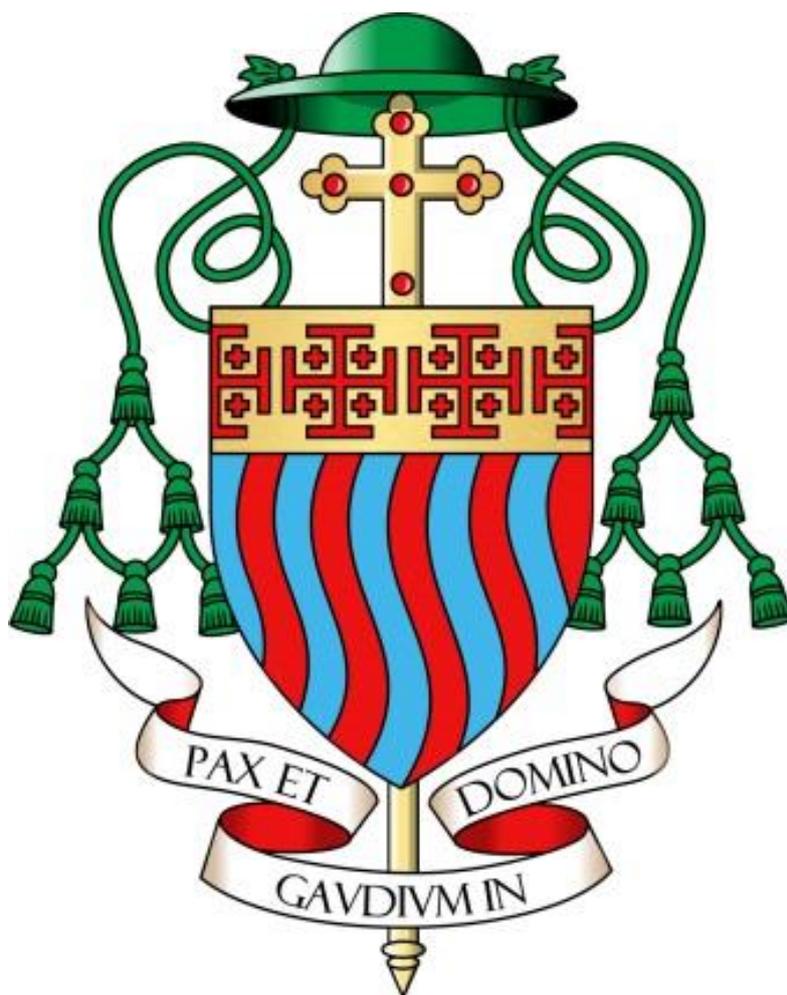


Foundation Governor Induction Booklet



Diocesan Education Service

Pope's Prayer for the Holy Year of Mercy



Lord Jesus Christ, you have taught us to be merciful like the heavenly Father, and have told us that whoever sees you sees Him.

Show us your face and we will be saved.

Your loving gaze freed Zacchaeus and Matthew from being enslaved by money; the adulteress and Magdalene from seeking happiness only in created things; made Peter weep after his betrayal, and assured Paradise to the repentant thief.

Let us hear, as if addressed to each one of us, the words that you spoke to the Samaritan woman: "If you knew the gift of God!"

You are the visible face of the invisible Father, of the God who manifests his power above all by forgiveness and mercy: let the Church be your visible face in the world, its Lord risen and glorified.

You willed that your ministers would also be clothed in weakness in order that they may feel compassion for those in ignorance and error: let everyone who approaches them feel sought after, loved, and forgiven by God.

Send your Spirit and consecrate every one of us with its anointing, so that the Jubilee of Mercy may be a year of grace from the Lord, and your Church, with renewed enthusiasm, may bring good news to the poor, proclaim liberty to captives and the oppressed, and restore sight to the blind.

We ask this through the intercession of Mary, Mother of Mercy, you who live and reign with the Father and the Holy Spirit for ever and ever.

Amen.

Contents

Section	Page
Pope's Prayer for the Holy Year of Mercy	
Contents	
Forward from Bishop Richard	1
1. Welcome!	2
2. The Diocesan Education Service	3
3. The Distinctive Nature of the Catholic School	4
4. What it means to be a Foundation Governor	5
5. What does a Governing Body look like?	6
6. The role of the Governing Body	8
7. The role of the Chair of Governors	8
8. The Clerk to the Governing Body	9
9. What can I expect?	9
10. Governors and the Law	11
11. Training and Support	12
12. Frequently asked Questions	13
13. Characteristics of an effective Governing Body	14
14. Useful resources	16



Foreword

Our Catholic Schools hold a very special place in the life of the Diocese. “They are the principal means of helping parents to fulfill their role in education.”¹ The life of our schools goes far beyond subject curriculum, for Catholic ethos has, as its foundation, the God-given dignity of staff and students and the response to the Gospel message that gives meaning and purpose to our lives.

Governors play a very significant role indeed in the life of our schools. They develop strategy and assure the Catholic ethos and, in the case of Foundation Governors, preserve and develop the religious character of the school in the name of the Bishop.

I am most grateful to all those engaged in the governance of our schools. It is a big responsibility, demanding the time necessary to be engaged with the life of the school, to prepare for and attend governors meetings and committees.

Thanks go, too, to the team at the Diocesan Education Service who work so hard to support and train our Governors.

With every Blessing,

Welcome!

Dear Foundation Governor,

Welcome!

We would like to take this opportunity to thank you for offering your support and commitment as a Foundation Governor in the Diocese of Arundel and Brighton. Foundation Governors are appointed by the Bishop and processed through the Education Service and are his representatives on the Governing Bodies of Diocesan schools. The role of a Foundation Governor is an essential role, and one which will help to secure the long-term future of catholic education in the diocese of Arundel and Brighton.

Foundation Governors agree

- i) to ensure that your school is conducted in accordance with the Trust Deed,
- ii) to know and implement the Bishop's policies on education, and
- iii) to understand and promote the distinctive nature of Catholic education.

They are therefore responsible for understanding, maintaining and developing the distinctive nature of the Catholic school within the Church's mission of education and in awareness of the contribution the Church makes to society through this mission.

All governors are able to contribute their rich experience, values and views to enhance and promote the school's ethos and vision. Real and exciting opportunities exist for regular discussion and debate across numerous aspects of school life and provision.

Being a governor affords you the opportunity of collaborating with a wide range of colleagues to ensure all children and young people receive enjoyable and developmental learning experiences within a Christ-centred environment. The governing body plays a key strategic role in the direction of and accountability for the school, but is also part of a network of relationships which includes children and young people, parents, staff, priests, religious, the Diocese, local authority, DfE and the wider community.

We sincerely hope you enjoy your work as a Foundation Governor and encourage you to embrace the CPD (continuing professional development) opportunities offered by the Diocese and the Local Authority. These will help you fulfil your role as a governor and offer you new information, skills and experiences in partnership with others.

Do not hesitate to contact us with any questions or queries during your term as a Foundation Governor. We look forward to meeting and working with you for the benefit of all our children and young people within Arundel and Brighton diocesan schools.

With very best wishes,

Marie Ryan and the Education Service Team

2. The Diocesan Education Service

The Catholic Diocese of Arundel and Brighton covers the local authorities of West Sussex, East Sussex, Brighton and Hove, and Surrey.

Each area of the Diocese is divided into groups of parishes called deaneries. One of the parish priests is appointed by the Bishop as Dean.

As of September 2015, there are 54 voluntary aided Catholic primary schools, 11 voluntary aided Catholic secondary schools, 1 Catholic special school and 17 Catholic independent schools.

The Church sees Schools as an important part of the work of its mission (see Canons 794-797). The Bishop has extensive obligations and rights in relation to Catholic schooling in order to ensure the Catholic ethos and character of any schools in his diocese (see Canons 802-806). The Bishop in this diocese carries out these obligations and rights through the Schools Service.

In the Diocese of Arundel & Brighton, the Education Service is responsible for offering training as well as support and care to Catholic Schools in the diocese in both the maintained and independent sector. The Education Service also liaises with Local Authorities throughout the diocese and the Catholic Education Service based in London.

Director of Schools: Ms Marie Ryan BA (Hons), MA, MCIL, PGCE

Deputy Director: Mrs Bernadette Connor B.Ed.

Education Officer: Mr Simon Parr BSc (Hons)

Consultant Secondary Adviser: Mr Peter Ward B.D, NPQH, AMCIPS

Primary Adviser: Mrs Sarah Feist BAPES (Hons) NPQSL

Chaplain Co Ordinator: Rt Rev Stephen Ortiger MA, STB

P/T Buildings Officer: Mr Mark Brunet ACIS, ADSBM, B.Sc.

Assistant Education Officer/Directors PA: Mrs Gill Sajnog

Secretary: Mrs Ann Baldwin

Part-Time Admin Assistant: Mrs Kirsty Howell

The Education Service aims to support the schools of the Diocese through:

- quality information, training, advice and guidance to Headteachers and Governors
- working closely with heads and governors to develop policies and services
- maintaining effective partnerships with other dioceses, the CES and the LAs
- helping schools to recruit and retain senior managers, teachers and governors
- helping schools to monitor and develop their religious education provision
- supporting schools in difficulty
- supporting newly appointed heads by induction and mentoring
- providing a "Section 48" school inspection service
- encouraging productive collaboration between schools, parishes and diocesan agencies.

3. The Distinctive Nature of the Catholic School

A school's Catholic character is witnessed to in all facets of its life and there is no separation into 'secular' and 'religious'. The experience of learning across all subjects is a search for God's truth in the whole of His creation. For the school to be truly Catholic this vision must be shared by all concerned with its work.

At the heart of the Catholic school is the belief in the human person, called by God into being and offered the fullness of life. (*cf John 10:10*). The school community shares its belief in God, the creator of all, visible and incarnate in Christ, and in the Spirit, abiding in the school. Pope Benedict, in his address to Teachers and Religious in 2010 said that the school should be "*first and foremost ... a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.*"²

The task of education requires of Catholic schools a sincere, ongoing engagement between faith and learning, including a critique of what is taught, 'a synthesis of culture and faith, and a synthesis of faith and life; the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.'³

Evaluating the Distinctive Nature of the Catholic School

Foundation governors are charged with the responsibility of preserving and developing the religious character of the school on behalf of the Bishop but all governors share in this responsibility because it is the ethos of the school. They have a duty to act in a way consistent with the schools ethos and religious character.

Governors should work with the headteacher, staff, pupils and parents in ensuring that their policies reflect this. Admissions, behaviour, sex education, curriculum and personnel matters are areas which require particular care. The school's mission should be expressed in a statement of aims and objectives that makes clear to all in the school community how the school will live out this mission from day to day.

In carrying out their duties, governors may find the document *Evaluating the Distinctive Nature of the Catholic School* (CES 1999) helpful. This covers such areas as policy formation, school environment, relationships, curriculum, SEN, multi-cultural education, equal opportunities, RE, chaplaincy, worship and the Catholic school in the community.

The Common Good in Education

Governing bodies should bear in mind the Church's social teaching as set out in *The Common Good in Education* (CES 1997). They should pay particular attention to the commitment of their responsibility towards those who are poor and marginalised, disadvantaged and who have Special Educational Needs.

It is crucial for all in schools to ensure that those who do not succeed academically are valued by the community as a whole, to celebrate the fact that those who have not achieved high grades may well have tried as hard – if not harder – than those who have. (*The Common Good in Education*)

² Pope Benedict XVI, *Address to Teachers and Religious*, Twickenham, 17 September 2010

³ Congregation for Catholic Education *The Catholic School*, Congregation for Catholic Education, Rome 1977, n.37

4. What it means to be a Foundation Governor

Foundation Governors of voluntary aided Catholic schools and academies are appointed by the Bishop for Diocesan schools and by the Trustees of schools provided by a religious institution.

The Diocesan policy requires Foundation Governors to be practising Catholics and they therefore have to be recommended by the parish priest for appointment to primary schools and the Dean for appointment to secondary schools.

Foundation governors in voluntary aided Catholic schools have a statutory duty to preserve and develop the religious character of the school and ensure compliance with the Trust Deed.

Foundation governors are supported in their role by the Schools Service through training, guidance and policies and by advice to individual governing bodies where appropriate.

Foundation governors must always be in a majority of two compared to the total of all other categories of governors combined.

Foundation Governors have particular responsibilities, and agree to ensure:

- i) that the religious character of the school is preserved and developed;
- ii) that the school is conducted in accordance with its Trust Deed (i.e. the Diocesan Trust Deed);
- iii) that the religious education curriculum is in accordance with the Bishop's policy for the Diocese.

It is therefore important for Foundation Governors to:

- i) know and implement the Bishop's policies on education;
- ii) understand and promote the distinctive nature of Catholic education;
- iii) secure the long-term future of Catholic education.

Foundation Governors agree to ensure that the following key duties are carried out:

- a) appointing baptised and practising Catholics to the reserved posts of Headteacher, Deputy Headteacher, Head of Religious Education, Chaplain, AND, where possible, appointing catholic teachers in order to promote and maintain the catholic ethos of the school;
- b) admitting children in order to fulfil the aims of the Diocesan Trust (as interpreted by the Bishop) by giving priority to baptised catholic children;
- c) that the whole curriculum, including religious education, "is taught in the light of gospel values and actively promotes the spiritual and moral development of the pupils"; and
- d) attending appropriate governor training in order to keep abreast of developments that are in line with national, diocesan and school priorities.

5. What does a Governing Body look like?

Governing bodies are established and constituted under the 'Instrument of Government.'

a) The Instrument of Government

The instrument of government sets out how the governing body is constituted and establishes it as a corporate body. It must therefore set out:

- the name of the school
- the category of school to which the school belongs
- the name of the governing body of the school
- the manner in which the governing body is to be constituted, ie
- a description of the religious ethos of the school
- the number of governors in each category of governor
- the total membership of the governing body
- the term of office of governors, where it is less than the normal period of four years
- details of any trust, if applicable

b) My School Governing Body

The precise composition of a school's Governing Body will depend upon its category and size. In order to ensure that the catholic ethos of the school is preserved, Foundation Governors outnumber the sum total of all other Governors by two. (For example, a Governing Body comprising sixteen Governors will include nine Foundation Governors and seven non Foundation Governors.) Do ensure you that you familiarise yourself with the composition of your school's Governing Body. Your GB Chair, Clerk or the Education Service can assist you with exact details.

Many kinds of people become governors of schools. Like you, they will have a particular reason for serving on the governing body. Because of these different reasons all Arundel and Brighton governing bodies have a core group of governors consisting of:-

- foundation governors;
- parent governors;
- staff governors;
- LA governors;
- the Headteacher.
- under new constitution, some schools will have co-opted governors with specific skills

All governors share in the responsibility of preserving and developing the religious character of the school on behalf of the Bishop, because it is the ethos of the Catholic school. Governors have a duty to act in a way consistent with the school's ethos and religious character.

The responsibilities which all governors share are much more significant than the variations between the different kinds of governor.

The law gives you no powers as an individual. Instead, the law places powers with the whole governing body, of which you are **one** member.

c) Governor definitions:

Foundation Governors

Foundation governors are members of the governing bodies of voluntary aided schools. They ensure that the school preserves its particular religious character and that it is conducted in accordance with the terms of the school's trust deed. Foundation Governors are appointed for a term of four years.

Parent Governors

Parent governors are elected as representatives of the interests of parents of pupils currently attending the school. A parent governor can continue to serve as a governor until the end of their four year term of office, even if their child leaves the school during the period.

Parent governors may express their personal views at governing body meetings. However, it is expected that these views would be representative of the interests of the parents at the school. A parent governor should therefore keep "in tune" with the concerns and opinions of the majority of parents. However, it is important that when decisions are made, individual governors exercise their best judgement when contributing to the decision of the governing body.

Staff Governors

Staff governors are teachers or support staff and are elected by the staff at the school. Staff governors may give the views of the staff to the governing body, they are also free to give their own personal views and exercise their best judgement when contributing to the decisions of the governing body.

Local Authority Governors

Local Authority (LA) governors are appointed by the LA which maintains the school. LA governors may present the LAs views but they are not delegates of the LA and they cannot be mandated by the LA to take a particular view. LAs should publish the process and criteria for identifying candidates for appointment as LA governors.

Co-opted Governors

These are Governors who are co-opted on to the Governing Body because of their specific skills.

A Headteacher Governor

A Headteacher will be a full member of the governing body of their school unless he/she chooses not to be a governor. If a Headteacher decides not to be a governor he/she is still entitled to attend all meetings of the governing body. The special position of the Headteacher governor is important if a good relationship is to be maintained between the head and the governing body.



6. What is the role of the Governing Body?

In a Catholic School, the Governing Body is charged in particular with understanding, maintaining and developing the distinctive nature of the Catholic school. The Governing Body has three Main Roles:

1. The Strategic Role:

The school governing body has a strategic role in the development of the school but does not become involved in day-to-day management issues – that is the role of the Headteacher. Governors are there to provide a strategic view and help to set and maintain the broad framework within which the Headteacher and the staff should run the school.

2. The Role of the Critical Friend:

The role of the critical friend is key to success in our schools. A governor acting as critical friend entails providing the Headteacher with support, advice and information but also challenge. The governing body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask appropriate, challenging questions. Headteachers will appreciate such dialogue and debate, encouraging all partners to fully involve themselves in the monitoring and evaluation of school standards.

3. The Accountability Role:

The Headteacher and staff are accountable to the governing body for the school's performance. In turn the governing body is accountable to the Diocese, parents and other stakeholders for the school's overall performance.

All such activity is undertaken as a 'corporate body' not as individual or isolated members. Do not be concerned by this role, on the contrary, it is a most rewarding and satisfying area of your work.

7. The Role of the Chair of Governors

It is the Diocesan expectation that the posts of Chair and Vice-Chair will be held by foundation governors to ensure compliance with the Trust Deed.

The Chair and Vice-Chair of a Governing Body are generally elected annually at the first meeting of the governing body in each academic year but may have a longer term of office decided by the governing body.

The Chair plays a key pivotal role in the effectiveness of the governing body. This will include meeting regularly with the Headteacher. The Chair leads the governing body but does not have any power to act on the governing body's behalf without instructions, except in certain cases of urgency.

It is important that the Chair develops a good working relationship with the clerk and they should hold regular meetings.

The role of the Chair is primarily to:

- ensure meetings are conducted efficiently following the correct governing body procedures;
- consider and approve the agenda for each meeting and to ensure that it is manageable;
- maintain communication with the Headteacher and governors between governing body and sub-committee meetings;
- act as a spokesperson on behalf of the governing body where necessary;
- ensure that information and documents received are shared with the governing body.

8. The Clerk to the Governors

Meetings of the governors will be attended by the clerk to the governing body. The role of the clerk and arrangements for appointment may vary from school to school. It remains the responsibility of the governing body to decide who should act as clerk and to appoint the clerk. The governing body will also need to appoint a clerk to the statutory committees. This can be the same person who is clerk to the governing body but may be someone else.

Broadly, the clerk convenes the governing body meetings and keeps a record of the important matters discussed and decisions taken during the meeting (the “minutes”). The clerk ensures that each governor receives proper notice of forthcoming meetings and makes sure that the work of the governing body is well organised, as well as maintaining a register of governors and reporting on any vacancies to Gill Sajnog at the Education Service (gill.sajnog@dabnet.org).

The clerk is not a governor of the school and is **not** eligible either to participate directly in a debate or to vote. Usually, the cost of the clerk is met from the school’s budget.

What can I expect?

Governors need to be able to commit interest, enthusiasm and time to the tasks that being a governor brings. Although you can expect to find that the role of a Foundation Governor brings personal reward and satisfaction, it does mean that you must be prepared to give some of your time to the work.

All governors are expected to:-

- serve a term of four years from the date of appointment, although you may resign earlier if you wish,
- attend at least one governing body meeting during each school term and may be asked to attend committee meetings,
- be prepared to participate as a member of a working party or committee of the governors from time to time,
- be prepared to devote time to visiting the school in order to observe the work of the school at first hand,
- attend training courses arranged by the Diocese and/or Local Authority which are free of charge and which will improve your skills and contribute to your personal development.

Meetings and Agendas:

- It is expected that meetings will begin and end with a prayer and that all business is conducted in line with Christian principles.
- A full meeting of the Governing Body should be held at least once per term.
- It is usual practice for a member of the governing body to ask the Chair to place an item on the agenda (provided adequate notice is given)
- The notice of meeting should include an Agenda, minutes of the last meeting, any reports and any other papers to be considered.

How to prepare for a Meeting:

- Read the papers before the meeting
Get to know who all the governors are and what their responsibilities are
- Make sure you have all the necessary papers
- Prepare your thoughts and questions before the meeting though undoubtedly additional questions / thoughts will arise as a result of discussion
- Be punctual

Attendance at Meetings:

If you need to offer apologies for a meeting this should be done through the Chair or the Clerk in advance of the meeting with the reason for your absence noted.

Confidentiality:

Governing body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.

It is the chair's role to manage the confidentiality of the work of the governors where this is appropriate.

Other governors need to respect the fact that the chair and possibly another governor may be in possession of information that cannot be shared more widely.

Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as governors. How an individual governor votes should **always** be regarded as confidential.

The minutes of any part of the meeting that are confidential should be kept separate. In the main, confidential items will be those where the privacy of an individual needs to be respected.



9. Governors and the Law

The Department for Education (DfE) published an updated “Governors' Handbook (For Governors in maintained schools, academies and free schools)” on 11th September 2014. This is the fourth edition of the Handbook that was first published last year.

This document is essential reading for all governors. Copies may be downloaded from http://www.nga.org.uk/getattachment/Guidance/Legislation,policies-and-procedures/Government-advice-and-guidance/Governors-Guide-to-the-Law/Governors_Handbook_Sept2014.pdf.aspx

It provides guidance in all aspects of a governing body’s statutory duties and responsibilities. All governors need to know their legal responsibilities. The handbook explains what the law says and how it affects governors. It should be read alongside any information provided by the local authority and the Diocese.

The Education Service publishes advice and guidance on matters specific to Catholic education and to the governance of Catholic schools. Governors are expected to take this into account in their decision making.



10. Training and support

The annual training programme for Foundation Governors is published in the Arundel and Brighton Education Service CPD Booklet, copies of which are sent into school annually. The Booklet is also available for download from the Education Service website. All training for Governors is offered by the Diocese at no cost to schools.

In addition, the LA undertakes various training for Governors. Governor Services in the relevant local authority will be able to give you more information on the training and services they provide for governors.

Diocese of Arundel and Brighton Education Service

<http://www.abeducationsservice.org.uk/>

contact: Gill Sajnog, Assistant Education Officer

gill.sajnog@dabnet/org; tel: 01293 511130

West Sussex Governor Services

http://www.westsussex.gov.uk/learning/schools_ages_4-16/information_for_governors.aspx

contact: governor.services@westsussex.gov.uk

tel: 033 022 28887

East Sussex Governor Services

www.eastsussex.gov.uk/atoz/services.aspx?heading=650&acc=1&ae=1&ah=1&al=1&ar=1&aw=1

contact: governors@eastsussex.gov.uk

tel: 01323 466885

Brighton and Hove Governor Services

www.brighton-hove.gov.uk/content/children-and-education/schools/school-governors

contact: governor.support@brighton-hove.gov.uk

tel: 01273 293466 / 293511

Surrey Governor Services

<http://www.babcock-education.co.uk/4S/governance>

contact: governance.consultancy@babcockinternational.com

tel: 0800 0734444 ext 835030



11. Some FAQs

Why are Foundation Governors in the majority on the Governing Body?

Foundation governors in voluntary aided Catholic schools are appointed by the Bishop as his representatives on the Governing Body. They must be baptised and practising Catholics and are in the majority in order to ensure that the distinctive Catholic nature of the school is preserved and developed and to ensure compliance with the Trust Deed.

What is an instrument of government?

An instrument of government is a legal document which sets out the exact size and composition of the governing body.

What is the quorum for governing body meetings?

The quorum for a meeting of the governing body is one half (rounded up to a whole number) of the governing body membership, excluding any vacancies.

Can a governor take time off work because he/she is a governor?

The Employment Rights Act 1996 gives employees the right to have time off to perform official duties, as long as 'time off' is reasonable in the particular circumstances. If a governor is in employment, they should clarify with their employer the conditions for releasing employees from work and whether this would be with or without pay.

Can I be paid for being a governor?

No, although schools may pay expenses in addition to travel and subsistence. The funds for payment of expenses, etc, come from the school's delegated budget and must be shown in the annual report to parents.

Are the Minutes of governing body meetings confidential?

The governing body must ensure that the agenda, approved draft minutes, signed minutes of meetings and any report or paper considered should be available for inspection at the school by any interested person. However, any item deemed confidential by the governing body, or items relating to a named pupil or member of staff would not be included.

Minutes are usually in two parts and the confidential items are in the second part. When the confidential part of the agenda is reached all non-governors, apart from the clerk and the Headteacher (if not a governor) should be asked to leave the meeting (as determined by the governing body). It is important however, to note that even the confidential part of the minutes must be made available if requested under the Freedom of Information Act 2000, although information will have to be blanked out to meet requirements in the Data Protection Act.

Should a clerk be appointed to every committee of the governing body?

No, it is only necessary for the statutory committees. A governing body may however, appoint a clerk to any other committee established by it.

Do governing bodies have to produce an annual report to parents?

Yes, it is a statutory requirement. Governing bodies must produce a full annual report, although it is not necessary to distribute the full report. GBs may if they wish, distribute a summary report containing the required information, together with details of how the full report can be requested if required.

If you are a parent governor and your child leaves the school during your term of office, can you remain as a parent governor?

Yes, you can continue to serve as a parent governor, until the end of your four year term of office, even if your child leaves the school during this time.

Are teacher or staff governors eligible to stand for the position of Chair of the governing body?

No, teacher or staff governors cannot become Chair or Vice-Chair of the GB or Chair of a Committee.

Is it a requirement that governors attend training sessions?

Training provided by the Diocese and by the LA is free of charge and is highly recommended regardless of whether you are a new or experienced governor. Training will assist you with the roles and responsibilities of the governing body and will certainly help you in carrying out your role more effectively. New Foundation Governors are strongly encouraged to attend induction training offered by the Diocese.

How long can a governor remain as Chair to the governing body?

The governing body must elect a chair and vice-chair on an annual basis from the governing body. A governor who is paid to work at the school or is a pupil at the school cannot be eligible to be chair or vice-chair at that school.



12. Some Characteristics of an Effective Governing Body

- starts and ends meetings with a prayer
- starts and ends meetings on time
- has meetings with clear purposes
- has meetings which make decisions
- has supportive paperwork
- can show clear evidence of supporting and challenging the Headteacher
- circulates papers in advance
- reaches clear action points
- has concise minutes which demonstrate who will do what
- delegates well
- knows the strength of all its members
- uses the strength of all its members
- has open communications, and respects the views of all
- has a high level of trust
- does not feel threatened by conflict
- reaches decisions democratically

14. Useful Resources

All Diocesan training for Governors is free of charge. You can download a copy of the Schools Service CPD Handbook, containing details of all the training opportunities for Governors, here:

<http://www.abeducationsservice.org.uk/Courses/>

Please see the Link to RE Primary: 'Come & See' below

<http://www.abeducationsservice.org.uk/Resources/>

All voluntary aided schools are obliged by the School Inspections Act 2005 to arrange for a Section 48 inspection which evaluates the school's provision for worship and religious education. This inspection is different from the Ofsted inspection, which is about the secular work of the school. However, the two inspections complement each other in the areas that they cover. Link to the Section 48 reports:

<http://www.abeducationsservice.org.uk/Publications/>

The Department for Education (DfE) has released a new *Governors' Handbook* for September 2015. This is the fifth edition of the Handbook that was first published last year. Annex A (page 123) summarises the changes since the previous edition. It can be downloaded from here:

http://www.nga.org.uk/getattachment/Guidance/Legislation,policies-and-procedures/Government-advice-and-guidance/Governors-Guide-to-the-Law/Governors_Handbook_Sept2014.pdf.aspx

Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

useful 'one-stop' website for Governors:

<http://www.clerktogovernors.co.uk/governors-handbook/>

Notes