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| CLERKS’ BRIEFING  **Autumn term 2021**  **Tuesday 23rd September 2021**  **1pm to 2.30pm**  **This will be a virtual meeting with invitations sent via Governor Services**  (Copied to Chairs by email) |  |

CLERKS’ BRIEFING AGENDA

1. Finance
   1. SFVS
   2. Financial Consultations with Schools
   3. Academies Handbook 2021
2. Human Resources Update
   1. HR updates to KCSiE & BFC Safer Recruitment Toolkit
   2. Policy Updates
   3. Teachers’ Pay
   4. Support Staff Pay
3. Can (Do) Working Together – Support Services for Schools
4. Safeguarding
5. Admissions
6. Statutory and Department Guidance
   1. Changes to Pupil Premium Guidance & Recovery Premium
   2. DfE Governance Update July 2021
   3. Remote Learning Requirement
   4. Understanding your data : a guide for school governors and academy trustees
   5. Early Career Framework
   6. The Engagement Model
   7. What maintained schools / academies must publish online
   8. Publication of Governor Details
   9. Schools Admissions Code
   10. Schools Covid-19 operational guidance
7. Ofsted
8. Governor and Clerk Training and Development Opportunities:
   1. BF Autumn Term Programme 2021
   2. Data Protection Module – School Pro
   3. NGA Learning Link
   4. Governor for Schools
   5. Safer Recruitment
   6. Equality Act as it Impacts Schools training
   7. NGA Leading Governance
9. Clerking / procedural matters:
   1. Governors with Particular Responsibilities
   2. Notification of Governing Body Changes
   3. Copies of Minutes
   4. Register of Business Interests
   5. Performance Management
   6. Parent & Staff Governor Elections
   7. Priorities for the term
   8. Policy Management
10. NGA
    1. Code of Conduct 2021
    2. Skills Matrix 2021
    3. Published resources
11. Education Governor Nominations
12. Tips for Governor Recruitment
13. AOB

**Date of next meeting:**

**Thursday 20 January 2021, 1pm to 2.30pm**

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| **APPENDICES**  Appendix A – List of Clerks  Appendix B – BFC Policy List and Review Dates September 2021 – maintained schools  Appendix C – BFC Policy List and Review Dates September 2021 – Academies  Appendix D – NGA Top tips for Ofsted  Appendix E – Policy Management checklist |  |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 1a** | | | **Maintained Schools** |
| **TITLE** | | **Financial Issues:**  **Schools Financial Value Standard (SFVS)** | | | |
| This is a reminder ofthe requirement to complete the work associated with SFVS and arrange for sign off by the chair of governors. This is an annual requirement that must be completed by the end of March each year so the next deadline is 31 March 2022, although schools can complete their return at any time.  The completion of SFVS is a statutory requirement for all maintained schools. It is primarily aimed at governors as governing bodies have formal responsibility for the financial management of their schools. Schools are advised to arrange 2 governor sign off meetings before the end of March to allow time for any further work should any problems be experienced at the initial review.  The DfE web site address that sets out the requirements and guidance on meeting the Standard has yet to be updated for 2021-22. In the meantime, schools are advised to continue to use the latest DfE documents:  <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>   * The checklist guidance provides clarification for each question, examples of good practice, and details of further support available to assist schools in addressing specific issues. * The dashboard guidance provides explanations of each of the indicators, and helps schools fill it in and understand the results.   Completed signed returns should be scanned and emailed to:  [Education.finance@bracknell-forest.gov.uk](mailto:Education.finance@bracknell-forest.gov.uk) | | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that they take the necessary steps to renew the Standard, including arranging the annual discussion with the headteacher and senior staff, annual reporting to the full governing body, formal sign off by the chair of governors and return to LA. | | | | |
| **DEADLINE FOR ACTION** | 31 March 2022 | | **CONTACT NAME** | Paul Clark, Finance Business Partner – People Directorate | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 1b** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Financial Issues:**  **Financial Consultations with Schools** | | | |
| Initial stages of building the 2022-23 budget for mainstream schools are now underway and a straightforward financial consultation was released on 15 September to gather views from schools. There are four questions being asked, none of which have not been asked before.  They are generally asked each year to ensure the Schools Forum has the current view of governors to consider when relevant decisions are taken and are:   1. Should we aim to set the minimum per pupil funding increase from 2021-22 at the highest permitted rate of 2% for all school types i.e. mainstream and special? 2. Should schools receiving the highest increases in per pupil funding finance the cost of ensuring all schools receive a minimum increase in per pupil funding from 2021-22? 3. Should funds from maintained mainstream schools continue to be “de-delegated” back to the council on permitted budgets where there are strategic, risk sharing or cost-effective benefits to gain? 4. Should maintained schools continue to make a financial contribution to the education related statutory and regulatory duties required of the council that are no longer financed through a grant from the DfE?   In addition, we are also seeking comments on two areas of the funding framework that is governed by the Scheme for Financing Schools. This relates to the scheme to claw-back significant surplus balances from schools and how school loans / licensed deficits should be financed.  Governors should therefore be ready to consider the consultation.  Deadline for responses to the consultation is 15 October.  Further information can be viewed at: <https://schools.bracknell-forest.gov.uk/finance/school-funding-consultation-2022-to-2023-financial-year/> | | | | | |
| **ACTION POINTS:** | * Governors need to be aware of the opportunity to provide views on school funding and the key issues anticipated. * Be aware of any changes in pupil numbers between October 2020 and October 2021 as this is likely to be the biggest factor in the amount of funds that will be received in 2022-23. | | | | |
| **DEADLINE FOR ACTION** | 15 October 2021 | | **CONTACT NAME** | Paul Clark, Finance Business Partner – People Directorate | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 1** | | | **Academy** |
| **TITLE** | | **Financial Matters:**   1. **Academies handbook 2021** | | | |
| [Academy Trust Handbook 2021 - Guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/academies-financial-handbook/academy-trust-handbook-2021)  A PDF copy of the 2021 Academy Trust Handbook (also known as the Academies Financial Handbook)  Academy trusts **must** comply with this handbook as a condition of their funding agreement. It provides an overarching framework for implementation of effective financial management and other controls, consistent with your obligations as publicly funded bodies. Other resources are available to help you get the right systems in place. In addition, managing your resources will support best value and promotes public accountability.  Updated 1 September 2021 and what has changed in this edition can be found here [What has changed in this edition? - Academy Trust Handbook - Guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/academy-trust-handbook/what-has-changed-in-this-edition) | | | | | |
| **ACTION POINTS:** | * Ensure governors and trustees aware of the changes. * Compliance with the handbook is required in trusts ‘funding agreements with the Secretary of State’. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 2** | | | | | **Maintained Schools and Academies** |
| **TITLE** | | **Human Resources Update** | | | | | |
| 1. **Keeping Children Safe in Education and Safer Recruitment**   The statutory Keeping Children Safe in Education  guidance was updated with effect from 1st September 2021.The guidance can be found [here](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fkeeping-children-safe-in-education--2&data=04%7C01%7Cjo.rayner%40bracknell-forest.gov.uk%7Ccf2d674632ba44dbf62d08d96e3df2e5%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637662034612872696%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sA8hqC1QopcQuh6nfPdqfWGk3QQvlCIPmIPybW2Gg88%3D&reserved=0).  The guidance should be read and followed by governing bodies and academy trust, who should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of this guidance.  The Recruitment Toolkit which offers practical guidance on recruitment processes to ensure compliance with this legislation and employment law has also been updated and can be found on the recruitment page in the Schools HR Hub , in the Resources section of Can(Do). This is available to schools buying the HR service.  Key updates made to the toolkit reflect   * Changes to Right to Work checks following Brexit * The extended induction period for early Careers Teachers * The ability of schools to conduct their own Barred List checks   More detailed guidance as to how and when schools can/should carry out barred list checks is included in the Appendices of the Toolkit.   1. **Pay Awards**   Teachers Pay Award September 2021  The Secretary of State has accepted in full the STRB recommendations for the 2021 pay award. Pay for most teachers will be unchanged , due to the public sector pay freeze.  A pay award of £250 has been recommended for all teachers earning less than £24,000 (or the recommended equivalent value for teachers in the London Fringe areas).The STRB has also recommended that advisory pay points are reintroduced on the Unqualified Teacher pay range, as was the case for classroom teachers on the Main Pay Range and Upper Pay Range last year. Those teachers on Unqualified advisory points 1-3 will be eligible for the pay increase.  The revised School Teachers Pay and Conditions Document is expected to be published in October, once the necessary legislation has been laid before parliament. Any changes in pay should be actioned after its publication, backdated to 1st September.  NJC Pay Award from April 2021  This is still in negotiation. There is a final offer from the employers’ side of an increase of 2.75 per cent on NJC pay point 1 and of 1.75 per cent on all NJC pay points 2 and above.  The three local government unions (UNISON, GMB and Unite) are consulting members on the offer. All three unions will be recommending the pay offer be rejected. The ballots are due to end in October so it will be some time before it is agreed.   1. **HR Policy Updates**   Appropriate model HR policies  have been updated for September and for those schools buying the HR service can be found on the Policies , Procedures and Guidance page on Can(Do) [here](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsecure2.sla-online.co.uk%2Fv3%2FResources%2FPage%2F14772&data=04%7C01%7Cjo.rayner%40bracknell-forest.gov.uk%7Ccf2d674632ba44dbf62d08d96e3df2e5%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637662034612912667%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=XmpHMlnLeweFSCSKQV5Y38pKL3kxHG1iBDUYMT%2FDDAA%3D&reserved=0) , following the link to Bracknell Forest or Academy policies as appropriate. This page has a list which sets out which policies have been updated and these can be found in Appendix B and C. | | | | | | | |
| **ACTION POINTS:** | * Read and follow the updated KCSIE guidance. * Adopt en bloc the appropriate policies related to the HR SLA you purchase. * Note changes to model pay policies and adopt as necessary. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Jo Rayner, HR Manager (Schools) | | |
| **TELEPHONE** | | 01344 354098 | |
| **EMAIL** | | Jo.rayner[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2021** | | **ITEM NO. 3** | | | **Maintained School & Academy** |
| **TITLE** | | **Can (Do) Working Together – Schools Support Services** | | | |
| **Training:**  This remains largely online with a view to a return to face-to-face training where appropriate as restrictions allow. Bookings can be made via Can(Do) at the following link: [Training & Events | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Training)  Please note that courses not included within the governor services SLA may be available to book for governors at an additional cost. Please discuss any such instances with the School Business Manager / Bursar before booking.  **Information Resources:**  Further resources will be moving to Can(Do) from the School Management Website this. We have set up a resource map which we are seeking input into at [Can(Do) Resource Map | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/21029). We can make one ‘just for Clerks’ if there are elements that you regularly search for, our goal is that Can(Do) resources are as easy to access as possible. We can’t do this without your feedback though and we would appreciate your thoughts to [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk)  **Access to Can (Do)**  All Clerks have been set up on Can (Do) and they all have access to all Governors Resources. Governors attending training do not require full accounts to access courses or browse courses on offer, however we ask that all governor training is booked via the Clerk to Governors.  **Newsletter**  We hope that all Clerks & Chairs are now included in the weekly newsletter from the Education & Learning team. If there are clerks not receiving it, or you have any suggestions / feedback / news please contact [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) (Do not need to be an SLA subscriber but some resource content is restricted if not). | | | | | |
|  |  | | **CONTACT NAME** | **Richard Skegg**  Business Relationship Manager | |
| **TELEPHONE** | 07876 869418  01344 354096 | |
| **EMAIL** | [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 4** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Safeguarding** | | | |
| **NGA Learning Link -** The module **Safeguarding: The governors role** has been updated for all users. The module now reflects the 2021 version of Keeping Children Safe in Education. If you had previously completed the module you will be able to undertake it again - it is now called **Safeguarding: The governors role (2021).** All users can find the module under the **Compliance** category in the learning section of your Learning Link account.  **Department for Education (DfE) guidance update - Keeping children safe in education**  Following the consultation earlier this year, the Department for Education (DfE) have released updated [statutory guidance, Keeping children safe in education](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3D856c28f480%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7C248b608d587c4e6ee1d708d942d08843%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637614285693872911%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=lJGdQI67WLcZ3HAZfGoGHaQ9DCVhYrDksMo2oZ%2BM94E%3D&reserved=0) (KCSIE). There has also been an update to DfE’s [advice on Sexual violence and sexual harassment between children in schools and colleges](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Dff484da53f%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7C248b608d587c4e6ee1d708d942d08843%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637614285693882874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sBxPfdleSs54ESfZysnkARuYtUfLtT2L41cWXurDqU8%3D&reserved=0), both will come into force from 1 September 2021.  The KCSIE emphasises the need for governing boards to ensure they facilitate a whole school approach to safeguarding. Boards are expected to read and follow KCSiE, ensuring that safeguarding policies, procedures, and training are effective and comply with the law at all times. The document contains 5 pages of changes and governors should understand the changes and the role the publications plays in schools.  Questions for governors to ask:   * Have staff received training on the new version of KCSiE? * Has induction for new staff been updated? * When was the last time governors updated their safeguarding knowledge? * Have governors read the updated version of KCSiE? * Have relevant policies and procedures had the necessary changes made? The schools’ child protection policy complies with the updated version of KCSiE, remember, the board must approve this policy.   We would like to remind all schools to ensure their safeguarding training is up to date. We are aware some schools may have missed their renewal cycle through Covid. Please remember whole school universal training (for staff) should be renewed every 3 years and DSL training, every two years.  Upcoming training can be found on Can (do).  Please do contact the Safeguarding Our Schools Team if you require further information. In BFC it is deemed best practice for all governors to undertake Safeguarding for Governors training.  The 2021 version of [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges#history) is now in force and replaces both the 2018 version, and the document published in July for information. This is advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children and would recommend that all governors read this document as part of their safeguarding awareness training.  The NGA have updated The Governance of Safeguarding guidance, available here, [Pupil wellbeing | Safeguarding: a guide for governing boards - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Pupil-wellbeing/Safeguarding.aspx?login=success)  This guidance covers:   * How governors and trustees build safeguarding knowledge * Governing board safeguarding responsibilities * Strategic oversight and monitoring (including questions to ask)   Ofsted carried out a [Review of sexual abuse in schools and colleges](https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges) in June 2021 following numerous anonymous reports of sexual abuse in schools.  The report contained a number of recommendations, including the need for schools to create an environment where:   * Staff model respectful and appropriate behaviour * Pupils are clear about what is acceptable and unacceptable behaviour * Pupils are confident to ask for help and support when they need it   Central to this should be a carefully planned and implemented relationships, sex and health education [(RSHE) curriculum](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/PSHE-Relationships-Education-and-RSE.aspx). | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board and particularly the child protection / safeguarding governor. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 5** | | | **Maintained School & Academy** |
| **TITLE** | | **Admissions** | | | |
| **Secondary School September 2022 applications**  Bracknell Forest residents wishing to apply for a year 7 secondary school place for their child from September 2022 can now do so. The process opened on 12 September 2021 and runs until 31 October 2021.  Parents can apply using the online portal:  <https://oneservices.bracknell-forest.gov.uk/CitizenPortal_LIVE/en?ReturnUrl=%2FCitizenPortal_LIVE%2F>  This is available until midday on 31 October 2021.  Parents unable to access the portal can contact School Admissions for an application form. [school.admissions@bracknell-forest.gov.uk](mailto:school.admissions@bracknell-forest.gov.uk)  Before parents submit their application, we ask that they read The Guide to Secondary Education <https://www.bracknell-forest.gov.uk/sites/default/files/documents/guide-to-secondary-education-2022-to-2023.pdf> | | | | | |
|  |  | | **CONTACT NAME** | School Admissions | |
| **TELEPHONE** | 01344 354023 | |
| **EMAIL** | [School.admissions@bracknell-forest.gov.uk](mailto:School.admissions@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 5a** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Changes to Pupil Premium Guidance and Recovery Premium Funding** | | | | | |
| **Changes to Pupil Premium Guidance**  [Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability)  As you may well be aware, DfE have made changes to pupil premium funding structures and also how it must be evidenced. To support governors’, the following bullet points, identify the key changes. As usual it would be valuable for governors to read the DfE’s guidance on Pupil Premium, to support them in their role.   * From 2021-22, pupil premium is allocated based on the numbers of eligible pupils recorded on roll in the October census (previously January) for mainstream and special schools. PRUs continue to be based on January census data. * Per pupil funding is the same for 2021 -22 as 2020-2021. * Schools must now use the DfE's templates to publish their strategy statement. For 2021-22 this must be completed by the 31st of December 2021. These templates are now available on the Gov.uk website. * New guidance is available to schools on the website on developing and delivering an effective strategy and some changes to make the actions that need to be taken, clearer. * From September 2021, schools must demonstrate the evidence basis for their spending. For the academic year 2021-22, schools must show how their spending strategy is informed by research evidence, referring to a range of sources, including the EEF toolkit. * If schools use a 3-year strategy, they must review their strategy and publish an updated strategy statement every academic year before 31st December. * The strategy statement templates include an optional section to report on how you are using the service pupil premium and its impact on eligible pupils. * Schools that have already adopted a multi-year strategy plan, do not have to develop a new strategy plan. * The template for 2021-22 does not include a requirement to enter information related to performance measures given the impact of COVID - 19 on their production and publication. In the future, the template will incorporate requirements relating to performance measures data.   Although total pupil premium funding is increasing, changing the census on which pupil premium is based, will have a financial impact on schools.  **Recovery Premium Funding**  [Recovery premium funding - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding#funding)  Recovery Premium funding is a one-off recovery premium as part of funding to support education recovery for 21-22:   * It will build upon the pupil premium to help schools to deliver evidence-based approaches for supporting disadvantaged pupils * All schools eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:   + mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15   + local authority-maintained special schools   + pupil referral units   Now explicitly linked to pupil premium – it will use the same data as for pupil premium  Available to all stated funded schools ages 4-15  £145 for eligible mainstream pupils and £290 for eligible special unit pupils  The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the following schedule.  Maintained school’s payment schedule Payments will be sent to local authorities on the last working day of each month in:  September 2021 / December 2021 / April 2022 / June 2022  Academies payment schedule - Payments will be made on the first working day of each month in:  October 2021 / January 2022 / May 2022/ July 2022  Minimum ‘floor’ payment for all eligible schools - £2000 primary and £6000 secondary.  Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation’s pupil premium guide](https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/), activities should include those that:   * support the quality of teaching, such as staff professional development * provide targeted academic support, such as tutoring * deal with non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support   Like the pupil premium, schools can:   * spend the recovery premium on a wider cohort of pupils than those who attract the funding * direct recovery premium spending where they think the need is greatest   Schools must show how they are using their recovery premium effectively:   * by reporting on their use of recovery premium as part of their [pupil premium strategy statement](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statements) * through [inspections by Ofsted](https://reports.ofsted.gov.uk/) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding | | | | | | | |
|  |  | | **CONTACT NAME** | | Tracey Bradshaw  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | 07880 056066 | |
| **EMAIL** | | [Tracey.Bradshaw@bracknell-forest.gov.uk](mailto:Tracey.Bradshaw@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 6b, c, d, e** | | | **Maintained School & Academy** |
| **TITLE** | | **Statutory and Department Guidance**   1. Governance Update July 2021 2. Remote Learning Requirement 3. Understanding your data : a guide for school governors and academy trustees 4. Early Career Framework statutory induction guidance change | | | |
| **b) Governance Update July 2021**  All governors should receive a copy of the DfE Governance Updates as long as your school email has been entered onto the GIAS (Get Information About Schools) website. Clerk to Governors can also sign up to receive a copy as they are not currently listed on GIAS. The July edition was split into information for [Academy Trusts](https://www.gov.uk/government/publications/school-governance-update/academy-trusts-school-governance-update-july-2021) and information for [Maintained Schools](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fschool-governance-update%2Flocal-authority-maintained-schools-school-governance-update-july-2021&data=04%7C01%7CRachel.Clayton%40bracknell-forest.gov.uk%7C553e1500084942fa5def08d94792a18e%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637619517362215253%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=h3X%2FqNIxTUTjW%2FmOrDpS6u8a4usA8pEyg0IscHMav40%3D&reserved=0).  **c)Remote Learning Requirement**  The DfE has reissued its remote education direction for the upcoming academic year, meaning schools now have a legal duty to provide remote learning for pupils who are unable to attend the school site due to coronavirus (COVID-19).   1. **Understanding your data: a guide for school governors and academy trustees**   How to collect and analyse data, and what your collected data can tell you about your school’s performance. [Understanding your data: a guide for school governors and academy trustees](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Funderstanding-your-data-a-guide-for-school-governors-and-academy-trustees%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3Df664464e-0385-48e7-ba42-aac8b006e111%26utm_content%3Ddaily&data=04%7C01%7Crachel.clayton%40bracknell-forest.gov.uk%7C1215c4e4ff324d8a8b1e08d96de4436c%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637661649420654181%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=XiUFL4He9UFVW4r0ysFcUiTCy4OfB%2FYD3SS3BKCVSzQ%3D&reserved=0) Updated and improved all sections to provide new information and to reflect changes in policy.   1. **Early Career Framework statutory induction guidance change**   From September 2021, statutory induction for teachers will change as part of the ECF reforms. Early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development and training.  Under the new Early Career Framework, schools must appoint an induction mentor for their early career teachers. | | | | | |
| **ACTION POINTS:** | * Bring this item to the attention of your governing board. * Ensure compliance with the items detailed. * Monitor requirements for publishing on the school’s website. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 6f** | | | | | **Maintained School & Academy** |
| **TITLE** | | 1. **The Engagement Model** | | | | | |
| The Engagement Model became statutory as of this September - [The engagement model - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-engagement-model)   * The Engagement Model is an assessment tool that helps schools to meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject specific study. * Engagement identifies and celebrates all pupils’ progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils’ performance, whilst recognising that a minority of pupils may have a regressive condition. * Engagement can help schools reflect on how well the bespoke curriculum they offer to their pupils is helping them progress. It will not necessarily replace a school’s existing plans, assessments, and reporting systems, but adds value to them by helping schools assess pupils’ progress from a different angle. * Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Assessments should be conducted by someone who knows the pupil well so that schools are able to identify existing educational barriers. * Progress through each of the 5 areas of engagement should be measured by identifying how established the pupil is against each of the areas of engagement. This will differ for each pupil according to their profile of needs as set out in their Education, Health and Care (EHC) plan. * The model combines a formative and summative assessment approach. It should be used to assess pupils’ progress and development regularly throughout the year. This enables a continuous cycle of ‘assess, plan, do and review’ to take place, which enables the pupils’ achievements and progress to be measured over time. * Schools are not required to submit data to the Department for Education (DfE) about the achievements and progress of each pupil. However, schools must report which primary-aged pupils are being assessed using the engagement model. * Schools can use the engagement model across all key stages, including for pupils attending secondary schools, as the principles of engagement are equally relevant to pupils of all ages. However, there is no statutory requirement to do so, and in key stages 3 and 4 and in post-16 education, schools and colleges should ensure there is an emphasis on how their pupils’ acquired skills are preparing them for adulthood. * The model can be used as a tool for assessing why pupils who are currently working below the level of the national curriculum but are engaged in subject-specific study, may have begun to plateau or regress in their anticipated development outcomes.   The engagement model does not:   * provide the curriculum for pupils who are not engaged in subject-specific study * provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study * replace a school’s existing planning, assessment, and reporting systems   We are currently arranging training on the Engagement Model to support schools [Communication | Article view | SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/V3/Article/90199) for SENDCO, inclusion leads and HTs. | | | | | | | |
|  |  | | **CONTACT NAME** | | Tracey Bradshaw  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | 07880 056066 | |
| **EMAIL** | | [Tracey.bradshaw@bracknell-forest.gov.uk](mailto:Tracey.bradshaw@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 6** | | | | | **Maintained School & Academies** |
| **TITLE** | | **Statutory and Department Guidance**   1. **What maintained schools and academies must publish online** | | | | | |
| All state schools are required to publish certain information on their website.  Required information varies depending on the type of school. Academies must also check their funding agreement to find out what must be published.  Schools should now also publish details of how they intend to spend any COVID-19 catch up premium they receive.  The Department for Education provides guidance that details the requirements in full:  [What maintained schools must publish online - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online)  [What academies, free schools and colleges should publish online - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online) | | | | | | | |
| **ACTION POINTS:** | * Ensure compliance with the new requirements. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | | | **ITEM NO. 6** | | | | | **Maintained School & Academy** | | |
| **TITLE** | | | | **Statutory and Department Guidance**   1. **Publication of Governor’s Details** | | | | | | | |
| **School Website**  Governors hold an important public office, and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form. This should include:   * the structure and remit of the governing body and any committees, and the full names of the chair of each. * for each governor who has served **at any point over the past 12 months**: * their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body’s instrument of government), * relevant business and pecuniary interests (as recorded in the register of interests) including governance roles in other educational institutions; any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners, and close relatives); and **their attendance record at governing body and committee meetings over the last academic year.**   Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.  Governing bodies should make it clear in their code of conduct that this information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.  **Get Information About Schools (GIAS)**  Details of schools and governors are held on the [Get information about schools (GIAS) website](https://get-information-schools.service.gov.uk/guidance). It is important that you keep these details up to date, including email addresses, so direct communications can be sent when necessary.  If you would like to receive a direct email alert when we publish updates, ask your school’s DfE Sign-in approver to add your contact details to the GIAS website.  You must update GIAS with:   * email addresses for all chairs of governors * start and end of term of office dates for all governor posts   If you are a clerk or are otherwise unable to upload your details to GIAS, email [schoolgovernance.update@education.gov.uk](mailto:schoolgovernance.update@education.gov.uk) and we will add you to the circulation list manually. | | | | | | | | | | | |
| **ACTION POINTS:** | | * Clerks to read and ensure compliance. * Ensure the information about your governing board is correct on GIAS. * Make any amendments to ensure you are compliant with the requirements. | | | | | | | | | |
| **DEADLINE FOR ACTION** | | ASAP | | | | | **CONTACT NAME** | | | Governor Services | |
| **TELEPHONE** | | | 01344 354069 | |
| **EMAIL** | | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |
| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | | | **ITEM NO. 6i & j** | | | | | | **Maintained School & Academy** | |
| **TITLE** | | | | **Statutory and Department Guidance**   1. **Schools Admissions Code** 2. **Schools Covid-19 operational guidance** | | | | | | | |
| **i) Schools Admissions Code**  [School admissions code - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-admissions-code--2) - Statutory guidance that schools must follow when carrying out duties relating to school admissions.  Updated to remove the 'School admissions code 2014'. This is replaced by the 'School admissions code 2021', which came into force on 1 September 2021. Key changes include new provisions to support the in-year admission of vulnerable children and help reduce to a minimum any gaps in their education. Includes summer 2021 revised guidance on in year fair access.  **Questions for governors to ask:**   * Is the school aware of the new code? * Are we our own admissions authority? * If so, does our admissions policy need reviewing?   NGA guidance [Admissions and exclusions | School Admissions - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Admissions-and-Exclusions/School-Admissions-Code-2014.aspx)   1. **Schools Covid-19 operational guidance**   [Guidance](https://bfcouncil.sharepoint.com/sites/edulrn/mgmtsc/EDMAGBO-ED9.3/CLERKS/Clerks%20Briefing/CB%20Aut21%20-%20Sum22/Autumn21/•%09Guidance%20for%20schools) updated 5 times since 6.7.21 – moving away from stringent restrictions on everyone’s day to day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.  The situation in September 2021 – priority is for you to deliver face to face, high quality education to all pupils. key elements in guidance:   * Isolation and, track and trace. * Close contact guidance. * School contingency planning.   This is a compliance role for governors, questions for governors to ask:   * Have the risk assessment and Covid procedures been reviewed? * Have parents / carers been notified? * Is an outbreak management plan in place? * Is remote learning ready to be enacted? | | | | | | | | | | | |
| **ACTION POINTS:** | | * Bring this item to the attention of your governing board. * Ensure compliance with the items detailed. * Monitor requirements for publishing on the school’s website. | | | | | | | | | |
| **DEADLINE FOR ACTION** | | ASAP | | | **CONTACT NAME** | | Governor Services | | | | |
| **TELEPHONE** | | 01344 354069 | | | | |
| **EMAIL** | | Governors.helpdesk[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | | | | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 7** | | | **Maintained Schools & Academy** |
| **TITLE** | | **a) Ofsted Inspection Handbook updates**  **b) Curriculum reviews**  **c) Staff wellbeing charter** | | | |
| **a)** **Ofsted Inspection Handbook updates**  Ofsted have released further update to their [inspection handbooks](https://www.gov.uk/government/collections/education-inspection-framework) now dated Sept 2021 as they resume full inspections. They plan to undertake section 5 and section 8 inspections under the Education Inspection Framework with adaptations to ensure that inspections fairly judge schools and take account of the impact schools may have faced throughout the duration of COVID-19.  The handbook has 3 parts:   * Part 1. How schools will be inspected: This contains information about the processes before, during and after the inspection * Part 2. The evaluation schedule: This contains the evaluation criteria inspectors use to make the graded judgements about schools and includes examples of the kinds of evidence and activities used by inspectors to make their judgements * Part 3. Applying the EIF in different contexts: This contains guidance on how to apply the EIF in specific contexts and provisions   **Amendments made in August 2021 (for September 2021 version) are as follows: -**   * Paragraph 41: Updated to reflect section 5 inspection intervals following the pandemic * Paragraph 61: Updated to reflect section 48 inspection intervals following the pandemic * Paragraph 174: Clarified that schools may wish to consider emailing the final report to parents or publishing the report on the school website.   The regulations set the usual interval for section 5 inspections as within 5 school years from the end of the school year in which the last section 5 (or relevant section 8) inspection took place. For the first routine inspection of schools after 4 May 2021 the interval will, instead, be 7 years.  Between 15 May 2012 and 13 November 2020, maintained primary and secondary schools and academies judged to be outstanding in their overall effectiveness at their most recent section 5 inspection were exempt from routine inspections. These schools are now once again [subject to routine inspections under section 5](https://www.legislation.gov.uk/uksi/2020/1258/made). This also applies to academy converter schools that were formerly exempt because the overall effectiveness of their predecessor school was outstanding at its most recent section 5 inspection.  As a reminder previous updates included a section that sets out how inspections will take account of COVID-19 in schools. This includes:   * longer preparation calls before inspections to understand the impact of COVID-19 on that school * considering externally published data, paying particular attention to the age of the data * teacher assessed grades from 2020-21 will not be used   Inspectors will also want to know how schools have prioritised the curriculum, implemented attendance strategies and provided improvised personal development opportunities for pupils throughout this period.  **See Appendix D for NGA “Top 10 tips” on Ofsted Inspections**  **b) The curriculum reviews published since last terms briefing are as follows: -**  [Ofsted publishes research review on religious education (RE)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D46387df40cbf78623e0679b2f%26id%3Da42fe966b1%26e%3Da20c35e437&data=04%7C01%7Crachel.clayton%40bracknell-forest.gov.uk%7Cb89f304356b34b80935708d921f2f516%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637578149642063458%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=R31Buio1zpOLqcBZ%2Ffohh9BPYp5o4%2BZeMK02xcMX%2Fws%3D&reserved=0)  [Curriculum | Cultural education - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/A-Guide-for-Governors-Cultural-Education.aspx)  [Ofsted publishes research review on mathematics education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education?utm_source=SFMC&utm_medium=email&utm_campaign=KSGNewsbriefing)  [Ofsted publishes research review on geography - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography?utm_medium=email&utm_campaign=govuk-notifications&utm_source=8519228e-51d9-454f-88e1-9815a48b2d5a&utm_content=weekly)  **c) Staff wellbeing charter**  The DfE and Ofsted have published a new education [staff wellbeing charter](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf). Ofsted will review the impact its inspection framework has on staff wellbeing and the government will avoid publishing guidance outside of working hours.  The DfE and Ofsted have made[12 commitments](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf) as part of the new charter, which was drawn up by a group consisting of teaching unions, several schools and the mental health charity Mind.  Schools will be able to sign up to a voluntary charter of 11 pledges from the Autumn, aimed at presenting a commitment to “protect, promote and enhance” staff wellbeing.  1 of 3 commitments from Ofsted is to “review whether the framework is having inadvertent impacts on staff wellbeing (for example, creating unnecessary workload) and take steps to alleviate any issues”.  The inspectorate are also going to ensure that inspectors take staff wellbeing into account when coming to their judgements and monitor it through both quality assurance and evaluation.  Out of the DfE’s 9 pledges, 1 is to publish gov.uk updates aimed at Education professionals “only during working hours”. Exceptions include if there is a “significant user need” in publishing the information, or a legislative requirement.  During the coronavirus (COVID-19) pandemic, school leaders had to read almost 100 updates to government guidance in just four months – with a quarter of them being published during outside of working hours.  The DfE is also aiming to break down the stigma around mental health by building it into its “wider communications strategy on recruitment and retention, linking to existing campaigns that aim to tackle mental health stigma in our society”.  Schools that choose to sign the charter commit to “placing wellbeing and mental health at the heart of our decision making.  Pledges will include having a “sub-strategy” for protecting the wellbeing and mental health of school leaders, as well as “holding ourselves accountable” by “measuring staff wellbeing” and monitoring “rends over time”.  The government will conduct a review on progress it’s made against the commitments in 2023. Schools involved will also be surveyed to gauge how much impact the charter has had. | | | | | |
| **ACTION POINTS:** | * Bring item and Appendix D to the governing boards attention. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 8** | | | **Maintained School & Academy** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Autumn Term 2021** | | | |
| All governors, associate members and clerks should have a copy of the autumn term training and development programme; it can be found [here](https://secure2.sla-online.co.uk/v3/Resources/Page/14557). It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The autumn 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 Clerk to Governors on the [Can (do) Training Pages](https://can-do.bracknell-forest.gov.uk/Training).  **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:**  **Training on Education Finance**    **Target Audience: Maintained Schools** Governors who have attended the induction training for new governors and those on the Finance Committee and anyone interested in Education Finance.    **Introduction to Education Funding and School Budgets**  **Tuesday 2 November**  **18:30 - 20:00**  **Virtual via Microsoft Teams**  **Aim:**  To provide an outline guide on Education Funding and School Budgets and to inform governors of their responsibilities.    **Introduction to the Financial Framework that governs schools**  **Tuesday 9 November**  **18:30 - 20:00**  **Virtual via Microsoft Teams**    **Aim:**  To provide an outline guide on the Financial Framework that governs schools and to inform governors of their responsibilities.    **Introducing new courses this term:**   * Taking a closer look at the Education Inspection Framework * Is our Board ‘fit for purpose’ and focussed on school improvement * Evaluating Pupil Progress in Primary Schools post-Covid * Governor and a member of staff how do you play an effective role? * Developing an effective and strategic relationship – SENDCO and SEN governor.     **The following courses have been identified, updated, or requested to be run this term:**   * Understanding Health & Safety in Schools * Governor Visits: Ensuring they are Effective   All boards are responsible for identifying the ongoing training and development they need.  **Dates for Dairies:**  **Clerks Briefing**  **Thursday 20 January 2022**  13:00 - 14:30    **Chairs Briefing**  **Thursday 3 March 2022**  19:00 - 20:30  **Induction training**  **Tuesday 25 January & 1 February 2022**  19:00 - 21:30 | | | | | |
| **ACTION POINTS:** | * Summer term training summary has been issued and sent to Development Governor and clerk ensure receipt. * 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. * 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 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 8b, c, d, e, f,g** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Other Training and Development Opportunities**   1. **Data Protection Module – School Pro** 2. **NGA Learning Link** 3. **Governor for Schools** 4. **Safer Recruitment** 5. **Equality Act as it Impacts School Training** 6. **NGA Leading Governance** | | | |
| Please find below additional training and development opportunities we have identified which are.   1. **Data Protection for Governors**   A reminder that this eLearning module was purchased for all schools last term from SchoolPro TLC. The module is valid until 31st March 2022. It is deemed good practice for all governors, clerks, and relevant staff at the school to complete. The module is administered by your Clerk to Governors. Certificates should be stored.   1. **NGA Learning Link**   All governors, associate members and clerks should be registered for NGA Learning Link the eLearning platform.  This page detail the modules and bitesize modules in a clear and concise way [NGA Learning Link - e-learning for school governors, trustees, and clerks - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning.aspx)   1. **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.  Governors and clerks need to create an account to access the webinars and eLearning modules.  One area of focus is reducing avoidable exclusions and there is free eLearning, resources, and webinars here [Reducing avoidable exclusions | Governors for Schools](https://governorsforschools.org.uk/reducing-preventable-exclusions/)   1. **Safer Recruitment**   Training to meet compliance requirements available from BFC via Can (do) [SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/Training/sTrainingSearch.aspx?t=1&id=safer%20recruitment) - £80 per delegate or via NSPCC [Safer recruitment training: online & in-person | NSPCC Learning](https://learning.nspcc.org.uk/training/safer-recruitment?gclid=EAIaIQobChMIiezAiPWP8wIVTZ_VCh3DPAcAEAAYASAAEgImzfD_BwE&gclsrc=aw.ds). Both options are at an additional charge.   1. **Equality Act as it Impacts Schools training**   [Equality Act as it Impacts on Schools | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Event/149209) - £95 for schools who purchase SLA   1. **NGA Leading Governance**   <https://www.nga.org.uk/LeadingGovernance.aspx>  NGA Leading Governance for Chairs  Zoom sessions with facilitators and materials  Includes eLearning modules  360 appraisal / mentoring will be add-ons  £249 per person  NGA Leading Governance Clerks  It is an accredited course  £449 per person | | | | | |
| **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. * Clerk to ensure manage membership on NGA is up to date for the board. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**  **(a) Governors with particular responsibilities** | | | |
| All governing bodies must have a Chair, Vice Chair and Clerk, but in addition, it is recommended that the areas below are covered by individual governors, and their names should be notified to Governor Services.  **Early Years Foundation Stage – NEW for September 2021**  To support the new requirements in infant, primary and special schools.  **Headteacher Performance Management Chair**  To support the governor’s role in holding executive leaders to account for the effective and efficient performance management of staff. Not best practice for this to be the Chair of Governors.  **Pupil Premium (PP) Governor**  To support, challenge, monitor and evaluate the work of the school in raising the achievement of Pupil Premium children.  **Special Educational Needs and Disabilities (SEND) Governor**  Governing bodies have statutory responsibilities for pupils with SEND. A SEND governor has the responsibility for liaising with the school’s SEND co-ordinator (SENCO) and must ensure that the governing body is aware of, and fulfils its responsibilities for, special education as described in the DfE statutory guidance.  **Child Protection (CP) Governor (Safeguarding Governor)**  Governors are accountable for ensuring that their school has effective child protection policies in place that meet local and national guidance. A governor with CP responsibility needs to ensure that up to date appropriate policies are in place and that staff and parents are aware of them. It would also be appropriate for this governor to ensure (by asking the Headteacher) that all staff have received up to date safeguarding training and that the governing body meets statutory requirements for attendance on safer recruitment training.  The CP governor has responsibility for championing child protection issues, liaising with the headteacher, and providing information and reports to the governing body. However, they should not take the lead in dealing with specific safeguarding issues, nor do they have the right to know details of such cases.  **Development Governor**  The key role of the Development Governor is to encourage and support the development of the skills of individual governors and the governing body as a whole by ensuring that all are aware of appropriate training opportunities. Training should be discussed on a regular basis at governing body meetings.  The role can be as wide or as narrow as the governing body wishes and could incorporate organising a buddy or mentoring for new governors and supporting with recruitment.  **Governing Bodies may also wish to appoint governors with other responsibilities such as Wellbeing, Health and Safety, Gifted and Talented, Early Years, Finance, EAL, LAC or a governor linked to the core subjects.** | | | | | |
| **ACTION POINTS:** | Clerks to notify Governor Services of their:   * Chair * Vice Chair * SEND Governor * Child Protection Governor (CPG) * Development Governor * Pupil Premium * Headteacher Performance Management Chair * EYFS   This information should be sent by email to the Governors’ Helpdesk as below. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | | **ITEM NO. 9** | | | | | **Maintained School & Academy** |
| **TITLE** | | | **Clerking / Procedural Matters:**  **(b) Notification of Governing Body Changes** | | | | | |
| 1. **Notification to Governor Services**   It is the clerk’s responsibility to notify Governor Services of any changes to your governing body. Please do this as soon as possible so that we have accurate records of our governors. If we are not notified, new governors will not receive any communications or support from us, and we will not be meeting our statutory responsibilities.  We should also be notified of any **Associate Members** that are appointed to your Governing Body. Associate Members can be appointed for one, two, three or four years and this needs to be made clear at the time of their appointment.  Changes should be notified by using the change form available on the Can (do) website under clerking information.  Please ensure that all details are provided:   * Name * Address * Tel number * Email address **(THIS MUST BE A SCHOOL EMAIL ADDRESS)** * Type of governor * How recruited * **Date of appointment**   We also need to be notified of any changes of responsibilities e.g. Chair, Vice Chair, Development Governor, SEN etc.  **IMPORTANT NOTE**  We require confirmation of **re-appointments** and when governors come to the end of their term of office and leave the governing body.  **Resignations**  Clerks may wish to remind governors that resignations must be made in writing to the Clerk to the governing body.   1. **Notification to the National Governors’ Association (NGA)**   Now that membership of the NGA forms part of the Governor Services SLA, it is important that, as clerk, you ensure that your school’s NGA membership is up to date by logging into your account and using Manage Membership. | | | | | | | | |
| **ACTION POINTS:** | * Report any changes to Governor Services. * Manage your NGA membership. * Ensure GIAS (Get Information About Schools) | | | | | | | |
|  | |  | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**  **(c) Copies of minutes** | | | | | |
| The Local Authority (LA) asks maintained schools to provide copies of governing body minutes on a regular basis. It is up to academies whether they wish to do the same.  The LA only require copies of the following minutes:   * Full Governing Body * Committee dealing with Curriculum * Committee dealing with Finance   Unless specifically requested, we do not routinely need:   * copies of minutes of sites / premises/ staffing or any other committee * copies of agendas or associated papers * copies of school policies   Each governing body organises its business through different committee structures. The above is a guideline only and it does not matter if there is some overlap.  Please provide copies of the required documents in electronic form and send to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk)  **Please type in the subject of the email the name of the school and the type and date of the minutes e.g. Curriculum Minutes – 9.9.21.** This will assist us greatly as you will appreciate that we receive a large number of minutes each term**.**  A copy of the *signed* FGB minutes of the meeting at which the school’s budget is agreed each year is separately required by Education Finance. Governor Services do not send copies to the finance team.  Please provide draft/chair approved minutes as soon as reasonably possible after each meeting rather than in batches. The minutes are sent to the school’s adviser, now known as the STEP (Standards & Effectiveness Partner).  If the minutes are received regularly the support services for the governing body can keep more up to date with current issues in the school, which can improve the support that the school receives. | | | | | | | |
| **ACTION POINTS:** | * Clerks to send minutes of meetings electronically to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) following each meeting. | | | | | | |
| **DEADLINE FOR ACTION** | As soon as possible following meetings | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | | |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **Register of Business interests** | | | | | |
| It is important that governors and staff not only act impartially but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered.  Every governor, clerk and associate member must complete a new business interest’s form annually, and these must be kept together by the clerk. This register is always examined in an internal audit of the school and is often found to be lacking for one of the following reasons:   * Individual records are missing * Individual records are not dated * Individual records have not been countersigned * Records are not up to date   A summary of the register of business interests must be available on the school’s public website showing governors and associate members, it does not have to show the clerk’s business interests.  Guidance is available on the Can (do) website under clerking information.  Forms must be retained for seven years as they are considered to be financial documents. | | | | | | | |
| **ACTION POINTS:** | * Business interests forms to be completed annually. * Clerks to ensure that all forms are dated and countersigned in accordance with guidance. * Ensure information is on the school’s public website covering anyone who has been a governor in the last 12 months. | | | | | | |
| **DEADLINE FOR ACTION** | Autumn term | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerk / procedural Matters**  **(e) Governors Role in Performance Management and Pay** | | | |
| **Performance management and appraisal**  Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.  Appraisals and performance management for support staff should be carried out in accordance with the employee’s contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.  The governing body delegates the performance management of the Headteacher to the panel although they should ensure that the meeting with the Headteacher and External Adviser takes place by the end of the autumn term, where objectives are reviewed, and new ones set. It is also good practice to check that interim reviews are held in the spring and summer term although this is not with the external adviser. The governing body should also ensure that governors carry out the Headteacher’s review effectively by sending any new panel members on training provided by governor services.  The appraisal of all other staff is delegated to the Headteacher and in line with the policy approved by governors, (usually adopting the Bracknell Forest model policies for teachers and support staff in the HR section of the Can (do) website but governors would expect that the headteacher will report to them at some stage in the year about the overall process including: -   * example anonymised objectives to ensure they are in line with the school improvement objectives * explanation of lesson observation process to ensure staff are being observed and that professional support is in place to ensure the quality of teaching and learning is improving and any resulting training and inset plans.   In addition, the pay committee meet annually during the autumn term to consider the Headteacher’s recommendations which are confidential so that untainted governors can deal with any appeals. The pay committee members need to be able to demonstrate that they are rigorous and fair and so would expect to receive information as indicated in the example table at the end of the BF model policy. Decisions are made based on objectives, pupil progress, lesson observations and overall performance in the light of the Teachers’ standards. | | | | | |
| **ACTION POINTS:** | * Ensure Chair of HT performance management panel and other members are up to date. * Ensure all governors have undertaken relevant training – this takes place in the summer term annually. * Share the DIY guides governor’s role in pay and governor’s role in performance management for Can (do). | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Clerking / Procedural Matters**  **(f) Parent & Staff Governor Elections** | | | | | |
| Neither staff or parent governors are elected to represent their stakeholder group but are elected in order to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school, contributing to strategic discussion, holding senior leaders to account by monitoring school performance and ensuring money is well spent. The same common purpose as all governors to govern the school in the best interest of all pupils.  **Electing staff governors and trustees**  There is no requirement to use any specific system for the election of staff governors or trustees. You can either use a letter and form system or an electronic system. Procedures for staff governor election can be found on Can (do) – Resources – Governor Services Hub – Clerking Information.  **Electing parent governors and trustees**  There is no requirement to use any specific system for the election of parent governors or trustees. In most schools, elections would normally be carried out with letters and forms being sent to parents in hard copy format. There is scope to use an electronic voting method for parent governor/trustee elections, provided the following criteria is met:  ◼ all individuals that are eligible to stand are informed of the vacancy and informed that they can stand for election and vote  ◼ those individuals are given the opportunity to do so  ◼ mechanisms are in place to ensure that the process is fair, and safeguards are in place to ensure that one person cannot cast two votes  ◼ voter confidentiality is maintained  ◼ academies should ensure that any voting system complies with rules set out in their articles of association (or relevant procedural document)  ◼ maintained schools must provide the opportunity for postal voting (including delivery by hand) and should check with their local authority to see if specific voting systems are recommended or mandated  Procedures for parent governor election can be found on Can (do) – Resources – Governor Services Hub – Clerking Information  **Alternative voting methods**  Whilst schools may decide that an alternative to paper voting forms is preferable at this time, this does not mean that paper forms cannot be used. A pragmatic approach should be taken to decide the most appropriate method, balancing safety, and feasibility. Potential alternative voting methods include:  **Existing home-school communication tools**  Many schools have established and effective electronic home-school communication tools in place. These include applications such as ParentMail, SchoolPing (and many more). Some schools are using these communication tools to facilitate electronic voting. In some cases, these tools can be used to manage the entire process, from an initial message to parents to explain the process through to generating an electronic voting form (in much the same way as parents might complete a consent form).  **Email**  A dedicated email inbox can be created for voting forms to be returned to. In this case, care should be taken to ensure that only essential access is given to this inbox to maintain confidentiality. Schools also need to monitor eligibility to vote – for example, only one vote per email address is allowed (and the email address must be a match to the school’s existing database).  **Online survey tools**  Services like Google Forms, Microsoft Forms and SurveyMonkey may offer an efficient voting method. These services can also make use of the school’s existing email database. These services use a variety of methods and so care must be taken to ensure eligibility to vote and maintain confidentiality. Some of these services have the capability to collect votes anonymously and to limit votes to one per email address. However, some of these features may come at a cost.  Communication tools and their capabilities vary considerably between schools. As such, schools must ensure that the voting method they choose meets the outlined criteria.  **Why allow postal voting?**  Not all parents are able to engage via email (or other electronic means of communication). This could be because parents do not have access to a device with email or may have difficulty using email if, for example, English is not their first language. Parents may also be unable to access email due to a disability. Whilst parents must have the opportunity to vote via post, this facility can be provided only where needed (not necessarily as a matter of course for all parents). | | | | | | | |
| **ACTION POINTS:** | * Governing boards to review their staff and parent governors’ terms of office and vacancies. * Consider the most appropriate way of filling vacancies as per guidance found on Can (do), to reduce workload. * If new staff or parents are elected advise governor services as soon as possible. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9** | | **Maintained Schools & Academies** | |
| **TITLE** | | **Clerking / procedural matters:**  **(g) Priorities for the term** | | | |
| 1. Prioritising Wellbeing – please read the front page of this term’s training and development programme [Resources | Page | SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/v3/Resources/Page/14557). An interesting article is available for the Education Support Partnership on the role that governors can play in supporting staff mental health and wellbeing [The role of governors | Taking Care of Teachers (educationsupport.org.uk)](https://teachershub.educationsupport.org.uk/getting-started/role-governors). 2. KCSiE / Safeguarding Policy – check compliance with updated guidance – see item 4. 3. Election of Chair & Vice Chair – typically either in your first autumn term meeting or end of summer term meeting. If meetings are remote electronically voting options for secret votes can be used – see item 9c from summer 2021 papers. Also consider succession planning and shadowing. 4. Committee composition – review annually including Headteachers Performance Management and Pay panel. Is each committee taking on the right kind of work? Does each committee have the right balance of skills? How can we best allocate resources? 5. Link governors – review annually, ensuring that key priorities are addressed, and the right people are covering the roles. Various role descriptions available to the Chair and Clerk on the Can (do) Working Together – Resources – Governor Services Hub – Roles and Responsibilities. Also consider succession planning and shadowing. 6. Early Years Framework (infant and primary schools) – do governors know enough about EYFS? 7. New induction arrangements for Early Career Teachers – see item 6e. 8. School Improvement / Development Plans – governors involved in development and approval. SLT to present a draft, make sure that both the board and the SLT agree on the outcomes of the objectives and how to measure progress. Consider – how do the targets / objectives in the plan reflect and help us achieve our vision? What do you expect the result to be? How have we made sure the objectives are achievable? What impact will the SIP have on our school budget? How will the plan be monitored and reviewed? 9. Review meeting schedule and virtual governance policy – you might decide to continue with remote governance for meetings or a mixture of face to face and remote. 10. Declarations of interest / business interests 11. Training and development plan 12. Skills audit and dashboard 2021 – NGA version amended and links to training and development 13. New governor inductions 14. Filing and archiving 15. Clerks Appraisal to be scheduled 16. Ensure portals are up to date e.g. GIAS, NGA, SchoolPro TLC 17. Agenda planning, year planner, delegation planner, terms of reference - are our terms of reference fit for purpose? 18. Annual appraisal of the most senior leader whose objectives will be very closely related to the school’s priorities (appoint an external adviser). FGB to check whether external moderation was provided by an external adviser; that governors on the appraisal panel have received performance management training; the panel includes governors who have experience of conducing HeadTeacher appraisal. 19. Code of conduct – NGA version amended ensure personalised if required and all governors need to agree 20. Governor visits – review governor visit policy and schedule visits link to strategic priorities with agreement from the Headteacher 21. Keep up to date with the latest Covid-19 updates – see item 6j. 22. Monitor the recovery premium - see item 6k. 23. Cyber security – ensure this is an agenda item, get a handle on what your role is and what questions to ask school leaders. 24. Performance data – this will be limited due to no published data, but internal data will exist. 25. Pay panel – to scrutinise the teacher’s pay recommendations. Consider the following questions – Why are you recommending that this staff member does/does not receive a pay increase? What evidence supports the decision? If progression has been recommended, how robust is the evidence presented? If progression has not been recommended, how close was the staff member to achieving their objectives? Did the receive appropriate support? Governors need to feel confident that these recommendations are fair and justified and that the school’s pay policy has been followed. 26. Get a GDPR update from your data protection officer. From the annual report you’ll want to know – What training staff have taken to stay compliant? Whether there have been any breaches since the last report and what the response was? What key challenges your DPO has identified? What strategies they’ve put in place to meet those challenges? 27. Policy management – see item 9h. 28. Academy specific items:  * Review compliance with the Academy Trust Handbook * Review scheme of delegation * If you are a local governing board – do you understand what your responsibilities mean in practice? Is there anything we’re still unclear about? Can we ask someone from the trust to explain the scheme of delegation and any changes? | | | | | |
| **ACTION POINTS:** | 1. Ensure compliance with this item. | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Governor Services |
| **TELEPHONE** | | 01344 354069 |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 9h** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Policy Management** | | | |
| Policy guidance for governors and school’s information shared at the recent NASCC Clerking Conference from Leeds for Learning. Use this briefing page in conjunction with appendix D.  **Platforms and Software – what does your school use?**   * Excel – widely available and used by most school administrative staff. * The Key for School Leaders – online subscription platform with model policies available for use if needed. * School Bus – online subscription platform with active compliance section allowing monitoring of policies in need of being reviewed. * Trust Governor – online school governance platform with review dates for uploaded copies of policies and tick-box for those that are statutory. * Governor Hub – online school governance platform with review dates for uploaded copies of policies.   **The Governance Professional’s / Clerk to Governors Role**   * Know which policies must statutorily be in place. * Know which policies must be approved by the Governing Body and whether there is any flexibility on the frequency of their review. * Know which statutory policies can be delegated to committees and/or individuals and maintain a record of the formal decision by the Governing Body to approve any such delegation and for what period of time. * Maybe maintain a separate, potentially linked, record of all other non-statutory policies that have locally been approved by governors and the schedule for their review – whilst reminding governors of the difference. This may be part of another member of school staff’s role.   **Forward Planning**   * Which policies are due for review at which date? * Liaise with Chair, Headteacher and SBM over presentation of policies for review and approval at relevant meetings and include in meeting planning schedule. * Don’t wait until just before the relevant meeting to remind others of the need to review and update policies in time to be shared with governors – as with membership changes, plan ahead and don’t be afraid to mention frequently. * Outdated policies, especially around Safeguarding, can have a serious impact in Ofsted inspections. | | | | | |
| **ACTION POINTS:** | * Utilise appendix D for policy management. * Ensure compliance. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **ITEM NO. 10** | | | **Maintained Schools & Academy** |
| **TITLE** | | **NGA** | | | |
| ***Note*** *- A reminder that for governors and clerks to access the NGA resources and website the Clerk to Governors needs to maintain the membership list. All governors and clerks detailed on the account should receive the weekly ebulletin. Remember to ensure school email addresses are used.*  The [NGA model code of conduct](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Ethical-governance/Model-Code-of-Conduct.aspx) has been refreshed for 2021. Much of the content is unchanged, however, updates include:   * The Nolan Principles are now included within the code in full. * Three new statements have been added which cover equalities, inclusive practice, and the expectation that those governing on academy committees (local governing boards) will abide by their scheme of delegation. * New statements are clearly marked to allow for easy review of the updated code.   **Significant changes made to the** [NGA 2021 skills audit and dashboard](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Board-Self-Review-(1)/Skills-Audit-and-Skills-Matrix.aspx)  The new skills audit:   * Provides those governing with an opportunity to evaluate their experience and understanding of the communities they serve and their capacity to lead an inclusive culture. * Incorporates new guidance notes for each of the skills statements to clarify understanding and promote accurate and consistent evaluation of governing skills and knowledge. * Is scored on a scale of one to four (previously one to five).   A new skills dashboard replaces the previous skills matrix and will:   * Allow the board’s audit responses to be readily copied and pasted. * Make it easier for those evaluating the responses to identify priorities for the whole board. * Signpost to helpful resources, development, and training opportunities to meet those priorities.      * The NGA [good governance temple diagram](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/The-good-governance-temple.aspx) is a useful way of portraying the structural and foundational elements of governance.   **New NGA resources:**  [PE and school sport](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Dbc6e3b0f05%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Cf32f5126ac2f4229b73308d979dfe01f%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637674825194843256%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=oJEpw3NLMWKn5j0VoUj5pi1hLHfFxj9ytM4zI8kBXe4%3D&reserved=0) – New guidance, highlighting the importance of PE and school sport in pupils’ wider development including their mental health and social wellbeing, is now available.  [School visits: guidance, policy and planning tools](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3De6c2ff32fa%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Cf32f5126ac2f4229b73308d979dfe01f%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637674825194863170%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=fKT%2FGMVa4kcQWBJOcIbDb9X7lQUpAcVsPtfSCb4KzGg%3D&reserved=0) - Increasingly, governing boards are making plans to visit their school(s) once again. [NGA guidance](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3D06530a011b%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Cf32f5126ac2f4229b73308d979dfe01f%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637674825194873126%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=vLN%2F2a%2FXEbM93yzi9F74nBY5%2FYwUboHxef0b19PyrEM%3D&reserved=0) explains the purpose of monitoring visits and includes advice on what to do before, during and after visits. You can also make use of our [model policy](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Dc86cf546ef%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Cf32f5126ac2f4229b73308d979dfe01f%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637674825194873126%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=T8NNkQGLg5cvUvJKit6gpupCrjQSfS%2F4o0h9IwBeX%2B0%3D&reserved=0) and get organised with our [template visits schedule](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Df25c7784b9%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Cf32f5126ac2f4229b73308d979dfe01f%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637674825194883082%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=3kHqw6qzJxNgsKs3r3H4RmnoCKK2ZU7TZOuyK9VTYEw%3D&reserved=0). | | | | | |
| **ACTION POINTS:** | * Revisit your governor code of conduct. * Revisit the new skills audit. * Clerk to Governors to ensure all governors detailed on the NGA membership. * Revisit your schools visit policy and schedule in line with strategic priorities. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | **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.  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 and 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.  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** | | College Hall | Vacancy | | Sandhurst | Vacancy | | St Josephs | Vacancy | | St Michael’s Easthampstead | Vacancy | | Whitegrove | Vacancy |   If your school has a vacancy which has not been listed, please contact Hannah Harding in Democratic Services immediately. Notification of any Local Authority School Governor resignations should be sent to Hannah Harding, with a copy to Governor Services. | | | | | | | |
|  |  | | **CONTACT NAME** | | Hannah Harding  Democratic Services | | |
| **TELEPHONE** | | 01344 352308 | |
| **EMAIL** | | [Hannah.harding@bracknell-forest.gov.uk](mailto:Hannah.harding@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2021** | | | **ITEM NO. 12** | | **Maintained School & Academy** |
| **TITLE** | | | **Tips for Governor Recruitment** | | |
| Bracknell Forest Council Guide to Recruiting a School Governor using the BFC website page [School governors | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors)  If you receive an application either from Governor Services or directly from an individual and to give potential new governors, the best experience we ask that you:   1. Acknowledge receipt of their application by return. 2. Review their application and let us know within 2 weeks of receiving it whether you would like to progress with the applicant. If we don’t receive a response from you, we will direct the prospect to another school. 3. Contact the prospect with a couple of meeting date options – generally a good idea to meet with the Chair or another governor and the Headteacher. 4. If it went well, let us know when their appointment will be confirmed. 5. If you are happy to proceed you can invite them to your next meeting asking them to arrive after the decision to appoint has been finalised or ask them to step out at that point. 6. Once the appointment has been confirmed please let all parties know. 7. Your internal procedures and induction to commence. 8. Clerk to Governors to complete a change form and send to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) and we will send the BFC Induction Pack for New Governors.   There are many useful resources that Chairs, and Clerks can access on the Can (do) Working Together website under Resources – Governor Services Hub - [Resources | Page | SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/v3/Resources/Page/14557) | | | | | |
|  |  | **CONTACT NAME** | | Governor Services | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **AUTUMN 2021** | **APPENDIX A** | | | |
| **TITLE** | **List of Clerks to Governing Bodies** \* new clerk ◊ temp +leaving | | | |
|  |  |  |  |  |
| **School:** | **School Email** | **Clerk:** |  |  |
| Ascot Heath Primary School | jackie.frew@ascotheathprimary.school | Mrs | Jackie | Frew |
| Binfield CE Primary School | Clerk@binfieldschool.com | Mrs | Deborah | Chappell |
| Birch Hill Primary School | jhodgson@birchhillprimaryschool.co.uk | Mrs | Jane | Hodgson |
| College Town Primary School | clerk@collegetownprimary.com | Mrs | Karen | Cane |
| College Hall | rachel.moss@collegehall.org.uk | Mrs | Rachel | Moss |
| Cranbourne Primary School | clerk@cranbourneprimary.com | Ms | Sharon | Ashmore-Mobbs |
| Crown Wood Primary School | ddeykin@greenshawlearningtrust.co.uk | Mrs | Dawn | Deykin |
| Crowthorne CE Primary | clerk@crowthornecofe.co.uk | Mrs | Mary | Jenkinson |
| Easthampstead Park School | clerktothegovernors@epschool.org | Mrs | Rhona | Franco |
| Edgbarrow School | Celeste.Moruzzi@edgbarrowschool.co.uk | Mrs | Celeste | Moruzzi |
| Fox Hill Primary School | clerk@foxhillschool.co.uk | Mrs | Claire | Pollard |
| Garth Hill College | l-north@garthhillcollege.com | Mrs | Lyndsey | North |
| Great Hollands Primary |  | Unknown |  |  |
| Harmans Water Primary School | Julie.mcbain@harmanswater.co.uk | Mrs | Julie | McBain |
| Holly Spring Primary School | clerk@hsprimary.uk | Mrs | Fiona | Stanton◊ |
| Jennett’s Park Primary | pthompson@jennetts.bonitas.org.uk | Mrs | Penny | Thompson |
| Kennel Lane School | clerk@kennellaneschool.com | Mrs | Fiona | Stanton |
| Kings Academy Binfield |  | Mrs | Linda | Gallo+ |
| Meadow Vale Primary School | govclerk@meadowvaleprimary.com | Mrs | Fiona | Stanton |
| New Scotland Hill Primary School | [clerk@nshprimary.co.uk](mailto:clerk@nshprimary.co.uk) | Mrs | Claire | Pollard |
| Owlsmoor Primary School | fstanton@owlsmoorprimary.com | Mrs | Fiona | Stanton |
| Ranelagh | ddeykin@bonitas.org.uk | Miss | Dawn | Deykin |
| Sandhurst School |  | Miss | Claire | Read |
| Sandy Lane Primary School | sbarrett@sandylanebracknell.com | Mrs | Susan | Barrett |
| St Joseph’s Catholic Primary School | a.valentin@stjosephsbracknell.co.uk | Mrs | Adele | Valentin |
| St Margaret Clitherow Catholic Primary School | ctg@smc-bracknell.com | Vacant |  |  |
| St Michael’s CE Primary School (Sandhurst) | clerk@st-michaels-school.org | Miss | Laura | Beresford |
| St Michael’s Easthampstead CE VA Primary | clerk@stmicheast.co.uk | Mrs | Dawn | Deykin◊ |
| The Brakenhale |  | Mrs | Dawn | Deykin |
| The Pines School | clerk@thepinesschool.org.uk | Mrs | Lyndsey | North |
| Uplands Primary School & Nursery | clerk@uplandsprimary.org | Ms | Sharon | Ashmore-Mobbs |
| Warfield CE Primary School | claire.pollard@warfieldprimary.co.uk | Mrs | Claire | Pollard |
| Whitegrove Primary School | rachel.clayton@whitegroveprimary.co.uk | Mrs | Rachel | Clayton |
| Wildmoor Heath School |  |  |  |  |
| Wildridings Primary School | k.harding@wildridingsprimary.co.uk | Mrs | Kate | Harding |
| Winkfield St Mary's CE Primary School | clerk@wsmschool.org | Mrs | Gemma | Lenton |
| Wooden Hill Primary and Nursery School | clerk@office.woodenhill.bracknell-forest.sch.uk | Miss | Dawn | Deykin |
|  |  |  |  |  |
| Hatch Ride Primary | cgovernors@hatchride.wokingham.sch.uk | Mrs | Pat | Arthur |
| Oaklands Infant School | clerk@oaklands-inf.wokingham.sch.uk | Mrs | Gemma | Thompson |
| Oaklands Junior School | clerk@ojsgovernors.co.uk | Mr | Andrew | Gorham |
| Corvus Learning Trust | clerk@corvuslearningtrust.co.uk | Mrs | Sarah | Bamford |

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| **CLERKS’ BRIEFING**  **AUTUMN 2021** | **APPENDIX B** | | | **Maintained Schools** | |
| **TITLE** | **BFC Policy List and Review Dates September 2021** | | | | |
| **MODEL POLICY / GUIDANCE** | | **Version** | **Summary of Changes (where applicable)** | | **Review Date** |
| Absence Management Procedure | | 2 | Minor corrections | | September 2022 |
| Adoption Leave Policy | | 6 | Change to the pension paragraph to clarify the difference between the Local Govt Pension scheme and the Teachers’ Pension scheme | | September 2022 |
| Appraisal Policy for School Support Staff | | 5 | * Minor corrections | | September 2022 |
| Appraisal Policy for Teachers | | 9 | * Page 2 - change to reflect NQTs becoming ECTs   Page 9 - protected characteristics updated | | September 2022  (reviewed annually) |
| Capability Procedure for Schools | | 6 | * Page 2 – change to reflect NQTs becoming ECTs   Template letters added as appendices | | September 2022 |
| Code of Conduct for Schools | | 7 | No changes | | September 2022 |
| Disciplinary Procedure | | 3 | * Page 9 – appeal paragraph updated to include providing grounds of appeal * Appendix F – updated suspension letter   Appendices H, I & J updated to include clarification that individuals subject to disciplinary action can liaise with witnesses | | September 2022 |
| Fair Treatment Policy | | 6 | Currently under review, continue to use existing policy which has been updated with Employee Assistance Programme details. | | December 2022 |
| Flexible Working Requests | | 6 | * Page 3 - added information on considering a request   Appendix added – Request Form | | September 2022 |
| Grievance Procedure | | 2 | No change | | September 2022 |
| Guidance on ending Fixed Term Contracts | | 6 | Clarification on page 2 that early access to pension relates to Local Government Pension Scheme. | | September 2022 |
| Maternity Leave for Support Staff < 1 years’ service | | 4 | No change | | September 2022 |
| Maternity Leave for Support Staff > 1 years’ service | | 4 | No change | | September 2022 |
| Maternity Leave for Teachers < 1 years’ service | | 5 | Updated link to current SMP rates | | September 2022 |
| Maternity Leave for Teachers > 1 years’ service | | 5 | * Updated link to current SMP rates | | September 2022 |
| Organisational Change Protocol – Schools | | 4 | * Currently under review, continue to use existing policy   ***New policy being developed to replace Redeployment and Redundancy policy*** | | Ongoing |
| Parental Bereavement Leave | | 1 | New policy following new legislation | | September 2022 |
| Parental Leave | | 6 | Change made under ‘Scheme Rules’ (bullet point 5). Confirmation that reasons for postponement should be given in writing within 7 days from the original request. | | September 2022 |
| Paternity Leave (Ordinary Paternity and Support Leave/Attending Ante-Natal Appointments) | | 6 | No change | | September 2022 |
| Pay Policy 2021 | | 1 | Under review, awaiting teacher’s pay award to be agreed and laid before Parliament | | August 2021 |
| Redeployment of School Based Staff | | 5 | * Currently under review, continue to use existing policy   ***Replaced by org change policy*** | | Ongoing |
| Redundancy Policy and Procedure (School Staff) | | 5 | * Currently under review, continue to use existing policy   ***Replaced by org change policy*** | | Ongoing |
| Shared Parental Leave | | 3 | * No change | | September 2022 |
| Stress at Work | | 6 | Employee Assistance Programme details updated on page 4 & 5 | | September 2022 |
| Substance Misuse Policy | | 6 | Employee Assistance Programme details updated on page 5 | | September 2022 |
| Time off for Dependent’s | | 5 | No change | | September 2022 |
| Time off for Public Duties | | 5 | No change | | September 2022 |
| Whistle-Blowing Procedure | | 6 | * Updated details of Bracknell Forest Safeguarding Board | | September 2022 |

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| **CLERKS’ BRIEFING**  **AUTUMN 2021** | **APPENDIX C** | | **Academy** | |
| **TITLE** | **Academy Trust Policy List and Review Dates September 2021** | | | |
| **MODEL POLICY / GUIDANCE** | **Version** | **Summary of Changes**  **(where applicable)** | | **Review Date** |
| Absence Management Procedure | 2 | Minor changes | | September 2022 |
| Appraisal Policy for School Support Staff | 2 | Minor changes | | September 2022 |
| Appraisal Policy for Teachers | 3 | Page 3 – change from NQT to ECT  Page 9 – protected characteristics updated | | September 2022  (should be reviewed annually) |
| Capability Procedure for Schools | 3 | Page 3 – change from NQT to ECT  Template letters included with the policy | | September 2022 |
| Disciplinary Procedure | 6 | Due for review. Use current policy. | | December 2021 |
| Fair Treatment Policy | 1 | No changes | | September 2022 |
| Flexible Working Requests | 2 | Page 1 – grounds for appeal updated  Page 3 – information added about considering a request  Appendix A added – Request Form | | September 2022 |
| Pay Policy 2021 | 1 | Under review, awaiting teacher’s pay award to be agreed and laid before Parliament | | September 2021 |
| Grievance Procedure | 2 | No changes | | September 2022 |
| Organisational Change Protocol – Schools |  | Due for review, continue to use existing policy | | Ongoing |
| Redeployment of School Based Staff |  | Due for review, continue to use existing policy | | Ongoing |
| Redundancy Policy and Procedure (School Staff) |  | Due for review, continue to use existing policy | | Ongoing |
| Whistle Blowing Procedure | 5 | No changes | | September 2022 |

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| **CLERKS’ BRIEFING**  **AUTUMN 2021** | **APPENDIX D** |
| **TITLE** | **NGA Top Tips on Ofsted** |
| The NGA knowledge centre has a suite of guidance in relation to Ofsted to help ensure that governing boards are fully aware of what to expect. These tips will get you started.  **1. Don’t do anything solely for Ofsted’s benefit -** Anything your school does should have a clear rationale in terms of providing an excellent education for pupils. If the only answer to “why are we doing this?” is “because Ofsted expects it”, it’s probably time to think again. For example, Ofsted doesn’t expect a specific style of marking but wants to see that whatever approach the school has adopted is effective.  **2. Talk to your headteacher -** An inspection can be a source of anxiety for school staff, particularly the headteacher. Governing boards should ensure that preparing for an inspection does not generate extra workload  **3. Know what to expect -** Referring to the relevant inspection handbooks will help the governing board to prepare for an inspection, as will reading NGA’s guidance on Ofsted inspection of schools.  **4. Build on the previous inspection -** Inspectors will want to see that the governing board and school leaders have addressed the areas for improvement identified at the last inspection. Think of each inspection as free consultancy and use it to drive school improvement.  **5. Know where you are -** A school’s self-evaluation should be a key part of the evidence inspectors use. Governing boards should be confident that the self-evaluation is robust and accurate and be able to talk about it.  **6. Know where you’re going -** The first core function of a governing board is to ensure clarity of vision, ethos, and strategic direction. If you are equipped to explain these, and how they relate to the self-evaluation, this will give the inspector a clear picture of how decisions are made and the rationale behind the school’s approach.  **7. Know your governing board -** Showing awareness of your strengths and weaknesses and being able to explain what you’re doing to develop your effectiveness, will demonstrate to inspectors that the governance arrangements are sustainable. NGA recommends reviewing the board’s performance internally every year, and it can be useful to get an external perspective every few years.  **8. Be clear about your role -** NGA is aware of some instances when Ofsted inspectors have not been clear about the boundary between strategic governance and operational school leadership. Don’t assume that Ofsted knows better than you what the role of a governor/trustee is – and don’t be afraid to speak up.  **9. Consider who will meet inspectors and when -** There are no restrictions on which governors/trustees can meet the inspection team. Given the short notice of inspections you need a plan to ensure governors/trustees will be informed and someone can make themselves available.  **10. Consider what documentation inspectors will need -** Some governing boards keep a small folder with documentation for inspectors, usually including the vision and strategy, minutes of governing board meetings, and the outcome of a governance review. However, this is not a requirement and, as long as documents are stored well as a matter of course, it should be straightforward to provide inspectors with whatever they need. Finally, last but not least, your school website is the first port of call for inspectors – make sure it has all the required statutory information. | |

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| **CLERKS’ BRIEFING**  **AUTUMN 2021** | **APPENDIX E** |
| **TITLE** | **Policy Management Checklist** |

| **Existing policy** | | |
| --- | --- | --- |
| Name of policy: | Yes/No | Comments |
| 1. Is this a statutory policy? |  |  |
| 1. If this isn't a statutory policy do, we definitely need a policy on this? |  | If yes, add the policy to the scheme of delegation and the policy planner with the review frequency. |
| 1. Do staff need to sign to say they have read and understood the policy? |  | If yes, can this be incorporated in one document for all policies that require a signature? |

| **New policy** | | |
| --- | --- | --- |
| Name of proposed policy: | Yes/No | Comments |
| 1. Do we definitely need this proposed policy? |  |  |
| 1. What would be the issue if this policy didn’t exist? |  |  |
| 1. Is the proposed policy consistent with the vision and ethos of our school? |  |  |
| 1. Who have we consulted with about this policy? |  |  |
| 1. Will this policy make school staff’s jobs easier? |  |  |
| 1. Will the proposed policy increase staff workload? If so, is there another way of achieving what we want? |  |  |
| 1. Who needs to read this policy? What if they don’t? |  |  |
| 1. What is the anticipated impact of the policy? |  |  |
| 1. How effectively can the policy be put in practice? |  |  |
| 1. What is the schedule for evaluating and reporting on progress? |  |  |

This checklist was shared at the NASCC Clerking Conference from Leeds for Learning.