

# Governor Induction Policy

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## Statement of intent

Derby Cathedral 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.

## 1. Legal framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
  - The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- 1.2. This policy also pays due regard to the following guidance documents:
  - DfE (2017) 'A Competency Framework for Governance'
  - DfE (2017) 'Governance handbook'
  - DfE (2018) 'Keeping children safe in education'
- 1.3. This policy will be implemented in conjunction with the following school policies:
  - Governors' Expenses Policy
  - DBS Policy
  - Business Interest Policy

## 2. Prior to appointment

- 2.1. Prospective governors will be invited into the school to meet the headteacher.
- 2.2. 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.

## 3. DBS and eligibility

- 3.1. New governors will be provided with a copy of the school's DBS Policy.
- 3.2. For a new governor who **will have contact** with children, the school business manager will ensure that an enhanced DBS (including a barred list) check is undertaken within 21 days of their appointment.
- 3.3. For a new governor who **will not have contact** with children, the school business manager will ensure that a DBS (without a barred list) check is undertaken within 21 days of their appointment.

## 4. On appointment

- 4.1. New governors will be given copies of the following:
  - 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.

4.2. The induction pack will include the following:

- The DfE's 'A Competency Framework for Governance' guidance document
- The DfE's 'Governance handbook'
- A copy of 'Keeping Children Safe in Education (KCSIE): Part One'
- The school prospectus
- A school organisation chart outlining governance and staffing structures
- A list of school staff and their responsibilities
- The School Development Plan
- The school's latest Ofsted report
- 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
- The Code of Conduct for governors
- 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

4.2. New governors will also have access to the following school policies:

- Child Protection Policy
- Code of Conduct for Staff Policy
- Behaviour Policy
- Governors' Expenses Policy
- DBS Policy
- Business Interests Policy
- Complaints Procedure Policy
- Whistleblowing Policy

## **5. Knowledge and skills audits**

- 5.1. New governors will be asked to complete a 'Skills Audit Form', based on the DfE's competency framework, and return the completed form to the chair of governors.
- 5.2. The chair of governors will use the completed form to inform the governor's training priorities and committee responsibilities.

## **6. Business and pecuniary interests**

- 6.1. New governors will be asked to complete a 'Declaration of Business Interests' form.

## **7. Expenses**

- 7.1. New governors will be provided with a copy of the Governors' Expenses Policy and accompanying forms, and provided with a detailed overview of the expenses process by the school business manager.

## **8. Introductory training**

- 8.1. All new governors are required to attend introductory training sessions provided by the LA. The Clerk to Governors will supply the details for any training is available.

## **9. Induction completion**

- 9.1. Every new governor will work through their '[New governor induction checklist](#)', with help from their mentor where necessary.
- 9.2. Once the checklist has been completed, the induction period is deemed to have ended.

## **10. Policy review**

- 10.1. This policy is reviewed every two years by the chair of the governing board and the headteacher.
- 10.2. The scheduled review date for this policy is Oct 2020.

## a) Governor Skills Audit Form

Name:

Commencement date:

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' guidance 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.

### Part 1

		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.					

<b>Culture, values and ethos</b>	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.				
<b>Collaborative working</b>	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.				
<b>Risk management</b>	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.				
<b>Educational improvement</b>	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.				
<b>Data analysis</b>	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).				
<b>Financial frameworks and accountability</b>	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.				
<b>Financial management and monitoring</b>	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.				

<b>Staffing and performance management</b>	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.				
<b>External accountability</b>	The purpose, nature, and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA, 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.				
<b>Roles and responsibilities</b>	The role, responsibilities and accountabilities of the governing board, and its three core functions.				
	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.				
	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.				

<b>Statutory and contractual requirements</b>	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.				
	The duties placed upon the board under the 'Academies Financial Handbook' and the funding agreement.				
	The articles of association/instrument of government.				
	The trust's deeds.				
	The Ofsted inspection framework.				
	The processes and procedures of denominational inspections carried out in accordance with Section 48 of the Education Act 2005 (SIAMS)				
	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.				

## Part 2

It is imperative that the school understands the skills and competencies of the governing board. The following statements are taken from the DfE's 'A Competency Framework for Governance' guidance document. By completing this form, you will enable the governing board to make the necessary improvements in skills and competencies required to ensure maximum effectiveness.

Using the form below, indicate the extent to which you agree with each statement by placing a tick in the relevant column.

		Skills	Strongly disagree	Disagree	Agree	Strongly agree
		Every member of the governing board...				
Setting direction	Thinks strategically and contributes to the development of the school's strategy					
	Can articulate the school's strategic priorities and explain how these inform the school's goals.					
	Can put in place plans for monitoring progress towards achieving strategic goals.					
	Supports strategic change being constructively challenged as appropriate so that any strategic change implemented is in the best interests of children, young people and the school.					
	Is able to champion the reasons for, and benefits of, a strategic change to all stakeholders.					
	Can set and agree the distinctive characteristics and culture of the school.					

<b>Culture, values and ethos</b>	<b>[Faith schools only]</b> Preserves and develops the distinctive character set out in the school's trust deed.				
	Acts in a way that exemplifies and reinforces the school's culture, values and ethos.				
	Ensures that policy and practice align with the school's culture, values and ethos.				
<b>Decision-making</b>	Identifies viable options and those most likely to achieve the school's goals and objectives.				
	Puts aside vested or personal interests to make decisions that are in the best interests of all pupils.				
	Acts with honesty, frankness and objectivity – taking decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.				
	Brings integrity and considers a range of perspectives and diverse ways of thinking to challenge the status quo, rejects assumptions and takes nothing for granted.				
	Identifies when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making.				
	Abides by the principle of collective decision-making and stands by the decisions of the board, even where their own view differs.				
	Encourages transparency in decision-making and is willingly answerable.				
<b>Collaborative working</b>	Is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions.				
	Anticipates, prepares for and welcomes stakeholder questions, and ensures that these are answered in a relevant, appropriate and timely manner.				

	Works in partnership with outside bodies where this will contribute to achieving the goals of the school.				
	Uses clear language and messaging to communicate to parents and carers, pupils, staff and the local community.				
	Is credible, open, honest and appropriate when communicating with stakeholders and partners, including providing clear and timely feedback on how their views have been taken into account.				
	Considers the impact of the board's decisions and the effect they will have on the key stakeholder groups, and especially parents and carers and the local community.				
	Acts as an ambassador for the school.				
	Supports and challenges leaders to raise aspirations and community cohesion both within the wider community and with local employers.				
<b>Risk management</b>	Is able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners.				
	Ensures risk management and internal control systems are robust enough to enable the school to deliver its strategy in the short- and long-term.				
	Advises on how risks should be managed or mitigated to reduce the likelihood or impact of the risk, and on how to achieve the right balance of risk without unduly impacting opportunities.				
	Ensures the risk management and internal control systems are monitored and reviewed, and appropriate actions are taken.				
	Actively avoids conflicts of interest or otherwise declares and manages them.				

<b>Educational improvement</b>	Establishes clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes.				
	Defines the range and format of information and data they need in order to hold executive leaders to account.				
	Seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives.				
	Questions leaders on how the in-school assessment system effectively supports the attainment and progress of all pupils, including those with a special educational need or disability (SEND).				
<b>Data analysis</b>	Analyses and interprets data in order to evaluate performance of groups of pupils.				
	Analyses and interprets progression and destination data to understand where young people are moving on to after leaving the school.				
	Uses published data to better understand which areas of school performance needs improvement and is able to identify any further data that is required.				
	Questions leaders on whether they are collecting the right data, and using the appropriate evidence, to inform their assessment, and challenges appropriately when data collection is not adding value.				
	Challenges senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid.				
<b>Financial frameworks and accountability</b>	Has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls.				
	Has confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information.				



	Interprets budget monitoring information and communicates this clearly to others.				
	Participates in the school's self-evaluation of activities relating to financial performance, efficiency and control.				
	Is rigorous in their questioning in order to better understand whether enough is being done to drive financial efficiency and align budgets to priorities.				
<b>Financial management and monitoring</b>	Possesses the knowledge to make decisions about allocating current and future funding.				
	Interprets financial data and asks informed questions about income, expenditure, resource allocation and alignment with the strategic plan priorities.				
<b>Staffing and performance management</b>	Ensures that the staffing and leadership structures are fit for purpose.				
	Takes full responsibility for maintaining, updating and implementing a robust and considered pay policy.				
	Feels confident in approving and applying the system for performance management of executive leaders.				
	Identifies and considers the budgetary implication of pay decisions and considers these in the context of the spending plan.				
	Pays due regard to ensuring that leaders and teachers are able to have a satisfactory work-life balance.				
<b>External accountability</b>	Ensures appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny.				
	Values the ownership that parents and carers and other stakeholders feel about 'their school' and ensures that the board makes itself accessible and answerable to them.				

<b>Building an effective team</b>	Demonstrates commitment to their role and to active participation in governance.				
	Possesses the ability to acquire the basic knowledge that they need to be effective in their role.				
	Uses active listening effectively to build a rapport and strong collaborative relationships.				
	Welcomes constructive challenge and is respectful when challenging others.				
	Provides timely feedback and is positive about receiving feedback in return.				
	Seeks to resolve misunderstandings at the earliest stage in order to prevent conflict.				
	Raises doubts and encourages the expression of differences of opinion.				
	Is honest, reflective and self-critical about mistakes made and lessons learned.				
	Influences others and builds consensus using persuasion and the clear presentation of their views.				
Demonstrates professional ethics, values and sound judgement.					
<b>Roles and responsibilities</b>	Is able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the school.				
	Is able to adapt existing committee structures as necessary in light of learning/ experience.				
<b>Statutory and contractual requirements</b>	Is able to speak up when concerned about non-compliance where it has not been identified by the board or where they feel it is not being taken seriously.				
	Can explain the board's legal responsibilities and accountabilities when called upon.				
	Is able to identify when specialist advice, for example, legal advice, may be required.				

## b) New Governor Induction Checklist

**Name:**

**Commencement date:**

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 an enhanced DBS (including barred list) check will be / has been conducted on my behalf.	
I have been asked to provide photograph ID at my first visit.	
The following has been explained to me:	
How meetings of the governing board are conducted.	
How to propose agenda items.	
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.	

I have either received or been signposted to the following:

Keeping Children Safe in Education: Part One	Hard copy
The DfE's 'A Competency Framework for Governance' guidance document	DfE website
The DfE's 'Governance handbook'	DfE website
A list of school staff and their responsibilities	Staff Handbook
The School Development Plan	Head
The school's latest Ofsted report	N/A
Copies of the minutes from the three most recent governing board meetings	Clerk to Gov
A schedule containing details of upcoming governing board meetings	Clerk to Gov
A copy of the latest budget report	SBM
A copy of the latest headteacher report to governors	Head
A copy of the school holiday schedule	SBM
A guide to commonly used terminology and acronyms	Clerk

I have received hard copies of the following school policies:

Child Protection Policy	
Code of Conduct for Staff	
Behaviour Policy	
Governors' Expenses Policy	

DBS Policy	
Business Interests Policy	
Complaints Procedure Policy	
Whistleblowing Policy	
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 ' <u>Declaration of business interests</u> ' form.	



## **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:** \_\_\_\_\_