

The Main Challenges Facing Governing Boards Today

Buckinghamshire Council and Buckinghamshire Association of School Governors

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Regional Lead for London and the South East



We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning to governors, trustees and governance professionals.

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Our year in numbers



Today's Agenda

Governing in a multi academy trust

Trust governance in 2022

Authors: Sam Henson and Megan Tate



Governance volunteers and board practice

School and trust governance in 2022

Authors: Nina Sharma with Emma Knights



The priorities and challenges facing our schools

School and trust governance in 2022

Authors: Fiona Fearon with Sam Henson



www.nga.org.uk/governance2022

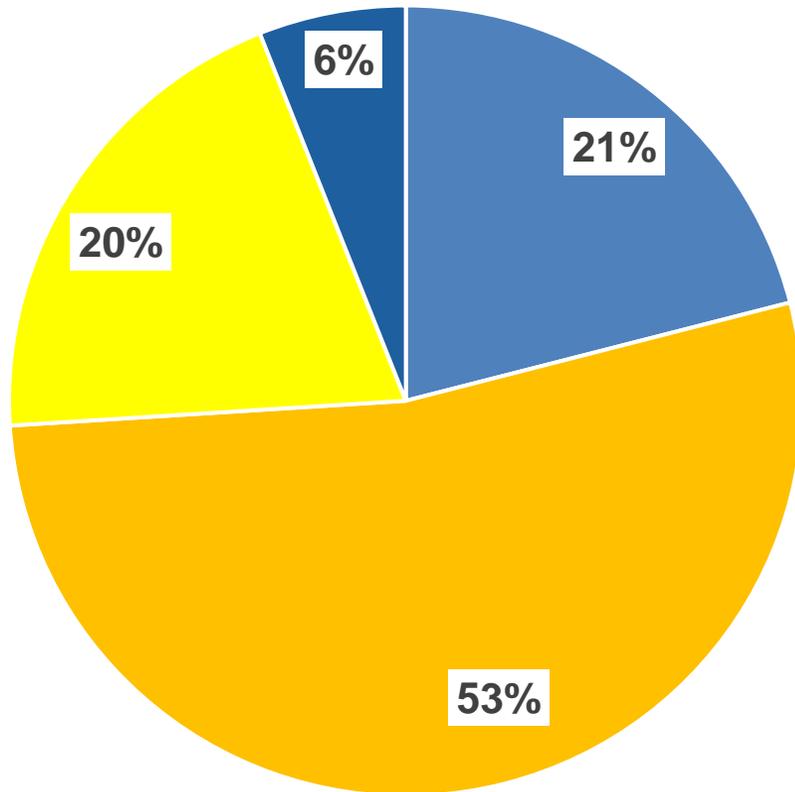
Top challenges facing school and trusts

Governance Volunteers and board practice: Recruitment

Priorities and challenges facing our schools:

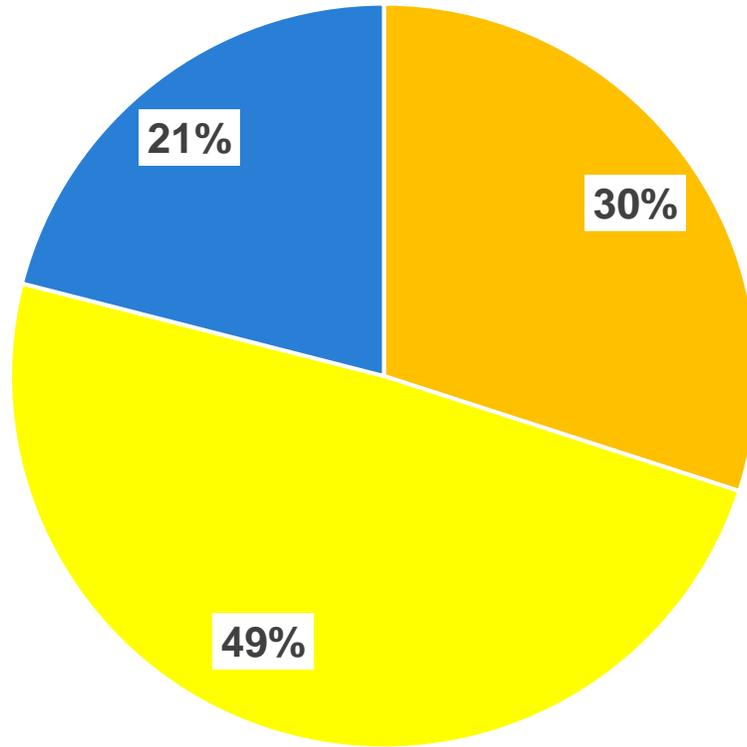
1. Balancing the budget
2. The attainment of disadvantaged children
3. Staff wellbeing including workload
4. Improving attainment
5. Support for pupils with special educational needs
6. COVID-19 recovery

Financial position of schools/trusts



- We are able to balance income and expenditure, retaining a healthy surplus
- We are able to balance income and expenditure
- We are unable to balance income and expenditure without drawing on surplus from previous years
- We are unable to balance income and expenditure without licensed deficit from the local authority/loan from ESFA

Medium to long term position (3-5 years)



- We are financially sustainable with current levels of funding and income
- We are financially sustainable with efficiency savings and drawing on unspent funds
- We are financially unsustainable without significant changes

Pressure on school budgets

- A significant decline in real terms funding arising from inflation
- Increased employment costs
- Spiralling increase in energy costs
- Providing required support for pupils with SEND
- Sufficient capital funding to maintain buildings and facilities
- Significant additional financial burdens to support children and families living in increasing poverty

Services schools provide for families (in addition to education) from the Annual Governance Survey 2022

Second hand uniform provision (66%)

Wrap around before and after school care (54%)

Providing pupils with breakfast (47%)

Meals outside of term time (37%)

Financial support with purchasing school uniforms (36%)

Family learning (21%)

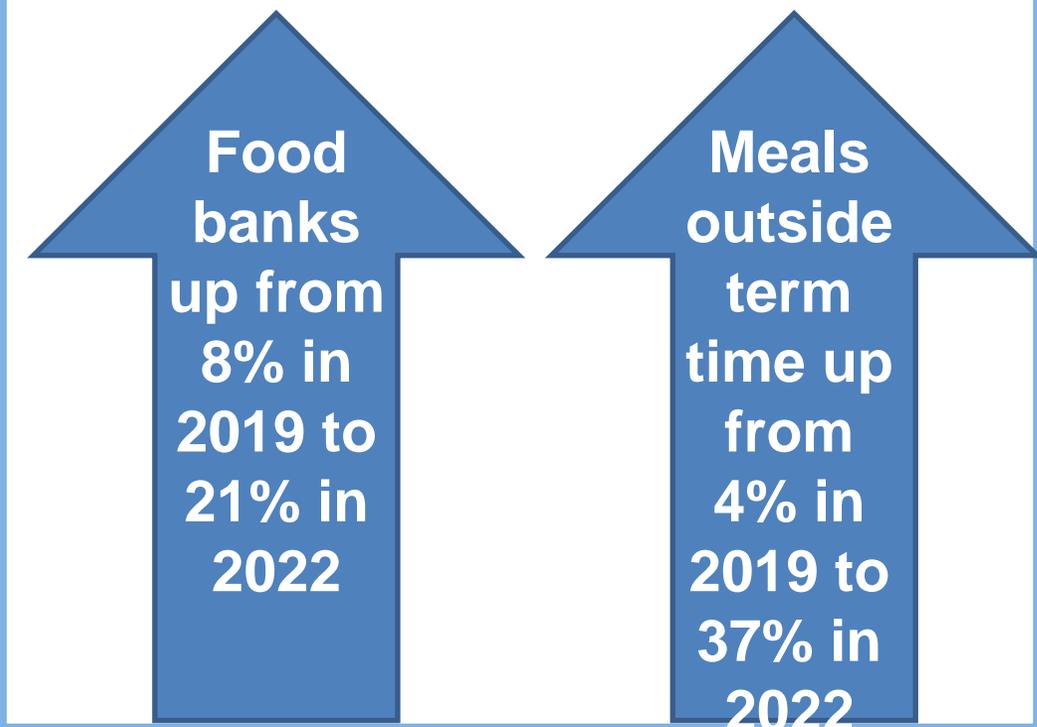
Food banks (21%)

Advice about income and benefits (15%)

Washing of school uniforms (6%)

Emergency loans (2%)

95% of schools/trusts offer additional services to families and pupils in need.

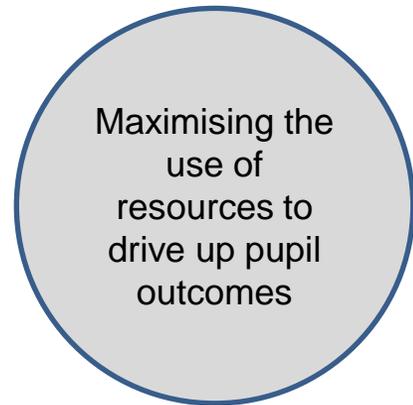


The Autumn statement

- Per pupil funding will rise on average by over £1000 by 2024-25, compared to 2021-22
- Capital funding increases from £6.3 billion to £7 billion in 2023-24, before reducing to £6.1 billion in 2024-25
- £500 million capital funding pot for energy saving projects
- However, the additional funding will only restore real-term per-pupil funding to what it was in 2010

Financially efficient schools

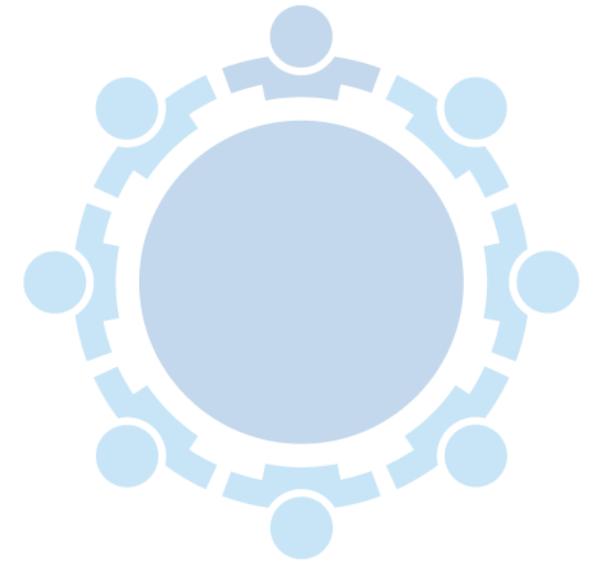
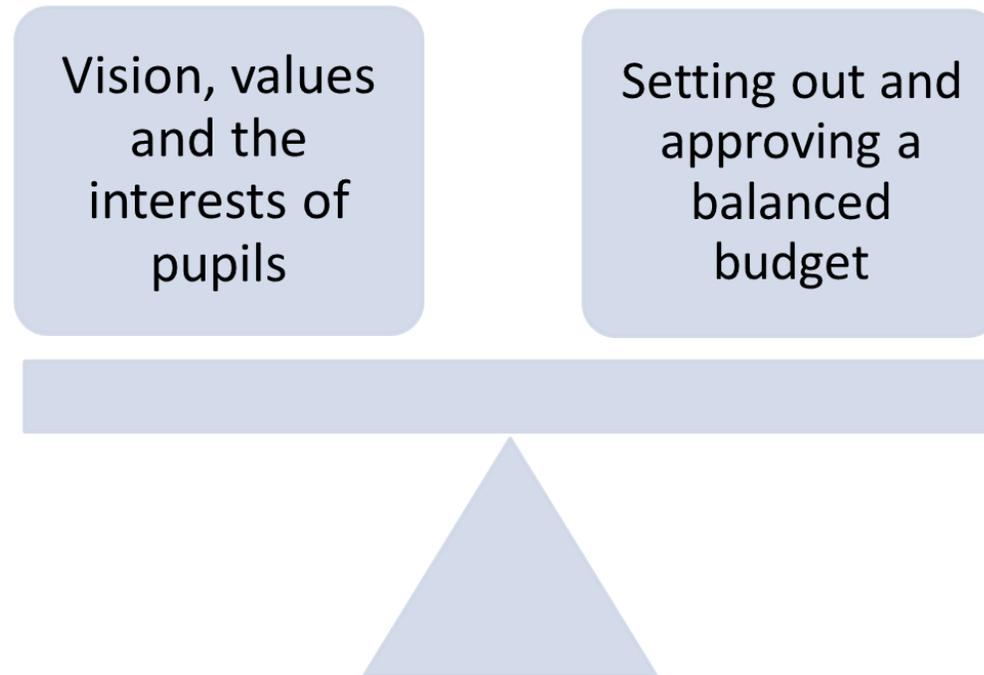
How does your school or trust demonstrate these characteristics?



- Financial planning which is based on delivering educational outcomes and is not a separate bolt-on consideration.
- Strategic financial planning for the longer term (3-5 years).
- The effective and efficient deployment of staff.
- Reduced spend on non-staff costs.
- Robust challenge from financially skilled governing boards and school leaders.
- Skilled staff responsible for managing finances.
- Transparent financial systems and process, which encourage constructive challenge within and between schools.

Financial planning which is based on delivering educational outcomes and is not a separate bolt-on consideration

Achieving a Balance.....



Skilled staff responsible for managing finances

- Professional advice and support available to governors

Role	They advise on
Headteacher/executive leader (serves as the accounting officer in a trust)	<ul style="list-style-type: none">• The financial health and performance of the school or trust• Current and future financial position• How the curriculum is planned to achieve the best outcomes with the funding available• Risks to financial health and efficiency (e.g. rising staff costs as a proportion of the budget)
The lead business professional in the school or trust (may also be serving as the Chief Financial Officer in a trust)	<ul style="list-style-type: none">• Depending on the type or role they fulfil:• Financial management and compliance• Infrastructure e.g. the building and IT• Human resource management• Procurement, contracts and suppliers• Income generation and marketing

Robust challenge from financially skilled governing boards

- Analysing budget forecasts for the current year and beyond
- Making spending decisions (including staff recruitment and pay) based on strategic priorities and the funding available
- Approving a balanced budget
- Routine monitoring of accounts and budget reports
- Assessing value for money in spending decisions
- Taking immediate and corrective actions as necessary to maintain financial viability and compliance

And undertake financial scrutiny that informs decision making and strategy

Scrutinise	Decide
<ul style="list-style-type: none">• Future demand for school places e.g. birth rate• How reduced pupil numbers affects overall expenditure• Availability of other funding streams• The level held in reserve to meet unforeseen or emergency circumstances	<ul style="list-style-type: none">• Implement a new staff and or leadership structure• Join a group of schools to secure financial sustainability• Develop an income generation strategy• Strategy for improving the use of financial resources throughout the school while achieving value for money e.g. procuring goods and services through buying networks

Building financial governance capacity

The board collectively

- Audit financial skills and experience on the board
- Target the recruitment individuals with relevant skills and experience e.g. school business professionals at other schools
- Cover financial responsibilities in the induction of new governors/trustees e.g. involve your school business professional
- Organise finance training for the whole governing board and or finance committee e.g. through the LA, academy trust or diocese
- Make the most of information, tools, training and guidance [available from the DfE](#)

Individual governors and trustees

- Use your skills audit to help identify future learning and training needs
- Complete the following learning link finance modules together with
 - Strategy
 - Compliance
 - Pupil Premium
- Ask to attend a meeting of your board's finance committee if not a member of the committee
- Make the most of resources available in the [financial governance](#) area of NGA's Knowledge Centre

Invoice No. 102280 from Nation... x NGA webinars - National Govern... x Annual report on education spend... x School resource management - (x +

← ↻ 🔒 https://www.gov.uk/government/collections/schools-financial-health-and-efficiency

GOV.UK

Menu 🔍

Home > [School and college funding and finance](#)

Collection

School resource management

Information, tools, training, and guidance to help schools and trusts save money on day-to-day costs.

From: [Department for Education](#)
Published 12 January 2016
Last updated 30 June 2022 — [See all updates](#)

Contents

- [Supporting excellent school resource management](#)
- [Accessing SRM support](#)
- [Understanding your data](#)
- [Support managing your workforce](#)
- [Getting the best value from your non-staff spend](#)
- [Managing your school estate](#)
- [Getting the most out of digital technology](#)
- [Providing effective governance and challenge on SRM](#)
- [School resource management: impact, evaluation, and research findings](#)

Related content

- [School resource management: top 10 planning checks for governors](#)
- [Integrated curriculum and financial planning \(ICFP\)](#)
- [Buying procedures and procurement law for schools](#)
- [School resource management: checklist](#)
- [Schools financial value standard \(SFVS\) and assurance statement](#)

The department is committed to working with the sector to enable excellent school resource management in all schools and academy trusts. Our new strategy sets out our vision and approach to help build an even stronger school system.



1



2



3



4



Stakeholder engagement

Find out about key partners and stakeholders, how to develop relationships with them, and how engagement with stakeholders can lead to better outcomes for pupils.

Modules	Duration
Stakeholder engagement: The governance role	15 minutes

Finance

These modules will provide you with the tools and approaches for developing financial efficiency in your school or trust.

Modules	Duration
Finance: Making the most of what you've got	2 hours
Understanding schools finance	1 hour
Managing Academy Finance	1 hour 15 minutes
Using Integrated Curriculum and Financial Planning (ICFP)	15 minutes

Compliance

Covering key areas of compliance such as safeguarding, health and safety and admissions, these modules will make you aware of the most important points from legislation and guidance.

Modules	Duration
Compliance: Assuring your organisation, keeping it safe, secure and solvent	1 hour 30 minutes
Equality and Diversity: A practical guide for governors and trustees	1 hour
NEW Safeguarding: How to fulfil the governance role	1 hour

Knowledge Centre

Search Knowledge Centre..

Menu

- Trusts
- Structure, roles & responsibilities
- Good governance
- Vision, ethos & strategy
- Pupil success & wellbeing
- Staffing
- Stakeholder engagement
- Finance
- Compliance
- Research

- Governance professionals
- Publications
- Learning Link

Glossary

Finance



Home > Knowledge Centre > Finance

Governing boards are responsible for overseeing the financial performance of their school or trust and making sure its money is well spent - this is one of the core functions of governing boards. Browse the links below to find resources to support financial oversight.

Integrated curriculum and financial planning	Academy trust finance	Procurement	Maintained school finance
Reviewing staffing costs			

- [Governance professional careers: governance coordinator](#)
- [Resources for governance professionals](#)
- [Attendance](#)
- [SEND and the governing board](#)
- [Appraisal form for governance professionals](#)

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Knowledge Centre resources

Visit: www.nga.org.uk/Knowledge-Centre/Finance.aspx



- ICFP allows schools and trusts to design a curriculum that is affordable and sustainable
- This guide covers how ICFP works in practice, providing a broad outline of the stages involved
- Effective procurement helps schools and trusts to achieve value for money and drive-up pupil outcomes.
- This guide will help boards ensure that every purchase secures good value for money and follows a fair process

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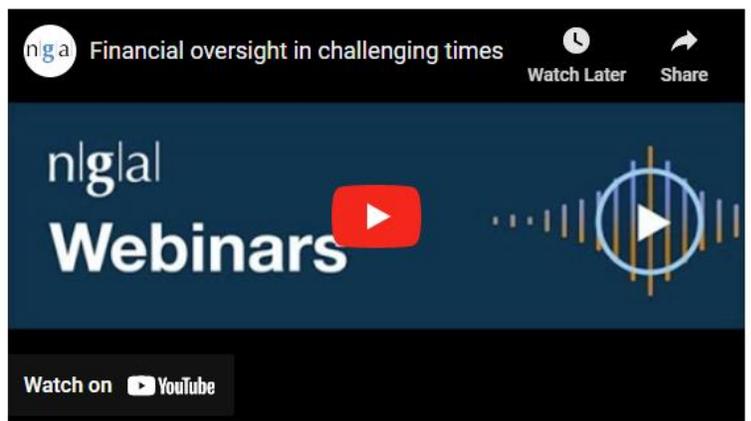
Learning Link

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Watch our previous webinars

December - Financial oversight in challenging times

This webinar looks at the financial challenges faced by schools and trusts in the current economic climate and how governing boards are responding to them. Also, how boards effectively fulfil their third core function and make the very best use of the money they do have do and the support available.



November 2022 - Disadvantage 360: Widening the lens

October 2022 - The governance of Safeguarding

Ethical Leadership in Education

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Attainment of Disadvantaged Children



What do we mean by ‘disadvantaged’?

- A child whose experiences of life put them in a less favourable position to learn than their peers
- The DfE do not explicitly define disadvantage but they do make Pupil Premium funding available to support disadvantaged pupils who fit a specific criteria. They are:
 - Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)
 - Pupils who have been adopted from care or have left care
 - Children who are looked after by the local authority
- But in addition to the DfE’s measures for disadvantage, there are a number of other pupil groups who are statistically more likely to be at a disadvantage in their education

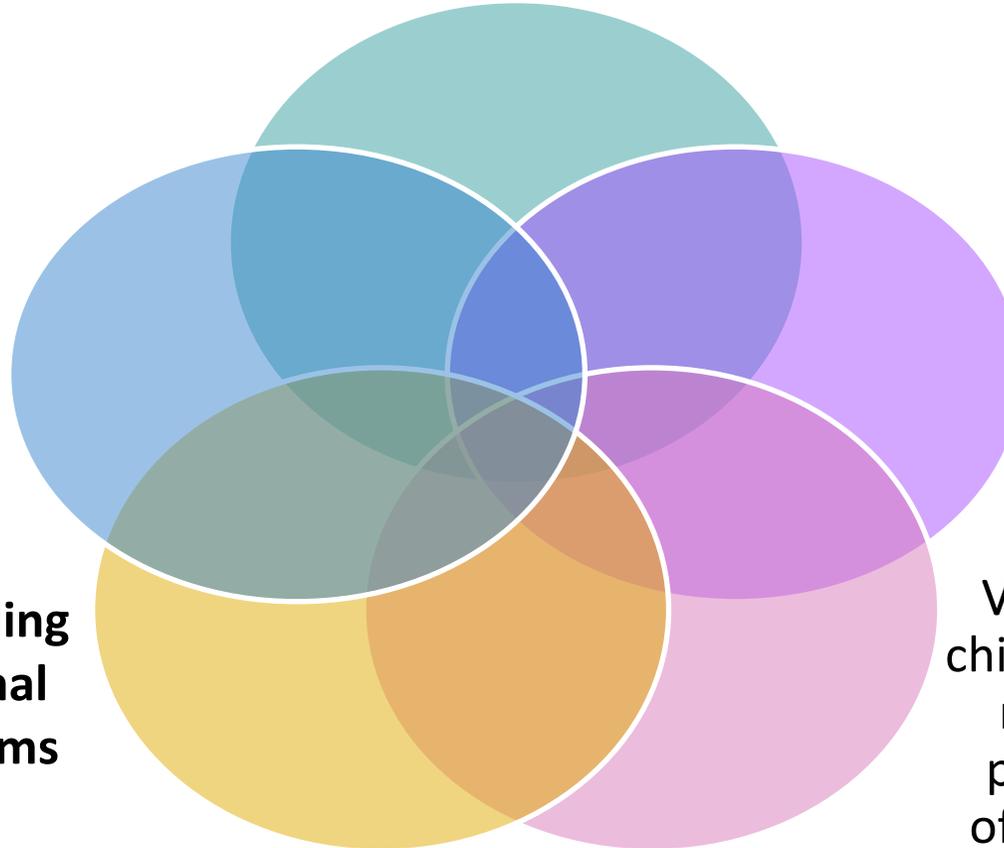
Children living in poverty:
those in receipt of Pupil
premium and others not
entitled

SEND (special educational
needs and disability)

**Certain ethnic minority
groups**

**Those experiencing or struggling
with low wellbeing, emotional
and/or mental health problems**

Vulnerability: a child on a
child protection plan, child in
need plan, an early help
plan, accessing the youth
offending service, a looked
after child or a young carer



Understanding and meeting the need – who knows what?

“Schools must identify pupil need and base their strategies around this. It is critical that strategies focus on pupils’ needs rather than any labels that might be ascribed to them”

“see school life through the lens of disadvantaged pupils and their families”

Marc Rowland, Adviser for improving outcomes for disadvantaged learners, the Unity Schools Partnership, - in Governing Matters Nov 2022

25 top tips for addressing disadvantage



Understanding the local context of your school is key

- Assessment not assumptions
- Needs not labels

...reduce the risk of creating a generalisation about pupils from less affluent backgrounds and isolating those pupils and families that are experiencing disadvantage (whether or not they qualify for pupil premium)

Considering your own school context in relation to disadvantage will create opportunities for governing boards to set strategies with their school leaders that are meaningful, targeted and more effective for pupils

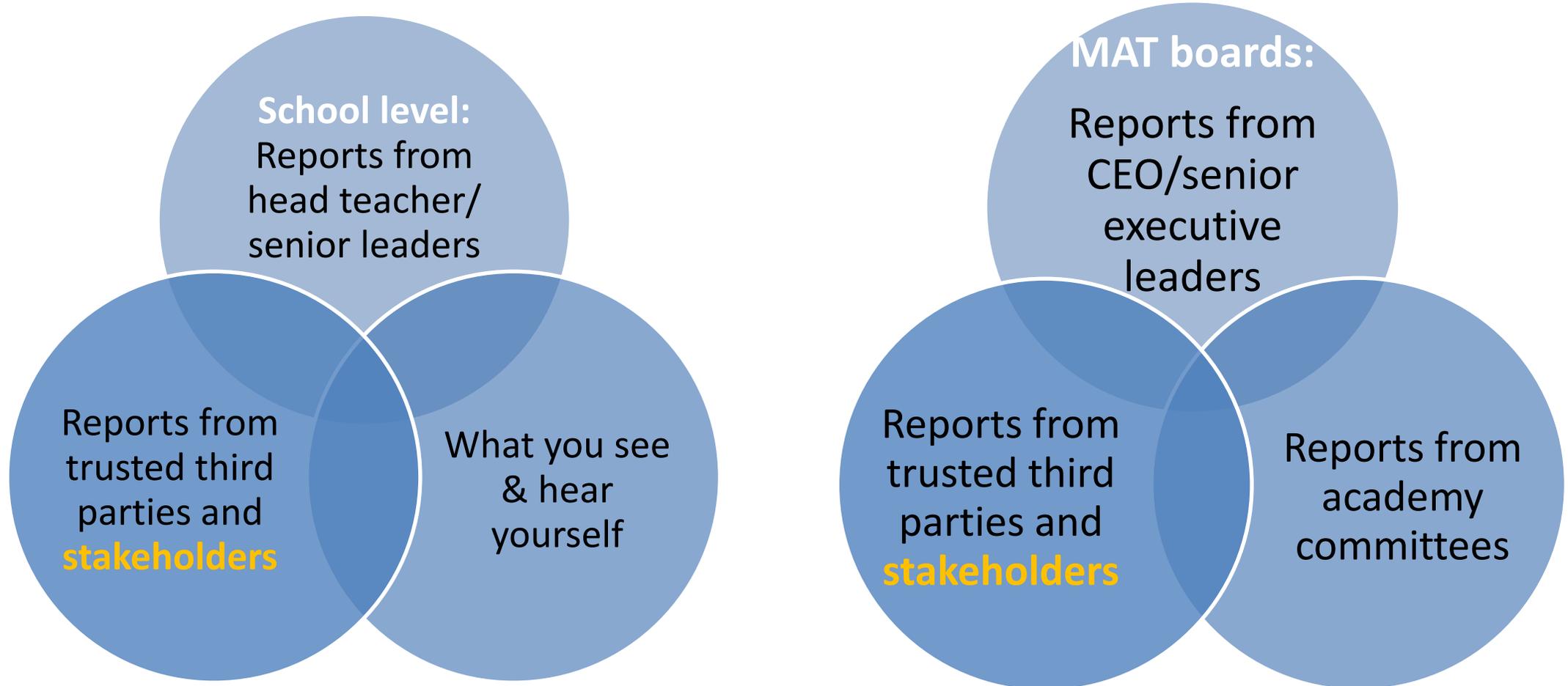


National picture

Local picture

Your picture

Information for boards: triangulation of data for good decisions



Losing the label, identifying the need – using data

Pupil groups
SEND
Ethnicity
Vulnerable
Mental health and wellbeing
Pupil premium

Relevant data
Progress and attainment
Attendance
Safeguarding incidences
Behaviour incidences
Pupil and parent voice

The governing board's role – understanding data

We recommend that governing boards use the following data to verify what has been provided by school leaders:

- Analyse School Performance (ASP) data which may be limited due to the COVID-19 pandemic
- the Fischer Family Trust [FFT dashboard](#) – explained in our [Knowing your School briefings](#)
- the [Education Endowment Foundation \(EEF\) Families of Schools Database](#) which compares a school with others that have similar pupil characteristics
- The DfE [guide to school performance data](#) further explains how to use these sources.

4th core function of governing boards: stakeholder voices

Engaging with pupils, staff, parents and the wider community helps governing boards get to know their school or trust and ensure robust decision-making. Ways that boards are doing this (annual governance survey 2022):

- surveys for pupils, parents and staff
- meeting with parents informally at the school gate and in the playground
- community coffee mornings
- Governors asking parents for views on particular issues each term
- support for and from local charity targeting disadvantaged children
- governors' assemblies, annual governor awards
- governors attending staff meetings if relevant to their remit

The Education Endowment Foundation - the use of evidence

- Once the governing board and their school leaders have identified the needs of their disadvantaged pupils, it is important to implement strategies that match those needs and are rooted in evidence.
- EEF has produced a guide on becoming an evidence-informed school governor and trustee, which includes:
 - How well are pupils achieving in your school?
 - How effectively is your school spending money?
 - How does your school support effective teaching and learning?

Focusing on a small number of initiatives



Education
Endowment
Foundation

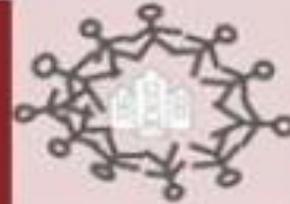
The EEF guide recommends an approach that balances the following principles:

- **Improving teaching** (eg investing in teacher CPD) so that an effective teacher is in front of every class, and every teacher is supported to keep improving.
- **Targeted academic support** (eg one-to-one or small group intervention) on those who are not making good progress across the spectrum of achievement.
- **Wider initiatives** designed to address significant non-academic barriers to success that are relevant to the school and its context (eg attendance, behaviour and social and emotional support)

Most effective ways to support disadvantaged pupils' achievement

NFER research

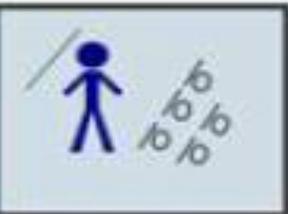
1. Whole-school ethos of attainment for all



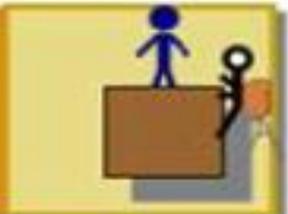
2. Addressing behaviour and attendance



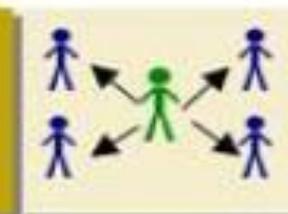
3. High quality teaching for all



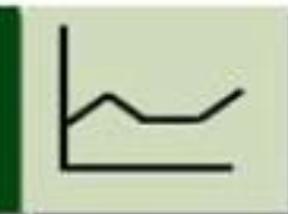
4. Meeting individual learning needs



5. Deploying staff effectively



6. Data driven and responding to evidence



7. Clear, responsive leadership



Recently Published: Disadvantage 360 the toolkit

The [Disadvantage 360: The toolkit](#) contains:

- The evidence surrounding disadvantaged pupil groups and how their experiences impact their education
- A collection of resources and guidance to support governing boards and in addressing and removing barriers
- Contributions from experts in the field
- A focused section on each of the five dimensions of disadvantage





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NGA encourages governing boards to move beyond widening eligibility for the pupil premium as the only indicator of disadvantage. We have established five broader drivers of disadvantage:

1. Poverty
2. Special educational needs and disabilities (SEND)
3. Vulnerability (including looked after children and young carers)
4. Certain ethnic groups
5. Mental health and wellbeing

Exploring disadvantage in your context

Our *Widening the lens on disadvantage* guidance is designed to help governing boards explore what disadvantage means in their context and to identify pupil groups who may need additional support. It forms an introduction to NGA's series of toolkits for tackling disadvantage in education.

[Download Widening the lens on disadvantage \(PDF\)](#)

Toolkits to help you tackle disadvantage

Our toolkits, which will be extended over time, are designed to help governing boards focus on the drivers that are impacting pupils in their school/trust.

[Download Poverty toolkit \(PDF\)](#)

[Download SEND toolkit \(PDF\)](#)

[Download Vulnerability toolkit \(PDF\)](#)

[Download Mental health and wellbeing toolkit \(PDF\)](#)

Help shape NGA's work on disadvantage in education

This first iteration of toolkits will be revised following feedback from NGA members during the spring term at our series of governance leadership forums.

[SEND and the governing board](#)

[Appraisal form for governance professionals](#)

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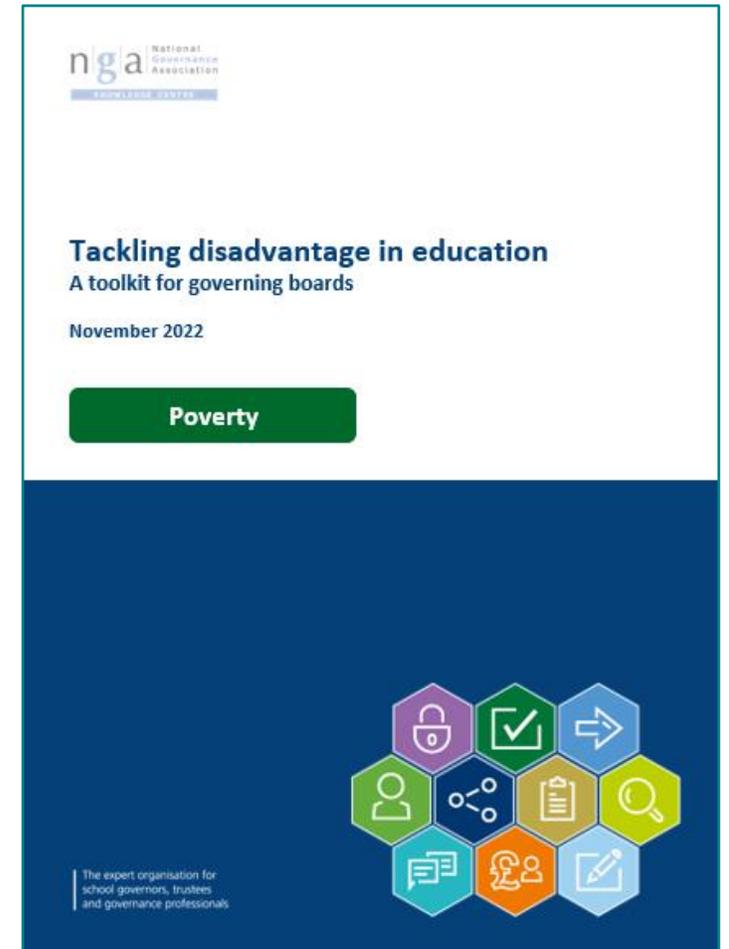
Poverty

- It is important to understand how poverty impacts your school or trust community and who is at increased risk of experiencing poverty outside of pupil premium eligibility. [End Child Poverty data](#) shows child poverty levels and how they vary across nations, regions, local authorities and parliamentary constituencies.
- Poverty proofing your school is a great way of ensuring that the children living in ‘invisible poverty’ are not impacted by the cost of the school day

With thanks to Child Poverty Action Group

NGA would like to thank [Child Poverty Action Group](#) (CPAG) for providing their expertise and support in the production of this toolkit.

CPAG work on behalf of the more than one in four children in the UK growing up in poverty. They work to understand what causes poverty, the impact it has on children’s lives, and how it can be prevented and solved – for good.



Poverty proofing your school

Governing boards have a role in ensuring that pupils living in poverty are not excluded from activities due to cost barriers

What can you influence?

- Uniform
- Curriculum costs
 - No deterrence from taking part
 - Equipment
- Enrichment
 - Trips and Clubs
- School Food
- Breakfast Clubs

Poverty proofing your school

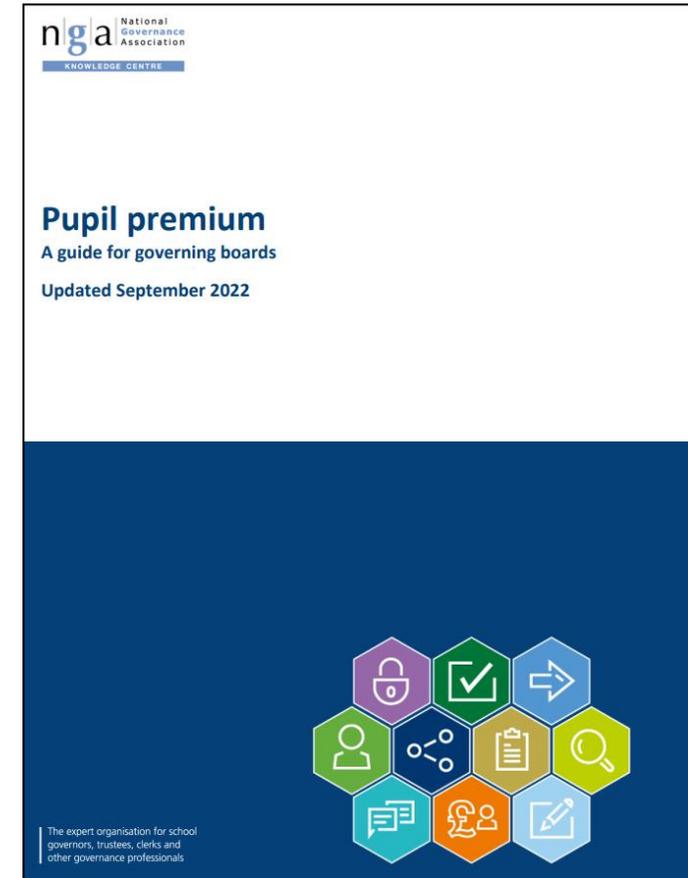
The Child Poverty Action Group have produced a great resource to support governing boards in looking at this called The Cost of the School Day Calendar; it gets to the essence of making the school day more equitable, more inclusive for everybody, helping a larger group of families that sit outside of the thresholds for pupil premium but might still be experiencing poverty.



The governing board's role – pupil premium

The governing board is responsible for ensuring that the spending is targeted at the right pupils and has an impact on their attainment and progress:

- exploring the barriers to learning faced by pupils eligible for pupil premium
- using data, information and research to both support and challenge the school's approach
- contributing towards and approving the school's strategy for spending the pupil premium
- monitoring the implementation and impact of the pupil premium strategy



www.nga.org.uk/pupil-premium-guide

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Watch our previous webinars

December - Financial oversight in challenging times

November 2022 - Disadvantage 360: Widening the lens

In this session, as well as relaying the latest views from key sector voices, we explore what we mean by 'disadvantage' and how governing boards can work with school leaders to develop a strategic and evidence based approach to addressing disadvantage in their own settings. We will also be looking at the importance of involving stakeholders in improving the learning experiences for 'disadvantaged' pupils.



October 2022 - The governance of Safeguarding

Ethical Leadership in Education

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Pupil success and wellbeing

These modules focus on the core purpose of your schools or trust – the quality of education it should be providing to pupils.

Modules	Duration
Your organisation: Understanding school structures and what children should learn	2 hours
Progress and attainment: using data to improve educational outcomes	2 hours
Arts, culture and creativity: improving your school or trust and its curriculum	45 minutes
Early Years Education	1 hour
Monitoring performance data and targets	50 minutes
The governance of SEND	30 minutes
Looked after children	55 minutes
Pupil Premium	55 minutes
Minimising exclusions	15 minutes
Panel work: An introduction	25 minutes
How to: review suspensions and exclusions	45 minutes
How to: run an effective admissions appeal panel	45 minutes
How to: run an effective HR review panel	45 minutes
How to: run an effective complaints review panel	45 minutes



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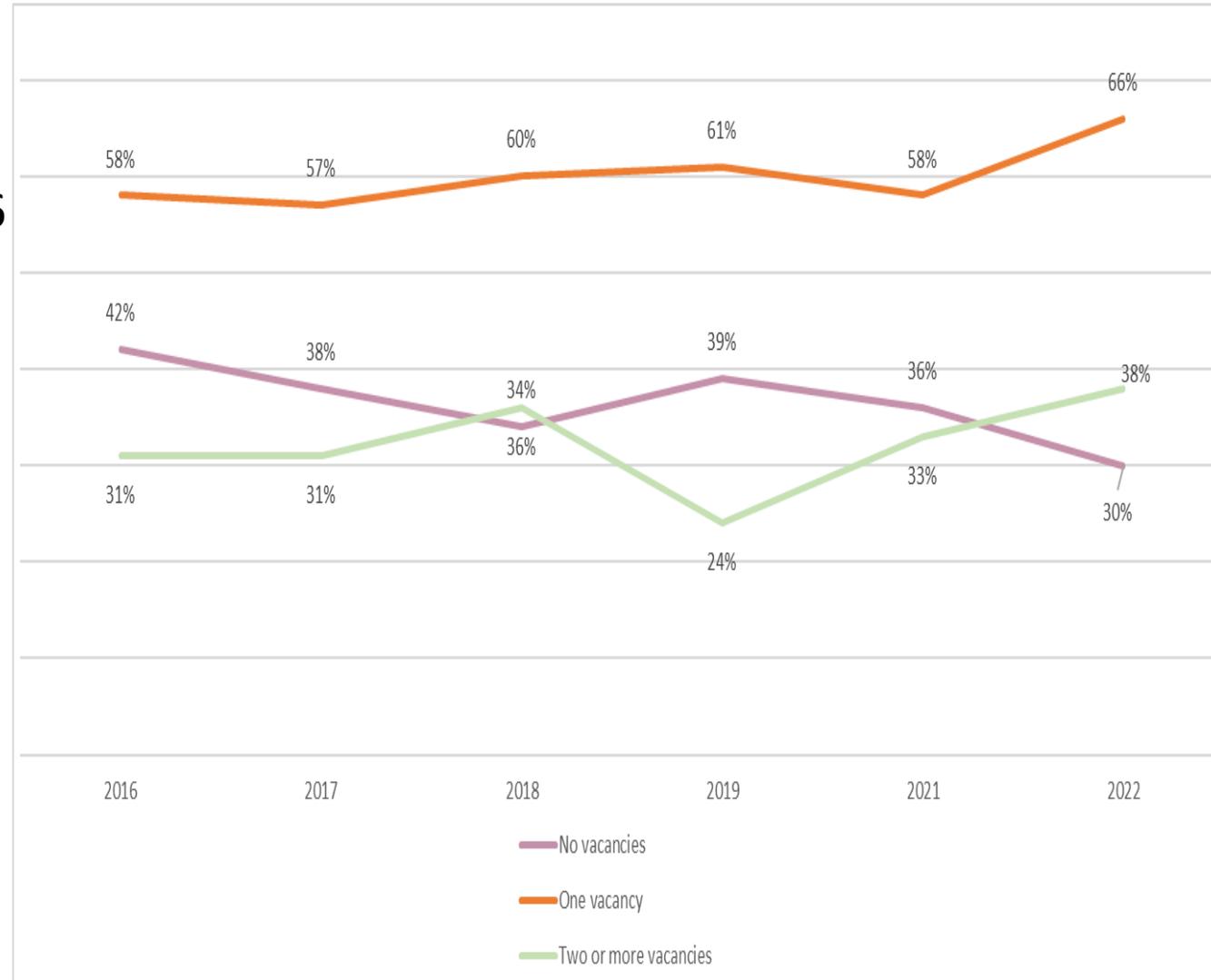
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Governor Recruitment



Vacancies: 2022 data

- The number of vacancies on governing boards are at their highest since NGA started recording them in this way in 2016
- The number of governing boards with more than two vacancies has risen by five percentage points from 2021 and seven percentage points from 2016
- There are now more governing boards with two or more vacancies than no vacancies at all



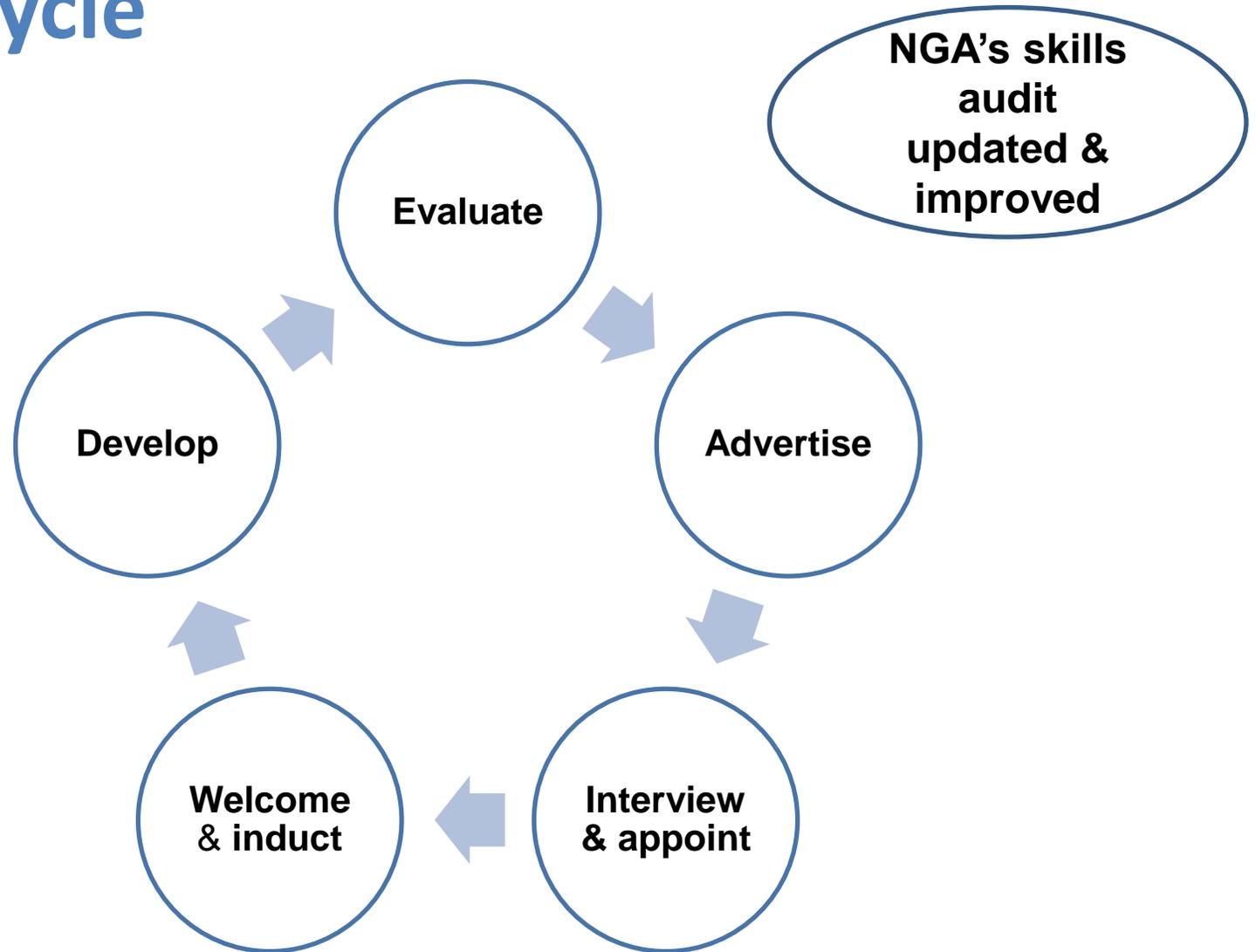
Diversity of boards in 2022

- A higher percentage of governors and trustees are female (59%) than male.
- The percentage of governors and trustees below the age of 40 is the lowest on record. The percentage of respondents under 40 years old has halved over the past five years to 6%, and those under the age of 30 remains at 1%.
- For the first time, more than half of volunteers (51%) are 60 years or over.
- Long service is increasing: Over half of respondents (52%) have been governing for more than 8 years, the equivalent of two terms of office
- A healthy board needs both experienced members and new members with new ideas

Making the case for diverse boards

- Only 6% of governors and trustees surveyed reported they were from an ethnic minority background – this is not a significant increase from previous years
- There is a big disconnect between the demographic of the people governing our schools and the pupil population they are serving.
- Diverse boards
 - Better decisions by considering issues from different perspectives
 - Common vision but different skills, knowledge, experience, approaches
 - Reflect the community and equip pupils for the wider world
 - Catalyst for achieving diversity, inclusion and equality at all levels of the organisation, including leadership

The Recruitment Cycle



Evaluate

Composition

- Boards should regularly review their composition (size and structure), particularly before recruiting new volunteers. Smaller boards are likely to be more cohesive and dynamic – if you have vacancies on paper but are running efficiently without filling them, a reduction in board size may be appropriate.
- “All boards should be tightly focused and no larger than they need to be to have all the necessary skills to carry out their functions effectively.” The Governance Handbook, 2020

Attracting candidates

- Focus on the groups likely to fill the gap(s) you identified
- School website and social Media (Facebook, LinkedIn, Twitter)
- Community routes & other local services
- Do you stay in touch with your alumni?
- Volunteering websites, eg <https://do-it.org/> and local volunteer bureau
- Local employers & professional bodies
- Use a recruitment service

How employers can support school and trust governance

nga.org.uk/employers

#ngaconf

How employers can support school and trust governance

Find out how you can support your employees to govern and the value it can bring to your organisation.

There are over 250,000 people who volunteer on governing boards to ensure schools succeed and provide the best opportunities for children and young people. Many of those do so around full or part-time employment, bringing their professional knowledge and skills to the role. Employers can make a huge contribution to schools by supporting their staff who govern and encouraging more to do so.



Watch our film on the role of governors and trustees: nga.org.uk/governance-film

What do governors and trustees do?

Governors and trustees provide strategic leadership to schools and trusts, with the overarching aim to ensure the wellbeing of the children and young people and enable them to achieve to the best of their ability.

Governors and trustees are responsible for:

- developing a vision and strategy for the school or trust
- overseeing the financial performance of the organisation and making sure its money is well spent
- holding school and trust leaders to account to ensure that every pupil has the best possible education

- Enabling employees to take on positions of responsibility and leadership, such as committee or governing board chair, particularly beneficial for those looking to move into senior leadership roles.
- Promoting feelings of pride and achievement for employees, able to make a positive difference to the lives of children and young people. Research has also shown employer supported volunteering promotes employee satisfaction, loyalty and engagement.
- Establishing long term links and contributing positively to your community, demonstrating commitment to social impact and helping to build positive brand awareness and reputation.

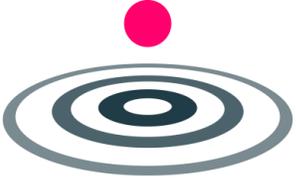
Recruiting governors and trustees

You can sign up to recruitment services which help schools and trusts to find volunteers:



inspiring
governance




GOVERNORS
FOR SCHOOLS

[Inspiring Governance](#) – is the DfE commissioned free online recruitment service, connecting schools and trusts in England with skilled local volunteers interested in becoming governors and trustees.

[Governors for Schools](#) is a charity that finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.

Highlighting the role of governors and trustees

NGA is proud to present a short, animated film designed to highlight school and trust governance.

The film can help you to share your board's work and support your recruitment and succession planning.



Watch it at nga.org.uk/role-of-governors-and-trustees



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Channel	Possible approaches
School communications	<ul style="list-style-type: none"> Place a prominent advert on the school or trust website. Send a letter home to parents/carers or include information in the school newsletter. Place adverts/posters around the school. Have a governing board presence at school events to talk about vacancies.
Social media	<ul style="list-style-type: none"> Post on the school's social media, monitor and respond to any comments. Share your social media post in your local community or social groups and encourage existing board members to share your posts. Try including photographs from the school or a short video. Set up a 'job' on LinkedIn (you can also search LinkedIn to find people who have the skills or experience your board needs).
Local media	<ul style="list-style-type: none"> Submit an article to your local newspaper or parish magazine. Local radio stations may report community stories and appeals. Send a press release to your local publication about an achievement at the school, including an appeal for volunteers to join your board.
Neighbouring schools	<ul style="list-style-type: none"> Ask local schools if any of their staff would be interested in joining your governing board: an attractive CPD opportunity. Find out if governors/trustees at neighbouring schools are coming to the end of their term and would like to join a different board.
Community spaces and events	<ul style="list-style-type: none"> Community spaces like places of worship, shops, libraries, and social clubs often have noticeboards where you can place an advert. Community events (outside the school) are a good opportunity to meet and speak to local people.
Headhunting	<ul style="list-style-type: none"> Identify individuals who contribute to your local community (perhaps through charities and volunteering). You could approach them via organisations such as sports clubs and community centres. Be clear that you are just seeking interest and candidates still need to apply and be interviewed formally.
Alumni	<ul style="list-style-type: none"> Contact former pupils – they are often keen to give back to the school. Alumni provide valuable insight into the challenges and opportunities of growing up in the local area.
Employers and professional groups	<ul style="list-style-type: none"> Local employers can help you access candidates with transferable skills to bring from their professional life. Some areas have mentoring or development schemes for different professions or underrepresented groups. Many employers/industries have networks for people from underrepresented groups.
Key stakeholders and existing networks	<ul style="list-style-type: none"> Engage with community stakeholders (such as the LA, the police, public health, neighbourhood forums and faith groups) and ask for their support. If your school has a university nearby, you could ask them to share your vacancy with their staff, students and alumni. You could also invite existing board members to share the vacancy through any networks or groups they have links with.

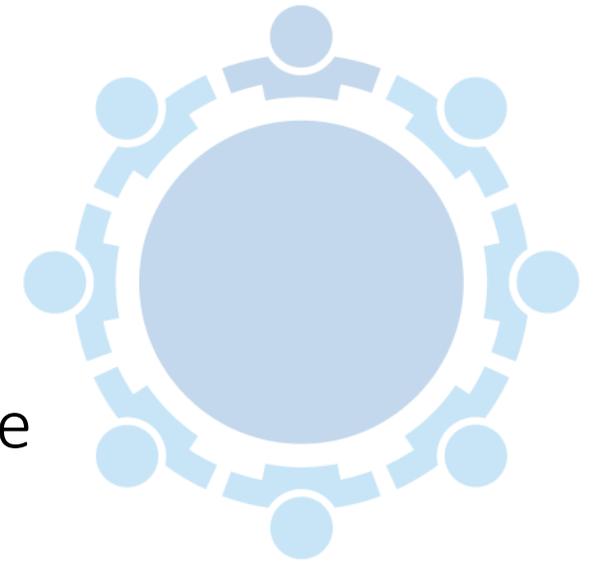
Interview and Appointment – Best Practice

- Our survey data shows us the practice of interviewing is increasing
- Interview by a panel in person or virtually
- Due diligence – request references
- Interview questions should be relevant to the role and to the skills and attributes you are looking for: examples are in Right People Round the Table
- Be clear what is expected/level of commitment
 - Consider inviting the candidate to observe a governing board or committee meeting

Retention!

- Robust induction
- Mentor to guide new governors through the first term/academic year
 - Support and encouragement to build confidence and increase level of contribution
- Be flexible with meetings, allowing remote access
- Encourage CPD from day 1

- Implement an exit interview for any governors who leave before the end of their term



Getting started as a new governor or trustee

Knowledge Centre

employers

Menu

- Trusts
- Structure, roles & responsibilities
- Good governance
- Vision, ethos & strategy
- Pupil success & wellbeing
- Staffing
- Stakeholder engagement
- Finance
- Compliance
- Research

- Governance professionals
- Publications
- Learning Link

Glossary

NGA resources and support

NGA provides resources, training and more to help new governors and trustees understand their governance role and make a positive impact. Get started with:

- NGA induction guides
- Understanding your governing role
- Induction and training for governors and trustees
- Preparing for your first meeting
- Networking with other governors and trustees

If you're an NGA member, you can access additional resources and benefits to support you in your governing role.

[Learn more about NGA membership](#)

[Back](#)

Be a school governor or trustee

[Resources for new governors and trustees](#)

Recruit governors and trustees

Welcome to Governance LIVE

Make an impact in your first six months as a new governor/trustee

Free virtual sessions exclusively available to NGA GOLD and MAT trustee members.

[LEARN MORE >](#)

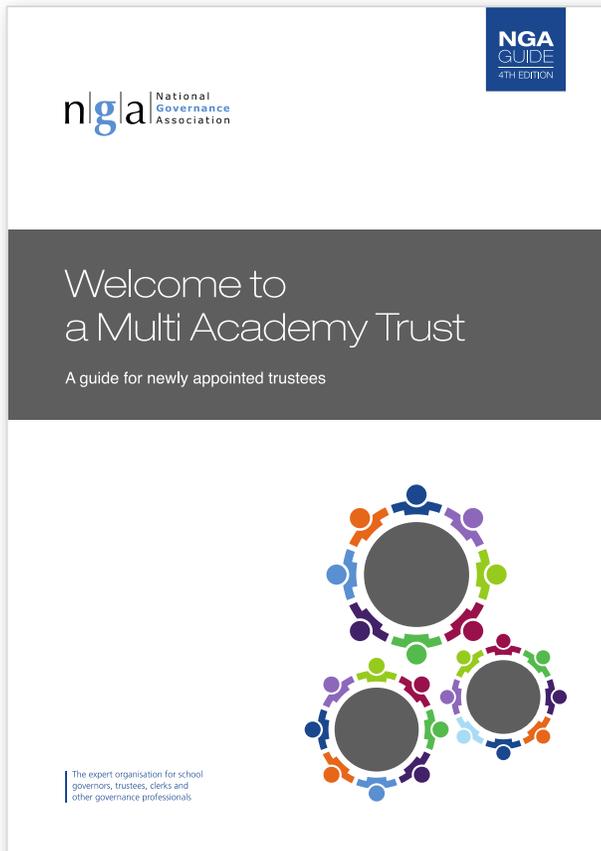


Welcome to Governance

13TH EDITION OUT NOW



Welcome to a Multi Academy Trust and Welcome to Governance



A guide for
newly
appointed
trustees

www.nga.org.uk/wmat



A guide for
newly
appointed
governors

Members: £8
Non-members: £16

www.nga.org.uk/publications



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Learning Link modules

With over 60 governance modules aligned to NGA's Knowledge Centre, our suite of 10 collections cover:

Core modules

A suite of eight modules covering key governance areas, perfect for those new to governance or those looking for a refresher. (These modules are included within each of the categories below).

Modules	Duration
<u>Governance: Your role, your responsibilities, your organisation</u>	2 hours
<u>Your organisation: Understanding school structures and what children should learn</u>	2 hours
<u>Strategy: Living your values, reaching your vision, managing the risk</u>	2 hours
<u>Progress and attainment: using data to improve educational outcomes</u>	2 hours
<u>Finance: Making the most of what you've got</u>	2 hours
<u>Working Together: Building the team and improving the organisation</u>	1 hour 30 minutes
<u>Compliance: Assuring your organisation, keeping it safe, secure and solvent</u>	1 hour 30 minutes
<u>Effectiveness: Governance making an impact, changing lives</u>	1 hour 30 minutes

Structures, roles and responsibilities

These modules will help you to understand school and trust structures, and what is expected of you as a governor or trustee.

Succession planning guidance



- About the role of chair
- Electing or appointing a chair
- Using the succession cycle
- Succession planning activities that work
- Sharing leadership to support succession
- Accessing support

www.nga.org.uk/succession-planning

Membership

GOLD governing board

- Access to NGA GOLDline for expert, confidential and independent governance advice
- A complimentary copy of Welcome to Governance and The Chair's Handbook in your welcome pack. Complimentary copies of Welcome to Governance for all new governors/trustees
- Additional NGA guides available at a discounted rate
- NEW: access to virtual Welcome to Governance sessions for new governors/trustees
- Copies of Governing Matters magazine to every governor/trustee and a copy to the school
- Access to members-only content in our online Knowledge Centre
- A weekly e-newsletter featuring the latest education news and policy updates
- Free places at NGA conferences, events and networks
- NEW: free places at NGA governance leadership forums
- Access to NGA's webinar and podcast series
- National representation through lobbying and campaigns

Standard governing board

- NGA guides available at a discounted rate
- Copies of Governing Matters magazine to three governors/trustees and a copy to the school
- Access to members-only content in our online Knowledge Centre
- A weekly e-newsletter featuring the latest education news and policy updates
- Free places at NGA conferences, events and networks
- NEW: free places at governance leadership forums
- Access to NGA's webinar and podcast series
- National representation through lobbying and campaigns





E-learning to help governors, trustees, chairs and governance professionals develop their governance skills and knowledge.

Benefits

- Over 50 interactive modules
- A selection of bitesize modules
- 10 diverse learning collections to choose from
- CPD accreditation for all core modules
- A certificate of achievement with every module
- Secure access 24 hours a day, 7 days a week
- Multi-device access on desktops, tablets, smartphones
- Tracked learning – revisit content, take a break and pick up where you left off
- A dedicated support service



10,000+ school
organisations
registered



97% of learners
would recommend
Learning Link



65+ local authority
partners



40,000+
learners

SIGN UP TO A FREE TRIAL ▶

www.nga.org.uk/learninglink

Thank you

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East

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