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WELCOME

Dear Governors

The spring term has flown by and we are now heading towards the long and no doubt busy summer term.

The introduction of **online training** for governors has been keeping the Governance Team very busy, but the feedback we are receiving is generally positive. We feel sure that the convenience and accessibility of this type of training will make governors' lives easier and be a more effective use of their precious time.

Maintained schools are currently reviewing their contracts with Herts for Learning, and more and more are choosing to upgrade to the **GovernorHub Premium** service to help organise their governing bodies and share documents safely. Herts for Learning is pleased to retain the annual subscription for the 2019-20 financial year, so if your governing board would like to find out more, please contact governance@hertsforlearning.co.uk. Support and training on the GovernorHub Premium package is available through the Governance Team, to help schools get the most out of the system.

As the spring term comes to a close, we would like to wish you all a relaxing Easter Holiday.

The Governance Team



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Herts for Learning online training for governors is expanding

Please see below a recent communication sent out to all governors and clerks about future online opportunities:

Dear Governor,

Since launching online learning for governors in 2018, over 800 online courses have already been completed, with feedback to the training, specifically the flexibility that they provide for governors, being really positive.

Building on from this, and reflecting the importance and focus that Herts for Learning places on governor training, we are delighted to share with you an exciting new development. With effect from 11th March 2019, Herts for Learning is partnering with the leading online professional development service for governors, Modern Governor. Established and run by Learning Pool, Modern Governor is already used by thousands of governors across the UK. From 1st April 2019, Herts for Learning will be taking the lead role in developing and delivering Modern Governor, which will form part of our governance service, and will be made available to all Hertfordshire schools subscribing to governor training.

Why Modern Governor?

Modern Governor's constantly growing catalogue of online learning modules provide governors with accessible learning, designed to work across smart phones, tablets, Windows desktop and Apple Macs. All modules are mapped onto the Department for Education Competency Framework for Governance and address critical governance topics such as Pupil Premium for governors, Ofsted, financial management for governors, headteacher recruitment and SMSC development. The self-paced modules, ranging from 15 – 60 minutes in length, are designed to support the strategic role of governors, with further support provided through the Modern Governor mobile app.

Modern Governor and Herts for Learning

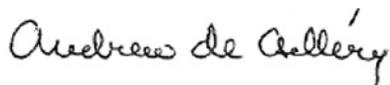
Online is transforming the way training is accessible to learners, and unlike traditional class-room settings, it makes learning simpler, easier and more effective. Modern Governor training modules will be made available to you as part of Herts for Learning's governor training service from April 2019. Modern Governor training modules will complement existing Herts for Learning online learning courses, with 30 new modules being introduced through a phased roll-out over the coming months; each one aiming to equip you with the knowledge and confidence to be effective in your strategic leadership role in your school.

Once available, a link to the new training platform, along with your individual log in details, will be provided, enabling access to the Modern Governor service which will also host existing Herts for Learning online training courses.

The partnership with Modern Governor and access to the new training modules, enhances and strengthens Herts for Learning's already well respected governor training service. It provides greater flexibility for you allowing you to study at your convenience, at a pace that suits you, and enables you to focus on specific areas relevant to your role or your school or educational setting.

I am confident that the partnership will further support your professional development and the critical strategic leadership role that you undertake within your school.

Yours sincerely,



Andrew de Csilléry
Managing Director – Herts for Learning



New Ofsted inspection framework

In January 2019, Ofsted launched a **consultation on the proposed education inspection framework for September 2019**. The consultation process ends on Friday 5th April 2019.

The document is the first new rulebook for inspectors issued since 2015, and if approved, will form the basis of all inspections of schools and other institutions from September 2019. Ofsted have stated that *"...this will be the most evidence-based, researched and transparent framework in our history"*. The draft framework includes the following main changes that will affect schools.

Changes to the format and notice for inspections

Ofsted is proposing that its "short inspections" of 'good'-rated schools will take place over two days, rather than one, in order to give the inspector the opportunity to confirm that these schools deserve to remain 'good' under the proposed new framework. Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has got better or worse.

It is also proposed to introduce "on-site" inspector preparation for all inspections. Whereas now inspectors carry out such preparation remotely the day before they visit a school, Ofsted is proposing that from September, this preparation will take place in the school on the afternoon before the inspection, in "collaboration" with school leaders. To do this, they will contact the school on the day before the inspection by 10am via telephone, and they will then arrive at 12.30pm the day before the inspection is due to take place and leave by 5pm.

Changes to Key Judgement categories

Schools will still be judged as outstanding, good, requires improvement or inadequate, but under the following categories:

- **Quality of Education**

This category will look at the ambition in the curriculum and the aspirations schools have for all of their learners. There is an emphasis on the curriculum being knowledge-rich, but also that *'this must not be reduced to, or confused with, simply memorizing facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'*.

This, Ofsted states, will *"de-intensify the inspection focus on performance data and place more emphasis on the substance of education and what matters most to learners and practitioners"*.

In practice, this means that pupil outcomes won't be the main factor for inspectors when considering a school's judgment. The quality of teaching, learning and assessment will still be judged, but will be "viewed in the context of the provider's curriculum".

- **Behaviour and Attitudes**

Going forward, pupil behaviour and attitudes to learning will be judged separately to their personal development. Ofsted believes that the behaviour and attitudes of learners of all ages bring to learning *"is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience"*.

In practice, this means that schools' management of behaviour and discipline will be considered separately to how they look after their pupils and encourage them to grow. Under the Behaviour and Attitudes category, there is also a new mention of bullying and discrimination which was previously only mentioned in the leadership and management category, with inspectors possibly making judgements on this based more on the experience that learners speak of rather than on what leaders say or think they are doing.

- **Personal Development**

This category mentions character development (resilience, confidence and independence) and the importance of learners' discovery of their interests and talents. There is also a mention of how schooling should be preparation for life. Also referenced are British Values (democracy; the rule of law; individual liberty; and the mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) as well as how learners keep themselves mentally and physically healthy.

To make judgements in the personal development category, inspectors will look at the range, quality and take-up of extra-curricular activities, the promotion of British Values, the development of pupils' character, the quality of debate and discussions that pupils have and the pupils' understanding of how equality and diversity are promoted and celebrated.

- **Leadership and Management**

Judgement of this category will remain similar to the previous framework. Inspectors will be looking for an ambitious and inclusive vision; a concern for the continuing professional development of staff, with the focus on training rather than on performance management and engagement with the community, particularly learners and staff. Also that leaders have ensured there is no cheating; acted in order to protect staff and ensured high levels of safeguarding.

Governance will also come under review during inspections, as previously.

Evidence for this judgement will be gathered from meetings with leaders (including MAT senior staff if appropriate – including the CEO or the CEO’s specified delegate) to discuss how well they know the school, meetings with governors and interviews with staff and pupils. Inspectors will also look at responses to the staff and pupil questionnaires and Parent View.

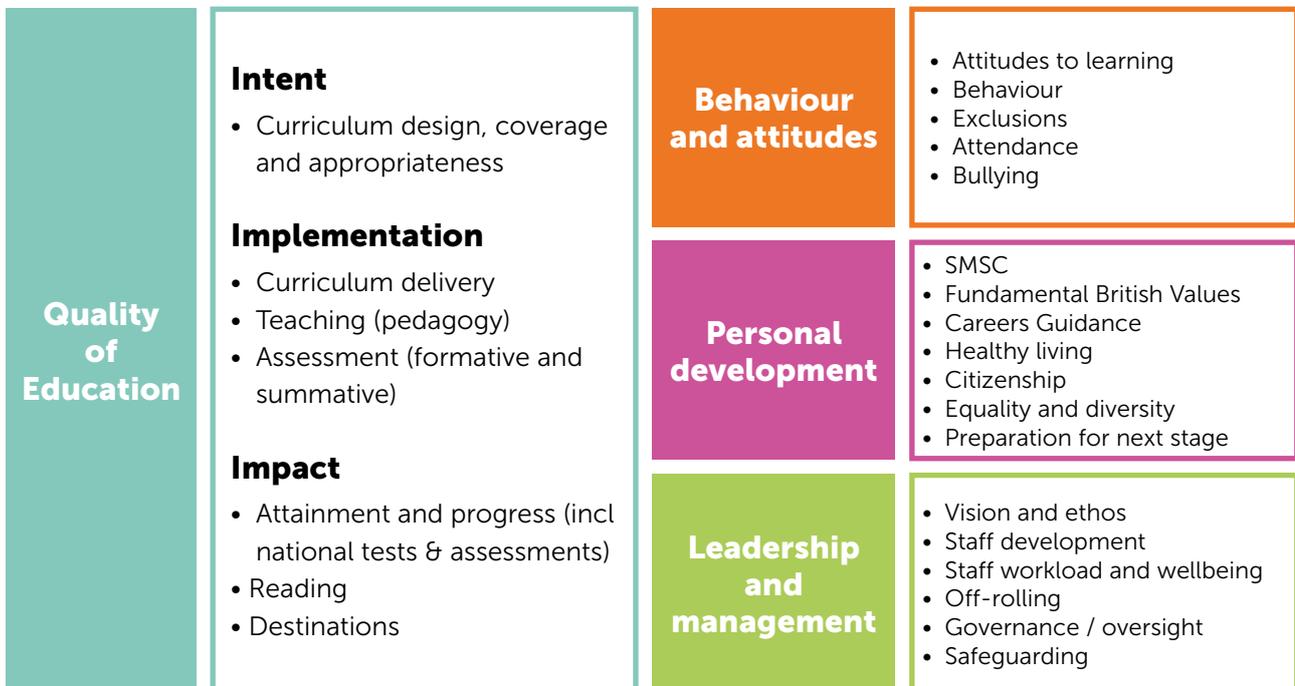
The new framework also contains outlines for leaders regarding staff workload, specifically mentioning assessment and the data collection, input and analysis it involves, suggesting that leaders *“do not use it in a way that creates unnecessary burdens for staff or learners.”* There is also the suggestion that leaders should *“protect their staff from bullying and harassment”* with an outstanding judgement criteria being that *“Staff consistently report high levels of support for well-being issues”*.

Inspections will focus with greater specificity on distinct phases – EYFS & Sixth Form settings particularly – or providers of specialist education

Under the heading ‘Arrangements for different types of provision’, particularly under the subheadings ‘Schools with early years settings’ and ‘Schools with sixth forms’ there is new, additional clarification that separate grades will be given as part of inspections.

There are also proposed amendments to independent schools inspections by Ofsted, where the focus will be on the non-specialist core element of the curriculum because all schools are required to study a “rich and broad curriculum”. In cases where non-specialist areas of the curriculum are limited, inspectors will instead consider how the core curriculum has been integrated within the specialist curriculum more broadly.

Ofsted working hypothesis in detail



Ofsted Briefings will be arranged early in the Autumn Term 2019. Details to follow.

Department for Education Activity Passports launched.....

A new downloadable "activity passport" aimed at encouraging primary school pupils to pursue new interests has been launched by the Education Secretary, Damian Hinds.

The printable document is organised into the seven primary year groups with 20 prescribed activities for each age group to complete and tick off. Activities for Reception age children include "Make a treasure map" and "Meet a friends pet" while Year 6's are challenged to "Sleep under canvas" and "Write and record/broadcast a radio play".

The programme, which is not mandatory, is designed to inspire children to try new activities, ditch electronic gadgets and develop resilience and the ability to work towards a goal.

Damian Hinds said: "When I first became education secretary, almost a year ago, I went around asking everyone I met what they wanted for their children.

"The instinctive answer that came back was never about the curriculum or qualifications, vital as these are – what they wanted first and foremost was for their child to be happy and healthy. As a father that's what I want for my children and as education secretary that's what I want for all children in this country."

Hinds said he heard "regularly" from teachers "that it's important that children have the chance to try things out, to get a taste of the world around them, to see and do things that they wouldn't normally do, or go to places they wouldn't normally go".



To download your copy, [click here](#)

Ofsted blog

A new post, "A new approach to evaluating the work of multi-academy trusts" has just been published on the Ofsted blog: schools, Early Years, further education and skills blog.

Sean Harford, National Director, Education, on how Ofsted will evaluate and review multi-academy trusts.

Read the new post, [click here](#)



Governor recruitment event in Stevenage

With the current pressure on governors to dedicate more and more of their spare time, and demonstrate specific skills that make them suitable to be governors, many governing boards are being faced with governor resignations simply because the role seems to be getting more difficult and less gratifying as time goes by.

The Department for Education advises in its Constitution of governing bodies of maintained schools (link below)

page 8 section 14: [gov.uk/The_constitution_of_governing_bodies_of_maintained_schools_2017](https://www.gov.uk/The_constitution_of_governing_bodies_of_maintained_schools_2017)

"While governing bodies should use their code of conduct to commit current and prospective governors to continuing professional development to develop their skills as governors, filling a vacancy on the governing body provides a specific opportunity to fill any skills gaps. The first priority for a governing body in filling a vacancy on the governing body should therefore be to do what is in their power to secure a new governor with the ability and experience they require – or, if this is not possible, at least the capacity and willingness to develop them."

Following this guidance can make it very difficult for governing boards to recruit new governors to fill ever increasing governor vacancies, so in response to feedback from many Chairs of Governors, Herts for Learning will be holding a governor recruitment event at the Hertfordshire Development Centre in Stevenage during the summer term.

The event will aim to promote school governance to a variety of professional people who either work in Robertson House/Farnham House, or who are attending courses, events or meetings at the Hertfordshire Development Centre which welcomes delegates from across the whole county. The event could reach NHS staff, education specialists, public services and local government employees.

If you are a Hertfordshire school with governor vacancies (LEA or co-opted categories), please feel free to contact us to let us have some information about the kind of people and skills you are looking for. We would also be happy to display any information about your school on our stand, and will keep your information on our files for reference during future recruitment initiatives.

Please contact governance@hertsforlearning.co.uk by Thursday 9th May if you would like us to put you on our list of schools looking for governors.



GovernorHub

GovernorHub update

GovernorHub have recently updated the premium package to allow links to be uploaded to the documents section. This could be a link to a website or to a “working” Google Doc or a Microsoft Office Online document.

First, copy the link you want to add. Select the “documents” section and simply click on the +Add button and choose Add a web link from the dropdown, paste in your link and give it a name.

HfL Demo School
Supported by Herts for Learning Governor Services

NOTICEBOARD CALENDAR DOCUMENTS GOVERNING BOARD

Name ↑	Last Modified	
1. Useful links	11 minutes ago	⋮
2. FGB	a few seconds ago	⋮
3. Curriculum Committee	a few seconds ago	⋮
4. Resources Committee	a few seconds ago	⋮

Full Governing Board

In your useful links folder, there could be links to the governors section of the school website, the governor support and training sections of the Herts for Learning website, to the Herts for Learning online training log in page, or anything else that you think would be useful for your governors to access!

You can now follow Herts for Learning Governance team on [Twitter](#) and [Facebook](#)

The Chairs Service

'The Chair's Service, Chairs leading and supporting Chairs in Hertfordshire and beyond...'

Role of the Chair

What is the role now? In a nutshell – leading and managing Team GB.

This should be your main focus. Any other large link roles e.g. Safeguarding, Pupil Premium etc. should be delegated and not necessarily to the Vice Chair who will need to pick up the pieces in your absence.

Governing boards are continuously calling the Helpdesk explaining that no-one wants to be Chair. This is because;

1. Chairs take on too much.
2. Others then feel they could not achieve the same level of workload.

We therefore must not set up our boards to fail in the future. Paramount to succession planning is for the board to have confidence that the workload is manageable and have clear plans for Induction and Handover for all new Chairs.

Ten top tips for modernising and updating the role of chair

1. Do not take on any large link roles – being chair, leading and managing the team is enough! Your main role is to be mentoring Team GB and making sure they are undertaking all their roles.
2. Do you need to review your governance structure? As the school, the board and locality changes – your needs may be different – so might your structure need to change?
3. Have a sound, professional relationship with the clerk, the headteacher and all of your governors. Ensure that you are well prepared for meetings.
4. Share some of the chair roles with your other chairs or delegate to keen governors. In this way you can share the load and succession plan. Ensure all of your governors have link roles to enable them to know what the expectations are.
5. Ensure that as a Chair you are taking enough time out to steer and manage the team – this might mean letting other things go e.g. governors do not have to be involved in any recruitment other than that of the leadership team.
6. Do not proof read or write policies. The policies you need to pay most attention to are the ones that governors have a role in e.g. HR; Complaints.
7. Ensure that you know what your 'must dos' are – don't get sucked into things that you enjoy doing but are not part of the role – unless you have the time to do it and it is very clearly another voluntary role.
8. Ensure that you and your governors know what 'governance' is and what they might do as a school volunteer. Do they have time for both?
9. Make sure your Annual Plan is updated, and that you have all the support policies, procedures, code of conduct etc. in place to support your management and leadership of the team.
10. Only meet your headteacher face to face when there is a real necessity. Telephone, Skype and emails can also be effective.



Chair of Governance 360° Development Tool

From 2015 the useful documents 'Twenty Questions and Twenty One Questions – Key questions every governing board should ask itself' by the APPG on Education Governance and Leadership and provided by the NGA: – recommends a regular 360° review of the chair's performance. This recognises the fact that the Chair of Governors is a leader within the school and it is essential that boards have a strong leader, plus also strong chairing with the committees and vice chair (who should be prepared to step up to the chair role at any time). Rather than trying to apply a 'bulk-standard' management 360° to chairs – it is essential that they are fully aware of strategic educational issues, the oddities around schools finances and a good understanding how and when to challenge the school (but also when support is needed). Also, what is 'good' governance and is our governance 'good enough?'

With this in mind, Herts for Learning has developed a Chair's 360° development tool based on the Department for Education 'A Competency Framework for Governance', which was launched in 2017.

What is a 360°?

Participants have the opportunity for completing an on-line survey encouraging them to reflect on their skills, but also their areas for development. Participants are also encouraged to send the survey to a key group of people of their choice, up to around 6 people. A visual report is generated from the surveys and a governance advisor also sends a short report sign-posting to the critical areas to celebrate and to develop. The 360° Toolkit will guide the chair (or vice chair, or chair of committee) how to interpret the report and next steps.

The cost is £99.

Telephone support via a governance advisor is also offered as an option at a further cost of £65 per hour, but if you decide at the onset that you would like telephone support, we can offer a discount of £150 for the complete package.

Contact the helpdesk for further information – 01438 843082

Email: governance@hertsforlearning.co.uk

Chairs 360° – Interview with Keith Hutt, Chair of Governors, Governance Trainer and Strategic Leader of Governance.

What made you think that a Chairs 360° might be a good thing to do?

Provides an anonymised perspective across the school about the effectiveness of the chair and about aspects that are considered less strong.

Did you know what it entailed before you embarked on it?

I thought it would be good to involve staff, but it became clear that they had a limited knowledge of the engagement of the chair with the governing board, however, this was useful to find out.

Was the information you received explaining the 360° helpful?

Yes, it was very clear. It was also helpful to discuss with the governance team how it might work.

How easy was it? For you? For your respondents?

It was straightforward for me and, as far as I am aware, for them.

Did you find it helpful overall?

Yes, it certainly gave me a few ideas and a possible plan that I could use.

What did you like best about it?

It provided reassurance that most people thought I was doing a good job

Might you repeat the process in the future?

Only if I'm still in post when there has been a significant turnaround of governors.

Did you consider overall that it was value for money?

I thought it was quite expensive at first, but when I researched what was available, it was actually good value for money. At the time I felt it was probably most useful when there are signs that things might be going wrong, or when a vocal minority has a view that needs to be addressed. However, I think it would be helpful for any chair that has been in post after a year or 18 months to know they are on the right track. Also for Chairs that have been in post a long time.

Would you recommend it for other Chairs of Governors?

Yes. It is important that there is buy-in from all the governors that they will complete the questionnaire. It might also highlight where a change would be beneficial. I think that Vice Chairs and Chairs of Committees would also benefit.

Anything else you would like to add?

Having a range of tools available is a good thing. Different activities suit different situations. Basing it around the competencies is a helpful framework to use.

Keith Hutt – Chair, Trainer, Strategic Leader

Updating the Service

The Chairs Service will be updated and re-launched this year. There will be many more opportunities for e-learning and the Chair's Portal will enable all Chairs to have access to the latest documentation.

If you are a new Chair please let the Helpdesk know so that they can send you the free information booklets. 01438 843082.

booking.hertsforlearning.co.uk

hertsforlearning.co.uk/governance-services

Dear Clerks

The spring term has been another busy but shorter term.

Welcome

Welcome to two new Herts for Learning clerks Elaine Phillips and Margaret Burdon, who have joined Herts for Learning this term. We look forward to working with you both.

Spring term clerks' networks

This term saw a presentation from Paul Davies, Complaints Officer in the Customer Service Complaints Team at Herts County Council. Paul explained the role of the clerk in co-ordinating complaints and highlighted the recent changes to the Department for Education schools complaints procedure.

There was also an opportunity for networking and the Herts for Learning Governance team provided updates for clerks. Herts for Learning clerks and clerks whose school have a current Clerks' Training and Support subscription will be emailed the handouts following the session. If you have any requests for topics at future sessions, please contact Kelly King, Clerking Officer, Governance Services.

kelly.king@hertsforlearning.co.uk

Analyse School Performance (ASP)

There have been a number of updates made to Analyse School Performance (ASP), the Department for Education's data analysis tool for school leaders. Governors and Trustees are now able to view their 'Prior attainment of pupil by year group' report for the 2017/2018 school year.

The Department for Education has also changed how the ASP website will be accessed. Schools will no longer access the school's information via the Secure Access portal. They will now need to use the new Department for Education sign-in website, having migrated their account to the new service. A step by step guide is available here sa.education.gov.uk

Access to school premises Department for Education Guidance

The Department for Education has issued some simple and brief guidance on access to school premises.

The guidance covers three areas:

1. Who can go onto school premises?
2. Barring individuals from school premises
3. Removing individuals from school premises

The Department for Education says that schools should set their own rules on who has access and when, including parents. Anyone who breaks these rules would be trespassing.

The guidance is available at the following link: [gov.uk/controlling-access-to-school-premises](https://www.gov.uk/controlling-access-to-school-premises)

Department for Education checklist on indicators of potential fraud

The third core function of school governing boards is to oversee financial performance of the organisation and to make sure money is well spent. To support schools in ensuring effective financial performance, the Department for Education have compiled a list of indicators and risk factors associated with potential fraud.

These have been categorised into the following areas:

- personal motives for fraud,
- organisational motives for fraud,
- weaknesses in internal controls,
- transactional indicators,
- the methods used to commit or conceal fraud and record keeping/banking/other.

Risk factors may not be exclusive to one area and the guidance outlines that “the document is not exhaustive and is a guide only, but may be helpful for use as a checklist where concerns exist that fraudulent activity may be taking place”.

[gov.uk/fraud_indicators_-_a_generic_checklist_updated_Jan_19_FINAL](https://www.gov.uk/fraud_indicators_-_a_generic_checklist_updated_Jan_19_FINAL)

Health and Safety Guidance for Schools

The Department for Education has published an updated version of its advice for schools on health and safety, Health and Safety: responsibilities and duties for schools.

The guidance is now split into 12 sections:

1. Responsibilities
2. Leadership
3. Elements of a health and safety policy
4. Assessing and managing risks
5. Other areas and activities to consider
6. School security and emergency preparation
7. Additional powers of local authorities as employers
8. Staff training
9. Duties on employees
10. Recording and reporting injuries and accidents
11. Review and evaluation
12. The Law

It is available at:

[gov.uk/health-and-safety-advice-for-schools](https://www.gov.uk/health-and-safety-advice-for-schools)

Governing Body Minutes (Maintained Schools Only)

As clerk of a Hertfordshire LA maintained school, there is a statutory requirement for you to provide copies of draft FGB minutes to governance@hertsforlearning.co.uk, at the point of the draft set being agreed by the CoG/Head (ideally within 21 school days of the meeting).

We have recently carried out an audit and identified some gaps so would ask if you haven't been carrying out this task, you please introduce this with immediate effect.

ACTION: If this applies to you, please could you as a matter of urgency send draft copies backdated to September 2018 to the above address and any previous copies before the Easter break. It would also be helpful for the team if you would kindly save the minutes in the following format as this will ease the filing of the minutes – Date/school no./School name GB Mins – e.g. 180307 111 Hogwarts GB Mins.

Please note, we do not require copies of committee minutes.

Thank you for your assistance.

Governance Professionals

Lord Agnew, Parliamentary Under Secretary of State for the School System recently made a video highlighting the role of the clerk. Which was first shown at the NGA clerk's conference. Agnew praises the role of the clerk and their position in supporting school governance.

Noting the importance of clerks' development and fair remuneration, he acknowledges that boards, trusts and LAs should "invest proportionately" in clerks. Agnew also recommends that the role should not be an "add on" to existing roles in the school, but a separate profession in and of itself, noting Ofsted's finding that clerks are pivotal to improving the effectiveness of governing boards' work.

Clerks should feel very proud of the professional role they provide to their governing boards.

Watch this interesting video on YouTube [watch here](#)

Herts for Learning Clerks' Training and Support Service

Does your school subscribe to Herts for Learning's Clerks' Training and Support service? If not, do you feel that you have nowhere to turn to when you are seeking clarification of your governors' queries? If this is the case you may want to consider asking your school or academy if they would subscribe to clerk's training and support for you.

The benefits of the Clerk's training and support service are:

- a specific training programme for clerk's, 'Being An effective Clerk', (free to subscribers, non-subscribing schools would pay £175 to attend the full day training) held termly.
- a copy of the Clerks' Handbook
- summaries of relevant documents and initiatives , periodically by email
- a termly list of suggested agenda items
- termly seminars for governance updates, information from keynote speaker and networking opportunities (free to subscribers, non-subscribing schools would pay £50 to attend each session)
- complaints training for clerks' at reduced fee of £15 (non-subscribing schools £50)
- exclusions training for clerks at reduced fee of £15 (non- subscribing schools £50)
- access to the governance helpdesk by phone and email for general and statutory clerking advice

To enquire about this service and the price for your school, please contact governance@hertsforlearning.co.uk or 01438 843082.

Clerks' Training available this term:

Exclusion Training (Preparation for Clerks)

Wednesday 15th May 2019

6.00pm–8.00 pm

Goffs Academy, Cheshunt

Course Code: ETC12

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

Cost:

Free to Herts for Learning clerks

Subscribers to the clerking service – £15 per delegate

Non-subscribing schools - £50 per delegate

Prices are exclusive of VAT.

To book a training courses please visit booking.hertsforlearning.co.uk

Being an Effective Clerk

This course is aimed at potential and new clerks.

Monday 17th June 2019

9:00am–3:00pm

Cheshunt Marriott Hotel

Code: BECK30

Lunch is included so please confirm if any food allergies apply when booking

Outcome: 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

Tutor: Kelly King, Clerking Officer, Governance Services

Cost: Subscribers to Clerks' Training and Support Service – No charge;

Non-subscribing schools: £175 per delegate

Cancellations can only be made in writing to training@hertsforlearning.co.uk. Charges may apply. Please see the website for details

Clerks' networks

These termly seminars provide an opportunity for clerks to get together to discuss issues and share good practice. Guest speakers will 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. This term sees the return of Marcus Cooper, who will be providing an update to changes in education including an update on the New Ofsted Framework.

Summer 19

Monday 24th June 2019

9:30am – 12:30pm

Mecure Watford, Watford

Course Code: CKN92

Wednesday 26th June 2019

5:30pm – 8:00pm

Welwyn/Hatfield Area

Course Code: CKN93

Tutor: Kelly King, Clerking Officer, Governance Services

Cost: Free to Herts for Learning clerks and subscribers to the Clerking Service; Non-Subscribers to the Clerking Service - £50.00 per delegate

Cancellations can only be made in writing to training@hertsforlearning.co.uk. Charges may apply. Please see website for details.

Academic Year 2019/2020

Dates for clerks training for the new academic year to be advised shortly. Please keep an eye out for an update on GovernorHub.

Reminders for clerks

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

Governing Bodies subscription

Are all members of your governing board aware of the services that their schools purchase through Herts for Learning for them? All maintained schools should have now returned their contracts for the new financial year (Academies and MATs – financial year runs in line with academic year). For details of the services and your board's subscription, please contact governance@hertsforlearning.co.uk

Governor details

Please ensure you ask your governors to update you of any changes to their details. It is the clerk's responsibility to keep an up-to-date record of their school's governors. Maintained schools will need to use GovernorHub, Academies and MATs can use GovernorHub or another means.

New and Resigning Governors

When governors are added/removed on GovernorHub this **does not** generate an automatic alert to Herts for Learning.

For new governors:

- Add them to GovernorHub in the normal way
- Send the governor's name, school and email address to governance@hertsforlearning.co.uk

The helpdesk will issue them a training ID and welcome letter. They will also request an online training login if their school subscribes to training.

For reappointed governors

- Amend the term of office on GovernorHub
- Please send an email to governance@hertsforlearning.co.uk

The Helpdesk 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 online training and they will not appear on governor training history requests

*Note: Ex governors should be recorded on the school website for a period of 12 months from the date of resignation (under statutory information)

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). For technical advice please contact support@governorhub.com
- 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)
- Herts for Learning Clerking service enquires
- Clerks' Training and Support Contract Enquires

(Herts for Learning clerks only)

- Personnel matters relating to clerking role
- Meeting cover and notice
- Payroll claims and expenses

Governance training

01438 844426

training@hertsforlearning.co.uk

- For booking governors on training (if unable to do online)
- For requesting in-house training sessions (three 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

You can now follow Herts for Learning Governance team on [Twitter](#) and [Facebook](#)



Hertfordshire Governors Annual Conference

This year's conference is scheduled for Saturday 16th November 2019

The HASG Committee continues to help organise and match fund the Annual Conference. More information on the 2018 conference can be found on our website:

hertsgovernors.org/managing-change-governors-conference-2018

HASG AGM 2018

Our AGM took place during the November 2018 Annual Conference. For the second time it was part of the first main session.

Full information can be found on our website including the information / papers presented and the draft minutes.

hertsgovernors.org/minutes-of-agm-17th-november-2018

Hertfordshire Outstanding Governor Awards 2018

The awards are organised and run by the HASG Committee. Presentation of the 2018 awards took place as usual at the conference.

Full information on the award winners can be found on our website:

hertsgovernors.org/outstanding-governors-2018

Hertfordshire Outstanding Governor Awards 2019 Nominations have opened.

Full information can be found on this year's awards on our website including a downloadable copy of the nomination form.

hertsgovernors.org/outstanding-governor-awards-2019-nominations-open

The closing date for nominations is Friday 31st May 2019

Headteacher Briefings – Governor Sessions.

The HASG continues to sponsor the additional twilight session of the termly headteacher briefings. These are normally held at the Beales Hotel in Hatfield and include sandwiches and tea/coffee. The spring term session on Thursday 7th March had to be moved at short notice to Robertson House as we had our largest attendance ever (90) and Beales could not provide a large enough room.

The summer term session is booked for: Thursday 20th June 2019 6-8pm (Refreshments from 5.30pm). Provisionally booked at Beales Hotel – confirmation of venue will be announced in due course.

The briefings have the same content and presenters as those arranged by HCC for headteachers only.

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

THE EXCHANGE e-BULLETIN

Sharing education news and best practice

The Exchange e-bulletin is an exciting way for schools and academies to receive timely and relevant news from local and national media sources. The purpose of this e-bulletin is to share the latest education news and best practice from Hertfordshire schools as well as the latest Herts for Learning updates.

This e-bulletin is published every Tuesday during school term to ensure you remain up to date with the latest changes and updates to education.

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