



Llywodraeth Cymru  
Welsh Government

# Induction training for governors in Wales

Guidance for local authorities and governing bodies of  
maintained schools

[www.cymru.gov.uk](http://www.cymru.gov.uk)



## Guidance

Guidance document no: 114/2013

Date of issue: August 2013

# Induction training for governors in Wales

<b>Audience</b>	Governing bodies of all maintained schools in Wales; local authorities; diocesan authorities; Governors Wales and any other provider of governor training.
<b>Overview</b>	The subject matter of this guidance relates to provisions in the Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013.
<b>Action required</b>	Local authorities and any other governor training provider must have regard to the content of this guidance document when producing their mandatory induction training programmes.
<b>Further information</b>	Enquiries about this document should be directed to: Schools Management and Effectiveness Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6051 Fax: 029 2082 6109 e-mail: SMED2@wales.gsi.gov.uk
<b>Additional copies</b>	This document can be accessed from the Welsh Government's website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>
<b>Related documents</b>	The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013

# Content

<b>1. Overview</b>	<b>1</b>
A. The different and complementary roles of governors	2
B. Key roles and responsibilities of governing bodies	3
C. How to be an effective governor	4
D. Where to access further information, support and training	6
<b>2. Background information and related links</b>	<b>7</b>

# 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 help 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 information provided in the induction training will help support 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 and 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 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.

## **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.
- ii. 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 e.g., 4 years, 2 year for governors of maintained nursery school.
- iii. What commitment is expected of a governor** – tenure of office, attendance and behaviour 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.
- 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 e.g. 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**

- 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.
- 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 a legitimate interest.

**B2. Core Responsibilities**

**Descriptors for governance:**

- Standards** – ensuring the school promotes high standards of educational achievement, and attendance and behaviour, including the rigorous review of published performance data.
- Targets** – setting targets by which progress for pupil achievement and outcomes can be measured.
- Curriculum** – ensuring that all learners have access to a broad and balance curriculum, and that statutory requirements are met.
- Determining the aims, policies and priorities of the school** – 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.
- Staffing**<sup>1</sup> – deciding the number of staff, the pay policy and making decisions on staff pay, staff appointments, suspension, disciplinary issues and dismissal, grievances, performance management and matters affecting the work/life balance of the headteacher and staff, all with due regard to the School Teachers' Pay and Conditions Document (STPCD).

---

<sup>1</sup> covering the differences between governing bodies' responsibilities for staff and those of local authorities as the employer, where appropriate.

- vii. **Providing parents with information regarding the school** – e.g., via annual report to parents and statutorily required meetings with parents.
- viii. **Inspection preparation and follow up** – including producing an action plan and monitoring progress following an inspection by Estyn.
- ix. **The wellbeing and safeguarding of learners** – including promotion of healthy eating.
- x. **Awareness of governors’ responsibilities in equality matters and where to seek advice.**
- xi. **Evaluation of the performance of the governing body as and when required.**

## 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.
- ii. Clear awareness of what is delegated to the Headteacher.
- iii. The effectiveness of the governing body’s relationship with the headteacher/staff/local authority (LA)/diocesan authority and learners.
- iv. 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.
- v. 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.
- vi. 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.
- vii. How to prepare effectively for and be effective at governing body meetings.
- viii. 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 i.e., 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).

Statutory 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.

- ix.** Requirement for confidentiality – e.g., regarding the proceedings of meetings, confidential items, how individual members vote.
- x.** Expression of conflicts of interest (register of pecuniary interests); how are decisions made in the governing body.
- xi.** 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; the extent of and limitations on the liability of governors.
- xii.** 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.

- xiii. Visiting the school – to become familiar with and learn about the school; protocol for visits outlining the purpose etc.
- xiv. Continuous training and development for governors –encouragement to attend training; training needs reviewed regularly, skills and experience analysis undertaken by governing body.
- xv. 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](http://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 e.g., 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.

## 2. Background information and related links

- A training Programme for Governor Induction
- A School Governor's Guide to the Law:  
<http://wales.gov.uk/topics/educationandskills/schoolshome/schoolfundingandplanning/schoolgov/schoolgovguide/?lang=en>
- 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](http://www.wales.gov.uk)

Governors Wales: [www.governorswales.org.uk](http://www.governorswales.org.uk)

Estyn: [www.estyn.gov.uk](http://www.estyn.gov.uk)

School Effectiveness Framework: [www.sefcymru.org/eng/sef-p2-home.htm](http://www.sefcymru.org/eng/sef-p2-home.htm)