



National Training Programme for Clerks to Governing Bodies

Assessment Book



School Governors

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2005 edition

Dedication

The Training Programme for Clerks to Governing Bodies is dedicated to the memory of Harry Wills (1943-2003). Harry was Head of the School Governor Support Service in County Durham, Director of Consortium 52, a founder member of GoverNorth (North East group of co-ordinators of governor services) and represented National Co-ordinators of Governor Services on DfES Advisory Group on Governance.

In his earlier career as a primary headteacher and then as a head of an LA service Harry always placed at the forefront of his activities the need to improve standards of education. This training programme is a lasting testimony to his work in governance.

Acknowledgement

The Department for Education and Skills, following a competitive bidding process commissioned Consortium 52, comprising LAs and church authorities in the North West, North East, and Yorkshire and the Humber to develop a National Training Programme for Clerks to Governing Bodies. In developing this training programme Consortium 52 would like to thank all those who have contributed. There are too many to list individually, particular thanks must go to all the clerks, governor services managers, church representatives, chairs of governors and headteachers and governor associations who contributed to the design and development of this programme.

The competences included within the Assessment Book have been established in collaboration with the Virtual Staff College.

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Introduction

Welcome to the five-module National Training Programme for Clerks to Governing Bodies. There are two routes to completing this programme and acquiring certification:

- 1 Participating in 10 training sessions and completing the practical Module 5 supervised by a clerk-mentor.
- 2 Completing a distance-learning course in which you will be guided through by your course supervisor.

Your main resource for both routes is the Course Reader. It is accompanied by a Distance Learning Guide and this Assessment Book. The Assessment Book contains the assessments for those pursuing either route to certification. Other supporting materials include the video tape, interactive CD ROM and diskette.

In addition you will need to refer to the current regulations; in September 2005 they were School Governance (Procedures)(England) Regulations 2003, School Governance (Constitution)(England) Regulations 2003, School Governance (Terms of Reference)(England) Regulations 2000 and '*A Guide to the Law for School Governors*'. These are the main regulations and guidance that apply at the time of writing the course, but you will need to keep abreast of changes and developments via the DfES website, from the local authority and where appropriate, the diocesan/church authority.

The main purpose of the training programme is to enable new clerks to develop the competences necessary to provide the Level 2 Clerking Service, which matches to the national Job Description and Person Specification¹, and for experienced clerks to refresh, consolidate and further develop their competences in relation to the provision of a Level 2 Clerking Service.

Level 2 Clerking Service

'Convening meetings, taking and distributing termly governing body meeting minutes, maintaining attendance records, offering procedural advice and guidance during and between meetings and follow up action as required.'

¹ If you are unfamiliar with the Job Description and Person Specification you will find them in Course Reader, Appendix 1.

Modules 1 to 4 are divided into two or three units. Each unit will take at least 3 hours. However, depending on your experience, you will find some units easy and quick to complete, while others will take more time and thought.

The assessment tasks are designed to give an overview of the main learning points in the module. The assessment tasks will form your portfolio of evidence, which will form the basis for discussion with your supervisor, and also the evidence for certification at the end of the course. If you find an assessment particularly difficult, and do not complete it successfully on the first attempt, you will be able to try it again later.

Assessment Portfolio

There are two parts to your assessment portfolio:

- (a) Assessments are completed as part of the taught or distance learning course. Each assessment contributes to your portfolio of assessment evidence. As you work through the course you will build your portfolio of assessment evidence by placing each completed assessment in a file ready for presentation at the end of the course.
- (b) Sample documents and testimonies from your current or previous clerking experience or parallel activities which provide supporting evidence of your competence as a clerk. This evidence may include:
 - written material: agenda, minutes, letters, action plans.
 - testimonies from a chair of governors, headteacher, chair of a committee, previous employers, voluntary organisations etc.

Module 1

The Governing Body

The assessments are linked to the text of the Course Reader and to the Training Sessions.

The first assessment is intended to help you identify your strengths and areas for development. After completing this task experienced clerks may find that they can fast track through the material by providing assessment evidence such as minutes of meetings from their current work as clerk to a governing body.

1.0

Pre course self-assessment activity

The job description is written with the purpose of clerks to governing bodies providing a high quality professional Level 2 clerking service to support effective governing bodies. [See Appendix 1, Course Reader]

In this activity you are invited to assess your own current competence (experienced clerks) or your expected performance (new clerks) in relation to the different elements of the job. Experienced and new clerks are invited to assess their personal attributes against those required. Tick the box that best describes your current or expected level of competence.

	Tasks	<div style="text-align: center;"> Agree Always Never </div>			
1	I do/will work effectively with the chair and headteacher before the governing body meeting to prepare a purposeful agenda, which takes account of DfES, local authority and church authority issues and is focused on school improvement.				
2	I do/will encourage the headteacher and others to produce agenda papers on time.				
3	I do/will produce, collate and distribute the agenda and papers so that members of the governing body receive them at least seven clear days, and preferably ten days before the meeting.				
4	I do/will record the attendance of governors at the meeting and take appropriate action about absences.				
5	I do/will advise the governing body on governance legislation and procedural matters where necessary before, during and after the meeting.				
6	I do/will take notes of the governing body meetings to prepare minutes, including indicating who is responsible for any agreed action.				
7	I do/will record all decisions accurately and objectively with timescales for actions.				

	Tasks	<div> <div>← Agree →</div> <div>Always Never</div> </div>			
8	I do/will send draft minutes to the chair and headteacher for amendment/approval by the chair.				
9	I do/will copy and circulate the approved draft minutes to all governors within the timescale agreed with the governing body.				
10	I do/will advise absent governors of the date of the next meeting.				
11	I do/will keep a minute book, or file of signed minutes, as an archive record.				
12	I do/will liaise with the chair prior to the next meeting to receive an update on progress of actions agreed previously by the governing body.				
13	Following the approval of the minutes at the next meeting I do/will forward a copy to the local authority if required, and where agreed, to the appropriate church or foundation authority.				
14	I do/will maintain a database of names, addresses and categories of governing body members, and their terms of office.				
15	I do/will initiate a welcome pack/letter being sent to newly appointed governors including details of terms of office and a copy of 'A Guide to the Law for School Governors'.				
16	I do/will maintain copies of current terms of reference and membership of committees and working parties and nominated governors e.g. Literacy.				
17	I do/will advise governors and appointing bodies of expiry of the term of office before the term expires so elections or appointments can be organised in a timely manner.				
18	I do/will inform the governing body of any changes to its membership.				
19	I do/will maintain governor meeting attendance records and advise the governing body of non-attendance of governors.				
20	I do/will advise that a register of governing body pecuniary interests is maintained, reviewed annually and lodged within the school.				
21	I do/will advise the governing body on procedural issues.				
22	I do/will have access to appropriate legal advice, support, and guidance.				
23	I do/will take action on governing body's agreed policy to support new governors.				
24	I do/will advise on the requisite contents of the school prospectus and School Profile.				
25	I do/will ensure that statutory policies are in place, and that a file is kept in the school of policies and other school documents approved by the governing body.				
26	I do/will maintain records of governing body correspondence.				
27	I do/will attend termly briefings and participate in professional development opportunities.				

	Tasks	<div style="text-align: center;"> Agree Always Never </div>			
28	I do/will keep up-to-date with current educational developments and legislation affecting school governance.				
The following statements relate to additional tasks in the job description.					
29	I do/will clerk some or all statutory and non-statutory governing body committees.				
30	I do/will assist with the elections of parent, teacher and staff governors.				
31	I do/will give advice and support to governors taking on new roles such as chair, or chair of a committee.				
32	I do/will participate in, and contribute to the training of governors in areas appropriate to the clerking role.				
33	I do/will maintain a file of relevant DfES and local authority documents.				
34	I do/will maintain archive materials.				
35	I do/will assist with the preparation of the School Profile, copying and distributing the report.				
36	I do/will prepare briefing papers for the governing body, as necessary.				
37	I do/will help to produce a governing body year planner, which includes an annual calendar of meetings and the cycle of agenda items for meetings of the governing body and its committees.				

Use this section to assess your personal skills and areas for development.

	Personal Attributes	<div style="text-align: center;"> Development Very Good Weak </div>			
1	I have good listening skills.				
2	I have good oral skills.				
3	I have good literacy skills.				
4	I have experience of writing agendas.				
5	I can write concise minutes.				
6	I have keyboarding skills.				
7	I have ICT skills.				
8	I can organise my time.				
9	I can work to deadlines.				
10	I can organise meetings.				
11	I can keep records.				
12	I can retrieve information and disseminate to a governing body and relevant partners.				
13	I can use the internet to access relevant information.				

	Personal Attributes	Development			
		Very Good	Good	Weak	Very Weak
14	I can develop and maintain contacts with outside agencies e.g. departments of the local authority, church authorities and the DfES.				
15	I have knowledge of governing body procedures.				
16	I have knowledge of educational legislation, guidance and legal requirements.				
17	I have knowledge of the respective roles and responsibilities of the governing body, the headteacher, the local authority, church authorities and the DfES.				
18	I have knowledge of Equal Opportunities and Human Rights legislation.				
19	I have knowledge of Data Protection legislation.				
20	I have undertaken relevant personal and professional development.				
21	I have worked in an environment where experiences included taking the initiative and self-motivation.				
22	I have worked as a member of a team.				
23	I am a person of integrity.				
24	I am able to maintain confidentiality.				
25	I am able to remain impartial.				
26	I have a flexible approach to working hours.				
27	I am sympathetic to the needs of others.				
28	I have openness to learning and change.				
29	I have a positive attitude to personal development and training.				
30	I have good interpersonal skills.				
31	I am able to work at times convenient to the governing body, including evening meetings.				
32	I am able to travel to meetings.				
33	I am available to be contacted at mutually agreed times.				

Having completed the self-assessment activity, make a note of those competences which are:

- ✓ least in need of development, ie where ticks are in the far left column. Note down the evidence you can provide to demonstrate that you are competent in these areas.
- ✓ most in need of development, ie where ticks are in the far right column.

Module 1 Unit 1

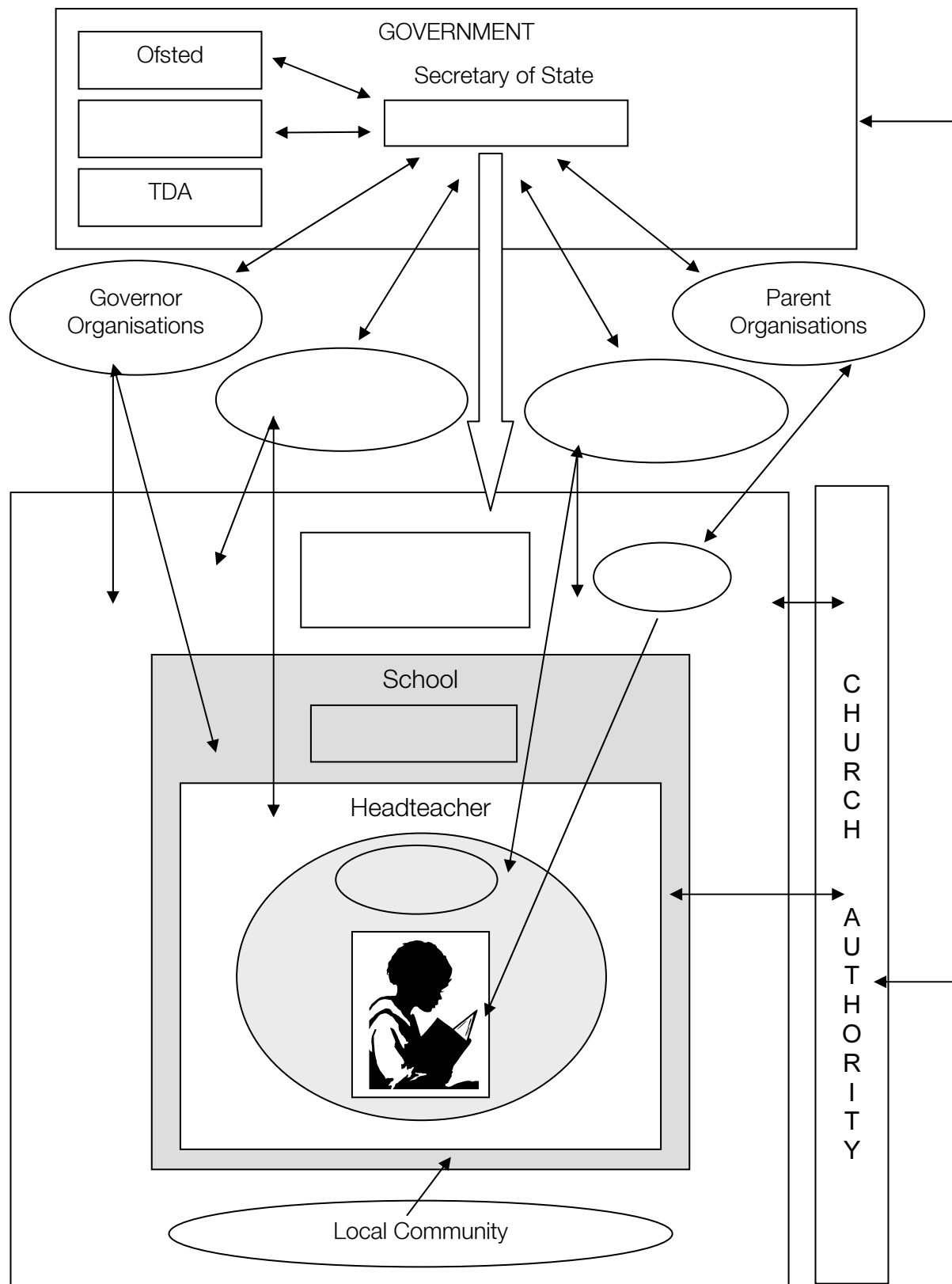
Assessment 1.1 *People, organisations and relationships in education*

Understanding how the people, organisations, and levels of government relate to each other is important in supporting the governing body in its own tasks of promoting high standards of educational achievement and securing the welfare of the pupils in school. On the following page is a diagram with boxes for all of the people, organisations, and government departments discussed in Unit 1. Your assessment task is to complete the diagram on the next page by writing the appropriate names in the boxes.

Local Authority	QCA (Qualifications and Curriculum Authority)
DfES (Department for Education and Skills)	Parents
Teacher Organisations	Governing Body
Headteacher Organisations	Class Teacher

Module 1 Unit 1

Assessment 1.1 *People, organisations and relationships in education*



Module 1 Unit 2

The Guide to the Law for School Governors is the first port of call for the clerk. This assessment is designed to assess your:

- knowledge of areas of governor responsibilities;
- understanding of the three governor roles;
- use of 'A Guide to the Law for School Governors'

Assessment 1.2i Strategic roles and responsibilities

To complete this assessment you will need a copy of the current *A Guide to the Law for School Governors*. Chapters 6 to 21 give guidance on governors' areas of responsibility. In some chapters the responsibilities are summarised in a section headed 'In Brief', in others they are listed under the heading 'Responsibilities of Governors'. Create a Table which lists the areas, responsibilities and indicates whether it is related to the Strategic, Critical Friend or Accountability Role. Note that some responsibilities relate to more than one role.

There are different ways of creating the table but you may wish to try the following format:

Area of responsibility	Responsibility the governing body	Strategic	Critical Friend	Accountability
Curriculum	Decide, in schools providing for primary education, whether the school should provide sex education and keep a written statement of their policy with regard to the provision of sex education	✓		

At the time of writing the DfES is considering revising the format of 'A Guide to the Law for School Governors'. When the new Guide is published, the chapters will be arranged differently; however, the areas and responsibilities will not have changed. Contact your tutor course mentor for advice on how to complete the assignment.

Module 1 Unit 2

Assessment 1.2ii Meeting procedures

To assess your understanding of the procedures outlined in current school governance regulations.

You will need a copy of the school governance legislation.

1 Who can call a governing body meeting?

2 What procedures must the clerk follow when a chair is to be elected?

3 What happens when a chair resigns before the end of his term of office?

4 Complete the table below:

Governing Body Size	9	10	11	12	13	14	16	17	18	20
How many governors are required for the governing body to be quorate?										

Assessment 1.2iii Delegation of responsibilities to committees

Committees provide a framework for the organisation of the work of the governing body. Each committee has 'Terms of Reference' which are its operating instructions and responsibilities. The purpose of this assessment is for you to demonstrate that you can identify and relate to the school governor roles those responsibilities which cannot be delegated to a committee.

Return to your assessments for 1.2 and using the *School Governance (Procedures) (England) Regulations 2003*, highlight those that cannot be delegated to a committee. Include a copy in your assessment folder.

Module 1 Unit 3

The purpose is for you to show that you know and understand how the curriculum is organised and when national assessments take place.

Assessment 1.3i *Knowing the school*

Check your understanding of curriculum organisation and national assessments by stating whether the following are true or false.

- 1 An 8 year old will normally be in Year 3.
- 2 A pupil aged 10 will be in Key Stage 2.
- 3 A child entering school at age 4 is in Year 1.
- 4 A pupil in Year 11 is in Key Stage 5.
- 5 A pupil at age 14 is in Key Stage 3.
- 6 On entering school at 4 a child is tested.
- 7 Pupils take national tests in arithmetic, reading and writing.
- 8 National tests are taken by pupils in Years 4, 6, 8 and 10.
- 9 At the end of Year 2 pupils take national tests and tasks.
- 10 At the end of Key Stage 4 the majority of pupils take GCSE examinations.

The purpose is for you to show that you can recognise the terms used by staff and governors when discussing school improvement.

Assessment 1.3ii *Acronyms*

Draw up a list of all the acronyms used in this unit of the Course Reader and write the meanings at the side. Check the accuracy using the Acronyms at the back of the Course Reader.

The purpose is for you to demonstrate how you would review and analyse the work of the governing body in meeting Ofsted's requirements.

Assessment 1.3iii *Inspection: clerk's action*

The governing body has asked you as the clerk to identify what the governing body needs to do to meet the inspection requirements of Ofsted.

Module 2

Clerk as Administrator

Module 2 Unit 1

Governing body decision making is influenced by the structure and content of the agenda items. The purpose is to demonstrate knowledge and understanding of the process of negotiating and compiling an agenda.

Assessment 2.1i *Preparing an agenda*

The list below includes all the agenda items identified by you from the minutes of the previous meeting, the chair's list and the headteacher's list. Prepare a purposeful agenda which takes account of DfES, local authority and church authority issues and is focused on school improvement.

Paired or small group activity.

- AOB
- Apologies
- Minutes of previous meeting
- Matters Arising
- Headteacher's report
- Report from the Health and Safety Committee
- Link governor for numeracy report
- Link governor for SEN report
- Local authority item 'Child Protection Policy' for adoption
- Approval of the school budget
- Sex education policy for approval
- Change in transport arrangements for pupils living to the west of the school.
- Changes to a service level agreement relating to governor support.
- Complaint from local resident about the behaviour of pupils to and from school.
- Performance management arrangements for the forthcoming year.
- Agreement of a new constitutional model and a new instrument of government.
- Letter from the local governors' association about an annual general meeting.

Agenda

Paired or small group activity.

- List of governor training opportunities within the local authority.
- Date and time of next meeting
- Correspondence relating to redecoration of the hall.
- Information about recent staff resignations and maternity leave
- Consider guidance on the diocesan admissions policy

Agenda

Module 2 Unit 1

Assessment 2.1ii *Attendance at Governing Body Meetings*

Clerks will be required to give advice on who can, and who can't attend a governing body meeting. The purpose of this activity is to prepare advice for a query at a governing body meeting.

Using the School Governance (Procedures) (England) Regulations 2003 write a list of all those, other than governors, who can attend a governing body meeting and under what circumstances, eg associate members.

Module 2 Unit 2

Recording the business of a governing body meeting, and or one of its committees is critical to the decision making being translated into action. The purpose of this assessment is for clerks to practise the skills of minute taking.

Assessment 2.2

Writing minutes

- 1 Watch Video Clips A, B and C and record the business of the meeting. (Participants on the taught course should have already made their notes)

The school is Winsom School and the meeting took place on 29th November.

- 2 Write the minutes of the meeting in Video Clips A, B and C.

Module 3

Clerk as Information Manager

Module 3 Unit 1

Clerks are required to keep a range of records relating to governors and the business of the governing body. Many of these records will be covered by the Freedom of Information Act which came into force in January 2005. The status and management of governing body records is an important part of the work of the clerk as an Information Manager. This assessment is designed for you to show that you know the records which need to be retained, their status and location.

Assessment 3.1 Managing records

- 1 Complete the proforma listing what records the clerk needs to keep, the status of each one i.e. is it a record which belongs in the public domain, or is it an internal governing body record, and where it should be kept.

Record	Status: public record, governing body record	Location
<i>e.g. Governors' Business Interest Register</i>	<i>Public on request</i>	<i>School</i>

Assessment Book

Module 3

Record	Status: public record, governing body record	Location

Module 3 Unit 2

Electronic communication is essential to the efficient and effective governing body in the twenty-first century. All clerks should be confident in using a computer to manage the work of the governing body and to produce the necessary documentation. The purpose is for you to assess your skills in creating text documents, including a table, text box, a picture/graphic and mail merge facility.

Assessment 3.2i Pre course self-assessment activity

This activity is intended to help you identify your needs in developing your skills in using a computer for administrative tasks.

The statements of competencies are organised by exercise. Please tick the statements that describe your competencies.

You only need to complete those exercises with activities, which extend your set of competencies in IT. The exercises are to be found in the Course Reader Module 3, Unit 2.

	IT Competencies	Y/N
1.	I am familiar with a typewriter, word processor, or computer keyboard.	
2.	I can switch on a computer.	

Exercise 1 Introducing Working with Computers

	IT Competencies	Y/N
3.	I can use a MOUSE.	
4.	I can place a diskette (floppy disk) in the A DRIVE.	
5.	I can OPEN the files on a diskette.	
6.	I have used Microsoft Word to create documents.	
7.	I can highlight text.	
8.	I can DELETE text.	
9.	I can SAVE a document under another name.	

Exercise 2 Setting up a Word File

	IT Competencies	Y/N
10.	I can use the FILE Menu to create a new Microsoft Word document.	
11.	I can use Page Setup to change the MARGINS of a document.	
12.	I can use Page Setup to change the PAPER SIZE of a document.	
13.	I can use the VIEW MENU to change to PRINT LAYOUT.	
14.	I can use VIEW MENU to switch to the RULER on and off.	
15.	I can use the TOOLS MENU to change the Spelling Dictionary.	
16.	I can use the TOOLS MENU to change the selection of Tools on display.	

Exercise 3 Writing Minutes

	IT Competencies	Y/N
17.	I can CENTRE text.	
18.	I can INSERT numbers into a list of items.	
19.	I can use multi-level numbering from the FORMAT menu.	
20.	I can continue a numbering sequence after a heading.	
21.	I can INSERT BULLETS into a list of items.	
22.	I can change the FONT.	
23.	I can change the FONT SIZE.	
24.	I can use the SPELLING Tool.	
25.	I can use the GRAMMAR PROOFING Tool.	
26.	I can COPY selected text.	
27.	I can PASTE selected text into a new document.	

Exercise 4 Text Boxes and Tables

	IT Competencies	Y/N
28.	I can use the TEXT BOX tool to draw a text box.	
29.	I can change the shape and size of TEXT BOXES.	
30.	I can Align the edges of TEXT BOXES	
31.	I can COPY text into TEXT BOXES.	
32.	I can remove the line colouring from TEXT BOXES.	
33.	I can insert a TABLE into a document.	
34.	I can change the width of columns in TABLES.	
35.	I can copy text into a TABLE.	
36.	I can remove the line colouring from TABLES.	

Exercise 5 Inserting Graphics (1)

	IT Competencies	Y/N
37.	I can insert a graphic into a Word Document.	
38.	I can use Microsoft Photo Editor, or similar software programme, to save graphic files in different formats.	
39.	I can create and SAVE DOCUMENT TEMPLATE.	

Exercise 6 Inserting Graphics (2)

	IT Competencies	Y/N
40.	I can scan a photo/picture into a Text Box in a Word Document.	
41.	I can change the size of a scanned in photo/picture.	

Exercise 7 Mail Merge

	IT Competencies	Y/N
42.	I can create a letter using a Document Template.	
43.	I can use MAIL MERGE to create a Word data source.	
44.	I can set up a letter to be mail merged with a data source.	
45.	I can merge a letter and a database to print personalised letters.	

Module 3 Unit 2

To demonstrate skills of creating a text document in Word, using a table format and mail merge tool.

Assessment 3.2ii Using Microsoft Word

- 1 Create a database in Word with the names and addresses of 5 fictitious governors.
- 2 Write a letter informing the governors of an additional meeting of the Curriculum Committee at which the main item for discussion is the content of the School Profile to Parents.
- 3 Create an agenda for the meeting.
- 4 Use Table format to create an Action Plan proforma for the review of the text in the current School Profile. Use the following headings for the content of the School Profile:
 - What is special about our school?
 - Do pupils achieve the expected level at age 11?
 - How have our pupils been progressing between ages 7 and 11?
 - How have our results for 11 year olds changed over time?
 - What do pupils learn about?
 - How do we teach our pupils?
 - How does our absence rate compare with other schools?
 - How do we care for our pupils?
 - How do we work with parents and the community?
 - What are our plans for the future?
 - Ofsted's view of our school?
 - What have we done in response to Ofsted?
 - More information
- 5 The Action Plan proforma is the only paper to be sent out with the agenda.
- 6 Mail merge the letter and the database and print all 5 letters.
- 7 Print a copy of the agenda.
- 8 Print a copy of the Action Plan.
- 9 Save the letter, database, agenda and Action Plan proforma onto a 3½ inch diskette (floppy).
- 10 Add the printed materials and the 3½ inch floppy to your Assessment Portfolio.

Module 3 Unit 3

Email is a fast and efficient method of communication, which can obviate the need for some informal meetings, for example to agree an agenda or to enable effective circulation of information. Increasingly the most up-to-date versions of government and local government documents are to be found on the World Wide Web. Accessing these and other documents is essential to the work of the clerk.

Assessment 3.3i Pre course self-assessment activity

This activity is intended to help you identify your needs in developing your skills in using the internet to communicate with others and to search the World Wide Web for information.

The statements of competencies are organised by Exercise. Please tick the statements that describe your competences.

You only need to complete those Exercises with activities, which extend your set of competences in electronic communication. The Exercises are to be found in the Course Reader Module 3, Unit 3.

	IT Competencies	Y/N
1.	I have an email address.	
2.	I use the internet .	

Exercise 8 Electronic Mail

	IT Competencies	Y/N
3.	I can send a message to another email address.	
4.	I can delete emails from the In Box and Sent Box.	
5.	I can remove an email from the Out Box.	

Exercise 9 Email Attachments

	IT Competencies	Y/N
6.	I can attach a document to an email message.	
7.	I can open an email attachment.	
8.	I can save a file attachment to a floppy disk.	

Exercise 10 Using the Address Book

	IT Competencies	Y/N
9.	I can add a contact name and address to the Address Book.	
10.	I can create a Group of contact names in the Address Book.	

Exercise 11 Using the Word Wide Web

	IT Competencies	Y/N
11.	I can access the internet.	
12.	I can key in a website address.	
13.	I can search the internet for specific information.	
14.	I can download information from the internet.	

Module 3 Unit 3

This assessment is designed for you to demonstrate skills in accessing, retrieving and analysing information provided on the World Wide Web.

Assessment 3.3ii Using the internet

- 1 Access the internet and conduct a web search to find out the addresses of five of the Local Authorities in your region. Consult the website of each local authority and create a table comparing the information provided by each on Governance of Schools.

Headings in the table might include:

Governor Services/Support

Contact name, address, telephone number, email

Governor Publications

Newsletters, guidance etc.

Governor Association

Contact name, address etc.

Module 4

Clerk as Adviser

Module 4 Unit 1

The purpose is for you to demonstrate skills in reviewing and analysing information on a legal matter and preparing advice for a chair of governors.

Assessment 4.1i *Legislation and advice*

You have a new chair of governors, summarise the advice you would prepare about delegating responsibilities to committees.

Re read Course Reader Module 2 Unit 1, review your response to assessment activity 1.2iii and consult the latest regulations and guidance from the DfES before completing the task below.

Consider the following

- what you would recommend should be delegated to committees?
- how the chair would present his/her recommendations to the governing body?
- the arguments that could be used by the chair to persuade the governing body to follow the advice.

Module 4 Unit 1

The constitution of the governing body determines the balance between the stakeholder representatives. The purpose of this assessment is for you to analyse the options for a governing body and prepare advice on the combination of governors which will best serve the school's interests.

Assessment 4.1ii *Procedural advice*

You are the clerk to a governing body of a community school which currently has 13 governors composed of:

- 4 parent governors
- 3 LEA governors
- 3 staff governors including the headteacher
- 3 community governors

The governing body would like to increase the parent representation to a maximum of 6, however they are concerned not to reduce the representation in any of the other categories.

Consult Appendix A of Statutory Guidance on the School Governance (Constitution) (England) Regulations 2003.

- 1 What options listed in Appendix A would enable the governing body to have 6 parents? Are there any further options not included in Appendix A?
- 2 How would each option impact on the work of the governing body?
- 3 Which of the options would you recommend?

Assessment 4.1iii *Good practice advice*

Clerks are required to give advice on a whole range of matters. Much of this advice may be described as 'good practice' advice. An aspect of the governing body strategic role is policy making. Storing, retrieving and recommending review of policies as an agenda item is within the scope of the work of the clerk.

Prepare guidance for the governing body on frequency and review of

- statutory policies
- recommended policies.

How might the governing body use a committee structure to effectively review policies?

Module 4 Unit 2

Assessment 4.2 *Developing an Annual Planner*

The DfES, and some local authorities, provide annual planners for governing bodies, so it may not be necessary to start with a blank sheet of paper. (Annual Planners can be found on the different governance web sites.) If you are in this fortunate position critically review the current planner and make proposals for amendments, where appropriate.

For the activity you will require a copy of Guidance on the School Governance (Constitution) (England) Regulations 2003, School Governance (Constitution and Procedures) (England) (Amendment) Regulations 2004, School Governance (Procedures) (England) Regulations 2003, (School Governance (Procedures) (England) (Amendment) Regulations 2003, School Governance (Terms of Reference) (England) Regulations 2000, 'A Guide to the Law for School Governors' and a planning sheet.

Completing the Annual Planner is the final Assessment Activity

Annual Planner – Autumn Term					Other Items
Autumn Term Meetings	Strategic Agenda Items: aims, policies, budgets	Monitoring Agenda Items	Accountability Agenda Items		
Governing Body					
Committees:					

Annual Planner – Spring Term					Other Items
Spring Term Meetings	Strategic Agenda Items: aims, policies, budgets	Monitoring Agenda Items	Accountability Agenda Items		
Governing Body					
Committees:					

Annual Planner – Summer Term					Other Items
Summer Term Meetings	Strategic Agenda Items: aims, policies, budgets	Monitoring Agenda Items	Accountability Agenda Items		
Governing Body					
Committees:					

Module 5

Clerk in Action

Assessment

The final assessment is focussed on your practical clerking of a governing body meeting. The clerk mentor observes and gives appropriate support as necessary during the meeting. After the meeting you and your clerk mentor both independently complete the review tool and use this as a basis for completing the assessment statement.

Review Tool

	Tasks	Agree			
		Very Good	Good	Sound	Weak
1	I worked effectively with the chair and headteacher before the governing body meeting to prepare a purposeful agenda, which takes account of DfES, local authority and church authority issues and is focused on school improvement.				
2	I encouraged the headteacher and others to produce agenda papers on time.				
3	I produced, collated and distributed the agenda and papers so that members of the governing body received them at least seven clear days, and preferably ten days before the meeting.				
4	I recorded the attendance of governors at the meeting and take appropriate action about absences.				
5	I advised the governing body on governance legislation and procedural matters where necessary before, during and after the meeting.				
6	I took notes of the governing body meeting to prepare minutes, including indicating who was responsible for any agreed action.				
7	I recorded all decisions accurately and objectively with timescales for actions.				
8	I sent draft minutes to the chair and headteacher for amendment /approval by the chair.				
9	I copied and circulated the approved draft minutes to all governors within the timescale agreed with the governing body.				
10	I advised absent governors of the date of the next meeting.				
11	I contributed to a minute book, or file of signed minutes, as an archive record.				
12	I liaised with the chair prior to the next meeting to receive an update on progress of actions agreed previously by the governing body.				
13	I know that the approval of the minutes is needed at the next meeting. I forward a copy to the local authority if required, and where agreed, to the appropriate church or foundation authority.				
14	I contributed to a database of names, addresses and categories of governing body members, and their terms of office.				
15	I consulted copies of current terms of reference and membership of committees and working parties and nominated governors e.g. Literacy.				

	Tasks	Agree			
		Very Good	Good	Sound	Weak
16	If appropriate, I advise governors and appointing bodies of expiry of the term of office before term expires so elections or appointments can be organised in a timely manner.				
17	I informed the governing body of any changes to its membership.				
18	I added to governor meeting attendance records and advised the governing body of non-attendance of governors.				
19	I checked that a register of governing body pecuniary interests is maintained, reviewed annually and lodged within the school.				
20	I advised the governing body on procedural issues.				
21	I know how to gain access to appropriate legal advice, support, and guidance.				
22	I checked the governing body's agreed policy to support new governors and took any necessary action.				
23	If necessary, I advise on the requisite contents of the school prospectus and School Profile to parents.				
24	I checked that statutory policies are in place, and that a file is kept in the school of policies and other school documents approved by the governing body.				
25	I know what records of governing body correspondence are maintained and where.				
26	I have attended a termly briefing and participated in professional development opportunities, where available.				
27	I keep up-to-date with current educational developments and legislation affecting school governance.				

Clerk in Action Assessment Statement

Negotiated summary of the practical clerking activity

Before the meeting

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During the meeting

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After the meeting

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Strengths

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Areas for development

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Signed		Participant	Date	
Signed		Clerk Mentor	Date	

