



# BRIDGE & PATRICKBOURNE C of E PRIMARY SCHOOL

## Governor Development Policy & Procedure

Our school vision is based upon Jesus' words: *"I am the vine, you are the branches. If you abide in me and I in you, you will bear much fruit."* (John 15:5) which speaks of how we live and grow together as a Christian community.

We provide opportunities for everyone to flourish and grow within the love of God. Guided by the teachings of Jesus, we cultivate creativity, excellence, and resilience, inspiring pupils and staff to develop their unique gifts and become the best versions of themselves. We aim to equip our diverse community to make a positive difference in the world.

Our core values of Service, Forgiveness, Trust, Generosity and Compassion were chosen to underpin this vision for our school.

### Key Personnel

**Headteacher:** James Tibbles

**Chair of Governors:** Peter Hellman

### Key Dates

**Reviewed:** February 2024

**Next Review Date:** February 2027

*We want to ensure your needs are met. If you would like this document in any other format, please contact us: [office@bridge.kent.sch.uk](mailto:office@bridge.kent.sch.uk)*

## Aim

This policy is an outline of how the governing body will take responsibility for its own development, with the aim of making it more effective in its role of promoting high standards of attainment, achievement and well-being in our school.

## Key Principles

The governing body as a team and individual members need to develop their knowledge, skills and understanding on a continuous basis to carry out their role effectively.

All governors are responsible for their own development.

Development may include formal Local Authority KCC provided training, National training, peer training, focused school visits and/or meetings with staff, verbal and written reports and presentations from the head teacher and/or other staff, membership of collaborations, reading and Internet research.

Since governors are recruited from a variety of backgrounds, they have diverse and ranging skills, knowledge and understanding. Therefore development should be tailored to meet individual needs.


Individual governors' circumstances vary considerably and this affects the extent to which they can participate in development activities. Expectations must reflect this.

## Role of the Governing Body

An agenda item on governor development will be discussed 3 x per year. Issues for discussion over the school year will include an assessment of the development needs of the governing body as a whole, and of individual members; planning the governing body's training; reviewing progress of the governors' development plans.

All new governors will receive appropriate induction. A 'buddy' governor will make themselves available to support a new governor through their first six months of office and answer any questions they may have. The LA induction for new governors should be completed. New governors will be supplied with written information about the school.

The governing body will ensure that all governors who take on particular roles, for example link governor for safeguarding, or a selection panel member, receive the required training and certification. Furthermore, governors with a particular



responsibility are encouraged to develop and keep updated the knowledge, skills and understanding required for that responsibility.

The governing body will ensure that it keeps up-to-date with legislative and other changes affecting its work. The governing body will draw up an annual development plan to ensure that this policy is effective.

The governing body will ensure that a record is maintained of all training and development undertaken by governors and evaluations completed and sent to the clerk ([clerk@bridge.kent.sch.uk](mailto:clerk@bridge.kent.sch.uk))

The governing body will appoint a governor for training who will:

- co-ordinate governors' assessment of their development needs
- co-ordinate the maintenance of a record of governors' training and development
- ensure that governors are aware of the training and development opportunities which are available
- liaise with the LA on governor training opportunities and issues.

When a governor for training leaves the governing body or no longer has the role, they will arrange a handover to their successor of any relevant records and materials.

## Role of Individual Governors

Individual governors are expected to support this policy, for example by:

- participating in an annual analysis of their training needs
- being willing to attend appropriate training events

Individual governors can expect their individual circumstances and training needs to be taken into account when the governing body plans its participation in training.

Training will not be allocated to individual governors without their permission.

## Monitoring the Policy

The governing body will consider how the policy is operating in practice at one governors' meeting each term. In particular, they will consider:

- whether the policy is being followed and whether it is operating smoothly
- whether governors are participating in training as planned.



## Evaluating the policy

The governing body will consider once a school year (normally in the Summer Term) whether the previous year's training and governor development plan has made governors more confident and effective in their role.