

Clerks' Support and induction

Background

- Name
- Previous experience relevant to clerk's role
- Other role in school

Outline of Induction

Role of the clerk

Role of the Local Governing body

Clerk as Adviser

Membership of the local governing body

Structures of local governing bodies

Meeting administration and organisation

Relationship between clerk, chair and head

Objectives ...

- Aim
- to explain your role
- to give you the tools to help you work efficiently and confidently with your local governing body
- To help you contribute to the effectiveness of your LGB

Your role...

Key functions



Key skills



Key
qualities



Key
behaviours

The role of the LGB...

Why?

What purpose do they serve?

What powers do they have?

Key roles...

Local governing bodies: **school improvement and accountability**.
Good governance is characterised by a focus on three strategic functions:

- **setting vision, ethos and strategic direction**
- holding headteachers to account for teaching, achievement, behaviour and safety, to challenge and strengthen leadership
- ensuring finances are managed well, leading to probity, solvency and effective use of financial resources

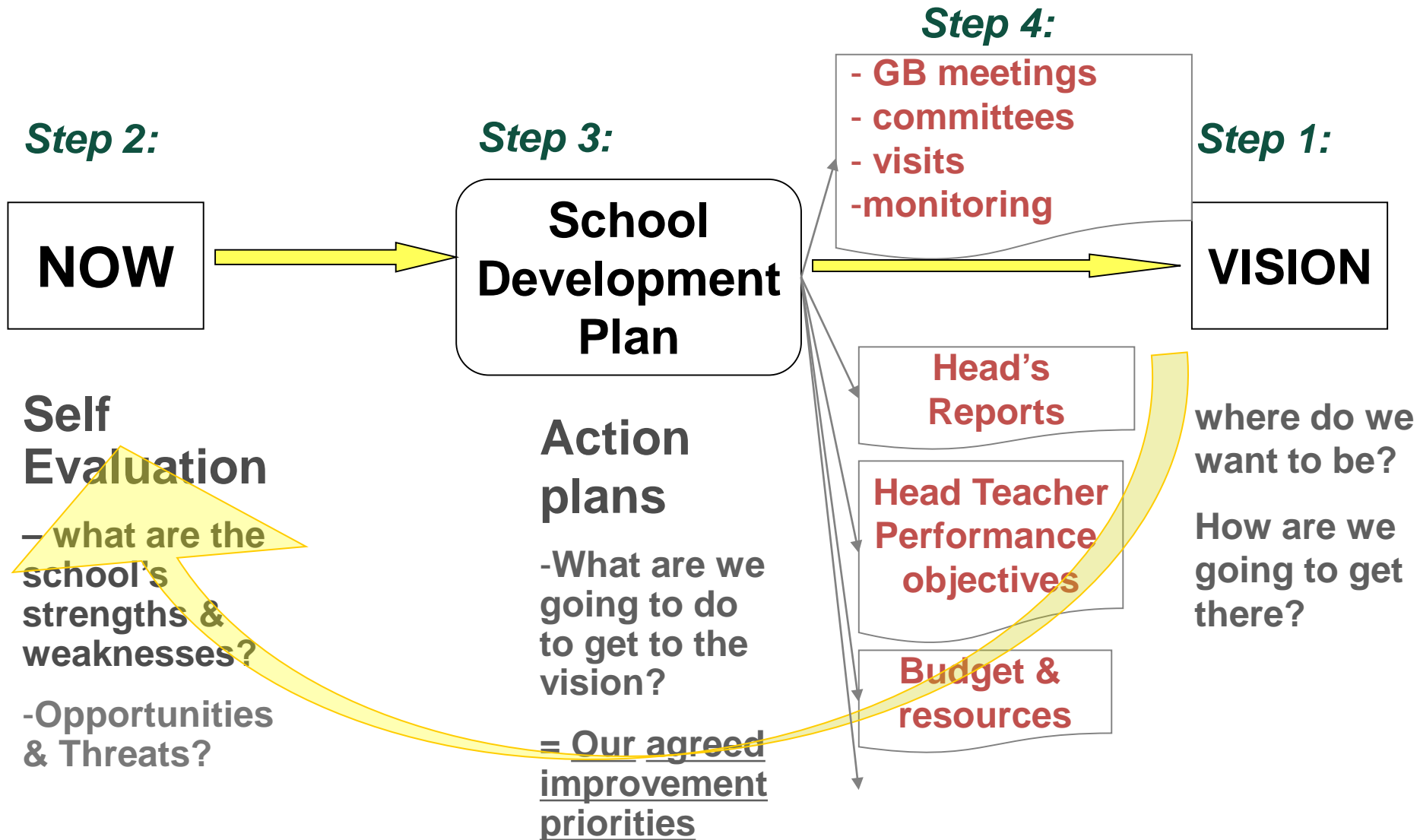
Responsibilities

- **Teaching & learning** – pupil achievement and quality of teaching
- **Finance** – monitoring the school budget, spending of Pupil Premium
- **Staffing** – (as delegated, refer to scheme of delegation) structure, pay, appointments, performance management, staff welfare, conduct, grievances, discipline
- **Pupil Discipline** and behaviour
- **Special Educational Needs**
- **Health and Safety**
- **Safeguarding**
- **Premises**

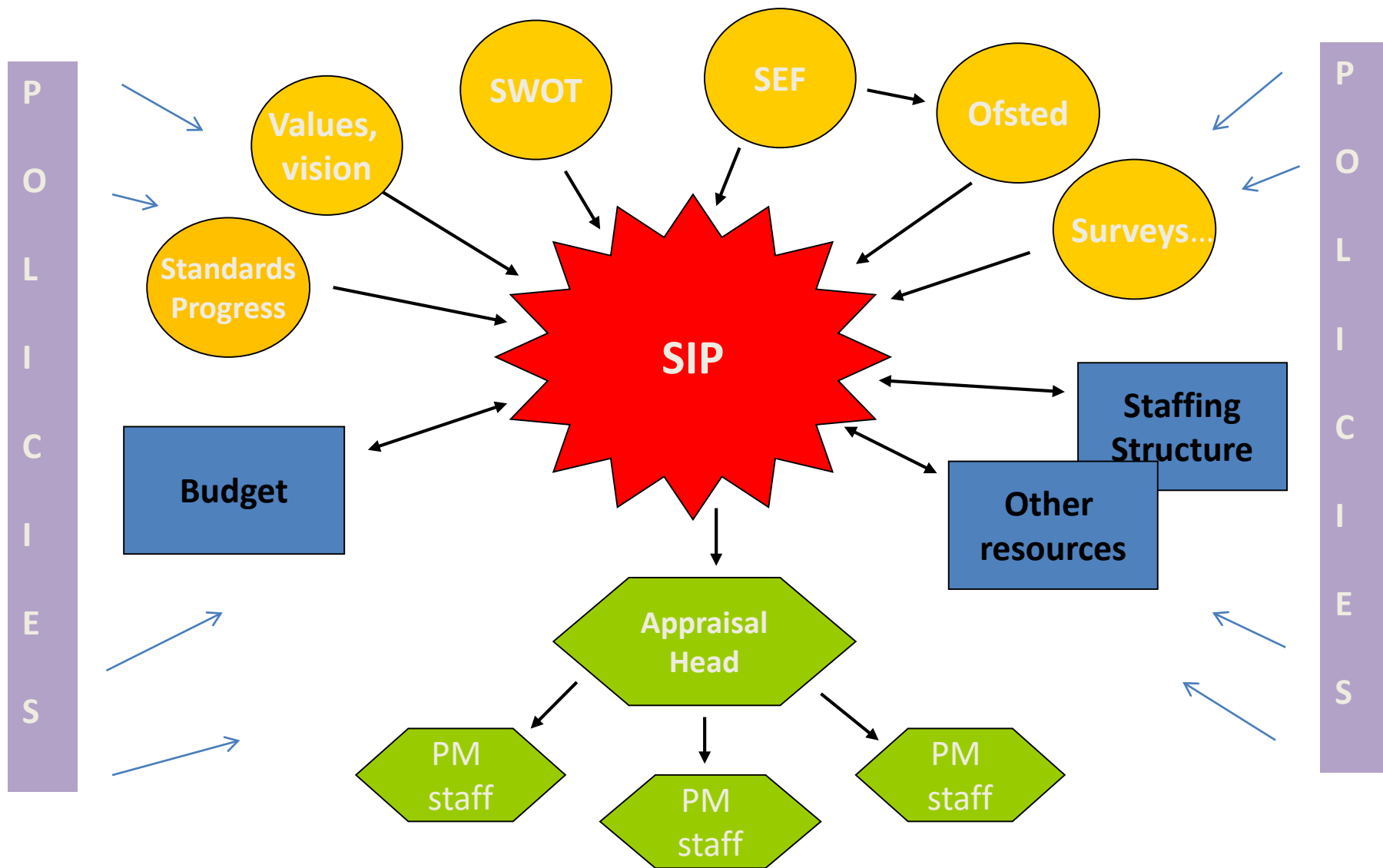
Corporate responsibility

- Authority rests with the whole LGB
- How individuals vote is confidential
- All governors are equal
- The chair can act in an emergency, but must keep the LGB informed
- Representation
- Headteacher – dual responsibility (Governor/Head)

The School Improvement Cycle



Key processes: Strategic Map



Ofsted and governors

One of the Ofsted judgements on a school is

—

The quality of leadership and management in the school

This includes governance

The minutes of governing body meetings will form part of the evidence base for this judgement

Governance membership

Academy

- Parent
- Staff
- Headteacher
- Foundation (Diocese)
- Foundation (Director appointed – skills)
- Co-opted (Appointed by ODST)

Membership and Officers

The role of the clerk in...

- **Election of governors**
- **Appointment of governors**
- **Succession planning**
- **Election of officers**
- **DBS checks / identity checks**

Governing body organisation

- Committees
- Working parties
- Frequency of meetings
- Clerking sub-committees
- Terms of reference
- Sub-Committee structure
- Statutory sub-committees – “Resources”

- **The Governance Handbook – DfE**

Meeting administration and organisation

Your role in contributing to effective and efficient meetings, before, during and after

Good agendas

- Location, time and date of meeting
- Standard items (present, apologies etc.)
- ODST and local authority specified items (model agenda/annual planner)
- Focus on school improvement
- Logical numbering system
- Indication of who is leading the item
- Written or oral report?
- Outlines of outcome required
- Timed items

Meeting Preparation

- Read previous papers
- Note of apologies for absence
- Choice of room and layout
- Materials/equipment
- Name cards/labels
- Attendance book/sheet
- Laptop
- Ensure all papers/files to hand

Features of good minutes

- Written with third party readers in mind
- Concise
- Show which governors were present
- Show who else was present
- Clearly shows the status of those sending apologies
- Show late arrivals/early departures by agenda item not just the time
- Give each item a unique reference number
- Record the discussion, including pertinent Q and A
- Accurately record decisions made by LGB
- Clearly indicate who is responsible for actions
- Not a verbatim report of the meeting
- **Quality assurance template for clerks**

Your objectives met?

- Explanation of your role
- the tools to help you work efficiently and confidently with your LGB
- helping you contribute to the effectiveness of your governing body



POLICIES AND DOCUMENTS THAT GOVERNING BODIES AND PROPRIETORS OF SCHOOLS ARE REQUIRED TO HAVE BY LAW

STATUTORY POLICY/OTHER DOCUMENT (refer also to links in DFE statutory policies for schools document)	IS IT MANDATORY TO HAVE IN PLACE? YES/NO	IMPLEMENTATION DATES AND REVIEW FREQUENCY	AT WHAT LEVELS CAN DECISIONS BE TAKEN?	IS THERE FLEXIBILITY IN USE OF ODST TEMPLATE POLICIES/DOCUMENTS AND TO AMEND THESE?	AT WHAT LEVEL IN GOVERNANCE STRUCTURES IS THERE FLEXIBILITY ON DECISION MAKING/AMENDMENTS TO POLICIES?	RELEVANT / STATUTORY GUIDANCE AND OTHER GUIDANCE TO ADHERE TO (APPENDIX 1)
Charging and remissions	yes	No fixed timescales	LGB	yes	LGB/Cttee/Gov	
School behaviour	yes	HT can determine	HTs	yes	HT	Behaviour and attendance
Sex education	yes	LGBs can determine	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee/HT/Governor	Curriculum
Special education needs	yes	annually	LGB	Must remain compliant with stat guidance	LGB	Special education/health needs Assessment
Teachers pay Teachers' appraisals	No – but ODST adheres to national/local agreements and terms and conditions	annually	LGB	No – ODST adopts local pay and appraisal policy as agreed and used by local authority; academy staff remain on same terms and conditions	only by Board and little flexibility	Special education/health needs
Data protection	yes	every two years	LGB	yes, provided that outcome remains compliant with		

				statutory, ODST and other guidance		
Health and safety	yes	no fixed timescales	Board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttees can review and amend policy	
Curriculum	no	annually	Board	yes, but Board sets targets to maximise attainment and progress	LGB sets plan and monitors curriculum; can be done with aid of supplementary subject policies etc	Curriculum Assessment
Other statutory documents						
Admission arrangements	yes	annually	Board	Each LGB consults (Board) before setting admissions policy	LGB	Admissions
Accessibility plan	yes	every three years	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	Looked after children Safeguarding children and young people Special education/health needs
Central record of recruitment and vetting checks	yes	frequent and ongoing	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	Safeguarding children and young people
Complaints procedure statement	yes	no fixed timescales	LGB	yes, (ODST template) provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	
Freedom of information	yes	no fixed timescales	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	LGB	

Home-school agreement	yes	no fixed timescales	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	
Minutes of, and papers considered at, meetings of the governing body and its committees	yes	no fixed timescales	LGB	yes, derived from Board's articles and delegated via schemes of delegation and provided that remains compliant with guidance in articles etc	LGB, Cttee	Governance Articles Schemes of delegation
Premises management documents	yes	according to guidance for various aspects of premises management	Board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	Administration and finance
Equality information and objectives	yes	objectives every four years; information requested to be published annually	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	
School information to be published on website	yes	ongoing	Board	No, template clearly sets out features for compliance	NA but Cttee, HT or Governor can ensure compliance	Funding agreements
Register of business interests of headteachers and governors	yes	annually	Board	Yes, each LGB should compile own register	LGB	Academies financial handbook
Register of pupils' admission to school	yes	ongoing	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT, Governor or school staff	Admissions
Register of pupils' attendance	yes	ongoing	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT, Governor or school staff	Admissions
Staff discipline, conduct and grievance (procedures for addressing)	yes	no fixed timescales	Board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	Cttee, HT or Governor	

Documents necessary and as referred to in statutory guidance						
Child protection policy and procedures	yes	annually	Board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	LGB	Safeguarding children and young people Special education/health needs
Early Years Foundation Stage	yes	varies according to aspects of guidance	board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	LGB	Early years foundation stage
Statement of procedures for dealing with allegations of abuse against staff	yes	no fixed timescales	Board	yes, provided that outcome remains compliant with statutory, ODST and other guidance	LGB	
Supporting pupils with medical conditions	yes	no fixed timescales	LGB	yes, provided that outcome remains compliant with statutory, ODST and other guidance	LGB	Looked after children Safeguarding children and young people Special education/health needs



APPENDIX

Schools: statutory guidance

Statutory guidance sets out what schools and local authorities must do to comply with the law. Schools should follow the guidance unless they have a very good reason not to. There is some guidance that schools must follow without exception. In these cases the DfE make this clear in the guidance document itself.

These publications reflect the current legal position (unless otherwise indicated), but may not reflect the current government's policies.

Also available:

- DfE advice about schools, which is not statutory <https://www.gov.uk/government/collections/departmental-advice-schools>
- guidance for early learning and childcare providers <https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers>

Administration and finance

Capital transactions: sixth-form colleges 25 June 2014 Statutory guidance

Change of land use due to an academy conversion 17 December 2010 Statutory guidance

Home-to-school travel and transport 18 July 2014 Statutory guidance

Post-16 transport to education and training 5 February 2014 Statutory guidance

Schemes for financing schools 17 December 2015 Statutory guidance

Schools causing concern 21 October 2015 Statutory guidance

Admissions

School admissions code 17 September 2015 Statutory guidance

School admissions appeals code 1 February 2012 Statutory guidance

Assessment

2016 key stage 1: assessment and reporting arrangements (ARA) Statutory guidance

2016 key stage 2: assessment and reporting arrangements (ARA) Statutory guidance

P scales: attainment targets for pupils with SEN 16 July 2014 Statutory guidance

Behaviour and attendance

Alternative provision 10 January 2013 Statutory guidance

Behaviour and discipline in schools 24 September 2015 Statutory guidance

Children missing education 26 November 2013 Statutory guidance

Parental responsibility measures for behaviour and attendance 13 November 2013 Statutory guidance

School exclusion 10 February 2015 Statutory guidance

Curriculum

National curriculum in England: framework for key stages 1 to 4 2 December 2014 Statutory guidance

National curriculum in England: primary curriculum 6 May 2015 Statutory guidance

National curriculum in England: secondary curriculum 2 December 2014 Statutory guidance

National curriculum in England: English programmes of study 16 July 2014 Statutory guidance

National curriculum in England: mathematics programmes of study 16 July 2014 Statutory guidance

National curriculum in England: science programmes of study 6 May 2015 Statutory guidance

National curriculum in England: art and design programmes of study 11 September 2013 Statutory guidance

National curriculum in England: citizenship programmes of study 11 September 2013 Statutory guidance

National curriculum in England: computing programmes of study 11 September 2013 Statutory guidance

National curriculum in England: design and technology programmes of study 11 September 2013 Statutory guidance

National curriculum in England: geography programmes of study 11 September 2013 Statutory guidance

National curriculum in England: history programmes of study 11 September 2013 Statutory guidance

National curriculum in England: languages programmes of study 11 September 2013 Statutory guidance

National curriculum in England: music programmes of study 11 September 2013 Statutory guidance

National curriculum in England: PE programmes of study 11 September 2013 Statutory guidance

Sex and relationship education 6 July 2000 Statutory guidance .

Early years foundation stage

Early years (under 5s) foundation stage framework (EYFS) 29 July 2014 Statutory guidance

Governance

Constitution of governing bodies of maintained schools 14 August 2015 Statutory guidance

School Governance (Constitution) Regulations 2007 25 May 2007 Statutory guidance

School Governance (Federation) Regulations 2007 25 May 2007 Statutory guidance

School Governance (Collaboration) Regulations 2003 1 September 2003 Statutory guidance

Involving parents and pupils

Listening to and involving children and young people 16 January 2014 Statutory guidance

Looked-after children

Designated teacher for looked-after children 18 November 2009 Statutory guidance

Directors of children's services: roles and responsibilities 8 April 2013 Statutory guidance

Children Act 1989: transition to adulthood for care leavers 23 January 2015 Statutory guidance

Children Act 1989: fostering services 3 July 2015 Statutory guidance

Children's homes regulations, including quality standards: guide 6 March 2015 Statutory guidance

Safeguarding children and young people

Disqualification under the Childcare Act 2006 17 March 2015 Statutory guidance
Keeping children safe in education 22 July 2015 Statutory guidance
Promoting the education of looked-after children 23 July 2014 Statutory guidance
Supervision of activity with children 10 September 2012 Statutory guidance
Working together to safeguard children 26 March 2015 Statutory guidance
Children Act 1989: court orders 17 April 2014 Statutory guidance
Children Act 1989: care planning, placement and case review 3 July 2015 Statutory guidance

Special educational / health needs

Education for children with health needs who cannot attend school 17 May 2013 Statutory guidance
Inclusive schooling: children with special educational needs 1 November 2001 Statutory guidance
SEND code of practice: 0 to 25 years 1 May 2015 Statutory guidance
Supporting pupils at school with medical conditions 11 December 2015 Statutory guidance
Staff employment and teachers pay Induction for newly qualified teachers (NQTs) 1 September 2015 Statutory guidance
Initial teacher training criteria 22 June 2015 Statutory guidance
Managing staff employment in schools 25 February 2014 Statutory guidance
School teachers' pay and conditions 2015 1 October 2015 Statutory guidance
Teachers' standards 1 July 2011 Guidance
16 to 19 education and work experience
Participation of young people: education, employment and training 4 September 2014 Statutory guidance



Model Agenda

(School headed paper plus ODST logo)
 Meeting of the governing body of XXXXX School
 Date: Time:

Agenda

Preliminary note: good practice recommends the inclusion of a brief description about the item e.g. purpose, aim; who leads on the item (initials) and timings (to be shown against each item in the agenda).

Administrative/statutory items

1. Opening Prayer/Reflection *(Timings and initials)*
2. Welcome, Apologies
3. Notification of any urgent business
4. Declarations of interest
5. Minutes of the last meeting *(date)*
6. Matters arising from the minutes *(not covered elsewhere)*

Reports (for action)

7. Headteacher's report
8. Chair's report *(if required)*
9. ODST Monitoring reports
10. Committee reports/reports from individuals with delegated responsibilities *(papers circulated in advance)*
11. Update on progress against School Improvement/Development Plan, pupil progress, review of data *(standing item)*
12. Governors' visits and training

ODST Governor Services' business

13. School's statutory policy reviews and renewals
14. Local authority and parish parochial council business items
15. Other recommended and/or statutory matters for determination

16. Any other business

Standing items

17. Health and safety

18. Safeguarding

For information

19. Date and time of next meeting