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Smarter Simpler Governance



Core Responsibilities

Core responsibilities for governing bodies have not changed:

The GB is responsible for the conduct of the school

The GB must work to promote high standards

(2002 Education Act)

Coalition Government Policies

- Coalition Agreement and Structural Reform Plan
- July 2010 - Academies Act became law, Education Forum (replacing the Social Partnership) was convened, Building Schools for the Future programme was terminated
- Oct 2010 - Comprehensive Spending Review
- Dec 2010 – Local Government Funding Settlement
- Jan 2011 Education Bill
- due 'soon' - SEN and Disability Green Paper

Current Challenges

1. Changing landscape of provision
2. Focus on accountability
3. The ongoing issue of time and skills required to do the job



Current Challenges 1

Changing Landscape of Provision

- Fractured marketplace:
 - Community schools / foundation schools / VA and VC schools
 - Academies
 - Type 1 - replacing failing schools
 - Type 2 - new converters
 - Type 3 - free schools
 - Chains (Ark, ULT, Grace), federations, collaborations, partnerships
- The role of the local authority – scope, commissioner/provider models of working, funding pressures aka austerity measures
- Competition from alternative providers
- Deregulation – reduction in bureaucracy

Current Challenges 2

Focus on Accountability

- Standards:
 - Globalisation – international comparisons, workforce requirements
 - Expectations and entitlement – pupil, parent, employers, government
 - Evidence – multiple data sources including CVA
- Resources:
 - Declining budgets and focus on value for money
 - Increased SEN and behavioural issues
- Compliance:
 - Employer responsibilities – employment, equalities and H&S laws
 - Safeguarding and child protection legislation
 - School specific legislation - SEN, EYFS, community cohesion
- Autonomous schools:
 - Intelligent accountability – role of self evaluation, LAs, Ofsted

Current Challenges 3

Time and Skills, Status and Recognition

- Complexity of role means that more governors with specific skills (e.g. finance, HR, data analysis, relationships) are required
- Those with skills are likely to be highly sought after and therefore have less time to offer
- Volunteering can lack of status (there is a duty for employers to allow time off, but not paid time off) and large numbers of GBs do not have professional clerks or policies for paying expenses
- There is limited recognition of GB responsibilities from schools, LAs, National College, government
- Insurance – LA vs. bespoke

Managing the Role

- Getting the structures in place
Size of GB, committees, role descriptions, constitution, code of conduct
- Getting the skills
Skills audits, training, networking, conferences
- Getting the support
Professional clerking, LA, SIS, other providers
- Getting the information
From your school, LA, DfE, governors' association, NGA



To meet the challenges of 21st Century governance, GBs must:

- Focus determinedly creatively and on the implementation of the school's values and aims
- Negotiate, develop and maintain an understanding (with the school and with itself) of the strategic nature of their role
- Seek support to develop knowledge and skills:
 - Induction, training, updating: local authority provision, private providers, on line packages, in house
 - Information, advice, guidance: The LA (HR, Property Services, Legal), other providers (recruitment consultants, HR providers, self help for buildings)
 - Local governors' association, NGA



Aims:

To improve the well-being of children and young people
by promoting high standards in all our schools,
and improving the effectiveness of their governing bodies.

We do this by:

1. Providing information, advice and training to Governors – EXPERT
2. Ensuring the voices of Governors are heard – REPRESENTATIVE
3. Being recognised as the leading organisation on school governance, exercising influence through high quality policy publications and communications, and through appropriate partnerships – INFLUENTIAL



Join us

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