



**BELMONT SCHOOL**  
 (Additionally Resourced Mainstream School)

**New Governor Induction Policy**  
**MARCH 2022**



<p><b>UNCRC Article 29</b>  <b>I have the right to an education which develops my personality, respect for others' rights and the environment</b>  <b>Global Goal - Quality Education</b>  <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</b></p>		
Headteacher – Mrs P Aggarwall	Signature: PA	Date Ratified:
Chair of Governors –	Signature:	Date Ratified:
Review date	Every 3 Years (or as and when new requirements are published)	

## **Belmont School's Vision**

**Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us Stronger Together.**

### **Statement of principles**

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

Governing body in all types of schools should focus on their core functions to fulfil:

- ensuring there is clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent
- ensuring the voices of stakeholders are heard

### **Eight elements of effective governance**

The national Governance Association has identified eight elements which research and practice tell us are essential for good governance. These apply to whatever type of school you govern. These eight elements are needed to transform the team of diverse people with a range of skills, experience and knowledge into a highly effective governing board.

1. the right people around the table
2. understanding their role and responsibilities
3. good chairing
4. professional clerking
5. good relationships based on trust
6. knowing the school – the data, the staff, the parents, the children, the community
7. committed to asking challenging questions
8. confident to have courageous conversations in the interests of children and young people

Purpose of induction:

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

New Governors will:

- Be welcomed to the Governing Body by the Chair.
- Be invited by the Headteacher for an introductory meeting and tour of the school.
- Have the opportunity to meet informally with the Chair.
- Have the opportunity to review their first meeting with the Chair.

New Governors will receive an Induction Checklist outlining information to be provided and action required during the first few months in the role. Information will be provided in various formats (paper, online, verbally) and will be annotated as received/actioned on the checklist. Refer to Appendix A (New Governor Induction Checklist) for details of what is included.

## Requirements & Procedures

New governors will, as soon as is practicable:

- 1.1. Be welcomed to the Governing Body by the Chair;
- 1.2. Be invited by the Head teacher to visit the school;
- 1.3. Have the opportunity to tour the school and meet staff and pupils;
- 1.4. Receive an informal briefing on the school from the Head teacher and/or Chair;
- 1.5. Be asked to complete a 'Declaration of business interest';
- 1.6. Have the opportunity to meet informally with an existing governor who will then act as their mentor (if possible)
- 1.7. Be accompanied (if possible) by their mentor to their first full Governing Body meeting;
- 1.8. Have the opportunity to review their first meeting with the mentor;

2. New governors will receive, within two weeks of appointment, all items listed on the checklist on the final page of this policy

3. New governors are expected to read:

- 3.1. The latest Ofsted report (see school website)
- 3.2. Governors' Code of Conduct
- 3.3. Keeping Children Safe in Education
- 3.4. The school's Safeguarding Policy
- 3.5. Most recent Head teacher report
- 3.6. Last FGB Minutes

4. Areas of discussion, which the Chair of Governors or mentor will cover with the new governor, should include:

- 4.1. Background to the school;
- 4.2. Current issues facing the school;
- 4.3. Visiting the school;
- 4.4. Child Protection and Safeguarding arrangements at the school and the governor's role in safeguarding these;
- 4.5. The relationship between the Head teacher and Governing Body;
- 4.6. An overview of the governor's role, including confidentiality;
- 4.7. How the full Governing Body are conducted;
- 4.8. Importance of giving apologies if unable to attend meetings;

- 4.9. How to propose agenda items;
- 4.10. Governor training.

New Governors will be asked to complete and sign the online Induction checklist (Annex A). The role of the link governor, at the time of Induction and in the following weeks and months, is to be available to answer questions from the new governor and to offer support. The link governor should accept that there is no timescale for this support and each new governor's needs will vary. A copy of the completed checklist will be kept in school and the original retained by the Governor.

New governors will be asked to complete a DBS (Via School office) check and safeguarding training through the Inclusion Manager. All governors must read part 2 of Keeping Children Safe in Education and record this on the Microsoft Teams link:

<https://forms.office.com/r/ze9Zs6N4Xr>

### **New Governor Mentor Guide**

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

When new members are adopted into the governing body, the chair will assign a mentor who is already established, serving member.

It will be up to the new governor and the mentor to decide an appropriate time to discuss. If possible for them to meet and discuss what it is like to be a member of the governing body at Belmont School and try to identify what kind of support the new governor would prefer.

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

### **Visiting the school (In Person/Virtually)**

Arrange with the Head Teacher for the new governor to meet staff and children at school. If they have difficulty in getting time off work during the school day for governors' duties, allow them to discuss options; for example


The chair of governors could write a supportive letter to the employer or arrange for the new governor to attend one of the whole school events in person or virtually that take place in the evening

### **Agenda**

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

Being a governor mentor can be a very rewarding role!

## Appendix A

 <b>Belmont School</b> <b>Induction Procedure for Governors</b>	Responsible	New Governor to Initial and date when complete
Welcomed to the Governing Body by the Chair (letter)	Chair	
Read and Signed the Governor Code of Conduct and signed the electronic form	New Governor	
Read and Signed Record of Business Interests form and returned to Clerk	New Governor	
Written a Pen Portrait for school website (the clerk can use the one from your initial application if you are happy with it)	New Governor	
Invited by the Head teacher to visit the school	Headteacher	
Toured the school(s) and met staff and students	Headteacher	
Received an informal briefing on the school	Headteacher	
Assigned/met informally with governor who will act as mentor (where possible)	Chair	
<b>Have you received?</b>		
School Email Account, username and password	Clerk	
School My Teams Account	Clerk	
Introduction to the school website at <a href="http://www.belmont.harrow.sch.uk">www.belmont.harrow.sch.uk</a>	Headteacher	
Harrow Governor Training Dates	Clerk	
DfE "Governors Handbook" (digital copy)	Clerk	
Login ID for National College Online Training	Headteacher	
Terms of Reference for the Governing Body	Clerk	
Governors' Code of Conduct	Clerk	
Keeping Children Safe in Education	Headteacher	
Safeguarding Policy	Clerk	
Most recent Head teacher's report	Clerk	
The School Strategic Plan, Pupil Premium Report & SEF	Headteacher	
Minutes of the last full Governing Body meeting	Clerk	
Dates for future governors' meetings (Programme of Work)	Clerk	
Details of how to contact the school	Head/New Governor	
Recent School newsletters (school website)	New Governor	
Compared School Performance ( <a href="https://www.compare-school-performance.service.gov.uk/school/125376/belmont-school/primary">https://www.compare-school-performance.service.gov.uk/school/125376/belmont-school/primary</a> ) (2019 data)	New Governor	
<b>Has Chair of Governors or Head teacher covered?</b>		
Background to the school	Head/Chair	
Current issues facing the school	Head/Chair	
Visiting the school during the school year	Head/Chair	
The expectations of taking part and completing governor training	Chair	
The expectations of attending meetings and school visits	Chair	
Child Protection arrangements (including who is the school's designated Safeguarding Lead and deputies) and the governor's role in safeguarding	Headteacher	
Relationship between the Head teacher and Governing Body	New Governor	
Have you been assigned a mentor	Chair	
Have you had the opportunity to review your first FGB meeting with the mentor?	New Governor/Mentor	

Full Name of Governor: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please retain original signed copy for your own records and forward copy to the Head teacher

## Appendix B

### Guidance for governors visiting the school

#### Before you visit school

- clarify the purpose of the visit. Is it linked to the School Improvement Plan? How does this effect what you're going to see?
- discuss an agenda with the relevant link teacher well in advance. Make sure that the date chosen is suitable for the purpose of the visit
- be clear beforehand exactly what you are there to see. Refer to your area of the School improvement plan

#### During

- Be punctual, keep to the agreed timetable but be flexible
- decide with the teacher how you will be introduced and what your role will be
- **remember it is a visit not an inspection**
- observe discreetly. Remember that note-taking can be disconcerting
- If on a Learning walk don't distract the teacher from his/her work but be prepared to talk and show interest
- be courteous, friendly not critical, interact, don't interrupt
- remember why you are there. Don't lose sight of the purpose of your visit listen to staff.

#### After

- thank the teacher for supporting you in your role as a governor. Be open, honest, positive
- make notes as soon as possible after your visit while it is still fresh in your mind
- discuss your observations with the head teacher. Be prepared to take the comments of others on board
- write up your report and circulate a draft to the head and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved

### Personal Development Behaviour & Welfare Link Governors Monitoring form

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>
Pupils are confident and self-assured. They take pride in their work, their school and their appearance.		
Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.		
Pupils show respect for others' ideas and views.		
Secondary age pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.		
Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.		

### Outcomes Link Governors Monitoring form

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>	<b>Impact</b>
Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.			
In a wide range of subjects, the progress of disadvantaged pupils currently on roll is close to or is improving towards that of other pupils with the same starting points.			
Progress from starting points is in line with expected progress or improving across most subject areas.			



## Early Year's Link Governors Monitoring form

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>	<b>Impact</b>
<p>Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes.</p>			
<p>Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.</p>			
<p>The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.</p>			

### Teaching & Learning Link Governors Monitoring form

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>	<b>Impact</b>
<p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils</p>			
<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>			

**Leadership & Management Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria?</b>	<b>Evidence</b>	<b>Impact</b>
Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.			
Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.			
Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.			

## Monitoring the Curriculum

<b>Governors</b>	<ul style="list-style-type: none"> <li>• Know &amp; understand the key actions for their area of the School Development Plan</li> <li>• Ensure monitoring visits/Learning Walks take place</li> <li>• Link with relevant member of staff</li> <li>• Provide a report and feedback to full governors on their key findings and next steps</li> <li>• Ensure understanding of the data through asking key questions</li> </ul>
<b>Head Teacher</b>	<ul style="list-style-type: none"> <li>• Monitoring whole school progress</li> <li>• Monitoring progress of vulnerable groups</li> <li>• Updating the Data Dashboard</li> <li>• Reporting to governors</li> <li>• Monitoring Department Deputy Heads</li> </ul>
<b>Senior Leaders</b>	<ul style="list-style-type: none"> <li>• Department wide monitoring of progress across the curriculum</li> <li>• Identifying any pupils who not making expected progress</li> <li>• Leading progress meetings with teachers</li> <li>• Monitoring Team Leaders &amp; Core Subject Leaders</li> <li>• Reporting to Head Teacher</li> </ul>
<b>Learning and Achievement Leaders</b>	<ul style="list-style-type: none"> <li>• Monitoring the planning feedback from subject coordinators to teachers</li> <li>• Ensure planning deadlines are met</li> <li>• Ensuring broad and balanced curriculum is offered</li> <li>• Overseeing enrichment activities</li> <li>• Reviewing &amp; updating curriculum maps</li> <li>• Reporting to Department Deputy Head Teacher</li> </ul>
<b>Subject Leaders</b>	<ul style="list-style-type: none"> <li>• Overall understanding of the delivery of their subject</li> <li>• To review and update policy</li> <li>• To support &amp; advise on interventions for their subject</li> <li>• To monitor subject specific resources</li> <li>• To produce action plans and overviews for their subject</li> <li>• To lead TLA meetings as appropriate</li> <li>• To carry out quality assurance to monitor their subject</li> <li>• Reporting to Department Deputy Head Teacher</li> <li>• To monitor planning for their subject</li> </ul>

