



St Michael's CE Primary School

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Cultivating Respect, Persevering, and Learning with Courage

Governor Induction Policy

Date of Issue: September 2021

Date of Review: September 2022

Headteachers: Grant Mottram & Hayley Leyshon-Brady

Chair of Governors: Kevin Moyes

Policy Aim:

The Governing Board and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfill their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

Induction Purpose:

- To welcome new governors to the Governing Board and enable them to meet other members.
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos.
- To meet the Headteacher, staff and children.
- To explain the partnership between the Headteacher, school and Governing Board.
- To explain the role and responsibilities of governors.
- To give background material on the school and current issues.
- To allow new governors to ask questions about their role and/or the school.
- To explain how the Governing Board works.

New governors will:

- Be welcomed to the Governing Board by the Chair.
- Be invited by the Headteacher to visit the school.
- Have the opportunity to tour the school and meet staff and children.
- Receive an informal briefing on the school from the Headteacher and/or Chair.
- Be asked to complete a DBS check and declaration.
- Have the opportunity to meet informally with an existing governor who will then act as their mentor.
- Be accompanied by their mentor to their first full Governing Board meeting (if required)
- Have the opportunity to review their first meeting with the mentor.
- Be issued with an induction Checklist (Appendix 1) which will be completed as they complete each stage of their induction,
- Complete the NGA Skills Audit form and submit to the governor leading on governor Training. This will enable skills to be matched to committees/tasks and for planned support to be organised to meet any training needs.

New governors will be given / given access to:

- The DfE “Governance Handbook”
- The school’s Governance Policy and Governance Schedule
- The School Development Plan.
- Details of the governor training programme (including online training details)
- Minutes of the last full Governing Board meeting
- Dates for future governors’ meetings.
- Details of how to contact the other governors.
- Details of how to contact the school including the e-mail address.
- Recent school newsletters.
- The latest Ofsted report.
- The latest SIAMs report
- The school website address.
- The Governor Visits’ Policy.
- The Governor Expenses Policy.

Areas that the Chair of Governors/mentor will cover when meeting with the new governor include:

- Background to the school.
- Current issues facing the school.
- Visiting the school.
- Child Protection arrangements at the school and the governor’s role in safeguarding.
- The relationship between the Headteacher and Governing Board.
- An overview of the governor’s role (including a mention of confidentiality and acronyms!)
- How the full Governing Board meetings are conducted.
- How to propose agenda items.
- Governor training and identifying Training needs.

Appendix One: New governor checklist

New Governor Name:

Date of Appointment:

Induction procedure	Sign and date once complete
1. Welcomed to the Governing Board by the Chair	
2. Invited by the Headteacher/Chair of Governors to visit the school	
3. Toured the school and met staff and children	
4. Completed identification process for DBS check or declaration (if applicable)	
5. Received an informal briefing on the school from the Head and/Chair	
6. Assigned/met informally with an existing governor (who will act as mentor)	
Has Chair of Governors or Mentor covered:	
7. Background to the school	
8. Current issues facing the school	
9. Visiting the school	
10. Child Protection arrangements (including who the child protection designated person is in the school) and the governor's role	
11. Overview of the governor's role	
12. Relationship between the Headteacher and Governing Board	
13. Completion of Pecuniary Interests Form and returned to the Clerk	
14. Have you had the opportunity to review your first GB meeting with the mentor?	
15. Additional Comments and Longer Term Development Actions (if applicable)	
16. Details of how to contact the school including the e-mail address.	
17. Governor Training Available including online training	
18. Recent School newsletters	
References for additional information	
19. Governor Monitoring Visits Policy Governor Monitoring Visits (See GovernorHub)	
20. Governor Induction Policy(See GovernorHub)	
21. Dates for future governors' meetings. (See GovernorHub)	
22. Minutes of the last full Governing Board meeting (See GovernorHub)	
23. The School Development Plan (See GovernorHub)	
24. Latest Ofsted report (See GovernorHub)	
25. Latest SIAMs report (See GovernorHub)	
26. Latest School Profile	
27. Financial Regulations and Scheme of Delegation (See GovernorHub)	
28. The DfE " Governance Handbook "	

Signed:
(New Governor)

Date:

Signed:
(Chair of Governors/Mentor)

Date:

Governing Board Skills Audit 2019 version

For governors, trustees of single academy trusts and academy committee members

Why this is important

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

Format and structure of the skills audit

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.

Trustees of multi academy trusts should use the version of the skills audit that has been produced for them, which can be accessed via this link.

How to use it

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
Experience of being a governor/trustee in another school or being a board member in another sector.					
Experience of chairing a board/governing board or committee.					
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc. and education locally e.g. the types of school, local education issues etc.					
Knowledge and or experience of the community served by the school that can be useful to the board.					
Experience of strategic planning and translating a vision into clear objectives.					
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.					
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.					
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation.					
2. Accountability					
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.					
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.					
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.					
Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.					
General experience of financial planning, monitoring, decision making, compliance and control.					
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.					
General experience of human resource (HR) policy and processes outside of the school sector.					
Experience of human resource (HR) policy and processes within the school sector.					
General experience of preparing for and responding to inspection and oversight.					
Experience of inspection and oversight within the schools sector.					
3. People					
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.					

Capable of working alongside and of building strong, collaborative relationships with a range of personalities.					
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.					
4. Structures					
Clear and practical understanding of what the strategic role of a governing board is and how it is different from the management responsibilities that are carried out by the headteachers and senior leaders in the school.					
Experience of reviewing governance structures.					
5. Compliance					
Experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
Working knowledge of the legal duties and responsibilities of a governor e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).					
Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
6. Evaluation					
Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements.					
7. Positive contribution					
Aware of my strengths, weaknesses and am committed to personal development.					
Able to work as part of a team and build positive working relationships with different personality types.					
Honest, transparent and act with integrity.					
The ability and confidence to speak up when I have concerns e.g. about non-compliance.					

Existing governors/trustees only

What contribution do you feel you have made to the governing board over the past year?

Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

