

School & Governor Support (S&GS) Briefing Note Induction for those who govern in maintained schools, nurseries and academies

1. Interpretation

In this briefing note the term 'governor' refers to those who govern in maintained schools, nurseries and academies.

2. Introduction

Becoming a school governor can be a challenging but ultimately rewarding role, so it is important that new governors are welcomed into the school community and have the necessary information to support them in fulfilling their role with confidence.

This briefing note provides a framework for governor induction and is aimed at: -

- Chairs and Clerks to assist them in ensuring that new governors receive an appropriate induction that enables them to carry out their role effectively.
- New governors to provide an overview of what they can expect.

3. Induction Process

When planning the induction of new governors, it should be tailored to their existing skills, knowledge and experience and should make the most of the resources, guidance and training that is available.

A typical induction can include the following points and the board should decide who 'owns' the arrangement of these activities. It is expected, however, that the key personnel involved will be the Headteacher, Chair, Clerk, the training and skills link governor, the mentor/governor buddy (if one is assigned), as well as the new governor themselves.

This is not intended to be an exhaustive list and schools and boards are free to adapt this, as appropriate.

3.1) Key introductions: Before a new governor attends their first meeting, either as part of the recruitment or induction process, arrangements should be made for them to meet with the Headteacher, Chair or other experienced governor to gain an understanding of the school's ethos, vision and context.

3.2) Mentor/Governor Buddy: Some boards allocate a mentor or buddy who is an existing experienced governor on the board who will support the induction of the new governor and act as a point of contact.

3.3) Get to know the school: New governors are encouraged to find out as much as they can about the school (for example, through the school's own website) and if they are new to the school, they will benefit from a tour of the school to experience its ethos and vision. This can also provide the opportunity to meet other school staff and, most importantly, the pupils.

3.4) Booking a place on Induction Training: Induction training is crucial for new governors and within its Model Code of Conduct Birmingham City Council expects all governors to receive induction training as soon as is reasonably practicable following their appointment/election.

[See S&GS's training programme for available dates.](#) Places should be booked via the school.

3.5) Documents for action: The following are documents that the Chair/Clerk will need to share with the new governor for action/completion:

- Details of how disclosure and barring checks should be undertaken.
- Receive and agree to adhere to the board's approved Code of Conduct.
- Business & Pecuniary Interest form for completion.
- Skills audit (if not already completed at the recruitment stage).
- [Keeping Children Safe in Education](#) should be read.

3.6) Documents for information: The following documents will provide the new governor with information about how the school and board is structured and operates. Boards should ensure governors either receive or know how to access this information.

Please note the differences indicated in the requirements between maintained schools (MS) and multi-academy trusts (MAT).

- The governance structure i.e.:
 - Instrument of Government (MS) or local governance arrangements (MAT)
 - List of governors and their roles
 - Committees together with their membership (if applicable)
- Committee Terms of Reference (MS), Scheme of Delegation (MAT).
- Contact details of the school, Headteacher, Chair and Clerk (as a minimum). A school email address should also be set up for the new governor, if required.
- A list of board meeting dates and a copy of the last board meeting minutes (including the Headteacher's report).
- Access to or a copy of the School Improvement/Development Plan and/or the board's strategy document.
- Access to or a copy of the school's latest budget monitoring summary report provided to the board as part of the Schools Financial Management and Governance procedure (MS).
- Access to the school's and board's latest self-evaluation.
- Link to the school's website to access policies that have been adopted by the board, staff list, newsletters, school events, Ofsted report, performance standards, pupil premium report, SEND report etc.

- Any protocols agreed by the board e.g.; school visits, how to submit agenda items, apologies for meetings, virtual meetings etc.

4. Further reading/sources of information

The table below lays out further information which new governors should be made aware of or which can be used as part of the induction process:

School and Governor Support (S&GS)	S&GS provides professional support and advice to headteachers, senior staff and governing boards on all aspects of school management, governance. This is available to those schools that subscribe to the service.
NGA Governor Role Description	Governor role description published by the National Governance Association (NGA).
Governance Handbook and Competency Framework	The DfE's Governance Handbook and Competency Framework provide guidance on the roles and duties of governing boards and advice on the skills, knowledge and behaviours governors need to be effective.
S&GS's Governor Training & Development Programme	This programme offers high-quality training that develops the skills and knowledge needed for effective governance in a maintained school, stand-alone academy or academy within a multi-academy trust (MAT). The topics covered range from the core functions of a governing board, to courses on statutory and specific duties that require certain knowledge and skills.
What school leaders and governors expect from each other in a single school, academy or LA-maintained school federation or in a multi academy trust (MAT) .	These documents, jointly published by the NGA and other professional bodies, promotes effective working between school leaders and governing boards and aims to improve the effectiveness of governance by developing effective, mutually supportive and respectful working practices.
Glossary	The NGA offers an on-line glossary of the specialist terms and abbreviations of the education world.

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