

# Being a critical friend (of the school) and asking the right questions....

How Governors fulfil “Role 2” – *“ensure that the head teacher performs his or her responsibilities for the educational performance of the school.”*

*When, where and how?*



Rory McCormack 13<sup>th</sup> June 2024

# Big picture –School Key Aim

School Governors and academy trust members and trustees have an important role in ensuring high standards and achievement for children and young people in their school.

# Big picture – Governing Body Key Aim

How do we as Governors work effectively to “ensure high standards and achievement for children and young people in our school?”

My question to you all.....

# Aims of this session



- To refresh Governors on their role(s)
- To explore each of the roles in some detail
- To explore the interface between the strategic and the operational
- To develop the role of Governors as Critical Friends
- To think about what being a critical friend means in practice.
- To explore different questioning techniques that Governors can use in their role of challengers/critical friends.

# Structure of this session



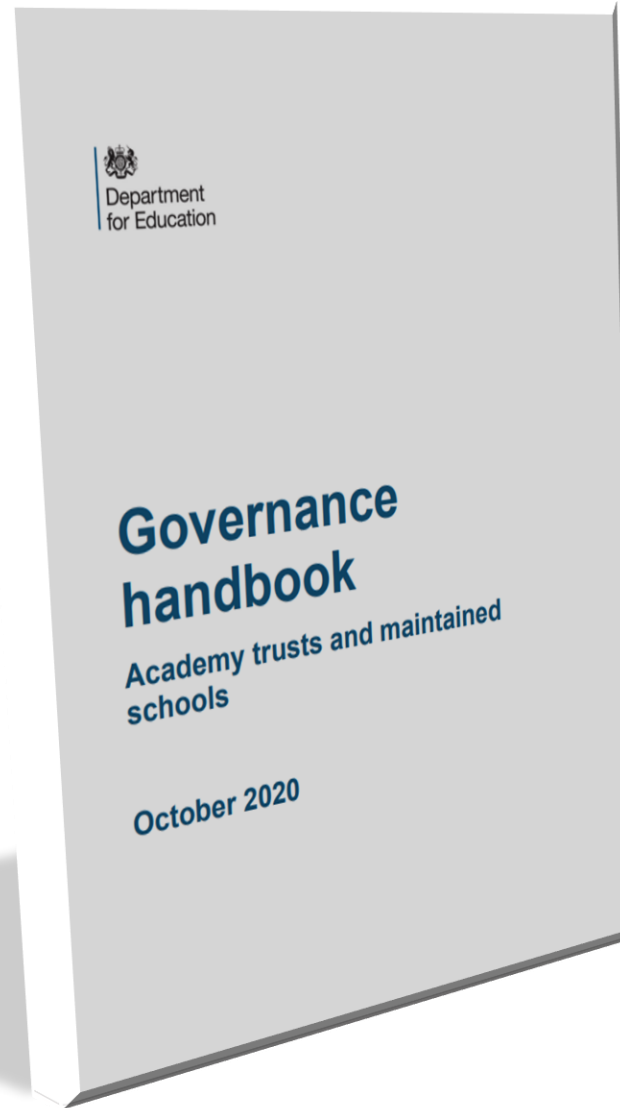
1. Introductions/aims/structure of session
2. Role(s) of Governors – how we carry these out...
3. Making use of good questions.
4. The Critical Friend – what this means and why it is necessary...
5. Asking good questions as a critical friend – types of questions and how we might use them effectively.
6. Using visits strategically – its not just in meetings - are we being strategic?
7. Questions, self evaluation and forward planning

# Role of Governors



# Role of Governors

This is the document we are all probably familiar with....



# Role of Governors

## 7<sup>th</sup> March 2024: new guidance replaced the Governors Handbook

The screenshot shows the 'Maintained schools governance guide' page on GOV.UK. The page has a blue header with the title 'Maintained schools governance guide'. Below the title, it states 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - See all updates'. There is a search bar with the text 'Search this manual'. Below the search bar is a 'Contents' link. The main content area starts with the text 'Guidance on the strategic leadership and governance of local authority-maintained schools.' followed by a bolded section 'This non-statutory guidance replaces the governance handbook 2019.' and a paragraph explaining the document's purpose. It then lists 'Who should use this manual' and 'Resources for governing bodies'.

**Maintained schools governance guide**

From: Department for Education  
Published: 7 March 2024  
Updated: 7 March 2024 - See all updates

Search this manual

Contents

Guidance on the strategic leadership and governance of local authority-maintained schools.

**This non-statutory guidance replaces the governance handbook 2019.**

This is a reference document for those involved in local authority-maintained school governance. It brings together essential information from a range of sources on the governing body's roles and legal responsibilities.

**Who should use this manual**

This guidance is for:

- governors, senior leaders, governance professionals (clerks) and associate members
- local authority-maintained schools including maintained special schools and maintained nursery schools, foundation and voluntary schools
- foundations and others such as diocesan authorities with an interest in the governance of schools
- organisations supporting boards to develop effective governance

It does not apply directly to pupil referral units, sixth-form colleges and general further education colleges, though they may find its principles helpful.

**Resources for governing bodies**

Practical resources for governing bodies are available from sector organisations, including:

- local authority governor services
- National Governance Association
- GovernorHub
- Chartered Governance Institute
- Catholic Education Service
- Church of England Education Office

The screenshot shows the 'Academy trust governance guide' page on GOV.UK. The page has a blue header with the title 'Academy trust governance guide'. Below the title, it states 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - See all updates'. There is a search bar with the text 'Search this manual'. Below the search bar is a 'Contents' link. The main content area starts with the text 'Guidance on strategic leadership and the governance of academy trusts.' followed by a bolded section 'This non-statutory guidance replaces the governance handbook 2019.' and a paragraph explaining the document's purpose. It then lists 'Who should use this manual' and 'Resources for trust boards'.

**Academy trust governance guide**

From: Department for Education  
Published: 7 March 2024  
Updated: 7 March 2024 - See all updates

Search this manual

Contents

Guidance on strategic leadership and the governance of academy trusts.

**This non-statutory guidance replaces the governance handbook 2019.**

This is a reference document for those involved in trust governance. It provides essential information from a range of sources on the trust board's roles and legal responsibilities.

The [Academy Trust Handbook \(ATH\)](#) and your funding agreement have more information on contractual requirements.

**Who should use this manual**

This guidance is for:

- trustees, executive leaders, local committee governors, governance professionals and academy trust members
- academy trusts including free schools and university technical colleges
- foundations, sponsors and others, such as diocesan authorities, with an interest in the governance of trusts
- organisations supporting boards to develop effective governance

It does not apply directly to pupil referral units, sixth-form colleges or academies, or general further education colleges, though they may find its principles helpful.

**Resources for trust boards**

Practical resources for trust boards are available from sector organisations including:

- National Governance Association
- Confederation of School Trusts
- GovernorHub
- Chartered Governance Institute
- Catholic Education Service

# Role of Governors



- Responsibilities of the governing body The Roles, Procedures and Allowances

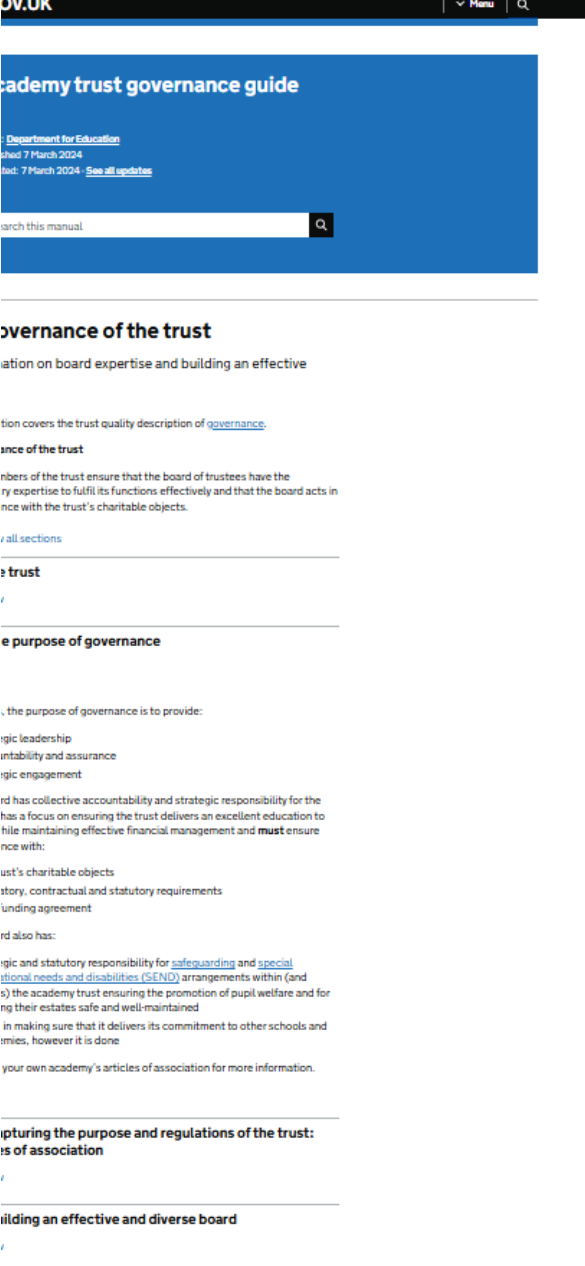

Regulations set out the key functions of the governing body, which are to:

- ensure that the vision, ethos and strategic direction of the school are clearly defined;
- ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and
- ensure the sound, proper and effective use of the school's financial resources.

**Maintained Schools Governance Guide: March 2024: Section 1.1**

# Role of Trustees/Governors (Academies)

This is the  
important section  
re: the role of  
Trustees/Governors  
Section 2.2



gov.uk

academy trust governance guide

Department for Education  
Updated 7 March 2024  
First published: 7 March 2024. [See all updates](#)

Search this manual

## Governance of the trust

Information on board expertise and building an effective board.

This section covers the trust quality description of [governance](#).

### Role of the trust

Trustees of the trust ensure that the board of trustees have the necessary expertise to fulfil its functions effectively and that the board acts in accordance with the trust's charitable objects.

[View all sections](#)

### Trust

[View all sections](#)

### The purpose of governance

The purpose of governance is to provide:

- strategic leadership
- integrity and assurance
- stakeholder engagement

The trust has collective accountability and strategic responsibility for the trust and has a focus on ensuring the trust delivers an excellent education to all pupils while maintaining effective financial management and **must** ensure compliance with:

- the trust's charitable objects
- the trust's governing document, contractual and statutory requirements
- any funding agreement

The trust also has:

- strategic and statutory responsibility for [safeguarding](#) and [special educational needs and disabilities \(SEND\)](#) arrangements within (and across) the trust
- the academy trust ensuring the promotion of pupil welfare and for ensuring their estates safe and well-maintained
- the trust in making sure that it delivers its commitment to other schools and academies, however it is done

For more information, see your own academy's articles of association for more information.

### Capturing the purpose and regulations of the trust: Articles of association

[View all sections](#)

### Building an effective and diverse board

[View all sections](#)

# Role of Trustees/Governors (Academies)

## Section 2.2 says:

In trusts, the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

The board has collective accountability and strategic responsibility for the trust. It has a focus on ensuring the trust delivers an **excellent education to pupils** while maintaining effective financial management and **must** ensure compliance with:

- the trust's charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The board also has:

- strategic and statutory responsibility for [safeguarding](#) and [special educational needs and disabilities \(SEND\)](#) arrangements within (and across) the academy trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained
- a role in making sure that it delivers its commitment to other schools and academies, however it is done

Refer to your own academy's articles of association for more information.



# Role of Trustees/Governors (Academies)

Section 6/1 “Ensuring strategic oversight and accountability” states:

To ensure and embed robust accountability, that improves educational standards and financial performance, it is essential for the board, and a committee, where it has delegated powers for education or financial data, to:

- agree a range of metrics, including both quantitative and qualitative data, to measure progress and impact
- have access to objective, high quality and timely data
- scrutinise pupil progress, attainment and financial information, comparing these with local and national benchmarks over time
- monitor and oversee school improvement and financial health
- know the questions that need to be asked of the executive leadership team
- put in place an external audit of finances and strategic priorities

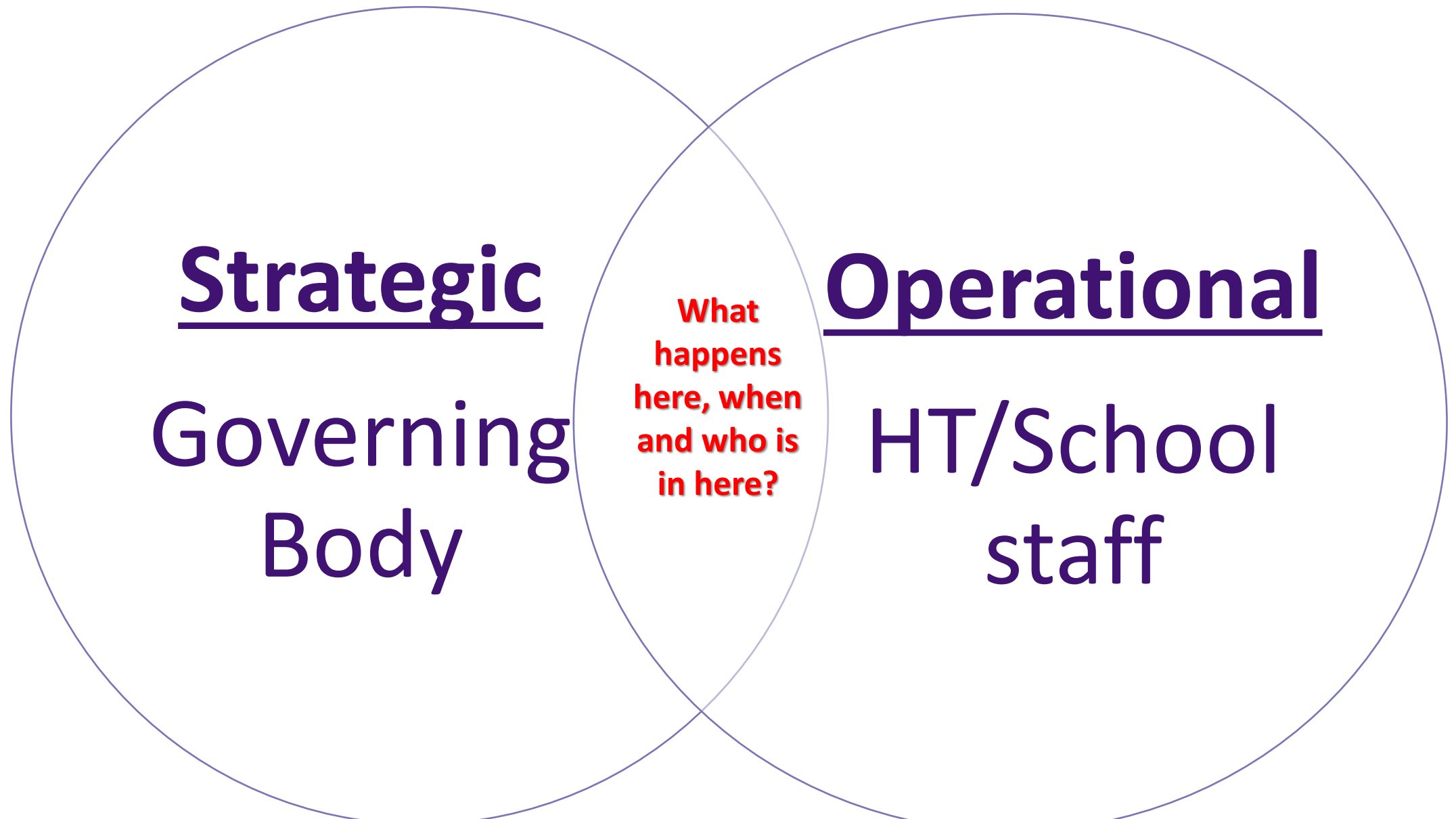


## What does Ofsted say....?

*In the Leadership and Management judgement for “Good” it says:*

“Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and **that leaders are held to account for the quality of education.**”

# Role of Governors



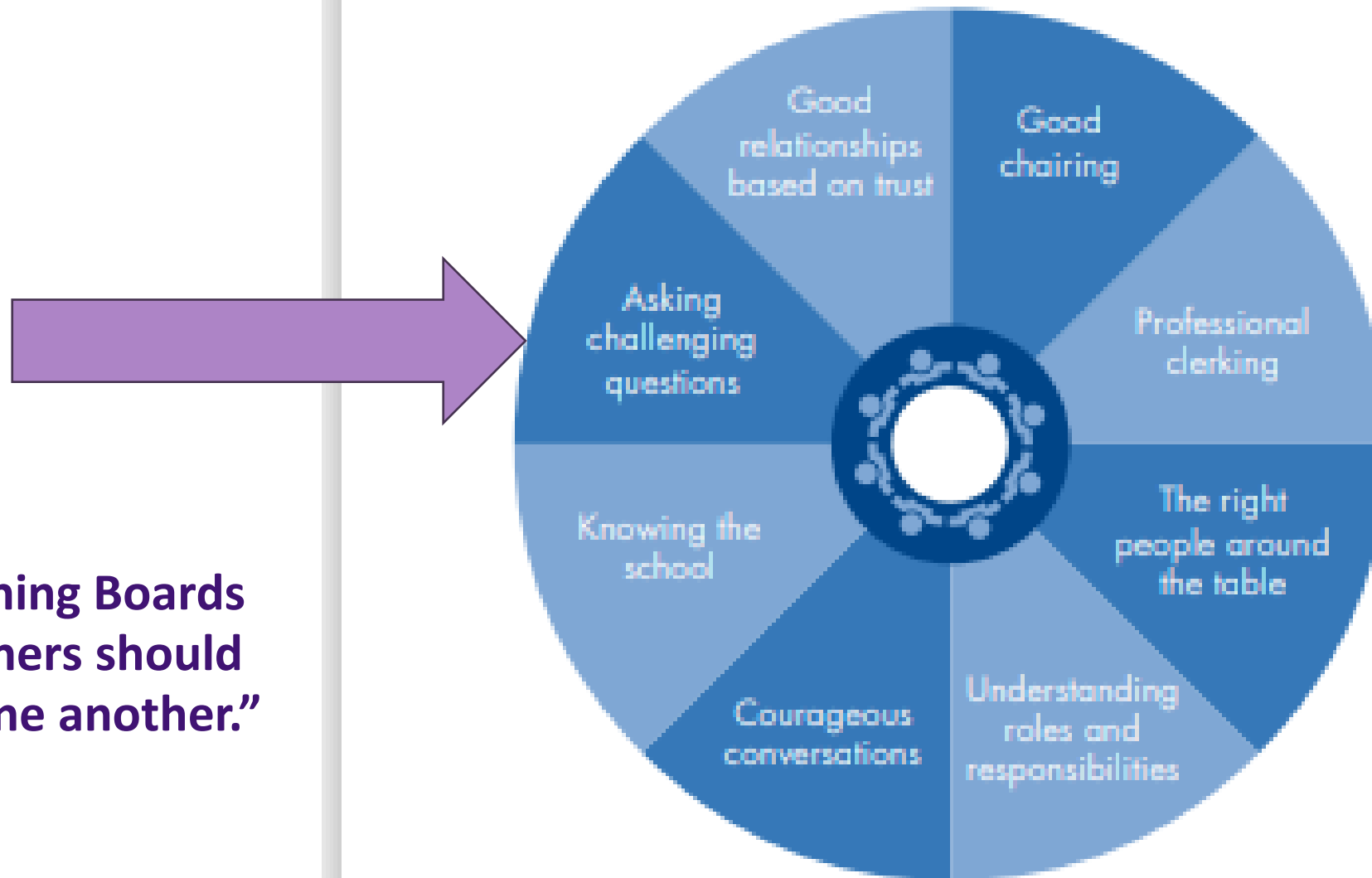
# Role of Governors

**Effective governance is based on six key features:**

- 1. Strategic** leadership that sets and champions vision, ethos and strategy.
- 2. Accountability** that drives up educational standards and financial performance.
- 3. People** with the right skills, experience, qualities and capacity.
- 4. Structures** that reinforce clearly defined roles and responsibilities.
- 5. Compliance** with statutory and contractual requirements.
- 6. Evaluation** to monitor and improve the quality and impact of governance

“Governance Handbook: 2020” p.13/Governance Guide (2024: Section 1.2)

## The eight elements of effective governance



This is from,  
“What Governing Boards  
and Headteachers should  
expect from one another.”  
NGA (2023)

# Here is the whole document.....

## What governing boards and headteachers should expect from each other

updated 2022

Getting governance right is important because of the significant impact it has on the quality of educational provision and the opportunity and life chances of children. This joint guidance aims to help governing boards and headteachers to get governance right by working together, being mutually supportive and respecting each other's roles and responsibilities.

A parallel version of this guidance is available for multi academy trust boards and CEOs.

### Terminology

We use 'governing board' in this document to mean governing bodies in local authority (LA) maintained schools and federations, trust boards in a single academy trust (SAT) and regional or academy level committees, sometimes called the local governing body.

We use 'headteacher' to mean those responsible for the overall management of a school, a federation of schools or an academy. This includes the headteacher of a single school and executive leader of a federation.

Those governing on academy committees should read this guidance alongside the scheme of delegation for the multi academy trust their school is part of. This is important as the scheme of delegation defines the committee's responsibility.

### The eight elements of effective governance



### 1. Respecting the respective roles

A key aspect of an effective working relationship is respecting the difference between strategic governance and operational management.

- The governing board is expected to concentrate on delivering its core strategic functions.
- The headteacher is expected to implement the strategic priorities of the governing board through their day-to-day management of the school.

Those governing are not asked to, and should not try to, involve themselves in day-to-day management, or carry out staff roles on an unpaid basis.

### 2. Working together to set a strategy

The governing board and headteacher have a shared responsibility for setting a future strategy that reflects the values of their school. In practice, this means:

- Articulating a clear vision of where they want their school(s) to be in three to five years' time, reflecting their values and ethos.
- Using self-evaluation to identify priorities that reflect their values and ethos.
- Agreeing priorities that will achieve that vision and align with available resources.
- The governing board monitoring progress within an annual cycle, which provides a focus for their meetings.

Further guidance on developing a strategy is available for boards and school leaders.

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

### 3. Engaging stakeholders

Meaningful engagement with stakeholders – pupils, parents, staff and the wider community – helps the governing board to make informed decisions and build trust and shared ownership in those decisions.

The governing board and headteacher have a shared commitment to building and maintaining key stakeholder relationships, modelling openness and transparency and developing lines of communication, thus creating the conditions for:

- a diverse governing board
- local knowledge to be valued
- meaningful engagement and consultation
- full participation
- informed decision making

### Participating in inspections

The governing board is expected to make itself available and participate in meetings with Ofsted inspectors and inspection feedback meetings.

The headteacher is expected to support the participation of the governing board in inspections by requesting meetings are held at the beginning or end of the school day to maximise attendance.

### 4. Ensuring your school is a great place to work

Staff are a school's most valuable resource and the largest area of expenditure in the budget. Governing boards have legal responsibilities as the employers of staff, which vary depending on the type of school. Boards in all LA maintained schools must comply with employment and health and safety legislation.

The governing board and headteacher have a shared responsibility for creating the leadership culture and climate necessary for the school to be recognised as a great place to work. This means:

- complying with employment and equality legislation
- promoting safeguarding, transparency and equality of opportunity
- avoiding discriminatory practice
- HR policies being applied consistently
- ensuring policies and their implementation promote a positive culture
- recognising, encouraging and rewarding talent
- tackling workload issues
- engaging with staff to bring about improvement

### Discharging your duty of care

The governing board is expected to exercise its duty of care towards the headteacher and support their work-life balance. This means monitoring the impact of strategies and initiatives that promote a positive and sustainable workplace and ensure a safe and secure working environment.

### Dedicated leadership time

The governing board is expected to grant the headteacher dedicated time for strategic leadership activity, including, where appropriate, time away from their school.

### The headteacher's annual appraisal

The governing board and headteacher share the responsibility for ensuring the appraisal process serves not only as a mechanism for accountability but also as an opportunity to provide support and encourage development. This means ensuring:

- a panel of appraisers who are suitably trained
- the requirement to appoint an independent external adviser as a peer
- the adviser is suitably experienced and trained
- objectives are linked to strategic priorities
- performance is monitored consistently over a twelve-month period
- an annual appraisal meeting and six-month review
- issues are dealt with on an ongoing basis
- CPD is encouraged and needs met
- pay progression is dealt with promptly and effectively

### Monitoring staff wellbeing

The governing board is expected to have an oversight concern for the wellbeing of all staff in their school and monitor the impact of strategies and initiatives that promote a positive and sustainable workplace culture.

The headteacher is expected to model a positive and sustainable workplace culture to all staff and seek to reduce unnecessary workload.

### 5. Making governance effective

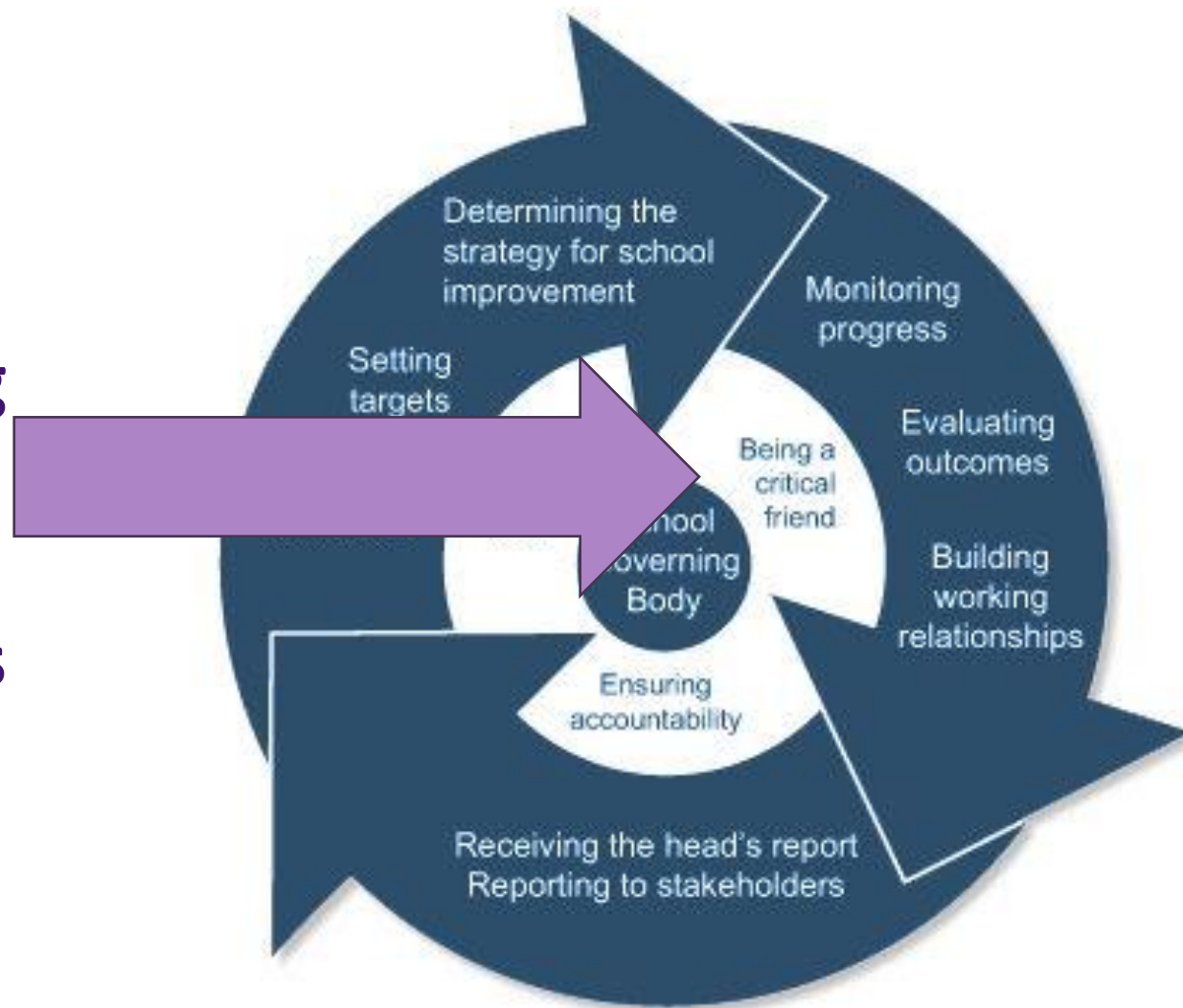
#### Governing principles

The governing board and headteacher are expected to:

- act in accordance with the seven principles of public life
- understand their responsibilities under equality legislation in Education
- be guided by the Framework for Ethical Leadership in Education

**Q: Are we systematically doing these things?**

**Q: Are we being this person?**



**Making use of “good” questions**



# Role of Governors

## 1. Ensure that the vision, ethos and strategic direction of the school are clearly defined

- How do we as a Governing Body fulfil this role?
- What is important and distinctive about our school?
- How do we go about things in our school that is distinctive?
- How do we as a Governing Body ensure that this vision and ethos is fulfilled in our school?
- Possible sources
  1. SDP/SIP – how involved are we in the writing, funding and monitoring of this?
  2. School Policies – writing these is an operational task, but do we carefully discuss them to ensure they reflect vision and ethos?
  3. Our role as “monitors.” How do we fulfil specific roles a Governors eg. as “named” Governors.



Do we ask good questions?

# Role of Governors

## 2. Ensure that the head teacher performs his or her responsibilities for the educational performance of the school

### How do we as a Governing Body fulfil this role?

- Statutory responsibilities
- Non statutory responsibilities
- Data? – what data and when?
- Pastoral – wellbeing/mental health
- In times of crisis.....how do we judge
- Training?
- What do we bring to this “critical friend” conversation in terms of support and challenge?



Do we ask good questions?

# Role of Governors

**3. Ensure the sound, proper and effective use of the school's financial resources.**

## How do we as a Governing Body fulfil this role?

- How do we monitor this? What structures have we in place? What does FGB do? What (if anything) is delegated to a Committee?
- What information do we receive?
- How is this information communicated?
- Our expertise v training v who is involved directly?
- Training?



Do we ask good questions?

A stylized illustration of three grey human figures sitting at a long table. The figures are simplified, with circular heads and rectangular bodies. They are positioned on either side of the table, facing each other. The table is a simple grey rectangle. The background is a light grey gradient.

**The Critical Friend – what this means and why it is necessary.**

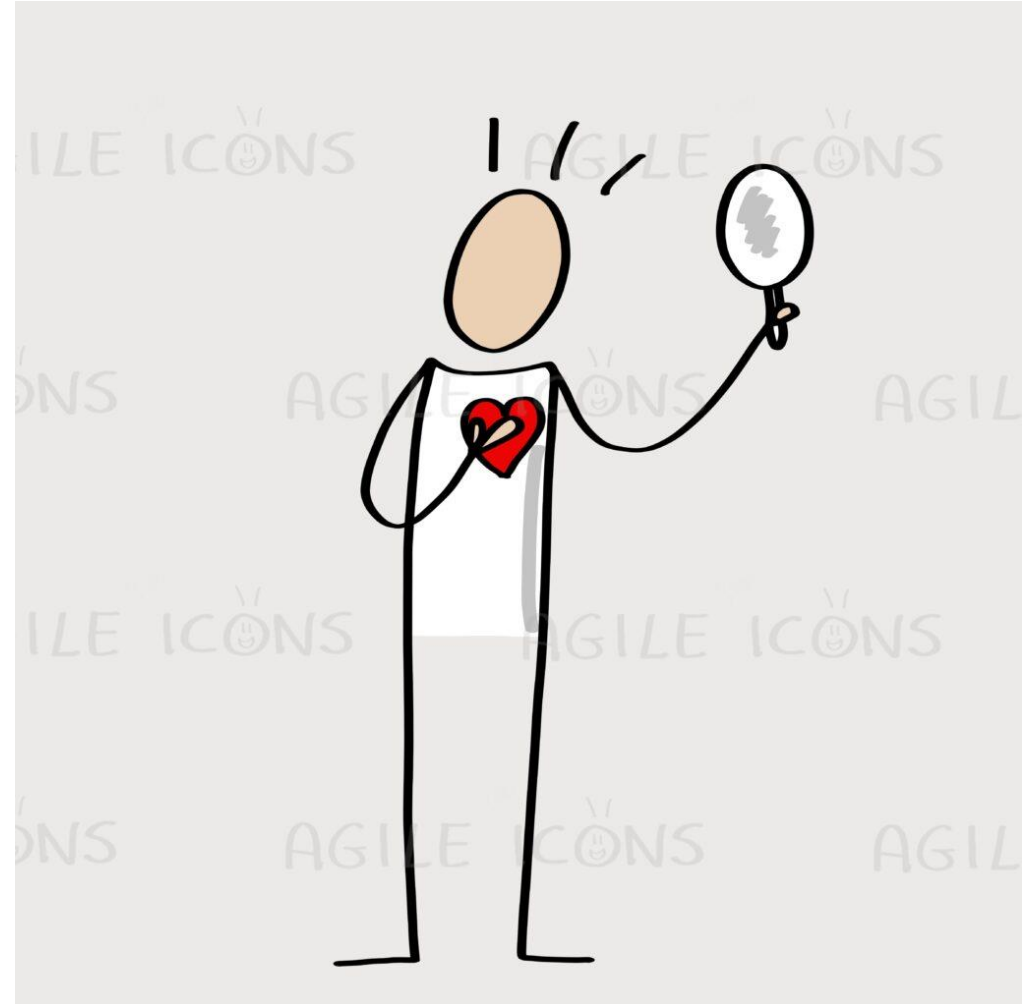
# The Critical Friend

- *"... a critical friend is someone who is encouraging and supportive, but who also provides honest and often candid feedback that may be uncomfortable or difficult to hear. A critical friend is someone who agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues."*

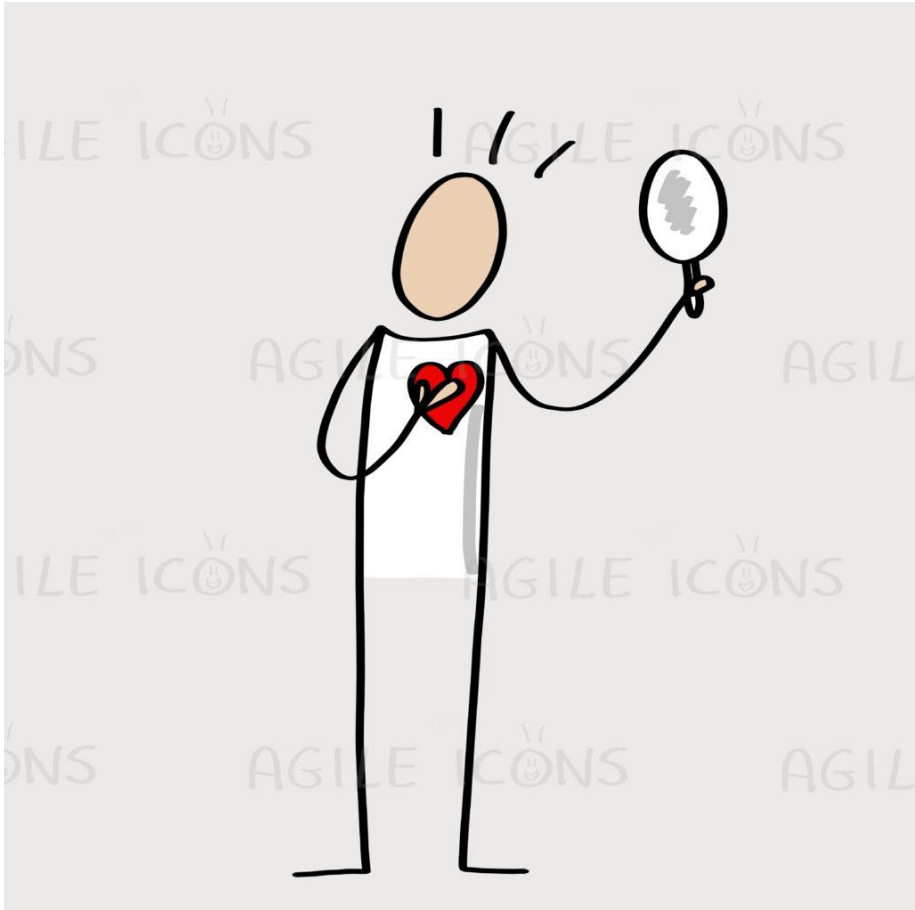
## The Glossary of Education Reform

- *"A critical friend can be defined as a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work."*

Costa, A. and Kallick, B.(1993) ["Through the Lens of a Critical Friend"](#). *Educational Leadership* 51(2) 49-51



# The Critical Friend



Let's unpack each of these.

1. "... a critical friend is someone who is **encouraging** and **supportive**, but who also **provides honest** and often **candid feedback** that may be uncomfortable or difficult to hear. A critical friend is someone who agrees to **speak truthfully**, but **constructively**, about **weaknesses, problems, and emotionally charged issues.**"

*The Glossary of Education Reform*

*Q: Am I/are we this person(s) as a Governor?*

*Q: Do I contribute or do I leave it to others?*

*Q: Where can I be that person, do we have the structures/opportunities to be that person at our school? What are they?*

# The Critical Friend

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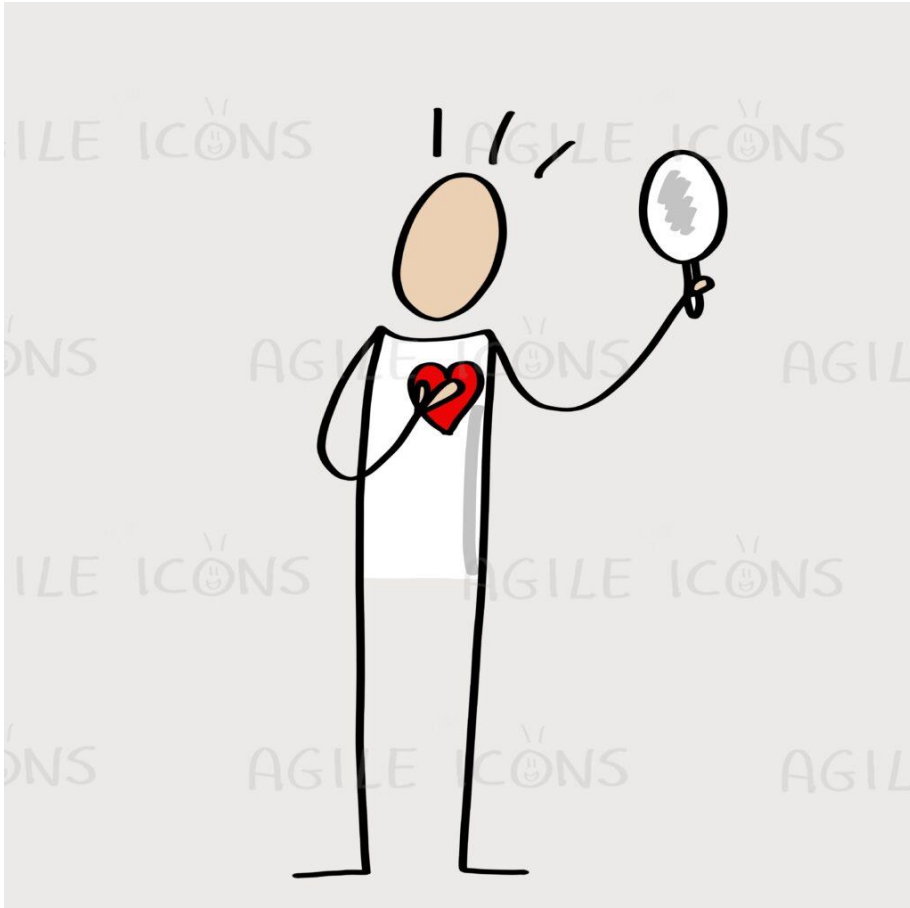
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*Q: Am I/are we this person(s) as a Governor?*

*Q: Do I contribute or do I leave it to others?*

*Q: Where can I be that person, do we have the structures/opportunities to be that person at our school?  
What are they?*





# Asking good questions as a Critical Friend.

What does this mean? Types of questions and how we might use them effectively.

# What do we mean by “good questions?”

Used skilfully, a sequence of questions can support:

- Governors to understand the school’s context, its challenges and its potential
- Governors to keep questions relevant and pertinent to the school’s vision
  - Governors to hold the Headteacher to account by structuring a purposeful interrogation of data, information and plans
- Headteachers to clarify their leadership decisions and focus on priorities
  - Headteachers to expand their thinking and enhance their strategic planning.

“Active Learning Trust: 2016”





# What do we mean by “good questions?”

## What ways can we ask good questions?

**Five** types of questions can be used to hold schools to account. They are often used in clusters to drill down into the significance of information in relation to the school’s priorities and to explore what the school has done, is doing or intends to do in response to circumstances.

1. **Information questions** request information or data that can then be explored through the other types of questions (**Gov roles 2,3**)
2. **Intention questions** explore how things relate to the school’s priorities, aims and values. (**Gov Role 1**)
3. **Causes questions** explore how a situation has arisen; the conditions, events, behaviours and triggers. (**Gov roles 2,3**)
4. **Meanings questions** explore the meanings, possible interpretations, consequences and significance. (**Gov roles 1,2,3**)
5. **Implications questions** explore what happens next; decisions, actions and possibly revised goals (**Govs roles 1,2,3**)

“Active Learning Trust: 2016”



# What do we mean by “good questions?”

## Good questions as a critical friend

1. Ask yourself what structures have we in place and what information we receive in order so that I can fulfil my 3 roles as a Governor?  
Give examples of how this happens in our practice.
  - ensure that the vision, ethos and strategic direction of the school are clearly defined;
  - ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and
  - ensure the sound, proper and effective use of the school’s financial resources
2. Either in your role on a committee or as a specific lead Governor, construct 1 “generic” question of each type you might ask in the future?

# Reading & Listening to Reports

Purpose of Head's Report  
*to enable governors to evaluate progress*

GOOD PRACTICE	BEST AVOIDED
Analytical/Evaluative	Descriptive
Strategic	Day to day
Data + context & explanation	Mostly prose
Comparative data	Data with no comparisons
Clear English	Jargon
CPD – outcomes/budget	CPD – list of courses

The background of the slide features a light gray silhouette of three people sitting at a table, facing each other. The text is overlaid on this graphic.

## **Using visits to ask the right questions....**

**It's not just in meetings....  
Are we being strategic?**

# Monitoring by Governors

[School visits guidance  
\(nga.org.uk\)](https://www.nga.org.uk)

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors – be strategic in your questions

Visiting school on a planned, regular basis allows governors and trustees to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in school life, work and achievements
- experience the culture and ethos of the school

**“A Guide to School visits,” NGA: April 2021, p.3**

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors – be strategic in your questions.

## School visits can cover several activities, such as:

- meeting staff with leadership responsibility for specific areas, such as safeguarding or SEND
- talking to staff and pupils
- experiencing a lesson being taught (as part of getting to know the school, rather than making judgements about quality of teaching)
- seeing examples of pupil work

In many cases, school visits are carried out by a link governor or trustee given responsibility for monitoring a strategic priority or area of compliance.

**“A Guide to School visits,” NGA: April 2021, p.3**

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors - -be strategic in your questions.

Monitoring visits should have a strategic rather than operational focus. In practice, this means visits should focus on:

- Strategic priorities and key policies agreed by the governing board.
- The evaluation of progress: are the things people say are happening actually happening?
- Seeking assurance that the needs of pupils are being met (such as safeguarding and SEND).

There may be opportunities to visit your school on an informal basis, such as attending performances or events. Whilst these visits are valuable, they are not a substitute for scheduled visits with a clear focus linked to strategic priorities.

**“A Guide to School visits,” NGA: April 2021, p.4**

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors – be strategic in your questions.

Governing boards should plan a schedule of visits for each academic year ..... When making these plans, boards should consider:

- Strategic milestones (things that the board expects to have happened) – these should be outlined in the school improvement plan or trust strategy document.
- How the visits schedule fits with the schedule of board and committee meetings, to allow for timely feedback and discussion.
- How to avoid visits clashing with important events and/or busy periods in school life.
- The workload implications for staff who are likely to be involved in the visits.
- The board’s own capacity to fulfil the schedule: is it manageable?

The schedule of visits should be agreed between the governing board, school leaders and relevant staff. This will help ensure that the timing of visits allows governors/trustees to see relevant activities

**“A Guide to School visits,” NGA: April 2021, p.5**

## A guide to school visits

For governors and trustees

April 2021



# Link Governors

- Important to have “Link” Governors
- Roles should be reviewed from time to time e.g linked to SDP priorities
- Remember to be **STRATEGIC! (particularly on visits)**
- Become the “in house expert – report to Governing Body
- Safeguarding and SEND **must** be covered.

*“Governing bodies should have an individual responsible for specific oversight of the school’s arrangements for children with **SEND**.” Section 7.2.2 “Maintained School Governance Guide(March 2024)*

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors

You could have a suite of documentation to support School visits + NGA documentation referred to in previous slides:

- Governor monitoring – safeguarding
- Template Governor activity report
- Guidance for Governor visits
- **Template – Governor visit report**

All Governors should be familiar with these documents and how to use them.

## A guide to school visits

For governors and trustees

April 2021



# Monitoring by Governors

## Hub Visit Feedback Report

Odd Page Header	
Date	
Hub/classes visited	
Agreed focus for visit	
Questions following last visit	
What went well	
What have I learned as a result?	
Aspects I would like clarified/questions I have/follow up activities	
Evidence to support SES/SDP evaluation	
Any other comments	

2. Continuity – have to prepare.

4. Strategic thinking?

1. Need to “agree” and be clear

3. Evaluation – strategic not operational?

5. Continuity – strategic thinking

A faint, light gray illustration of three stylized human figures sitting at a rectangular table. The figures are positioned behind the table, with their heads and shoulders visible. The table is a simple rectangular shape. The background is a light gray gradient.

# **Questions, self evaluation and forward planning**

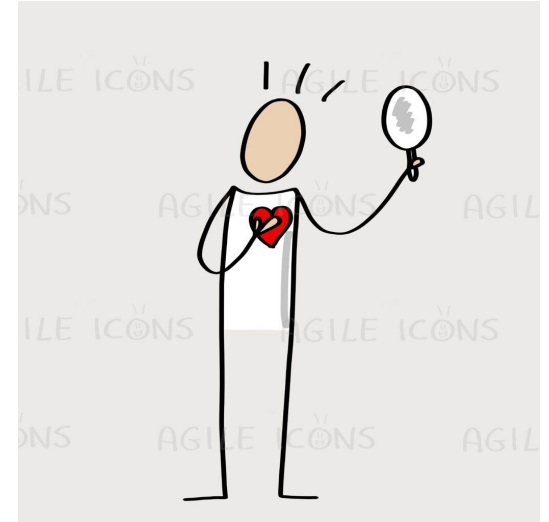
# Big picture – Governing Body Key Aim

How do we as Governors work effectively to “ensure high standards and achievement for children and young people in our school?”

My question to you all.....

# EVIDENCE

- ✓ Good attendance & participation
- ✓ **Focus on school improvement**
- ✓ **Holding the school to account - especially for safeguarding and SEND**
- ✓ **Challenging questions**
- ✓ **Visits to the school**
- ✓ **Governor development**



**Minutes of meetings**  
are a key source of  
evidence for Ofsted  
inspectors to  
evaluate governance

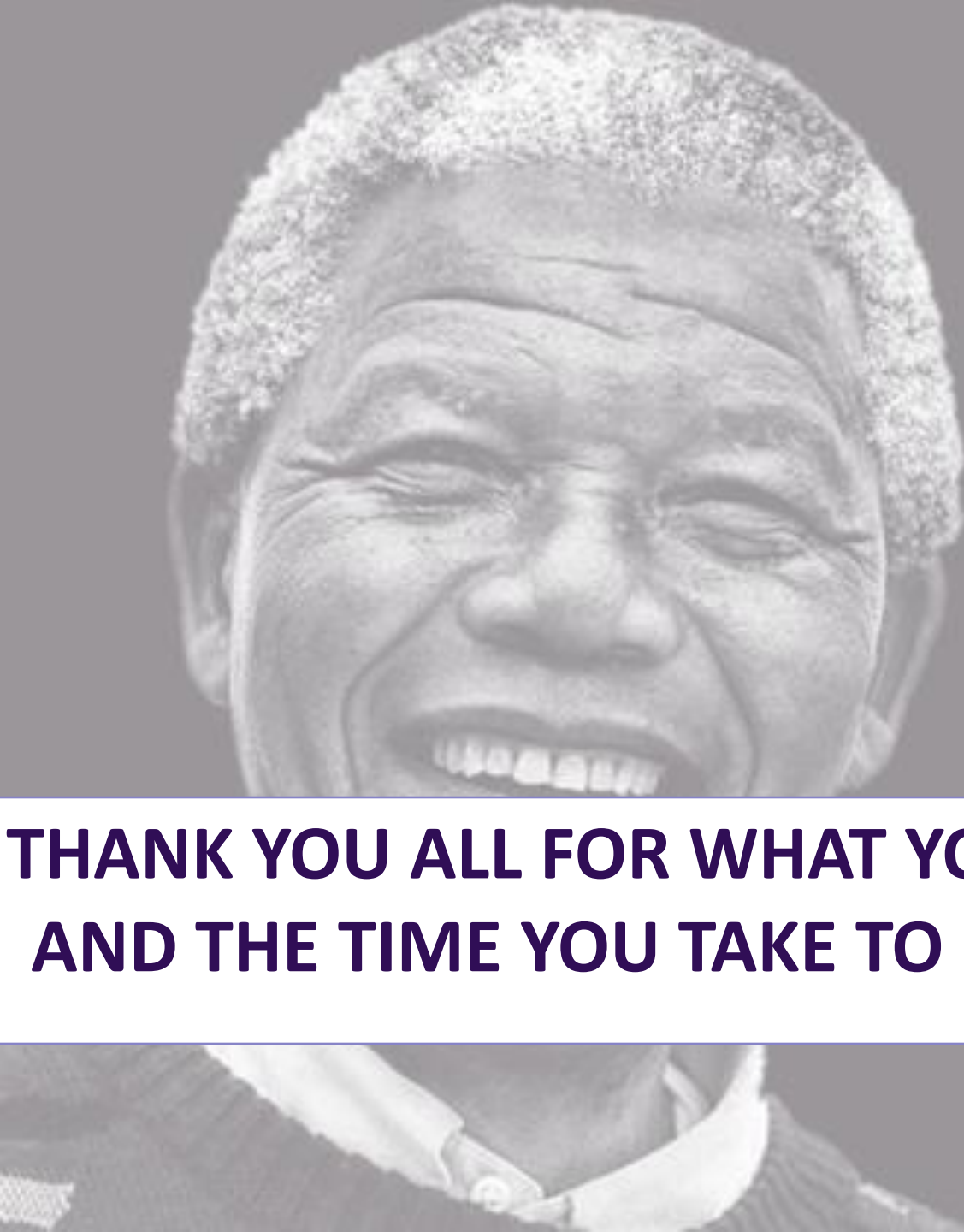
# What are you going to do now?



**Identify your next steps as a result of this session.**

**What you will do and by when...**





“There can be no greater gift than that of **giving one’s time and energy to help others** without expecting anything in return.”

**THANK YOU ALL FOR WHAT YOU DO  
AND THE TIME YOU TAKE TO DO IT**

**Nelson Mandela**



**Governor Support Service  
Based in Hillingdon and  
supporting governors and clerks  
throughout the borough and  
beyond**

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Upcoming courses

\* Clerks Briefing\*\*  
Wednesday 23rd November  
10.00am-11.00am

\*New Governors and Trustees Induction course\*\*


Part 1 Wednesday 9th November 2022, 3.00pm-8.00pm  
Covering strategic roles & responsibilities

Part 2 Wednesday 16th November 2022, 6.20pm-8.00pm  
Covering your role in accountability

Part 3 Wednesday 23rd November 2022, 6.30pm-8.00pm  
Covering your role in safeguarding and child protection

\*Safeguarding: the governor and governing boards role\*\*  
Wednesday 30th November  
10.00am-11.00am  
A refresher and update for existing governors

training, advice, guidance and support to all Hillingdon Schools. With over 20 years' combined experience working within local authorities in Governor Support roles, we are able to offer local and legislative advice, support and training to school governors and clerks.  
More



**Our services**

**Advice & Guidance**  
We provide governing bodies and schools with information, support, and advice to proactively promote and achieve outstanding governance. Schools can access our full range of services by purchasing a service level agreement with us for 2022/2023, or schools can access the training on a 'pay as you go' basis. Please contact us for further information

**Clerks monthly briefing meeting**  
Copies of the October meeting Powerpoint and briefing notes are available. Please log in to download the material.  
19th October 2022

**DfE Federations Guidance**  
All categories of maintained school, including voluntary-aided, foundation schools and maintained school nurseries can federate together under one governing body. Follow link to find out more details  
Updated 27th September 2022