

Session Title:	Professional Development through School Governance
Speaker(s):	Emma Harris – Governors for schools Rosalyn Webster – University of Manchester
Chair:	Steph Coogans
Reporter:	Alice Stonehouse

Speaker/Institution Bio/Information:	<p>Manchester University and Governors for Schools</p> <p>Ross – Student Recruitment and WP Officer at University of Manchester. Also has a governor role in academy secondary school where she is the Chair of the Safeguarding Committee Uni access and success team manages school and governor relationship with GFS</p> <p>Free governor matching service</p> <p>Emma works for GFS and is Head of Governor Recruitment. She works at filling governor vacancies. She is a governor at a primary school.</p>
Overview/Aim of session:	<p>To showcase the governor role at local schools and to share how our day to day roles can be beneficial to the governor role and what we can bring back to our institutions.</p> <p>To gain a better understanding of the role of governor and the types of things you may come across.</p>
Workshop Content	<p>Information on the status of Governors for Schools:</p> <ul style="list-style-type: none"> • Place 2000 Governors in schools per year • The largest group of volunteers in England and Wales • Estimate of 20,000 vacancies • Primary schools are the most in need of governors <p>What is a Governor?</p> <ul style="list-style-type: none"> • A volunteer who sits on advisory board to provide objective view. • Work with other board members to plan the schools' strategic direction • Hold the headteacher and SLT to account • Ensure financial viability of school <p>You ask challenging questions to make sure the school is</p>

	<p>sustainable.</p> <p>What makes a good governor/what types of skills are schools looking for?</p> <ul style="list-style-type: none"> • A good communicator • Committed • Champion • Accountability • Support <p>Why do the role?</p> <ul style="list-style-type: none"> • Gain transferable skills <ul style="list-style-type: none"> ○ Finance ○ HR ○ Recruitment • Board experience <ul style="list-style-type: none"> ○ Working on a strategy ○ Decision making • Give back to local community <ul style="list-style-type: none"> ○ Sense of satisfaction ○ Gain a broader understanding of school and wider community • Improve educational standards <p>Practical Info:</p> <ul style="list-style-type: none"> • 7 hours a month • 4 year term • Long term commitment • 2 meetings per term • Support and training available online on GFS • If you cant make a meeting that's fine you can say no. <p>Why is G4S working with universities?</p> <ul style="list-style-type: none"> • Diversification of boards • HE Sector has partnered to create 2200 governors. • Schools can have access to uni staff and events at universities.
<p>Case Studies/Examples:</p>	<p>Example</p> <p>Roz has been on school board since 2013 in an area of high deprivation, high % of BAME students and pupil premium and LA care. In her day job works in WP and being on the board is beneficial for her role as she could better understand how to help and understand what teachers and schools were going through.</p> <p>What has she done on the board?</p> <ul style="list-style-type: none"> • School went through academisation • Became chair of safeguarding and pastoral committee <ul style="list-style-type: none"> ○ Means she does more in the day time

	<p>and has met SEN leads at school. Met more of school staff.</p> <ul style="list-style-type: none"> • Recruited the headteacher <ul style="list-style-type: none"> ○ This was v useful as she was able to recruit a senior member of staff • Involved in a disciplinary panel <ul style="list-style-type: none"> ○ Insured it was a fair process ○ It was difficult but really felt like she helped the school. • She has gained a lot skills <p>G4S Partnerships with Uni of Manchester</p> <p>Has been going on for 10 years. The uni committed to imbed working with the local community.</p> <ul style="list-style-type: none"> • Part of the HR policy to allow people the time to do it. • In university networks • At conferences <p>350 members of staff placed since 2011 and 1000+ alumni since 2014</p> <p>Currently havw 220 members of staff placed.</p> <p>18, 300 voluntary hours</p>
<p>Scenarios/Roundtable discussions:</p>	<p>A couple of scenarios we discussed in groups to get us thinking about the types of things you would be doing on a board. All about supporting and helping the schools but also making sure they are accountable and making sound financial decisions.</p> <p>The board looks at high level things in the school and the committees then drill down e.g. Finance committee or safeguarding committee. You don't have to be on or a chair of the committees. You can just be on the local board.</p> <p>1. You are a governor on a board of a primary school with capacity 420 students. 23% are on pupil premium and they are rated good from Ofsted.</p> <p>However they currently have 388 students when they could have 420. Every student = £4,362 government funding to the school. There is therefore a shortfall of £143,946 overall.</p> <p>What questions would you ask the Head Teacher?</p> <ul style="list-style-type: none"> • How many schools are there in the area? • Is it just one school year with less students or all years lower? • Why do they think there have less students? • Do other primary schools in the area have same

	<p>PP%?</p> <p>2. Same school. Two Teaching assistants have resigned. And have said partly due to cost of living. What Qs do you ask?</p> <ul style="list-style-type: none"> • What do we pay (is it the same as local schools?) • What impact will it have on the students? Any particular students this will affect? • Will there be more resignations? • Was there anything else that happened “partly”? • Ask about wellbeing and performance management
Questions and Answers:	<p>Q Can you be involved in multi academy trust board?</p> <p>A There is a board, MA Trust board is much bigger. Free schools do their own governance and have a governing board. You can request what type of school you prefer to be paired with.</p>
Summary Key takeaways:	<p>Next Steps</p> <p>If you want to become a governor you complete a profile on G4S- with your skills and types of schools.</p> <p>You are then linked with a regional manager.</p> <p>Matched with a school and introduced to a school .</p> <p>Get to sit on a board meeting.</p> <p>Get training and support from the website.</p>