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Consultation Document

Proposals to introduce regulations for mandatory training for governors and clerks to the governing body and for local authorities to provide a clerking service for governing bodies

Date of issue: **15 May 2012**

Action required: Responses by **10 July 2012**

Proposals to introduce regulations for mandatory training for governors and clerks to the governing body and for local authorities to provide a clerking service for governing bodies

Overview

This consultation document outlines the proposals to introduce regulations to make specific governor training and clerk to the governing body training mandatory and to set out the scope and content of that training. It also outlines the proposals to introduce a requirement in regulations that all local authorities in Wales must provide a clerking service for governing bodies if requested.

How to respond

The questions are listed in the consultation document for ease of reference. However your response to the questions should be added under the appropriate question number on the response form.

Response forms should be sent to the Welsh Government by **10 July 2012**. Comments should be made in writing on the accompanying response form and should be posted/e-mailed to Sarah Fulthorpe at the address below (please enter 'Governor training and clerking consultation' in the subject matter box if e-mailing).

Further information and related documents

Large print, Braille and alternate language versions of this document are available on request.

The consultation and response form are available on the Welsh Government's website at www.wales.gov.uk/consultations

Chapter 2, 'Training for Governors and Clerks and Provision of Clerks', of the Education (Wales) Measure 2011 can be accessed at www.legislation.gov.uk/mwa/2011/7/part/2/chapter/2/enacted

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Data protection

How the views and information you give us will be used

Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about. It may also be seen by other Welsh Government staff to help them plan future consultations.

The Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. This helps to show that the consultation was carried out properly. If you do not want your name or address published, please tell us this in writing when you send your response. We will then blank them out.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see information held by many public bodies, including the Welsh Government. This includes information which has not been published. However, the law also allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and address not to be published, that is an important fact we would take into account. However, there might sometimes be important reasons why we would have to reveal someone's name and address, even though they have asked for them not to be published. We would get in touch with the person and ask their views before we finally decided to reveal the information.

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Foreword

In February 2011, I set out my agenda for education in Wales; a 20-point action plan to raise standards in our schools.

Governing bodies are at the heart of our schools. They have an essential role to play in improving performance and a duty to promote the highest standards of educational achievement for all learners. I value their hard work and commitment to their roles and responsibilities.

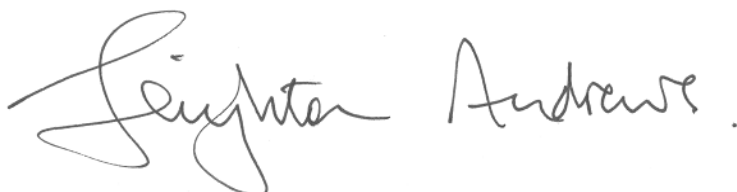
I am aware that governors need to be knowledgeable to do their job effectively and good quality training is a way to address this. Whilst I appreciate that governors are volunteers I believe they should also be prepared to do some training as it will give them confidence to carry out their responsibilities effectively and help them to better understand their very important role.

The Education (Wales) Measure 2011 allows the Welsh Ministers to introduce mandatory training for governors on issues which we believe will have the most impact in raising standards in governance and contribute to our improvement agenda. These areas will be induction training for new governors, training for Chairs and training for governors on the use and understanding of school data. I also have the power to set out the content of this training which will ensure that a consistent and cohesive approach to training is applied across Wales.

I also believe that good quality clerking is essential if a governing body is to be effective. The Education (Wales) Measure 2011 requires local authorities across Wales to offer a clerking service to governing bodies and provide one if needed. As with governor training, the Measure allows the Welsh Ministers to introduce mandatory training for clerks and to set out exactly what this training will cover.

Through this consultation I am seeking your views regarding how these proposals will work in practice and providing you with an opportunity to comment on the scope and content of the mandatory governor induction, Chair, data and clerk training.

I welcome your views on these proposals, which will assist me in taking forward the powers that have been given to me under the Education (Wales) Measure 2011 to produce regulations on these issues, and ultimately help support improvement in schools across Wales.

A handwritten signature in black ink that reads "Leighton Andrews". The signature is written in a cursive style with a large initial 'L' and a period at the end.

Leighton Andrews
Minister for Education and Skills

Summary

The Education (Wales) Measure 2011 received Royal Approval on 10 May 2011. The Measure includes provisions to introduce regulations to make governor training mandatory on specific issues. Initially we intend to make mandatory the following topics: induction training for newly appointed and elected governors, training for Chairs and training for governors on the use and understanding of school data.

The Measure also gives power to the Welsh Ministers to set out the content of that training. The induction training will focus on governors' roles and parameters of their responsibilities. The training for Chairs of a governing body will focus on leadership and working with and challenging headteachers and the training on school performance data will enable governors to ask searching questions about the data presented to them.

The Measure also requires local authorities to provide a clerking service for governing bodies if requested, and it gives a power to introduce regulations to make clerk training mandatory and to set out the content of that training.

Why are we introducing mandatory governor and clerk training and requiring local authorities to provide a clerking service if requested?

The provisions in the Education (Wales) Measure 2011 further the Welsh Government's policy intention to strengthen school governance and make it and governors more effective. It also addresses the points raised by the National Assembly for Wales' Enterprise and Learning Committee in their 2009 report on the Role of School Governors with respect to governor training and clerking. The report recommended that consideration should be given to introduce compulsory training for school governors, particularly at induction stage, and for Chairs of governors.

Whilst local authorities are under a duty to offer governors free training so that they have the knowledge and skills to be effective, the training offered and take up by governors varies between authorities. Making these aspects of governor training mandatory and setting the content of that training will ensure that a consistent and cohesive approach is applied across Wales and that governors, wherever they are, can access good quality training which is tailored specifically to raise their awareness of their role and responsibilities, give them confidence and make them more effective in carrying out those duties.

The Minister for Education and Skills wrote to all Chairs of governing bodies at the end of March 2011, making it clear that he wanted to raise standards and performance across the board, particularly in the areas of literacy and numeracy. The Minister pointed out that governing bodies have an essential role in improving performance and a duty to promote the highest standards of educational achievement for learners. Consequently, training is essential for governors to be knowledgeable to take this role forward.

The Enterprise and Learning Committee's review on the role of school governors stated that clerks have a crucial role to play and recommended that a review into their performance was needed as well as exploring the provision of clerk training. Good quality clerking is essential if a governing body is to be effective. It is the governing body's decision who they wish to appoint as clerk.

By placing a duty on local authorities to offer a clerking service if it is required, the Measure provides governing bodies with a choice of whether they wish to take up this service or make their own clerking arrangements.

The Welsh Government commissioned Miller Research in 2010-11 to carry out a 'Review of Clerks Performance' (Welsh Government research document no: 057/2011). The report can be accessed using the following link: www.wales.gov.uk/topics/educationandskills/publications/researchandevaluation/research/clerksperformance/?lang=en

The review report found that in relation to clerk training 'the prevailing view is that an element of mandatory training is needed to ensure all clerks are delivering on the necessary functions'. Making clerk training mandatory and setting the content of that

training will ensure that a consistent and cohesive approach to the training is applied across Wales and that every clerk, regardless of whether they are provided by the local authority or not, will receive the same training.

Where are we now?

Section 22 of the Education Act 2002 provides that all local authorities can offer whatever information and training they consider a governor may need to discharge their functions effectively, free of charge. However, the Welsh Government is aware that the quality, level and content of training offered vary between local authorities and take up is better in some authorities than others. Whilst training for governors is not currently compulsory the Welsh Government strongly encourages all governors, regardless of their experience, to take advantage of the various training opportunities that are made available to them.

Currently there is no requirement for local authorities to provide a clerking service to governing bodies. The review carried out by Miller Research into the performance of clerks in Wales identified that 2 local authorities in Wales offered clerking services to all of their schools, 9 offered the service to some schools and 11 did not offer a clerking service at all. Consequently, many schools make their own clerking arrangements, either employing the school secretary or another person to clerk the governing body; this inevitably means that the quality of clerking varies considerably in schools across Wales. Whether a clerking service is provided by a local authority or schools make their own arrangements, there is a cost to the schools' delegated budget although this varies across Wales

The review carried out by Miller Research found that 21 local authorities in Wales offered clerk training, although in law they do not have to do so. Currently it is not compulsory for clerks to attend the training, and there is no information available on how many clerks who are currently in post have completed the clerk training being offered by local authorities. However, the Welsh Government recommends that clerks are trained and encouraged by their governing body to attend training so that they are able to carry out their functions effectively. Local authorities may charge governing bodies a fee for clerks to undergo training.

Why are we proposing change?

In February 2011, the Minister for Education and Skills set out his agenda, through his 20-point action plan for education in Wales, to raise standards in schools.

To deliver this agenda the Minister has made it clear that governing bodies have an essential role to play in improving performance and a duty to promote the highest standards of educational achievement for all learners. He wrote to all Chairs of governing bodies at the end of March 2011 stating that he wanted to raise standards and performance across the board and expected governors to play their part in contributing to this agenda.

In order for governors to contribute to the improvement agenda they need to be knowledgeable to do their job effectively. Regulating for mandatory training for governors on issues that will have the most impact on raising standards in governance will assist governors in their role. We are aware that currently not all new governors attend induction training offered to them when they take up the role. It is essential for governors to attend this training as it informs them about their roles and the parameters of their responsibilities. We are also aware that some Chairs of governors are not challenging headteachers enough regarding the information that is presented to them about school performance. This, too, is a matter which must be addressed. Mandatory training for Chairs will focus on leadership and working with headteachers, including the need to challenge heads to ensure high quality education is being delivered to improve outcomes for learners. Setting the content of the training will ensure that a consistent and cohesive approach to training is applied across Wales.

Good quality clerking is essential if a governing body is to be effective. There are different models of clerking provision in operation across Wales offering varied levels of the service. Those persons who provide a basic secretarial role may not be aware of the wider legislative framework within which governing bodies work, and in relation to which they must be ready and able to advise their governing bodies. Some local authorities already provide their schools with a clerking service where schools are able to access a wide range of services including advice on education law and governing body responsibilities. Whilst governing bodies can choose their own clerking arrangements, setting a requirement that every local authority across Wales must offer a clerking service to governing bodies and provide one if needed will allow governing bodies to have a choice of clerking service provision. Making clerk training mandatory and setting out the content of that training will ensure that all clerks across Wales will receive the same training to help them fulfil their functions.

What specific changes are we proposing?

We are proposing the following requirements and exemptions regarding mandatory governor training and clerking, and provision of a clerking service.

Governor Training

Regulations will require that the topics for mandatory governor training will be (i) governor induction, (ii) training for all governors on how to use school performance data and (iii), for governors who become Chairs, Chair of governing body training. Governors should not be exempt from the induction, Chair and school performance data training provisions (unless they are exempt under the exemptions already listed), even if they have undertaken similar training through other means such as employment. If governors do not undertake the training they will be disqualified from office.

We propose that regulations will require:

Induction training

- i. New governors who are appointed/ elected for the first time after the regulations come into force should complete induction training within 1 year from the date of their appointment/election.

Question 1 – Do you consider that this is a reasonable timescale to complete the training? If not, why not? Please set out and explain what you would consider to be a reasonable timescale. Do you think that it is feasible for local authorities (LAs) and others to deliver this training within this timescale?

- ii. Existing governors who have served for less than 2 years prior to the regulations coming into force and who have not attended induction training must complete the induction training within 1 year of the regulations coming into force.

Question 2 – Do you agree with this provision? If not, why not?

- iii. Governors who have served for 2 years or more within the 7 years before the training regulations come into force¹ would be exempt from completing induction training. After the regulations come into force, if governors have a break in service of over 5 years, then regardless of the length of their previous service they must complete the induction training, unless they have undertaken the training in the period between the regulations coming into force and their break in service occurring.

¹ The Welsh Government takes the view that it is important that governors' skills, knowledge and awareness of education policies in Wales are up to date. The Government of Maintained Schools (Wales) Regulations 2005 set the current framework for school governance in Wales. We believe that anyone who has served as a governor for a reasonable period of time under this new framework is likely to have developed the necessary level of awareness to ensure that induction training for them is not necessary, although we would encourage those who have had a substantial break in service within this period to consider going on some sort of training to bring their knowledge and awareness up to date.

Question 3 – Do you think that governors who have had a break in service should be required to do the induction training? If yes, is a break for five years or more the right timescale to trigger the requirement to train? If not what timescale would you suggest and why?

- iv. Once governors have attended the new induction training they will not have to repeat it if they serve as a governor again in the future.

Chair of governing body training

- i. A governor elected as Chair for the first time after the date the regulations commence must complete Chair training within 6 months of becoming Chair.
- ii. A governor who is re-elected as Chair within 1 year of the regulations coming into force (regardless of length of service as Chair) must complete the Chair training within 6 months of taking up the post unless they have undertaken Chair training within the last 2 years².
- iii. If a governor is elected as Chair following a break in service as Chair of governors of more than 5 years, they must complete the Chair training within 6 months of taking up the post.

Question 4 – Do you think six months is a reasonable time for Chairs to complete the training? If not, what would a reasonable timescale be? Do you think that it is feasible for LAs and others to deliver this training within this timescale?

Question 5 – Do you agree that there is a need for Chairs that have had a lengthy break in service to complete Chair training? Is five years a reasonable trigger for this? If not, why not?

Question 6 – LAs and trainers: what would be the impact of these provisions on the number of governors being trained and the number and frequency of training courses?

School Performance Data Training

- i. A new governor when appointed/elected for the first time would be required to complete the school performance data training within 1 year.

² The Welsh Government believes that it is important that all Chairs are supported by appropriate training. The purpose of this provision is to ensure that where Chairs have not recently received suitable training, that this is now provided for them.

Question 7 – Do you think the timescale is reasonable? If not, why? For LAs and trainers, are there any capacity issues in delivering this training within the timescale stated?

- ii. Governors who are re-appointed/re-elected and have not previously completed the school performance data training, should complete the school performance data training within 1 year of their re-appointment/re-election.
- iii. Persons who become governors again following a break in service (regardless of length of break in service) and have not previously completed the school performance data training, should complete the training within 1 year of becoming a governor again.

Question 8 – Do you think these proposals are reasonable? If not, why not and what would you suggest?

- iv. Headteachers who are also governors will be exempt from the school performance data training.

Question 9 – Do you think that headteachers who are governors should be exempt from the school performance data training? If not, why?

Provision by the Local Authority of a Clerk to the Governing Body

The Measure requires every local authority to ask all of its governing bodies from time to time whether they would like the authority to provide a person for appointment as clerk. If governing bodies want this service, the local authority would have to provide someone to be clerk, although there is no obligation on the school to accept the offer of a clerk.

We propose that regulations will require that:

- i. Local authorities could charge schools for the actual costs of providing a clerk.
- ii. A minimum level of clerking service will consist of the functions of the clerk as prescribed in regulation 43 of the Government of Maintained Schools (Wales) Regulations 2005, which are:
 - Convene meetings of the governing body in accordance with regulation 45;
 - Attend meetings of the governing body to ensure minutes of the proceedings are produced in accordance with regulation 47(1);
 - Maintain a register of members of the governing body and report any vacancies to the governing body;
 - Maintain a register of governors' attendance at meetings and report on non-attendance to the governing body;

- Give and receive notices in accordance with vacancies and appointments, resignation, removal of governors, resignation of Chair and Vice Chair, convening meetings and disqualifications;
 - Report to the governing body as required on the discharge of his/her functions;
 - Perform such other functions that may be determined by the governing body from time to time; and
 - [optionally] provide the governing body with advice on its functions and procedures.
- iii. Local authorities must comply with all requests from governing bodies to provide a clerk.

Question 10 – Do you have any comments on these proposals?

Clerk Training

The regulations will require that the body that appoints the clerk (the governing body) ensures that clerks complete training to a prescribed standard. Local authorities will be duty bound to ensure training is available (although they do not have to deliver it) for all clerks, not just persons they employ to act as clerks.

They will also require that:

- i. Anyone who is an existing clerk when the regulations come into force must do the training within 1 year or be barred from being a clerk.
- ii. Persons appointed to be a clerk after the regulations come into force must do the training within 6 months of appointment or be barred from being a clerk.

(In practical terms this would mean that a serving clerk would be removed from office)

- iii. Local authority governor support officers who are clerks and have undergone clerk training within their roles would be exempt from the training requirement.
- iv. Persons clerking statutory governing body committees (staff disciplinary and dismissal committee, staff disciplinary and dismissal appeals committee, pupil discipline and exclusions committee and admissions committee), if they are not the clerk to the full governing body, must also attend the training within 6 months of the regulations coming into force or within 6 months of their appointment.

Question 11 – Are the timescales within these proposals reasonable? If not, what timescales would you suggest? Have you any other comments?

- v. A person acting as clerk temporarily in emergencies for 1 governing body meeting need not be trained.

Question 12 – Do you agree with this exemption? If not, why not, and do you foresee any issues with this provision? If yes, please provide details.

- vi. Local authorities could charge schools for the actual cost of training clerks.
- vii. The clerk must complete the training to a prescribed standard. The trainer will assess whether the clerk has completed the training to the prescribed standard whilst the training is undertaken.

Question 13 – Do you think these provisions are reasonable? If not, why not?

The Welsh Government commissioned Governors Wales and the All Wales Centre for Governor Training and Research to lead two working parties to determine the scope and content of the governor induction, Chair of governing body and clerk training. Welsh Government officials have determined the scope and content of the school performance data training. The scope and content documents are attached in Annexes 1, 2, 3 and 4. We welcome your views on the following questions:

Question 14 – Do you think the scope and content of the training covers all relevant areas? If not, why not and what would you include?

Induction:

Chair:

Clerk:

Data:

Question 15 – What do you think are the most important parts of the training? Why? Do you think these parts are covered in sufficient detail?

Induction:

Chair:

Clerk:

Data:

Question 16 – Are there any elements of the training that you feel should be omitted?

Induction:

Chair:

Clerk:

Data:

Question 17 – Do you think parts of the scope and content of the training should contain more/less information than is already supplied? If so, where?

Induction:

Chair:

Clerk:

Data:

Annex 1: Scope and content of induction training for school governors in Wales

1. Overview

1.1 This document sets out the scope and content of the governor induction training.

1.2 Governors will be expected to undertake induction training as contained in this document.

1.3 The training will ensure that governors:

- i. have the required knowledge and understanding to begin to fulfil their role effectively as a governor to support their school in raising standards;
- ii. are aware of national and local educational issues and their impact on governing bodies; and
- iii. recognise the importance of training and the need to develop their skills and take advantage of other training opportunities available to them.

1.4 The training will reflect the current legislative framework for school governance in Wales and will define clearly what should be expected from the role of governors, focusing on raising standards and school improvement, the strategic role; the range of powers and duties of governing bodies; how the governing body supports and challenges the work of the school, their role in monitoring and evaluating progress within the school and how and to whom governing bodies are accountable.

1.5 The induction training will provide opportunities for new governors to develop a range of key skills and attributes which add value to a governing body, such as, self-confidence, team working, problem solving, time management, analysis and evaluation of information.

1.6 The training will provide an overview of school governance. Further detailed information on specific topics will be clearly signposted throughout. The training will be set out in four inter-related areas as follows:

- A. The different and complementary roles of governors.**
- B. Key roles and responsibilities of governing bodies.**
- C. How to be an effective governor.**
- D. Where to access further support and training.**

1.7 It is envisaged that the specified training will be undertaken through a variety of activities, discussion and hand-outs. Governors will be given the opportunity to talk about their experiences and consider critically and constructively the governance role through a range of teaching methodologies. The training will be based on the existing training programme for governor induction (produced by the All Wales Centre for Governor Training and Research) and will provide new governors with the essential information to help them understand the purpose and responsibilities of school governance.

1.8 The training will allow for governors to develop their knowledge, skills and understanding of governance and will reflect the learning outcomes identified in section 4.

2 A. The different and complementary roles of governors

This Key Area focuses on:

- i The composition of governing bodies** and how governing bodies are made up in accordance with the category of the school in which they serve:
 - **Constitution of the governing body** – Instrument of Government.
 - **Different types of governor and how they represent the various stakeholders associated with the school** - Headteacher, Parent, LA, Teacher, Staff, Community, Additional Community, Foundation, Sponsor governors, Associate Pupil (in secondary schools). Referring to how each category is appointed or elected, the length of the term of office eg, 4 years, 2 year for governors of maintained nursery school.
 - **Different categories of schools all of which are maintained and funded by local authorities.**
 - Community, community special and nursery schools** - Staff employed by the LA but governing body has responsibility for some employment functions, such as appointments, suspension, discipline/dismissal, grievances).
 - Voluntary controlled** – VC schools usually have a link to a faith/trust or diocese; the LA employs the staff - on the same basis as community schools.
 - Foundation, Voluntary Aided** – the governing body is both the employer and admissions authority.
- ii. Who can become a governor** – qualifications and disqualifications/ removal/ suspension.

- iii. **What commitment is expected of a governor** - tenure of office, attendance at governing body meetings/committees/events, visits to school, attendance at governor training sessions, time to read relevant paperwork.
- iv. **The Seven Principles of Public Life/Principles of Conduct** and how they influence governing body practice. Governors need to understand what is expected of them and how they can be held to account to be good role models.
- v. **Process for annual election of Chair/vice Chair.**
- vi. **The role of the Chair:**
 - providing a clear lead in organising the governing body's work;
 - ensuring all governors are fully informed and involved in meetings;
 - ensuring that the governing body works as a team;
 - making good use of the skills and expertise of members;
 - managing meetings effectively;
 - maintaining an effective relationship with the headteacher;
 - providing strategic challenge and support to the headteacher;
 - acting as a spokesperson on behalf of the governing body;
 - delegated functions to the Chair or vice Chair in cases of urgency.
- vii. **The role of the clerk:**
 - duties and powers – convening governing body meetings; distributing papers; taking and distributing governing body meeting minutes; maintaining membership and attendance registers; offering procedural advice and guidance during and between meetings; ensuring any follow up action has been taken;
 - the clerk's relationship with the governing body - accountable to the governing body, working closely with the Chair, the headteacher and other governors on identified tasks;
- viii. **Members of the governing body with additional responsibilities:**
 - nominated governors for specific roles eg. SEN, Child protection.

B. Key roles and responsibilities of governing bodies

This Key Area focuses on the purpose of governance which is to help provide the best possible education for learners and how individual governors contribute to the work of the governing body in raising standards of achievement.

B1. Powers and duties of the governing body

- i. **Providing a strategic view** – setting the framework within which the head and staff run the school; setting the aims and objectives;

agreeing policies, targets and priorities for achieving these objectives; monitoring and evaluating.

- ii. **Acting as a critical friend** – providing support and challenge to the headteacher and staff, seeking information and clarification.
- iii. **Ensuring accountability** – explaining the decisions and actions of the governing body to anyone who has a legitimate interest.

B2. Core Responsibilities:

Descriptors for governance:

- i. **Standards** - ensuring a strategic and systematic approach to promoting high standards of educational achievement, and attendance and behaviour.
- ii. **Targets** - setting targets by which progress for pupil achievement and outcomes can be measured.
- iii. **Curriculum** - ensuring that all learners have access to a broad and balance curriculum, and that statutory requirements are met.
- iv. **Determining the aims, policies and priorities of the school** - involvement of the governing body in discussions on the School Development/Improvement plan, School Self Evaluation; renewal and approval of statutory policies and documents.
- v. **Finance** - determining and monitoring the school's budget.
- vi. **Staffing** - deciding the number of staff, the pay policy and making decisions on staff pay, staff appointments, suspension, disciplinary issues and dismissal, grievances and performance management.
- vii. **Providing parents with information regarding the school** - eg, via annual report to parents/meeting etc.
- viii. **Inspection follow up** - producing an action plan and monitoring progress following an inspection by Estyn.
- ix. **The wellbeing and safeguarding of learners.**

C. How to be an effective governor

This Key Area focuses on:

- i. The difference between governance and management –defining the respective roles:

Headteacher: responsible for internal organisation, management and control of the school, advising on and implementing the governing body's strategic framework.

Governing Body: provides strategic leadership – challenging and supporting the headteacher. Acting as a critical friend with regards to strategic planning and monitoring and evaluation.

Clear awareness of what is delegated to the Headteacher.

- ii. The effectiveness of the governing body's relationship with the headteacher/staff/local authority (LA)/diocesan authority and learners.
- iii. The requirement to have good communication with stakeholders (parents, LA, the community, etc) and regard to the role and responsibilities of the LA/diocesan authority.
- iv. The personal attributes of a governor regarding diplomacy and taking account of other governor's views in decision making, principles of conduct, working collectively and not acting individually.
- v. How governing body meetings work and what is discussed (agendas – noting all items to be discussed, papers, minutes, voting/quorums - 50% of the governing body membership), apologies – governing body acceptance , delegation of functions), frequency, notice and duration of meetings – schedule of meetings/calendar of work for the year). Expectations of meetings.
- vi. How to prepare effectively for and be effective at governing body meetings.
- vii. The structure of governing bodies - role of committees (the statutory committees – and other committees (see below), membership and terms of reference of committees agreed and reviewed annually- specifying powers and responsibilities; effective communication between committees and the governing body ie, reporting back;

Statutory:

Staff disciplinary and dismissal committee

Staff disciplinary and dismissal appeals committee

Pupil discipline and exclusions committee

Admissions committee (Voluntary Aided and Foundation schools and any school where the local authority has delegated authority regarding admissions to governing bodies)

Procedures in place for the following:

Headteacher and Deputy head selection panel

Headteacher Performance Management Appraisers and Appeal Appraiser(s)

Pay review and pay review appeals

Grievance and Grievance appeals

Capability and Capability appeals

Complaints Procedures

- vii. Requirement for confidentiality – eg, regarding the proceedings of meetings, confidential items, how individual members vote.
- viii. Expression of conflicts of interest (register of pecuniary interests); how are decisions made in the governing body.
- ix. Understanding the corporate responsibility of the governing body - Collective responsibility for the outcomes agreed; effective team work; withdrawing from meetings where there is a personal conflict of interest.
- x. Working strategically – monitoring/evaluating school performance – SDP/SIP, School Self Evaluation, performance data, governing body self-evaluation through:
 - The Headteacher’s report;
 - Involvement of governing body discussions on the SDP/SIP and School Self Evaluation on at least a termly basis;
 - Access to and consideration of school performance data. Awareness of how their school compares with similar schools both nationally and locally; governors’ involvement in identifying the most important school performance measures to be monitored and reviewed.
- xi. Visiting the school – to become familiar with and learn about the school; protocol for visits outlining the purpose etc.
- xii. Continuous training and development for governors –encouragement to attend training; training needs reviewed regularly, skills and experience analysis undertaken by governing body.
- xiii. Characteristics of an effective school.

D. Where to access further information, support and training

This Key Area concentrates on where additional information, support and advice can be accessed from:

- i. Local Authority Governor Support office/Diocesan Authority:
 - newsletters;
 - briefing documents;
 - LA governor training programmes and events;
 - induction information.
- ii. Governors Wales – Independent national organisation for school governors
www.governorswales.org.uk Helpline: 0845 6020100

iii. Welsh Government –

- Guide to the Law for School Governors
- Circular Guidance accessed from <http://www.governorswales.org.uk/publications/welsh-government-publications/>

iv. Support provided by the school for new governors from the headteacher, experienced governors and the clerk:

- school induction training;
- information provided by the school eg, prospectus, previous minutes, school improvement plan, newsletters;
- allocation of mentor governor from within the governing body;
- meeting with the headteacher and Chair;
- information about the governing body – list of committees , calendar of governing body and committee meetings, a yearly cycle of work; and
- training and development of governors – regular item on governing body agenda, audit of training undertaken by the governing body.

3. Outcomes

After completing the induction training, new governors will have gained greater confidence to fulfil the governor role effectively and will be expected to demonstrate an increased understanding and knowledge of school governance in relation to:

- the key roles and responsibilities of governing bodies in school improvement;
- how schools are run and how the education system works;
- the different and complementary roles of governors;
- key relationships and how to be an effective governor;
- the necessary skills and attributes required;
- national and local issues and their impact on governing bodies; and
- how to access further support and training.

4. Background information and related links

- A training Programme for Governor Induction
- A School Governor's Guide to the Law: <http://www.governorswales.org.uk/law/>
- A Handbook for Governors of Schools in Wales: <http://www.governorswales.org.uk/handbook/>
- Fact File on The Critical Friend: <http://www.governorswales.org.uk/publications/2009/03/16/01-09-critical-friend/>
- Governors' Guide on the Effective Governing Body: <http://www.governorswales.org.uk/publications/2009/04/27/governor-guide-effective-governing-bodies/>

- Governors' Guide on Self Evaluation:
<http://www.governorswales.org.uk/publications/2011/03/31/governor-guide-self-evaluation/>
- Governors' Guide on The role of the Chair:
<http://www.governorswales.org.uk/publications/2011/01/04/governor-guide-role-Chair/>
- Jargon Buster Fact File:
<http://www.governorswales.org.uk/publications/2006/10/01/jargon/>
- Cadwyn Newsletters and publications – All Wales Centre for Governor Research and training:
<http://www.governorswales.org.uk/publications/2009/04/08/all-wales-centre-newsletters/>
- Further information can be obtained from the Governor Support Office within Local Authorities. Contact details can be found in part 5 of the handbook on: <http://www.governorswales.org.uk/handbook/>

Useful web addresses:

Welsh Government:	www.wales.gov.uk
Governors Wales:	www.governorswales.org.uk
Estyn:	www.estyn.gov.uk
School Effectiveness Framework:	www.sefcymru.org/eng/sef-p2-home.htm

Annex 2: Scope and content of training for Chairs of governing bodies in Wales

1. Overview

1.1 This document sets out the scope and content of the Chair training.

1.2 Chairs of governing bodies will be expected to undertake training as contained in this document.

1.3 The training will ensure that Chairs:

- i. have the required knowledge and understanding to fulfil their role effectively to support school improvement and raising standards of performance, ensuring pupils' wellbeing and improving the quality of education provided.
- ii. develop and enhance the understanding of the role of an effective Chair to lead the governing body;
- iii. enhance their confidence and leadership skills and their ability to develop effective relationships with their headteacher, enabling them to offer both challenge and support to the school.
- iv. are aware of national and local educational issues and their impact on governing bodies; and
- v. recognise the importance of training and the need to develop their skills and those of the governor body and take advantage of other training opportunities available to them.

1.4 The training will reflect the current legislative framework for school governance in Wales and will clearly define what should be expected from the role of Chair – providing a clear lead in organising the work of the governing body, focusing on the strategic role; the range of powers and duties of governing bodies; their role in school improvement; how the governing body supports and challenges the work of the school; their role in monitoring and evaluating progress within the school; and acting as a critical friend to the headteacher.

1.5 In addition, the training for Chairs will provide opportunities for governors to develop a range of key skills, ie, the necessary skills and attributes required for an effective Chair which add value to a governing body, such as, team leadership, self-confidence, effective team working, problem solving, time management, motivation, good delegation skills, and support for other governors.

1.6 The training will provide an overview of school governance and the responsibilities of the Chair of the governing body. Further information will be clearly signposted throughout. The training will be set out in six inter-related areas as follow: (based on the specification)

- A. Key roles and responsibilities of governing bodies;**
- B. The role and skills of the Chair;**
- C. Key relationships;**
- D. How to be an effective Chair;**
- E. Other statutory duties of the Chair;**
- F. Where to access further advice and support.**

1.7 It is envisaged that the specified training will be undertaken through a variety of activities, discussion and handouts. Chairs of governing bodies will be given the opportunity to talk about their experiences and consider critically and constructively the role of Chair through a range of teaching methodologies. The training will be based on the existing training programme for governor body Chairs (produced by the All Wales Centre for Governor Training and Research) which will provide Chairs with the essential information to help them understand and fulfil this important role effectively.

A. Key roles and responsibilities of governing bodies

This Key Area focuses on the purpose of governance which is to help provide the best possible education for learners and how individual governors contribute to the work of the governing body in raising standards of achievement.

A1. Powers and duties of the governing body

- i. Providing a strategic view** – setting the framework within which the head and staff run the school; setting the aims and objectives; agreeing policies, targets and priorities for achieving these objectives; monitoring and evaluating.
- ii. Acting as a critical friend** – providing support and challenge to the headteacher and staff, seeking information and clarification.
- iii. Ensuring accountability** – explaining the decisions and actions of the governing body to anyone who has a legitimate interest.

A2. Core responsibilities:

- i. Standards** - ensuring a strategic and systematic approach to promoting high standards of educational achievement, attendance and behaviour, including the rigorous review of published performance data.
- ii. Targets** - setting targets by which progress for pupil achievement and outcomes can be measured.
- iii. Curriculum** - ensuring that all learners have access to a broad and balance curriculum that meets statutory requirements.

- iv. Determining the aims, policies and priorities of the school** - involvement of the governing body in discussions on the School Development/Improvement plan, School Self Evaluation; renewal and approval of statutory policies and documents.
- v. Finance** - determining and monitoring the school's budget.
- vi. Staffing** - deciding the number of staff, the pay policy and making decisions on staff pay, staff appointments, disciplinary issues and dismissal, suspension grievances and performance management.
- vii. Providing parents with information regarding the school** - eg, via annual report to parents/meeting etc.
- viii. Inspection follow up** - producing an action plan and monitoring progress following an inspection by Estyn.
- ix. The wellbeing and safeguarding of learners**, pupil participation.
- x. Evaluation of the performance of the governing body as and when required.**

A3. How the business of the governing body is conducted:

Meetings of the governing body, statutory and non-statutory committees.

- The structure of governing bodies - role of committees (the statutory committees – and other committees (see below), membership and terms of reference of committees agreed and reviewed annually - specifying powers and responsibilities; effective communication between committees and the governing body ie, reporting back;
 - Statutory:*
 - Staff disciplinary and dismissal committee*
 - Staff disciplinary and dismissal appeals committee*
 - Pupil discipline and exclusions committee*
 - Admissions committee (Voluntary Aided schools only)*
 - Procedures in place for the following:*
 - Headteacher and Deputy head selection panel*
 - Headteacher Performance Management Appraisers and Appeal Appraiser(s)*
 - Pay review and pay review appeals*
 - Grievance and Grievance appeals*
 - Capability and Capability appeals*
 - Complaints Procedures*
- Different categories of schools in relation to employment responsibilities and admissions.
- Members of the governing body with additional responsibilities – SEN, child protection.
- Removal of the Chair/Vice Chair; ceasing to hold office.

B. The role and skills of the Chair

This key area focuses on the following:

i. Descriptors for the role of Chair:

- Providing a lead in organising the governing body's work –having a clear view of the priorities for improvement and developing a shared sense of purpose and direction.
- Ensuring all governors are fully informed to make decisions and are fully involved in meetings.
- Ensuring that the governing body works as a team.
- Making good use of skills and expertise of members and encouraging members to make the most of training and development opportunities.
- Arranging for new governors to be mentored and inducted;
- Managing meetings effectively.
- Maintaining an effective relationship with the headteacher.
- Maintaining a good working relationship with the clerk.
- Acting as a spokesperson on behalf of the governing body as and when appropriate.
- Developing a good knowledge of the school - school performance data, school values and visions.
- Liaising with other agencies to support school improvement.
- Undertaking functions delegated to the Chair in cases of urgency (covered in key area E).
- Keeping up to date and promoting awareness (as appropriate) of initiatives such as collaborative working/federation; and
- Knowing the parameters of the Chair's and governing body responsibilities.

ii. Descriptors for the role of vice Chair

- Supporting the Chair in the conduct of meetings.
- Standing in for the Chair when necessary.

iii. Skills of the Chair

- Recognising the boundaries between governance and management.
- The ability to involve governors effectively in the work of the governing body.
- Dealing with issues sensitively and impartially.
- The ability to prioritise and address difficult issues as and when they arise.
- Good listening, time management skills, tact, objectivity and diplomacy.

C. Key relationships

This key area focuses on the Chair's relationship with the headteacher, the clerk and the governing body. The need to foster an effective relationship based on trust and mutual respect for each other's roles is crucial:

A. Working with the headteacher:

- i. The difference between governance and management – defining the respective roles:

Headteacher: responsible for internal organisation, management and control of the school, advising on and implementing the governing body's strategic framework and policies.

- ii. The Chair's relationship with the headteacher is fundamental to the school's success. Regular meetings/discussion is essential as below:
 - Occasions and frequency when the Chair should meet with the headteacher (dependent on a variety of factors) – such as, prior to governing body full meetings, committee meetings, meetings to discuss the work of the school, agenda setting, annual report to parents, emergency issues, consideration of other means of communication – telephone/email.
 - Determining types of issues for discussion – such as, issues facing the school, whether the school is preparing for an inspection.
 - Planning and preparation for meetings.
 - Providing strategic challenge and support to the headteacher.
 - Determining confidential items, such as, ideas shared at an early stage of development, where the head is using the Chair as a sounding board.
 - Considering the work-life balance of the headteacher.
 - Sharing information with the governing body.

B. Working with the clerk:

i. The role of the clerk:

- Duties and powers – convening governing body meetings; distributing papers; taking and distributing governing body meeting minutes; maintaining membership and attendance registers; offering procedural advice and guidance during and between meetings; ensuring any follow up action has been taken.

ii. Building a good working relationship with the clerk is essential to ensure that:

- a. the governing body is well informed;
- b. sufficient notice is given to the governing body of forthcoming meetings;

- c. papers are sent in advance of meetings;
- d. a yearly cycle of governing body meetings is agreed;
- e. supporting and encouraging the clerk to attend relevant training;
- f. monitoring and evaluating the role of the clerk.

C. Working with the headteacher and the clerk, ensuring that:

- agenda items focus on school improvement – the strategic, accountable and critical friend role e.g. referenced to the school development/improvement plan, agreed targets and the school’s self-evaluation;
- ensuring committee Chairs follow the same procedures.

D. Working with stakeholders effectively:

- Ensuring good communication with stakeholders (parents, LA, the community etc) and having regard to the role and responsibilities of the LA/diocesan authority.

D. How to be an effective Chair

This key area focuses on the Chair’s role in:

- i. the effective organisation and management of meetings;
- ii. leading the governing body in supporting the school to achieve its agreed targets by focusing on strategies for school improvement;
- iii. ensuring that the governing body and committees work together to agree the strategic direction for the school; and
- iv. ensuring the governing body provides high quality challenge and support as the critical friend whilst ensuring accountability for the standards achieved and the quality of education provided:

This includes:

- Working with the headteacher and clerk to ensure that governing body meetings and committees are linked to strategic planning, monitoring and evaluating school performance – SDP/SIP, School Self Evaluation, performance data and governing body self-evaluation through:
 - The Headteacher’s report;
 - Involvement of governing body discussions on the SDP/SIP and School Self Evaluation on at least a termly basis;
 - Access to and rigorous consideration of school performance data. Awareness of how their school compares with similar schools both nationally and locally; involvement of the governing body in identifying the most important school performance measures to be monitored and reviewed.
- Setting agenda items (including standard agenda items) and prioritising them.

- Awareness of the school, local and national initiatives that need to be considered by the governing body.
- Ensuring meetings are quorate for voting.
- Managing discussion effectively during meetings.
- Delegating roles.
- Ensuring impartiality.
- Ensuring that challenging questions are asked.
- Dealing with conflicts of interest during meetings.
- Ensuring corporate responsibility for decisions and actions that are taken.
- Ensuring confidentiality – eg, regarding the proceedings of meetings, confidential items, how individual members vote; expression of conflicts of interest (register of pecuniary interests); how are decisions made in the governing body.
- Recognising the boundaries between governance and management.
- Encouraging all governors to share their views and to consider the views of others.
- Summing up main points of discussion and decisions/actions.
- Ensuring an accurate record of all discussions and decisions. Signing of approved minutes of meetings.
- Supporting and encouraging governor development and training; and
- Ensuring succession planning and mentoring for prospective Chairs.

E. Other duties of the Chair

This key area focuses on the other statutory duties and action that the Chair has to undertake if required:

- in the case of an urgent matter where to delay would be seriously detrimental to: the interests of the school; any pupil at the school; their parents/carers or a person who works at the school.
- first point of contact for complaints about the headteacher (in accordance with procedures).
- first point of contact for allegations of misconduct against the headteacher (in accordance with procedures).
- performance of headteacher.
- performance management of headteacher.
- work regarding school inspections.
- other HR issues; and
- representing the governing body with a range of stakeholders and other local and national agencies.

F. Where to access further information, support and training

This Key Area focuses on where additional information, support and advice can be accessed from:

i. Local Authority Governor Support office/Diocesan Authority:

- newsletters;
- briefing documents;
- LA governor training programmes and events;

ii. Governors Wales – Independent national organisation for school governors www.governorswales.org.uk Helpline: 0845 6020100

iii. Welsh Government:

- Guide to the Law for School Governors
- Circular Guidance accessed from <http://www.governorswales.org.uk/publications/welsh-government-publications/>
- School performance data – All Wales core data sets <http://schoolportalwales.org.uk/>

iv. Support provided by the school for Chairs from the headteacher, experienced governors and the clerk:

- information provided by the school e.g. prospectus, previous minutes, school improvement plan, newsletters;
- meetings with the head;
- information about the governing body – list of committees, calendar of governing body and committee meetings, a yearly cycle of work;
- training and development of governors – regular item on governing body agenda, audit of training undertaken by the governing body.

2. Outcomes

After completing the induction training, Chairs of governing bodies will have gained greater confidence to fulfil their role effectively and will be expected to demonstrate an increased understanding and knowledge of school governance and the role of Chair in relation to:

- the key roles and responsibilities of governing bodies in school improvement;
- identifying ways in which the governing body should support and challenge the work of the school to improve performance;
- managing the role and responsibilities of Chair and relationships effectively;
- the necessary skills and attributes required for this role;
- national and local issues and their impact on governing bodies;
- how to access further support and training.

3. Background information and related links

- A training Programme for Chairs of governing bodies;
 - A School Governor's Guide to the Law:
<http://www.governorswales.org.uk/law/>
 - A Handbook for Governors of Schools in Wales:
<http://www.governorswales.org.uk/handbook/>
 - Governors' Guide on The role of the Chair:
<http://www.governorswales.org.uk/publications/2011/01/04/governor-guide-role-Chair/>
 - Fact File on The Critical Friend:
<http://www.governorswales.org.uk/publications/2009/03/16/01-09-critical-friend/>
 - Governors' Guide on the Effective Governing Body:
<http://www.governorswales.org.uk/publications/2009/04/27/governor-guide-effective-governing-bodies/>
 - Governors' Guide on Self Evaluation:
<http://www.governorswales.org.uk/publications/2011/03/31/governor-guide-self-evaluation/>
 - Governors' guide on using school performance data
 - Jargon Buster Fact File:
<http://www.governorswales.org.uk/publications/2006/10/01/jargon/>
- Cadwyn Newsletters and publications - All Wales Centre for Governor Research and training:
<http://www.governorswales.org.uk/publications/2009/04/08/all-wales-centre-newsletters/>

Further information can be obtained from the Governor Support Office within Local Authorities. Contact details can be found in part 5 of the handbook on:
<http://www.governorswales.org.uk/handbook/>

Useful web addresses:

Welsh Government:	www.wales.gov.uk
Governors Wales:	www.governorswales.org.uk
Estyn:	www.estyn.gov.uk
School Effectiveness Framework:	www.sefcymru.org/eng/sef-p2-home.htm
Local Authority sites	

Annex 3: Scope and content of governing body clerk training

This document sets out the scope and content of governing body clerk training.

Governing body clerks will be expected to undertake training as contained in this document. The training will provide suitable knowledge and skills for persons to attain the standards required for a clerk to the governing body.

The training programme will cover the following areas

A. Statutory duties of the governing body clerk

1. Statutory duties of the governing body clerk may be summarised as follows:

- Convene meetings of the governing body at least once every school term.
- Attend meetings of the governing body and ensure minutes of the proceedings are produced.
- Maintain a register of members of the governing body and report any vacancies to the governing body.
- Maintain a register of governors' attendance at meetings and report on non-attendance to the governing body.
- Give and receive notices of vacancies and appointments, removal of governors, resignation of Chair and vice-Chair, convening of meetings, notification of disqualification.
- Report to the governing body as required on the discharge of his or her functions.
- Perform other such functions as may be determined by the governing body from time to time.
- May provide the governing body with advice on its functions and procedures where they have the necessary skills.

B. Key roles, duties and responsibilities of the governing body and governing body Chair, including appointment and/or election of governors, Chairs and clerks and the establishment of committees

1. The powers and duties of the governing body:

- **Providing a strategic view** – setting the framework within which the headteacher and staff run the school; setting the aims and objectives; agreeing policies; targets and priorities for achieving these objectives; monitoring and evaluation.
- **Acting as a critical friend** – providing support and challenge to the headteacher and staff, seeking information and clarification.
- **Ensuring accountability** – explaining the decisions and actions of the governing body to anyone who has legitimate interest.

2. Core responsibilities of the governing body:

- **Standards** – ensuring a strategic and systematic approach to promoting high standards of educational achievement and attendance and behaviour.
- **Targets** - setting targets by which progress for pupil achievement and outcomes can be measured.
- **Determining the aims, policies and priorities of the school** – involvement of the governing body in discussions on the School Development/Improvement plan, School Self Evaluation; renewal and approval of statutory policies and documents.
- **Finance** – determining and monitoring the school's budget.
- **Curriculum** – ensuring that all learners have access to a broad and balanced curriculum and that statutory requirements are met.
- **Providing parents with information regarding the school** – eg, via annual report to parents/meetings etc.
- **Staffing** – deciding the number of staff, the pay policy and making decisions on staff pay, staff appointments, suspension, disciplinary issues and dismissal, grievances and performance management.
- **Inspection follow up** – producing an action plan and monitoring progress following an Estyn inspection.
- **The wellbeing and safeguarding of learners.**

3. The main roles of the Chair:

- Providing a lead in organising the governing body's work – having a clear view of the priorities for improvement and developing a shared sense of purpose and direction.
- Ensuring all governors are fully informed to make decisions and are fully involved in meetings.
- Ensuring that the governing body works as a team.
- Making good use of skills and expertise of members and encouraging members to make the most of training and development opportunities.
- Arranging for new governors to be mentored and inducted.
- Managing meetings effectively.
- Maintaining an effective relationship with the headteacher.
- Maintaining a good work relationship with the clerk.
- Acting as a spokesperson on behalf of the governing body as and when appropriate
- Developing a good knowledge of the school – school performance data, school values and visions.
- Liaising with other agencies to support school improvement.
- Undertaking functions delegated to the Chair in cases of urgency.
- Keeping up to date and promoting awareness (as appropriate) of initiatives such as collaborative working/federation.
- Knowing the parameters of the Chair's and governing body responsibilities.

4. Key relationships:

- The clerk's relationship with the governing body, the Chair of the governing body and the headteacher.
- The importance of good teamwork.
- Emphasis that the clerk is not a governor and that a clerk's role is an administrative and advisory one.

5. Governing body business:

- How a clerk is appointed and the appointment ended.
- How governors are elected or appointed or their term of office ended.
- How the governing body elects a Chair and vice-Chair.
- Quorums, conflict of interest and withdrawal of persons from meetings.

- Statutory and Non Statutory Committees – how the governing body establishes committees, those committees' functions and effective communication between committees and the governing body.

Statutory Committees

Staff disciplinary and dismissal committee

Staff disciplinary and dismissal appeals committee

Pupil discipline and exclusions committee

Admissions committee (Voluntary Aided Schools only)

- the different categories of schools (Community, Community Special, Foundation, Voluntary Aided, Voluntary Controlled) and any differences in governance procedures due to the different categories of schools.

C. The administrative functions of a governing body clerk:

Arrange with the Chair and headteacher governing body work plan so that it is managed in a timely, efficient and effective manner.

1. Prepare the agenda for governing body meetings and notify governing body members of meetings following the instructions from the Chair or Vice-Chair.
2. Distribute written notice of agendas and relevant supporting papers (including the minutes of the previous meeting) to members of the governing body, headteacher (whether or not he/she is a governor) and the local authority at least 5 days before the meeting.
3. Explain when written notice, agendas and papers can be provided as a matter of urgency with less than 5 days notice. Also that certain agenda items require 7 days notice for a meeting ie, suspension or removal of a governor or Chair, and that three governors can require a meeting by giving written notice and the clerk must arrange a meeting as soon as possible.
4. Provide accurate minutes of governing body meetings (within a timescale agreed by the Chair) and ensure that pages are numbered and the minutes are signed as a true record of the meeting by the Chair of the governors at the next meeting, remembering to ensure each page is to be signed by the Chair if minutes are kept in loose leaf format.
5. Arrange for safe storage of minutes and other relevant information.

6. Keep records of governing body business interests at the schools and key documents such as:

- Dates of governing body meetings if these have been agreed in advance.
- Individual governors' contact details.
- List of governor vacancies.
- Categories of governors and terms of office.
- Governing body correspondence.
- Governors' annual report to parents.
- Membership of governing body committees.
- Terms of reference of governing body committees.
- Minutes of committee meetings.
- Membership of any working parties.
- Governors' conflicts of interest.
- Register of policies approved by the governing body.
- Record of governor attendance at meetings.
- Record of training undertaken by governors.

7. Communication and liaison with other persons on behalf of the governing body and drafting of correspondence for the Chair to sign.

8. Produce draft correspondence for the governing body as requested.

9. Arrange for the election of a Chair and vice-Chair of the governing body at the first meeting of the academic year and act as a Chair at the meeting until a new Chair has been elected (explain a clerk cannot vote).

10. Inform the governing body of any governing body vacancies.

11. Inform the local authority of any change to the governing body membership.

D. The advisory role of a governing body clerk

1. Meeting procedures including quorums, attendance and deadlines.
2. Legislation on governing body powers, duties and constitution.
3. Governing body policies.
4. The business that a governing body needs to deal with at set times of the year, and the production (normally in conjunction with the Chair) of an annual Governing Body Year Planner; this is to include such items as (the list is not exhaustive):
 - appointment of Chair, Vice-Chair, and particular governor positions eg, Special Needs governor, setting up committees.
 - review/update of register of governors' business interests.
 - head teacher's performance review.
 - annual report to parents.
 - annual parents meeting or meeting offered to parents.
 - rolling programme for review of school policies.
1. Identifying and advising on conflicts of interest.
2. The powers of the governing body Chair to make emergency decisions.
3. Ability and knowledge to challenge the governing body Chair and head teacher assertively if necessary regarding incorrect or illegal procedures.
4. Sources of information that governing bodies need to know about eg, the School Governors' Guide to the Law, Governors Wales Handbook, Governors Wales publications and information on school performance data and the All Wales Core Data Set, "Cadwyn" newsletter.

E. Sources of advice and help such as:

- Local authority Governor Support Officers
- Diocesan authorities
- Governors Wales helpline

F. Self-Evaluation and Training:

1. Describe the importance of self-evaluation to maintain effectiveness. The training should incorporate the Benchmarking tool attached for evaluating clerk performance.
2. Emphasise the importance of undertaking regular training to update skills and knowledge, especially of government regulations and legislation affecting school governance.

Evaluation Tool

Part 1: Governing Body Chairs Clerk Evaluation Tool

Please rate the performance of **your governing body clerk** in the following specific areas, on a one to four scale, based on the definitions below.

1. He/she is fully competent in this function, and I do not feel his/her performance could be improved
2. He/she is competent in this function, but could marginally improve his/her performance
3. I have concerns about the way he/she performs in this function and he/she could benefit from some training in this area
4. I have major concerns about his/her performance in this area and he/she requires training in this area

Function	1	2	3	4	Action required where necessary
<p>Convening governing body meetings Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Adequacy of notice given • Effectiveness of preparation for Governing Body meetings e.g. agendas and paperwork distributed within sufficient time of meeting. 					
<p>Attending and taking minutes of governing body meetings Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Frequency of attendance/meetings missed • Accuracy of minutes • Turnaround time for minutes of meetings 					
<p>Maintaining a register of governors and reporting vacancies to the governing body Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Clerk's awareness of vacancies as they arise • Clerk's understanding of categories of governor vacancies 					

<ul style="list-style-type: none"> • Clerk’s efficiency of reporting vacancies to the governing body and actioning appointments procedures as appropriate. 					
<p>Maintaining a register of governors’ attendance at meetings and reporting non-attendance to the governing body</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Efficiency of reporting apologies and unauthorised absences • Notification to governing body of a governors 6 months non-attendance without apologies being accepted and implementing any agreed action by the governing body. • Distribution, publicity of aggregated attendance data 					
<p>Giving and receiving notices in relation to the disqualification of governors</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Adequacy of notice given 					
<p>Reporting to the governing body as required on the discharge of the clerk’s functions</p> <p>Please consider the following indicator of performance:</p> <ul style="list-style-type: none"> • Dissemination of information outside the meeting context 					
<p>Role of clerk during the election of the Chair at the first governing body meeting of the year.</p>					
<p>Performing any other functions as determined by the governing body</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Adaptability and willingness to perform other functions on an ad hoc basis, for example attending additional meetings or chasing up actions; • Efficiency of carrying out these functions • Maintaining objectivity in support 					

<p>Providing advice to the governing body on governing body's functions and procedures</p> <p>Please consider the following indicator of performance:</p> <ul style="list-style-type: none"> • Extent to which you feel informed and confident of the quality of advice given 					
<p>Awareness of educational policy and sources of advice to governing bodies</p>					

Part 2: Self Evaluation tool for Governing Body Clerks

Please rate your own performance as a governing body clerk in the following specific areas, on a one to four scale, based on the definitions below.

1. I am fully competent in this function, and I do not feel I could improve my performance
2. I am competent in this function, but could marginally improve my performance
3. I have concerns about the way I perform in this function and could benefit from some training in this area
4. I have major concerns about my performance in this area and require training in this area

Function	1	2	3	4	Action required where necessary
<p>Convening governing body meetings Please consider the following indicators of your performance:</p> <ul style="list-style-type: none"> • Adequacy of notice given for meetings • Effectiveness of preparation for governing body meetings e.g. agendas and paperwork within sufficient time of meeting 					
<p>Attending and taking minutes of governing body meetings Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Frequency of attendance/meetings missed • Accuracy of minutes • Turnaround time for minutes of meetings 					
<p>Maintaining a register of governors and reporting vacancies to the governing body Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Own awareness of vacancies as they arise • Own understanding of categories of governor vacancies • Efficiency of reporting governor vacancies to the governing body and actioning appointment process as appropriate. 					

<p>Maintaining a register of governors' attendance at meetings and reporting non-attendance to the governing body</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Efficiency of reporting apologies and unauthorised absences • Notification to governing body of a governors 6 months non-attendance without apologies being accepted and implementing any agreed action by the governing body. • Distribution, publicity of aggregated attendance data 					
<p>Giving and receiving notices in relation to governor resignations and disqualification of governors</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Efficiency of making governors aware of notices • Adequacy of notice given 					
<p>Reporting to the governing body as required on the discharge of the clerk's functions</p> <p>Please consider the following indicator of performance:</p> <ul style="list-style-type: none"> • Dissemination of information outside the meeting context 					
<p>Role of the clerk during the election of the Chair at the first governing body meeting of the year.</p>					
<p>Performing any other functions as determined by the governing body</p> <p>Please consider the following indicators of performance:</p> <ul style="list-style-type: none"> • Adaptability and willingness to perform other functions on an ad hoc basis, for example attending additional meetings or chasing up actions; • Efficiency of carrying out these functions • Maintaining objectivity in support and advice to governing body 					

<p>Providing advice to the governing body on governing body's functions and procedures</p> <p>Please consider the following indicator of performance:</p> <ul style="list-style-type: none"> • Extent of own confidence and knowledge in advice sought from governing bodies 					
<p>Awareness of educational policy and sources of advice for of governing bodies</p>					

Annex 4: Scope and content of understanding school data training for governing bodies in Wales

Introduction

This document sets out the scope and content of the training on understanding school data.

Governors will be expected to undertake training on the areas contained in this document. The training will provide governors with an understanding of school performance data and the knowledge to enable them to ask questions about the data to fulfil their role effectively to raise standards in school.

The training programme should cover the following areas:

Why data is needed:

- The importance of data in assisting governors to carry out their roles effectively and to assess where improvements need to be made in schools to raise standards.

The type of data available to governors:

- All Wales Core Data Sets
- Teacher assessments at the end of the Foundation Phase and Key Stages 2 and 3.
- GCSE and vocational qualification results at the end of Key Stage 4.
- 'A' level and vocational results at age 17.
- School banding.
- Attendance.

How and when data is provided to schools:

All data is provided to schools in report form according to a timetable each year.

- All Wales Core Data Sets – 5 releases from August to January as different data sets become available
- Value added analysis reports
- Summary of secondary school performance reports and final key stage 4 data
- School comparative reports
- Secondary school banding

Understanding Data and Using Data to make Improvements:

- How data is presented – as figures, graphs, in written or verbal form.
- The importance of building knowledge and considering all data/information presented before coming to a conclusion.
- The importance of asking questions/seeking clarification about data to gain a more comprehensive understanding of its meaning.
- Identifying possible implications for schools from the data and any action to be taken.

Performance Assessments

Assessments carried out at different phases of compulsory education in Wales – Foundation Phase, Key Stage 2, 3 and 4 (GCSE) and non-compulsory education at A level.

End of Foundation Phase outcome performance data

- Teacher assessment carried out on the 7 areas of learning.
- All Wales Core Data sets.
- How data is presented at the end of Foundation Phase for individual schools for all pupils, for boys and girls separately and compared with data for their local authority and all Wales.
- The Foundation Phase Outcome Indicator and expected levels.
- Contextual information.

Key Stage 2 and 3 Performance Data

- All Wales Core Data sets.
- How data is presented at the end of each Key Stage for individual schools for all pupils, and for boys and girls separately for English, Welsh, Mathematics, Science and the Core Subject Indicator, compared with data for their local authority and all Wales.
- The Core Subject Indicator for each Key Stage and expected levels.
- School Performance Data over a period of time.
- Free school meals benchmarking.
- Contextual information.

Key Stage 4 Performance Data

- All Wales Core Data sets.
- How data is presented at the end of Key Stage 4 for all pupils and separately for girls and boys aged 15 within the school, compared with data for the local authority and all Wales. Specifically percentage of pupils who:
 - Were entered for at least one qualification.
 - Achieved the Level 1 threshold (5 GCSE grades A* -G).
 - Achieved the Level 2 threshold (5 GCSE grades A* - C).
 - Achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics.
 - Achieved the Core Subject Indicator (GCSE grade C or above in English or Welsh first language, Mathematics and Science).
 - Left full time education without a qualification.
- Comparative information on the capped average wider points score per pupil.
- Free school meals benchmarking.
- Value added performance.

Performance Data for pupils aged 17

- How data is presented for A level and vocational results for all pupils and separately for girls and boys aged 17 within the school compared with data for the local authority and all Wales. Specifically, percentage of pupils:
 - Entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold.
 - Pupils' average wider points score.

Attendance

- The importance of school attendance.
- How attendance is recorded in schools, explanation of registration codes used, how school staff monitors pupil absences.
- How attendance data/results are presented to the governing body:
 - Targets set for attendance, authorised and unauthorised absences.
- Whether targets are achieved.

Families of Schools Data

- The criteria used to establish families of schools:
 - Linguistic delivery
 - School cohort size
 - Free School Meal eligibility.
 - Pupils living in deprived areas in Wales.
 - Special Educational Needs.
 - First language not English or Welsh.
- How family of schools data is presented.
- Comparisons between individual schools within the family, and the family, local authority and Wales averages.

Considering inter-school performance data to make improvements – comparing data between classes and subject departments.

Type of questions governors should ask about performance and attendance data:

- How pupil numbers are reflected as percentages – what is the actual number of pupils being considered, does this affect the results?
- Are results better/worse than expected?
- Are these results an improvement on last year?
- Is there a trend appearing for certain subjects, if so, what strategies can we put in place to improve results in that area?
- What does the 'value added' element look like?
- What are the overall absence levels for the school?
- What were the attendance figures for the last two years?
- Have we improved, stayed the same or worsened?
- Is there a pattern/trend to the figures?
- Has anything happened during the term to affect the attendance figures, eg, bad weather conditions, high incidence of illnesses?
- Are absence levels attributed to specific pupils in the school?
- What strategies have been employed to address absenteeism for specific pupils?
- If we disregard the worst 5 or so attendees what would the figures look like?
- How do we compare with other schools within our family, the local authority and Wales?
- Is there a difference in the results between boys and girls?
- Is there anything we should know about the cohort of pupils which could affect the results?
- What strategies can we put in place to improve results overall?
- Have the strategies already put in place made an improvement?

School Banding

- Introduction of school banding.
- The purpose of school banding – to inform support, challenge and intervention by local authorities to raise standards and to reflect the Minister’s priorities for improvements in:
 - Literacy.
 - Numeracy.
 - Reducing the impact of deprivation.
 - Attendance.
- Governors’ role in assessing results from banding.

Secondary school banding

- Performance is judged using the following group of data:
 - Level 2 threshold including English/Welsh and Mathematics.
 - Capped points score.
 - Attendance.
 - English or Welsh and Mathematics average points score.
- Within each data group, performance is measured to take account of a selection of:
 - Actual performance for most recent year.
 - Progress over time set against free school meals levels.
 - Performance relative to context and cohort.
- How banding uses the relative performance of schools across the data to group schools into 1 of 5 bands ranging from good to weak in overall performance and progress.
- How bands are calculated and the 12 measures used.

Sources of advice and help:

- Local Authority Governor Support Officers.
- Diocesan Authorities.
- Governors Wales.
- Welsh Government guidance documents/school data.