



Governor Support Service

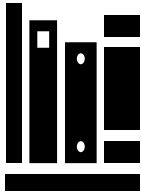
Governors new to the role:

An overview of the responsibilities regarding safeguarding and safer recruitment

Rory McCormack
23rd October 2024



Session Objectives



- To recap on specific roles of Governors



- To ensure Governors new to the role are aware of their responsibilities regarding safeguarding of children



- To ensure that Governors new to the role are aware of their responsibilities with particular regard to the safe recruitment of staff.

Structure of training/presentation

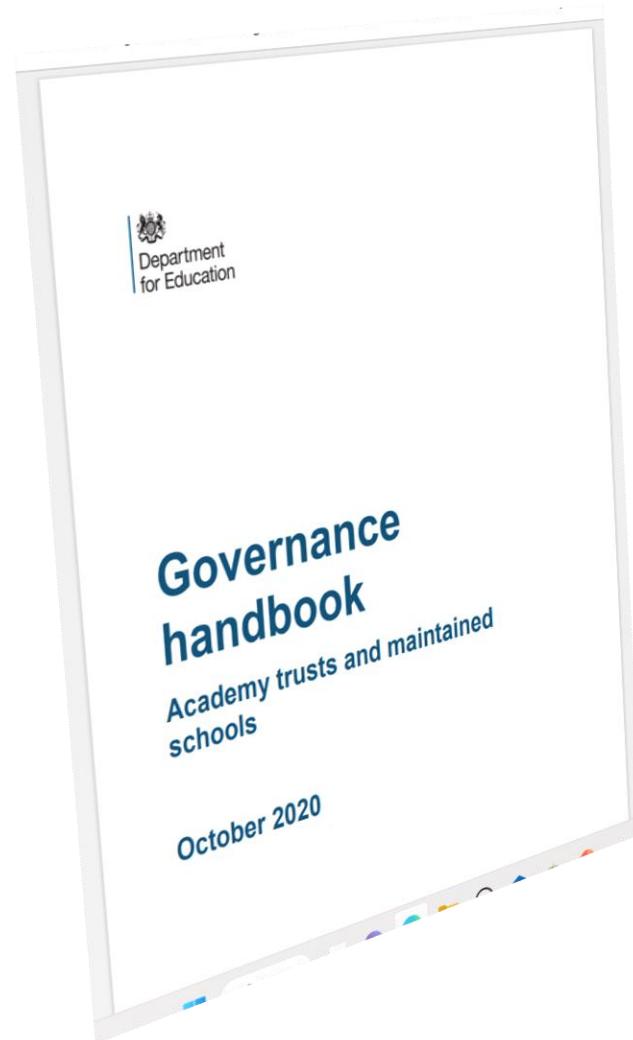


1. Role of Governors – recap and context
2. Safeguarding and Governors – general run through of the areas we need to be aware of/are responsible for as Governors.
3. The Link Governor for safeguarding
4. Ofsted requirements
5. Safer recruitment
6. Keeping Children Safe in Education (KCSiE) 2024 – changes this year...



Role of the Governor

Governance handbook



This was the key document in terms of what the responsibilities of Governors are

Role of Governors

7th March 2024: new guidance replaced the Governors Handbook

The screenshot shows the 'Maintained schools governance guide' page on the GOV.UK website. The page has a blue header with the GOV.UK logo and a search bar. Below the header, the title 'Maintained schools governance guide' is displayed in white text on a blue background. Underneath the title, it says 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - [See all updates](#)'. There is a search bar with the placeholder text 'Search this manual'. Below the search bar, the 'Contents' section is visible, followed by a paragraph of text: '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.' Below this, the 'Who should use this manual' section is shown, stating 'This guidance is for:' followed by a bulleted list: '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', and 'organisations supporting boards to develop effective governance'. A note states 'It does not apply directly to pupil referral units, sixth-form colleges and general further education colleges, though they may find its principles helpful.' The 'Resources for governing bodies' section follows, stating 'Practical resources for governing bodies are available from sector organisations, including:' followed by a bulleted list: 'local authority governor services', 'National Governance Association', 'GovernorHub', 'Chartered Governance Institute', 'Catholic Education Service', and 'Church of England Education Office'.

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 the GOV.UK website. The page has a blue header with the GOV.UK logo and a search bar. Below the header, the title 'Academy trust governance guide' is displayed in white text on a blue background. Underneath the title, it says 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - [See all updates](#)'. There is a search bar with the placeholder text 'Search this manual'. Below the search bar, the 'Contents' section is visible, followed by a paragraph of text: '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.' Below this, the 'Who should use this manual' section is shown, stating 'This guidance is for:' followed by a bulleted list: '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', and 'organisations supporting boards to develop effective governance'. A note states '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.' The 'Resources for trust boards' section follows, stating 'Practical resources for trust boards are available from sector organisations including:' followed by a bulleted list: 'National Governance Association', 'Confederation of School Trusts', 'GovernorHub', 'Chartered Governance Institute', and 'Catholic Education Service'.

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

Always keep in mind...

- Ensuring clarity of **vision, ethos and strategic** direction;
- Holding executive leaders to account for the **educational performance** of the organisation and its pupils, and the effective and efficient performance management of staff;
- Overseeing the **financial performance** of the organisation and making sure its money is well spent

Maintained Schools Governance Guide: March 2024: Section 1.1

Role of Governors – statutory responsibilities

This is the
important
section re:
safeguarding –
Section 7.8



GOV.UK

Home

Maintained schools governance guide

From: [Department for Education](#)
Published 7 March 2024
Updated: 7 March 2024 [See all updates](#)

Search this manual

[Contents](#)

7. Compliance

Guidance for governing bodies on how to meet its legal and regulatory responsibilities with regards to compliance.

[Show all sections](#)

7.1 Overview

[Show](#)

7.2 Education

[Show](#)

7.3 Funding and finances

[Show](#)

7.4 Health and safety

[Show](#)

7.5 Inspections

[Show](#)

7.6 Political impartiality

[Show](#)

7.7 Protecting and sharing information

[Show](#)

7.8 Safeguarding and pupil welfare

[Hide](#)

The governing body has a duty to ensure that it:

- carries out its functions with a view to safeguarding and promoting the welfare of children
- has regard to the statutory guidance issued by the Secretary of State for Education relating to arrangements required to fulfil its safeguarding duties

This is outlined in [section 175 of the Education Act 2002](#).

Governing bodies have a strategic leadership responsibility for its school's safeguarding arrangements. They **must**:

- comply with their duties under legislation
- have regard to [KCSIE](#) guidance
- ensure that policies, procedures and training in their schools are effective and comply with the law at all times

Governors and associate members should ensure they have read and follow part 2 of the KCSIE guidance.

Role of Governors

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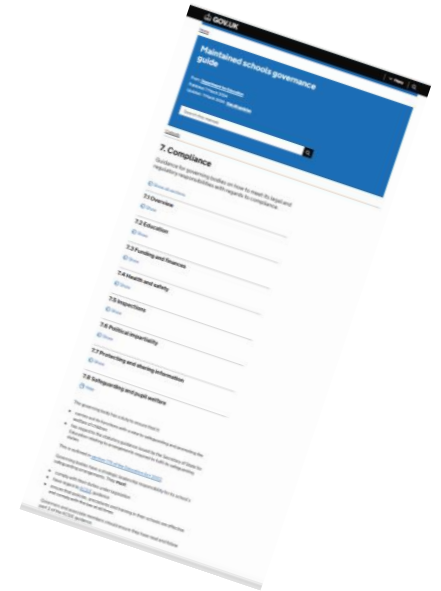
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Maintained Schools Governance Guide: March 2024: Section 7.8

Role of Governors

Effective governance is based on six key features:

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

“Maintained Schools Governance Guide: March 2024:
Section 1.2

A Competency Framework for Governance

The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts

January 2017





Safeguarding responsibilities

Governance handbook

197. Section 175 of the Education Act 2002, and the Education (Independent School Standards) Regulations 2014 place a duty on the boards of maintained schools and academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section

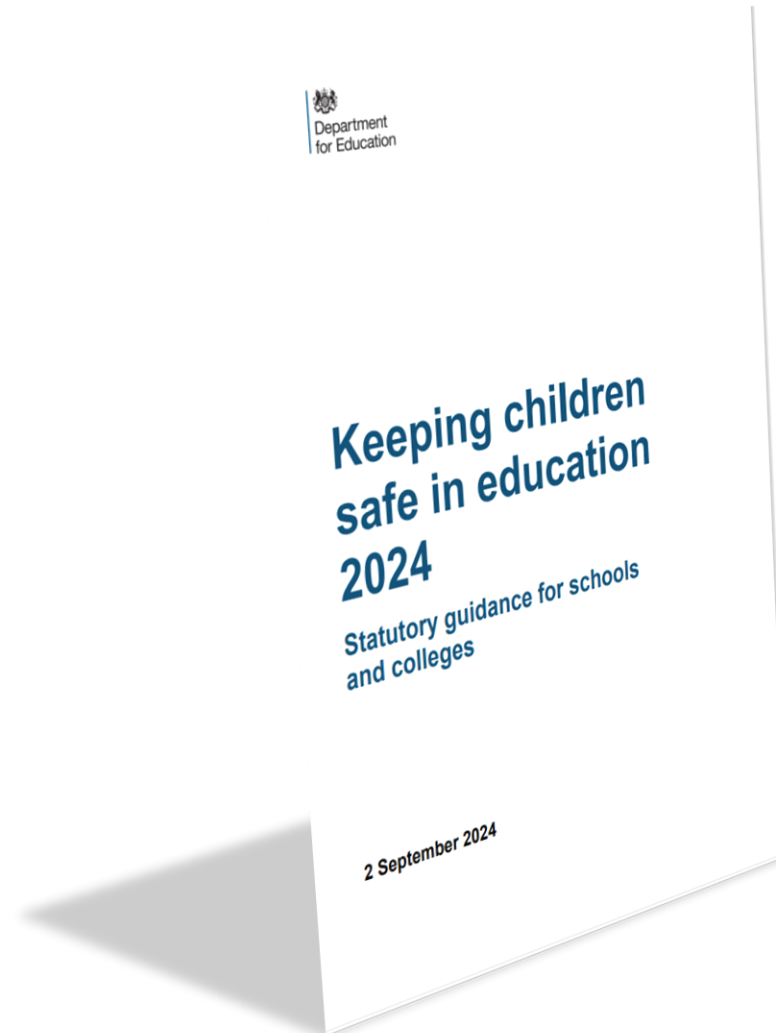
Safeguarding



In broad terms, boards are responsible for ensuring that:

- Safeguarding policies and procedures are effective and comply with the law at all times
- All staff understand their roles and responsibilities and are able to discharge them.
- The board has sufficient knowledge and capacity to fulfil its safeguarding responsibilities.

Keeping Children Safe in Education (KCSiE)



This document is published every September. All Governors should at least read **Parts 1 and 2** or **Annex A** if not all of it.....

Keeping Children Safe in Education (KCSiE)

This was the consultation for KCSiE 2024. In the introduction it says:

*“Ministers have decided that KCSiE 2024 will undergo **technical changes only** before final publication in September 2024, with a view to **providing a more substantively updated document, encompassing wider changes, to be delivered in 2025.**”*



Areas covered in this call for evidence:

- The role of the designated safeguarding lead
- Recording, retention and sharing of child safeguarding information
- Safer recruitment
- Filtering and monitoring
- Supporting children following reports of sexual violence and harassment
- Protecting children in boarding schools and residential special schools
- Quality assuring safeguarding
- Children bringing their own devices to schools
- **Artificial intelligence**

What does this mean in practice?



1. All governors/trustees receive appropriate safeguarding and child protection **training** (that includes online safety)
2. Relevant safeguarding **policies** are in place
3. The **safeguarding link governor/trustee** fulfils their role effectively
4. Safeguarding forms part of the board's **routine monitoring** schedule
5. **Effective communication** strategies are in place to help safeguard pupils.
6. The number and types of **safeguarding incidents** are **systematically monitored** by the board
7. The board's oversight ensures the **Single Central Record (SCR)** is up to date.
8. The board is confident that **pupils in their school/trust know how to keep themselves safe.**

1. Safeguarding training

- What specific training has taken place
- What has been the impact of this training?
- For all maintained boards at least 1 member of a recruitment panel to also complete safer recruitment training (also advisable for academies)
- Be aware of PREVENT training



2. Safeguarding Policies



These can include:

- Child protection policy
- Staff code of conduct
- Behaviour policy
- Whistle blowing policy
- Online safety
- Safer recruitment and selection
- Filtering and monitoring (new requirement KCSiE 2023)
- PREVENT

3. Role of the Safeguarding link Governor



How is the role carried out?

- The link Governor interacts with the Designated Safeguarding lead (DSL) via termly meetings that are scheduled
- The link Governor reports routinely to the Board
- The link Governor keeps up to date via regular training.

4. Routine monitoring



- Dedicated safeguarding visits are likely to be undertaken by the safeguarding governor/trustee (**see slide 12**)
- Other “themed” visits should take into account safeguarding practices in line with other adopted policies e.g Behaviour Policy.
- There should be opportunity to comment on this on the appropriate adopted school visits form.

GOVERNOR SCHOOL VISIT REPORT FORM

Name of Governor: Dan Salem
Date of visit: 24/3/16
Focus of visit: Governor Open Afternoon
Any issues discussed with Head/Teacher in advance of visit: No
Staff met: Red Class
Observations on focus of visit: DT week... Kids making puppets. It was great to see them all engaged so much they were happy not to rush to playtime. Then all listened to feedback and got an understanding of the principles of planning and outcomes. Very impressed for the youngest members of the school.
Any issues to be raised as result of visit: No...
Signed: _____ Date: _____

5. Effective communication

The Governing Board monitors and has evidence that all staff and pupils are aware of who they need to contact if they have safeguarding concerns.



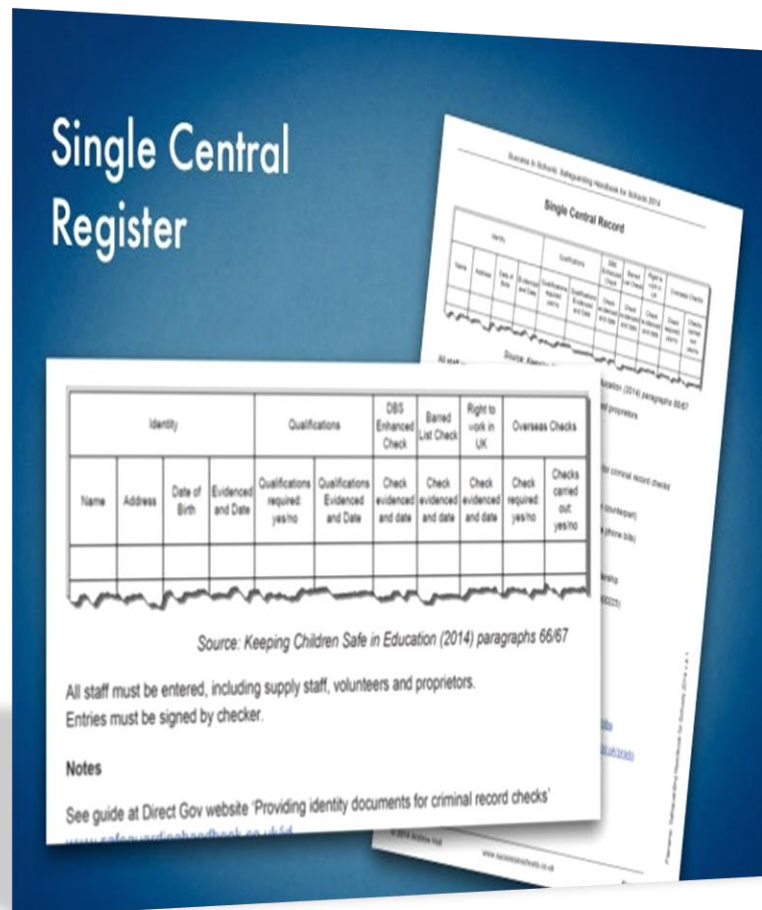
6. Safeguarding incidents are systematically monitored by the board



This includes the actions taken, the steps put in place to minimise future incidents.

This should be high level data which **does not identify** individuals or families but enables the board to see how policies work in practice.

7. Single Central Record (SCR)



There should be :

- Routine reports from the DSL (Designated safeguarding lead)/HT
- Evaluations from external reviews (could be by the L.A. or MAT or consultants employed by ether.
- Boards are not routinely required to audit the SCR though this could be a good way of fulfilling this duty.

8. Pupils in their school/trust know how to keep themselves safe.

Governors should know about/be able to identify:

- The opportunities pupils have to develop knowledge of how to stay safe
- The ways pupils are taught about how they can protect themselves online
- The school's approach to sexual harassment, online sexual abuse and peer – on - peer abuse
- How the school promotes appropriate standards of behaviour
- How the school delivers relationships, health and sex education. (RHS curriculum)



Questions?





BEING 'THAT' SAFEGUARDING GOVERNOR

Safeguarding Link Governor

Why do we need a Safeguarding governor?



The Governing board has some key and **statutory** responsibilities towards pupils and safeguarding

Governing boards should, with the headteacher, decide the school's general policy and approach to safeguarding

They must set up appropriate staffing and funding arrangements and oversee the school's work.

Role of the Safeguarding Governor



The safeguarding should engage with the school on at least a termly basis.

They should monitor the policy to ensure it is up to date.

They can monitor the single central record

They should engage with staff to ensure that they are aware of safeguarding issues and practices.

Questions?





Ofsted Requirements

The Inspection Handbook included from July 2022:

239. ('253' in 2023 Handbook).

During the inspection, it is important that pupils are able to express their views freely to inspectors.


Therefore, inspectors must have the opportunity to speak to pupils with no other adults present.



Following this new inclusion, widespread anecdotal reports of:

1. 'heavy handed' inspectors robustly questioning lone pupils (including primary) about personal & sensitive subjects, including 'upskirting' 'sexting' and sexual abuse
2. Inspectors refusing HT requests for an 'appropriate adult' to be present during questioning of individual SEND and very young children
3. Complaints raised over distress this caused, including to quite young pupils, and of youngsters left feeling 'traumatised' and intimidated following the approach taken & subject matters discussed

Changes to handbook: Sept 2023 - safeguarding

Contents	
Introduction	
Clarification for schools	
Part 1. How schools will be inspected	
Basics of inspection	
Before the inspection	
The inspection	
After the inspection	
Inspection outcomes	
Part 2. Explanation of Ofsted's judgements	
Evaluating the quality of education	
Evaluating behaviour and attitudes	
Evaluating personal development	
Evaluating leadership and management	
Evaluating early years and sixth-form provision on graded inspections	
Part 3. Grade descriptors for graded inspections	
Reaching a judgement	
Ofsted judgements	
Grade descriptors for quality of education	
Grade descriptors for evaluating behaviour and attitudes	
Grade descriptors for personal development	
Grade descriptors for leadership and management	
Grade descriptors for early years provision in schools	
Grade descriptors for sixth-form provision in schools	
Grade descriptors for overall effectiveness	
Part 4. Urgent inspections	
Print or save to PDF	
 Print this page	
Safeguarding	
367. All schools should have an open and positive culture around safeguarding that puts pupils' interests first. This means they:	
<ul style="list-style-type: none">• protect pupils from serious harm, both online and offline• are vigilant, maintaining an attitude of 'it could happen here'• are open and transparent, sharing information with others and actively seeking expert advice when required• ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns• actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed• have appropriate child protection arrangements, which:<ul style="list-style-type: none">• identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm• secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help• manage safe recruitment and allegations about adults who may be a risk to pupils• are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review	
368. Inspectors will not use the four-point grading scale for this aspect of the school. However, inspectors will always make a written judgement under 'leadership and management' in the report about whether the arrangements for safeguarding pupils are effective.	
369. Inspectors will be familiar with relevant guidance and statutory responsibilities for schools on safeguarding, including:	
<ul style="list-style-type: none">• 'Keeping children safe in education: statutory guidance for schools and colleges'• 'Working together to safeguard children'• 'Positive environments where children can flourish'	
370. However, inspectors will go beyond ensuring that schools meet their statutory requirements and beyond simply reviewing documents. They will triangulate evidence gathered during the inspection to evaluate the effectiveness of the safeguarding culture that has been established in the school.	
Evaluating safeguarding culture	
371. Inspectors will evaluate the extent to which there is an effective whole-school approach to safeguarding. They will want to find out how well staff keep pupils safe.	
372. Inspectors will not make judgements about safeguarding based solely on the evidence that the school presents during the inspection. To examine safeguarding culture, inspectors must probe further and take into account a range of evidence so that they are able to evaluate the effectiveness of safeguarding arrangements over time.	
373. Inspectors will look for evidence of effective safeguarding practice and at the impact of this practice on all pupils. Inspectors will examine how a school is implementing its safeguarding policies and processes effectively and how it keeps them under review.	
374. Inspectors will ensure that the school has proper arrangements in place for sharing	

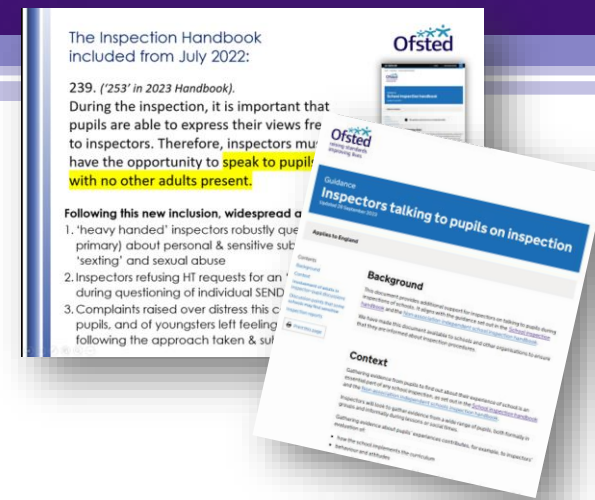
This is the relevant section starting at Para 367

Changes to handbook: Sept 2023 - safeguarding

Links to new guidance on
'Inspectors talking to pupils on inspection'
which includes:

- for SEND pupils: inspectors should check whether any pupils require an adult to be present as a reasonable adjustment
- If school leaders insist that an adult from the school, or one nominated/approved by the school, must be present when inspectors are speaking to pupils, inspectors will consider pupils' feedback.
- If a primary or secondary school requests that inspectors do not speak to pupils about a topic that the inspector agrees is reasonable for the school to consider sensitive for its pupils, inspectors will not ask pupils questions about it.

Some have commented this does not go far enough!
Remember, the HT & GB have a duty of care for the wellbeing of all pupils, even during an inspection



Changes to handbook: Sept 2023 - safeguarding

- Evaluating safeguarding culture
- Arrangements for handling evidence or allegations of abuse
- Evidence or allegations of abuse identified in the inspection
- Minor safeguarding improvements – refers to “administrative errors and out of date policies.” **Can be rectified during the inspection.**
- Ineffective safeguarding – “serious or widespread failures in the school’s safeguarding arrangements.” *(Para 385 provides a “not exhaustive” list”)*

Changes to handbook: Sept 2023 - safeguarding

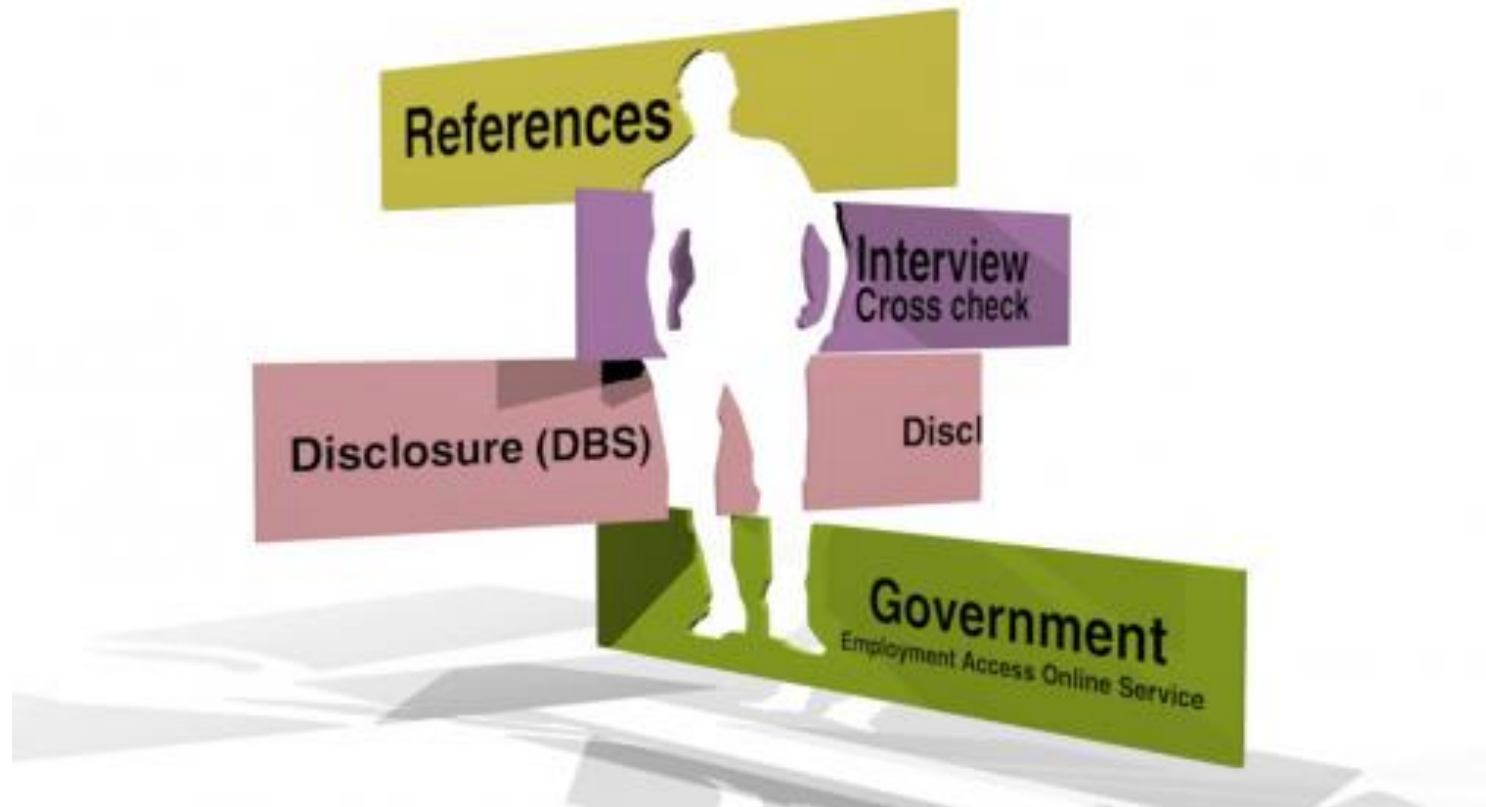
Para 385:

While it is not possible to produce an exhaustive list, the following are examples of what may constitute ineffective safeguarding:

- insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements
- safeguarding allegations about staff members are not being handled appropriately
- clear evidence of serious failures in safeguarding practice that lead pupils or particular groups of pupils not to be safe in school
- statutory requirements, such as breaches of the requirements for Disclosure and Barring Service (DBS) checks, are not being met
- pupils have little confidence that the school or setting will address concerns about their safety, including risk of abuse, because leaders have not taken their views seriously and/or addressed relevant concerns
- pupils, particularly vulnerable pupils, who are not on the school site (whether long term, temporary or for part of the school day) and the school are either not clear where those pupils are or are not able to give reassurances as to the appropriate steps taken to safeguard them when off-site. This can include children absent from education and children attending inappropriate, unregistered or unmonitored alternative provision.

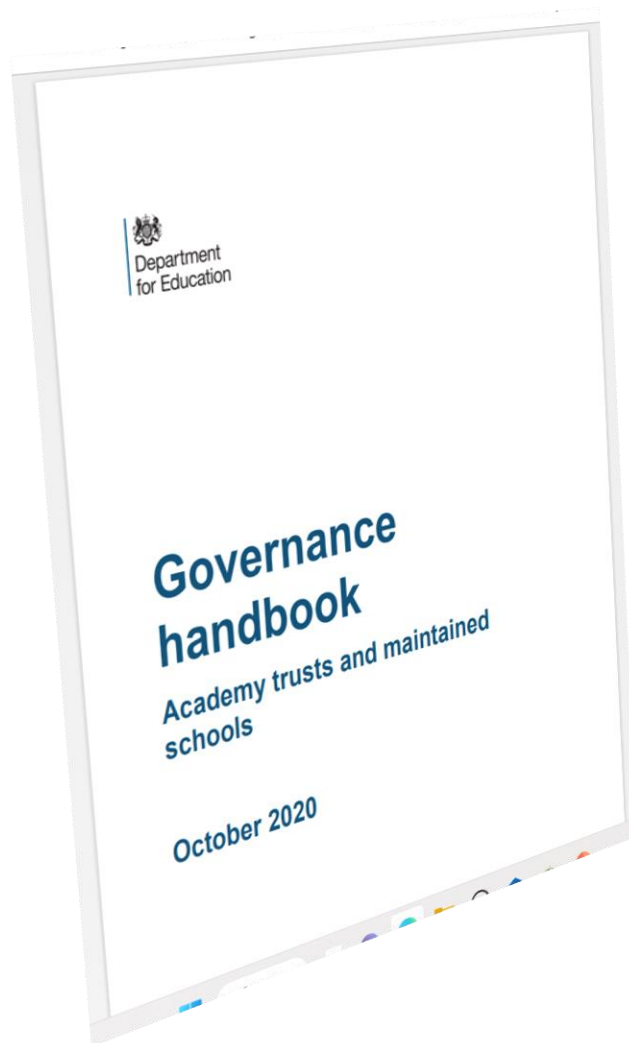
Questions?





Safer Recruitment

Safer recruitment



Para 113

“In relation to the appointment of staff, Boards must have regard to the requirements and important information set out in KCSIE which includes:

- the recruitment and selection process;
- pre-appointment and vetting checks, regulated activity and recording of information;
- other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings; and
- how to ensure the ongoing safeguarding of children and the legal reporting duties on employers.”

Safer Recruitment



Safer recruitment: KCSiE (2024: Sections 3: Para 210 – 358 pp 56 – 91)

This part of the guidance has four sections providing schools and colleges with the legal requirements **‘must do’, what they should do, what is considered best practice and important information about:**

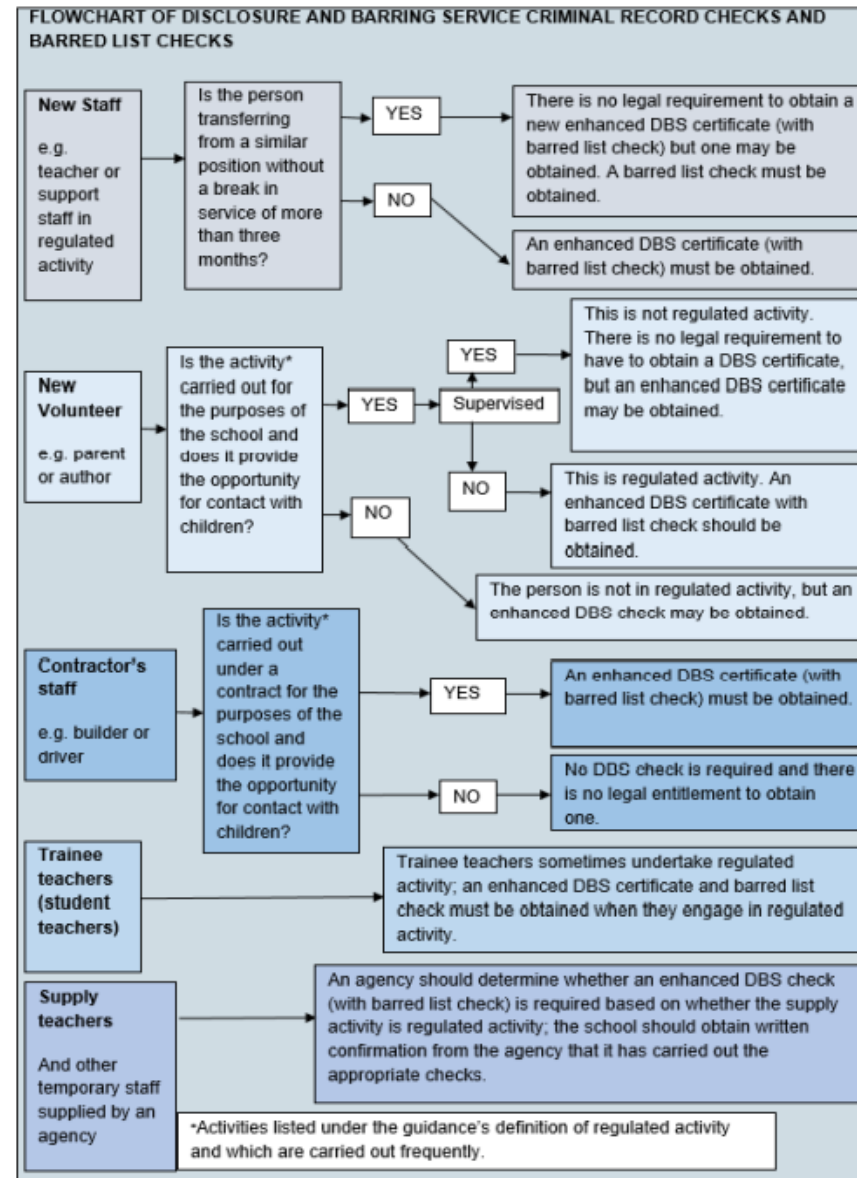
- i. the recruitment and selection process
- ii. pre-appointment and vetting checks, regulated activity and recording of information
- iii. other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings, and,
- iv. how to ensure the ongoing safeguarding of children and the legal reporting duties on employers

Safer Recruitment

Flowchart of disclosure and barring service criminal record checks and barred list checks

From, "KCSiE (2023)
p.66

208: Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children ***have received appropriate safer recruitment training***, the substance of which should at a minimum cover the content of this part (Part three) of this guidance. (KCSiE (2023))



Questions?





Keeping children safe in education 2024

**Statutory guidance for schools
and colleges**

2 September 2024

KCSiE 2024 – what we need to know....

Changes from Sept 2023 (pp 183 – 184: KCSiE 2024: Sept 2024)

Annex F: Table of substantive changes from September 2023

This table explains where we made substantive changes.

Summary	About the guidance
Part one	Safeguarding information for all staff
Page 7	Definition of 'safeguarding and promoting the welfare of children' – amended to reflect the duties that relate to school and college staff within the updated 'Working together to safeguard children 2023'
Paragraph 18	'Early help' – amended to reflect the duties which apply to school and college staff within the revised 'Working Together' guidance
Paragraph 19	'Abuse and Neglect' – heading amended to include ' <i>exploitation</i> ' (also throughout the document as applicable)
Paragraph 24	'Indicators of Abuse and neglect' – additional text included ' <i>including where they see, hear, or experience its effects</i> ' when referring to domestic violence.
Paragraph 29	'Safeguarding Issues' – ' <i>deliberately missing education</i> ' amended to reflect revised definition of ' <i>unexplainable and or/persistent absences from education</i> '
Part two	The management of safeguarding
Paragraph 92	Data Protection Act 2018 and UK GDPR – paragraph included to comply with DPA/UKGDPR requirements
Paragraph 171	'Alternative Provision' – text added to clarify school remains responsible for the pupils they place in alternative provision
Paragraph 180	Wording amended to reflect change in legislation – School Attendance (Pupil Registration) (England) Regulations 2024
Paragraph 204	Links added to NSPCC advice on protecting children with SEN; and deaf/disabled children and young people
Paragraphs 205 to 209	'Children who are lesbian, gay, bisexual, or questioning their gender' – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology
Part three	Safer recruitment

Summary	About the guidance
Page 78	'Individuals who have lived or worked outside the UK' - reference to 'UK Centre for Professional Qualifications' removed (including the link) as they no longer provide an advisory service on behalf of the UK Government in regard to regulated professions and recognition of professional qualifications. This service ceased in December 2023
Part five	Child-on-child sexual violence and sexual harassment
Paragraph 497	'Early help' – text amended to reflect 'Working Together to Safeguard Children 2023'
Annex B	Further information
Page 151	'Children and the court system' – two separate age-appropriate guides for schools to support children in the court system now included
Page 156	'Preventing radicalisation' – disclaimer added, and minimal changes to wording, to clarify school and college duties in relation to Prevent
Annex C	Role of the designated safeguarding lead
Page 170	'Holding and sharing information' – bullet point 3 further guidance added regarding the rationale for making decisions

Questions?





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

Email: office@governor.support

Phone: 01895 717321

Website: www.governor.support

The screenshot displays the Governor Support Service website. The top navigation bar includes a 'Home' link and the GSS logo. The main content area is divided into several sections:

- Welcome to the Governor Support Service:** A introductory paragraph about the service, followed by a group photo of staff.
- Our services:** A section titled 'Advice & Guidance' explaining the service's role in supporting governing bodies and schools.
- Hot topics/open house course:** A notice about a postponed course on Thursday 17th October at 6.30pm, rescheduled for Wednesday 5th February 2025.
- Virtual Training Courses for Clerks:** A notice about monthly briefing meetings for the Autumn term 2024, available on the booking site.
- Clerks monthly briefing meeting:** A notice about the October 2024 meeting PowerPoint and briefing notes available for download on 9th October 2024.
- DfE-Maintained Schools Governance Guide:** A notice about the updated guidance for maintained schools and academies, dated 7th March 2024.
- DfE-Academy Trust Governance Guide:** A notice about the updated guidance for academy trusts, dated 7th March 2024.
- DfE Academy Trust Handbook:** A link to the Academy Trust Handbook.

On the left side of the page, there is a 'Log In' section with fields for 'Username' and 'Password', a 'Remember Me' checkbox, and a 'Log In' button. Below this is a section for 'Upcoming courses' listing two events: 'Clerks Briefing Meetings' on Thursday 7th November 2024 (10.00am-11.00am) and 'Clerks Briefing Meetings' on Tuesday 10th December 2024 (10.00am-11.00am). A 'Recent course handouts' section provides instructions on how to view or download a copy of a course, and a 'Governor and Clerk Vacancies' section for May 2024.