

Facilitators

KEY SKILLS AND KNOWLEDGE TRAINING FACILITATORS SHOULD DEMONSTRATE:

- a. Professional knowledge and understanding
- b. Recent relevant experience of governance to give real-life examples for clarity
- c. Share and update knowledge of effective practice colleagues, networks and/or research communities to support improvement
- d. Evidence of continued professional development and means to ensure knowledge is continually updated
- e. Understanding of adult training including ensuring delivery takes account of delegates needs and starting points
- f. Ability to answer questions or to signpost to relevant information
- g. Knowledge of appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and understanding.

The organisation providing the training must have effective internal quality assurance procedures in place.

Method of delivery

- a. Ensure the programme is well planned and resourced
- b. The programme is delivered against set objectives
- c. Online learning is accessible, engaging and well designed in order to meet the objectives of the training
- d. Governors and/or trustees have the opportunity to share their experiences to date.



NAGAS

NATIONAL ASSOCIATION OF
GOVERNANCE ADVISORY
SERVICES

School and Academy Governance Training Standards

School and Academy Governance Training Standards

The school and academy governance training standards have been established by the National Association of Governance Advisory Services (NAGAS) to support training providers and those seeking training and development to provide a level of quality assurance which is currently not available.

Governor induction training

Induction training is just one aspect of the onboarding process for new board members. Induction training should provide new governors and trustees with an introduction to the essential knowledge, skills and understanding they need to carry out their role.

In order to meet the NAGAS training standards, governor and trustee induction training should include the following elements:

Introduction

- Housekeeping
- Learning outcomes
- Thank you for volunteering



1 Roles and Responsibilities of the Governing Board

(This should be assessed on completion of the session)

STRUCTURES

- ✓ Overview of governance and leadership structures of schools / multi-academy trusts (MATs).
- ✓ The corporate nature of the board
- ✓ The purpose of board meetings
- ✓ The structure of meetings
- ✓ Delegation
- ✓ Statutory instruments / documents.

GOVERNING BOARD STRUCTURE

- ✓ Appointment and Election of governors and trustees
- ✓ Effective governance
- ✓ Chair and vice chair roles
- ✓ Role of the clerk or governance professional
- ✓ Being an effective school governor or trustee
- ✓ Further training expectations
- ✓ Code of conduct and the Nolan Principles.

2 Strategic Leadership

- ✓ Establishing a positive culture
- ✓ Setting the strategic direction, including vision and priorities
- ✓ Decision making
- ✓ Managing conflict
- ✓ Managing risk
- ✓ Legal liability of the governing board
- ✓ Engaging with parents and the community
- ✓ Key areas governors and trustees need to be familiar with.

3 Governance of the Trust (academy delegates)

- ✓ Trust Board Constitution
 - Members
 - Non-executive leadership
 - Governance professional
 - Local governors / committee members
 - Trustee terms of office
- ✓ Responsibility of a trust board
- ✓ Suspending and removing trustees
- ✓ Board meetings
- ✓ Committees of the board
- ✓ Local committees in MATs
- ✓ Scheme of Delegation
- ✓ Trusts with a religious character
- ✓ Articles of Association.

4 Building an effective diverse board

- ✓ Building an effective team
- ✓ Confidentiality
- ✓ Conflicts of interest.

5 Compliance

- ✓ Statutory Instruments
- ✓ Maintained schools governance guide
- ✓ Academy governance guide
- ✓ Keeping Children Safe in Education guidance
- ✓ Complaints
- ✓ Safeguarding.

6 Effective Governance

- ✓ Monitoring and evaluation
- ✓ Appropriate challenge
- ✓ Strategic decision making – identifying effective plans to achieve school objectives
- ✓ Fair and objective decision making, upholding honesty and equity.

7 Accountability

- ✓ Strategic and operational
- ✓ Key principles, drivers, and cycle of school improvement
- ✓ Holding school leaders to account: triangulation of evidence
- ✓ External scrutiny by DFE, Ofsted, Regions Group, Diocese, Local Authority etc - evidence required
- ✓ Improving outcomes for children and young people and the strategies used to achieve this
- ✓ The importance of a broad and balanced curriculum
- ✓ The financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability.

8 Evaluation

- ✓ Evaluating the effectiveness and impact of governance
- ✓ External reviews of governance.

9 Further resources for governing boards

Provide information of where delegates can source additional information, advice, training and support, including national organisations and those available locally or regionally. These are likely to include:

- ✓ The National Governance Association (NGA)
- ✓ The Confederation of School Trusts
- ✓ The Department for Education, including links to the Governance Guides
- ✓ The Education Endowment Foundation
- ✓ The Academy Trust Handbook
- ✓ Governors for Schools
- ✓ Ofsted
- ✓ Schools Financial Value Standard
- ✓ School Resource Management Self-assessment Tool
- ✓ National Association of Governance Advisory Services (NAGAS)