



# GOVERNOR SERVICES NEWSLETTER

***“Still so many answers I don't know.  
Realise that to question is how we grow...***

***What have you done today to make you  
feel proud?” Heather Small***

The theme of our Autumn Forum is **“Proud to be Governors”**. There is so much to be proud of as Governors of schools and academies in Trafford.

I feel compelled to acknowledge that Pride is one of the seven deadly sins! In its negative form its conceit, complacency and egoism. However surely its a virtue when you appreciate it's the product of praise, self reflection, a feeling of belonging. It can enhance creativity, improve achievement, provide inspiration and encourage altruism. Sounds like good governance to me!

Next term I will share with you some of the things Governors tell me they are proud of, in the hope that it will encourage sharing good practice. This Newsletter includes some ideas for ways you can work effectively as a team. The motto of a great team, close to my heart, is Superlia in Proelia which translates to Pride in Battle. I hope that you are proud of the contribution you make to promoting and achieving positive outcomes for children. Proud of the support and inspiration you give to the staff, parents and pupils of your school. I am sure that the challenge seems great at times, as Heather Smalls song says there is always more to question, learn and understand. Your individual responsibility as a Governor is to ensure that you act with honesty, integrity and openness and make decisions in the best interests of the children and the school. You can certainly be proud of that.

Julie Lawson – Governor Services Manager

## Spring 2012

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## Leading Governors

I have recently written to Headteachers and Chair of Governors to inform them of the publication of **Leading governors – The role of the chair of governors in schools and academies**. It has been developed by NCSL (National College for School Leadership) in partnership with the National Governors' Association (NGA) and supported by the National Co-ordinators of Governor Services (NCOGS) and the Foundation, Aided Schools and Academies National Association (FASNA).

For a copy of **Leading Governors** visit our website - Trafford Governor Services Bulletin Board or the NCSL website.

<http://www.cyps.org.uk/school-governor-news/>

## Who's in the Chair?

The recent publication of **Leading Governors** follows 3 linked projects. A School Governance Study (Mar-Nov 2008), The Hidden Givers Project (Feb-Oct 2009) and the Chair of Governors Project (Apr-Dec 2011). The latest study surveyed around 2000 Chairs and 1000 Headteachers. Interestingly, not necessarily Heads and Chairs who work together (perhaps an appropriate subject of a future study). The report, from the University of Bath, recognises the Chair has a very significant role and responsibility both legally and practically. The survey revealed the role is a substantial undertaking and time commitment. Whilst being Chair can be challenging it can also be extremely rewarding. Good Chairs have considerable motivation and vision for the role. At the heart of this must be a commitment to positive outcomes for young people and the benefit of schools otherwise, one has to ask, why would you do it?!

Chris James, a Professor of Educational Leadership and Management at Bath University reported that although

responsibility and accountability rest with the whole Governing Body the Chair is the lead Governor. Hence, I suggest, the rationale for the inclusion of training and support for Chairs in the remit of the NCSL (some might say at long last). Researching the role of Chair of Governors highlighted the following key elements of the Chairs involvement and responsibility

- Being a lead Governor
- Appointing the Headteacher - recognised as a hugely significant task but also one of the most worthwhile aspects of the role
- Working with the Headteacher – a close, productive working relationship is important and is pivotal to Governance
- Acting as a change agent – a good Chairs involvement in change management can be important and rewarding with particular impact in times of crisis. There was recognition that a “reluctant Chair” can be damaging and indeed hold the leadership, and the school, back.
- Active participation in school – in a range of ways including school events with the emphasis on knowing the school and improving their understanding. (This supports a theme we repeatedly reflect on, in our governor training sessions i.e. “know your school”. It may seem obvious to some but let's not underestimate how important it is for Governors to know what they are governing!)
- Organising the Governing Body – a key aspect of the role, supported by the Clerk, ensuring collective working and being the lead expert in school governance including managing the meetings
- Dealing with complaints – especially parents' complaints which, as many

Chairs know, can be protracted and sometimes unjustified

- Working with parents – which the report suggested Chairs felt could be both positive and not so positive aspects. Chairs feel that this can make the role of Chair at once isolating (in the sense that you are no longer part of the “playground gang”) but also very public (as Chairs who get accosted in Sainsbury’s will know!)

The demographics of Chairs revealed by the report were 49% female, 51% male and 97% White British – the latter a challenge for all to consider I think. The Chairs who took part in the study had on average 10 years experience as Governors and nearly 70% of them were parents of a current or past pupil at the school. 61% were employed and 27% were retired. Typically Chairs said they spent 1 – 6 hours a week on school business with 10% of them saying they spent more than 10 hours per week!

There were some interesting, though possibly not surprising, discrepancies between the views of Headteachers and Chairs surrounding the role and relationships. Overall relations between Chairs and Headteachers are strong with respect and investment on both sides. Headteachers accept that the Chair has to challenge them – however the Chairs did not feel this was the case. Headteachers said that they are open with Chairs, Chairs did not feel this was the case. Significantly Headteachers and Chairs largely agreed on what was important including management of the leadership team and effective teamwork.

In summary the survey revealed the complex, demanding and multi-faceted responsibilities of the Chair and the powerful impact it has on Governing Bodies and leadership of the school. Indeed the role is likely to increase in importance in the future. So with all this

in mind, as Governors, we have a duty to give appropriate consideration to the important task of electing the Chair and indeed to succession planning within the Governing Body. Pity the Governing Body who’s Chair is in the role because “no one else would do it”?! Consider the ramifications if they applied the same rationale to the appointment of their Headteacher!?

## **NLG’s (National Leaders of Governance)**

The NCSL are seeking outstanding Chairs of Governors to become NLG’s and provide support to other Governing Bodies. Payment for such services would go to the school, as it does for NLE (National Leaders of Education). The project is in its’ infancy, so much so that the criteria for the NLG’s are not yet established however I am told that they hope to have 50 NLG’s by April 2012. If you are interested in applying contact the NCSL. You can find more details in Leading Governors or via the NCSL website. If you would like to discuss the initiative or if I can assist in anyway please don’t hesitate to call me at Governor Services.

## **The Guide To The Law**

Work has commenced at the DfE to update the Guide To The Law. When a new version is available we will notify governing bodies.

The interim version of the Guide will follow the existing chapter structure but where policy teams have written new guidance, the Guide will simply contain a link to that guidance. Where there are specific duties for governors not mentioned in the guidance these will be highlighted. Where new guidance has not been written, the existing material will be updated.

By the next edition, after the forthcoming interim version, all guidance will have been rewritten and the guide will contain

links to the new guidance. This will enable material to be updated on an ongoing basis rather than waiting for new editions of the Guide.

In future the Guide will only be available on the Department's website. No further CD-ROM versions will appear as funding for production and distribution of the CD-ROMs has been withdrawn.

## **The Academies Handbook**

Work is also ongoing within the DfE to produce an Academies Handbook. This will also be an online document and it is hoped that it will be available in late autumn.

It will include chapters on: Introduction, Governance, Standards, SEN, Budget/Finance, Staffing, Admissions, Behaviour & Attendance/Exclusions, Intervention powers, Health & safety, Equality, Community use of premises, Providing Information.

## **Changes to School Funding**

The Department for Education (DfE) has proposed changes to the way in which school funding is calculated. It is proposed that funding to local authorities (LAs) will be calculated in a number of blocks: schools, high needs pupils and early years, and a further block covering items currently in the Schools Budget which it is not appropriate to delegate to school level. In addition, a separate block would be delivered through funding from the Department for Communities and Local Government (DCLG). LAs will have discretion to move funding between these blocks, but schools forums will have to approve such movement. The DfE is consulting on how the money at the national level would be calculated. There are two options: (1) A school-level formula based on the schools within the area and the pupils within those local schools; (2) A local authority-level formula based solely on the pupils within the area.

The factors to make up this national formula would be: basic per-pupil entitlement, additional funding for deprived pupils, protection for small schools and an area cost adjustment factor. The DfE is seeking views on whether it needs to include a factor for English as an additional language (EAL).

In both options the LA would be given the total budget for all schools in its area to be distributed via the local formula. The difference is that under Option (1) the DfE's formula would already have calculated a notional budget for each school – schools would, therefore, be able to compare what the DfE's formula would offer them compared to the LA's formula, potentially making it very difficult for the LA to have a 'local' formula. It could of course be viewed as an advantage that schools will be able to make meaningful comparisons with others across the length and breadth of the country. The DfE is also proposing to reduce the number of 'additional factors' that LAs and schools forums can adopt. An LA would have to submit a proforma showing which factors it used, how much money was allocated through each factor and how.

LAs currently have discretion to set the weightings for how much funding primary and secondary pupils attract. The DfE proposes to require LAs to set this weighting within a range around the current national average, which is 1.27.

**Academies'** budgets are currently calculated with reference to the relevant LA's local funding formula, but the actual calculation is carried out by the Young People's Learning Agency (in the Education Bill the YPLA will be replaced with the Education Funding Agency (EFA)). This is time-consuming and prone to error. The DfE is consulting on two options, that:

1. LAs would calculate the budget for academies.
2. The EFA would calculate

academies' budgets using the information in the new proforma described above.

**Free schools** have their own funding formula based on the average unit cost per basic pupil and deprived pupil in the LA in which they are situated. The DfE proposes to continue to use this system until the end of the current Spending Review period.

The DfE proposes to retain **schools forums** but is consulting about possible extensions to their powers which would give forums rights to approve or reject proposed changes to local formulas.

The DfE recognises that any change in the funding regime will mean that schools could see significant changes in the level of their funding (up or down) that require transitional arrangements to be put in place. The DfE is consulting about the level of transitional protection. Inevitably protecting schools from falling budgets means that those who are entitled to higher funding under the new system would have to wait longer to receive it.

This is a fundamental review of the school funding system – the NGA will be responding.

## **Schools Financial Value Standard (SFVS)**

The Department has launched the new Schools Financial Value Standard (SFVS). The standard has been available to schools to use from September 2011.

SFVS replaces the Financial Management Standard in Schools (FMSiS), which was withdrawn by the Secretary of State with effect from 15 November 2010. The SFVS has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place. Governing bodies have formal

responsibility for the financial management of their schools.

You can access all the information on SFVS via this link:

<http://www.education.gov.uk>

## **Academy Financial Management and Governance Evaluation (FMGE) returns**

All academies are required to complete a Financial Management and Governance Evaluation (FMGE) return for submission to the YPLA annually.

Updated templates for submission during the 2011/12 academic year along with guidance and submission deadlines can all be found on the YPLA website.

## **Education Act 2011**

The Education Bill has now become the Education Act 2011.

### **Key areas**

- provides for the introduction of targeted free early years care for children under compulsory school age
- makes changes to provisions on school discipline and places restrictions on the public reporting of allegations made against teachers
- abolishes five quangos: the General Teaching Council for England, the Training and Development Agency for Schools, the School Support Staff Negotiating Body, the Qualifications and Curriculum Development Agency and the Young Person's Learning Agency and gives new powers to the Secretary of State as a consequence of some of these changes
- removes certain duties on school governing bodies, local authorities and further education institutions, including the duty on local authorities to appoint school improvement partners
- makes changes to the arrangements for setting up new schools, and amends the

Academies Act 2010 to make provision for 16 to 19 academies and alternative provision academies

- includes measures relating to school admissions, school meals, composition of school governing bodies, school inspection, school finance and permitted charges.

### **Clause 37**

This clause frees up the constitution of maintained school governing bodies to allow them to establish smaller governing bodies and to recruit governors based on skills. It introduces a more permissive regime whereby only parents, the headteacher, one staff governor, one authority governor and foundation governors, where appropriate, are required members of the governing body.

The changes introduced by this clause are permissive. Governing bodies will be able to change their constitution in line with this clause **if they wish to do so. They can also choose to stay as they are at present.**

Governing bodies will still be able to appoint members from local representative groups should they wish to do so. It is for each governing body to decide their own composition to best meet the needs of the school.

Voluntary aided and voluntary controlled schools will continue to have foundation governors appointed to secure that the religious character of the school is preserved and that the school is conducted in accordance with the foundations' governing documents and any trust deed relating to the school. The right of the churches and foundations to appoint the majority of governors in foundation and voluntary aided schools will be retained.

### **Clause 38**

This clause simplifies the process for maintained schools in a federation to convert to Academy status (or be

discontinued) in circumstances where not all schools in the federation will be converting (or closing). It amends the Education Act 2002 to prevent the dissolution of a federated governing body in such circumstances.

Currently schools in federations need to go through an additional statutory process to leave the federation prior to applying for an Academy order, if one or more, but not all the schools, from a federation wish to convert to Academy status.

These provisions will make it easier for a federated school to convert to Academy status even when others in the federation do not wish to do so. They will also prevent a federation from going through an additional statutory process where one school in the federation closes.

### **Clause 55 (previously 56)**

This clause will also enable regulations to prescribe the proportion and description of members of the federated governing body that can apply for Academy order on behalf of a particular school in the federation. The clauses also contain some consequential amendments to the Academies Act, including a provision allowing us to prescribe in regulations how the surplus in relation to a particular federated school should be calculated.

We will update Governors accordingly through our training sessions and via the website.

## **Ofsted Report into LA Services for Children**

Ofsted recently published the results of assessments into Local Authority services for children. 28 Local Authorities (LAs) (including Trafford) provided excellent services. 25 LAs have improved, 11 of these from adequate to performing well. Visit the [Ofsted website](#) to find the assessment of each LA.

## Trafford Children and Young People's Strategy Launched

Trafford Children's Trust Partnership has formally launched the borough's Children and Young People's Strategy, its vision for shaping services for children and young people in Trafford over the next three years. The strategy originally referred to as the Children and Young People's Plan, has been in development since April 2010 and has undergone a rigorous process of consultation and refinement. The strategy highlights four key themes for improving outcomes and the future of children and young people in Trafford, these are:

- Health and wellbeing;
- Closing the gap for vulnerable groups;
- Closing the gap for localities;
- Achieving in adulthood.

Through these themes, and the priorities identified within them, the Children's Trust Partnership hopes to achieve its vision of making Trafford a place "where all children and young people feel and are safe from harm, are healthy and are receiving an outstanding education, preparing them for adult life."

The strategy is intended as a "living document" and will be continually reviewed against the needs of children and young people and their families in the borough. Delivery of the strategy will be led by a number of dedicated professional partnerships for each of the four key themes. This delivery framework is still undergoing the final stages of development and further details will be added to the CYPS website in due course.

Trafford Safeguarding Children Board (TSCB) is the key statutory mechanism for agreeing how the relevant organisations in Trafford will co-operate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do.

The scope of TSCB's role falls into three categories:

- to engage in activities that safeguard all children and aim to identify and prevent maltreatment, or impairment of health or development, and to ensure that children are growing up in circumstances consistent with safe and effective care;
- to lead and coordinate proactive work that aims to target particular groups; and
- to lead and co-ordinate arrangements for responsive work to protect children who are suffering, or likely to suffer, significant harm.

TSCB's new website can be viewed here: <http://www.tscb.org.uk/index.html>.

## School Teachers' Pay and Conditions Document 2011 and Guidance on School Teachers' Pay and Conditions

Local authorities and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings.

I am delighted to confirm that Mark Creighton will assist me in offering Training Sessions for Governors on Pay Document and Performance Management in the summer term. A copy of the School Teachers' Pay and Conditions Order 2011 is available from the Trafford Learning website, Trafford HR or Governor Services.

## Changes to the Admissions Framework 2011 - Department for Education Response to the Consultation

In the White Paper 'The Importance of Teaching', the Government announced a review of the school admissions system to make it simpler, fairer and more

transparent, building on the principle of placing trust in schools and head teachers. At its core are the proposed changes to the School Admissions Code and School Admission Appeals Code.

One of the aims of reviewing the Codes was to reduce the burdens and bureaucracy that schools face by removing unnecessary prescription and elements that drove cost into the process.

This report is now available on the DfE website and summarises the findings that have resulted from a wide-ranging public consultation on the draft School Admissions Code and draft School Admission Appeals Code, held between 27 May and 19 August 2011. In total some 1,337 responses were received to the 14 questions asked in May.

### **Do you know what they are saying about you?**

It is worth reviewing the new facility on the DfE website to **Compare Schools**. It allows reviewers to find schools in England and view school performance, characteristics and spend per pupil data. [www.education.gov.uk](http://www.education.gov.uk)

### **SchoolsWorld ~ the new Teachers' TV**

Government funding for Teachers' TV was withdrawn, meaning that Teachers' TV ceased operation. It was unclear what would happen to the archive of material. However, Ten Alps, the company largely responsible for Teachers' TV, has negotiated a 'non exclusive agreement' with the DfE to broadcast the entire back-catalogue on a new website service, SchoolsWorld. See [www.schoolsworld.tv](http://www.schoolsworld.tv) where you will find a useful selection of clips on Governance and school leadership.

## **Trafford 14-19 Update at the Spring Forum**

The 14-19 team work as part of the school improvement service and are responsible for supporting the delivery of all areas of the key stage 4 and 5 education and skills agenda. With the election of the coalition government in May 2010 there has been a significant number of changes in 14-19 which will be of particular interest to governors of secondary schools. The 14-19 team will attend the Spring Term Governors' Forum to brief governors on:

- Changes to information, advice and guidance (IAG) - adoption of new standards and responsibilities.
- Curriculum developments - changes to equivalency rates, English Baccalaureate, work placements and apprenticeships.
- Changes to post 16 funding (this model may also offer hints at the type of simplified funding model that is currently being considered for schools)

I am delighted that colleagues from 14-19 will attend the Forum enabling governors to be better informed of current and developing 14-19 policies and to continue to support schools and academies to maintain their excellent record of success in Trafford.

### **Know what you are Governing?**

As attendees at training sessions will know I am a keen advocate of governor visits to schools. I would encourage Governing Bodies to discuss and agree a policy to provide a framework for governors to make focused visits to the school so that they can build effective relationships with staff and have a better understanding of the context in which they work.

Governors will observe policies and plans being implemented on a day-to-day basis, and their findings should help the

whole governing body and its committees make well-informed judgments about the progress being made towards the priorities and targets in the school improvement plan. This process will enable the governing body to recognise and celebrate the efforts and successes of pupils and staff and to identify further areas for development.

Visits are not about making judgments on the quality of teaching; that is the headteacher's responsibility. Nor are they about checking on the progress of individual children or pursuing personal agendas. They are however a valuable way of understanding and appreciating the strengths and challenges of your school and when appropriately planned and executed should be a positive experience for all.

### **Crèche Facilities at Training Sessions**

In response to requests from a number of Governors I have been looking into the possibility of providing crèche facilities at daytime governor training sessions (particularly at Chairing Matters and Roles and Responsibilities). It is possible that we can arrange this through the Children's Centres but it would be subject to demand. If you would find this useful please contact me so that I can endeavour to take things forward.

### **Governing Body Self Evaluation**

The purpose of a Governing Body audit is to discover the range of skills and experience already existing on your Governing Body, so that you can make the most of everyone's abilities and plan for future development. The following questions could form the basis of your audit. Ask each governor to complete the following . . .

1. Why did you join this Governing Body?

2. From your background, experience and interests, what are the particular skills you bring?
3. Which aspects of your work as a governor have been
  - a. Most rewarding?
  - b. Most frustrating?
  - c. Most demanding?
4. What opportunities can you see for individual governors to take on new roles?
5. Are there any particular skills or experience that you feel the Governing Body lacks at the moment?
6. What do you see as the key tasks for the coming year to support the school's improvement plan?
7. What do you consider will be your key development needs over the next 12 months?
8. What do you consider will be the key development priorities for the whole Governing Body over the next 12 months?

### **Team Health Check**

Think of your Governing Body as a team of people who work together for a common purpose, with leadership provided by the Chair, Vice-Chair and Chairs of committees. Does it share the characteristics of effective teams?

Try completing the form on the next page to get a sense of how effective your teamwork is currently.

<b>Purpose and Direction</b>	<b>Yes</b>	<b>Could be better</b>	<b>No</b>
The team has a clear mission/purpose, known by all team members			
The team has a vision and success criteria which are challenging, meaningful and exciting to the team			
The team understands how their work fits into the whole school perspective			
<b>Team Leadership</b> (by Chairs and Vice-Chairs)			
Leaders balance appropriate direction with support and openness			
Leaders discuss key issues with the team			
Leaders delegate responsibility and leadership to individuals in their area of expertise			
<b>Understanding Differences</b>			
Team members understand what their roles are, and where they overlap with other team members			
Team members are clear about what is expected of them individually by the rest of the team			
Team members are clear about what individual strengths each member of the team brings			
<b>Processes</b>			
Team meetings are effective			
The team has found and implemented better ways of working			
The team has an effective process to solve problems and take decisions			
The team has sufficient resources (people and time) to do its work			
<b>Communication</b>			
Everyone feels their ideas and input are listened to by the rest of the team			
Differences and conflicts are resolved openly and constructively			
Members' interaction is open and honest			
<b>Relationships</b>			
The team's different experiences and skills are accepted and used			
There is trust and openness between team members			
New members feel valued and quickly become productive members of the team			
The team takes responsibility for its successes and failures, and avoids blaming other people or groups			

## Ensuring Good Behaviour in Schools - A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils

This guidance is now available via the DfE website. It summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour.

## Busy Autumn meetings and AGM's

Autumn term is a particularly busy time for our clerking and management service at Governor Services. With agendas including a number of statutory items such as Election of Chair/Vice-Chair, Scheme of Delegation, Committee Remits and Membership a number of schools elect to hold two meetings in the autumn and deal with many of these items at a short AGM style meeting. This makes a lot of sense however it does mean that the demand for clerks is extremely high. This term we have had to provide packs, clerks and process minutes for 117 governing body meetings and managed to ensure that clerks were available for each meeting. Well done team!

An AGM allows you to deal with a number of items which are good practice for governance e.g. Policy Review Schedule, Timetable of Meetings and Code of Conduct. If you would like to consider an AGM please ask for a sample AGM agenda available from Governor Services.

## Yuletide Cheer

I hope you find the Newsletters useful, if you have any ideas for articles or information you would like included please feel free to contact me. All that remains is for me to wish you and your families a very peaceful and happy Christmas. I look forward to seeing you at the training sessions in the New Year.



## Spring Training Programme

### Clerking Committees **NEW**

If you are a Governor who acts as Clerk for a Committee this session is aimed at you. Providing guidance on the role of clerks as well as tips on appropriate content and format of minutes.

### Staff Attendance Management **NEW**

The governing body and headteacher have separate and particular responsibilities for selecting and managing staff. It is important that the governing body understands the role an employer has in managing and reducing absence and creating a positive and healthy working environment. Guest Presenter – Mark Creighton, Trafford HR Business Partner

### Roles and Responsibilities \* For New Governors \*

New governors sometimes wonder what they have let themselves in for. It is important that they have a chance to ask questions about their new role. We shall explore how, as individuals, they work as members of a corporate team and the framework in which they carry out their responsibilities.

### Procurement for Schools **NEW**

Procurement is the term used to describe the whole process of buying goods and services. This session will outline the processes a school should follow when buying specific goods and services, and gives information and guidance on good practice. Guest presenter – Chris Conway, Trafford Strategic Procurement

### Pupil Discipline and Exclusion

It is important that all exclusions are handled fairly and properly. The principles of natural justice, reasonable timescales and decisions based on evidence are embodied in the procedures. If you are a member of the Pupil Discipline Committee – this session is highly recommended to ensure you understand your remit.

### Equalities Update

The aim of this session will be to help governors understand how legislation impacts on schools whilst making governors aware of their statutory responsibilities in relation to equality and diversity. Guest presenter – Annette Nelson, Equality and Diversity Adviser

### Governors' Forum

All governors are invited to the Forum. The Forum will start with a buffet tea at 6.00 p.m. and the formal meeting will begin at 6.30 p.m. This is a chance for Trafford CYPS colleagues to present updates to governors and for you to submit questions or subjects for discussion.

### Chairing Matters

Whether you are an experienced Chairman, newly appointed or if you are considering taking the chairing in future – I hope you can join us for Chairing Matters. We will reflect on the responsibilities of the chairman and the procedures you need to be aware of. This

will be a workshop session allowing governors to share experiences and consider how to deal with situations that can arise.

## Modern Governance NEW

A brand new session looking at the changes in the Education Act 2011 and the impact on Governance. We will reflect on the support available for Governors, the role of the Chair and consider the challenges and opportunities ahead for Governors.

### Online Training

Governors whose governing bodies have bought back the 'Governor Development, Training and Support Service Contract – Option One' can also access online training provided by 'Learningpool'.

1. Go to [www.moderngovernor.com](http://www.moderngovernor.com)
2. You will see our new homepage from 5th April 2010 (picture below)
3. Click on 'register for an account' and follow the on-screen instructions (you must have a valid email address).
4. Our system will send you an automated email – click on the embedded link to confirm your registration.
5. When you've confirmed your registration, you'll be sent back to our homepage
6. Enter your username and password in the boxes provided and click 'log in'

If you've already registered for access to Modern Governor courses:

1. Go to [www.moderngovernor.com](http://www.moderngovernor.com)
2. Enter your username and password in the boxes on the right and click 'log in'

Home | About | Course Content | Free Course | Case Studies | Testimonials | Blog | Contact | Meet the team | SUBSCRIBER LOGIN

**modern governor**  
Supporting Governors, Improving Schools

### Online Training for School Governors

School governors are the largest volunteer workforce in Europe; giving their time and experience to help make Britain's schools better. Unfortunately, precisely because they are volunteers, organising effective training is sometimes difficult.

At the same time, quality training is vitally important and ranks high on the wish list of school governors across the country.

So what's the solution?

**Modern Governor** is a new service from [Learning Pool](#), the public sector e-learning exchange, that seeks to address this need. It is designed to help local authority school governors develop their skills through e-learning at a time, place and pace that suits their needs.

**Expert Training Through eLearning**

Developed with the help of industry experts and experienced governors, Modern Governor's regularly updated course modules reflect the latest initiatives and challenges facing school governors today.

From understanding school finances to planning for an OFSTED inspection, the core content has been designed to help both experienced school governors and new recruits alike.

A subscription to Modern Governor provides governors within your local authority, with complete and ongoing

Please login to access your account.

**Login**

Username

Password

**log in**

**Register for an Account**

FREE DOWNLOAD

Free course: Becoming a School Governor

If your school is not listed when you attempt to register please contact Governor Services on 0161 912 3290.

If you need any technical support or are having difficulty registering or logging in, please contact [support@learningpool.com](mailto:support@learningpool.com) or telephone 0845 543 6033

January / February

**Clerking Committees**

Thursday 19 January 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 9 January 2012*

**Staff Attendance Management**

Thursday 2 February 2012  
1.30 p.m. to 3.30 p.m.

Thursday 9 February 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 20 January 2012*

**Roles and Responsibilities**

Tuesday 7 February 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 27 January 2012*

February / March

**Procurement for Schools**

Wednesday 22 February 2012  
1.00 p.m. to 3.00 p.m.

Thursday 1 March 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 10 February 2012*

**Pupil Discipline and Exclusion**

Wednesday 29 February 2012  
1.30 p.m. to 3.30 p.m.

*Closing date for applications 17 February 2012*

**Equalities Update**

Wednesday 7 March 2012  
1.00 p.m. to 3.00 p.m.

Tuesday 13 March 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 24 February 2012*

March

**Governors' Forum**

Buffet tea available from 6.00 p.m.  
Thursday 8 March 2012  
6.30 p.m. to 8.00 p.m.

*Closing date for applications 24 February 2012*

**Chairing Matters**

Wednesday 15 March 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 2 March 2012*

**Modern Governance**

Wednesday 21 March 2012  
1.30 p.m. to 3.30 p.m.

Tuesday 27 March 2012  
6.00 p.m. to 8.00 p.m.

*Closing date for applications 9 March 2012*

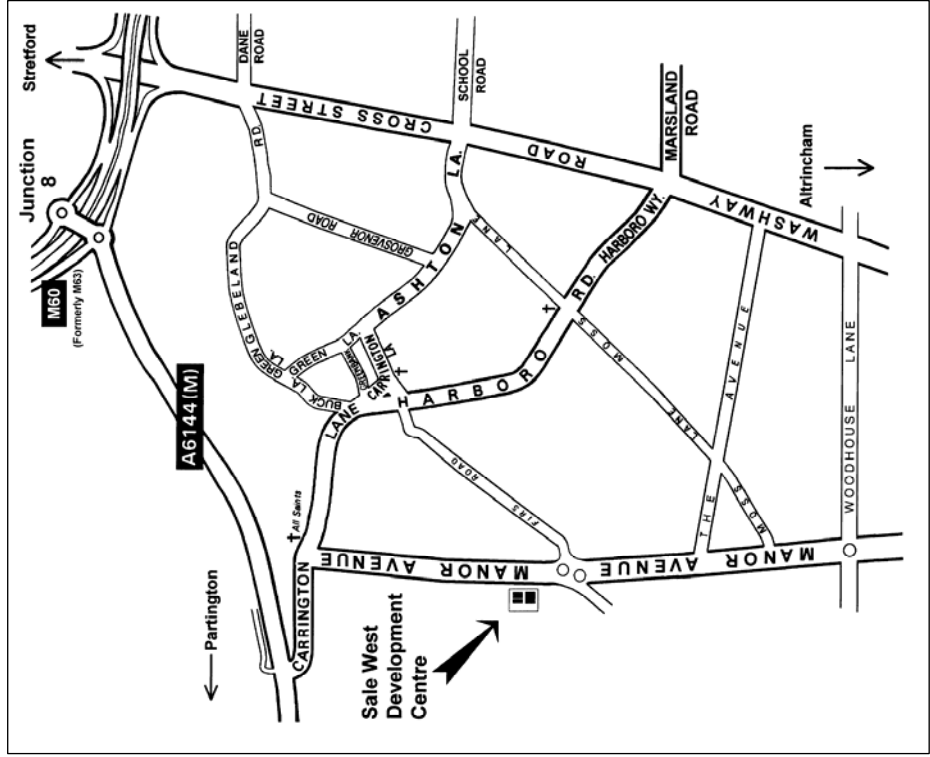
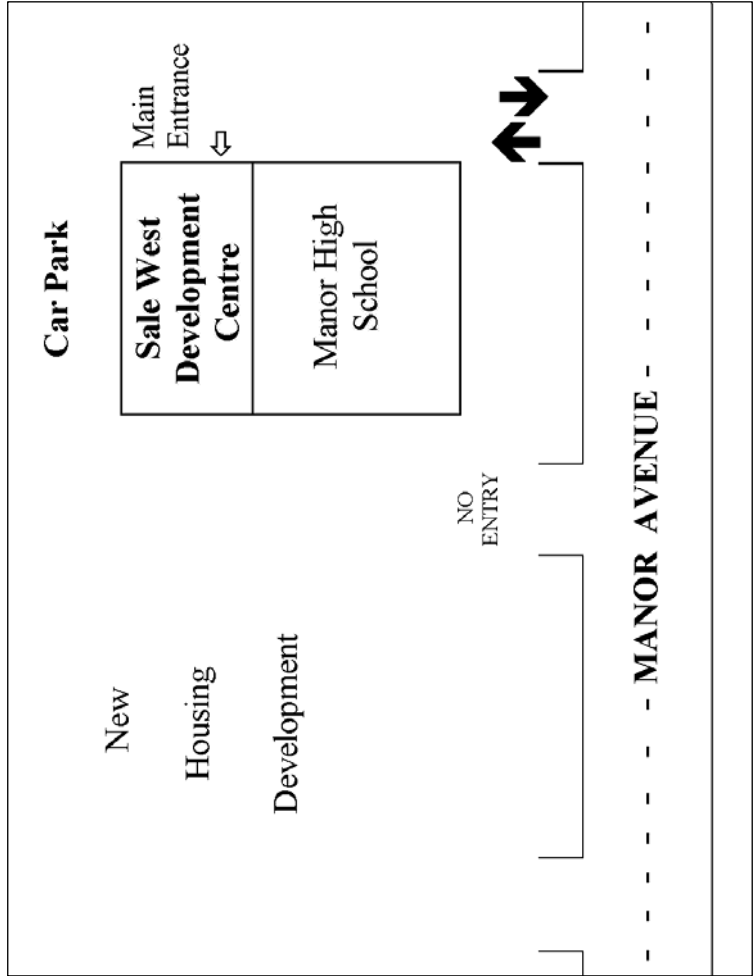
**Course details can be found on page 12 of the Newsletter**

**Governor Training Sessions will be held at Sale West Development Centre,  
Manor Avenue, Sale, M33 5JX (see map overleaf)**

# VENUE

## Sale West Development Centre

The Sale West Development Centre is located on Manor Avenue, Sale, M33 5JX. Approaching from Carrington Lane (with the Development Centre on the right) turn into the first gateway. Car parking spaces are available at the back of the building, overlooked by the Development Centre.





## TRAFFORD MUSIC SERVICE

Trafford Music Service offers a diverse range of musical opportunities to children and young people across the borough of Trafford. We operate a number of Music Centres, Wind Bands and Youth Orchestras which are accessible for all children across the Borough. As a music service we are proud to cater for different types of music and as a result have recently established the Trafford Rock Academy. We also offer music projects and instrumental teaching to pupils in all primary and secondary schools in Trafford and are delighted to be working with 98% of our primary schools.

### Wider Opportunities

Wider Opportunities are our whole class instrumental projects currently delivered in 95% of Primary schools. Our work over the last 3 years has meant that approximately 10,000 pupils across Trafford have been given the opportunity to engage in a whole class project. This has allowed them to choose whether to continue their musical experience and make an informed decision should they wish to continue learning an instrument. This year alone we will be working with nearly 5,000 pupils through this scheme. Our projects are continuing to grow in popularity with KS1 and the demand for Whole Class Projects is growing termly.

### Music Centres

Trafford Music Service operates 3 large music centres in Stretford, Urmston & Partington. Pupils from Year 3 to Year 11 can engage at the Centres in group instrumental lessons and a range of musical activities such as singing, Dalcroze & Rhythmic Awareness. In September each year the Music Centres enroll new pupils and induction meetings for these are usually held in July. We currently have over 500 pupils engaging with our Music Centres and already have a waiting list for next year.

Pupils who have instrumental lessons elsewhere are also invited to join the ensembles at each of the Music Centres or join our higher level Youth Orchestra ensembles which take place on a Friday evening.

### Hire Scheme

Instrument hire is available through Trafford Music Service, providing the pupil plays in one of Trafford's schools or ensembles. The cost is heavily subsidised by the Government Instrument Fund and costs the parent only £45 per year.

FOR MORE INFORMATION ABOUT TRAFFORD MUSIC SERVICE PLEASE CONTACT:

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Tel: 0161 911 8238

Website: [www.traffordmusicservice.org](http://www.traffordmusicservice.org)