

Committee(s) Education Board	Dated: 28/04/2022
Subject: Governor Training Recommendations and Governor Appointment Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author(s): Scott Caizley, Lead Policy Officer	

Summary

The report asks Members to note the appointments of governors to the Local Governing Bodies of City of London Academies Trust. The report also asks Members to endorse recommendations which encourages governors across the City Family of Schools to attend statutory training and for clerks to ensure appropriate records of governor training are regularly monitored and updated.

Recommendation(s)

Members are asked to:

- Note the City of London Academies Trust (CoLAT) Board of Trustees ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 17 March 2022, as detailed in paragraph 2 of the report.
- Endorse the recommendation which encourages governors across the City Family of Schools to complete training every two years in our three statutory areas.
- Endorse the recommendation which require clerks across the City Family of Schools to keep appropriate records of governor training for the governing body and that these are regularly monitored and updated.

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and are notified of governor appointments. The current governing body membership of the City Family of Schools is attached in **Appendix One**.

Appointment and vacancies of governors to CoLAT LGBs

2. At the CoLAT Board of Trustees (BoT) meeting on 17 March 2022, the following governing body appointments were ratified:
 - The appointment of Sonja Shah-Williams as a Governor at City of London Primary Academy Islington
 - The appointment of Minesh Talati as a Governor at Newham Collegiate Sixth Form College
 - The appointment of Jamiu Owolabi Adeleke as a Governor at Newham Collegiate Sixth Form College
 - The appointment of James Bounds as a Staff Governor at Newham Collegiate Sixth Form College
 - The appointment of AFM Saiful Islam as a Parent Governor at Newham Collegiate Sixth Form College
 - The appointment of Janette Junghaus as a Parent Governor at Newham Collegiate Sixth Form College

Under the CoLAT standard terms of reference of LGBs, newly ratified governors serve 4-year terms aligning with the academic year.

Governor Training

3. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills 2019-23 Strategies. Goal six of the Education Strategy commits to ensuring that there is strong strategic oversight of education and that delivery is focused on impact. One of the key outcomes under this goal is to provide training for governors and to ensure governors are up to date with latest statutory requirements and good practice.
4. The role of a governor is central to the strategic leadership of the school and ensuring that its pupils have an exceptional education which prepares them to flourish and thrive. It is outlined in the City Family of Schools New Governors' Induction Pack (Appendix 2) that all governors are required to attend training to perform the role successfully, including training in three areas: (1) understanding and analysing school data; (2) scrutinising school budgets and (3) ensuring effective safeguarding policies and practices in the school.

National Guidance and Best Practice on Training

5. The Department for Education (DfE) Governance Handbook¹ outlines the following considerations for Academy Trusts and Maintained Schools in relation to training and development:
 - a) All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities such as the lead on safeguarding.
 - b) As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills.
 - c) The board's code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. Importantly, this includes their ability to understand and interpret educational and financial performance data.
 - d) Boards should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative and advisory support from the professional clerk, this person would be responsible for ensuring that everyone on the board develops their skills to make an active and valuable contribution board.
 - e) If, in the view of the board, an individual fails persistently to undertake the training or development they need to contribute effectively to the board, then they are likely to be in breach of the board's code of conduct.
6. The DfE Governance Handbook recommends that clerks fulfil administrative and advisory responsibilities which includes tracking attendance at training and development courses. Such recommendations are also included in the DfE Clerking Competency Framework² which recommends clerks to maintain a record of skills audits and the training that has been undertaken to help the board keep its skills up-to-date and build its capacity.
7. The Education Inspection Framework sets out how Ofsted inspects maintained schools, academies and non-association independent schools. Under the section of Leadership and Management, Ofsted state how inspectors will make judgement on the effectiveness of leadership and management by evaluating the extent to which:
 - Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.

¹ [Governance Handbook 2019 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/governance-handbook-2019)

² [Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/department-for-education-clerking-competency-framework)

- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.

Current position

7. At its meeting on 1 July 2021, Members approved the annual action plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2021/22 academic year (Appendix 3). One of the expected outcomes of the annual reoccurring activities is to deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice. The expected outcome for this is to ensure there is clarity of roles and training for governors and that governors are up to date with the latest statutory requirements. This is also included in the 2022/23 Action plan presented to the meeting of this Board.
8. Training in the three core areas is provided free of charge by the Education Strategy Unit and is open to all governors across the City Family of Schools. Additional training is also offered on topics of relevance for governors or requested by governors including safer recruitment training, mental health first aid training, difficult conversation training, suicide prevention and other areas.
9. At its meeting on 3 February 2022 Members were updated with an Annual Report which provided a succinct summary on the impact of activities from the 2020/21 Academic Year. The report outlined that some governor training sessions were not well attended and made note of the importance of attendance, especially in the statutory areas.

Recommendations for decision

10. In line with national guidance and best practice, governors should access Education Strategic Unit provided training in Safeguarding, School Finance and School Performance. These are the training requirements and governors are encouraged to have refresher training in these three areas every two years.
11. In line with national guidance and best practice, governing boards should nominate a governor on the board to have the specific responsibility to ensure their governing boards are trained in the three required areas and that this is recorded in a single record by the Clerk and readily available for scrutiny and oversight..
12. For clerks to ensure appropriate records of governor training are held for the governing body and that these are monitored to ensure that governors are up to date with the statutory requirements.
13. For Clerks to work with the Chair of Governors to ensure that any newly appointed governors undertake their required training in a timely fashion and that longer serving governors undertake their refresher training every two years.

13. For statutory training requirements to be included in Governor Handbooks across the City Family of Schools.
14. For training requirements to be clearly outlined during the recruitment and induction of governors to ensure that governors are fully aware of their obligations in regard to training.

Options

14. The Education Board have the following options:
 - a. Approve the recommendations
 - b. Approve the recommendations subject to amendments

Corporate & Strategic Implications

15. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
 - The City Corporation's Corporate Plan 2018-23
 - The Education 2019-23 Strategy

Conclusion

16. This report updates Members on new governor appointments and asks Members to endorse recommendations for governors across the City Family of Schools to attend statutory training and for clerks to ensure appropriate records of governor training regularly monitored and updated.

Appendix

Appendix 1: Governor Appointments Update

Appendix 2: Sample Governors Induction Pack

Scott Caizley

Lead Policy Officer

Department of Community and Children's Services

T: 07935514462

E: scott.caizley@cityoflondon.gov.uk