**BRIEFING PAPERS FOR**

**SUMMER TERM 2024 GOVERNING BODY MEETINGS**

**Prepared by the Governor Services Team,**

**Education Performance Service**

**Summer 2024**

**SUMMER TERM 2024 BRIEFING PAPER FOR GOVERNING BODY MEETINGS**

**PAPER 1**

|  |  |
| --- | --- |
| **Title/Topic** | **Teachers’ Directed Time** |
| **Target Group** | All schools |
| **Status of Item**  | **For information and potential action** |
| **Key points** | **Background**In accordance with the School Teachers Pay & Conditions Document (STPCD) teachers are required to be available to work for up to1,265 hours per academic year spread over 195 days (pro rata if part time). This is known as directed time. They can be required to teach and undertake other duties on 190 of those days and to work a further five non-teaching days (usually INSET days).In order to ensure that the maximum directed time is not exceeded, and as part of managing teacher workload, it is highly recommended that each teacher is issued with a directed time calendar or ‘budget’ at the start of the year, indicating when those hours are to be worked. Trade unions report that there have been a number of cases of teacher workload-related stress recently which could have been avoided if a calendar had been issued. They have also cited a case of a pay appeal being necessary because objectives not being met was a result of not being able to devote enough time to subject leadership (because there was no calendar) and another of the teacher experiencing difficulties process being implemented when the root cause of performance issues was not being explicit enough about directed time.Calendars are likely to include core elements for all teachers but some individual elements for different roles. They should be developed and issued during the summer term so they are in place for the beginning of the autumn term.This issue has been raised with headteachers, via the extranet bulletin, during the spring term and further guidance has been signposted.**Action Points**Governing bodies may wish to check with headteachers during the summer term whether calendars are being developed and issued. |
| **Sources of further information /** **Lead Officer Contact Details** | Jo Poynton, HR Policy & Projects Manager, joanne.poynton@leicester.gov.uk or 0116 4544322. |

**SUMMERTERM 2024 BRIEFING PAPER FOR GOVERNING BODY MEETINGS**

**PAPER 2**

|  |  |
| --- | --- |
| **Title/Topic** | **Governing Board Training Information** |
| **Target Group** | **All schools/governing boards**  |
| **Status of Item**  | **Action** |
| **Key points** | The following governor training opportunities are available over the summer term:**Health and Safety for Governors**This course will focus on the governing body’s responsibilities in relation to health and safety, with particular emphasis on compliance with LA and statutory Health and Safety requirements**.****Safeguarding for Governors**The Education Act 2002 places statutory requirements upon the Local Authority and schools to safeguard and promote the welfare of children.  This course will explore:* The legislative framework; Keeping Children Safe in Education 2023
* Roles and responsibilities of governors in relation to the safeguarding agenda within their schools;
* How to ensure the school has an effective safeguarding children policy and procedure;
* An overview of the current Ofsted Framework for Inspection and implications for safeguarding practice in schools.

**Please note:**The Department for Education, through its statutory ‘Keeping Children Safe in Education’ guidance requires governors to undertake safeguarding training as part of their induction. Safeguarding training for governors should provide governors and trustees with the knowledge to provide strategic challenge in relation to safeguarding – this would include safeguarding data, policies, and procedures and will also need to be regularly updated. Therefore although governors can attend the safeguarding training provided by schools for staff, any training should be governor-specific. Safeguarding training for governors can also be obtained through:* National College – Safeguarding: The Governor’s Role (online module) [The National College | Remote video CPD for school leaders & teachers](https://thenationalcollege.co.uk/)
* Learning Link - Safeguarding: the governor's role (online module) [NGA Learning Link - Safeguarding: the governors role module - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Collections/Compliance/Safeguarding-the-governors-role.aspx)

**The Mead Institute for Professional Learning**Our colleagues at The Mead Institute for Professional Learning are continuing to run a series of governor development workshops.The attached flyer gives more information and there are also further details available on their website - [Governor Training – The Mead Institute for Professional Learning](https://url.uk.m.mimecastprotect.com/s/c8hlCywMjtAxDjjfZjtgh?domain=themeadinstitute-tmet.uk/) The workshops take place online, from 5.45pm to 7.30pm, and cost £30 per person. Closing the Gap FULLY FUNDED places are available for governors from Leicester Primary Partnership schools.**Action Point**Governors are encouraged to sign up for training as detailed on the **attached** flyers |
| **Separate Document**  | See contact details on the flyers |

**SUMMER TERM 2024 BRIEFING PAPER FOR GOVERNING BODY MEETINGS**

**PAPER 3**

|  |  |
| --- | --- |
| **Title/Topic** | **DfE Governance Guides**  |
| **Target Group** | **All schools/governing boards**  |
| **Status of Item**  | **For information** |
| **Key action points** | The DfE has published its new Governance Guides. The guides replace the Governance Handbook and competency frameworks for governance and clerking.There are not a lot of changes to the content of the documents and there are no new responsibilities for governing boards. There are a few changes/clarifications:Maintained Schools* Added section on chair’s action provides clarity.
* Further clarification on the governing board’s estate management responsibilities (specifically asbestos)

Academies * Structured around DfE trust quality descriptions (governance and leadership pillar)
* References to core functions replaced by the new definition of the purpose of trust governance.
* Reference to ‘diocesan strategy’ added.
* Local governing bodies now ‘local committees’
* Definition of Local Authority Associated Persons (LAAPs) corrected.

Following the publication of the new guides, the DfE has withdrawn the following documents:* Governance Handbook
* Competency Framework for Governance
* Clerking Competency Framework
* Governance Structures and Roles
* Statutory Policies for Schools and Academy Trusts

The statutory policies guidance and guidance on structures and roles are now included in the new Governance Guides.  |
| **Action Points** | Make sure everyone on your board is aware of, and can access, the right guide for your school type. Remove any copies of, or reference to, the previous Governance Handbook or associated documents in your board's files and documents. |
| **Sources of further information /** **Lead Officer Contact Details**  | Academies -<https://www.gov.uk/guidance/-governance-in-academy-trusts>Maintained Schools -<https://www.gov.uk/guidance/governance-in-maintained-schools>Robyn Cooper, Governor Services ManagerRobyn.cooper@leicester.gov.uk  |

**SUMMER TERM 2024 BRIEFING PAPERS FOR GOVERNING BODY MEETINGS**

**PAPER 4**

|  |  |
| --- | --- |
| **Title/Topic** | **Family Hubs and Start for Life Programme** |
| **Target Group** | **All Schools**  |
| **Status of Item**  | **For Information**  |
| **Key points** | A Family Hub is a system-wide network model of providing high-quality, whole-family, joined up family support services.Family Hubs deliver these family support services from pregnancy, through to the child’s early years and later childhood, and into early adulthood until they reach the age of 19 (or up to 25 for young people with special educational needs and disabilities).Family Hubs services have a range of objectives, varying from area to area, but will broadly speaking provide early help and intervention for families with the aim of improving education, health and public service outcomes for children and adult members of the family.Family Hubs are focussed on bringing services together and changing the way family help and support is delivered across Leicester. As such, in addition to physical sites, families will be able to access support through a dedicated Family Hub website. The digital Family Hub will offer a virtual front door service as a one-stop shop for both families and professionals. This offer will include information, advice and access to both digital and physical services to enable families to find the services they need. |
| **Sources of further information**  | Miyanda NamakandoFamily Hubs Project Managermiyanda.namakando@leicester.gov.ukAmy SmithHOS Family Hubs and Start for Life Programmeamy.smith@leicester.gov.uk [Leicester City Council](https://families.leicester.gov.uk/family-hub) – Family Hubs website |

**SUMMER TERM 2024 BRIEFING PAPERS FOR GOVERNING BODY MEETINGS**

**PAPER 5**

|  |  |
| --- | --- |
| **Title/Topic** | **The Partnership for Inclusion of Neurodiversity in Schools (PINS) project** |
| **Target Group** | All Schools (mainstream) |
| **Status of Item**  | **For information/Action**  |
| **Key points** | The partnership for inclusion of neurodiversity in schools (PINS) is a new project to meet the needs of neurodiverse children in schools. The project will test an innovative model for the effective, efficiency deployment of the specialist health workforce and strengthening of parent carer and school partnerships in mainstream education settings, focusing on supporting neurodiverse pupils, who represent a fast-growing group among the children most likely to benefit from more inclusive mainstream environments.PINS will bring health and education specialists and expert parent carers into mainstream primary settings to:* Help shape whole school SEND provision.
* Provide early interventions at a school level.
* Upskill school staff.
* Support strengthening of partnerships between school and parent carers.

Following a school self-assessment, the PINS project team will work with your school to provide tailored training and support with the aim of further improving the experiences of neurodiverse children in mainstream environments.The five days of training and support will be free for participating schools.The self-assessment is expected to be carried out in March 2024, with tailored training and support beginning in September 2024.  |
| **Sources of further information**  | For further information and/or to register interest please contact Info@lcpcf.net |

**SUMMER TERM 2024 BRIEFING PAPER FOR INDIVIDUAL GOVERNING BOARD MEETINGS**

**PAPER 6**

|  |  |
| --- | --- |
| **Title/Topic** |  **Childcare Reforms**  |
| **Target Group** |  Primary  |
| **Status of Item**  |  **For information** |
| **Key points** | See separate attachment for an overview of the changes (Slides)In relation to the wrap around services, a number of different delivery models can be considered. We ask for schools’ engagement in responding to surveys enabling the LA to look at current supply and to carry out assessment of demand, so that funding can be best utilised to respond appropriately.An initial questionnaire is going out to schools with a response required by 26.4.24 link to be sent out via Schools Extranet. Briefings will be offered for schools and providers to come and find out more detail and ask questions. These sessions will be promoted via Schools Extranet. |
| **Sources of further information /** **Lead Officer Contact Details** | Claire Lakin Claire.lakin@leicester.gov.uk |

**SUMMER TERM 2024 BRIEFING PAPER FOR GOVERNING BODY MEETINGS**

**PAPER 7**

|  |  |
| --- | --- |
| **Title/Topic** | **Governing Body Annual Planner - Tasks for the Summer Term**  |
| **Target Group** |  **All governing bodies and local governing boards with delegated responsibilities** |
| **Status of Item**  |  **Action** |
| **Key action points** | **Background** The attached planner details tasks that should be undertaken by either the governing body or its committees during a specific term or anytime during the academic year.**Action Point**The governing body should ensure that all appropriate items for the Summer Term are undertaken – see **attached** Annual Planner – Maintained Schools and Academies  |
| **Sources of further information** | Learning Link– Governors’ E-LearningDfE Website – <https://www.gov.uk/government/organisations/department-for-education>Leicester Governors’ On-Line Centre[www.leicester.gov.uk/governors](http://www.leicester.gov.uk/governors)Robyn Cooper, Governor Services ManagerRobyn.cooper@leicester.gov.uk  |