

## **Governor Induction, Training and Development Policy**

### **1. Introduction**

The governing body of Astley Park School believes that it is essential that all governors receive a systematic and thorough induction into their role and that appropriate training and development opportunities are made available.

### **2. Induction**

- The chair of governors will instigate an initial contact with a new governor (shortly after appointment or election) to welcome the new governor to the governing body and to provide a copy of this policy.
- On appointment or election as a member of the governing body all governors will be provided with, or directed to, the information detailed in the induction checklist (Annex 1).
- Governors will be invited to meet the headteacher and chair of governors as soon after appointment as possible, to discuss the school and the work of the governing body.
- During their first few months in the role, governors will be assigned to a named 'mentor' governor.
- The mentor will guide new governors in matters relating to the functioning of the school as well as in matters relating to the structure, work and responsibilities of the governing body.
- Governors will be encouraged to make as full a contribution to the work of the governing body as their circumstances allow and to assume specific responsibilities according to their interests and skills.

### **3. Training and Development**

- New governors will be expected to undertake induction training within six months of election/appointment, wherever possible.
- All governors will be encouraged to undertake regular training appropriate to their role on the governing body.
- Additionally, it is the policy of the governing body to encourage governors to undertake opportunities for personal growth and development.

**Approved by the governing body on May 2018.**

To be reviewed prior to Autumn 2021.

New governor checklist	Date completed
<b>Have you:</b>	
Been welcomed to the governing body by the chair	
Been invited by the headteacher to visit the school	
Toured the school and met staff and children	
Received an informal briefing about the school from the head	
Met informally with an existing governor (who will act as mentor)	
Reviewed first meeting with your mentor	
Booked yourself on a New Governor training seminar	
<b>Have you received:</b>	
Local Authority's Induction Pack	
Your Portal user name	
DfE "Guide to the Law for Governors" (available online via DfE website)	
School's "Governor Folder" ( <b>see Annex 2</b> ) Information	
Details of the governing body committees (including their terms of reference)	
Dates for future governors' meetings, including committees	
Details of how to contact the other governors	
Details of how to contact the school (including e-mail addresses)	
Recent school newsletters (via website link)	
School Improvement Plan	
Latest Ofsted report (via website link)	
Governors' visits to school policy	
<b>Has the headteacher covered:</b>	
Background of the school	
Current issues facing the school	
Visiting the school	
Overview of the governor's role	
Relationship between the headteacher and the governing body	

## School Induction Pack

Contents	In pack?
Welcome letter from chair/headteacher	
Invitation for an introductory visit to the school	
Skills audit form/questionnaire	
Register of Business Interests form	
School contact details	
List of committees, membership and remits	
List of named governors and contact details	
Minutes of last governing body meeting	
Dates of future meetings	
Latest headteacher's report	
Simple staffing structure	
School Development Plan summary showing agreed priorities	
Last Ofsted report (via website link)	
Code of Conduct	
Role of governor ( <b>see Annex 3</b> )	
Recent school newsletters (via website link)	
Governor visits to school policy	

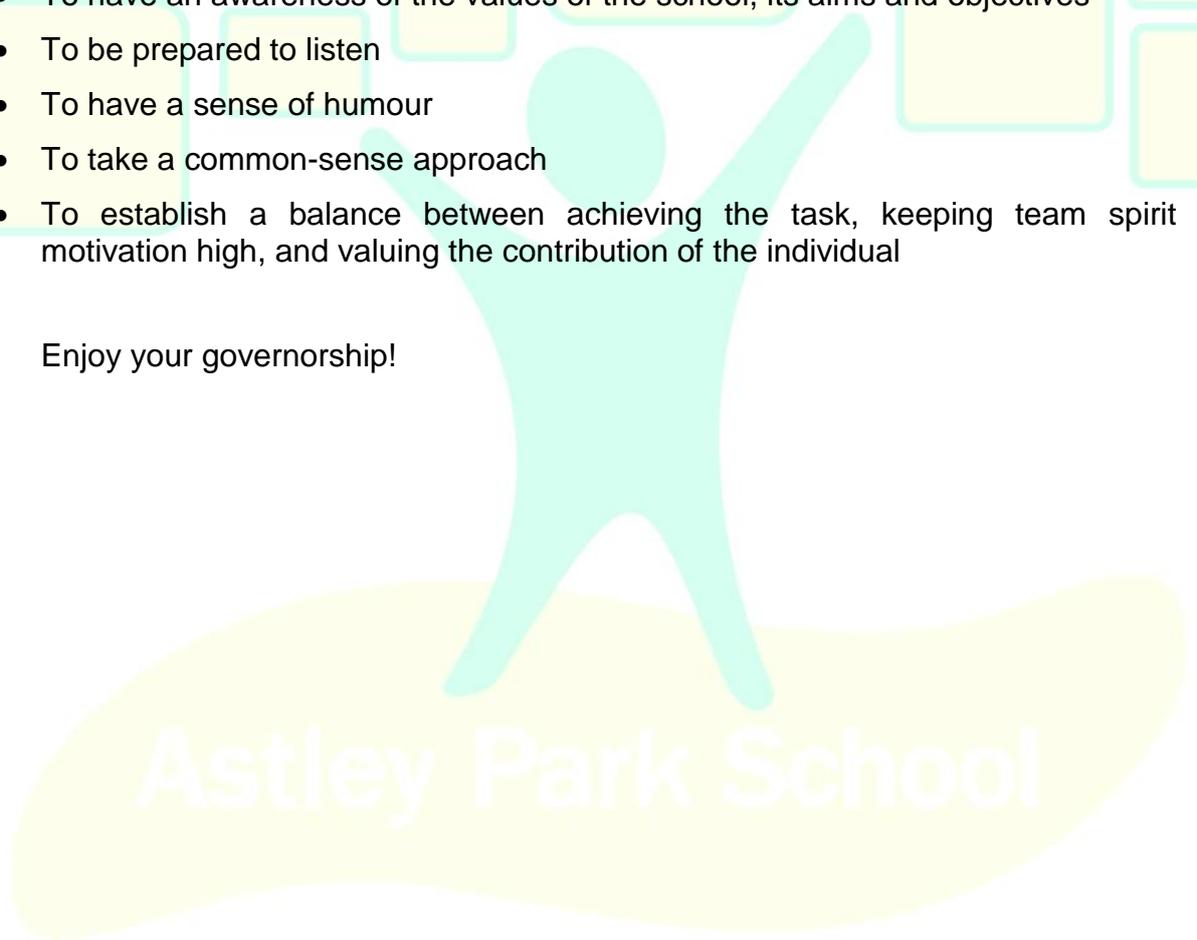
Astley Park School

## Role of a Governor

It is not the intention for governors to be shadow professionals. No amount of training could equip governors with the skills and knowledge of the many professional disciplines – finance, personnel, curriculum, management etc. which the role of the governor could encompass. Governors have themselves identified the skills and qualities needed to enable them to work as an effective team as follows:

- To have an interest in children and to be supportive of the staff of the school
- To make full use of the knowledge, skills and experience which governors own
- To attend meetings and get involved
- To recognise the shared values and mutual concerns which bind them together as a team
- To work co-operatively with a common purpose to get the job done
- To have mutual respect and tolerance for different points of view
- To be able to identify, evaluate and prioritise issues
- To encourage qualities of leadership and delegation
- To have an awareness of the values of the school, its aims and objectives
- To be prepared to listen
- To have a sense of humour
- To take a common-sense approach
- To establish a balance between achieving the task, keeping team spirit and motivation high, and valuing the contribution of the individual

Enjoy your governorship!



Astley Park School