

Arnold Mill Primary School



Induction for New Governors 2024

Approved by:	S&P Committee
Last Review Date:	September 2024
Next Review Date	Autumn 2026

Induction for new governors

Every new governor will be given the completed induction guide and:

- a plan of the school
- staffing structure
- the school development improvement/action plan
- a school calendar to include events and activities planned throughout the year, and school visit policy.
- a named mentor
- offered a place on the Local Authority national induction programme

Who's Who on the Governing Body

Name	Category	End date
Mrs Rosie Allen	Co-opted	31/01/2027
Mrs Susan Bullen	Co-opted (Staff)	31/01/2027
Mr Anthony Clarke	Co-opted	28/02/2026
Mrs Melanie Haslam	Co-opted	04/07/2027
Mr Guy Heywood	Co-opted	26/11/2027
Mr Steven Lucas	Parent	31/01/2027
Mrs Joanne Murray	Co-opted (Staff)	17/08/2025
Mrs Jackie Oldfield	Head Teacher	
Ms Chloe Walker	Parent	20/12/2027

Chair of governors	Melanie Haslam
Vice-chair of governors	Anthony Clarke
Clerk to governors	Aimee Sawyer
Committee chairs:-	
Finance and Resources Committee	Guy Heywood
Strategic and Pastoral Committee	Anthony Clarke
Discipline Committee	Anthony Clarke
Training co-ordinator	Joanne Murray

Introduction to governance

Welcome to the governing body of Arnold Mill Primary School. We have a governing body of 10 members and you have joined as a parent representative. The categories of governor are as follows:-

Parent

Parent governors are elected by members of the parent community. You must have parental responsibility for a child registered as a pupil at the school. If insufficient parents stand for election, the governing body can appoint parent governors. You are disqualified from standing as a parent governor if you are employed to work at the school for more than 500 hours in a school year (at the time of election) or if you are an elected member of the Local Authority (LA).

Staff

Staff governors are elected by all staff, either teaching or support staff. The headteacher is a member of the governing body by virtue of his/her office and counts as a member of the staff category. If the headteacher chooses not to be a governor he/she must make this known in writing to the clerk to governors and the governing body will carry a vacancy in the staff category.

The other places in the staff category are for teaching and non-teaching representatives. If insufficient teachers come forward for election, the position can be offered to non-teaching representatives, or vice-versa.

Staff who are eligible to be staff governors (paid to work at the school) are not eligible to serve as LA or community governors at this school. If you are paid to work more than 500 hours per year at the school, you are not eligible to be a parent governor at this school.

Authority

This category of governors is appointed by the LA.

Community

Community governors are appointed by the governing body to represent the wider community served by the school. Governing bodies are encouraged to recruit representatives from local businesses and charitable organisations. Appointments are made by nominations and voting by all governors at a full governing body meeting.

Associate members

Associate members are appointed by the governing body to serve on one or more committee(s) and attend full governing body meetings. The governing body decides if associate members have voting rights in committees but they do not have voting rights in full governing body meetings. Associate members are **not** governors.

Rules and regulations

As a governing body, we are subject to legislation set by the Government through the Department for Education (DfE). Details of all rules and regulations covering governance and school management can be found in "**A Guide to the Law for School Governors** is available on the DfE website.

Clerk to governors

It is a legal requirement that all governing bodies employ a clerk to governors. The clerk is responsible for calling all meetings of the full governing body and ensuring that agendas and papers are circulated to all members in good time for the meeting. The clerk is also there to offer legal advice, guidance and assistance to governing bodies to ensure that all legal acts are complied with.

Chair of governors

It is a requirement that the governing body should elect a chair and vice-chair. At Arnold Mill Primary School we have decided that the position of chair of governors will be for a period of 1 year and reviewed. Elections for chair and vice-chair are usually held in the autumn term.

The chair of governors works closely with the school and headteacher.

Vice-chair

The vice-chair acts as chair in the absence of the chair of governors.

Mentoring

There are currently 5 experienced members of the governing body who are able to provide mentoring to newly elected/appointed governors. We feel that in order to provide you with adequate mentoring, a mentor should take on a maximum of two governors at any one time. We will provide mentoring to you for as long as you feel you require this. The mentoring can take the form of an initial meeting with your mentor and then you will be able to approach him/her for whatever guidance/explanations/ assistance you require. We feel that this should be as informal as possible and should not aim to take over from the governor training provided by the LA. It is an additional source of information/clarification. If you feel that you would like to take up the offer of mentoring, please do not hesitate to speak to the headteacher or chair of governors.

Quorum

The quorum for a full governing body meeting is 50% of governors in post. Vacancies are not included in the calculation. Decisions to be taken by vote must be determined by a majority of votes of those present and voting. If there are an equal number of votes, the chair has a casting vote. The quorum for committees is three governors who are members of the committee.

Meetings

The full governing body meets once per term. However, additional 'special' meetings can be called if necessary. It is not always possible to call meetings of the full governing body to ensure decisions are taken in emergencies. The chair is given emergency powers and must report any actions taken to the full governing body at the earliest opportunity.

Each committee should meet at least once per term, or more often if required. Members of the governing body will receive the agenda and supporting minutes and papers at least seven days before the date of the meeting. If a member wishes to place an item on the agenda, this should be brought to the attention of the chair of governors or headteacher three to four weeks before the date of the meeting. The person(s) making the request should provide a reason for the inclusion of the item. This timescale will allow the chair and/or headteacher sufficient time to arrange to include this item on the agenda and also to provide any information/replies required.

Training and qualification

There are no formal educational qualifications required to become a governor. However, no-one is expected to undertake this most valuable voluntary job without support and training. The LA has a learning and development team, which provides governor training.

When you receive your package of information you will receive a copy of the Governor Training and Development prospectus and the Nottinghamshire Governor magazine with the 'At a Glance' training guide, containing details of induction courses. These are designed specifically for new governors and cover the whole range of issues you will meet as a governor. Please try to attend the induction course as it provides you not only with valuable information, but you will also meet other new governors and have the opportunity to exchange ideas and views. The induction course is nationally recognised and accredited.

To organise governor training, please telephone the number provided in the Governor Training and Development programme. Alternatively, you can contact Mrs Joanne Murray (jmurray@arnoldmill.notts.sch.uk) who is our governor training co-ordinator. We are not limited to the number of representatives who may attend. If you wish to go on any training courses, please do so. When you attend a course, please let Mrs Lilley know in order that she can keep our governor training record as up-to-date as possible.

The only specific qualities you need are:-

- an interest in the education and wellbeing of our children
- a willingness to ask questions – don't be afraid to ask if you are unsure of anything
- the time commitment to attend the termly meetings of the full governing body

- a commitment to be part of a team which, by working together, can make a real difference to the school.

Please don't be put off by the jargon we use and never be afraid to ask what it means.

What we do

Ofsted classes the governing body within the leadership and management of the school. However, it is important to remember that governors do not manage the school. That is the job of the headteacher and management team. Governors are there to be "a critical friend" to the headteacher and the school.

We are there to support the headteacher and staff but we are also there in a monitoring capacity, asking relevant questions such as

- Is it working?
- How do we know it is working?
- If it isn't working, what can we do?
- How can we help the school and nursery to get better?

How we work together – our code of conduct

There are some general principles which inform the work of governing bodies. These are widely accepted and are known as the code of conduct. Our school subscribes to these principles which are as follows:

- supporting the aims and objectives of the school
- working co-operatively with other governors in the best interest of the school
- attending the meetings of the governing body
- promoting the interest of the school in the wider community
- each having an equal right to participate and to state our views whilst respecting the views of others
- being loyal to the decisions made by the governing body
- respecting the confidentiality of those items of business that have been designated as confidential. (We agree not to disclose what individuals have said or how they have voted)
- withdrawing from meetings where we have any direct personal interest in the business being discussed
- participate in training and development.

Committee structure

The work of the governing body is wide-ranging. There are, therefore, committees which have specific areas of work delegated to them. These committees meet at intervals during the term and report back to the full governing body for ratification of their decisions. The full governing body approves the membership of each committee. This is usually carried out at the Autumn Term meeting. Changes to membership can only be made at a meeting of the full governing body. Arnold Mill Primary School has a committee structure of 3 committees. These are:-

- Finance and Resources
- Strategic and Pastoral
- Discipline
- Pay

New Governors are encouraged to get to know the work of the different committees by shadowing different meetings

Governors have a key role in overseeing the raising of standards, financial management of the school, supporting curriculum policies into practice, appointing staff, health and safety, and the care and maintenance of the building. The Governing Body also works closely with the Senior Leadership Team to provide support and challenge as part of the longer-term strategic School Development Plan.

Policies

Policies are written to enable the school to monitor all aspects of school life and governors may be involved in the writing and updating of these documents. All policies are kept in the school. They can be found in a policy folder in the school office and are available for governors to read.

The monitoring role of the governor bodies is undertaken through the work of link or named governors. The role of these governors is decided according to the school's specific improvement priorities. Link or named governors work with school staff. They visit school and report back to the committee or governing body on progress.

Visits to school

The very best way a governor can get to know the school is to visit. Governors are very welcome and encouraged to visit our school. There will be many events during the school year to which governors are invited. If you want to arrange a "getting to know the school" visit, speak to the headteacher in the first instance to discuss your visit. Governors are encouraged to become link governors and to monitor an area of the curriculum or other aspect of school life

Please remember that governors are not visiting the school in the role of inspectors. All staff at Arnold Mill are more than willing to invite us to their classrooms, and will give every assistance.

You should produce a short report of your visit for the governing body. Comments should be brief and aim to be positive. If you have any queries, these should be addressed to the headteacher.

We have adopted a visits policy which contains a report pro-forma and information on how to undertake a school visit.

Decision making

All members of the governing body have a right to be involved in the decision making at meetings unless they have a personal gain or financial advantage in the outcome of the decision. Please remember that once a decision has been made, it is final and binding. We operate as one body and accept the decisions made by the majority regardless of our personal views/opinions. All decisions made are corporate decisions. If there is a "tied vote" the chair has a casting vote.

Confidentiality

All governors need to understand the principle of confidentiality. There may be confidential items discussed at governing body meetings and individual governors may be involved in confidential meetings. If an item is deemed to be confidential, it must not be discussed with anyone outside the meeting.

Suspension of governors

The governing body can suspend governors if they breach the rules of conduct. The Guide to the Law gives full details of procedure.

Please refer to our website for an up to date list of staff members:

<https://www.arnoldmillprimary.co.uk/staff-whos-who>

Link and Monitoring Governor School Visits Schedule

Safeguarding including PREVENT and LAC (Jackie Oldfield)	Jo Murray		
Finance (Holly Robinson)			
H&S (Gary Poullet & Jackie Oldfield)	Guy Heywood		
SEN	Chloe Walker	Melanie Haslam	
Foundation Stage (Kelly Broniewska)	Chloe Walker	Melanie Haslam	
KS1 (Kelly Broniewska)	Jo Murray	Rosie Allen	
KS2 (Shaun Hewlett)	Anthony Clark	Guy Heywood	
Mental health and well-being (Jackie Oldfield)	Sue Bullen		
Governor training	Joanne Murray		
Pupil Premium (Jackie Oldfield)	Steven Lucas		
Data and Assessment (Shaun Hewlett)	Rosie Allen		
Behaviour (Shaun Hewlett)	Anthony Clarke		
Curriculum (Jackie Oldfield)	Melanie Haslam		
English (Matt Booth & Katie Appleyard)	Steve Lucas		
Maths (Tom Robinson & Georgia)	Guy Heywood		
IT (Sam Lloyd & Hilary Carter)	Anthony Clark		
Sex and Relationships Education and British Values and Citizenship (Laura Brumby & Lindsay Hylton)	Sue Bullen		
Science (Georgia Dibley & Lisa Keeton)	Jo Murray		
PE (Tom Robinson)	Guy Heywood		
GDPR (Holly Robinson)	Sue Bullen		

Guidance for governors visiting the school

Before you visit school

- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? How does this affect what you are going to see?
- Discuss an agenda with the headteacher well in advance. Make sure that the date chosen is suitable for the purpose of the visit.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Time permitting; discuss the proposed agenda with any staff involved. How do they want governors to fit into the lesson?
- Be clear beforehand exactly what you are there to see. Try to prepare questions for staff in advance. The headteacher may be able to guide you on this.
- Discuss with the headteacher if any supporting information is available - Ofsted report, improvement plan, performance data.

During

- Be punctual, keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children if the teacher has agreed that this would be appropriate.
- **Remember it is a visit not an inspection.**
- Observe discreetly. Remember that note-taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical, interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff.

After

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, and positive.
- Make notes as soon as possible after your visit while it is still fresh in your mind.
- Discuss your observations with the head teacher. Be prepared to take the comments of others on board.
- Agree with the head teacher how and when you will report on your visit to the governing body.
- Write up your report and circulate a draft to the headteacher and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.

New Governor Mentor Guide

Mentoring is a useful way of providing new governors with the benefit of the knowledge, experience and support of experienced governors. It enables new governors to get to know the school and other governors and so become actively involved much more quickly.

Make contact with the new governor

If possible phone them before the first meeting. Introduce yourself and try to find out what kind of support the new governor would prefer.

Usually at any point within the first twelve months of being a governor any support you can offer will be seen as a bonus. Remember what it felt like when you were a new governor. Improving the life chances of our children is one thing all governors have in common and anything you can do to strengthen the commitment of a new governor has to be worth it long term.

The New Governor Induction Handbook

If you already have one in your school, ask for a copy of the new governor induction handbook. First look through and check it is up to date. If it needs updating don't abandon it but speak to your training co-ordinator, work through the version you have and make the changes as you go along.

This will not only provide a useful framework to work through together, but you will have updated it for the next new governor.

Visiting the school

Arrange with the headteacher for the new governor to meet staff and children at school.

If they have difficulty in getting time off work during the school day for governors' duties, allow them to discuss options; for example

- The chair of governors could write a supportive letter to the employer
- OR
- Arrange for the new governor to attend one of the whole school events that take place in the evening.

Agenda

Brief them about the background of the business on the agenda or work through school documents and policies with them. Be ready and willing to answer questions.

New Governor Profile Record

Full Name							
Address							
	Post Code						
Telephone Home No.				Telephone Work No.			
Mobile No.				Email Address			
Do you have children in school?	Yes/No	Which yr group		How would you describe your ethnicity?			
What are your particular areas of interest and skills (eg in schools, work, voluntary, hobbies)?							
When were you appointed as a governor?			Governor type**	LA	Parent	Staff	Community
Describe the induction and or support you received on your appointment to the governing body							
Member of which committees (please ✓ all that is relevant)	Finance and General Purposes		Pupils and Personnel		Strategic Development		
What do you feel are the main skills/knowledge and or strengths you offer to the governing body?							
What governor training/learning opportunities have you accessed to date?							
What future training/learning do you feel you need?							