1. **Information supplied by Governor Services**  * Instrument of Government (maintained schools)   This is a copy of the legal document that sets out the constitution / composition of your governing body   * ‘Welcome to Governance’ – A Guide for New GovernorsPublished by the National Governors’ Association (NGA)   This guide contains a wealth of useful information about the work and responsibilities of governing bodies.  *Essential reading*.  Schools who have bought into the Bracknell Forest Service level agreement for Governor Services includes Governing Body membership of the NGA.     * Bracknell Forest Governor Development Handbook   *Essential reading – keep it handy!*  On page 8 there is a list of guidance notes prepared on specific topics that we call DIY guides. We recommend that you take time to look at some or all of these as they will answer a lot of queries that you may have as a new governor. They can be found on the school management website at:  <http://schools.bracknell-forest.gov.uk/governors.htm>  You will also want to look at the DfE Governor’s Handbook which provides essential information about the role and legal duties of governing bodies in maintained schools and academies.   * Governor and Clerk Training and Development Programme   The programme is issued in advance of every term and sets out the training that  you can attend FREE of charge if your school has bought into the SLA.   * NGA Learning Link   Online training for governors and clerks included with the SLA.   * Bracknell Forest School Management Website * Information for new governors usually supplied by the Clerk sheet   See above. | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354036 / 4069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 9** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Lord Agnew's message to governance professionals** | | | |
| In support of the National Governance Association’s (NGA) third Clerks'  Conference in February 2019, Lord Agnew – Parliamentary Under Secretary of State for the School System – has recognised the important impact that governance professionals make on the overall effectiveness of school governance.  In a short film, Lord Agnew says “I want to be very clear that governance professionals are the cornerstone of effective governance: they are vital. The role of governance professionals is not only about good and effective organisation and administration, but also, and more importantly, about helping the board understand its role, functions and legal duties.”  <https://www.youtube.com/watch?v=C4VyXSN3BbQ> | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 4036 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 10** | | | | | **Maintained School & Academy** |
| **TITLE** | | 1. **NGA Website** 2. **NGA ‘Right People Around the Table’** | | | | | |
| Through the Governor Services SLA you have standard membership of the NGA (National Governance Association) given you access to the members area of the website, attendance at events, weekly e-newsletter, Governing Matters magazine,   1. **NGA website**   For your first visit to the brand new NGA website, you will need to create a new password in order to log in. This is to ensure your security as no personal data has been transferred across to the new site.  To create a new password, please follow these simple steps which are detailed here - <https://www.nga.org.uk/Contact-us/Help-Page-for-logging-in.aspx>  1. [Click here](https://www.nga.org.uk/sm/Login.aspx) to be taken to the log in page 2. On the new page that opens, select **Forgotten Password** and enter your email address into the box 3. Check your inbox including your junk folder for an email called Password Reset | National Governance Association 4. Click the link provided in the email 5. Choose a secure password and confirm it Updating your details Once you have successfully created your password you will redirected to your account page where you will be able to update your personal details. If you aren’t redirected to this page, once you are logged in please click the**My Account** button.  We appreciate you may have previously given us this information, however to protect your personal details and to ensure our processes are secure we have limited the amount of personal data we have transferred to the new website.  If you have made any changes to your account since the beginning of March, you will need to check your data as these changes may not have been made to the data we transferred into the new system. Need help logging in to your account on our new site? For your first visit to the brand new NGA website, you will need to create a new password in order to log in. This is to ensure your security as no personal data has been transferred across to the new site.  To create a new password, please follow these simple steps:  1. [Click here](https://www.nga.org.uk/sm/Login.aspx) to be taken to the log in page 2. On the new page that opens, select **Forgotten Password** and enter your email address into the box 3. Check your inbox including your junk folder for an email called Password Reset | National Governance Association 4. Click the link provided in the email 5. Choose a secure password and confirm it  **If you have forgotten your email, have no email linked to your account or need any further assistance, please use the** [**Contact Us**](https://www.nga.org.uk/Contact-us.aspx) **form and a member of the team will be in touch to support you.** Updating your details Once you have successfully created your password you will redirected to your account page where you will be able to update your personal details. If you aren’t redirected to this page, once you are logged in please click the**My Account** button.  We appreciate you may have previously given us this information, however to protect your personal details and to ensure our processes are secure we have limited the amount of personal data we have transferred to the new website.  If you have made any changes to your account since the beginning of March, you will need to check your data as these changes may not have been made to the data we transferred into the new system. For Chairs and Clerks When we transferred the data across to the new system, we set all individuals to be Governors. When you first login to your account you will need to allocate your role.  You should also check that you have the correct individuals in your board, as a Chair or Clerk you will be able to amend the roles of your board members.  You can now update your details, following these simple steps:  1. All fields with the word ‘BLANK’ will need to be updated before you can move on. 2. Ensure you have typed in your email address correctly as this may affect how we contact you in the future 3. Add in the remainder of your personal details and your membership details 4. Double check everything you have entered is correct 5. Click **save** **Updating your communication preferences** Once you have updated your details, you will be taken to a page that will allow you to update your communication preferences. This will affect how and why we will be contact you.   1. **New edition of NGA’s Right People Around the Table guidance**   Getting the right people around the table is one of the [**eight elements of effective governance**](https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Being-Strategic/Element-A.aspx), and to support governing boards in recruiting and retaining skilled governors or trustees, NGA has updated its popular and practical guide [**the right people around the table**](https://www.nga.org.uk/thenga/media/NGA-Image-Library/Guidance/RPATT-2nd-edition-final-Feb-19.pdf). | | | | | | | |
|  |  | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 / 4036 | |
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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 10** | | | **Academy** |
| **TITLE** | | 1. **NGA Learning Link** | | | |
| **The NGA has released an ‘Effective MAT Governance'** e-learningmodule. Using a case study and the voices and stories of those governing, this module explores key challenges and common pitfalls, what effective governance looks like, and how this can be built.  **The module focuses on six key areas:**   * Organisational identity * Governance structures * Trust board effectiveness * Engagement with stakeholders * Effective accountability of the executive leadership * Impact on pupil outcomes   It provides practical guidance, information and tools to enable you and your board to evaluate board performance and improve effectiveness. **If you're governing in a MAT or a maintained school or a single academy trust that is considering joining a MAT, this module will help you improve your board's effectiveness and outcomes for your pupils**. Login to your Learning Link account to take this module. It should take no more than **1 hour 15 minutes** to complete you can pause and continue your learning at any time.  [NGA Learning Link login page](https://nga.vc-enable.co.uk/Login/Login?ReturnUrl=https%3A%2F%2Fnga.vc-enable.co.uk%2F&e=RmlvbmEuZWR3YXJkc0BicmFja25lbGwtZm9yZXN0Lmdvdi51aw2) | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 / 4036 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2019** | | **ITEM NO. 11** | | | **Maintained School** |
| **TITLE** | | **Education Governor Nominations** | | | |
| The nomination of potential governors is delegated to the Director of People in consultation with the Executive Member for Children, Young People & Learning and relevant local members, plus former members of the Education Governor Nominations Committee.  The process allows nominations for Education / LA Governor Vacancies and those coming to the end of their Education / LA Governor Terms to be considered at any time during the year. This allows for vacancies to be filled when they arise.  Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported. Clerks will also be asked to provide further information about the governors’ attendance at meetings and the contribution the governor makes.  The nomination form has been designed; using the model Skills Audit Proforma produced by the National Governance Association as its base, to find out about the skills and experience of the nominee and whether they have the necessary attributes to become an effective and useful school governor. It is therefore critical that nominees are encouraged to complete the form as fully as possible. Applications must be accompanied by a supporting statement and signed by the applicant (scanned signatures are acceptable). If an application is incomplete, then this may delay the nomination’s consideration.  Copies of the nomination form can be obtained from Democratic Services or downloaded from the following webpage: <https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/>  This nomination has to be approved by the School’s Full Governing Body and as a result the four year term of office will not start until this has happened. Once the nomination has been approved, the appointment will continue for the specified period unless the applicant resigns, or the Authority has reason to remove the applicant from office. The power to remove a governor has always existed and must be used reasonably and lawfully.   |  |  | | --- | --- | | **School** | **Status or name and date term ends** | | Sandhurst | Vacancy | | Harmans Water Primary | Vacancy | | Wildridings Primary School | Vacancy | | New Scotland Hill | Vacancy |   If your school has a vacancy which has not been listed, please contact Hannah Stevenson in Democratic Services immediately. Notification of any Local Authority School Governor resignations should be sent to Hannah Stevenson, with a copy to Governor Services. | | | | | |
|  |  | | **CONTACT NAME** | Hannah Stevenson, Democratic Services | |
| **TELEPHONE** | 01344 352308 | |
| **EMAIL** | [Hannah.stevenson@bracknell-forest.gov.uk](mailto:Hannah.stevenson@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER 2019** | **APPENDIX A** | | | | |
| **TITLE** | **List of Clerks to Governing Bodies** \* new clerk ◊ temp | | | | |
|  | | |  |  |  |  |
| **School:** | | | **School Tel No.** | **Clerk:** |  |  |
| Ascot Heath CE Junior School | | | 01344 883353 | Mrs | Jackie | Frew |
| Ascot Heath Infant School | | | 01344 882631 | Mrs | Jackie | Frew |
| Binfield CE Primary School | | | 01344 860106 | Dr | Hayley | McArdle |
| Birch Hill Primary School | | | 01344 455815 | Mrs | Jane | Hodgson |
| College Town Primary School | | | 01276 31933 | Miss | Gemma | Yates |
| College Hall | | | 0118 989 3378 | Mrs | Rachel | Moss |
| Cranbourne Primary School | | | 01344 882350 | Mrs | Carole | Allen |
| Crown Wood Primary School | | | 01344 485448 | Mrs | Dawn | Deykin |
| Crowthorne CE Primary | | | 01344 772089 | Mrs | Mary | Jenkinson |
| Easthampstead Park School | | | 01344 304567 | Mrs | Penny | Thompson |
| Edgbarrow School | | | 01344 772658 | Mrs | Celeste | Moruzzi |
| Fox Hill Primary School | | | 01344 421809 | Mrs | Claire | Pollard |
| Garth Hill College | | | 01344 421122 | Dr | Hayley | McArdle |
| Great Hollands Primary | | | 01344 424 911 | Mrs | Amanda | Joy |
| Harmans Water Primary School | | | 01344 422196 | Mrs | Lyndsey | North |
| Holly Spring Infant and Nursery School | | | 01344 483920 | Mrs | Sarah | Webb |
| Holly Spring Junior School | | | 01344 422367 | Mrs | Helen | Hawkins |
| Jennett’s Park Primary | | | 01344 301269 | Mrs | Penny | Thompson |
| Kennel Lane School | | | 01344 483872 | Mrs | Fiona | Stanton\* |
| Kings Academy Binfield | | | 01344 306983 | Mrs | Gail | Sumner |
| Meadow Vale Primary School | | | 01344 421046 | Mrs | Fiona | Stanton\* |
| New Scotland Hill Primary School | | | 01344 772184 | Mrs | Adele | Woodhouse |
| Owlsmoor Primary School | | | 01344 776642 Mrs | | Fiona | Stanton |
| Ranelagh | | | 01344 421233 | Miss | Dawn | Deykin |
| Sandhurst School | | | 01344 775678 | Miss | Claire | Read |
| Sandy Lane Primary School | | | 01344 423896 | Mrs | Susan | Barrett\* |
| St Joseph’s Catholic Primary School | | | 01344 425246 | Mrs | Adele | Valentin |
| St Margaret Clitherow Catholic Primary School | | | 01344 424030 | Mrs | Angela | Lansley |
| St Michael's CE Primary School (Sandhurst) | | | 01252 873360 | Mrs | Dawn | Deykin |
| St Michael's Easthampstead CE VA Primary | | | 01344 420878 | Mrs | Sharon | Mobbs |
| The Pines School | | | 01344 426413 | Mrs | Lyndsey | North |
| Uplands Primary School | | | 01252 873069 | Mrs | Terri | Webster |
| Warfield CE Primary School | | | 01344 862074 | Mrs | Claire | Pollard |
| Whitegrove Primary School | | | 01344 861020 | Mrs | Rachel | Clayton |
| Wildmoor Heath School | | | 01344 772034 | Mrs | Celeste | Moruzzi |
| Wildridings Primary School | | | 01344 425483 | Mrs | Kate | Harding |
| Winkfield St Mary's CE Primary School | | | 01344 882422 | Mrs | Gemma | Lenton |
| Wooden Hill Primary and Nursery School | | | 01344 421117 | Miss | Dawn | Deykin |
|  | | |  |  |  |  |
| Hatch Ride Primary | | | 01344 776227 | Mrs | Pat | Arthur |
| Oaklands Infant School | | | 01344 774644 | Mrs | Clare | Broadway |
| Oaklands Junior School | | | 01344 773496 | Mrs | Clare | Broadway |
| Corvus Learning Trust | | | 01344 772658 | Mrs | Sarah | Bamford |