



MERRY CHRISTMAS



As end of 2018 draws near, it is time to look back and feel proud of what has been achieved by governors over the past year in a challenging and constantly changing landscape. The training and advice available from the Herts for Learning Governance Services team continues to support governors to maximise the outcomes for all children and young people throughout Hertfordshire. 2018 has been a momentous year with the introduction of online training, which was introduced in response to feedback from Hertfordshire governors.

The Governance section of the Herts for Learning website is constantly updated, enabling governors to easily find the latest information and support: hertsforlearning.co.uk/governance

The FAQ's page is a good place to look for answers to commonly asked questions. However, if you require a specific advice, the governance helpdesk can provide support on safeguarding, statutory guidance and school based complaints. The service is free to maintained schools, and available for an annual subscription to academies and MATs. The helpdesk can be contacted on 01438 843082 or governance@hertsforlearning.co.uk

Thank you to all the governors that attended the **Hertfordshire Annual Governors Conference** in November. The feedback highlighted that the two seminar format was preferable, and the range of seminars, speakers and exhibitions was greatly appreciated. Keynote and seminar presentations are now available on our website.

Finally, the Governance Services team would like to take this opportunity to wish you all a peaceful festive season and a happy and productive new year. Herts for Learning look forward to working in collaboration in 2019.





Dear Governor,

Firstly, I would like to take this opportunity to wish you a very Happy New Year!

At Herts for Learning (HfL), we recognise the important and integral role that governors play, as volunteers, in helping to raise school standards. For all that you do, thank you.

To further support governors in their roles, the HfL Governance team have recently launched a new online training service, offering a flexible development programme for governors. The programme has been designed to be undertaken on both mobile and desktop devices at any time, in any place. The team have been delighted by the positive feedback from governors about this resource, and over the coming months they will be adding many more online courses to the initial pilot of five learning modules. If you would like to find out more about the new online training programme for governors, please contact the HfL Governance team by telephone 01438 843082 or email governance@hertsforlearning.co.uk. This new resource is free to all governors of all schools that subscribe to the HfL governance training support package.

As a collaboratively owned school company, HfL operates with a not-for-profit distribution ethos. Beyond maintaining sufficient reserves and financing long-term projects, any surplus made is invested in common good activities that address key challenges for HfL shareholding schools, and/or long-term development projects from HfL that couldn't be funded from normal operations.

Each year, through the Annual Shareholder Survey, HfL asks the Headteachers and Chairs of Governors from every shareholding school what their key challenges are. This feedback is reviewed by the HfL Board who agree common-good investment priorities for each academic year. I am proud to say that since its creation, HfL has reinvested £830k in common-good activities and has passed £1.5m in price reductions for the Hertfordshire Internet and Connectivity Service (HICS) on to shareholding schools.

For 2018/19 the HfL Board recognised that teacher recruitment remains a critical challenge for all schools and that HfL should invest a further £120,000 in Hertfordshire teacher recruitment activities. To find out more about the planned programme of teacher recruitment events this year please visit the [HfL website](#).

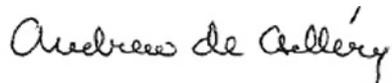
For those of you who attended the recent Annual Hertfordshire Governors' Conference, you will recall that Rachel Macfarlane, Director of Education Services at HfL, shared an overview of Hertfordshire's current academic results. I am pleased to report that Hertfordshire remains ahead of both national results and those of Hertfordshire's statistical neighbours for the number of schools rated good and outstanding by Ofsted (88% as of October 2018), and for key pupil outcome metrics at all stages of education from Early Years through to Key Stage 5.

However, the real educational challenge for Hertfordshire is an increasing gap in attainment between advantaged and disadvantaged pupils, which is above national levels. To help address this issue, HfL has invested £20,000 in a new collaborative leadership programme called 'Great Expectations', designed to

identify and disseminate best practice from Hertfordshire schools that have successfully closed the gap in attainment for disadvantaged and vulnerable pupils. For further information about this exciting new programme, please visit the [HfL website](#).

Finally, if you would like to keep up-to-date with news from HfL and the education sector, please subscribe to 'The Exchange e-bulletin', a weekly round-up of the latest headline news and research articles. To view previous editions of the e-bulletin or to subscribe to this useful resource, please visit the [HfL website](#).

Thank you once again for your continued positive contributions and tireless commitment in supporting your schools and making Hertfordshire one of the best places to educate children in the country, it is much appreciated.



Andrew de Csilléry
Managing Director – Herts for Learning Ltd

Changes to Department for Education (DfE) internal structure

The DfE has issued information regarding changes to their internal structure:

As of 8th October, the Department will move from having two schools directorates (the Education Standards Directorate and the Infrastructure and Funding Directorate) to one overarching group for schools and early years – this will be known as the Early Years and Schools Group (EYSG). The group will be led by Andrew McCully (currently Director General of the Infrastructure and Funding Directorate), who will be supported by Paul Kett (currently Director General of the Education Standards Directorate) until January 2019 when he will take up the position of Director General of HE and FE.

The purpose of the new group is to simplify accountability, streamline decision-making and ensure that policy-making is as user-centred as possible. The new structure will make it easier for the DfE to ensure that policy and delivery are fully integrated so that they are better able to provide an end-to-end service for users. The DfE hope that interactions with the department will be simpler and more cohesive. Post the restructure the experience should be a more coherent user-centred approach to policy-making and delivery.

The governance capacity team has moved into the **System Capacity, leadership and governance directorate**, under Sarah Lewis, bringing work on school leadership together. These changes will ensure that governance is embedded in all work on school leadership and system capacity. Further structure changes within the governance team will be announced shortly.

The DfE recognise that there will be a period of transition and are working to keep any disruption to a minimum.

Careers programme information (secondary schools)

From September 2018, schools and academies must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

Read the **statutory guidance for schools on careers guidance and access for education and training providers** for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with Section 42B of the Education Act 1997, setting out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.

The Department for Education has also updated its guidance on how to make a complaint – please see their link below:

Department for Education

Complaints procedure

How we handle your complaints, and advice on how to complain about a school, an early years provider or a children's social care service.

2:31pm, 30 July 2018: Changed the final section on reporting fraud to include new email.

Hertfordshire County Council are currently reviewing their model complaints policy

The HR Team at Hertfordshire County Council (HCC) have released the following information regarding pension auto enrolment:

Auto Enrolment Update – October 2018

Following the Council's pension automatic enrolment staging date of 1st January 2013, HCC must legally re-enrol every 3 years anyone who is not in, or has previously opted out of a workplace pension scheme and meets the eligibility criteria. HCC's next re-enrolment date will be **1st January 2019**.

On 1st January 2019, the following eligible employees will be automatically enrolled into the relevant workplace pension scheme:

- employees who are between the ages of 22 and state pension age and are not currently in a workplace pension scheme and earn above £10,000 per annum (£833 per month) on the date of re-enrolment

As part of the re-enrolment exercise, HCC is also required to transfer any employees who have opted into the LGPS 50/50 scheme back into the full scheme.

There is discretion to exclude any employee who has opted out of a pension scheme or joined the LGPS 50:50 scheme within the 12 months prior to 1st January 2019 and HCC will exercise this discretion.

HCC's auto enrolment exercise will cover both schools and non-schools employees and will include Community, VC, VA and Foundation schools, but not Academies.

It has been agreed that HCC will co-ordinate the re-declaration of compliance on auto enrolment with the Pensions Regulator for VA and Foundation schools. This should ease administration for these schools. VC and Community schools fall under the blanket declaration of compliance that HCC sign.

BBC Super Movers Free Primary Resources:

Super Movers gets children active whilst they learn.



Search for 'Super Movers' and choose from over 100 fun curriculum-linked KS1 and KS2 video resources.

The Brain Booster films cover the times tables, homophones, grammar and spelling to name but a few. No special equipment or extra space required.

Almost two thirds of the 148 Super Movers-using-teachers surveyed, said "the brain booster videos had a positive impact on pupils' engagement with tasks."

That's not all!

Each month up to May 2019, one lucky school will win a football trophy visit and a second school will win Super Movers branded items to support active lessons. Look for the "Rewards" tab on the site below, for more information on how to enter.

Check out the link below or just search and join the Super Movement!

bbc.co.uk/supermovers

Your Future. Their Future.

Hertfordshire Teacher Recruitment Events 2018-19

The first Get Into Teaching Fair that took place in Watford on 10th November was a great success with 121 potential teachers registering and 80 delegates arriving on the day to talk to teaching schools and the university face-to-face and attend workshops; they provided very positive feedback.

The next event is suitable for those interested in teaching as their first career or considering a career change in to teaching. This event is for **teaching schools only** with the aim of increasing the number of people choosing teaching as a first career or as a career change.

Hertfordshire Get Into Teaching Event

Saturday 19th January 9:30am – 1:00pm

Location: Fearnhill School, Icknield Way West, Letchworth, SG6 4BA

bit.ly/teachingevent19Jan

The registration for the following series of recruitment fairs is now open for both school exhibitors and attendees. Please do encourage your schools to attend and support the teacher recruitment fairs which are, as requested from the Headteacher consultation in the summer, more frequent and targeted to local areas and also to our county borders to encourage teachers in other counties to join Hertfordshire.

The Teacher Recruitment Jobs Fairs in 2019 are for experienced teachers looking for teaching jobs in Hertfordshire, those looking to secure their first teaching post or those looking for support and advice to return to teaching; they will be able to meet schools with vacancies face to face. There will also be an opportunity to meet teaching schools and university training providers face to face for an informal discussion about starting or changing in to a career in teaching. There will be a series of workshops which support each of these groups.

There is a series of radio and social media advertising planned to support each of these events. Schools have been notified of these events and will get an update after each event. They will also be supplied with an email and content to add to your school communications and to the website to enable us to have the furthest reach possible to attract potential and experienced teachers to Hertfordshire schools.

Teacher Recruitment Fair – Saturday 9th February – Watford – all schools
bit.ly/ExhibitorBookingForm9thFeb

Teacher Recruitment Fair – Saturday 24th March – Letchworth – all schools
bit.ly/ExhibitorBookingForm23rdMarch

Teacher Recruitment Fair – Saturday 11th May – Cheshunt – all schools
bit.ly/ExhibitorBookingForm11thMay

Timing for all events will be 9:30am – 1:00pm for delegates.



There are hundreds of Volunteer Governors waiting on the platform for you to contact them.

Is Your School Currently Looking for New Governors?

Is Your School Likely to Be Looking for New Governors in the Future?

If your answer to either of these questions is 'yes' then **Inspiring Governance** can help. They are a Department for Education funded, free online service, where schools looking for governors can find volunteers who have registered in their area.

Post a Vacancy on-line (Free of charge) for volunteers to find you.

Advantages of Using Inspiring Governance:

There are many advantages to using Inspiring Governance to help find governors but some of the highlights include:

- those placed as a governor through the service get free training and support for their first year through our partnership with the NGA. This training and support is a useful supplement to the excellent training provided locally through your Authority and includes a personal copy of 'Welcome to Governance' or 'Welcome or Welcome to a Multi-Academy Trust', the bi-monthly magazine *Governing Matters* and the 8 induction e-learning modules.
- registration is quick and easy. To register to use the service all you need to do is go to inspiringgovernance.org and click on the sign-up button. From here select the blue button to find governors button if you are recruiting for a single school, or the green button if you are recruiting for multiple schools.
- once registered you will be able to find volunteers with the skills you are looking for in less than no time. You can view volunteers within a radius of your school or schools, look at their profiles and select them for inviting for further discussion in a couple of simple steps.

Visit our website for further details and testimonials from schools who have used our service.

For more information call or email Michael Roy, Regional Manager (East and Southeast).

T: 07715 201844

E: michael.roy@educationandemployers.org



Research, Reflection and Practice – Governance Conference 2018

K.Dunnett – A Thinkpiece

This seminar presented at the conference pulled together local and national research for governors to consider how it might affect their school and their strategic direction and plans.

Looking and considering research enables forward thinking and can be like looking into a 'crystal ball'. You may be able to identify trends, patterns which can inform future planning. You can gather information from a range of sources (triangulate) and is useful to support you to make better, safer, more robust decisions. You can seek to mitigate risks or enable opportunities.

National Research – *What's Going On?*

Currently, you don't have to be a rocket scientist to know that there are significant financial pressures everywhere. This is unlikely to go away. There are also recruitment issues across education – with leadership, teacher and governors. Some areas and some different types of schools have more problems than others – how is this addressed and planned for in your school? How do you retain your good staff? What can you offer other than pay? With the changing educational landscape and the gradual increase of multi-academy trusts, it is recognised that schools are having to be run more like businesses than ever before. This is true for maintained schools also, but with the large MATs there has been a question over leadership pay and ensuring that this is 'reasonable' and not over-inflated. When we are creating new organisations it is important to be cautious – better to under recruit and then increase as necessary – much more difficult the other way round. Within larger organisations, there is more of a danger that it may attract a 'hubris' leader – a personality type that can be dangerously over-confident and can take foolish risks. We do not have to look very far into the business world and charity world to find these people – we all remember the **bank crash of 2007** which was caused by poor and hubristic leaders and negligent governance. There is corresponding research concerning '**ethical leadership**' and how we should work together to enable the spending of public money to be publically robust.

With the growing roles of governance also, it has to be a manageable workload – how can we ensure through recruitment, retention and succession planning that we will always have a board that can continue to support the school, is robust, challenging and supportive. The multi academy trusts, if they have local boards should support each other (**school to school support**). For those MATs without local boards, I struggle to know how one board can support three or more schools adequately.

Local Research – What’s Happening?

What will affect my school/academy/MAT – and what can I do about it? What housing will be developed – will this be a benefit or a threat? Will my school be in a position to gain more pupils (and pupils equal £’s) or will a new school threaten our position? What is happening with admissions – are they going up or down – why is this? Is it local birth rates? Is it a blip? If it carries on, will this result in our school Group Size reducing over a few years? Will we then have to re-consider our staffing structures and make redundancies? How can we market our school? The recommended spend on staffing currently is 70 – 75% – what do your school spend? When was the last time you examined your staffing structure? Is it still fit for purpose? Transport, highway plans, transient populations, Ofsted outcomes – how will this affect my school? What if all the schools around you join a local MAT? Will you be left on your own?

External Reviews of Governance – local research

These have evolved over the last six years when they first became available. Self-evaluations are also available now. There are five core areas – Clarity of Vision; Holding the Headteacher to Account; Financial Performance; Effective Governance Practice; Safeguarding.

The majority of reviews reflect high confidence in the finance section – but you might want to ponder this. Finance is often the responsibility of a committee, who are deemed ‘the experts’, however, it is recommended that all governors have a good knowledge around school finance, and is probably not fair (in the current climate) to shoulder this responsibility on three or four people. Finance in schools should be fairly straightforward provided the right policies and procedures are in place and up to date, but we still find that school development plans which are not costed, which is not ideal (does it become a wish list?) And many schools are facing a deficit budget in two or three years.

Effective Governance Practice has greatly improved over the last couple of years. The majority of boards **do** have a Code of Conduct, regularly undertake skills audits, all have role descriptors in place. All of this enables the Chair to concentrate on ‘running the team’ rather than taking on large link roles, or picking up on all the things that no-one else wants to do (sound familiar?)

Safeguarding has also improved – but there are still schools getting into difficulties with that first hurdle – the single central record – do ensure the safeguarding governor and perhaps the Chair or Vice Chair can check for themselves that everything is present and correct.

Holding the headteacher to account will often fall down with the lack of questions that are minuted. Clerks cannot minute questions that are not there. No matter how stupid you might think the question is, how obvious the answer – it still needs to be minuted and the response – how else can you demonstrate challenge to Ofsted? (Or me?)

Clarity of Vision – do you have a vision for your school? Is it something tangible that you can achieve or is it something ethereal that is vague? Will you know when you have achieved your vision? Consider also the ‘culture’ of your organisation. Culture always wins over vision. When a new Headteacher is appointed, often he/she will have many new ideas and a vision for the school – but if the culture of the staff is ‘we don’t it like that here’ – you may have a long way to go – does your board understand and know how to deal with ‘change management’? The NGA have a useful document ‘**NGA Being Strategic – A guide for the governing board.**’

How do we find the time? To reflect, to consider purposefully the future of our school/organisation?

Finding the Time Now

<p>What are our 'must do's?' Statutory Responsibilities' (This is what we have signed up to do)</p>	<p>Should do... Because it is Really Good Practice</p>
<p>Could do Also good practice if we have the time...</p>	<p>Isn't it nice to do (Beware – this may be 'other' voluntary work that we have assumed is governance because we are governors?)</p>

Finding the Time for the Future (because being strategic is planning ahead – SWOT)

What are our...

<p>Strengths Let's make sure we keep doing these!</p>	<p>Weaknesses What can we do to improve?</p>
<p>Opportunities Let's capitalise on these!</p>	<p>Threats Let's make a plan to avoid these or at least mitigate</p>

So, what support do you need to move things forward and make changes where you need to change?
What training? What else?

"The chair's role is to hold everything together and champion the role of the board. Think of the conductor of an orchestra, who has many players contributing individual skills – each with specialised perspectives, knowledge and concerns, required to participate at times and volumes that only he sees in the full score. Just like a conductor, the chairman dictates the tempo, the mood, and the energy of his board by balancing and prioritising the input of its members. Much of this will be dictated by their personality and style.

That's the key role.'

Bibliography

Academies Financial Handbook 2018

A Competency Framework for Governance 2017 DfE

Being Strategic – A guide for governing boards 2018

Culture vs Vision: Enemies or Allies in your Company – The John Maxwell Corporate Leadership Solutions

Improving School Accountability – Report of the NAHT Accountability Commission 2018

NGA Resource Pack – How to Create a Vision 2016

School Governance in 2018 – An annual survey by the NGA in partnership with TES

The Right People around the table – A guide to recruiting and retaining school governors and trustees – NGA 2018

The UK Corporate Governance Code July 2018

Who Governs Our Schools? Tony Breslin 2017



Dear Clerks

It has been another very busy start to the new academic year. The clerk networking events are increasing in popularity, it has been great to have met so many clerks at the recent networking event and we are now excited to meet even more at the spring term event. Wishing everyone a lovely Christmas and restful break before the term starts back in 2019.

Welcome

Welcome to two new Herts for Learning (HfL) clerks Elaine Norwood and Kathryn Chamberlain, who have recently joined. HfL look forward to helping and supporting you both in your new roles.

Thank you to the following HfL clerks who are leaving this term, Clare Kendle, Wendy Bush, Genevieve Catt and Heather Dunne. The support provided to Hertfordshire schools has been invaluable.

Autumn term clerks' networks

This term saw a presentation from, Kathy Dunnett, Senior Governance Adviser, and Sally Cort, GDPR and Data Projects Consultant. Kathy Dunnett gave a presentation on Governance External Reviews, Chairs Service and Chair Self Evaluations. Sally Cort provided a very informative session on GDPR, including the nature and requirements of GDPR on schools, key challenges facing schools, the roles of DPO and governors in data protection as well as practical tips.

There was an opportunity for networking and the HfL Governance team provided updates for clerks. HfL clerks and clerks whose school have a current Clerks' Training and Support subscription were emailed the handouts following the sessions. If you have any requests for future sessions, please email kelly.king@hertsforlearning.co.uk

Governor School Email Addresses

Although it is not statutory that all governors should have a school email address for governor purposes, schools may be unaware that by governors using personal email addresses for school purposes, data protection risks may not be flagged until it is too late!

Under GDPR, each school must take measures to keep personal data secure. By permitting governors to use personal email accounts, it is unlikely that a school will be doing enough to safeguard personal data. Many households share computers or email accounts, and home computers and devices now often remember passwords. This means there is a risk of access to school data by family members or by anyone who gains unauthorised access to the computer either by theft or hacking. Personal email accounts will also often 'sync' with other devices by default, meaning that an email saved to a governor's personal smartphone may also appear on their PC, tablet and on their online cloud account.

If a school receives a subject access request (SAR), schools are obliged to provide the requester with a copy of their personal data subject to various exemptions. Responding to a SAR will involve carrying out extensive searches for the requester's personal data and in many cases this will involve searching emails. If governors use email addresses which do not belong to the school for school work reasons, and the school have good reason to believe that the requester's personal data might be held on a non-school email account, then the school are obliged to consider the contents of these email accounts when responding to the SAR.

If a governor uses an email account which belongs to their employer, that employer is unlikely to provide your school with access to the email account to carry out searches. If a governor is away for the holidays, schools may need to carry out urgent searches of their emails in their absence and this will not be possible on a non-school email account. This could be problematic as under GDPR the statutory timeframe for responding to a SAR is one calendar month from the date of receipt.

Schools are fully aware of GDPR and are doing their best to ensure that there are no data breaches, now may be the time to reconsider if your governors should have a school email address.

Publication of Performance Data

Provisional Key Stage 4 results and performance tables for 2018 were published in October 2018 by the DfE. Key Stage 2 results and tables are expected from mid-December, and publication of revised Key Stage 4 and 16-18 results are planned for January 2019. Understanding Your Data: A guide for school governors and academy trustees was published by the Education and Skills Funding Agency. Revisions in October include links to tools that help schools reduce cost pressures.

Budget increase for schools

The Chancellor's allocation of an extra £400 million for schools has drawn some criticism for his comment that it was for "the little extras" that they would like to have. The money is for capital spending, and thus is only available for equipment and maintenance and not for teacher salaries, books, paying the electricity bill, etc. The money amounts on average to £50,000 per secondary school and £10,000 per primary school, but how it is to be distributed has yet to be announced. It could be a lump sum to each school or, more likely, be allocated according to pupil numbers.

New Ofsted framework

On 11 October, Amanda Spielman, HMCI, unveiled the main changes that Ofsted is proposing to make to the inspection framework. She acknowledged that in assessing schools there has been too tight a focus on test and exam results and that this comes at a cost to what is actually taught. As a result, one of the four judgements in the proposed new framework will be the quality of education. This will broaden the current judgement of quality of teaching, learning and assessment to include the school's curriculum and pupil outcomes, which will cease to be a separate judgement.

Under quality of education, Ofsted intend to look at three distinct aspects.

- What is it that schools want for all their children? Then the implementation –
- How is teaching and assessment fulfilling the intent? Finally, the
- Impact – that is the results and wider outcomes that children achieve and the destinations that they go on to.

There will be a third headline change: splitting the current judgement of personal development, behaviour and welfare into two separate ones – one for behaviour and attitudes and the other for personal development. Ofsted's belief is that "the tough business of behaviour and the attitudes pupils bring to learning and a school's approach to things like attendance, bullying and exclusions are best considered separately from the question of pupils' wider personal development, such as the opportunities they have to learn about being active, healthy and engaged citizens". Ms Spielman reiterated that under the proposals leadership and management will remain a key area of consideration.

Consultation on the proposals will open in January.

Underperforming Schools – Changes to criteria and intervention

Schools Minister Lord Agnew has recently advised how the DFE will support schools that are underperforming and how they will be identified.

The floor and coasting standards will be used to identify schools that need help, rather than the trigger for intervention. The 'coasting' measure will no longer be used as the starting point for a formal intervention. Regional Schools Commissioners will no longer issue warning notices to schools on educational grounds unless they have been rated inadequate by Ofsted.

Schools that meet criteria for extra support will be able to do so in two ways in this academic year:

- up to three days' support from a designated National Leader of Education (NLE) who will work with the senior leadership of the school/trust to identify their specific needs and ways these can be addressed; and
- for those also judged as 'Requires Improvement' in their last two Ofsted inspections, an additional amount of up to £16,000 that can be put towards the costs of implementing the activities agreed between the NLE and school

DfE releases school premises guidance

The Department for Education (DfE) has released new Entitled 'Controlling access to school premises', outlines schools rights and responsibilities regarding access to the site, and how schools should handle unwanted individuals on the premises. The guidance is available at the following link

[gov.uk/controlling-access-to-school-premises](https://www.gov.uk/controlling-access-to-school-premises)

Governors and trustees should be aware of their responsibility for ensuring children's safety while they are in school.

Health and safety: responsibilities and duties for schools (updated guidance for schools)

The Department for Education (DfE) has released updated guidance for schools on health and safety in schools. [gov.uk/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools](https://www.gov.uk/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools)

The guidance reminds schools that they must have a health and safety policy in place and sets out the key elements of an effective policy.

The governing board must ensure that that they have approved a health and safety policy that is relevant to their school. Once approved by the board and implemented by the senior leaders, governors should regularly ask questions during their meetings to ensure the policy is being properly understood and implemented.

Instructions for approving draft Instrument (Archdiocese of Westminster)

The Diocese of Westminster has given the following instructions for their schools that wish to reconstitute:

- the new draft Instrument will need to be approved at the next full governors' meeting in order that it can be formally adopted. The clerk must ensure that this is clearly recorded in the minutes of the meeting
- the chair should sign and date the draft Instrument on behalf of the governing body A second signature needs to be added on behalf of the foundation governors
- the draft should then be posted to Mary Ryan at the diocese where the Bishop's approval will be sought
- once this is forthcoming, the diocese will send the new Instrument of Government to the LA for signing and sealing. A copy of the sealed Instrument will then be sent to the school and to the diocese by the LA whence a copy should be made for every governor

Please do not send the approved draft to the LA directly, it must be approved by the bishop first.

Guidance for amending the instrument for maintained schools is available in our Governor FAQs – Changing the name of your school. hertsforlearning.co.uk/governor-support/governor-faqs

Clerks' networks

Bookings now open!

These termly seminars provide an opportunity for clerks to get together to discuss issues affecting schools and their role, and share good practice. Guest speakers present on areas of interest to the governing body. There will also be key messages from the governance team, a chance for questions and networking with other clerks.

Spring 19

Monday 25th March 2019

9:30am – 12:30pm

Ware Priory, Ware

Course Code: CKN91

Wednesday 27th March 2019

5:30pm – 8:00pm

Barnwell School, Stevenage

Course Code: CKN90

Summer 19

Monday 24th June 2019

9:30am – 12:30pm

Mecure Hotel, Watford

Course Code: CKN92

Wednesday 26th June 2019

5:30pm – 8:00pm

Mecure Hotel, Hatfield

Course Code: CKN93

These sessions are free to HfL clerks and subscribers to the Clerking Service; Non-Subscribers to the Clerking Service – £50.00 per delegate

[Click here to secure your place](#)

Being an effective clerk

This course is aimed at potential and new clerks.

Friday 1st March 2019

9:00am – 3:00pm

Hertfordshire Development Centre, Stevenage

Course Code: BECK29

By the end of the course participants will have a better understanding of the main functions of the clerk to the governing body.

Outline:

- the role and duties of the clerk to the governors;
- the role and work of the governing body
- producing minutes, agendas and calling notices
- the work of committees

Subscribers to Clerks' Training and Support Service – No charge; Non-subscribing schools: £175.00 per delegate

[Click here to secure your place](#)

Exclusion Training (Preparation for Clerks)

Limited spaces remaining!

Wednesday 23rd January 2019

6:30pm – 8:30pm

Barnwell School, Stevenage

Course Code: ETC11

This course is aimed at clerks to governing boards who wish to know more about their role with regards to permanent exclusion hearings. This one off session will give you an in-depth understanding of the process.

In most cases, permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

The role of the clerk leading up to, during and following the hearing is important, and will be covered in this session.

Outcomes

A better understanding of the permanent exclusion hearing process, including resources.

Tutor: Malcolm Leigh

Free to HfL clerks

Subscribers to the Clerking Service – £15.00 per delegate

Non-subscribing schools – £50.00 per delegate

Prices are exclusive of VAT.

Click here to secure your place

To book onto any training courses please visit: [booking.hertsforlearning.co.uk/governor training](https://booking.hertsforlearning.co.uk/governor%20training)

You will need to input your clerk ID (under governor ID) surname, and school number.

Please remember, you must book your place, otherwise you are not entitled to attend. If you have forgotten your clerk ID number or are a new clerk and require an ID number for training please contact governance@hertsforlearning.co.uk or 01438 843082

Complaints training for clerks

We are hoping to hold a training session for clerks on clerking school complaints in the summer term, if there is sufficient interest.

To register your interest please email

kelly.king@hertsforlearning.co.uk



REMINDERS

Clerk and Governor FAQs

Please visit our webpages before contacting the helpdesk. There are a number of FAQs available which may answer your query immediately.

hertsforlearning.co.uk/governor-support

In-House training

Please be reminded that in-house training for all maintained schools must be booked and used before the end of March 2019. If your school is yet to use their in-house entitlement, please ask them to agree the session and identify three dates that suits all governors. The clerk/training governor should then send a request asap to training@hertsforlearning.co.uk to request the in-house session, to avoid disappointment.



GovernorHub

GovernorHub Training Sessions

Training sessions for the clerk and one governor will be held in spring 2019
To register your interest please email governance@hertsforlearning.co.uk
More information will be sent out later this term.

Governor details

Please ensure you check your governor's details, it is the clerk's responsibility to keep an up-to-date record of their school's governors. Maintained schools are required to use GovernorHub, Academies and MATs can choose to purchase GovernorHub at a reduced rate.

New and Resigning Governors

When governors are added/removed on GovernorHub this does not generate an automatic alert to HfL.

For new governors:

- Add them to GovernorHub in the normal way (Non subscribing Academies and MATs should be added to your alternative membership list)
- Send the name, school and email address to governance@hertsforlearning.co.uk

The helpdesk will then issue them a training ID and welcome letter. They will also request an eLearning log-in if their school subscribes to training.

For reappointed governors:

- Please send an email to governance@hertsforlearning.co.uk and they will ensure that their ID is reactivated

For resigning governors/end of term of office:

- Keep note of the term of office for the school's records
- Remove the Governor from GovernorHub
- Send the name, school and email address to governance@hertsforlearning.co.uk

The helpdesk will then make sure that the governor no longer has access to Governor training or eLearning and they will not appear on governor training history requests.

Governance Points of Contact

Governance Helpdesk

governance@hertsforlearning.co.uk

- for general/statutory advice for clerks with a subscription for clerks' training and support
- reconstitution advice
- ID numbers for governors and clerks
- GovernorHub (non – technical)
- training history requests
- to submit minutes of FGB meetings for maintained schools
- to check subscriptions to Governance Services (not clerking)

There is a two-day response for the helpdesk so if your query is urgent phone the helpdesk on 01438 843082.

Clerking Officer

Kelly.king@hertsforlearning.co.uk

(All Clerks)

- clerking cover requests e.g. exclusions, complaints etc.
- suggested agenda items (for clerks with a subscription for clerks' training and support)
- HfL Clerking service enquires
- clerks' Training and Support Contract Enquires

(HfL clerks only)

- personnel matters relating to clerking role
- meeting cover and notice
- payroll claims and expenses

Governance training

Rowan Mansell

01438 844426

training@hertsforlearning.co.uk

- for booking governors on training (if unable to do online)
- for requesting in-house training sessions (3 dates will need to be identified by the school in advance)
- for cancelling governor training, all cancellations must be made in writing to **training@hertsforlearning.co.uk**



Hertfordshire Governors Annual Conference 2018 'Managing Change'

Back at the HASG AGM in 2016 it was agreed that we increase our annual subscription to £85 per member school. The increase was to collect enough cash to offset the reduction in funds available from HCC to allow the conference to continue. Thus this year's conference as was the 2017 one was substantially funded by the HASG members.

As last year, members of the HASG Executive Committee worked with HfL to arrange and run the conference. This year there was as usual over 200 in attendance on Saturday 17th November at Robertson House Stevenage.

The main speakers were received very well: Paul Brooker, Ofsted Regional Director and Phil Beadle an Inspirational teacher. Delegates also had the opportunity to attend two additional seminars of their choice and visit the various stands.

More information of the conference can be found in an article by Lynette Dexter of HfL on our website. See: hertsgovernors.org

HASG AGM 2018

As usual our AGM took place during the Annual Conference on 17th November. For the second time it was part of the first main session.

Paul Rosen, last year's Chair, has recently stepped down from the committee and last year's Vice-Chair Michael Taylor was elected as Chair for the coming year. Robert Smith is the new Vice-Chair and James Brown has become the Secretary. A recent addition to the executive committee Macdonald Frederick was agreed as the new Treasurer. Other existing members of the committee stayed on, but there are still some vacancies which all governors of member schools can step into. If you are interested in finding out more contact Claire Lanni our administrator at admin@hertsgovernors.org

A full list of the executive committee members and the circulated papers for the AGM including the Chair's report and the Income and Expenditure Statement will be available on our website.

See: hertsgovernors.org

Hertfordshire Outstanding Governor Awards 2018 – Winners Announced.

The Presentation of the Awards took place again at the conference again this year. The HASG has now been running and financing the Awards for 5 years in conjunction with HfL.

This year's two Winners are:

Sandra Barr – Larwood School, which is part of Larwood Academy Trust, Stevenage.

Debbie Cole – Howe Dell Primary School, Hatfield.

The four Runners-up are:

Wendie Ray – Whitehill Junior School, Hitchin.

Paul Quinn – St Catherine of Siena Catholic Primary School, Watford.

Jenny Howard – Tudor Primary, Hemel Hempstead.

Sharon Robson – St Paul's Catholic Primary School, Cheshunt.

Each of the winners school's receive a £1000 prize and those of the runners-up a £250 prize. All received a framed certificate. A photo of the winners is available on our website.

Headteacher Briefings – Governor Sessions at Beales Hotel in Hatfield.

The HASG continues to sponsor the additional twilight session of the termly Headteacher Briefings. These are held at the Beales Hotel in Hatfield and include sandwiches and tea/coffee. The Sessions have the same content at the termly briefings arranged by HCC for Headteachers. Timings: 5.30pm refreshments for Briefing: 6-8pm

Dates for 2019 have been announced:

Thursday 7th March

Thursday 20th June

To book in you need to email: caroline.inglis@hertfordshire.gov.uk

Governor online training programme

In response to governor feedback in our stakeholder surveys and at training events, Herts for Learning launched its governor online training programme in October. Since the launch over 860 governors have accessed online training. Initial course feedback has been very positive, governors are particularly happy that they can complete training at their own convenience and have experienced the benefits of a self-paced, blended learning approach which fits perfectly with their busy lives.

The first courses in Finance, Data and HR Disciplinary Hearings were very well received and have now been joined by Safer Recruitment and Exclusions refreshers. More training will be added over the coming months. Courses can be accessed here: hertsforlearning.talentlms.com

Currently online training is included in the governor training subscription, and all governors currently registered at Hertfordshire Schools who subscribe to training will have been supplied with details of how to access their online training library. Any questions or queries relating to online training should be directed to the following link [contact us](#). For further information about course content, or your schools governor training package, please contact governance@hertsforlearning.co.uk.

Remember... your school governors can still attend group training sessions if they wish, and the Governor Training package includes two in-house sessions held at your school for your own governors only, in any financial year. If you have not used both of these sessions, please contact training@hertsforlearning.co.uk to book. If the sessions are not used they cannot be carried over into the next financial year.

