

# The Education Fellowship



## Information for new governors

Available on the Visible Learning Platform

<http://bit.do/governors>

### Aims:

- Explore the types of governor
- Understand the role of a governor
- A Multi-Academy Trust (MAT) Governor
- Academy Advisory Board commitment
- Role with Ofsted
- Where to find additional information



# The Education Fellowship



Why do schools have governors?



To make sure the school provides the best possible education for ALL its pupils.



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What category of governor are you?

- Parent
- Staff
- Foundation
- Local Authority
- Community
- Sponsor
- Partnership
- Associate member
- Academy trust
- Other?



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The Education Fellowship was originally founded to raise a generation of children who grow, learn, dream and become fulfilled beyond all expectations.

The Education Fellowship aims to enable children to leave our academies wiser, more fulfilled, and with greater opportunities and choices in every area of their lives than previous generations

We want to enable all those children who come to our academies to receive an outstanding education. We believe that every child has a right to aspire and to learn and should be encouraged to do so to the limits of their ability.

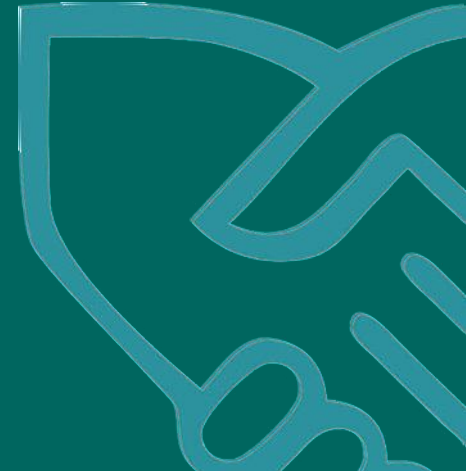


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By staying true to our vision, we believe that every member of staff, every child and every academy will have the moral compass that underpins lasting success.

- Courage to stand up for what we believe in
- Respecting others
- Having fun and a good quality of life
- Honesty and integrity
- Humility, compassion and concern for others
- Tolerance and forgiveness
- Confidence to lead
- Kindness



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## **The role of governors in multi-academy trusts (MATs):**

- To advise, support, monitor and challenge where appropriate
- Represent various groups including parents, staff and community
- To monitor progress of the academy and pupils against key plans
- Commit to regular full Advisory Board (FAB) meetings and actions groups (as required)
- Use areas of expertise to support within the academy through visits and links to key areas within the academy

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## **Governors role:**

- Governors act as supporters and critical friends of the Chair of the Academy Advisory Board (AAB) in supporting the Principal/Headteacher in the achievement of the academy's strategy and objectives
- Commit to attending Full Governing Body (FAB) and associated meetings
- No one individual governor has any power unless delegated by the fellowship

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## The AAB structure should:

- Comprise between seven and 10 members
- Serve a three year fixed term
- Re-election for a maximum of three terms
- Comprise a minimum of two parent governors
- Governors with local community knowledge
- Bring clear knowledge and expertise
- Evaluate a skills audits for all governors
- Offer necessary training to support governors (including some mandatory training)





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## Full Advisory Board (FAB) meetings and action groups

### **FABs:**

- Follow structured agendas that focus on the Academy development and action plan
- Meet as a FAB or designate specific areas of the agenda to meet on six occasions per year

### **Action groups:**

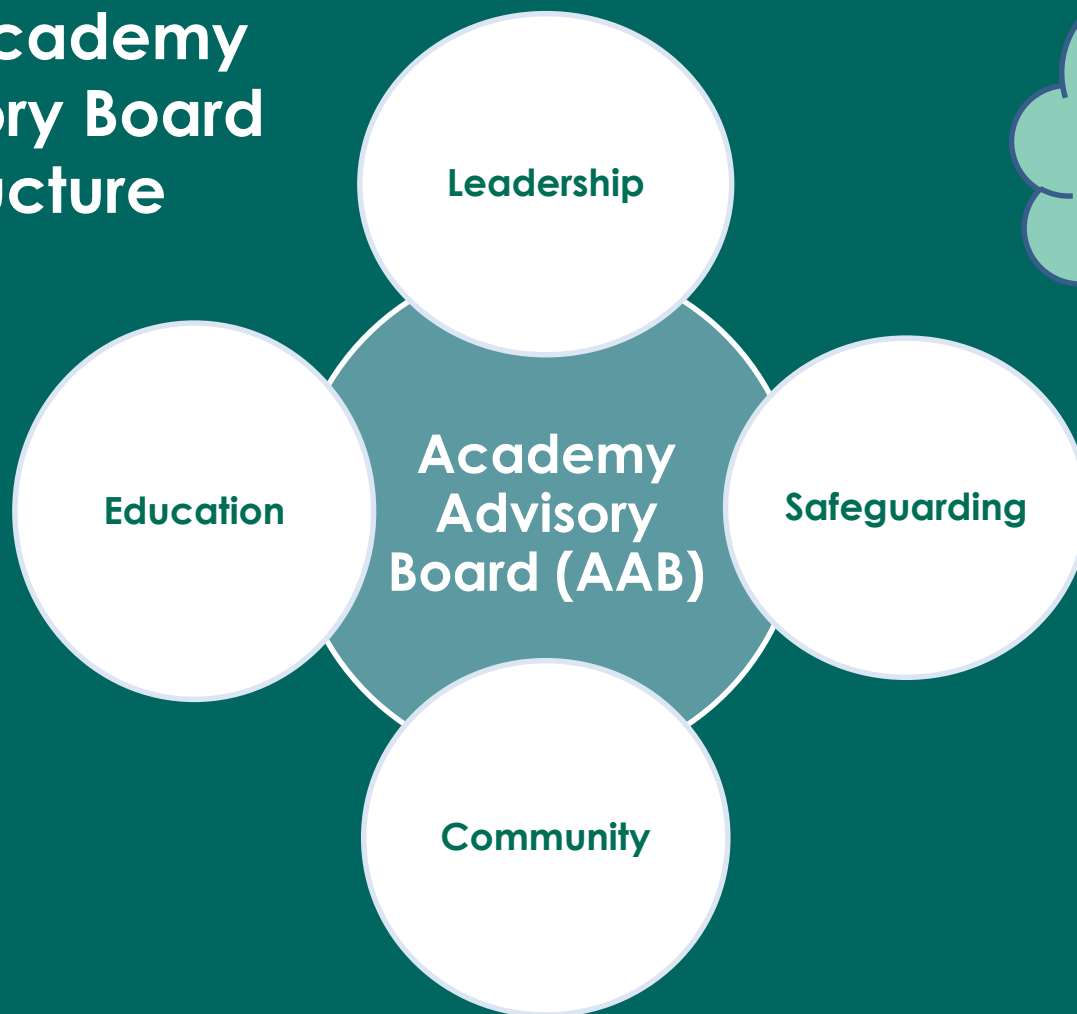
- Task and finish groups that focus on particular issues e.g. careers guidance and access to employers to support transition planning



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## The Academy Advisory Board Structure



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## Supporter and Critical Friend

### Support

- Offer constructive advice
- Act as a sounding board
- Provide a second opinion
- Give help where needed
- Visible within the school
- Lobby on school's behalf

### Challenge

- Ask questions
- Request evidence
- Seek further information
- Improve proposals
- Search for best solution



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## How is the workload shared?

Principal/Headteacher:

- Organises, manages and controls the school
- Provides professional leadership of the school
- Expects AAB to challenge and support school to do better
- Reports on main aspects of school life with AAB
- Provides AAB with accurate information on all aspects of school performance
- Reports to the fellowship on how the school is managed
- Fulfils delegated responsibilities by the fellowship



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## How is the workload shared?

Academy Advisory Board Governor:

- Carryout duties delegated\* by the fellowship
- Challenge the Principal/Headteacher where appropriate
- Monitor and challenge reports on pupil progress
- Monitor pupil premium expenditure
- Understand strengths and weaknesses of the school
- Monitoring attendance and inclusion
- Responsible for student welfare
- Health & Safety including monitoring premises condition
- Lead on community issues

*\*delegation varies across fellowship academies*



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## What role will the fellowship play?

- Responsible to the secretary of state for the education and financial arrangements
- Provide formal guidance for governor reference
- Provide access to on line training materials
- Provide access to support and guidance including training sessions (some mandatory)
- Attend meetings as necessary, in some cases join AABs to support development of the board
- Support AAB in recruiting governors including chair

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**For details on the role of a governor within an Education Fellowship academy, please see:**

- Governance Handbook (Visible Learning Platform..)
- Academy Articles of Association (Visible Learning Platform..)
- Full Academy Advisory Board Terms of Reference (Visible Learning Platform...)
- Specific agreed policies and procedures (Visible.....)



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## Liability of governing bodies

- Governors do not incur any personal liability in respect of anything done in good faith in exercising their power to support a school, or in carrying out powers delegated to them as an AAB
- An example of an act not done in good faith is fraud.





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## School Funding explained

### Local Authority (LA) maintained schools\*:

- LA receives a “dedicated schools grant” from the Education Funding Agency (EFA)
- LA may add to this grant from council tax to arrive at Local Schools’ Budget (LSB)
- Local Schools’ Forum determines amount of LSB to be retained centrally for services across all schools e.g. home to school transport
- Remainder is Individual Schools’ Budget (ISB) allocated to schools via locally agreed formula

*\*for information only, fellowship academies are not LA maintained*

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## Funding of academies

- Funding is based on the principle of equivalence i.e. Academies should receive equivalent level of funding per pupil as a LA maintained school plus additional funding to meet responsibilities no longer provided for them by the LA
- Academies receive a General Annual Grant (GAG) from the Education Funding Agency (EFA)

GAG is made up of:

*school core funding, calculated on comparable basis to maintained schools in the same authority*

*LA central spend equivalent grant (LACSEG) to cover cost of Education services the LA provides to its maintained schools.*

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## Academy budgets broken down:

- Flat rate (single lump sum)
- Numbers on the academy roll  
Special factor allowances e.g. special educational needs, social deprivation, split school site.
- In the case of a MAT Academy, all funding is directed to the individual academy with 5% paid to the MAT to provide central services
- Each academy manages their individual budget\*

\*this can be removed where there are concerns about the management of the budget and retained by the MAT finance director



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## Financial Management

- Financial Management and Governance Evaluation is the responsibility of the MAT
- It has to be completed within 4 months of conversion and annually thereafter
- Submitted to Education Funding Agency (EFA)
- Self assessment in 5 areas: financial oversight, financial planning, internal control, financial monitoring, proper and regular use of public funds



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## Pupil Premium\*

- Additional funding given to schools so that they can support their disadvantaged pupils, closing the attainment gap between them and their peers.
- Current rate of £900 per pupil (increasing to £935 for secondary and £1,300 for primary in Sept 2014)
- Current rate of £1,000 for a looked after child (increasing to £1,900 in Sept 2014)
- Service family children rate of £300

*\*from Sept 2014, it is unlikely that Ofsted will award outstanding unless pupils in receipt of pupil premium make at least 'good' progress*



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## What is our role with Ofsted?

*“Whatever the mode of governance, inspectors must evaluate the impact of leaders at all levels, including governors, and evaluate how efficiently and effectively the academy is led and managed.”*

*“Inspectors should focus on the effectiveness of leadership and management at all levels in promoting improvements within the context of the academy. They evaluate the extent to which the academy meets the needs of a diverse pupil population, enabling all pupils to overcome specific barriers to learning.”*



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## Ofsted measures



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## **Ofsted: key characteristics of effective governing bodies.**

Governors' consistently:

- Systematically monitor progress to meet targets
- Ask for more information, explanation or clarification
- Are given high quality, accurate information
- Take and support hard decisions in interest of pupils
- Supports honest, insightful self-evaluation
- Are clear on their individual and collective roles
- Talk with staff, pupils, parents and the community
- Ask challenging questions focused on improvement to pupil experiences and outcomes



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## Outstanding Governance

- Outstanding governance supports honest, insightful, self-evaluation by the school, recognising problems and supporting the steps needed to address them
- Effective governing bodies systematically monitor their school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared
- Governors are well informed and knowledgeable because they are given high quality, accurate information that is concise and focused on pupil achievement



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*“Some governors would prefer to focus on familiar territory and easier issues - school meals, uniform, the plumbing in the loos.*

*These should not be your main priorities. OFSTED will be pretty intolerant of those governing bodies that focus on peripheral issues”.*

Michael Wilshaw, Chief Inspector  
National Governors' Conference in June 2012



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## Useful websites for governors:

[www.dfe.gov.uk](http://www.dfe.gov.uk)

[www.Ofsted.gov.uk](http://www.Ofsted.gov.uk)

[www.nga.org.uk](http://www.nga.org.uk)

[www.thegovernor.org.uk](http://www.thegovernor.org.uk)

[www.governorline.co.uk](http://www.governorline.co.uk)

[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)

[www.sgoss.org.uk](http://www.sgoss.org.uk)

<http://schoolgovernors.thekeysupport.com>

