

the

Winter 2011

Governor

A magazine for Kent school governors



Every Lesson Counts

Support for qualified teachers

www.kent.gov.uk/thegovernor



Introduction by Patrick Leeson

I am pleased to introduce myself as the new Corporate Director for Education, Learning and Skills. I joined Kent in October and have spent the first few weeks getting to know people and visiting a number of schools.



I met a large number of headteachers at the series of briefings in November and was very encouraged by the commitment from maintained schools and academies to work in collaboration with other schools and with the local authority to support school improvement. The new Association of Kent Headteachers has also met for the first time and at the inaugural meeting there was a strong desire to develop the Kent family of schools and work in partnership.

We have an ambitious and challenging agenda. At national level there are impending changes to the National Curriculum in 2012 which will raise expectations for what pupils will be taught at different ages in English, mathematics, science and physical education. The new professional standards for newly qualified and more experienced teachers raise expectations for teacher competency and for the professional development and performance management of teaching staff. The new Ofsted school inspection framework, introduced in January, will raise expectations in particular for the quality of teaching, school leadership and the progress and attainment of all groups of pupils. As the education system moves on to keep pace with the demands of a modern economy and 21st century learning, our expectations are increasing also for what schools can achieve. New performance tables for schools set out some of these expectations, not least the government's floor standards for what every school is expected to achieve as a minimum for pupils at ages 11 and 16.

In Kent there are many good and outstanding schools achieving impressive outcomes for pupils, but we do not have enough good schools. Over a

third of schools in Kent are satisfactory and a small number have been judged inadequate by Ofsted. Many schools have remained satisfactory for two or more inspections. Every child should be able to go to a good school, if they are to achieve the progress they deserve to give them a good start in life. This is my first priority, to work in partnership with you and my headteacher colleagues, to ensure we have every school in Kent well on the journey to being at least a good school. A key step on the journey is to ensure that the teaching in the school is consistently good, and to be addressing the improvement issues where this is not the case. A good school is where teaching is mostly good, most of the time, and all groups of pupils make good progress and exceed minimum expectations, including vulnerable and lower attaining pupils.

The most telling feature of a satisfactory school is the inconsistency in the quality of teaching and its impact on pupil progress. The biggest challenge for leadership and management is to be able to improve the quality of teaching quickly and governors have a key role to play in this.

The second key priority is to ensure schools perform above the government's floor standards, and where they are below to improve pupil outcomes very quickly. This requires significant effort, and includes spreading the most effective practice in good and outstanding Kent schools by greater collaboration and sometimes federation with other schools. Some schools know better than others how to accelerate pupil progress and achieve well above expectations, especially for pupils with low prior attainment. This is essential if we are to transform outcomes, so extending that knowledge and capacity to all the schools that need to improve, through partnership and collaboration, is a key part of the model for school improvement that we are developing with Kent Challenge.

My third key priority is to support improvement in outcomes for 14-19 year olds, as we move towards the participation age for all young people rising to 18. This requires new learning pathways which will depend on greater collaboration between schools, FE colleges, work based learning providers and employers. The scale of this ambition is significant, if all 19 year olds are to achieve the equivalent of five good GCSEs including English and mathematics. In addition, we have an ambitious goal to reduce youth unemployment and improve the skills of under 24 year olds. Schools have a major part to play in preparing more young adults

for a demanding future, in which they have greater resilience and employability.

I look forward to working with you as we move ahead on these key improvements for education in Kent. Governors play a very significant role in the strategic development and improvement of schools,

supporting and challenging as critical friends, and being accountable to the local community for what schools achieve. I warmly congratulate you on your commitment to this task and value your excellent work in support of the children and young people of Kent.

Governor Services Team – Key Contacts

Linda Lissimore - Acting Governor Services Manager

Aileen Cooper - Temporary Governor Support and Development Co-ordinator

Nicholas Morgan - Governor Support and Development Officer (West)

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Tina Gimber - Governor Support and Development Officer (East)

Sue Hill - Clerking Service Co-ordinator (sue.hill2@kent.gov.uk)

The Governor Services Team offers support, training and advice to clerks and governors to help governing bodies fulfill their roles effectively. Your clerk and chair of governors are also a valuable resource for advice as well as publications such as *Welcome to Governance* of which you will have a copy and *The guide to the law for School Governors*, which can be accessed from the Department for Education website www.education.gov.uk/schools/leadership/governance.

Contact Governor Services - Email: schoolgovernor@kent.gov.uk **Tel:** 01622 203800

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News at a glance

New Education Act 2011

The Education Bill received Royal Assent on 15 November. Some provisions in the Act will take effect in December and January, those relating to the abolition of most of the arm's length bodies will take effect around the end of the financial year, with the remainder commencing at the start of the next year in September 2012. As further details are released we will provide additional information. You can find out the full text of the Act and the explanatory notes on the Parliament website.

Annual Governor

Conference 10 May 2012

The key 'drivers' of a new Education Bill and Ofsted framework, coupled with higher expectations for pupil achievement, will influence in no small part the agenda for our annual conference for governors in May. We will provide you with some key information and offer a series of workshops tailored to the needs of



modern governance, which should help you to reflect on the needs in your school and identify key actions for you and your governing body. Book your place online at www.kenttrustweb.org.uk/cpdonline or through your Training and Development Governor.

Kent's first conference for chairs of governors

Our first conference for chairs of governors was held on 14 November 2011 at the Mercure Hotel in Maidstone and was fully booked within two weeks of the launch of the training programme! A keen audience of more than 60 chairs of governors enjoyed a half-day programme focused on two key presentations. The first was on changes to the way KCC has organised a smaller school improvement team around the needs of the 'Kent Challenge'. The second was an update on school finances and further delegation in 2012. Evaluations included the following quotes 'Nice to meet some new chairs and get a county picture of school improvement' and 'Excellent speakers, good opportunities to discuss issues with chairs from other schools'.

New resources and training for chairs of governors

The National College has been tasked by the Department for Education (DfE) to produce a training and development package for new chairs of governors. This will take the form of a suite of materials, the first of which is a booklet called 'Leading governance - the role of the chair of governors in schools and academies', released recently on the national college website. The booklet is available as a download, or very rarely these days, you can order a hard copy by emailing chairsofgovernors@nationalcollege.org.uk or calling 0845 609 0009.

A new training programme with a 'blended learning' style (elearning combined with face-to-face sessions) is expected in the spring 2012. KCC Governor Services will be looking to offer the new materials as part of the regular training package once they are available.

In-house governor training sessions

Governor Services need a minimum of six weeks notice for bookings for your in-house governor training session to enable us to source an appropriate presenter and set up the admin and booking arrangements. You will find a list of the courses available on page 32 of the Training and Development Programme 2011/12. Your clerk will be able to share a hard copy with you or you can view it online at Kent Trust Web via the Governor pages.

To make a booking contact:

East – tina.gimber@kent.gov.uk

West – nicholas.morgan@kent.gov.uk

Mid – helen.taylor@kent.gov.uk

New guide to the law for school governors

Work has commenced within the department to update the 'Guide To The Law'. It is hoped that a new version, an interim version before the guide moves to a new format, will be available in late October/early November.

The interim version of the guide will follow the existing chapter structure but where policy teams have written new guidance, the guide will simply contain a link to that guidance. Where there are specific duties for governors not mentioned in the guidance, these will be highlighted. Where new guidance has not been written, the existing material will be updated.

By the next edition, after the forthcoming interim version, all guidance will have been rewritten and the guide will contain links to the new guidance. This will enable material to be updated on an ongoing basis, rather than waiting for new editions of the guide.

In future the guide will only be available on the department's website. No further CD-ROM versions will appear, as funding for production and distribution of the CD-ROMs has been withdrawn.

Schools Financial Value Standard

The department has launched the new Schools Financial Value Standard (SFVS). The standard is available for schools to use from September 2011.

SCHOOLS FINANCIAL VALUE STANDARD (SFVS)		
LIST OF QUESTIONS	ANSWER (Yes/In Part/No)	COMMENTS, EVIDENCE AND PROPOSED ACTIONS
A: The Governing Body and School Staff		
1. In the view of the governing body itself and of senior staff, does the governing body have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?		
2. Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?		
3. Is there a clear definition of the relative responsibilities of the governing body and the school staff in the financial field?		
4. Does the governing body receive clear and concise monitoring reports of the school's budget position at least three times a year?		
5. Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?		
6. Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, eg on sick leave?		
7. Does the school review its staffing structure regularly?		
B: Setting the Budget		

Schools Financial Value Standard (SFVS) 2

SFVS replaces the Financial Management Standard in Schools (FMSiS), which was withdrawn by the Secretary of State with effect from 15 November 2010. The SFVS has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place. Governing bodies have formal responsibility for the financial management of their schools, and so the standard is primarily aimed at governors.

You can access all the information on SFVS via this link: www.education.gov.uk/schools/adminandfinance/financialmanagement/Schools%20Financial%20Value%20Standard

School Improvement

Understanding and using school data

By Katherine Atkinson, Management Services Manager

The autumn term is the time of the academic year when schools should be evaluating their assessment results from the summer. This includes using and understanding data from external sources to put the schools results in context, review outcomes and set priorities for school improvement.

All schools received a school summary sheet from the Management Information Unit (MIU) in September, containing school context data and attainment trends. Schools are asked to share a copy with each governor.

MIU also produce an analysis profile for the end of every key stage, called 'Making Figures Speak for Themselves'. These are school-specific Excel files that provide much more detail than the summary sheets, giving trends, district and similar school comparisons, and performance by pupil groups. The primary packs (Foundation Stage, Key Stage 1 and Key Stage 2) went into schools at the beginning of September. The secondary packs (Key Stage 4 and Post-16) went into schools at the end of October. Special schools received their packs in early October.

As well as data from MIU, schools also receive information from the DfE/Ofsted via RAISE Online. The Summary Report (the new name for the full report) for primary schools was

made available at the start of October, and for secondary schools in late November. The RAISE Summary Report is used by Ofsted prior to inspection so it is vitally important that governors are able to understand its content and meaning – it has changed this year following the government's removal of contextual value added.

Governing bodies may not receive the full version of the 'Making Figures Speak for Themselves' packs or the RAISE Summary Report, but should receive a report that summarises all the key points from these publications. This should be discussed at a governing body meeting during the autumn term.



Action points

- Have all governors received a copy of the Summary Report for your school?
- Has your governing body had an opportunity to discuss the 'Making Figures Speak for Themselves' and RAISE Summary Report?
- Do the minutes of your governing body meeting accurately record your discussions on how you have analysed and used data for school improvement
- Is there a further action for us?

Every Lesson Counts

A professional development programme

By Jayne True, Kent Challenge Adviser



Every Lesson Counts is an intensive professional development programme that supports qualified teachers to truly reflect on their classroom practice. The aim is to improve pupil progress to at least good or better and ultimately impact on raised levels of attainment so that the majority of pupils are in line with national standards, or better.

There are two aspects to the programme; the first is a bespoke element that involves a school-based mentor initially carrying out an audit of practice with the teacher. From that, a professional development action plan is drawn up. Identified areas for development are focused on by the mentor and class teacher throughout the programme.

While teachers receive materials to support them, school-based tasks related to the programme are carried out using the teacher's own class information. There is an expectation that the programme has direct impact on the teacher's own practice and on the learning in their class from the start.

The second aspect consists of six modules which are delivered by a trainer/adviser. In each module, aspects of good and outstanding teaching practice is reflected upon. For example, consideration of the range of pedagogies used and whether they are fit for purpose, behavioural management and assessment for learning. The six modules cover key aspects of teaching in the modern classroom. As part

of the programme, teachers will be able to observe an outstanding practitioner. This will help them to focus and reflect on their own areas of development. The pedagogy of skills class teachers need is built on. The ultimate aim is that practitioners are at least consistently good or better by the end of the programme. Each week, we ask teachers to reflect on what has gone well/not so well and what difference the changes in their practice have made to pupils' learning. Teachers are asked to keep their learning reflections and actions they have taken to improve their practice in a professional development log.

Trainers/advisers and mentors keep in close contact. Mentors attend three sessions with the trainer/adviser, part of Module 1 and Module 6 and a mid-programme meeting to share successes or issues so that solutions can be discussed and addressed, if needed.

Two successful pilots of the programme have taken place involving several members of staff from different schools. At the end of the pilots, teachers had improved their practices and improved rates of learning in their classrooms. We made minor adjustments to the programme afterwards. Subsequent programmes have now taken place with positive feedback from delegates and schools. The programme is flexible and can be structured in several different ways: Whole days, half days, and a bespoke model for schools. Evaluations indicate high impact both on improving teacher's self-esteem and teaching practices during the seven-week programmes, as well as impact on learning in the classroom.

Teachers rarely get quality time to reflect on their practice in a supportive, but structured way, with other professionals. Some teachers may have missed some areas of professional development for a variety of reasons, such as taking time out to raise a family or through illness. We need our teachers to be good practitioners to make a

difference to our children's lives.

A few quotes from schools and delegates who have participated in the programme:

"Thank you for a great course – it has given me lots of ideas and improved my confidence – thank you."

"As always, the opportunity to share good practice and listen to others' experiences is great and enthusiastic tutors."

"A strength of the course has been the discussion and examples from a range of schools and teachers' experiences."

"Thank you for your entire excellent course. It has been great to have an opportunity to ask questions, evaluate my teaching and plug holes in my learning."

"Throughout the six weeks I have been able to implement the ideas and suggestions. This has been easy to do and I have noticed the pupils' involvement / learning improving."



Headteachers' Salary Range and Performance Management

By Cathie Aldis Kent Challenge Adviser (Leadership)

Salary range

The School Teachers Pay and Conditions Document came in to effect on 1 September 2011. It included some significant changes relating to the salary range for headteachers as follows:

- The ability to set the In School Range (ISR) up to two group sizes higher than the current group number has been removed. The maximum of the ISR, determined after 1 September 2011 for new headteacher appointments, can no longer exceed the maximum of the headteacher group range.
- Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the governing body of the headteacher's original school or - under collaboration regulations - the collaboration governing body must determine the ISR by the application of the total unit score of all of the schools. This is in discussion with the local authority and Schools' Personnel Service.
- The total sum of payments made to a headteacher in any school year must not exceed 25 percent of the amount that corresponds to that headteacher's point on the leadership pay spine. These additional payments can only be made in the following circumstances:
 - the school is a school causing concern,
 - without such additional payment the governing body considers that the school would have difficulty filling the vacant headteacher post or would have substantial difficulty retaining the existing headteacher.

If these circumstances apply, the governing

body should seek external advice from either the local authority and or the diocese in the case of church schools.

Performance management of headteachers

- If headteachers are appointed mid way through the academic year, the governing body needs to set interim performance management targets, in agreement with the headteacher, that will see them through to September.
- The Performance Management Review Panel still needs to retain the services of an external adviser (Regulation 9 Performance Management for Teachers and Headteachers Guidance 2009). There is no time limit on how long an individual



can act as the school's external adviser, but governing bodies are strongly encouraged to review their arrangements on an annual basis.

- The Performance Management Review Panel makes recommendations to the Pay Committee on any increase for the headteacher. This is based on the review of challenging targets, the performance achieved and having asked robust questions about the school's standards and pupil progress during the year. Unless there are substantial grounds for not doing so, the expectation is that performance which meets the required targets and demonstrates 'sustained, high-quality performance' will be recognised by granting an increment (increments). No more than two pay points can be awarded to a headteacher in any one year. An award of two points is often reserved by governors for 'outstanding' performance. (www.governornonline.info/issues/performance)
- The local authority is running governor training for Performance Management Panel members to run through statutory requirements and the key questions governors should be asking of their headteachers on the following dates:

Governor Performance Management reviewer training

Date	Time	Location
2 May 2012	7pm – 9pm	Mid - Hugh Christie Technology College Cathie Aldis
17 May 2012	7pm – 9pm	West - Oakley School, Tunbridge Wells Beth Mackay
13 June 2012	7pm – 9pm	East - The Community College, Whistable Cathie Aldis

Importance of quality of Clerking

When recognising good governance, Ofsted highlighted the following good practice:

- Making sure that governing bodies receive timely information, that meetings are conducted efficiently and that governing bodies meet their statutory duties.
- Providing governors, particularly new ones, with advice and support, prepare a timetable for the year and act as a link with Governor Services.
- Including evidence in minutes of the challenge provided by the governing body.
- Keeping governors up to date with changes to the law and making sure that decisions made at meetings are followed up.

However, to get the best outcome, governing bodies should have a carefully drawn up job description for the clerk and she/he should be treated as an important and professional member of the team.

Stephen Adamson's view of the conclusions drawn by Ofsted



School Admissions

By Scott Bagshaw, Head of Fair Access

Responsible for Admissions Arrangements?

Governors of academies, foundation and voluntary aided schools have a responsibility for setting admissions arrangements for their schools. The process for setting arrangements is tightly regulated in the School Admissions Code and there is a legal requirement to adhere to it. Where this has not happened, the Local Government Ombudsman has in some instances awarded damages to the families affected.

It is important to get procedures right. If a school wants to amend its admissions arrangements it must consult on any proposed changes. It was once the case that such consultations were held between admissions authorities, schools and the diocese in relevant areas, but now parents and parental groups must also be included.

Legally, consultations must be for a period of not less than eight weeks and operate between 1 November and 1 March. So the latest a consultation can start, to be completed in the timeframe, is 4 January 2012 for the 2013/14 academic year (arrangements for 2012 were determined in April 2011).

In November 2011 schools, dioceses, neighbouring LAs and parents were invited by KCC to respond to the consultation it undertook in its capacity as the 'admissions authority' for community and voluntary controlled schools. The consultation remains open until the 13 January 2012 and can be found at www.kent.gov.uk/schooladmissions. Here you will find details of coordinated admissions arrangements and criteria, we are proposing to use

and it is a useful source of wording/ definitions for the more general criteria, such as 'siblings' or 'health and medical' criteria. It is important that such criteria are clearly defined and do not breach DDA or equalities legislation, it is a common misconception for medical criteria, that it can only relate to the child. Such a statement is now unlawful and whole family circumstances might need to be considered under the 2010 Equalities Act.

The web page has been specifically designed to allow schools to post their consultations in the same way the LA has for its schools. However, it can only do this if schools send the proposed criteria to us. Even if you have no intention of amending arrangements for 2013, it is still essential that they are updated each year with the correct dates so that they relate to the year of entry. They should also be sent to the LA for publication under the 'determined arrangements' section of the website.

If, having checked the above link to the KCC website, the details (either determined or consulted upon) for your school are not listed, then these should be sent please (adjusted accordingly to reflect the 2013 admissions year) to kent.admissions@kent.gov.uk

A new School Admissions Code was published in its draft form in early November 2011. This introduces a number of new freedoms regarding the oversubscription criteria schools can use when setting admissions arrangements for entry in September 2013. Governors can view this by downloading the code from the DfE website. If you have any questions about the process, or just want some advice on setting arrangements or even the legality of proposals, then please contact me on 01622 694185. I'd be happy to help.

Finance Matters

Delegation of Services

By Keith Abbott, Director of School Resources

The results of the summer consultation on further delegation of services to schools will be published through the E Bulletin on 18 October 2011. You need to be aware that a number of services will be delegated to schools from 1 April 2012 and that from April schools will need to make sure that they have this provision in place. The following services are available for schools to buy back from EduKent:

- Minority Community Achievement Service (MCAS)
- Learning Plus (formerly Extended Schools)
- Collective Licences
- School Library Services
- Teacher Retention and Recruitment
- Schools Personnel Service (SPS)
- Excepted Items (ie Maternity Leave)

Schools have already been advised that

they can order these services through an order form at www.kent.gov.uk/edukent

Clearly schools have complete choice as to whether to buy these services from Kent or other providers but schools do need to have arrangements in place for some of the above as they are not functions that schools can simply choose not to have. For example, a school has to have valid licences in place for photocopying, performing rights etc and clearly must make suitable provision for the costs of any future maternity leave. Governors should make sure that the appropriate arrangements have been put in place for their school.

Action points

Please make sure arrangements are in place to secure the above services

School finance and Procurement Policies

Governors are reminded to make sure that their school has appropriate policies in place for finance and procurement – and even more crucially that these policies are being adhered to. Recent experience with photocopying and telephone equipment leases Kent primary and secondary schools has highlighted that schools are entering into arrangements without following their own policies and procedures. In the case of photocopying leases some schools are choosing to ignore the longstanding advice to use the expertise available at Kent Commercial Services. In a number of these cases this has resulted in substantial financial problems for these schools. Some primary schools are facing claims from leasing companies in excess of £100k and

for one secondary school the figure was significantly higher.

Governors should make sure that the processes are working properly in their school, that only those authorised to enter into contracts are doing so and that any financial limits imposed by governors on headteachers or business managers are being adhered to.

Action points

Governors, particularly those serving on finance committee teams, must hold the school to account for working in accordance with agreed policy and procedure.

Safeguarding

Winter Planning Guidance for Kent Schools 2011/2012

By Lindsey Torode, Emergency Planning Officer

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.

The Winter Planning Guidance for Kent Schools provides advice for headteachers about the risks schools may face during severe snow and ice. It also contains preventative strategies, a risk assessment template and advice on how to communicate a school closure to parents, stakeholders and the local authority.

This guidance aims to be a useful touchstone and offer reassurance that acting reasonably and sensibly, and applying sound

risk assessment principles, will enable headteachers to determine risks and to confidently make the best decisions for schools.

For a copy of the updated guidance please visit www.kenttrustweb.org.uk/Policy/school_emergency.cfm



Health and Safety – A short guide for governing bodies

By Sally-Anne Clark, Health & Safety Planner Officer

Governors play an important role in overseeing health and safety arrangements in schools, and in monitoring that the headteacher is fulfilling the health and safety requirements devolved to them.

The local authority is the employer in the case of Community and Voluntary Controlled schools, but devolves day-to-day health and safety responsibilities to headteachers of those schools. The governing body is the employer in Foundation and Voluntary Aided schools and Academies, and therefore has the statutory health and safety responsibilities of an employer. All headteachers and staff have health and safety duties as employees.

Governors should expect to receive reports at governing body meetings on how the head

is managing health and safety, such as the following:

- reports on accidents and near-misses, including what investigations have revealed about gaps in controls and how these are going to be remedied,
- inspection reports, and plans to tackle outstanding fault conditions,
- completed Annual Monitoring Returns (issued by the LA every October) with explanation for how any non-compliance issues are going to be addressed,
- educational visit plans, including how any service provider is going to be checked,
- completed and updated policies to manage specific aspects of health and safety, as well as the general school health and safety policy,

- reports on building projects, which include how regulations such as Construction Design Management are to be complied with, how contractors are to be vetted and monitored, and how risk assessments will be evaluated.

The role is a strategic one, but a wise governor will supplement the strategic overview with spot checks on issues (as part of the governor visit cycle), including the following:

- the asbestos register held at reception – are contractors signing in on the works sheet?
- the accident book – are staff recording accidents to themselves as well as to pupils?
- the fire risk assessment – does it include arrangements for “extended schools” activities?
- the action plan from last year – did the health and safety issues get done?

If you identify that your school needs some dedicated support, the health and safety team now offer services through Edukent: see www.kent.gov.uk/edukent for details on our provision

of audits, inspections, accident investigations, health and welfare assessments, and risk assessment and policy advice.

Kenttrustweb has a health and safety section containing plenty of useful information for schools, including induction checklists, generic risk assessments, policies and guidance on over 40 different topics, such as first aid, communicable diseases, event safety, swimming pools, caretaker safety, accidents, and dealing with contractors.



Secondary Focus

Schools' responsibilities for independent and impartial careers guidance and careers education

In the autumn, the Education Act 2011 progressed through Parliament. Schools' responsibilities for independent and impartial careers guidance and careers education were a key feature. These responsibilities formerly belonged to the local authority, that commissioned 'Connexions' to provide a universal careers service. From September 2012 these will be the responsibility of schools for students aged 14-16. The government is also carrying out a consultation to extend this responsibility to 13 year olds, and to 17-18 year olds.

These are clearly important new responsibilities, made even more so with the school leaving age raised to 17 by 2013, and 18 by 2015. In addition a new responsibility to publish information in the national performance tables regarding the destination of pupils will be introduced from spring 2012. These will identify every student's destination one year after the end of Key Stage 4 (GCSE) and Key Stage 5. Ofsted will be using this data as part of their new inspection framework.

The Bill proposes:

- A new duty on schools to secure independent and impartial careers guidance for years 9-11 with effect from September 2012. The duty includes providing information on 16-18 education or training

options, including apprenticeships.

- Local authorities will lose their responsibility to commission careers services for all young people but will retain the duty to support vulnerable young people and track all young people to age 19
- Removal of the duty on schools to allow access to pupils by external careers services on the premises.
- The removal of the statutory requirement to provide careers education for years 7-11 with effect from September 2012.

Although the statutory duties are removed, there is the expectation schools will make their own decisions to provide these functions.

To support this transition of responsibilities KCC's 14-19 innovation team in Education, Learning and Skills is working with 'Connexions' to produce a transition plan towards these new responsibilities. During the transition, it will be important that schools, in particular the link governor for careers education and careers guidance considers the following:

- Develop a costed delivery model for the future provision of careers education and guidance taking into account sources of funding and possible collaboration with the local network and other partners (funding to carry out the new careers guidance duty is incorporated in the Dedicated Schools Grant but not identified as a separate element)
- Enter into a dialogue with the local authority about how they will collaborate on students who are 'not in education, employment or training' (NEET) in terms of prevention and targeted support for vulnerable young people
- Collaborate with local partners and providers to ensure that appropriate provision is in place to support participation
- Ensure that targeted support is in place for young people who are intended



to benefit from the Pupil Premium (additional funding for certain pupils to support their progress)

- Establish data-sharing arrangements with the local authority
- Renew the school careers education and guidance policy and consider making arrangements to gain or renew a quality award for careers education and guidance
- Ensure the school is using www.kentchoices4.com and associated software.

Action points

- Delegate a governor to join websites careersnetkent and Cegnet to obtain updates on the changes and report back to the governing body
- Attend workshop at governors conference in May 2012
- Work with member of school's senior leadership team to plan transition to the new responsibilities
- Investigate destination measures and their implications for the school
- Obtain any further information from 14-19 Learner Support Manager martin.blincow@kent.gov.uk

Kentchoices4u.com online

Kentchoices4u.com is a website provided by KCC to support Kent's young people and their parents/carers to make decisions about careers.

The site has information on all post 16 courses available at Kent schools colleges and for those interested in apprenticeships there are links to useful local and national websites. Once learners have identified the courses that interest them they can use the same website to apply and track their application online.

Last year more than 14,000 learners activated accounts on the website, including more than 1,000 Year 11 learners from outside Kent or those at independent schools who wanted to apply to a Kent school or college. Almost 12,000 learners went on to apply online for a Kent sixth form or college place.

The website fulfils many functions and supports schools to meet their new responsibilities:

- It allows young people, parents and carers to find all the information they need in one place to make informed post 16 choices, increasing their chance of successful progression through learning to age 19
- Providers receive a post 16 online application system that reduces their administrative burdens, access to the post 16 market, evidence of impartial careers guidance and a platform to market courses
- The local authority uses the system to track young people. It is a key element of the authority's strategy for the early identification of learners who are in danger of becoming NEETS.

Kentchoices4u Live

A further development this year is that we are drawing together offline careers resources and activities under the name of kentchoices4u Live. It will allow us to build on the established brand of kentchoices4u and make it easier for young people, parents/carers and professionals to find and access the information and resources they need. These include:

- Kentchoices magazine. Every Year 11 learner in Kent has received a copy of this magazine from their school. A copy is also downloadable from kentchoices4u.com
- A week long series of careers related radio programmes on KMFM Extra (Kent's radio station for young people) in November to coincide with the issuing of learners, kentchoices4u access codes
- A series of masterclasses where young people get the opportunity to experience taster sessions in a variety of vocational areas.

For further information please contact martin.blincow@kent.gov.uk and visit www.kentchoices4u.com



Community Use of School Sites



Enabling the community to use facilities on your school site for a range of activities, not just sport, during and after the school day, at evenings, weekends and holidays has a number of proven positive outcomes that benefits both the school and local community it serves. These include:

- Higher levels of pupil achievement and engagement - leading to improved learning, attendance and behaviour and raising aspiration
- Closer relationship between school and community – particularly engaging parents and carers
- Enhanced partnership working between school and community – providing them with variety and diversity of opportunities
- Reduced vandalism and/or crime on the school site and in the surrounding community - cost saving, increased reputation/PR for school within local community
- Reinforces the role of a school at the heart of a community

Research conducted by organisations including OFSTED has concluded that providing further opportunities such as community use supports personal, social and emotional development and helps mental and physical well being of pupils. This is reinforced through the government's public health White Paper which states 'good schools understand well

the connection between pupils' physical and mental health, their safety and their educational attainment.' (Public health White Paper section 3.14) By also offering opportunities to the community you will also be engaging with parents/carers and other family members of your pupils, who in turn support their children, your pupils.

Given the diversity and range of schools in Kent, as well as the facilities and resources schools can offer to their local community, providing the community use for activities could be a great opportunity for your school. KCC's Sport, Leisure & Olympics Service is keen to find out what interest schools have in developing community use of their school sites, which may result in future workshop opportunities.

For any further information please contact Nathan Hazledene, Kent School Sport Manager at nathan.hazledene@kent.gov.uk or to register an interest in future workshops visit www.kentsport.org/schools



Workplace Stress Update

The HSE defines stress as “the adverse reaction that people have to excessive pressures or other types of demand placed on them”. According to a recent survey, it is estimated that work-related stress resulted in the loss of 11.4 million working days annually. In these times of recession, stress and the resulting litigation (which can be extremely costly) are on the rise. This article aims to provide a brief introduction to the legal issues and provide practical tips as to how you can mitigate risk.

The Legal Background

The law relating to stress has developed on the back of a number of cases and a variety of different pieces of statute as opposed to one single piece of legislation.

The cases provide useful guidance in dealing with workplace stress and demonstrate that

employers should not be found liable unless they knew or ought reasonably to have known that an employee was vulnerable to stress. In order to trigger a requirement for an employer to take steps, the indications of impending harm need to be plain enough for any reasonable employer to realise that they should do something. The Courts have also indicated that employers are entitled to take what their employees told them at face value. Courts will look at whether the employer has done everything that was reasonable in the circumstances to keep the worker safe from harm.

Action points

- Ensure that the leadership team in your school is trained to understand, identify and monitor stress
- Is an issue for your school?

Kent County Council's award winning legal team is here to help you and your school

At Kent Legal Services, we understand the issues that schools and colleges face. We have considerable expertise in the niche area of education law as well as Employment, Contract, Property, Procurement and Litigation.

We pride ourselves on providing legal advice that supports you and makes a difference.

The Kent Legal Services scheme is designed to provide easily accessible and cost-effective legal support for the education sector.

Members of the scheme can benefit from a legal helpline, training sessions, reduced legal fees, regular updates on legal issues and much more.

To join or for further information please contact:

Ben Watts

Education, Employment & Litigation
(01622) 694578 benjamin.watts@kent.gov.uk

Lucinda MacKenzie-Ingle

Contracts and Procurement
(01622) 696106 lucinda.mackenzie-ingle@kent.gov.uk



Clerking Matters

With an enjoyable Christmas break over you will now be preparing for your governing body's spring term meetings. The tasks listed below will need to be addressed on this term's agendas. Further information on any of the topics can be found on the DfE website.

There is also a wealth of information to help you in your clerking role on kenttrustweb. Please take some time to familiarise yourself with the website.

Tasks to be carried out in the Spring Term

- Agree budget and staffing structure
- Agree school prospectus
- Publish admission arrangements for the following autumn
- Review pay policy
- Review special education needs policy
- Review equal opportunities pay
- Agree curriculum plans.

School improvement items

- Monitor School Improvement Plan progress
- Arrange governor visits against priorities
- Organise support and training for governors
- Receive updates monitoring and committee reports

Anytime of year tasks

- Complete self-evaluation
- Induction of new governors
- Preparation for Ofsted inspection
- Review child protection policy
- Complete school profile
- Complete special education needs report
- Complete asset management plan

Detailed school reports – reminder to return

Have you returned your Detailed School Report? If not, could you as soon as possible so that our database is up to date.

Please also continue to update us on membership changes as and when they happen. You can do this using the electronic forms which can be accessed on the clerks' page on kenttrustweb or in writing to us by email or using the amendment forms from the Clerks' Pack.

Online appointment/resignation amendment forms

We have reviewed this service and we hope it will now be more efficient. You will continue to find the links to the online forms on the clerks' pages on Kent Trust Web. When you submit a form you will be issued with a reference number, which is confirmation of receipt. If you do not receive a reference number then please try again or send the information by another means – Please note you will not now be sent separate confirmation by email.

Teachers TV

Following the closure of Teachers TV, the Department for Education (DFE) has signed a number of distribution agreements that will make sure that the 15 minute programmes in the archive will still be available to watch on-line. There are a number of useful training programmes specifically for governors which can be accessed as part of your or the governing body's training and development, at www.education.gov.uk/schools/toolsandinitiatives/teacherstv

Change of Chair of Governors – notifying the Department for Education

Did you know that the Department for Education (DfE) should be notified of a change in chair of governors? The reason for this is to ensure that any mailings from the Department reach the right person.

The DfE website gives the following information:- *‘A change of chair should be notified by schools through the schools interface. They should use their data collection username and password to log on to this service on the Edubase website. It is not necessary to email Prolog separately or to provide details of the outgoing chair. This action happens automatically via the Edubase database.*

It is important to note that:-

- *if chairs want mailings to be sent to their home address, the name and address details must be completed.*
- *If they want mailings to be made in their name to the school, the chair’s name should be inserted but the address fields must be left blank as the default is set to the school.*
- *If they wish mail to be delivered to the school with no personal name in the address, they should leave all fields blank. Mail will then be delivered to Chair of Governors at the school address.’*

Please remember to also notify Governor Services if you have a new chair of governors.

CRB/ISA barred list checks

There is still no requirement for governors to have a CRB check unless they are working or volunteering in school in a different capacity. You are reminded that clerks are responsible for ensuring that ISA barred list checks for governors, including those for Local Authority governors are undertaken.

Policies - managing the process

Policies do not have to be ratified or approved by the full governing body but can be delegated to committees or individuals. The Governing Body Terms of Reference must record any delegated authority.

Many governing bodies are now keeping agreed policies electronically as an alternative to hard copies. This practice is acceptable by KCC’s finance compliance team. It is therefore no longer necessary to have the policies signed, but you must make sure that minutes show the trail of review and approval. The electronic policy must state at which meeting the policy was approved and the agreed review date. Where committees are approving policies it would be good practice to also report and minute the policies approved to the full governing body.

Staff Governors on maternity leave

We receive many enquiries on whether the staff governor should be replaced on the governing body when a staff governor goes on maternity leave. The staff member is still a governor while on maternity leave and therefore is entitled to continue to be invited to meetings and receive governing body communications, unless the staff governor chooses to resign. However, you may wish to consider appointing another member of staff during this period as an associate member of the governing body to represent staff at meetings.



Governor retention - How you treat them is how you keep them....

Think about your role as clerk in looking after your new and existing governors. Time invested at the beginning can pay dividends later. Things for you to consider:

- Induction programme/pack/mentor
- Communication and information explained, papers issued in good time/use of IT
- Expectation of commitment and meeting preparation
- Encouraged to be an active and valued member of the team
- Annual planning of meeting schedules
- Planned ongoing training and development
- Consideration to Governor expenses/policy
- Badges
- Size of furniture/toilet/disabled facilities

Freedom of Information

There has been a revision to the 2007 FOI guidance concerning 'Access to confidential documents requested under Freedom of Information and other related legislation.

The point this guide makes is that nothing is automatically exempt from disclosure under FOIA, so documents could be classified as "top secret - national security" under other legislation, but if someone formally requested a copy of that record and/or the information contained within it, you are obliged to consider providing access to that information. Any 'confidential' information held and requested must be considered and released where there is NO exemption disclosure under FOIA.

Previous advice given when writing minutes still holds

- bear in mind that the public may eventually read the minutes
- do not record personal information
- where possible do not minute names
- be aware if having to record negativity in minutes

- report confidential items in part 2 of minutes on coloured paper
- consider time-limited confidentiality

When writing minutes for panel hearings it will however be necessary to record more detail and to include names. Whilst personal details of an individual would be exempt from being disclosed to a third party, other details may be requested



Governor Services Training & Development Programme

January 2012 to March 2012

As school governors you play a vital role in the strategic leadership of your school and the impact on school improvement and pupil achievement. Education is subject to change and schools are facing new challenges as a result. Every governor should undertake some development activities each year in order to remain effective and make a positive difference.

Please find below the training opportunities available this term (highlighted below), If your governing body buys into the KCC training package these courses are free and attendance is unlimited.

You can access details of courses available and book a place(s) at www.kenttrustweb.org.uk/cpdonline

Day	Date	Title	Code		Time	Venue
Tuesday	06-Mar-12	Child Protection - Introduction to the strategic responsibilities of governors for safeguarding children	12/002	East	19:00 - 21:00	The Aspen Smile Centre, Whitfield School
Monday	12-Mar-12	Child Protection - Introduction to the strategic responsibilities of governors for safeguarding children	12/003	West	19:00 - 21:00	Downsview Primary School, Swanley
Thursday	19-Mar-12	Child Protection - Introduction to the strategic responsibilities of governors for safeguarding children	12/004	East	19:00 - 21:00	The Canterbury High School, Canterbury
Wednesday	28-Mar-12	Child Protection - Introduction to the strategic responsibilities of governors for safeguarding children	12/005	West	19:00 - 21:00	Bean Primary School, Bean, Dartford
Wednesday	01-Mar-12	Clerks' - Exploring the Clerking Role	12/015	East	10:00 - 15:00	The Abbey School, Faversham
Friday	02-Mar-12	Clerks' - Managing Exclusion and Disciplinary Appeal Panels	12/016	West	12:30 - 15:30	Riverside Community Centre, Gravesend
Monday	12-Mar-12	Converting to an Academy	12/079	Mid	19:00 - 21:00	Oakwood House, Maidstone
Thursday	22-Mar-12	Developing your Governing Body and New Models of Governance	12/019	Mid	19:00 - 21:00	Oakwood House, Maidstone

Day	Date	Title	Code		Time	Venue
Saturday	10-Mar-12	Induction for New Chairs - Leading a Governing Body	12/025	East	09:30 - 15:30	St Augustine's Ltd, Westgate on sea
Tuesday	28-Feb-12	Induction of New Governors (session 1 of 3)	12/073	East	19:00 - 21:00	Hall Place, Canterbury
Saturday	03-Mar-12	Induction of New Governors	12/061	West	09:30 - 15:30	The Hop Farm, Paddock Wood
Tuesday	06-Mar-12	Induction of New Governors (session 2 of 3)	12/073	East	19:00 - 21:00	Hall Place, Canterbury
Tuesday	13-Mar-12	Induction of New Governors (session 3 of 3)	12/073	East	19:00 - 21:00	Hall Place, Canterbury
Wednesday	14-Mar-12	Induction of New Governors (session 1 of 3)	12/075	Mid	19:00 - 21:00	Hadlow Manor Hotel, Hadlow, Tonbridge
Thursday	8-Mar-12	Induction of New Governors (session 1 of 3)	12/074	West	19:00 - 21:00	Riverside Community Resource Trust, Gravesend
Thursday	15-Mar-12	Induction of New Governors (session 2 of 3)	12/074	West	19:00 - 21:00	Riverside Community Resource Trust, Gravesend
Saturday	17-Mar-12	Induction of New Governors	12/062	East	09:30 - 15:30	Pfizers Sports & Social Club, Sandwich
Wednesday	21-Mar-12	Induction of New Governors (session 3 of 3)	12/075	Mid	19:00 - 21:00	Hadlow Manor Hotel, Hadlow, Tonbridge
Thursday	22-Mar-12	Induction of New Governors	12/074	West	19:00 - 21:00	Riverside Community Resource Trust, Gravesend
Saturday	24-Mar-12	Induction of New Governors	12/063	West	09:30 - 15:30	Ifield Smile Centre, Gravesend
Saturday	24-Mar-12	Induction of New Governors	12/064	Mid	09:30 - 15:30	Holiday Inn Ashford North, Ashford
Wednesday	28-Mar-12	Induction of New Governors (session 3 of 3)	12/075	Mid	19:00 - 21:00	Hadlow Manor Hotel, Hadlow, Tonbridge

Day	Date	Title	Code		Time	Venue
Wednesday	07-Mar-12	Linking Self Evaluation to School Improvement Planning	12/035	West	19:00 - 21:00	Cranbrook School, Cranbrook
Tuesday	21-Feb-12	Looked After Children	12/037	East	19:00 - 21:00	Guston CEP School, Guston, Dover
Thursday	01-Mar-12	Looked After Children	12/038	Mid	19:00 - 21:00	Oakwood House, Maidstone
Wednesday	21-Feb-12	Monitoring and Evaluating, Including visits to the School	12/052	East	19:00 - 21:00	The Ark Christian Centre, Dover
Monday	19-Mar-12	Monitoring and Evaluating, Including visits to the School	12/053	West	19:00 - 21:00	Oakley School, Tunbridge Wells
Thursday	29-Mar-12	Ofsted - Progressing from Good to Outstanding and beyond	12/043	Mid	19:00 - 21:00	Shipbourne CEP School, Shipbourne, Tonbridge
Wednesday	22-Feb-12	The role of the Governing Body and SEN	12/050	Mid	19:00 - 21:00	Sutton Valence Primary School, Maidstone
Wednesday	14-Mar-12	The role of the Governing Body and SEN	12/051	East	19:00 - 21:00	The Community College, Whitstable
Wednesday	09-May-12	The Role of the Governing Body in Early Years	12/021	East	19:00 - 21:00	Sandwich Technology School, Sandwich
Monday	08-May-12 TBC	The Role of the Governing Body in Early Years	12/022	Mid	19:00 - 21:00	Oakwood House, Maidstone
Wednesday	15-May-12	The Role of the Governing Body in Early Years	12/023	West	19:00 - 21:00	Joydens Wood Junior School, Dartford
Thursday	01-Mar-12	The Role of the Governing Body in Health & Safety	12/031	East	19:00 - 21:00	King Ethelbert, Faversham (TBC)
Wednesday	21-Mar-12	The Role of the Governing Body in Managing School Staff	12/040	West	19:00 - 21:00	Oakley School, Tunbridge Wells

***the Governor* is available in alternative formats and can be explained in a range of languages.
Please call 01622 203800 for details**