

Local Governor Induction Policy

Monitoring and review

Staff responsible	:	Chief Operating Officer; Headteachers; Clerks
Committee responsible	:	Board of Trustees
Links	:	
Date approved	:	March 2018
Review date*	:	March 2020

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

The Boleyn Trust Board of Trustees has agreed to this Policy and, as such, it applies to all Schools within the Trust.

Rationale

The Boleyn Trust believes that all governors must receive a comprehensive induction package in order to successfully fulfil their role. This policy ensures that new governors are provided with the support and information necessary to give a thorough understanding of their role as a school governor.

Through this policy, we aim to ensure that every new governor:

- Is welcomed by the school and governing board.
- Is provided with the necessary tools and information to begin their governance role as early as possible.
- Visits the school to gain contextual information.
- Meets the Headteacher, governing board, staff and pupils.
- Understands the role of the governing board and its committees.
- Understands their role and responsibilities, and their accountabilities.
- Understands their training needs and requirements, particularly in relation to the DfE's competency framework.
- Is provided with a comprehensive induction pack.
- Is presented with the opportunity to ask questions.

Policy Statement

Prior to appointment

Prospective governors will be invited into the school to meet the Headteacher.

The Headteacher will take the new governor on an introductory tour of the school and provide contextual information such as specific issues currently facing the school.

DBS and eligibility

The Headteacher / Clerk will ensure that an enhanced DBS (including a barred list) check is undertaken within 21 days of their appointment.

On appointment

Upon appointment to the governing board, the new governor will:

- Be assigned a mentor from the existing governing board.
- Be asked to provide a suitable photograph for their school identification card.

The mentor will:

- Make contact with the new governor and welcome them on to the governing board.
- Arrange an informal meeting with the new governor to offer a chance to ask questions.
- Arrange for the new governor to attend a school assembly.
- Provide the new governor with a copy of the school's governor induction pack.
- Explain to the new governor:
 - How meetings of the governing board are conducted.
 - How to propose agenda items.
 - The role of each committee of the governing board.
 - Child protection arrangements and the governing board's role in safeguarding and child protection.
 - The relationship between the governing board and the Headteacher.
 - The actions to take if unable to attend a meeting of the governing board.
 - The importance of confidentiality, and the steps that must be taken to ensure it.
 - The layout of the buildings and grounds, their suitability, and their state of repair.
- The induction pack will include the following:
 - The DfE's 'A Competency Framework for Governance' guidance document;
 - The DfE's 'Governance handbook';
 - The school prospectus (if they have one);

- A school organisation chart outlining governance and staffing structures;
- A list of school staff and their responsibilities;
- The School Development Plan;
- The school's latest Ofsted report;
- Copies of the three most recent governor newsletters;
- Copies of the minutes from the three most recent governing board meetings;
- A schedule containing details of upcoming governing board meetings;
- Details of the governing board's committees and their associated remits;
- The Code of Conduct for governors;
- A copy of the latest budget report;
- A copy of the latest headteacher report to governors;
- A copy of the school holiday schedule and events calendar;
- The contact details of relevant staff members and members of the governing board;
- A guide to commonly used terminology and acronyms.

The new governor will also receive hard copies of the following school policies:

- Trustee and Local Governor Expenses Policy
- Governor and Trustee Visits Policy
- Complaints Policy
- Whistleblowing Policy

Knowledge and skills audits

Within two weeks of appointment, new governors will complete a 'Governor Knowledge Audit Form', based on the DfE's competency framework, and return the completed form to the chair of governors.

The chair of governors will use the completed form to inform the governor's training priorities and committee responsibilities.

Within eight weeks of appointment, new governors will complete a 'Governing Board Skills Audit Form', based on the DfE's competency framework, and return the completed form to the chair of governors.

The chair of governors will use the completed form to inform the governing board's skill development priorities.

Business and pecuniary interests

Within one week of appointment, new governors will be asked to complete a 'Declaration of Business Interests' form.

New governors are informed that conflicts of interest will be dealt with in line with the school's Conflicts of Interest Policy.

Expenses

Within one week of appointment, new governors will be provided with a copy of the Trustee and Local Governor Expenses Policy and accompanying forms and provided with a detailed overview of the expenses process by the school business manager.

Committees

Within four weeks of starting the role, the new governor will work with the chair of governors to identify suitable committee opportunities.

Introductory training

All new governors are required to attend introductory training sessions provided by the LA.

Induction completion

Every new governor will work through their 'New governor induction checklist', with help from their mentor where necessary.

Once the checklist has been completed, the induction period is deemed to have ended.

Annex 1: Governor Knowledge Audit Form

Name:	
Commencement date:	
Mentor:	

It is imperative that the school understands the knowledge base of the governing board. The following statements are taken from the 'Governance' guidance document. By completing this form, you will enable the governing board to identify and address knowledge gaps.

Using the form below, indicate your knowledge of each subject by placing a tick in the relevant column.

	Area of knowledge	No knowledge	Some knowledge	Good knowledge
Setting direction	The key themes of national educational policy and the local educational context.			
	The key features of effective governance.			
	The strategic priorities for the school.			
	Various tools and techniques for strategic planning.			
	The principles of effective change management.			
	The difference between strategic and operational decisions.			
Culture, values and ethos	The values of the school and how these are reflected in strategy and improvement plans.			
	The ethos of the school including in relation to its religious character .			
	The code of conduct for the board.			
Collaborative working	The key stakeholders and their relationship with the school.			
	The principles of effective stakeholder management.			
	The tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers.			
Risk management	The principles of risk management and how these apply to education and the school.			
	The process for risk management in the school, and how and when risks are escalated through the school's processes in order for action to be taken.			
	The risks or issues that can arise from conflicts of interest or a breach of confidentiality.			

Educational improvement	The importance and impact of high-quality teaching in improving outcomes, and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment.		
	The importance of a broad and balanced curriculum.		
	The rationale for the chosen curriculum and how this both promotes the ethos of the school and meets the needs of the pupils.		
	The relevant national standards for the phase and type of education, and how these are used for accountability and benchmarking.		
	The relevant statutory testing and assessment regime for each key stage.		
	The purposes and principles of assessment outlined in the Commission on Assessment Without Levels: final report.		
	The rationale behind the assessment system being used to monitor and measure pupil progress in the school.		
	The key principles, drivers and cycle of school improvement.		
	The relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints.		
	The role of behaviour management in maintaining a safe environment and promoting learning.		
Data analysis	The DfE performance tables and school comparison tool.		
	How to use the Analyse School Performance service to analyse school and pupil data.		
	The evidence base that data is derived from, e.g. pupil attainment and progress data, and how it is collected, quality assured and monitored across the school.		
	The local and national context of the school.		
	Contextual information regarding attendance and exclusions in the school, local area and nationally.		
	The importance of triangulating information about pupil progress and attainment with other evidence, including information from school leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders (including parents/carers, pupils, and staff) and external information (e.g. benchmarks, peer reviews and external experts).		
Financial frameworks and accountability	The financial policies and procedures of the school, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability.		
	The school's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money.		

	The financial health and efficiency of the school and how this compares with similar schools locally and nationally.		
Financial management and monitoring	The school's process for resource allocation, and the importance of focussing allocations on impact and outcomes.		
	The importance of setting and agreeing a viable financial strategy which ensures sustainability and solvency.		
	How the school receives funding through the pupil premium and other grants, e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes.		
	The budget setting, audit requirements and timescales for the school, and how to check that they are followed.		
	The principles of budget management and how these are used in the school.		
Staffing and performance management	The school's annual expenditure on staff and resources, and any data against which this can be benchmarked.		
	How staff are recruited to the school and how this compares to good recruitment and retention practice.		
	How staff performance management is used throughout the school in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning.		
	The remuneration system for staff across the school.		
External accountability	The purpose, nature, and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA, etc.), and what is required by way of evidence.		
	The national performance measures used to monitor and report performance, including the minimum standards that trigger eligibility for intervention.		
Roles and responsibilities	The role, responsibilities and accountabilities of the governing board, and its three core functions.		
	The strategic nature of the board's role and how this differs from the role of executive leaders, and what is expected of each other.		
	The role and powers of members and how these relate to those of the board.		
	The governance structure of the school and how governance functions are organised and delegated, including where decisions are made.		
	How the board and any committees are constituted.		
Statutory and contractual requirements	The legal, regulatory and financial requirements of the board.		
	The need to have regard to any statutory guidance and government advice, including the 'Governance handbook'.		

	The duties placed upon the board under education and employment legislation.		
	The duties placed upon the board under the 'Academies Financial Handbook' and the funding agreement.		
	The articles of association/instrument of government.		
	The trust's deeds.		
	The Ofsted inspection framework.		
	The board's responsibilities in regard to equalities and health and safety legislation.		
	The board's duties relating to safeguarding, including the Prevent duty; duties related to special education needs and disabilities (SEND); and duties related to information, including the Data Protection Act 1998 and the Freedom of Information Act 2000.		
	The school's Whistleblowing Policy and the procedures and responsibilities of the board within it.		
	The importance of adhering to school policies, e.g. on parental complaints and staff discipline issues.		

Annex 2: Governing Board Skills Audit Form

Name:	
Commencement date:	
Mentor:	

It is imperative that the school understands the skills and competencies of the governing board. The following statements are taken from the 'Guidance for Governance' guidance document. By completing this form, you will enable the governing board to make the necessary improvements to ensure maximum effectiveness.

Using the form below, indicate the extent to which you agree with each statement by placing a tick in the relevant column.

	Skills	Strongly disagree
Setting direction	Thinks strategically and contributes to the development of the school's strategy	
	Can articulate the school's strategic priorities and explain how these inform the school's goals.	
	Can put in place plans for monitoring progress towards achieving strategic goals.	
	Supports strategic change being constructively challenged as appropriate so that any strategic change implemented is in the best interests of children, young people and the school.	
	Is able to champion the reasons for, and benefits of, a strategic change to all stakeholders.	
Culture, values and ethos	Can set and agree the distinctive characteristics and culture of the school.	
	Acts in a way that exemplifies and reinforces the school's culture, values and ethos.	
	Ensures that policy and practice align with the school's culture, values and ethos.	
	Identifies viable options and those most likely to achieve the school's goals and objectives.	
Decision-making	Puts aside vested or personal interests to make decisions that are in the best interests of all pupils.	
	Acts with honesty, frankness and objectivity – taking decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.	
	Brings integrity and considers a range of perspectives and diverse ways of thinking to challenge the status quo, rejects assumptions and takes nothing for granted.	

	Identifies when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making.	
	Abides by the principle of collective decision-making and stands by the decisions of the board, even where their own view differs.	
	Encourages transparency in decision-making and is willingly answerable.	
	Is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions.	
Collaborative working	Anticipates, prepares for and welcomes stakeholder questions, and ensures that these are answered in a relevant, appropriate and timely manner.	
	Works in partnership with outside bodies where this will contribute to achieving the goals of the school.	
	Uses clear language and messaging to communicate to parents and carers, pupils, staff and the local community.	
	Is credible, open, honest and appropriate when communicating with stakeholders and partners, including providing clear and timely feedback on how their views have been taken into account.	
	Considers the impact of the board's decisions and the effect they will have on the key stakeholder groups, and especially parents and carers and the local community.	
	Acts as an ambassador for the school.	
	Supports and challenges leaders to raise aspirations and community cohesion both within the wider community and with local employers.	
	Is able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners.	
Risk management	Ensures risk management and internal control systems are robust enough to enable the school to deliver its strategy in the short- and long-term.	
	Advises on how risks should be managed or mitigated to reduce the likelihood or impact of the risk, and on how to achieve the right balance of risk without unduly impacting opportunities.	
	Ensures the risk management and internal control systems are monitored and reviewed, and appropriate actions are taken.	
	Actively avoids conflicts of interest or otherwise declares and manages them.	
	Establishes clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes.	
Educational improvement	Defines the range and format of information and data they need in order to hold executive leaders to account.	
	Seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives.	

	Questions leaders on how the in-school assessment system effectively supports the attainment and progress of all pupils, including those with a special educational need or disability (SEND).	
	Analyses and interprets data in order to evaluate performance of groups of pupils.	
Data analysis	Analyses and interprets progression and destination data to understand where young people are moving on to after leaving the school.	
	Uses published data to better understand which areas of school performance needs improvement and is able to identify any further data that is required.	
	Questions leaders on whether they are collecting the right data, and using the appropriate evidence, to inform their assessment, and challenges appropriately when data collection is not adding value.	
	Challenges senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid.	
	Has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls.	
Financial frameworks and accountability	Has confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information.	
	Interprets budget monitoring information and communicates this clearly to others.	
	Participates in the school's self-evaluation of activities relating to financial performance, efficiency and control.	
	Is rigorous in their questioning in order to better understand whether enough is being done to drive financial efficiency and align budgets to priorities.	
	Possesses the knowledge to make decisions about allocating current and future funding.	
Financial management and monitoring	Interprets financial data and asks informed questions about income, expenditure, resource allocation and alignment with the strategic plan priorities.	
	Ensures that the staffing and leadership structures are fit for purpose.	
Staffing and performance management	Takes full responsibility for maintaining, updating and implementing a robust and considered pay policy.	
	Feels confident in approving and applying the system for performance management of executive leaders.	
	Identifies and considers the budgetary implication of pay decisions and considers these in the context of the spending plan.	
	Pays due regard to ensuring that leaders and teachers are able to have a satisfactory work-life balance.	
	Ensures appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny.	
External	Values the ownership that parents and carers and other stakeholders feel about 'their school' and ensures	

accountability	that the board makes itself accessible and answerable to them.	
	Uses an understanding of relevant data and information to present verbal and written responses to external scrutiny.	
	Demonstrates commitment to their role and to active participation in governance.	
Building an effective team	Possesses the ability to acquire the basic knowledge that they need to be effective in their role.	
	Uses active listening effectively to build a rapport and strong collaborative relationships.	
	Welcomes constructive challenge and is respectful when challenging others.	
	Provides timely feedback and is positive about receiving feedback in return.	
	Seeks to resolve misunderstandings at the earliest stage in order to prevent conflict.	
	Raises doubts and encourages the expression of differences of opinion.	
	Is honest, reflective and self-critical about mistakes made and lessons learned.	
	Influences others and builds consensus using persuasion and the clear presentation of their views.	
	Demonstrates professional ethics, values and sound judgement.	
	Is able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the school.	
Roles and responsibilities	Is able to adapt existing committee structures as necessary in light of learning/ experience.	
	Is able to speak up when concerned about non-compliance where it has not been identified by the board or where they feel it is not being taken seriously.	
Statutory and contractual requirements	Can explain the board's legal responsibilities and accountabilities when called upon.	
	Is able to identify when specialist advice, for example, legal advice, may be required.	

Annex 3: New Governor Induction Checklist

Name:	
Commencement date:	
Mentor:	

By placing a tick against each completed action, use the form below to keep track of your progress during your induction. If you have any questions, please discuss your next steps with your mentor.

Action
I met the headteacher .
The headteacher provided me with a tour of the school and informed me of relevant contextual information.
I have been informed that an enhanced DBS (including barred list) check has been conducted on my behalf.
I have been assigned a mentor from the existing governing board.
I have been asked to provide a suitable photograph for my school identification card.
I have been provided with my school identification card.
My mentor has:
Made contact with me and welcomed me on to the governing board.
Arranged an informal meeting with me and answered my questions.
Arranged for me to attend a school assembly.
Provided me with a copy of the school's governor induction pack.

My mentor has explained to me:

How meetings of the governing board are conducted.

How to propose agenda items.

The role of each committee.

Child protection arrangements and the governing board's role in safeguarding and child protection.

The relationship between the governing board and the headteacher.

The actions to take if I am unable to attend a meeting of the governing board.

The importance of confidentiality and the steps that I must take to ensure it.

I have received an induction pack containing the following:

The DfE's 'A Competency Framework for Governance' guidance document

The DfE's 'Governance handbook'

The school prospectus

A school organisation chart

A list of school staff and their responsibilities

The School Development Plan

The school's latest Ofsted report

Copies of the **three** most recent governor newsletters

Copies of the minutes from the **three** most recent governing board meetings

A schedule containing details of upcoming governing board meetings

Details of the governing board's committees and their associated remits

A copy of the latest budget report

A copy of the latest headteacher report to governors

A copy of the school holiday schedule and events calendar

A guide to commonly used terminology and acronyms

I have received hard copies of the following policies:

Trustee and Local Governors' Expenses Policy

Governor Visit Policy

Business and Pecuniary Interests Form

Complaints Procedure Policy

Whistleblowing Policy

I have completed a knowledge audit form, based on the DfE's competency framework, and returned the completed form to the **chair of governors**

I have completed a skills audit form, based on the DfE's competency framework, and returned the completed form to the **chair of governors**

I have completed a 'Declaration of business interests' form.

I have been made aware of what to do if a conflict of interest arises.

I have been provided with a copy of the '**Governors' Allowance Policy**' and accompanying forms, and provided with a detailed overview of the process by the **school business manager**.

I have met with the **chair of governors** to identify suitable committee opportunities.

I have attended introductory training sessions provided by **the LA**.

Annex 4: Declaration of Business Interest

Register of pecuniary interests for members, trustees, local governors and senior staff

To be completed annually by all members, trustees, local governors, senior leaders and staff involved in the procurement process.

Personal Details

Your name:

Your office / designation: Executive Headteacher (Ex-Officio)
 Headteacher (Member)
 Local Governor – Trustee Appointed
 Staff Governor
 Parent Governor

Setting (if applicable):

Employment

Please complete this section if you are in paid employment, or you are self-employed.

Are you self-employed Yes
 No

My employer is:

Their/my business is:

My job is:

If you are employed as a senior leader and have other interests for which you personally receive remuneration, please detail these interests below:

Director, partnerships and other trusteeships and governorships

Are you a partner or director in a company or a body corporate? Yes
 No

Are you a trustee or a governor in a different organisation? Yes
 No

If you have answered "yes" please disclose for each appointment: the name of the business or institution, the nature of its business, the nature of the interest, and the date the interest began.

Contracts

Is there a contract, either existing or proposed, between you or your relatives (defined overleaf) or spouse (or someone living with you as if he or she were your spouse), an organisation/ society/club of which you are a member or your employer and the trust?

Yes
 No

If you have answered “yes” please disclose below full details of the contract including the start/finish dates, the nature of the contract, its value and whether “connected parties’ status (3.2 AFH) applies:

Interest in securities

Do you hold any substantial¹ securities in any company or body corporate? Yes
 No

If you have answered yes please provide the name of the company or body corporate below, and the nature of their business (continue on a separate sheet if necessary).

Declaration

I declare that to the best of my knowledge the foregoing is accurate, and I am aware that the above information is open to inspection. If my circumstances change, I will immediately inform the trust and make an appropriate declaration.

.....
Signature

.....
Date

Once you have completed this form please return it to the Chief Operating Officer for publication on the trust’s website.

Please remember you need to declare an interest if your relative or spouse (or someone living with you as if he or she were your spouse) would be considered to have an interest in any item discussed at a meeting. The definition of a relative includes spouse, partner, parent, parents-in-law, son, daughter, step-son, stepdaughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece.

¹ You have a substantial interest if you own shares or other securities in the company with a nominal value of more than £25,000 or more than 1/100th of the issued shares or securities. The notional value is normally the face value on the share certificate and is not the market value. If in doubt contact your broker. If there are several classes of shares or securities, the fraction of 1/100th applies to any of those classes. These limits also apply to deposits with industrial and provident societies, and co-operative societies.