|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Group Training Session** | **In-House**  **Session** | **Academy (A), Maintained (M), Multi Academy Trust (MAT)** |
| **Admissions Appeals**  Aimed at governors and head teachers of Voluntary Aided, Foundation and Academy primary and secondary settings.  The course covers the process for school admission appeals and supports governors to prepare the governors’ case for presentation to an Independent Appeal Panel (IAP) | N | Y | M (VA/F)/A |
| **Admissions and the School Admissions Code**  The governing body or academy trust has full responsibility for the school’s admission arrangements. This course will explain to governors their full legal responsibilities with regard to admission throughout the academic year as outlined in the School Admissions Code. It will cover the statutory timescales and requirements, the admission application and allocation process (process and in year) and consultation requirements.   Aimed at governors of own admission authority schools | N | Y | A/MAT |
| **Handling School Complaints**  Relevant to governors of maintained schools. Looks at good practice and statutory requirements when dealing with a formal complaint. | Y | Y | M |
| **Handling Academy Complaints**  Relevant to governors of academies (including MATs), free schools, studio schools and university technical colleges. Looks at good practice and statutory requirements when dealing with a formal complaint. | Y | Y | A/MAT |
| **Understanding Assessment Data**  Suitable to all governors, particularly those overseeing pupil progress, attainment and target setting in primary and secondary settings.  Note - An additional charge of £100.00 for in-house requests will be applied as the Assessment Team will review the settings own data prior to the delivery.  Note - This course may only be booked every 2 years | N | Y- max every 2 years | M/A/MAT |
| **Dealing with Difficult People and Courageous Conversations**  This course is aimed at Chairs, Vice Chairs and other Governors who may need to undertake difficult conversations and/or deal with challenging individuals.  The course will help in understanding what we mean by ‘difficult’, possible strategies to apply and when/why we need to have ‘courageous’ conversations. | Y | N | M/A/MAT |
| **Title:** | **Group Training Session** | **In-House**  **Session** | **Academy (A), Maintained (M), Multi Academy Trust (MAT)** |
| **Disciplinary Hearings**  Beneficial in understanding the procedures of a staff disciplinary hearing. The course is based on the HfL model disciplinary policy however useful for governors of all settings as the principles are broadly the same. The course also looks at the decision making process and assists with dealing with challenges that may arise. | Y | N | M/A/MAT |
| **Children Looked After**  The course will provide Governors with an opportunity to update their knowledge and understanding of   * Who are Children Looked After and Previously Looked After Children * Accountability for Governors within the Statutory Guidance * The Virtual School * Teaching and Learning for disadvantaged children * Complexity of need: FASD, trauma, loss and SEND * Attachment Aware schools * The Ofsted inspection * Research evidence on what works in schools * What Governors need to know about the Pupil Premium Plus * Funding allocation methodology and eligibility for Children Looked After and Children Previously Looked After in 2018-19’ | Y | N | M/A/MAT |
| **Effective Governance**  Explores in more detail how individual governors and governing boards can effectively carry out their core function of holding the Headteacher to account for the educational performance of the school/academy. | Y | Y | M/A/MAT |
| **Exclusions**  Equips governors to be able to sit on a governors’ disciplinary committee panel, a mandatory requirement in the case of certain types of exclusion, including permanent. It is highly recommended panel members refresh this training every 2-years. | Y | Y | M/A/MAT |
| **New to Finance in maintained schools**  This course is aimed governors of local authority maintained schools who want to should gain an understanding of their role in the financial management of schools and develop their skills to meet the responsibilities | Y | N | M |
| **Title:** | **Group Training Session** | **In-House**  **Session** | **Academy (A), Maintained (M), Multi Academy Trust (MAT)** |
| **Governor Visits**  Suitable for all governors to understand why governor visits are important and application to link governors. | N | Y | M/A/MAT |
| **Headteacher Performance Management**  Essential for governors sitting on the HTPM panel to ensure correct procedures are followed and governors understand the process. | Y | N | M/A/MAT |
| **Health and Safety (introduction to)**  Relevant to all governors, particularly those overseeing premises and H&S. Provides understanding and awareness of risks in settings and the governor roles and responsibilities. | Y | N | M/A/MAT |
| **Induction for Governors**  All day course aimed at new governors. Covers roles and responsibilities and three main functions of the board. Recommended within first 3 months of appointment. | Y | N | M/A |
| **Interviewing, appointing and induction of senior leaders**  Essential for governing boards recruiting in the coming 12 months. A practical and interactive course to equip governors with interview techniques | N | Y | M/A/MAT |
| **Meeting with the Ofsted Inspector**  Useful for governing boards in the ‘Ofsted window’ as opportunity to be interviewed in a mock inspection. The 1 hour session covers mock inspection and feedback. | N | Y | M/A/MAT |
| **Knowing your School, and Ofsted – governance**  Relevant for all governors as looks at Ofsted inspection process and criteria as well practical steps for the governing board. | N | Y | M/A/MAT |
| **Securing Good – With an eye on outstanding (Ofsted)**  Relevant for all governors of schools and academies presently graded Good and wanting to ensure they retain good, but with a focus on a move to outstanding. | N | Y | M/A/MAT |
| **Effective use of Pupil Premium**  Suitable for all governors this course provides opportunity to update knowledge and understanding of the allocation of this funding, and the governor role in monitoring spend and impact. | Y | N | M/A/MAT |
| **Introduction to Pupil Welfare and Wellbeing**  Suitable for all governors. Course looks at range of issues and experiences that can impact on pupil welfare and wellbeing and support to address. | Y | N | M/A/MAT |
| **Title:** | **Group Training Session** | **In-House**  **Session** | **Academy (A), Maintained (M), Multi Academy Trust (MAT)** |
| **Planning the recruitment of school leaders**  Useful for individual governing boards strategically planning to recruit a Headteacher, Deputy Head or a member of the senior leadership team in 12-18 months, or later. Course is only relevant if the planning process has not started – see ‘Interviewing, appointing and induction of senior leaders’ if planning underway. | N | Y | M/A/MAT |
| **Role of the Trustee on a MAT Board**  This course is aimed at relatively new Trustees/Governors on a multi-academy trust board but is also useful as a refresher for established boards.  The course will help in providing an understanding of the roles and responsibilities; look at different models of governance in MATs; consider different ways of working and considering the future and whether you need to tweak or change. | N | Y | MAT |
| **Risk Assessment**  This course supports governors to understand key concepts, principles and techniques relating to management of risk, to identify different types and sources of possible risks and explore what makes a good risk register, including risk identification, their impact, appropriate countermeasures, and contingencies and assigning risk owners. To support the understanding of how governors might improve policies and practices to support risk management activities and to develop governors understanding of risk management, including their oversight & monitoring of it. | N | Y | M/A/MAT |
| **Safer Recruitment**  Nationally accredited **all-day** training (accreditation lasts 5-years). Course content (Safer Recruitment Consortium) provides opportunity to review recruitment process, ongoing culture of safeguarding vigilance and opportunities to network.  Note – Delegates must attend all day (9.30 – 4pm) – if accreditation already obtained see Safer Recruitment Refresher below. (Additional cost – see details when booking online or contact [governance@hertsforlearning.co.uk](mailto:governance@hertsforlearning.co.uk) for details). | Y | N | M/A/MAT |
| **Safer Recruitment Refresher**  Relevant for governors who have attended all day session and 5-years has lapsed. Course provides opportunity to refresh safer recruitment practices.  Note - This course should not be completed if accreditation for above session has not been achieved. | Y | N | M/A/MAT |
| **Title:** | **Group Training Session** | **In-House**  **Session** | **Academy (A), Maintained (M), Multi Academy Trust (MAT)** |
| **Safeguarding Children**  Highly recommended for all governors in the first 6 months of appointment. Course looks at statutory duties and responsibilities and insight into child protection tasks undertaken by the setting | Y | N | M/A/MAT |
| **Role of the Safeguarding Link Governor**  Aimed at Safeguarding link governor but also useful for all governors. Course looks at link governor role and shares good practice for safeguarding visits. | Y | Y | M/A/MAT |
| **New to Special Educational Needs and Disability (SEND)**  Aimed at SEND link governor but also useful for governors overseeing school improvement/disadvantaged pupils. An introduction to the area of SEN and disabilities. Course considers key aspects of SEND and a range of practical activities. | Y | N | M/A/MAT |
| **Succession Planning & Strategy**  For governing boards who want to be aware of their future strategic leadership – leadership of the school (staff) and governing board. | N | Y | M/A/MAT |
| **Understanding the Landscape**  Aimed at all governors, headteachers and key senior leaders of primary and secondary maintained schools. Course provides understanding the current educational landscape, including Multi Academy Trusts, the possibilities available to them and key issues to consider when planning their school’s future. | N | Y | M |
| **Understanding your role as governor in a local governing body**  This course should enable a local governing board/body or advisory group to improve their understanding of their role and their relationship with the overall MAT Board and other local governing boards across the MAT. The schedule of delegation is required in advance of the session to enable the facilitator/trainer to make the session bespoke to you LGB and increase effectiveness. | N | Y | A/MAT |
| **Vision, Mission and Strategy**  ‘Governing boards are the key strategic decision making board of every school. It is their role to set the school’s strategic framework and to ensure all statutory duties are met. The governing board should ensure that the school has a medium to long-term vision for its future which it may be helpful to articulate in a strategic written statement.’  This course supports governors in their role around;   * The Governing Board’s 3 key functions * Values / Ethos * Vision & Mission * Strategic planning   Setting targets/Key Performance Indicators and monitoring progress | N | Y | M/A/MAT |
| **Online training** | | | |
| [Disciplinary hearings - be prepared](https://www.hertsforlearning.co.uk/business-services/governance/governor-support/online-training-governors#collapse-2-10312) This course provides a clear and concise overview of the disciplinary hearing process, ensuring governors are prepared and disciplinary hearings are conducted fairly. |  |  | M/A/MAT |
| [Effective teaching and learning in the Early Years Foundation Stage – governors](https://www.hertsforlearning.co.uk/business-services/governance/governor-support/online-training-governors#collapse-4-10312)  This online training course was originally created for practitioners and school leaders, and therefore contains operational guidance and support for this audience. However, the content is also useful for governors, providing an insight into best practice in Early Years Foundation Stage provision. The information contained within this module should enable governors to become skilled on key expectations for this critical phase of education, and help inform strategic questioning and planning. |  |  | M/A/MAT |
| **Effective Governance**  This course will help and support governors by reinforcing the understanding of the board's three key roles. It explores how governors are an integral part of a team and what that really means and helps governors to feel equipped with the tools to govern more effectively. |  |  | M/A/MAT |
| [Academy financial management](https://www.hertsforlearning.co.uk/business-services/governance/governor-support/online-training-governors#collapse-1-10312) This online training provides a clear introduction to governor’s duties and responsibilities relating to academy financial management. By the end of the course governors will be able to explain what finance means, explain where funding for academies originates from and potential changes in funding. After completing the training governors should feel confident to challenge individuals appropriately about academy finances. |  |  | A/MAT |
| [Effective scrutiny of school budgets for governors](https://www.hertsforlearning.co.uk/business-services/governance/governor-support/online-training-governors#collapse-3-10312) (Finance)This course looks at the role of financial scrutiny and your role as a school governor in finding the right balance between financial sustainability and improving the outcomes of all children. |  |  | M |
| [Introduction to General Data Protection Regulation (GDPR)](https://www.hertsforlearning.co.uk/business-services/governance/governor-support/online-training-governors#collapse-7-10312) This course is designed to help governors to understand why and how GDPR applies to educational settings and ensure compliance to the new regulations. The course highlights the importance of protecting any personal data held and used by schools/academies, explaining an individual's rights under GDPR and ensures governors are aware of the key elements required to be GDPR compliant. By completing this course, governors will also be informed about the roles and responsibilities of their Data Protection Officer (DPO) and/or DPO team. |  |  | M/A/MAT |
| **Governor Visits**  This course has been designed to ensure school governors:   * know why visits are an essential part of the governor role * are clear as to why and how visits happen * help the board to plan, monitor and evaluate visits and be confident visits are strategic and focused * be clear about the purpose of a visit |  |  | M/A/MAT |
| **Health and Safety (Introduction to)**  This online training course has been designed to provide governors with the knowledge and understanding to enable the management of health and safety proportionately. On successful completion of the course, governors will be able to identify the risks and controls within their responsibilities and fully understand the consequences of failing to manage health and safety effectively. |  |  | M/A/MAT |
| **Human Resources (Introduction to)**  This course had been designed to provide an introductory oversight into the key areas of Human Resources (HR) in a school environment. Governors will gain an awareness of the key legal frameworks within school employment relationships and be introduced to the specific responsibilities of a school governor. |  |  | M/A/MAT |
| **Safer Recruitment Refresher**  This refresher course is designed to support governors who have attended face-to-face Safer recruitment training and successfully gained accreditation. It helps governors understand why safer recruitment is important, describing the key elements of the Safer Recruitment process and how to implement these in your role as a governor. The course also provides a good insight into the process for any governors prior to attending face-to-face training. |  |  | M/A/MAT |
| **School governors and social media**  Topics covered include what social media is, how it can be used to support a school and its community and what issues governors should be aware of when considering the use of social media throughout a school, as well in their own personal capacity |  |  | M/A/MAT |
| **Introduction to governance – Module 1**  If you're newly-appointed as a governor or trustee, then start with this module. It will introduce you to the roles and responsibilities of governance, the core functions of a governing board, and what those core functions mean in practice. |  |  | M/A/MAT |
| **Introduction to governance – Module 2**  After completing Introduction to governance Module One, enrol yourself on this module. It explores the different roles of the individuals who make up a governing body and covers the groups that governing bodies are accountable to. |  |  | M/A/MAT |
| **Church Schools**  This module covers how church schools were founded and how they are run, and the different types of church school – voluntary aided, voluntary controlled, foundation schools and academies - and how governors' responsibilities may differ according to the type of school. |  |  | M/A/MAT |
| **What to expect from your clerk**  Through completing this module you will understand the different roles of the Clerk to a governing board. You will also recognise who the audience is for governing board minutes and learn about agenda setting. It's important to note that this isn't necessarily for clerks - who should be skilled and professional experts on governance - but instead for the rest of those in governance, so they can better understand what the Clerk's role is. |  |  | M/A/MAT |
| **What to expect from your chair of governors**  Through completing this module you will understand the role and responsibilities of a chair of a governing board. Chairs themselves undergo training and development in many ways, and this introductory module is intended for everyone involved in governance to help them understand better the Chair's role. |  |  | M/A/MAT |
| **Safeguarding and school governance**  This module looks at the legal context of safeguarding as it relates to governance in schools and academies along with the roles and responsibilities of governors and trustees. The module explores what safeguarding means in the context of a school and looks at the policies, procedures and practices which those in governance should be aware of and are responsible for. Finally, the module looks at how a school’s culture can foster an environment in which all are involved in ensuring that effective safeguarding takes place. |  |  | M/A/MAT |
| **Female Genital Mutilation (FGM)**  This module on Female Genital Mutilation (FGM) is part of a collection of Modern Governor modules covering safeguarding issues. Its purpose is to give governors and trustees a general understanding of FGM and raise awareness of relevant issues, though it does not deal with specific information on schools' responsibilities regarding FGM. |  |  | M/A/MAT |
| **Honour based violence and forced marriage**  This course is part of a collection of Modern Governor modules covering safeguarding issues. Its purpose is to give governors and trustees and understanding of this complex area and raise awareness of relevant issues |  |  | M/A/MAT |
| **Radicalisation**  This module is intended to give you an understanding of the process of radicalisation among children and young people. As governors our role is to take a strategic view of the issues around safeguarding, rather than necessarily getting involved in the practical issues. In governance terms this module should be viewed in conjunction with other modules on governors' roles & responsibilities in safeguarding, available as part of your Modern Governor subscription. |  |  | M/A/MAT |
| **Prevent**  This module is intended to give you an understanding of the Prevent strategy - including being able to identify signs of radicalisation, and understand when and how to report concerns appropriately. In governance terms it should be viewed in conjunction with other modules on safeguarding, which are available as part of your Modern Governor subscription. |  |  | M/A/MAT |
| **Asbestos in schools**  This e-learning module helps governors and trustees understand the issues presented by the presence of asbestos in schools. It examines what institutions' responsibilities are and what role governors, trustees and others play in this. |  |  | M/A/MAT |
| **Helping the HT get the best out of their GB**  This module will help you become aware of the provision of information to the governing board and the maintenance of positive relationships between the board and headteacher or principal. |  |  | M/A/MAT |
| **Governing board meetings**  Through completing this module you will understand what makes a good meeting. You will also recognise what needs to be discussed during a governing board meeting and understand the decision making process. This module complements other modules in this category, including those covering The role of the Chair and The role of the Clerk. |  |  | M/A/MAT |
| **Converting to Academy**  This module covers how to apply for academy status, the financial requirements on academies, and TUPE regulations. |  |  | M |
| **Strategic leadership for governors and trustees**  This Modern Governor module is intended for school governors, academy and MAT trustees, clerks and all who work with them. It is divided into three units:   1. Strategy, strategic direction and the role of the Governing Board 2. Strategic priorities, legal obligations and educational values   The changing nature of strategic leadership in schools |  |  | A/MAT |
| **Financial management for governors**  Schools and academies are responsible for spending large sums of public money and so it is important that governors and trustees understand the role they play and responsibilities they have in ensuring this is spent in the most effective way. This module will help you understand how governors are involved in monitoring and ensuring good management of school finances - and the additional responsibilities of academies within this area. |  |  | M/A/MAT |
| **Pupil Premium**  This module covers Pupil Premium funding, and how the school will be held to account for its use of Pupil Premium funding. This isn't just a module for a governor assigned to monitor the use of Pupil Premium, but will help all governors understand the funding and better monitor its effective use. |  |  | M/A/MAT |
| **Headteacher recruitment**  This module looks at the importance of recruiting the best headteacher for your school and will look at the seven stages of the recruitment process in detail. |  |  | M/A/MAT |
| **Academy governance**  This modules covers the legal structure of an academy and multi-academy trust, the roles of trustee, member and local governor, strategic functions of governance, and the accountability framework for academies. |  |  | A/MAT |
| **Ofsted – Available Spring 2020**  This module covers what happens before, during and after an inspection, and Ofsted’s current expectations of governing bodies. Preparing for and thinking about inspection isn't only the responsibility of the Chair of Governors, so all governors and trustees should be aware of what an inspection will involve. |  |  | M/A/MAT |
| **Introduction to school data for governors**  This course will help you: have a clear understanding of what data is available and how to access it. You'll understand how to analyse data effectively, be prepared for an Ofsted inspection and feel confident to challenge the senior leadership team at your school, in order to ensure the best outcomes for all pupils. |  |  | M/A/MAT |
| **Exclusion refresher**  This online refresher course has been designed to help explain the governor role in the process of reviewing a headteacher's exclusion decision. It provides clarity around the exclusion process and enables all governors to apply the knowledge in an effective manner. |  |  | M/A/MAT |
| **The curriculum and beyond - Available Spring 2020**  In this module you will examine what we mean by the term ‘curriculum’, such that you build an understanding of how it might be used in a variety of contexts and how it fits with a range of school objectives - for example, raising levels of progress and attainment, building inclusion, enhancing learning experiences and improving safeguarding.  We’ll also introduce to the broader language of curriculum - to terms such as ‘curriculum offer’, ‘curriculum development’, ‘curriculum enrichment’, ‘cross-curricular’ and ‘extra-curricular’.  All of this is designed to enhance your understanding of “what gets taught” (and why) in your school and to understand the responsibilities of governors with regard to the curriculum. |  |  | M/A/MAT |
| **Governors responsibilities for careers guidance**  This module covers the careers guidance requirements on schools and academies, how to facilitate career guidance in schools, and building links with local businesses |  |  | M/A/MAT |
| **Spiritual, Moral, Social and Cultural development**  This module will help you to understand the role of SMSC in education. It outlines what Ofsted is looking for in terms of monitoring and evaluating SMSC across schools. The module also shows how your school can provide quality opportunities for SMSC to build a flourishing learning community for all. |  |  | M/A/MAT |
| **The role of the clerk – Available April 2020 for subscribing clerks** |  |  | M/A/MAT |
| **Clerking – Understanding governance – Available April 2020 for subscribing clerks** |  |  | M/A/MAT |
| **Clerking – Administration – Available April 2020 for subscribing clerks** |  |  | M/A/MAT |
| **Clerking – Advice and guidance – Available April 2020 for subscribing clerks** |  |  | M/A/MAT |
| **Clerking – People and relationships – Available April 2020 for subscribing clerks** |  |  | M/A/MAT |
| **Special Educational Needs and Disability (SEND)**  This module will help you increase your awareness of special educational needs and disability. You will also understand the role of the SENCO, the SEN governor, and the governing body in relation to the school's arrangements for SEN and disability. |  |  | M/A/MAT |