

Moor Row Primary School

‘Learning for Life’



Governor Induction Policy

Approved by	
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Statement of intent

Moor Row Primary School is committed to ensuring that governors 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 gain 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.

1. **[Updated]** Legal framework

[Updated] This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- DfE (2017) 'A Competency Framework for Governance'
- **[Updated]** DfE (2020) 'Governance handbook'
- **[Updated]** DfE (2022) 'Keeping children safe in education 2022'

This policy operates in conjunction with the following school policies:

- Governors' Allowance Policy
- Governor Visit Policy
- Governing Board Code of Conduct
- DBS Policy
- Conflicts of Interest Policy

2. **[Updated]** School tour

New governors will be invited into the school to meet the headteacher and chair of governors.

[Updated] The headteacher will take the new governor on an introductory tour of the school and provide contextual information, such as the school's values, ambitions, and specific issues currently facing the school.

3. **[Updated]** DBS checks

[Updated] An enhanced DBS check will be applied for within 21 days of the governor's appointment or election, unless they already hold an enhanced criminal record certificate. The DBS check will not include a barred list check unless, in addition to their governance duties, they will engage in regulated activity.

[Updated] Where the governor is not eligible for a barred list check, a separate section 128 check will be undertaken.

[New] Checks for governors will be recorded on the SCR.

4. On appointment

Upon appointment to the governing board, the new governor will:

- Be assigned a mentor from the existing governing board.
- Be asked to provide a suitable photograph for their school identification card.

The mentor will:

- Make contact with the new governor and welcome them on to the governing board.
- Arrange an informal meeting with the new governor to offer a chance to ask questions.
- Arrange for the new governor to attend a school assembly.

- Provide the new governor with a copy of the school's governor induction pack.
- Explain to the new governor:
 - How meetings of the governing board are conducted.
 - How to propose agenda items.
 - The role of each committee of the governing board.
 - Child protection arrangements and the governing board's role in safeguarding and child protection.
 - The school's response to children who go missing from education.
 - The identity and role of the DSL and any deputies.
 - The relationship between the governing board and the headteacher.
 - The actions to take if unable to attend a meeting of the governing board.
 - The importance of confidentiality, and the steps that must be taken to ensure it.
 - The layout of the buildings and grounds, their suitability, and their state of repair.

The induction pack will include the following:

- The DfE's 'A Competency Framework for Governance'
- The DfE's 'Governance handbook'
- A copy of 'Keeping children safe in education'
- A list of school staff and their responsibilities
- The SDP
- The school's latest Ofsted report
- Copies of the minutes from the three most recent governing board meetings
- Dates of upcoming governing board meetings
- Details of the governing board's committees and their associated remits
- The Governing Board Code of Conduct
- A copy of the latest budget report
- A copy of the latest headteacher report to governors
- A copy of the school holiday schedule and events calendar
- The contact details of relevant staff members and members of the governing board
- A guide to commonly used terminology and acronyms

The new governor will also receive copies of relevant school policies, including the Behaviour Policy and Child Protection and Safeguarding Policy.

5. Knowledge audit

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.

6. 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.

7. 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.

8. Committees

Within four weeks of starting the role, the new governor will work with the chair of governors or Headteacher to identify suitable committee opportunities.

9. **[Updated]** Training

[New] The governing board will identify induction and other ongoing training and development needs on an ongoing basis, including for those with specific responsibilities, e.g. Prevent training for the safeguarding governor. The chair of governors will ensure all governors understand what is expected of them and they receive appropriate induction, training, and development.

[Updated] The school will liaise with the LA to ensure training necessary for the effective discharge of the governors' functions is made available at no cost to the school. All new governors will be required to attend any training arranged in liaison with the LA. A budget will be set aside for the purpose of any additional training.

[New] The clerk to the governing board will maintain a record of all training undertaken by governors.

10. **[New]** Safeguarding

The governor will be made aware of the systems within the school which support safeguarding, and these will be explained as part of their induction. Safeguarding training will be provided upon induction, which will be updated annually, in line with the Child Protection and Safeguarding Policy.

11. **[Updated]** Induction completion

Every new governor will work through their [New governor induction checklist](#), with help from their mentor where necessary.

[New] The person leading the induction, e.g. the chair of governors or an appropriate individual with delegated responsibility, will keep the headteacher and clerk to the governing board updated on the governor's progress.

Once the checklist has been completed and the chair of governors is satisfied with the governor's progress, the induction period will be considered finished.

12. Monitoring and review

This policy will be reviewed annually by the chair of the governing board and the headteacher.

The scheduled review date for this policy is September 2024.

Governor knowledge audit form

Name:

Commencement date:

Mentor:

It is imperative that the school understands the knowledge base of the governing board. The following statements are taken from the DfE's 'A Competency Framework for Governance' document. By completing this form, you will enable the governing board to identify and address knowledge deficits to ensure maximum effectiveness.

Using the form below, indicate your knowledge of each subject by placing a tick in the relevant column.

	Area of knowledge	No knowledge	Basic knowledge	Intermediate knowledge	Advanced knowledge
	My level of understanding is:				
Setting direction	The key themes of national educational policy and the local educational context.				
	The key features of effective governance.				
	The strategic priorities for the school.				
	Various tools and techniques for strategic planning.				
	The principles of effective change management.				
	The difference between strategic and operational decisions.				
Culture, values and ethos	The values of the school and how these are reflected in strategy and improvement plans.				

	The ethos of the school including in relation to its religious character .				
	The code of conduct for the board.				
Collaborative working	The key stakeholders and their relationship with the school.				
	The principles of effective stakeholder management.				
	The tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers.				
Risk management	The principles of risk management and how these apply to education and the school.				
	The process for risk management in the school, and how and when risks are escalated through the school's processes in order for action to be taken.				
	The risks or issues that can arise from conflicts of interest or a breach of confidentiality.				
Educational improvement	The importance and impact of high-quality teaching in improving outcomes, and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment.				
	The importance of a broad and balanced curriculum.				
	The rationale for the chosen curriculum and how this both promotes the ethos of the school and meets the needs of the pupils.				
	The relevant national standards for the phase and type of education, and how these are used for accountability and benchmarking.				

	The relevant statutory testing and assessment regime for each key stage.				
	The purposes and principles of assessment outlined in the Commission on Assessment Without Levels: final report.				
	The rationale behind the assessment system being used to monitor and measure pupil progress in the school.				
	The key principles, drivers and cycle of school improvement.				
	The relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints.				
	The role of behaviour management in maintaining a safe environment and promoting learning.				
Data analysis	The DfE performance tables and school comparison tool.				
	How to use the Analyse School Performance service to analyse school and pupil data.				
	The evidence base that data is derived from, e.g. pupil attainment and progress data, and how it is collected, quality assured and monitored across the school.				
	The local and national context of the school.				
	Contextual information regarding attendance and exclusions in the school, local area and nationally.				

	The importance of triangulating information about pupil progress and attainment with other evidence, including information from school leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders (including parents/carers, pupils, and staff) and external information (e.g. benchmarks, peer reviews and external experts).				
Financial frameworks and accountability	The financial policies and procedures of the school, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability.				
	The school's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money.				
	The financial health and efficiency of the school and how this compares with similar schools locally and nationally.				
Financial management and monitoring	The school's process for resource allocation, and the importance of focussing allocations on impact and outcomes.				
	The importance of setting and agreeing a viable financial strategy which ensures sustainability and solvency.				
	How the school receives funding through the pupil premium and other grants, e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes.				
	The budget setting, audit requirements and timescales for the school, and how to check that they are followed.				
	The principles of budget management and how these are used in the school.				

Staffing and performance management	The school's annual expenditure on staff and resources, and any data against which this can be benchmarked.				
	How staff are recruited to the school and how this compares to good recruitment and retention practice.				
	How staff performance management is used throughout the school in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning.				
	The remuneration system for staff across the school.				
External accountability	The purpose, nature, and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, ESFA, etc.), and what is required by way of evidence.				
	The national performance measures used to monitor and report performance, including the minimum standards that trigger eligibility for intervention.				
Roles and responsibilities	The role, responsibilities and accountabilities of the governing board, and its three core functions.				
	[Academies] The strategic nature of the board's role and how this differs from the role of executive leaders, and what is expected of each other.				
	[Academies] The role and powers of members and how these relate to those of the board.				
	The governance structure of the school and how governance functions are organised and delegated, including where decisions are made.				

	How the board and any committees are constituted.				
Statutory and contractual requirements	The legal, regulatory and financial requirements of the board.				
	The need to have regard to any statutory guidance and government advice, including the 'Governance handbook'.				
	The duties placed upon the board under education and employment legislation.				
	[Academies] The duties placed upon the board under the 'Academies financial handbook' and the funding agreement.				
	The articles of association/instrument of government.				
	[Academies] The trust's deeds.				
	The Ofsted inspection framework.				
	[Faith schools] The processes and procedures of denominational inspections carried out in accordance with Section 48 of the Education Act 2005.				
	The board's responsibilities in regards to equalities and health and safety legislation.				
	The board's duties relating to safeguarding, including the Prevent duty; duties related to special education needs and disabilities (SEND); and duties related to information, including the Data Protection Act 1998 and the Freedom of Information Act 2000.				

	The school's Whistleblowing Policy and the procedures and responsibilities of the board within it.				
	The importance of adhering to school policies, e.g. on parental complaints and staff discipline issues.				

Declaration of business interests

Name:

Name of business or organisation	Nature of business or organisation	Nature of interest	Date of appointment of acquisition	Date of cessation of interest

Governing boards of maintained schools and academies are required to maintain a register which lists for each governing board member, including the headteacher, any interests that they, their partner, or member of their immediate family might have, that could affect their relationship with the school and/or their decision-making i.e. employment and election to political bodies or corporate boards. Using the table below, please declare your interests as necessary. Upon completion, please return your completed form to the SBM.

Declaration

I hereby certify that I understand that it is my responsibility to declare the nature of all business and personal interests, whether direct or indirect, of myself, my partner and/or members of my immediate family, that could unfairly benefit from my relationship and connection with the school.

I also understand that it is a criminal offence to:

- Withhold information relating to conflicts of interest.
- Provide falsified information.
- Fail to notify the governing board of any changes which might invalidate this declaration.

I will also endeavour to inform the governing board of any changes to the above-mentioned interests at the earliest possible opportunity.

Print name: _____

Signature: _____

Date: _____

New governor induction checklist

Name:

Commencement date:

Mentor:

By placing a tick against each completed action, use the form below to keep track of your progress during your induction. If you are unable to complete any action, discuss the next steps with your mentor.

Action	Completed (Please tick)
I met the headteacher.	
The headteacher provided me with a tour of the school and informed me of relevant contextual information.	
I have been provided with a copy of the school's DBS Policy.	
I have been informed that the applicable DBS check has been conducted on my behalf.	
I have been assigned a mentor from the existing governing board.	
I have been provided with my school identification card.	
My mentor has:	
Made contact with me and welcomed me on to the governing board.	
Arranged an informal meeting with me and answered my questions.	
Arranged for me to attend a school assembly.	
Provided me with a copy of the school's governor induction pack.	

My mentor has explained to me:

How meetings of the governing board are conducted.	
How to propose agenda items.	
The role of each committee.	
Child protection arrangements and the governing board's role in safeguarding and child protection.	
The relationship between the governing board and the headteacher.	
The actions to take if I am unable to attend a meeting of the governing board.	
The importance of confidentiality and the steps that I must take to ensure it.	
The identity and role of the DSL and any deputies.	
The school's response to children who go missing from education.	

I have received an induction pack containing the following:

'Keeping children safe in education'	
'A Competency Framework for Governance'	
'Governance handbook'	
The school prospectus	
A school organisation chart	

A list of school staff and their responsibilities	
The SDP	
The school's latest Ofsted report	
Copies of the three most recent governor newsletters	
Copies of the minutes from the three most recent governing board meetings	
A schedule containing details of upcoming governing board meetings	
Details of the governing board's committees and their associated remits	
A copy of the latest budget report	
A copy of the latest headteacher report to governors	
A copy of the school holiday schedule and events calendar	
A guide to commonly used terminology and acronyms	
I have received copies of the following school policies:	
Child Protection and Safeguarding Policy	
Staff Code of Conduct	
Behaviour Policy	
Governors' Allowance Policy	
Governor Visit Policy	

DBS Policy	
Conflicts of Interest Policy	
Business and Pecuniary Interests Policy	
Complaints Procedure Policy	
Whistleblowing Policy	
I have completed a knowledge audit form, based on the DfE's competency framework, and returned the completed form to the chair of governors.	
I have completed a skills audit form, based on the DfE's competency framework, and returned the completed form to the chair of governors.	
I have completed a Declaration of business interests form.	
I have been made aware of what to do if a conflict of interest arises.	
I have been provided with a copy of the Governors' Allowance Policy and accompanying forms, and provided with a detailed overview of the expenses process by the SBM.	
I have met with the chair of governors to identify suitable committee opportunities.	
I have attended training sessions arranged by the school provided by the LA .	