

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

School Governor Induction Programme and Policy

April 2023



Policy Lead: Sara Dunn



Link Governor: Bill Howard

Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.



Springbank Academy School Governor Induction Programme & Policy

Introduction

Springbank Primary school believes that 'school based induction' and continuing professional development for new governors is essential as this ensures that each governor develops their confidence and skills/knowledge, and is equipped to undertake their duties on the full governing body.

In the long term, it is anticipated that the time spent in providing a good school based induction and continual professional development will positively influence the retention of knowledgeable, confident and committed governors for the school.

The Induction Programme

On appointment of all new governors they will receive an induction tailored specifically to their individual needs delivered by the following people:

The headteacher	Makes initial contact and invites the new governor to visit school, tour the school and receive the induction handbook
The chair of governors	Introduces the governing body to the new governor at the first meeting
The training co-ordinator	Makes contact with the new governor and discusses what kind of support/training they would like

On Going Induction/Continuing Professional Development

Each governor will take responsibility for their own further learning, development/training, supported by the training co-ordinator. Nottinghamshire LA learning and development team provide a programme of training, which the school purchases, and copies of the programme will be circulated regularly. Feedback /reports from training can be given at the full governing body meetings.

Governors' Induction Policy

Date agreed by the governing body

Signature of the Chair of Governors

Date of next policy review

The Governing Body believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

PURPOSE

- To welcome new governors to the Governing Body and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher and staff
- To explain the partnership between the Headteacher, school and Governing Body
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Governing Body and its committees work
- To allow new governors to join the committee(s) of their choice

New governors will:

- Be welcomed to the Governing Body by the Chair
- Be invited by the Headteacher to visit the school in action (in line with the school visit policy)
- Have the opportunity to tour the school and meet staff
- Receive an informal briefing on the school from the Headteacher and/or Chair
- Be asked to complete a DBS check and declaration
- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Be accompanied by their mentor to their first full Governing Body meeting (if required)
- Have the opportunity to review their first meeting with the mentor

New governors will receive from the Clerk to Governors:

- An overview of the role of the Clerk to Governors
- A copy of the Standing Orders and Code of Conduct for the Governing Body
- Information about the DfE online publication Handbook for School Governors (2015)
- The school's bespoke "Induction Pack for School Governors"
- A copy of the Instrument of Government
- A Declaration of Interests form for completion
- Term dates for the school
- The School Improvement Plan
- Minutes of the last full Governing Body meeting and details of the Governing Body committees including their terms of reference
- Dates for future governors' meetings including committee meetings
- Details of how governors can communicate effectively between meetings
- Details of how to contact the school including the e-mail address
- Recent school newsletters
- Information on the School's website
- Information and an explanation of Sports Premium and Pupil Premium grants.

New governors are also recommended to read:

- The latest Ofsted report
- Policy documents relevant to committee membership
- The Governor Visits Policy
- The Governor Allowances Policy

Areas that the Chair of Governors/mentor will cover include:

- Background to the school
- Introduction to school data
- Current issues facing the school
- Visiting the school
- Child Protection arrangements at the school and the governor's role in safeguarding
- The relationship between the Headteacher and Governing Body
- An overview of the governor's role (including a mention of confidentiality and acronyms!)
- How the full Governing Body and committee meetings are conducted
- How to propose agenda items
- Governor training
- The governing body's role in dealing with school complaints
- School data (Internal/External)

Sources of external support (Clerk or Chair to action)

- Details of how to access support services
- Details of national support websites
- How to access face-to-face training

Springbank Academy New Governor Induction Checklist

Name of Governor		
Induction procedure	please sign and date once actioned	
Welcomed to the Governing Body by the Chair		
Invited by the Headteacher/Chair of Governors to visit the school		
Toured the school and met staff		
Completed identification process for CRB check and declaration		
Received an informal briefing on the school from the Head or Chair		
Assigned/met informally with an existing governor (who will act as mentor)		
Have you received?		
An overview of the role of the Clerk to Governors		
Information about the DfE online Governance Handbook		
A copy of the Standing Orders and Code of Conduct for the Governing Body		
The school's bespoke "Induction Pack for School Governors"		
A copy of the Instrument of Government		
A Declaration of Interests form for completion		
Term dates for the school		
The School Development Plan		
Minutes of the last full Governing Body meeting and details of the Governing Body committees including their terms of reference		
Dates for future governors' meetings including committee meetings		
Details of how governors can communicate effectively between meetings		
Details of how to contact the school including the e-mail address		
Recent school newsletters		
Has Chair of Governors or Headteacher covered?		
Background to the school		
Current issues facing the school		
Visiting the school		
Child Protection arrangements (including who the child protection designated person is in the school) and the governor's role		
Overview of the governor's role		
Relationship between the Headteacher and Governing Body		
Completion of Business Interests Form		
<i>Have you had the opportunity to review your first GB meeting with the mentor?</i>		

New Governor Profile Record

New Governor Profile Record							
Full Name							PICTURE
Address							
Post Code							
Telephone Home No.				Telephone Work No.			
Mobile No.				Email Address			
Do you have children in school?	Yes/No	Which yr group		How would you describe your ethnicity?			
What are your particular areas of interest and skills (eg in schools, work, voluntary, hobbies)?							
When were you appointed as a governor?		Governor type**	LA	Parent	Staff	Community	
Describe the induction and or support you received on your appointment to the governing body							
Member of which committees (please ✓ all that is relevant)	Finance and General Purposes		Pupils and Personnel		Strategic Development		
What do you feel are the main skills/knowledge and or strengths you offer to the governing body?							
What governor training/learning opportunities have you accessed to date?							
What future training/learning do you feel you need?							

Data Protection: All information provided will be treated in confidence, in accordance with the Data Protection Act 1998 and may be used for the purposes of contact to assist the allocation of members to named governor roles, committees, or working groups as representatives of the governing body or for the purposes of consultation in your role as governors.

School Based Induction Programme for New Governors

Details of new governor

Mr/Mrs/Ms/Miss Please delete as applicable					
Date of appointment to governing body		Date induction completed		Induction undertaken by	

Checklist

Task	Who's responsible	Date completed
Recruitment Information pack (given to all applicants)		
Explanation of governor's role/Governors Code of Conduct		
New governor is elected or appointed		
Name & address given to chair of governors training co-ordinator notified of newly elected/appointed governor		
First contacts		
contact made tour of school mentor		
Induction programme information pack given and explained		
Pack to include:		
Task		
Interim induction programme		
Letter of welcome/contact from the chair of governors		
Introduction of mentor		
Information about school governorship		
National induction and accessing continuous professional development		
Attention drawn to Nottinghamshire LA governor support services Nottinghamshire Association Governors (NAGs) National Association of School Governors		
Overall views of the new governor on the induction programme.		



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Head Teacher: Mr Adam Lumley

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Dear

We are very pleased to welcome you to our governing body

The next meeting is

I include here a copy of our school governor induction handbook for you to look through

OR

Our school governor induction handbook is attached to this email.

OR

Please phone..... our headteacher, to arrange to visit the school and collect the school governor induction handbook

Our Governing Body is supported by White Hills Park Trust Governor Management. You will receive a welcome pack from them and will be encouraged to attend the national induction programme within the first twelve months of your appointment.

Your governor mentor is.....

Please feel free to phone me on..... before the meeting to have an informal chat

We are all looking forward to meeting you.



Springbank Academy

Governing Body

Induction for new governors



Every new governor will be given the completed induction guide and:

- **a plan of the school**
- **staffing structure**
- **the school development improvement/action plan**
- **a school calendar to include events and activities planned throughout the year, governing body business planners and school visit policy.**
- **a named mentor**
- **offered a place on the Local Authority national induction programme**

Membership List

Name	Category	End Date
Mr Adam Lumley	Headteacher Governor	
Mr William Howard	Co-opted	16/07/22
Miss Sara Dunn	Associate Member	13/07/24
Mrs Joanna Walton	Associate Member	10/07/22

Introduction to governance

Welcome to the Governing Body of Springbank Academy. We have a governing body of 11 members and you will have joined as a representative in one of the stakeholder categories. The categories of governor are as follows:-

- Parent** Parent governors are elected by members of the parent community. You must have parental responsibility for a child registered as a pupil at the school. If insufficient parents stand for election, the governing body can appoint parent governors. You are disqualified from standing as a parent governor if you are employed to work at the school for more than 500 hours in a school year (at the time of election) or if you are an elected member of the Local Authority (LA).
- Staff** Staff governors are elected by all staff, either teaching or support staff. The headteacher is a member of the governing body by virtue of his/her office and counts as a member of the staff category. If the headteacher chooses not to be a governor he/she must make this known in writing to the clerk to governors and the governing body will carry a vacancy in the staff category.
- The other places in the staff category are for teaching and non-teaching representatives. If insufficient teachers come forward for election, the position can be offered to non-teaching representatives, or vice-versa.
- Staff who are eligible to be staff governors (paid to work at the school) are not eligible to serve as LA or community governors at this school. If you are paid to work more than 500 hours per year at the school, you are not eligible to be a parent governor at this school.
- Authority** This category of governors is appointed by the LA. You are disqualified from being a governor in this category if you are eligible to be a staff governor at this school.
- Community** Community governors are appointed by the governing body to represent the wider community served by the school. Governing bodies are encouraged to recruit representatives from local businesses and charitable organisations. This category can include parents but not members of staff, registered pupils or elected members of the LA. Appointments are made by nominations and voting by all governors at a full governing body meeting.
- Associate Members** Associate members are appointed by the governing body to serve on one or more committee(s) and attend full governing body meetings. The governing body decides if associate members have voting rights in committees but they do not have voting rights in full governing body meetings. Associate members are **not** governors.

Rules and regulations

As a governing body, we are subject to legislation set by the Government through the Department for Education (DFE). Details of all rules and regulations covering governance and school management can be found in **“A Guide to the Law for School Governors is available on the DfE website.**

Clerk to governors

It is a legal requirement that all governing bodies employ a clerk to governors. The clerk is responsible for calling all meetings of the full governing body and ensuring that agendas and papers are circulated to all members in good time for the meeting. The clerk is also there to offer legal advice, guidance and assistance to governing bodies to ensure that all legal acts are complied with.

Chair of governors

It is a requirement that the governing body should elect a chair and vice-chair. At Springbank Primary School we have decided that the position of chair of governors will be for a period of 4 year/s. Elections for chair and vice-chair are usually held in the autumn term.

The chair of governors works closely with the school and headteacher.

Vice-chair

The vice-chair acts as chair in the absence of the chair of governors. The term of office for the Vice Chair is 4 years.

Mentoring

There are currently 11 experienced members of the governing body who are able to provide mentoring to newly elected/appointed governors. We feel that in order to provide you with adequate mentoring, a mentor should take on a maximum of two governors at any one time. We will provide mentoring to you for as long as you feel you require this. The mentoring can take the form of an initial meeting with your mentor and then you will be able to approach him/her for whatever guidance/explanations/assistance you require. We feel that this should be as informal as possible and should not aim to take over from the governor training provided by the LA. It is an additional source of information/clarification. If you feel that you would like to take up the offer of mentoring, please do not hesitate to speak to the headteacher or chair of governors.

Quorum

The quorum for a full governing body meeting is 50% of governors in post. Vacancies are not included in the calculation. Decisions to be taken by vote must be determined by a majority of votes of those present and voting. If there are an equal number of votes, the chair has a casting vote. The quorum for committees is three governors who are members of the committee.

Meetings

The full governing body meets once per term. However, additional ‘special’ meetings can be called if necessary. It is not always possible to call meetings of the full governing body to ensure decisions are taken in emergencies. The chair is given emergency powers and must report any actions taken to the full governing body at the earliest opportunity.

Each committee should meet at least once per term, or more often if required. Members of the governing body will receive the agenda and supporting minutes and papers at least seven days before the date of the meeting. If a member wishes to place an item on the agenda, this should be brought to the attention of the chair of governors or headteacher three to four weeks before the date of the meeting. The person(s) making the request should provide a reason for the inclusion of the item. This timescale will allow the chair and/or headteacher sufficient time to arrange to include this item on the agenda and also to provide any information/replies required.

Training and qualification

There are no formal educational qualifications required to become a governor. However, no-one is expected to undertake this most valuable voluntary job without support and training. The LA has a learning and development team, which provides governor training.

When you receive your package of information you will receive a copy of the Governor Training and Development prospectus and the Nottinghamshire Governor magazine with the 'At a Glance' training guide, containing details of induction courses. These are designed specifically for new governors and cover the whole range of issues you will meet as a governor. Please try to attend the induction course as it provides you not only with valuable information, but you will also meet other new governors and have the opportunity to exchange ideas and views. The induction course is nationally recognised and accredited.

To organise governor training, please telephone the number provided in the Governor Training and Development programme. Alternatively you can Mr William Howard who is our governor training co-ordinator. We are not limited to the number of representatives who may attend. If you wish to go on any training courses, please do so. When you attend a course, please let Mr William Howard know in order that he/she can keep our governor training record as up-to-date as possible.

The only specific qualities you need are:-

- an interest in the education and wellbeing of our children
- a willingness to ask questions – don't be afraid to ask if you are unsure of anything
- the time commitment to attend the termly meetings of the full governing body
- a commitment to be part of a team which, by working together, can make a real difference to the school.

Please don't be put off by the jargon we use and never be afraid to ask what it means.

What we do

Ofsted classes the governing body within the leadership and management of the school. However, it is important to remember that governors do not manage the school. That is the job of the headteacher and management team. Governors are there to be "a critical friend" to the headteacher and the school.

We are there to support the headteacher and staff but we are also there in a monitoring capacity, asking relevant questions such as:

- Is it working?

- How do we know it is working?
- If it isn't working, what can we do?
- How can we help the school and Foundation Stage improve?

How we work together – our code of conduct

There are some general principles which inform the work of governing bodies. These are widely accepted and are known as the code of conduct. Our school subscribes to these principles which are as follows:

- seeking appointments before we visit the school and informing the Headteacher of the purpose of the visit
- supporting the vision, aims and objectives of the school
- working co-operatively with other governors in the best interest of the school
- attending the meetings of the governing body
- promoting the interest of the school in the wider community
- each having an equal right to participate and to state our views whilst respecting the views of others
- being loyal to the decisions made by the governing body
- respecting the confidentiality of those items of business that have been designated as confidential. (We agree not to disclose what individuals have said or how they have voted)
- withdrawing from meetings where we have any direct personal interest in the business being discussed
- participate in training and development.
- respecting the Senior Leadership Team as managers of the day to day performance of the school

Committee structure

The work of the governing body is wide-ranging. There are, therefore, committees which have specific areas of work delegated to them. These committees meet at intervals during the term and report back to the full governing body. The full governing body approves the membership of each committee. This is usually carried out at the autumn term meeting. Changes to membership can only be made at a meeting of the full governing body.

Springbank Primary School has a committee structure of 3 committees.

These are:-

Finance Committee considers all the financial decisions that impact on Springbank Primary. Overseeing the financial performance of the school and making sure its money is well spent and best value procedures are followed.

Strategic Business Committee and Personnel Committee considers the staffing structure, personnel issues, work on the strategic vision and for the school and the curriculum, ensuring that all statutory duties are met.

Children's committee was formed in 2016 to give the children an extra opportunity for pupil voice. The children are associate members and will be voted on the committee annually.

New Governors are encouraged to get to know the work of the different committees by shadowing different meetings.

Policies

Policies are written to enable the school to monitor all aspects of school life and governors may be involved in the writing and updating of these documents. All policies are kept in the school and published on the website. They can be found in a policy folder in the Finance Managers Office and are available for governors to read.

The monitoring role of the Governor Body is undertaken through the work of link or named governors. The roles of these governors are decided according to the school's specific improvement priorities. Link or named governors work with school staff. They visit school and report back to the committee or governing body on progress.

Visits to school

The very best way a governor can get to know the school is to visit. Governors are very welcome and encouraged to visit our school. There will be many events during the school year to which governors are invited. If you want to arrange a "getting to know the school" visit, speak to the headteacher in the first instance to discuss your visit. Governors are encouraged to become link governors and to monitor an area of the curriculum or other aspect of school life. An annual planner of all events is issued in September each year and is available on the website.

Please remember that governors are not visiting the school in the role of inspectors. All staff at Springbank Primary School are more than willing to invite us to their classrooms, and will give every assistance to explain pedagogy and the day to day running of the school. Please make an appointment with the Headteacher to negotiate the time of your visit and discuss its purpose.

You should produce a short report of your visit for the governing body on the school format available in the Finance Manager's office. Comments should be brief and aim to be positive. If you have any queries, these should be addressed to the Headteacher. Areas for improvement you have noticed will then be inserted in to the Headteachers report for Governors.

We have adopted a visits policy which contains a report pro-forma and information on how to undertake a school visit. Please read this before your visit and adhere to the policy alongside the governors' code of conduct.

Decision making

All members of the governing body have a right to be involved in the decision making at meetings unless they have a personal gain or financial advantage in the outcome of the decision. Please remember that once a decision has been made, it is final and binding. We operate as one body and accept the decisions made by the majority regardless of our personal views/opinions. All decisions made are corporate decisions. If there is a "tied vote" the chair has a casting vote.

Confidentiality

All governors need to understand the principle of confidentiality. There may be confidential items discussed at governing body meetings and individual governors may be involved in confidential meetings. If an item is deemed to be confidential, it must not be discussed with anyone outside the meeting. Please read and abide by the schools Confidentiality Policy.

Suspension of governors

The governing body can suspend governors if they breach the rules of conduct. The Guide to the Law gives full details of procedure.

Appendix 1

Staffing List This document will be revised every year

NAME	POST	RESPONSIBILITIES
Mr Adam Lumley	Headteacher	School performance, child protection, day to day management of the school
Mrs Kerry Williams	Assistant Headteacher In the absence of the Headteacher	School performance and achievement, child protection, day to day management of the school
Mrs Rachel Garrett	Director of Learning	School performance, data analysis
Mrs Caroline James	Assistant Headteacher SENCo Y2 achievement lead Senior Leadership	Y2 Co-teacher EYFS Leader CLA designated teacher
Miss Emma Leonard	KS1 (Y2 teacher) Senior Leadership	KS1 achievement, Lead behaviour, students, science teacher fellow
Miss Joely Keetch	KS1 (Y1 teacher) PO1 Leader Trip overview lead	P.E. Lead, Character Education
Miss Hannah Clarke	KS2 (Y4 teacher) Phonics Lead	Young Potential Leader, computing subject lead
Miss Chloe Underwood	Foundation 1	Geography subject leader
Mrs Emma Barrett	Foundation 2	MFL subject leader, Young Potential Leader
Miss Marie Shaw	KS2 (Y6 teacher)	Behaviour management SAFS (shadow lead), R.E. subject lead
Miss Lauren Beeching	Nursery Teacher	Art and Design subject leader
Mr Jack Waller	KS2 (Y5 teacher)	Maths subject lead (shadow), Appreciative enquiry lead, Thinking skills lead
Mrs Claire Fletcher	Events Manager Behaviour Team	Events Manager, Behaviour challenge team
Mrs Sharon Shipman	Teaching assistant	Early Years Practitioner
Mrs Amanda Timby	Teaching assistant	SEND TA
Mrs Kayleigh Hatton	Teaching assistant	SEND TA
Mrs Alison Spellman	Teaching assistant	SEND TA
Miss Victoria Clayton	Teaching assistant	Y1 achievement team
Mrs Lee Aubrey	Teaching assistant	PHSE Lead, Reception achievement TA
Mrs Michelle Laats	Teaching assistant	KS2, transitions, achievement team
Mr Matthew Bullock	Teaching assistant	Science TA, curriculum admin, SEND TA

Mr Anthony Colagiovanni	Site Manager Handy man, PAT tester	Behaviour carer, challenge team
Mr Luke James	Carer Outside learning team member	Outside team/Nursery carer
Mrs Barbara Shipman	Community Reader	Y2 reading achievement SEND focus
Mr Jamie Stables	Lunch time sports lead Breakfast Club	Early Years sports lead
Miss Karen Gainey	Environmental Officer Behaviour team	Environment and resource co-ordinator
Mrs Tracy Oldham	Headteacher P.A. Finance Manager	Finance Manager
Mrs Heather Roper	Finance clerk Front office clerk	Finance Overview Clerk, office assistant
Miss Sara Dunn	Unqualified Teacher Admin team (Governors)	Cover, reading lead, (Accelerated Reader)
Miss Charlotte Potter	Quality Assurance TA Admin	Quality Assurance, SALT, HT Admin
Miss Lynn Miller	Caretaking staff	Assistant Caretaker

Guidance for governors visiting the school

Before you visit school

- Clarify the purpose of the visit with the Headteacher. Is it linked to the School Improvement Plan? How does this affect what you are going to see?
- Discuss an agenda with the headteacher well in advance. Make sure that the date chosen is suitable for the purpose of the visit.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Time permitting, discuss the proposed agenda with any staff involved. How do they want governors to fit into the lesson?
- Be clear beforehand exactly what you are there to see. Try to prepare questions for staff in advance. The headteacher may be able to guide you on this.
- Discuss with the headteacher if any supporting information is available – Ofsted report, improvement plan, performance data.

During

- Be punctual, keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Interact with the children if the teacher has agreed that this would be appropriate.
- **Remember it is a visit not an inspection.**
- Observe discreetly. Remember that note-taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical, interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff.

After

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, and positive.
- Make notes as soon as possible after your visit while it is still fresh in your mind.
- Discuss your observations with the head teacher. Be prepared to take the comments of others on board.
- Agree with the head teacher how and when you will report on your visit to the governing body.
- Write up your report and circulate a draft to the headteacher and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.

New Governor Mentor Guide

Mentoring is a useful way of providing new governors with the benefit of the knowledge, experience and support of experienced governors. It enables new governors to get to know the school and other governors and so become actively involved much more quickly.

Make contact with the new governor

If possible phone them before the first meeting. Introduce yourself and try to find out what kind of support the new governor would prefer.

Usually at any point within the first twelve months of being a governor any support you can offer will be seen as a bonus. Remember what it felt like when you were a new governor. Improving the life chances of our children is one thing all governors have in common and anything you can do to strengthen the commitment of a new governor has to be worth it long term.

The New Governor Induction Handbook

If you already have one in your school, ask for a copy of the new governor induction handbook. First look through and check it is up to date. If it needs updating don't abandon it but speak to your training co-ordinator, work through the version you have and make the changes as you go along.

This will not only provide a useful framework to work through together, but you will have updated it for the next new governor.

Visiting the school

Arrange with the headteacher for the new governor to meet staff and children at school.

If they have difficulty in getting time off work during the school day for governors duties, allow them to discuss options; for example

- The chair of governors could write a supportive letter to the employer
- OR
- Arrange for the new governor to attend one of the whole school events that take place in the evening.

Agenda

Brief them about the background of the business on the agenda or work through school documents and policies with them. Be ready and willing to answer questions.

Being a governor mentor can be a very rewarding role!