

# Governors Induction Pack

A warm welcome to the City of London Family of Schools. Thank you for the time, skills and experience you will offer as governor to [school name]. 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. This Induction Pack provides an overview of your role and what it means to be a governor of a school in the City of London Family of Schools. We look forward to working with you.

## What it means to be a governor?

The purpose of governance is to provide a confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. Governors enable their school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide exceptional education to all pupils. The Governing Body should be as diverse as the school community it serves with a mix of governors from a range of professional and cultural backgrounds, and bringing a range of skills, experience and ideas.

All Governing Bodies, no matter what type of school, have three core functions:

- ❖ Ensuring clarity of vision, ethos and strategic direction
- ❖ Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- ❖ Overseeing the financial performance of the organisation and making sure its money is well spent

To perform these functions, all governors are required to:

- Attend governing body meetings (virtually or face-to-face) to contribute to strategic discussions and decision-making and provide advice when appropriate between meetings
- Hold the senior leaders to account by monitoring the school's performance. This includes the educational performance of all pupils, the progress of vulnerable and disadvantaged pupils, the implementation of the school improvement/school development plan, the application of school policies and procedures, staff performance management and the school's budget
- Ensure the school staff have the resources and support they require to do their jobs well
- Serve on panels when required, including for the recruitment and performance management of headteachers, exclusion panels, appeals and grievances
- Attend training to perform the role successfully, including training in understanding and analysing school data, scrutinising school budgets, and ensuring effective safeguarding policies and practices in the school

## Skills and experience

Each governor brings a unique set of skills and experiences, developed through their own personal and professional lives, which complement the Governing Body and enables it to perform its functions successfully. There also may be certain skills and experience that you have that you want to bring to the governing body for example Diversity or Creativity and Culture. We have a firm belief that Governing Bodies benefit from volunteers with a combination skills and experience in education, business, finance, community involvement, safeguarding, culture and the arts.

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.

<sup>1</sup> Department for Education. [Governance Handbook \(March 2019\)](#).


3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

Essential as basic requirements for all governors/trustees:	Essential as basic requirements across the Governing Body:
<ul style="list-style-type: none"> <li>❖ Commitment to improving education for all pupils</li> <li>❖ Ability to work in a professional manner as part of a team and take collective responsibility for decisions</li> <li>❖ Willingness to learn</li> <li>❖ Commitment to the school's vision and ethos</li> <li>❖ Commitment to safeguarding</li> <li>❖ Basic literacy and numeracy skills</li> <li>❖ Basic IT skills (i.e. word processing and email)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understanding and/or experience of governance</li> <li>❖ Experience of being a board member in another sector or a governor/trustee in another school</li> <li>❖ Vision and strategic planning</li> <li>❖ Holding the headteacher to account</li> <li>❖ Challenge decisions</li> <li>❖ Financial oversight</li> <li>❖ Knowing your school and community</li> </ul>


## Strategy and Vision: Education, Cultural & Creative Learning and Skills

[School name] is within the City of London Corporation's Family of Schools which includes the City Corporation's local authority-maintained school, sponsored academies and independent schools. The City Corporation's vision for the Family of Schools is outlined in its tripartite of strategies: The Education Strategy, The Cultural & Creative Learning Strategy and The Skills Strategy. Whilst standing alone as three distinct strategic areas, these strategies overlap and interconnect to deliver one vision for the City Corporation and its Family of Schools:

*'Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work.'*

 **The Education Strategy 2019-23** focuses on ensuring that pupils in the Family of Schools have access to transformative and inclusive education which enables them to flourish and to reach their potential.

[The Cultural and Creative Learning Strategy 2019-2023](#) commits to enabling all pupils to have enriched education through high quality and systematic access to the City's cultural, heritage and environmental assets.

 **The Skills Strategy 2019-2023** represents the Corporation's commitment to enable lifelong learning, supporting citizens to reach their full potential and contribute to a diverse workforce.



## Partnerships across the Family of School

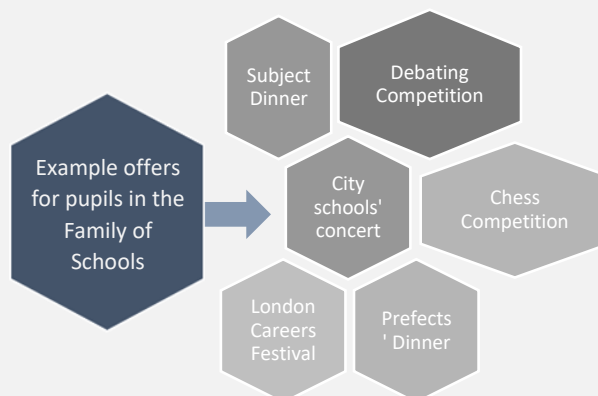
The Family of Schools work in close partnership with each other and benefit from the many opportunities afforded by the City of London including: Forums for School Leaders including Headteachers, Chairs of Governors and Designated Safeguarding Leads; Network meetings for link governors and staff for Skills and Careers and Cultural and Creative Learning; a calendar of events for pupils and staff over the academic year; as well as additional training and support packages on key educational themes including pupil,

staff and family wellbeing, safeguarding, broad and balanced curriculum, fusion skills and links to the world of work.

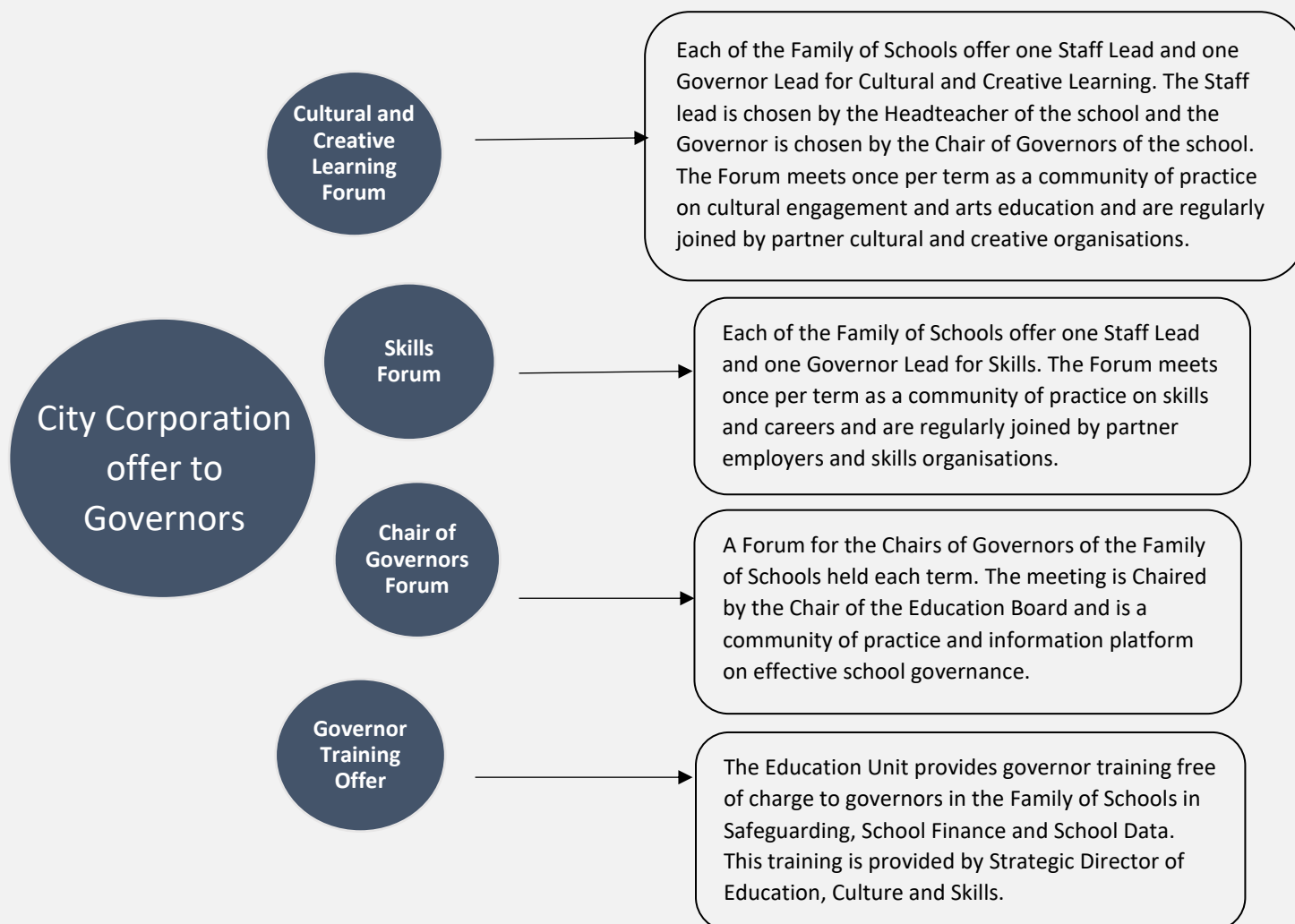
<sup>2</sup> National Governors' Association (NGA). [Model governor description.](#)

The Family of Schools are committed to:

- ❖ Developing partnerships
- ❖ Sharing best practice
- ❖ Learning from each other
- ❖ Exploring opportunities to become more efficient through greater collaboration



[role](#)



## The City of London Academies Trust

The [City of London Academies Trust](#) (CoLAT) is a Multi-Academy Trust of ten schools and is sponsored by the [City of London Corporation](#). CoLAT is overseen by a Board of Trustees with delegated authority for the strategic running of individual schools to Local Governing Bodies. CoLAT is driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people it serves. It seeks to drive excellence in examination results, standards of behaviour, sporting and creative achievements, development of fusion skills as well as the behavioural values of politeness, self-discipline, and compassion.

## Information about the school

Input information about specific school

**Appendix 1-** [Education, Culture and Creative Learning and Skills overview](#)

**Appendix 2-** [The City of London Corporation Education Strategy overview](#)