
Governor, Induction Training and Development Policy

Introduction

The Governing Body of Royal Cross School believes that it is essential that all governors receive a systematic and thorough induction into their role and that appropriate training and development opportunities are made available.

Statement of intent

Royal Cross School 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.

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

- For a new governor who will have contact with children, the SBM will ensure that an enhanced DBS (including a barred list) check is undertaken within 21 days of their appointment.
- For a new governor who will not have contact with children, the SBM will ensure that a DBS (without a barred list) check is undertaken within 21 days of their appointment.
- It is not statutory for maintained school governors to have a section 128 check, but individuals who are subject to one are disqualified from being a governor, and carrying out the check is the only way to assess whether an individual is disqualified. New governors are subject to section 128 checks.

Induction

- On appointment or election as a member of the governing body all governors will be provided with, or directed to, the information detailed in the induction checklist (Annex 1).
- Governors will be invited to meet the Headteacher and Chair of Governors as soon after appointment as possible, to discuss the school and the work of the governing body.
- During their first few months in the role, governors will be assigned to a named 'mentor' governor.
- The mentor will guide new governors in matters relating to the functioning of the school as well as in matters relating to the structure, work and responsibilities of the governing body.
- Governors will be encouraged to make as full a contribution to the work of the governing body as their circumstances allow and to assume specific responsibilities according to their interests and skills.

Training and Development

- New governors will be expected to undertake induction training within six months of election/appointment, wherever possible.
- All governors will be encouraged to undertake regular training appropriate to their role on the governing body.
- Additionally, it is the policy of the governing body to encourage governors to undertake opportunities for personal growth and development.
- Where appropriate governors will also be encouraged to develop their involvement in the education of pupils as a career.

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 Governors' Allowances Policy and accompanying forms, and provided with a detailed overview of the expenses process by the SBM.

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

New governor checklist	Date completed
Have you:	
Been welcomed to the governing body by the chair	
Been invited by the Headteacher to visit the school	
Toured the school and met staff and children	
Received an informal briefing about the school from the head	
Met informally with an existing governor (who will act as mentor)	
Reviewed first meeting with your mentor	
Booked yourself on a New Governor training seminar	
Have you received:	
Local Authority's Induction Pack	
Your Portal user name	
DfE "Guide to the Law for Governors" (available online via DfE website)	
School's "Governor Folder" (see Annex 2)	
School Prospectus	
Details of the governing body committees (including their terms of reference)	
Dates for future governors' meetings, including committees	
Details of how to contact the other governors	
Details of how to contact the school (including e-mail addresses)	
Recent school newsletters	
School Improvement Plan	
Latest Ofsted report	
Governors' visits to school policy	
Has the Headteacher covered:	

Background of the school	
Current issues facing the school	
Visiting the school	
Overview of the governor's role	
Relationship between the Headteacher and the governing body	

Annex 2

Suggestions for a School Induction Pack

Contents	In pack?
Welcome letter from Chair / Headteacher	
Invitation for an introductory visit to the school	
Skills audit form /questionnaire	
Register of Business Interests form	
School contact details	
List of committees, membership and remits	
List of named governors and contact details	
Minutes of last governing body meeting	
Dates of future meetings	
Latest Headteacher's report	
School Prospectus	
Simple staffing structure	
Plan of the school	
School Development Plan summary showing agreed priorities	
Last Ofsted report	
Code of Conduct	
Role of governor (see Annex 3)	
Recent school newsletters	
Governor visits to school policy	
Add any others you think would be helpful:	

Annex 3

Role of a Governor

It is not the intention for governors to be shadow professionals. No amount of training could equip governors with the skills and knowledge of the many professional disciplines – finance, personnel, curriculum, management etc. which the role of the governor could encompass. Governors have themselves identified the skills and qualities needed to enable them to work as an effective team as follows:

- To have an interest in children and to be supportive of the staff of the school
- To make full use of the knowledge, skills and experience which governors own
- To attend meetings and get involved
- To recognise the shared values and mutual concerns which bind them together as a team
- To work co-operatively with a common purpose to get the job done
- To have mutual respect and tolerance for different points of view
- To be able to identify, evaluate and prioritise issues
- To encourage qualities of leadership and delegation
- To have an awareness of the values of the school, its aims and objectives
- To be prepared to listen
- To have a sense of humour
- To take a common sense approach
- To establish a balance between achieving the task, keeping team spirit and motivation high, and valuing the contribution of the individual

Enjoy your governorship!