



National Training Programme for Clerks to Governing Bodies

Toolkit for trainers

School Governors

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National Training Programme for Clerks to Governing Bodies

Training Materials

2005 edition

Dedication

The Training Programme for Clerks to Governing Bodies is dedicated to the memory of Harris 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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The National Training Programme for Clerks to Governing Bodies

Consortium 52, comprising local authorities and church authorities in the North West, North East and Yorkshire and The Humber, was awarded the contract to develop a National Training Programme for Clerks to school governing bodies. In compiling this training programme Consortium 52, would like to thank all those who have contributed to the development process.

The National Training Programme contains five modules each with several units of work. Module 1 introduces the new clerk to the work of a governing body, Modules 2-4 reflect the different roles expected of the clerk and Module 5 is the practical activity of preparing for and clerking a meeting.

Module	Titles
1	The Governing Body
2	Clerks as Administrator
3	Clerk as Information Manager
4	Clerk as Adviser
5	Clerk In Action

The National Training Programme has two routes and the successful completion of either leads to the same accredited award. Module 5 applies to both courses and is supported by a clerk mentor.

- A taught course in which the participant attends a total of ten training sessions.
- A distance learning course in which the participant meets with a course supervisor on two occasions and works through a self-study programme.

For each route there is a pack of training activities and assessments. The contents of the three packs are:

Trainers' Toolkit	Course Participant Pack	Distance Learning Toolkit
Training Materials	Course Reader	Distance Learning Guide
Course Reader	Diskette	Course Reader
Distance Learning Guide	Assessment Book	Video
Video		Interactive CD Rom
Interactive CD Rom		Diskette
Diskette		Assessment Book
Assessment Book		

Training Course

As a trainer you will need all of the materials listed in the Trainers' Toolkit on the previous page. The participants will also need a pack of materials as follows:

Participant Pack	Description
Course Reader	Includes background information and exercises to support the five modules of work.
Diskette	1.44 mb floppy disk that has files for use in demonstrating IT skills.
Assessment Book	Assessments linked to the modules and training sessions.

The trainer and course supervisor will need the following experience/expertise:

- knowledge and understanding of all regulations relating to clerking;
- knowledge of national and local conditions;
- knowledge of a number of schools clerking services;
- knowledge of the different approaches to clerking including the levels identified by ISCG;
- library of available local resources.

People

Trainer

As trainer you have responsibility for delivering the ten sessions and organising the practical work in Module 5: Clerk in Action. You may also undertake the role of course supervisor for participants who are following the Distance Learning Course.

Participant

The participants may be experienced clerks or people who are taking the course so that they may seek work as a clerk to a governing body.

Clerk Mentor

In Module 5 the participant works alongside an experienced clerk to complete all the tasks necessary to effectively clerk a governing body meeting. The experienced clerk is called the clerk mentor.

Course Supervisor

Those participants following the Distance Learning Course will be guided through the course by a trainer who they will meet with on two occasions and may contact by telephone or email for support and advice. Guides for the meetings with the Course Supervisor are included at the end of the pack.

Organisation

The National Training Programme is organised in five modules. Modules 1-4 are divided into units of work. The units of work parallel the 10 training sessions as shown in the table below. Module 5 is a practical activity.

For each 1.5 hour training session there is a **Trainers' Guide** followed by the **Trainers' Notes** relating to the activities detailed in the Trainers' Guide. The Trainers' Guide is explained on page 5. The Trainers' Notes are self-explanatory.

Five Module Course		Training Session
Module	Unit	
1	1	1
1	2	2
1	3	3
2	1	4
2	2	5
3	1	6
3	2	7
3	3	8
4	1	9
4	2	10
5	Practical	Practical

There are Course Supervisor Guides for the two 1.5 hour meetings with the Distance Learning participants at the end of this toolkit.

The Pilot

The training programme materials were piloted with 11 LEAs between 4 April and 20 May 2003. On 4 April the 11 LEAs attended a conference at which the programme was explained and participating in the pilot were all asked to complete detailed evaluation sheets requiring judgements to be made on all aspects of the programme. On the 20 May nine of the 11 LEAs attended a post-pilot conference and gave their evaluation verbally. The comments below are based on the outcomes of the evaluation sheets and the discussion at the post pilot conference.

Overall the comments were very positive with the majority of clerks judging all aspects of the materials to be excellent, or very good. The trainers at the post-pilot conference also gave very positive feedback. They had approached the task of delivering the course in a very professional way and had given considerable thought to the amendments, which they proposed.

The amendments fell into the following categories:

- very minor changes to the text;
- linkages between the training programme, distance learning programme, course reader and assessment book;
- changes in the order of several items;
- addition of two activities devised by the trainers to replace presentations;
- the addition of some new material and advice to trainers on organising the delivery of the training programme.

Consortium 52 would like to record their appreciation of the work of the Governor Services officers in the pilot LEAs:

Cumbria
Hertfordshire
Northamptonshire
Nottingham
Rutland
Plymouth
Sandwell
Somerset and Dorset
Southend
Telford and the Wrekin
Wakefield

Planning Delivery of the Training Course

The following advice is based on the experience of the trainers who piloted the materials.

Scheduling the Course

While the pilot had to be completed between 4 April and 20 May 2003 to meet DfES requirements it was generally agreed that the training course should be offered over approximately one term.

The 10 x 1.5 hour training sessions can be combined in several ways depending on local circumstances.

Several LEAs scheduled it over two full days, which while it enabled the tight deadlines to be met, it was acknowledged to provide a less satisfactory learning experience than had the 10 sessions been offered separately, or combined into five x 3 hour sessions.

Booking the Venues

Sessions 1 to 6 and 9 and 10 can be delivered in a well-equipped training room with digital projector and video playing facilities.

Sessions 7 and 8 involve use of computers and are better suited to being delivered in a computer laboratory with internet connections. When using a computer laboratory for the first time it is always advisable to have a computer technician available to ensure the technology operates, as it should.

Participants may have prior learning in ICT and be able to 'fast track' through to the assessments working as distance learning students, where appropriate.

Preparing the participants

It may be many years since some participants have had experience of completing a 40-hour course. Their previous educational experiences may have led them to think of learning as memorising the material for a formal written examination. If this is so they will find Module 1 daunting. Participants need to understand the following before starting the course.

- The course introduces them to knowledge, understanding and skills which clerks require.
- It is important that they know where **to find** information when they need it.
- The Course Reader is intended to be a source of information, which they can return to as and when necessary.
- Module 1 gives an **overview** of the work of the governing body with which, as clerk, they need to be familiar.

Self-assessment activities

Completing the self-assessment 1.0 based on the National Job Description and Personal Specification for Clerks prior to the first session will ensure that all participants are familiar with these two documents on which the course is built.

The two ICT self-assessments should be completed well in advance to enable you to plan the facilities required and participants to plan their time.

Preparing for Module 5

The Clerk in Action module requires the trainee clerk to clerk a governing body meeting alongside a 'clerk mentor'. It is important that arrangements are made with appropriate governing bodies at the onset of the course to prevent any hiccups or misunderstandings when the trainee clerk comes to that module.

Experienced Clerks

Before registering for the course the experienced clerk will need to:

- ask the chair to place the item on a governing body meeting agenda;
- at the meeting explain to the governing body the purpose of the course and the positive impact it should have on their clerking knowledge, skills and understanding;
- gain the agreement of the governing body to have a 'clerk mentor' observing them during one meeting. Minute the governing body's decision.

New Clerks

The course organiser will need to arrange with the governing body of a 'clerk mentor' for a trainee to clerk one meeting alongside the 'clerk mentor'. Again the governing body will need to be appraised of the purpose of the course and give their agreement to the trainee clerking one of their meetings.

It is suggested that introductory letters for experienced clerks and new clerks should include the following text.

Experienced

The clerk to the governing body of ----- School, -----, has applied for a place on the National Training Programme for Clerks to Governing Bodies.

The National Training Programme for Clerks to Governing Bodies provides experienced clerks with the opportunity to update their knowledge, understanding and clerking skills and in so doing to gain a recognised qualification. The Programme includes both written and practical activities. For the practical activity a clerk taking the course is expected to clerk a meeting while being observed by a 'clerk mentor'. This activity cannot take place without the agreement of the governing body; therefore we are writing to seek the permission of the ----- School governing body clerk to be observed at a future meeting by a 'clerk mentor'.

New

The clerk to the governing body of ----- School, ----- is a 'clerk mentor' for the National Training Programme for Clerks to Governing Bodies.

The National Training Programme for Clerks to Governing Bodies is a recognised qualification. It provides new clerks with the opportunity to gain the knowledge, understanding and skills to clerk governing body meetings. The Programme includes both written and practical activities. For the practical activity a clerk taking the course is expected to clerk a meeting while being observed by a 'clerk mentor'.

This activity cannot take place without the agreement of the governing body; therefore we are writing to seek the permission of the ----- School governing body for a new clerk to clerk a future meeting of the governing body as part of the training programme.

Explanation: Course Overview (pages 10 – 14)

Course Overview	The course overview is designed to give the trainer and the participant an overview of the course, how it relates to the Course Reader, and the methods, activities and resources available for each session.	Trainer Resources	The resources vary in type from session to session. Resources supporting activities include games, quizzes, video clips and interactive CD ROM. Appropriate ICT resources are needed for Module 3. In addition, trainers need to be aware of the support available to clerks from DfES, their local LEA and diocesan/church authority, where appropriate.
Session(s)	The training course is divided into 10 sessions each of which is 1 hour 30 minutes in length. Two sessions will fit into a half-day and four into a full day. Each session covers the content of one unit in the Course Reader. The sessions are numbered 1–10. The activities in each session are lettered A, B, C etc.	Slides	Slides are included in the pack and also in Microsoft PowerPoint on diskette. In most sessions a flip chart will be required to record the outcomes of discussions.
Title	This is the title of the training session, which reflects the main content covered in the unit.	Course Reader	The main resource for the trainer and participants is the Course Reader.
Course Reader/ Trainers' Guide	On the left hand side of the column the reference to the Course Reader is given i.e. 2.1 Module 2 Unit 1. The letter on the right hand side refers to the activity in the session.	Assessment Book	All the assessments, which contribute to the assessment portfolio, are in the Assessment Book.
Method	A range of methods and activities are used in the course. While the trainer is expected to present information particularly at the beginning of each session, emphasis is on learning by doing.	Proforma	Proforma to help clerks with their work are included in the course materials
Activity	A brief summary of the activity is provided in this column.		

Explanation: Trainers' Guide

Purpose

A statement of the purpose the session is given at the top left hand corner of each Trainers' Sheet.

Competences

The reference numbers of the competences outlined in the job description have been identified and linked to National Education Management Standards. Full details are at www.vsc.

Learning Outcomes

The learning outcomes are stated in terms of or knowledge, understanding and skills which clerks are expected to acquire as a result of completing the session.

Activities

Each session includes a self-study element and 4 or 5 activities with appropriate resources. The timings can only be guidance because they will vary according to the mix of experiences and competences in the group, the size of the group and the pace set by the trainer.

Key Points

In the left hand column is a list of the key points, which should be covered, in the training session. These can be used by the trainer to provide a summary at the end of the session, where appropriate.

Assessment

Attached to each training session is one or more assessment activities. These match the assessment activities in the Distance Learning Course. In the taught course they may begin as a group activity in a session, however, each participant is expected to complete the activity as part of the self-study element to the course.

Links

Given in this box are links to the job description.

Trainers' Guide

Training Materials

Session 1 Module 1 Unit 1 Clerks: the National Picture

Purpose

To welcome participants to the course, and to introduce them to the work of the clerk.

Competences

C112, D321, D322, D421, D422, D424, D425 D431, D471, D512, D521, D522, D523, D524

Learning Outcomes

Outcomes	Trainer Evaluation
Understanding the range of tasks of a clerk to a governing body	
Knowing the outline of the course and assessment requirements.	

Assessment

1.0 and 1.1

Links

Job Description
2(a),(c),(h) 3(f),(g) 4(f),(g) 5(a),(c) 6(c),(d)

Activity

	Activity	Mins.	Resources
Pre	Self-assessment activity based on the job description and person specification as a benchmark. (See E)	30	Assessment Book 1.0
A	Welcome and introductions	10	Slide S1-1,2
B	Icebreaker – sharing experience of the education system in pairs, and then fours.	10	Flip Chart
C	Presentation of the course outline and discussion of assessment requirements.	25	Slide S1-3,4,5 Assessment Book
D	Introducing the work of the Clerk.	15	Slide S1 –2 Introductory Video Clip Handout 1D
E	Self-assessment activity based on the job description and person specification as a benchmark. (See Pre)	30	Assessment Book 1.0
F	Self-study Read Module 1 Unit 1 Assessment 1.1	30	Course Reader Assessment Book

Key Points

- The clerk supports the governing body in its main tasks of promoting high standards of educational achievement and securing the welfare of the pupils in the school.
- The work of the clerk can be divided into three main areas relating to governing body meetings:
 - preparation before;
 - tasks concerned with recording the business of the meeting and giving advice;
 - follow-up action stemming from the meeting.
- The course will enable the participants to acquire or further develop the following:
 - administrative skills;
 - information management skills;
 - advice giving skills.

Module 1 The Governing Body

S	Title	Course Reader Trainers' Guide	Method	Activity	Trainer Resources					
					Course Reader	Slide OHT	Game	Video/ CD ROM	Handout	Assessment Book
1	Clerks: The National Picture	Pre	Self Study	Self-assessment (See E)						1.0
		1.1 A	Presentation	Welcome		S1-1,2				
		1.1 B	Icebreaker	Sharing Experience						
		1.1 C	Presentation	Course Outline Assessment requirements		S1-3, 4,5				
		1.1 D	Video	Introducing the work of the Clerk		S1-2		Introductory Scenario	1D	
		1.1 E	Activity	Self-assessment (See Pre)						1.0
		1.1 F	Self Study	Module 1 Unit 1	1.1					1.1
2	Governing School	1.2 A	Presentation	The Stakeholder Model		S2-1, 2,3				
		1.2 B	Presentation	Roles & Responsibilities		S2-4, 5,6			2B	
		1.2 C	Activity	Identifying Roles Game			Cards 2C			
		1.2 D	Video	GB Meeting				Video Scenario A		
		1.2 E	Self Study	Module 1 Unit 2	1.2					1.2i-v
3	The Language of School Improvement	1.3 A	Activity and Presentation	School and Curriculum Organisation		S3-1, 2,3,4			3A	
		1.3 A	Activity and Presentation	School and Curriculum Organisation		S3-1, 2,3,4			3A	
		1.3 B	Discussion	Governing body roles related to School Improvement		S3-5, 6,7			3B	
		1.3 C	Presentation	Comparisons: benchmarking and best value		S3-8				
		1.3 D	Presentation	School Improvement		S3-9				
		1.3 E	Activity	Review of the Language of School Improvement					Quiz 3E	
		1.3 F	Self Study	Module 1 Unit 3	1.3					1.3i-iii

Module 2 Clerk as Administrator

S	Title	Course Reader Trainers' Guide	Method	Activity	Resources					
					Course Reader	Slide (OHT)	Game	Video/CD ROM	Handout	Assessment Book
4	Meeting Preparation	2.1 A	Presentation	Clerk as Administrator		S4-1				
		2.1 B	Discussion	Speaking and listening				CD Interactive G		
		2.1 C	Activity Discussion	Before a meeting			4C		4C	
		2.1 D	Presentation	Agenda structures		S4-2,3				
		2.1 E	Group Activity	Agenda					4E	
		2.1 F	Self Study		2.1					2.1i-ii
5	Meetings and Minutes	2.2 A	Discussion	Preparing to take Minutes					5A	
		2.2 B	Activity	Recording the business of the meeting				Video Scenarios A and B	5B	
		2.2 C	Discussion	Review of main points of the meeting		S5-1		Sample Notes	5C/D	
		2.2 D	Activity	Writing Minutes				Video Scenario C	5C/D	
		2.2 E	Self Study		2.2					2.2

Module 3 Clerk as Information Manager

S	Title	Course Reader Trainers' Guide	Method	Activity	Resources					
					Course Reader	Slide (OHT)	Video/CD ROM	Handout	Computers	Assessment Book
6	Managing Information	3.1 A	Presentation	What is information?		S6-1				
		3.1 B	Group Activity	What records need to be kept?						
		3.1 C	Discussion	Appropriate ways of keeping records.				6C		
		3.1 D	Activity	Identifying relevant legislation		S6-2		6D		
		3.1 E	Self Study		3.1					3.1
7	Electronic Management of Information	3.2 Pre	Activity	Self assessment						3.2i
		3.2 A	Presentation	Overview		S7-1				
		3.2 C	Activities	Exercises 1-7	3.2					
		3.2 D	Self Study		3.2					3.2ii
8	Electronic Communication	3.3 Pre	Activity	Self assessment						3.3i
		3.3 A	Presentation	Email and www.		S8-1				
		3.3 C	Paired activities	Exercises 8-11						
		3.3 D	Self Study		3.3					3.3ii

Module 4 Clerk as Adviser

S	Title	Course Reader Trainers' Guide	Method	Activity	Resources				
					Course Reader	Slide	Video/CD ROM	Handout	Assessment Book
9	Legislation and Advice	4.1 A	Presentation	Legal Process		S9-1			
		4.1 B	Presentation	The Nature of Advice		S9-2			
		4.1 C	Group Activity	Exploring different advice activities				9C	
		4.1 D	Activity	Giving procedural advice re: governing body size					4.1ii
		4.1 E	Group Discussion	Procedural Advice			CD ROM - Interactive E		
		4.1 F	Group Activity Group Discussion	Advising on a consultation document			CD ROM Interactive F	9G	
		4.1 G	Discussion	Advising on an Agenda			CD ROM Interactive H		
		4.1 H	Self Study		4.1				4.1 (i)-(ii)
10	Policy, Procedures and Advice	4.2 A	Presentation	What are policies?		S10-1,2			
		4.2 B	Discussion	Assisting with policy responsibilities		S10-3	Video Clip D		
		4.2 C	Group Activity	Annual plan for governing body					
		4.2 D	Presentation	Preparation for Module 5					
		4.2 E	Self Study		4.2				4.2

Module 5 Clerk in Action

See the Assessment Book where the detailed content for this mentored unit is to be found.

Session 1 Module 1 Unit 1 Clerks: the National Picture

Purpose

To welcome participants to the course and to introduce them to the work of the clerk.

Competences

C112, D321, D322, D421, D422, D424, D425, D431, D471, D512, D521, D522, D523, D524 Learning Outcomes

Outcomes	Trainer Evaluation
Understanding how people, organisations and levels of government relate to each other in supporting governors in their main tasks.	
Understanding the range of tasks of a clerk to a governing body	
Knowing the outline of the course and assessment requirements.	

Assessment

1.0 and 1.1

Links

Job Description
2(a),(c),(h) 3(f),(g) 4(f),(g) 5(a),(c) 6(c),(d)

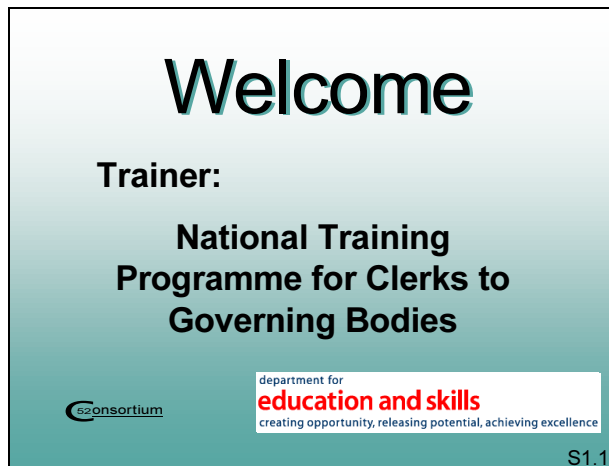
Activity

	Activity	Mins.	Resources
Pre	Self-assessment activity based on the job description and person specification as a benchmark. (See E)	30	Assessment Book 1.0
A	Welcome and introductions	10	Slide S1-1,2
B	Icebreaker – sharing experience of the education system in pairs, and then fours.	10	Flip Chart
C	Presentation of the course outline and discussion of assessment requirements.	25	Slide S1-3,4,5 Assessment Book
D	Introducing the work of the Clerk.	15	Slide S1 –2 Introductory Video Clip Handout 1D
E	Self-assessment activity based on the job description and person specification as a benchmark. (See Pre)	30	Assessment Book 1.0
F	Self-study Read Module 1 Unit 1 Assessment 1.1	30 30	Course Reader Assessment Book

Key Points

- 1 The clerk supports the governing body in its main tasks of promoting high standards of educational achievement and securing the welfare of the pupils in the school.
- 2 The work of the clerk can be divided into three main areas relating to governing body meetings:
 - (a) preparation before;
 - (b) tasks concerned with recording the business of the meeting and giving advice;
 - (c) follow-up action stemming from the meeting.
- 3 The course will enable the participants to acquire or further develop the following:
 - (a) administrative skills;
 - (b) information management skills;
 - (c) advice giving skills.

Presentation



Welcome

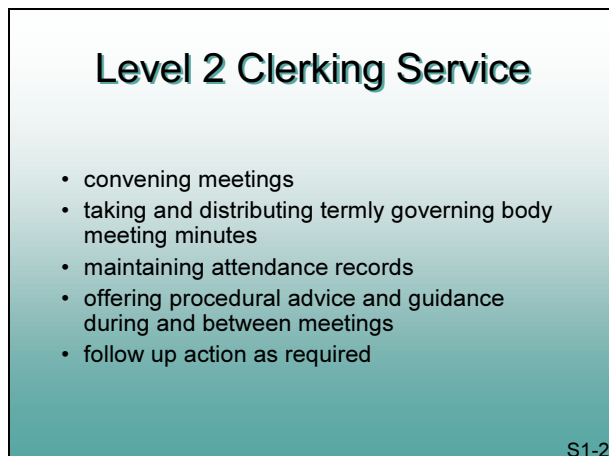
Trainer:

**National Training
Programme for Clerks to
Governing Bodies**

consortium

department for
education and skills
creating opportunity, releasing potential, achieving excellence

S1.1



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
- follow up action as required

S1-2

Welcome

Place this slide on screen to welcome participants as they arrive. Ask everyone to write their names on table cards.

Introductions

- *Introduce yourself and ask everyone to introduce himself or herself and say why they decided to enrol for the course.*
- *Introduce the course by explaining its purpose.*

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 Model National Job Description and Person Specification and for experienced clerks to refresh, consolidate and further develop their competences in relation to the provision of a Level 2 clerking service.

The levels of clerking service provision were identified by Information for School and College Governors (ISCG) in a scoping report commissioned by the DfES in 2001. Mention that Level 1 service is a very basic minute taking service, while Level 3 includes a greater element of advice and support and the additional optional extras in the Model National Job Description and Person Specification.

Show slide 1-2 and explain Level 2.

The same report identified the different ways clerks are employed:

LA-based	employed by an LA either full or part-time. Schools buy into the LA clerking service.
Church-based	a similar arrangement with either a church authority or a LA employing clerks to specifically clerk church schools.
School-based	the clerk is already a member of the school staff e.g. administrative officer, bursar, teacher.
Independent	separately employed by the governing body to clerk the governing body meetings.

Icebreaker

In pairs:

- Share your experience of the education system as:
 - Pupils
 - Adults
 - Clerks to governing bodies.

In fours:

- Explain your partner's experience to the others in the group.

Use this activity to give the participants the opportunity to get to know each other, and also to give information about their background. How this activity is presented will depend on the local context, how well the clerks know each other, and how well you know the clerks.

If any participants have specific needs or experiences, which may affect their learning or impact, on the whole group's discussions this activity gives the opportunity for early identification.

Circulate among the groups to ensure you pick up any issues, which may have an impact on the training sessions:

Examples

- Educated abroad and may need more information about the English education system.
- High level of competence but little knowledge of the education system in the 21st century.

Course Outline

Training Programme	
	Module Title
1	The Governing Body
2	Clerk as Administrator
3	Clerk as Information Manager
4	Clerk as Adviser
5	Clerks in Action

S1-3

Course Outline	
<ul style="list-style-type: none"> • Introduction • Clerks: The National Picture • Governing Schools • The Language of School Improvement • Meeting Preparation • Meetings and Minutes 	<ul style="list-style-type: none"> • Managing Information • Electronic Management of Information • Electronic Communication • Legislation and Advice • Policy, Procedures and Advice

S1-4

Training Course Resources	
<ul style="list-style-type: none"> • Course Reader • Video and audio tape • Interactive CD ROM 	<ul style="list-style-type: none"> • Assessment Book • Assessment activities

S1-5

Ten Sessions

Use Course Outline slide S1-3/4 to describe the content of the 10 x 1.5 hour sessions. Explain how they are scheduled for the course.

Resources

Use slide S1-5 to describe the resources and check that everyone has the Course Reader, Assessment Book.

Assessment

Explain the assessment activities and how they combine in a portfolio, which can be presented for certification at the end of the course. See Assessment Book introduction.

Introductory Video Clip

The Model National Job Description and Person Specification were agreed in 2002 by the DfES following extensive consultation with all interested parties nationally. The job description describes the tasks of a clerk providing a Level 2 Service. The person specification gives the personal attributes required to provide the Level 2 service. (Appendix 1 – Course Reader)

The training programme is designed to prepare new and experienced clerks for Level 2 service delivery

Show slide S1-2 while discussing the Level 2 Clerking Service.

Introductory Video Clip

Show introductory video clip in which five clerks talk about their work and the skills they feel are important. Together they provide a picture of some of the tasks and competences required of a clerk.

Show the introductory video clip again giving the participants the opportunity to make notes on:

- 1 the tasks
- 2 the skills.

Report back

Invite participants to share their thoughts. Write on a flip chart. (Handout 1D

Introducing the work of the Clerk Notes

In the video the clerks referred directly or indirectly to elements of the Model National Job Description and Person Specification. The headings and lettered points below relate directly to it. *You may need to show the video twice.*

Meetings

- (a) 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 focussed on school improvement;
- (c) produce, collate and distribute the agenda and papers so the recipients receive them at least seven clear days, and preferably ten days before the meeting;
- (h) send drafts to the chair and headteacher for amendment/approval by the chair.

Membership

- (f) and (g) aspects of record keeping.

Advice and Information

- (f) and (g) aspects of record keeping.

Professional Development

- (b) attend termly briefings and participate in professional development opportunities.

Optional Extras

- (c) give advice and support to governors taking on new roles such as chair, or chair of a committee;
- (d) participate in, and contribute to the training of governors in areas appropriate to the clerking role.

Skills, Knowledge and Aptitudes

- John refers to ICT skills;
- Claire mentions you have to be good at time management;
- Pat enjoys meeting people and talking to headteachers;
- Barry enjoys meeting people and helping them;
- Denise and John both enjoy meeting people.

Qualifications and Training

- Denise attended courses
- Claire, Pat and John all shadowed an experienced clerk.

Special Requirements

- John comments on the awkward hours.

Self-assessment

Background

The Self-assessment activity is based on the National Job Description and Person Specification. *If the participants did not complete the activity prior to the session give them the opportunity to do so at this stage. The purpose is:*

- to familiarise participants with the tasks and personal attributes of a clerk;
- to give a benchmark from which to measure the development of skills, knowledge and understanding;
- to give experienced clerks an opportunity to assess their strengths and areas for development.

Points for discussion:

- 1 *The types of evidence, which they might provide:
e.g. references from chairs and heads
sample documents, including agenda, minutes, and letters.*
- 2 *Suggest that they list their strengths and note the evidence they could provide to demonstrate these strengths.*

Session 2 Module 1 Unit 2 Governing Schools

Purposes

- To acquaint clerks with the model of governance based on stakeholders and the roles and responsibilities of the governing body.
- To introduce the governing body meeting.

Competences

D471, D473, D474

Learning Outcomes

Outcomes	Trainer Evaluation
To understand that governors responsibilities are collective.	
To know how meetings are conducted within a framework of law and regulation.	
To have an awareness of 'A Guide to the Law for School Governors	

Assessment

1.2i – 1.2iii

Links

Job Description
5(b),(c)

Activity

	Activity	Mins.	Resources
Pre	Report back on Course Reader Module 1 Unit 1.	10	
A	Presentation The Stakeholder Model	15	Slide S2-1,2,3
B	Presentation Governing Body Roles and Responsibilities.	10	Handout 2B Slide S2-4 5,6
C	Card Game Identifying Governing Body Roles	30	Cards
D	Watch video and make notes on: <ul style="list-style-type: none"> the advice given by the clerk the clerk's role in the meeting. 	25	Video Clip Scenario A
E	Self Study Assessment Book	30 60	Course Reader 1.2 1.2i -v

Key Points

- The legal framework within which governing bodies operate is determined by government which is a major stakeholder in the education system.
- The main stakeholders represented on governing bodies are:
Parents/carers of young people
School staff including the headteacher
Local Authority
Local community
Faith schools – church authorities.
Foundations/trusts – where appropriate.
- The LA is a major stakeholder accountable to its electorate and the Secretary of State for Education and Skills. It has statutory duties which include the support of schools and their governing bodies.
- In faith schools the church is a major stakeholder, which may provide services to its schools.

Presentation

Education Policy to Practice in England

Policy

- Secretary of State
- Department for Education and Skills
- Local Authorities
- Church Authorities
- Governing Bodies
- Headteachers and staff
- Stakeholder organisations

Practice

- Headteachers and staff

S2-1

Governing Bodies

Key Role

The direction and conduct of the school with a view to promoting high standards of educational achievement and securing the welfare of its pupils.

Stakeholders

- Pupils and their parents/carers
- Headteachers and staff
- Local Authority (LEA/CSA)
- Local community
- Church authorities
- Trusts and foundations

S2-2

Types of Governors

- LEA
- Parent
- Staff
- Community
- Foundation
- Partnership
- Sponsor
- Associate Members

S2-3

The Stakeholder Model

The presentation is based on the materials in the Course Reader Module 1: Unit 2.

Education Policy to Practice in England

Use slide S2-1 to explain who decides the framework of law within which schools operate.

Governing Bodies

Use slide S2-2 to emphasize the key role of governing bodies and link it to the important role of the clerk in providing an efficient and effective Level 2 clerking service.

Stakeholders

Introduce the stakeholders and relate to the types of governors on a governing body using Slide S2-3.

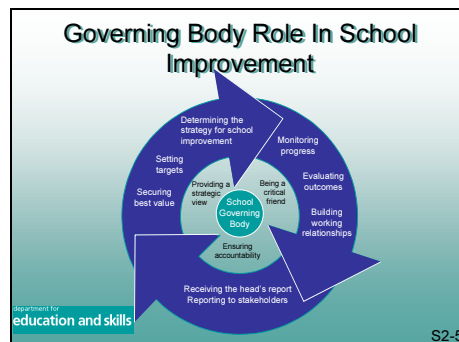
Presentation

Handout 2B

Governing Body Roles

- Strategic
- Critical Friend
- Accountability

S2-4



Powers and Duties of a Governing Body

• Standards	• Finance
• Targets	• Staffing
• Curriculum	• Appointments
• Reporting results	• Discipline
• Policies	• Inspection follow-up
• Outcomes from Every Child Matters	

S2-6

Roles and Responsibilities

Course Reader: Module 1 Units 2 describes the three roles in detail. Associated with the roles are a set of powers and duties. Use Slides S2-4,5,6 to discuss the roles and powers and duties.

Strategic Direction:

- 1 Setting aims for the school.
- 2 Agreeing policies, plans and targets for improvement to match those aims.
- 3 Monitoring and evaluating the impact of the policies.
- 4 Accounting to parents and others for the work of the governing body and school.

Critical friend

- 1 Asking relevant but probing questions in a supportive, honest and trusting manner.
- 2 Monitoring the impact of the policies and plans.

Accountability

- 1 Holding the headteacher and staff to account for the performance of the school.
- 2 Accounting to the parents and others for the work of the governing body in deciding the strategic direction of the school.
- 3 Setting the terms of reference for those individuals, committees and working parties to which the governing body delegates tasks.

Powers and Duties of a Governing Body

- **Standards** – ensuring a strategic and systematic approach to promoting high standards of educational achievement.
- **Targets** – setting appropriate targets for pupil achievement at Key Stage 2, 3 and 4.
- **Curriculum** – ensuring that the curriculum is balanced and broadly based, and that the National Curriculum and religious education are taught.
- **Reporting results** – reporting on assessments and examination results.
- **Policies** – deciding how, in broad strategic terms the school should be run.
- **Finance** – determining how to spend the budget allocated to the school.
- **Staffing** – deciding the number of staff, the pay policy and making decisions on staff pay.
- **Appointments** – appointing the head and deputy head teacher and other staff.
- **Discipline** – agreeing procedures for staff conduct and discipline.
- **Inspection follow-up** – drawing up an action plan after inspection.

Reference: The National Programme for New Governors Module 1 OHTs 8-10, Module 2 OHT3, Module 3 OHT2

Activity

There are no final definitive answers. The statements are grouped according to the main role reflected.

Statements

Strategic

- The next item on the agenda is a revision of the school aims.
- The Selection Panel recommends Mrs Goodhead as the next headteacher.
- Does the Premises Committee propose approval of the plans for the new dining area?
- Are we all agreed that Special Educational Needs is our No 1 priority for the School Improvement Plan?
- Do we need to review the Health and Safety policy next term?
- How long is it since the sex education policy was reviewed?
- If we approve the proposed school dress policy we will be in breach of our equal opportunities policy.
- The chair of Finance Committee recommends that the governing body agree the overall annual budget plan.
- Has the External Adviser been appointed for the headteacher's performance management review?

Card Game – Game File 1.2C

The card game is intended to help clerks get to know the different roles and responsibilities of governing bodies. The purpose is to engage them in discussion about the different governing body roles. *There are several ways of using the A3 sheet of statements – laminate and cut into cards and/or photocopy for each participant to record the governing body roles.*

Small groups – no more than 4 people to a pack of cards.

There are 24 cards in each pack. Each card has a statement from a governing body meeting. The statement reflects one or more of the governing body roles. The group is asked to sort the 24 cards according to the main role each card reflects.

Critical Friend

- On behalf of the governing body can I express the governing body's appreciation of all the hard work the pupils and staff have put in to come top of the league.
- Do we have a breakdown of this year's national tests for boys and girls separately.
- Can the head give any views on why authorised absence has risen this year?
- We need to appoint a new link governor for literacy.
- How are we going to monitor health and safety this year?
- 100% of pupils attaining a level 3 or better in mathematics is excellent. Will next year's pupils do as well?
- Some classes have wonderful displays of pupils work while others have little of the pupils' work on view.
- The Finance Committee is concerned about the costs of supply cover. Could we have a breakdown of INSET costs as opposed to sickness costs? review?

Accountability

- How many governors will be available to meet with the Ofsted inspectors?
- Is it true that we no longer have to hold an Annual Parents' Meeting?
- Will the link governor for Special Educational Needs be reporting to the termly meeting of the governing body?

Strategic and Accountability

- The behaviour policy is beginning to have an impact on the number of incidences of bullying.
- The Freedom of Information Act requires us to have a Publications Policy."

Critical Friend and Accountability

- Can we have a report at the next meeting on the number of exclusions each term for the past 3 years?
- The next item on the agenda is the headteacher's report to the governing body.

Video Activity

Governing Body Case Study 1

This is the first of a sequence of video scenario from a governing body meeting presented by the clerk to the governing body – Matt Clerk.

Matt Clerk is the clerk of Winsom School Governing Body. The chair, Mr Smith, takes his role very seriously, however, from time to time he needs the guidance and support of Matt Clerk.

The headteacher, Mrs Goodhead, is quite experienced and has a clear idea as to where the governing body's responsibilities end, and hers begin.

Matt Clerk, Mr Smith and Mrs Goodhead are all played by actors. The video scenarios are intended to reflect a real governing body meeting and where possible good practice.

Winsom School is purposely not identified as being either primary or secondary.

Governing Body Meeting

Show Video Clip A

Show the video and make notes on:

- the advice given by the clerk
- the clerk's role in the meeting

The governors have gathered in the staff room before the meeting. Matt Clerk introduces the video and then we see the governors coming along the corridor to the room where the meeting is to take place. Matt speaks with the chair and shakes hands with the headteacher.

Case Study Discussion Notes

- 1 The layout of the room with the governors sitting at tables in a horseshoe so they can all see each other and with space for their papers.
- 2 Place labels for governors are particularly helpful to the clerk and to new governors.
- 3 The clerk needs to be seated in a position where s/he can discreetly give advice to the chair.
- 4 Starting the meeting on time gives consideration to those who made the effort to arrive on time.
- 5 The chair introduces and welcomes Matt Clerk to the governing body by name. All governors now know who he is, and what he does.
- 6 The chair takes the standard items at the beginning of the meeting. Note:
 - (a) the need to accept apologies;
 - (b) whether or not to record a governor absent who is believed to be coming to the meeting;
 - (c) approval of the minutes is concerned with the accuracy as a true record;
 - (d) Winsom Governing Body asks for a proposer and a seconder for approval of the minutes. Other governing bodies may require a consensus;
 - (e) the chair signs every page of the minutes if they are to be kept in a loose-leaf file;
 - (f) the item 'Matters Arising' is extended to include the phrase "...not included elsewhere on the agenda".

Session 3 Module 1 Unit 3 The Language of School Improvement

Purpose

To introduce the language relating to school organisation, curriculum matters and assessment that are the concern of the governing body.

Competences

D471, D473, D474

Learning Outcomes

Outcomes	Trainer Evaluation
To know how schools, curriculum and assessment are organised.	
To know the terms relating to school improvement that are frequently used in governing body meetings.	

Assessment

1.3i - iii

Links

Job Description
5(b) (c)

Activity

	Activity	Mins.	Resources
Pre	Module 1 Unit 2		
A	Quiz – school and curriculum organisation.	20	Handout 3A Slide S3-1,2,3, 4
B	Discussion of how the three governing body roles relate to school improvement.	30	Flip chart Slide S3-5,6,7 Handout 3B
C	Presentation Comparisons e.g. benchmarking, best value principles	15	Slide S3-8
D	Presentation: School Improvement School Development Plans What is an Ofsted inspection? Action plans	15	Slide S3-9
E	Quiz Review of the language of school improvement.	10	Flip chart Handout 3E
F	Self-study Assessment Book	30 60	Course Reader 1.3 1.3i-iii

Key Points

- 1 Within England there are two and three tier systems.
- 2 The curriculum is organised into a Foundation Stage, 4 Key Stages and Post 16.
- 3 The school curriculum comprises all the learning and other experiences that each school plans for its pupils. The National Curriculum (NC) is an important element of the school curriculum.
- 4 NC applies to pupils of compulsory school age in maintained schools.
- 5 Inclusion is the removal of barriers to learning and setting of suitable learning challenges.
- 6 The National Curriculum Assessment and public examinations are summative assessments. These are used to compare the performance of similar schools and to set targets for improvement.
- 7 Office for Standards in Education (Ofsted) inspects schools and LAs on a regular basis. Under-performing schools can be placed in one of two categories, under achieving, or special measures.

Quiz

School Organisation

Nursery	3 - 5 yrs	Nursery	3 - 5 yrs
Primary	5 - 11	First	5 - 9
Secondary	11 - 19	Middle	9 - 13
		High	13 - 19

Middle school can cover ages 12 to 14 years

S3-1

Curriculum Organisation

Foundation	ages	4 to 5	Reception
Key Stage 1	ages	5 to 7	Years 1 to 2
Key Stage 2	ages	7 to 11	Years 3 to 6
Key Stage 3	ages	11 to 14	Years 7 to 9
Key Stage 4	ages	14 to 16	Years 10 to 11
Post 16	ages	16 to 19	Years 12 to 13

S3-2

National Curriculum

Core Subjects:

English, mathematics, science
Religious Education

FOUNDATION

- design & technology
- information and communication technology
- history
- geography
- art
- music
- physical education

Statutory Key Stage 3

- modern foreign language
- physical education and citizenship

Religious Education is compulsory, but the syllabus is locally rather than nationally agreed.

S3-3

Teaching and Learning

Teaching

- Planning and preparing activities and materials
- Organising classroom activities
- Presenting and explaining information
- Story telling
- Demonstrating skills
- Assessing pupils' work
- Telling children how they are doing and what they need to do to improve
- Setting targets for groups of pupils and individual pupils

Learning

To gain knowledge, understanding and/or skills by:

- listening
- reading
- memorising
- experience through doing
- role play
- developing skills e.g. writing through structured activities

S3-4

Use Handout 3A to stimulate discussion about School and Curriculum Organisation and the National Curriculum.

Use slides S3-1, 2, 3 and 4 to review the answers to the quiz. You will also need to discuss the meaning of curriculum, teaching and learning, and inclusion.

School and Curriculum Organisation

To understand the language used in meetings the clerk will need to be familiar with some basic definitions. Curriculum, learning, and teaching are words that in the educational world have specific meanings, yet they are used in every day language and may mean different things to different people depending on their life experiences.

Curriculum

"A broad definition includes not just the list of subjects taught but all the pupil's learning experiences at school and the processes of learning as well as the knowledge that is acquired."

ACE Governors' Handbook (1995)

Teaching

- Planning and preparing activities and materials
- Organising classroom activities
- Story telling
- Demonstrating skills
- Assessing pupils' work
- Presenting and explaining information
- Telling children how they are doing and what they need to do to improve.
- Setting targets for groups of pupils and individual pupils.

Learning

To gain knowledge, understanding and/or skills by

- listening
- reading
- memorising
- experience through doing
- role play
- developing skills e.g. writing through structured activities

Inclusion

Inclusion is a process through which schools meet the educational needs of a diverse pupil population by analysing teaching and learning and so removing barriers to learning.

Quiz

This quiz was provided by Hertfordshire Governor Services. You may wish to adapt the activity for your own local authority or use the standard format provided in Handout 3A.

- 1 Name the four **categories** of school you could find in Hertfordshire.

Community

Foundation

Voluntary Aided

Voluntary Controlled

- 2 Name the nine different **types** of school you could find in Hertfordshire.

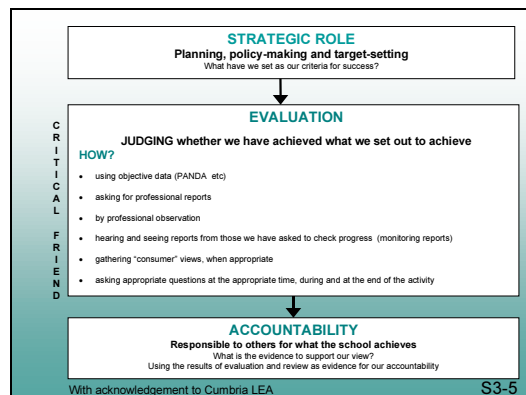
1 Nursery	6 Middle
2 Primary	7 Secondary
3 First	8 Upper
4 Infants	9 Special
5 Junior	

- 3 Complete the following chart:

Key Stage	Year Groups
Foundation	
1	
2	
3	
4	

4. Which National Curriculum subjects are taught in Key Stages 2 and 3?

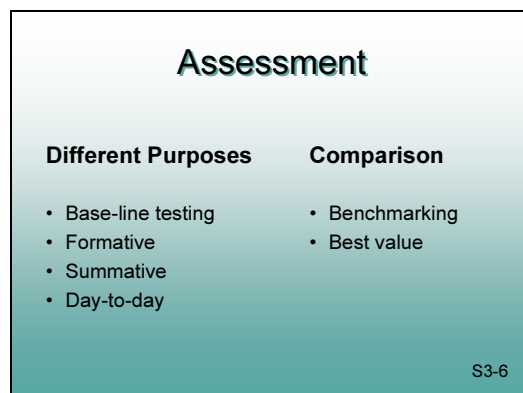
Discussion



Small Group discussion:

Use Slide S3-5,6 and Handout 3B as a framework for discussion of:

- how do governors check on their school's progress and achievement?
- why do governors check on their school's progress and achievement?



Purposes of Assessment

Assessment is an important part of the process of teaching and learning. Pupils take national tests at the end of Key Stages 1 to 3 in English and mathematics and in science at the end of Key Stages 2 and 3. Public examinations are taken at the end of Key Stage 4 in a range of subjects. Governors receive annually the results of the National Curriculum assessments and public examinations. They are an important measure of how well the school is performing and are reported to parents in the School Profile and included in the School Prospectus.

A Performance and Assessment Report (PANDA) is sent to each school as a supplement to The Autumn Package by the Qualifications and Curriculum Authority (QCA). It contains the school's performance data and that of other schools. It is used by each school to identify areas for school improvement. These results are used in the National League Tables to compare one school with another.

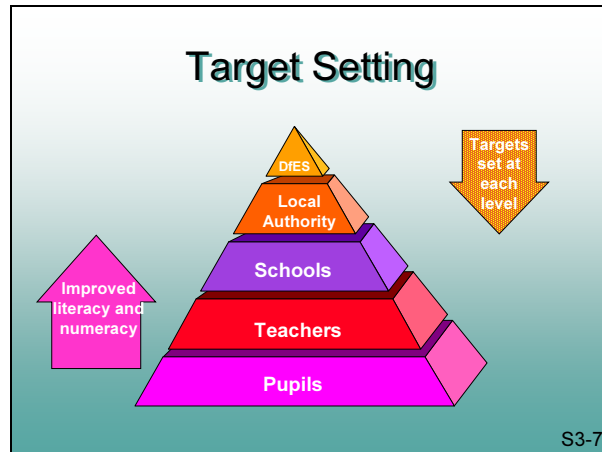
Foundation Stage Profile was introduced for all maintained primary schools in The Education Act 2002. Each pupil aged 4-5 should be assessed at the end of the first year. This provides the school with a nationally comparable picture of each child.

Different purposes:

- formative assessment is intended to help pupils by telling them what they are doing well and how they might improve;
- summative assessment takes place at the end of a block of work and summarises their attainment. End of Key Stage assessments are summative;
- the outcomes of assessment are often used to infer how well pupils are being taught.

Day-to-day assessments of individual pupils and groups of pupils help teachers to plan appropriate work for pupils with different learning needs in the next lesson. Pupils identified as having a special educational need may have an individual education plan (IEP), which gives the targets the pupil needs to achieve. Teachers use IEPs in planning work for pupils with special educational needs.

Discussion



Target setting is a process intended to lead to improvement in levels of literacy and numeracy nationally.

Show Slide S3-7 to illustrate how target setting at the school level links to government targets, LA, school and to the performance of individual pupils. The pyramid is intentionally simple so that participants appreciate how target setting cascades down the pyramid and the expectation is that improved performance will feed upwards to meet the current national targets.

Explanation

Local authorities - receive collective targets from QCA for their schools for the coming year. Local authorities provide LA analyses of national assessment data to schools to enable them to set their performance in the local context.

Schools - set targets negotiated with the local authority using information provided by the local authority and national data from The Autumn Package sent to all schools each year. The local authority ensures that the collective performance of schools meets the local authority targets. Headteachers collect together previous year's results and benchmarking information from The Autumn Package and teacher forecasts.

Teachers - heads of department and co-ordinators work with classroom teachers to forecast their pupil's performance based on evidence and realistic expectations. These forecasts might be for two years hence giving time for teachers to work with pupils and parents to achieve, or exceed the targets.

Pupils - review their own performance and with teachers and parents set targets to improve it. Important to note that in a year group of 50 each pupil = 2%.

Governors, headteachers and senior managers have little room for manoeuvre in the targets they set. Their task is planning the educational provision to meet the national numeracy and literacy targets. It may also require setting targets to improve attendance, attitudes and behaviour.

Presentation

Comparisons between pupils and between groups of pupils in different schools are made on the basis of summative assessment. Schools are encouraged to use the best value framework to help them improve the standards and quality of education.

Best Value & Benchmarking	
Best Value	Benchmarking
<ul style="list-style-type: none"> • Compare • Challenge • Consult • Compete 	<ul style="list-style-type: none"> • Starting point for measuring change • QCA provide benchmarking data annually for end of Key Stage attainment.
S3-8	

Benchmarking

A benchmark is a surveyor's mark that indicates the point from which to start measuring. National data on indicators including pupil performance, staffing ratios, costs etc. are sent to schools so they can compare their performance with past performance and with all other and similar schools.

Best Value – four principles

Compare

The Qualifications and Curriculum Authority (QCA) provide information annually about pupil attainment at the end of key stages. Local authorities have a statutory responsibility to provide the Best Value with the resources available by opening them up to competitive pressure on a cyclical basis. LAs schemes for financing schools require governing bodies to demonstrate in their annual budget plan they have been guided by Best Value principles in drawing up the plan. They can compare their performance against that of all other schools and against similar schools. This information is contained in (Performance and Assessment National Data) **PANDA** reports and other reports providing information about staffing, costs etc. Schools are encouraged to use Best Value principles when assessing their performance and the education provided.

Challenge

Schools are expected to challenge themselves by asking questions such as:

- Why are we doing this?
- Is it what people want?
- What is the evidence about level of need?
- Could it be done differently, or better?

Consult

The school needs to know what the pupils and the community wants and to find out they need to ask questions such as:

- What do you want the school to do?
- What do you think about proposed changes or major expenditure?
- Are you happy with, or at the school?
- What is in your best interests?

Compete

The school is expected to consider whether it is providing the best value given the resources available.

- Are we providing the service at the right price?
- Could we, or others provide it at a better price?
- What do the pupils and parents want?
- What is in the best interests of pupils and parents?
- How does the school assure the quality of the services it receives?

Presentation

Trainers need to be aware of the content of the current Ofsted framework for school inspections.

Ofsted Judgements

Schools can be placed in one of 4 categories:

- Outstanding – highest standards possible in most areas of its work.
- Good – achieves standards at least as good as they should be.
- Satisfactory
- Inadequate

S3-9

School Improvement Plans (School Development Plans, Management Plans)

Governors are responsible for the strategic direction of the school. Together with school staff the governors prepare a plan showing how the school plans to improve. These plans can be for one year, but are more frequently for three years. Some schools prepare five-year plans with years four and five in outline only. At the beginning of the plan is a statement of the governors' aims and values for the school. This is sometimes called a Vision Statement or a Mission Statement.

For each area of the schools work, using the Best Value and benchmarking data, targets for improvement are identified, and responsibility, time scales, resources, and success criteria indicated. Some of the targets may have previously been identified in the Main Findings of an Ofsted report.

Ofsted Inspections

The Office for Standards in Education (Ofsted) has been conducting school inspections since 1992. Schools now receive standard inspections, which from September 2005 will take place every three years and last for no more than two days,. Inspectors will be judging whether the school is capable of managing its own improvement. Following a school inspection if the school is judged to be either requiring significant improvement or in the special measures category the local authority will write an Action Plan to show how they will support the school in addressing the issues raised in the Main Findings of the Ofsted inspection report.

The clerk may be asked to provide agendas, minutes, and other documentation relating to the work of the governing body. The Ofsted inspection report will include judgements relating to the work of the governing body. Following the inspection the clerk may be asked to support additional governing body meetings called to discuss the LA's action plan for the school.

Action Plans

These are similar to School Improvement Plans however, they are often more limited in scope as they address only the issues raised by the Ofsted inspectors in their report.

Activity

Handout

Answers

- 1 Acronyms
 - (a) Office for Standards in education
 - (b) Qualifications and Curriculum Authority
 - (c) Department for Education and Skills
 - (d) Performance and Assessment Data
 - (e) Advisory Centre for Education
 - (f) Individual Education plans.
- 2 Pupils ages
 - (a) Key stage 1 5-7
 - (b) Key Stage 3 12-14
- 3 Management Plan, School Development Plan
- 4 Mission or Vision Statement
- 5 Post Ofsted Action Plan

Review of the Language of School Improvement Quiz

Acronym Quiz:

- 1 Write the following in full:
 - (a) Ofsted
 - (b) QCA
 - (c) DfES
 - (d) PANDA
 - (e) ACE
 - (f) IEP
- 2 What age pupils are in:
 - (a) Key Stage 1
 - (b) Key Stage 3
- 3 What other names are used for School Improvement Plan?
- 4 What would you expect to find at the beginning of a School Improvement Plan?

How frequently does Ofsted inspect a school?

Session 4 Module 2 Unit 1 Meeting Preparation

Purpose

To give the clerk the administrative competences necessary for preparing for a meeting of the governing body.

Competences

C112, C212, D331, D332, D521, D522, D523, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To know the clerk's tasks in relation to meetings.	
To understand the process of negotiating and compiling an agenda.	
To appreciate the clerk can play an important role in promoting good relationships.	
To demonstrate what needs to be done before a meeting.	

Assessment

2.1i - ii

Links

Job Description
2(a)-(e), (f)-(l), (m), 6(a)-(c), (j) and (k).

Activity

	Activity	Mins.	Resources
A	Presentation – overview of the work of the clerk as administrator.	10	Slide S4-1
B	Discussion of speaking, listening and assertiveness skills.	20	CD ROM G
C	Group discussion: – What happens before a meeting? Devising a list of actions in chronological order. Report back.	20	Flip chart/Cards/Handout 4C
D	Presentation and discussion – agenda structures	20	Slide S4-2,3
E	Group activity – prepare an agenda from a list of items provided by the head and chair.	20	Handouts 4E
F	Self Study	30	Course Reader 2.1
	Assessment Book	60	2.1i-ii

Key Points

- 1 Clerk as administrator includes three sets of tasks related to activities before the meeting, during the meeting and after the meeting.
- 2 Preparation for a meeting includes:
 - Liaising with chair and head to prepare the agenda;
 - Recognition that the order and juxtaposition of items on the agenda will influence the outcome of the meeting which should be focused on promoting high standards of achievement and securing the welfare of its pupils;
 - Encouraging the head, committees and others to produce papers on time;
 - Produce, collate and dispatch the agenda and papers so that recipients receive them at least 7 clear days before the meeting.

Presentation

Clerk as Administrator

- Preparation and distribution of the agenda and papers
- Recording and contributing to the meeting
- Writing of minutes and follow-up action

S4-1

Overview

The tasks of the clerk in relation to the meeting are given in the job description as:

Before the meeting

- work effectively with the chair and headteacher before the governing body meeting to prepare a purposeful agenda which takes account of DfES, LA and church authority, where appropriate, issues and is focused on school improvement;
- encourage the headteacher and others to produce agenda papers on time;
- produce, collate and dispatch the agenda and papers so that recipients receive them at least seven clear days, and preferably ten days before the meeting.

During the meeting

- record the attendance of governors at the meeting and take appropriate action re absences;
- advise the governing body on governance no legislation and procedural matters where necessary before, during and after the meeting;
- take notes of the governing body meetings to prepare minutes, including indicating who is responsible for any agreed action;
- record all decisions accurately and objectively with timescales for actions;

Following the meeting

- send drafts to the chair and headteacher for amendment /approval by the chair;
- copy and circulate the approved draft to all governors within the timescale agreed with the governing body;
- make available public access copy of approved draft minutes;
- advise absent governors of the date of the next meeting;
- keep a minute book, or file of signed minutes, as an archive record;
- liaise with the chair, prior to the next meeting to receive an update on progress of actions agreed previously by the governing body;
- following the approval of the minutes at the next meeting forward a copy to the LA, and where agreed, to the appropriate church or foundation authority.

CD ROM Interactive G

Learning points

- before making a call have the school's file to hand;
- introduce yourself fully and give the purpose of the call;
- listen carefully, but be prepared to interrupt and question to ensure you have fully understood the message;
- make notes during the conversation and add the date and time and file for future reference;
- no matter how rushed the person you are speaking to might be, do not end a call until you are quite clear as to what you are expected to do, or arrange to call back at a later time.

General

- the chair of governors determines the agenda not the headteacher
- governors, other than the chair and headteachers can request items be placed on the agenda.

Speaking and Listening

This Interactive Video Clip has an introduction and two outcomes.

Introduction

Matt Clerk comes into his office and finds a message on his desk to telephone Mrs Goodhead, the headteacher of Winsom School.

Watch the introduction and Option 1. What are the issues that the clerk should have addressed in dealing with this situation?

Option 1

Matt telephones the school:

- he does not properly introduce himself to the switchboard operator;
- he has not thought about what Mrs Goodhead might want to speak with him about;
- he does not question Mrs Goodhead, when he does not fully understand;
- at the end of the conversation his notes read:
 - SENCO
 - Turf account
 - Bowels Association

Watch Option 2 and identify the skills that Matt Clerk has used to ensure he has fully understood what was required.

Option 2

Matt telephones the school:

- he has the agenda to hand;
- he interrupts and questions Mrs Goodhead when he does not fully understand;
- at the end of the conversation his notes will read:
 - SENCO Special Educational Needs Coordinator
 - Turf Account – re turfing of the playing field account
 - Bowls Association

Activity

Paired or small group activity.

Use the cards to help you sort out the order for the tasks. Record your outcomes on Handout 4C.

Work out a time scale for the action list.

Use the Cards and Handout 4C

Before a meeting

Likely Outcomes

No.	Things to Do	Time Scale	Completed
1	Arrange to discuss with the chair and headteacher the agenda for the next meeting.	5 weeks before	
2	Check the agenda and minutes of the previous meetings of the governing body and committees for agenda items and papers.	4 weeks	
3	Finalise the next agenda with the chair and headteacher.	4 weeks	
4	Contact all those providing agenda papers and agree a date for receipt at least three weeks before the meeting.	4 weeks	
5	Draft the agenda and the covering letter, prepare envelopes and papers to go with the agenda.	3 weeks	
6	Receive agenda papers and reports.	2 to 3 weeks	
7	Remind those who have failed to send in agenda papers that they are required in the next 3 days.		
8	Copy the agenda, papers and letters and post to governors.	2 weeks	
9	From the agenda and papers prepare proforma for writing the notes in the meeting.	1 week	
10	Prepare name labels for all those attending the meeting.		
11	Check with the chair and headteacher that there are no last minute items.	2 days before	
12	Set out the room before the meeting.		

Presentation

Agenda

1. Standard items
2. Order of items on the agenda
3. Length of agenda
4. Information for each item

S4-2

Agenda Headings

- | | |
|--------------------------|-----------------------------------|
| • Procedural | • Procedural |
| • School Improvement | • Accountability and Monitoring |
| – Headteacher's Report | • Strategic decisions/discussions |
| – Working Party Reports | • Information |
| – Chair's Report | |
| – Link Governor Reports | |
| • Staffing Matters | |
| • Governing Body Matters | |
| • Information | |

S4-3

Agenda

- 1 There are standard items, which appear at the beginning of every agenda in an accepted order:
 - (a) Name of governing body and date of meeting
 - (b) Apologies for absence – governors agreement to the absences
 - (c) Minutes of the previous meeting
 - (d) Matters arising from the previous minutes not included elsewhere on the agenda.
- 2 The governing body has a key role to play in the conduct and direction of the school with a view to promoting high standards of education and securing the welfare of its pupils. Therefore, the meetings of the governing body should reflect their **strategic, critical friend and accountability roles** in relation to school improvement. The order in which agenda items are taken is important for:
 - (a) Reflecting the main focus of the governing body's work
 - (b) Influencing the outcome of decisions.
- 3 Governors are volunteers and some will have done a full day's work before coming to the meeting. Expecting governors to then take part in a meeting lasting longer than 2 hours can be argued to be unreasonable. The clerk can suggest ways to the chair of reducing the length of the agenda:
 - (a) Some items may be for information only;
 - (b) Other items may be better dealt with by a Committee.
- 4 Agenda items can be very brief leaving governors bemused as to what the item might be about, particularly if there are no supporting papers. A lengthier description giving a little information about the item may help governors to prepare for and to contribute more effectively to the discussion.

Agenda Headings

There are different ways of organising an agenda. **The key point is to ensure the agenda reflects the governing body's key roles and responsibilities in school improvement.** Slide S4-3 shows two of the many ways of organising the agenda. The first uses the heading School Improvement for all items relating to the three major roles, while the second uses the roles of governing bodies as headings. Whichever way the agenda is organised there will be some items, which could be placed under more than one heading.

Group Activity

Paired or small group activity.

Handout 4E

- AOB
- Apologies
- Minutes of previous meeting
- Matters arising
- Headteacher's report
- Committee reports
- Link governor report
- Presentation by community worker 'drugs in the local area'
- Local authority item 'Equal Opportunities Policy' for adoption
- Approval of the school budget
- Behaviour policy for approval
- Details of new safety glass in fire doors
- Brochure concerning insurance policies
- Angry letter from Mrs. Smith appealing against the exclusion of her child.
- Performance management arrangements for the forthcoming year
- Letter from the National Association for School Governors (NASG) inviting governors to join
- List of governor training opportunities within the local authority
- Date and time of next meeting
- Vacancies on the governing body
- Correspondence about grounds maintenance contract
- Information about recent staff resignations and maternity leave

Prepare an agenda from this list of items by:

- 1 deciding a set of headings that reflect the governing body's key purpose;
- 2 selecting all relevant items;
- 3 organising the relevant items under the agenda headings;

For those items considered to be inappropriate, suggest alternative methods of coverage e.g. Presentation by Community Worker 'Drugs in the Local Area' (Information session for school community).

No.	Agenda Items	Purpose
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Group Activity

The two Sample Agendas show two ways of organising the agenda items selected in 4E.

Items omitted from the main agenda with method of dealing with them given in brackets.

- Presentation by Community Worker 'Drugs in the Local Area' (Information session for school community)
- Details of new safety glass in fire doors (Premises Committee)
- Brochure concerning insurance policies (Premises Committee)
- Angry letter from Mrs. Smith appealing against the exclusion of her child (Pupil Discipline Committee)
- Correspondence about Grounds Maintenance Contract (Premises Committee)

The main purpose of this activity is to generate discussion and thought about how the clerk can help the governors to be more effective in the way in which they organise the agenda.

Sample Agenda 1

Procedural

- 1 Apologies
- 2 Minutes of previous meeting
- 3 Matters Arising
- 4 Committee reports/minutes
- 5 AOB
- 6 Date and time of next meeting

School Improvement

- 7 Headteacher's report
- 8 Link governor report
- 9 Approval of the school budget
- 10 Behaviour policy for approval
- 11 Local authority item 'Equal Opportunities Policy' for adoption

Staffing Matters

- 12 Information about recent staff resignations and maternity leave.
- 13 Performance Management arrangements for the forthcoming year

Governing Body Matters

- 14 Vacancies on the governing body
- 15 List of governor training opportunities within the local authority
- 16 Letter from the National Association for School Governors inviting governors to join

Sample Agenda 2

Procedural

- 1 Apologies
- 2 Minutes of previous meeting
- 3 Matters Arising
- 4 Committee reports/minutes

Accountability and Monitoring

- 5 Headteacher's report
- 6 Link governor report

Strategic Decisions/Discussions

- 7 Approval of the school budget
- 8 Behaviour Policy for approval
- 9 Vacancies on the governing body
- 10 Local authority item 'Equal Opportunities Policy' for adoption

Information

- 11 Information About recent staff resignations and maternity leave.
- 12 Performance Management arrangements for the forthcoming year
- 13 List of governor training opportunities within the local authority
- 14 Letter from the National Association for School Governors inviting governors to join

Procedural

- 15 AOB
- 16 Date and time of next meeting

Session 5 Module 2 Unit 2 Meetings and Minutes

Purpose

For the clerk to gain experience of the administrative competences necessary for clerking a meeting of the governing body and taking follow-up action.

Competences

C112, C212, D321, D331, D332, D421, D422, D424, D521, D522, D523, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand the need to prepare for minute taking.	
To practice note taking and writing minutes.	

Assessment

2.2

Links

Job Description
2(a)-(d), (f)-(m), 4(d), 6(a)-(c), (j) and (k).

Activity

	Activity	Mins.	Resources
A	Discussion Preparing to write Minutes	20	Handout 5A Flipchart
B	Record the business of the meeting. Tidy up notes ready for discussion.	5 + 5+ <u>10</u> <u>20</u>	Handout 5B Video Scenarios A, B
C	Discussion: The main points in the meeting. What to record.	20	Sample Notes Handout 5C/D Slide S5-1
D	Writing minutes and Action Lists	30	Video Scenario C Handout 5C/D
E	Self Study Assessment Book	30 60	Course Reader 2.2 2.2

Key Points

In the meeting the clerk has the following administrative tasks:

- record the attendance of governors at meetings and take appropriate action re: absences;
- take notes during the meeting to prepare minutes;
- record who is responsible for any agreed action;
- record all decisions accurately and objectively with timescales for action.

- The above points can be used to judge the adequacy of minutes.
- Clerks need to prepare an Action List to cover the tasks they need to do after the meeting.
- A governing body might request a clerk to prepare an Action List for the governing body.

Discussion

Handout 5A

Winsom School Governing Body Agenda

Procedural

- 1 Apologies for absence and their acceptance.
- 2 Minutes of the Governing Body Meeting held on
- 3 Matters arising

Monitoring/Accountability

- 4 The Headteacher's report
- 5 Governing Body Self-evaluation
- 6 Date of future meetings
- 7 Other Business

Reference to:

National Training Programme for
New Governors
Module 2 Activity E1 Cribsheet

N.B. The above agenda includes those items featured on the video.

Preparing to take Minutes

The clerk is preparing to minute the meeting of the Winsom School Governing Body. The agenda has been divided into four parts:

Procedural

Monitoring/Accountability

Strategic Decisions/Discussion

Information

Discussion: *How can the clerk prepare for taking the minutes in the meeting?*

Likely outcomes of the discussion:

- (a) Note pad and pencil
- (b) Sheet with the agenda laid out with spaces to write the notes on each item;
- (c) Proforma minutes with the introductory sentences for each item written prior to the meeting, bullets for writing in discussion points, and where appropriate an agreement statement drafted.

There are views for and against c). It is a system used by some clerking services where clerks find themselves minuting the same items at every governing body meeting they attend. It is helpful for the participants discuss the reasons for and against each of the above and any others they may suggest.

Discussion: *How can the clerk prepare beforehand for the tasks following the meeting?*

- Create a proforma from the agenda and papers.
- Create a proforma Action List for the clerk, and for the governing body.

Notes from Video

Handout 5B

In a meeting the clerk would have the opportunity to clarify points by asking questions. In making notes from a video this is not possible, therefore it is suggested that the trainer:

- 1 reminds the participants of the content of Video Clip A which they watched in session 1.2.
- 2 plays Video B in which Mrs Goodhead gives her report.
- 3 plays Video Clips A and B in sequence for the participants to make notes.

NB The activity can be extended by adding Video Clip C

Good Practice Points

Governors should have:

- read the agenda papers;
- highlighted points for clarification;
- prepared questions or comments they would like to make.

Clerks should have:

- anticipated ways in which the governing body might deal with each item;
- familiarised themselves with the content of papers;
- anticipated governor questions.

Recording the business of the meeting

The participants have already met the Winsom Governing Body, now they are going to take notes in preparation for writing the minutes of two sections of their meeting.

Video Clip B

Good Practice Points

Mrs Goodhead

- has prepared her report prior to the meeting and it has been distributed with the agenda papers.
- expects all governors to have read the report, therefore, she does not waste time reading it.
- comments on two issues which have occurred since she wrote her report.

A governor asks for Mrs Goodhead to clarify what she means by '...staff using assessment information.' When a governor inappropriately names two pupils both the chair and the clerk are quick to react.

But, Mrs Goodhead did not give the governing body the opportunity to ask questions about the rest of the report.

It needs to be made clear to new clerks that this is both expected and good practice to ask questions on the report.

Issue: confidentiality

The governor named two pupils. It is neither appropriate nor good practice to mention pupils, staff or other individuals by name. (For further discussion see Course Reader Module 2 Unit 2 Confidentiality.)

Discussion

Handout 5C/D

Minutes Check List

The minutes record:

- ✓ attendance of governors at the meeting;
- ✓ main points of discussions;
- ✓ all decisions accurately and objectively with timescales for action;
- ✓ person responsible for any agreed action;
- ✓ confidential items, if any, noted;
- ✓ date and time of next meeting.

S5-1

Give the participants time to tidy up their notes before discussing:

- (a) the main points under each agenda item;
- (b) the level of detail that needs to be recorded;
- (c) the compilation of action lists for the governing body and for the clerk.

NB

Apologies/A

means the absences were received and accepted by the governing body.

Sample Notes from Video Clips A and B.

These are reproduced exactly as written by the clerk.

New clerk Mr Matt Clerk welcomed to the meeting

1. Apologies/A *Mrs E Duncan, Mr M Smith
(Cllr Robson – may be late?)*
2. Minutes of Prev. Mting
*Signed & approved
4.5 P2 McGwyre not Maguire (Builder)*

(Cllr Robson entered the meeting)

3. M/A from mting
None raised
4. HT report
Already received with agenda
 - a. Standards of Achievement
*Nat Att tests next term – teachers report pupil well motivated – should do as least as well as last year.
Inset courses on assessment and new ass software has assessed their skills in using assessmt info.*
 - b. Behaviour Policy
*Seen parents of 2 bys who school had problems with.
Agreed to work with school. attendance and attitude
If cause more problems, next step would be exclusion.*

Qu *Ass information

- *To identify areas of learning and then can set activities to support those areas of learning.*
- * *Revised beh policy at last meeting (agreed) Now implemented. Yes now in place and working well.*

Discussion

Video C

Another item on the agenda of the meeting is: Governing Body Self-evaluation.

This has been discussed at a previous meeting and Matt Clerk has received the information from the local authority.

The governors are not all convinced that self-evaluation is necessary.

The link governor for training lacks confidence in her role, but she has found out about a session on self-evaluation, which the local authority will provide for governing bodies.

Mrs Goodhead is sceptical at first, but then relates the developing activity to how helpful the staff find the school self-evaluation process, and supports a proposal.

There are action points arising from this clip for the link governor and for the clerk.

Writing Minutes and Action Lists

Extend the opportunity to practise taking notes in a meeting by showing Video Clip C.

Sample Notes

5. GB Self Ev
Clerk contacted Gov Services Agreed to contact LA last mting
Book arrived last week
Discussed need for this – things GB could do better 'role of critical friend' – help to evaluate
Identify strengths and weaknesses
HT useful with staff (found)

Resolved:
(i) arrange trg with LA Training (link Gov)
(ii) Trg gov to let clerk know date asap so can advise govts.

Session 6 Module 3 Unit 1 Managing Information

Purpose

For participants to explore what has to be recorded; the different ways of recording, storing and retrieving information.

Competences

D321, D331, D431, D522, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand the difference between information and advice;	
To know what records need to be kept;	
To appreciate the different ways of keeping manual records.	

Assessment

3.1i - ii

Links

Job Description
2(d), (k), 3 (a),(c)-(h)

Activity

	Activity	Mins.	Resources
A	Presentation What is information?	5	Slide S6-1
B	Group activity Identify what records need to be kept. Report back.	30	Flip chart
C	Paired activity – discussing the most appropriate way of keeping the records identified in B, the status of each record and where it should be kept.	35	Handout 6C
D	Activity Overview of the areas of legislation that are relevant to aspects of the work of the school.	20	Slide S6-2 Handout 6D
E	Self Study Assessment 3.1	30 60	Course Reader 3.1 Assessment Book

Key Points

- Managing information requires the clerk to record, store and retrieve factual information.
- In addition to the minutes of meetings the clerk will need to keep records relating to:
 - the governors: term of office, address, membership of committees, attendance at meetings and register of business interests.
 - the policies approved by the governing body: date of approval, review date, reviewing committee;
 - publications for which the governing body is responsible: prospectus, School Profile.

Presentation

Managing Information

Governing Body	External Sources
<input type="checkbox"/> Recording	<input type="checkbox"/> Retrieving
<input type="checkbox"/> Storing	<input type="checkbox"/> Storing
<input type="checkbox"/> Retrieving	<input type="checkbox"/> Reporting
<input type="checkbox"/> Reporting	

S6-1

Information and Record Keeping

What is information?

The Oxford Dictionary states that '...Information is an item of knowledge'. Without knowledge the governing body cannot fulfil any of its strategic responsibilities, act as a critical friend, nor account for its actions. Knowledge is the most important asset a governing body has, and it needs to be managed.

One of the clerk's roles is to manage the information relating to the business of the governing body. The clerk does this by recording the business of the governing body, storing it, and retrieving it. The clerk also retrieves and stores information from many sources external to the school including DfES, local authority, and church authority publications. Finally, the clerk may be asked to report the information to the governing body. There is a very fine line between reporting information and giving advice. How and when advice needs to be given is part of the role of the clerk as adviser, the subject of the next module.

Group Activity

List what records need to be kept.

- Minutes
- Governor attendance at meetings
- Governors' Business Interest Register
- Names and addresses of governors
- Categories of governors and terms of office
- Terms of reference for committees
- Membership of committees
- Membership of working parties
- Policy list with review dates
- File of policy documents
- Governing body correspondence records
- School Profile
- School Prospectus

NB

Status - is it a record which belongs in the public domain, or is it an internal governing body record?

What records need to be kept?

(See Assessment Book 3 (i))

[illegible]

Discussion

- 1 Discuss and note the status of each record, and record where it should be stored.
- 2 Reflect on where records are kept and how you ensure access.
- 3 Reflect on accessibility, storage, retrieval, confidentiality, security and copyright legislation.

Group Activity

Possible Outcomes

Handout 6C

Record	Status: public, school	Location
<i>eg Governors Record of Business Interest</i>	Public document on request	<i>School</i>
Instrument of Government	Public	School, local authority, Diocese, foundation governors, governors
Minutes – Draft – Signed	Public except for Confidential	Clerk at place of work, school, records, archives
Membership Details Including Committees	Held in school Data Protection covered Names are in the Annual Parents Report & Terms of office/category	Annual Parents Report LA maintained record
Prospectus	Public	School, library etc.
Committee Terms of Reference	School Clerk	School with governing body records
Unofficial School Fund	School Governing body records	School LA
Agenda	School, clerk, public (except confidential)	School, Clerk
Confidential Minutes	Private to governing body but individuals have the right to see their own personal record	School
Headteachers Report	Public if not confidential	Governing body records
Financial Regulations	School.	With committee records and headteacher
Holiday Dates/Session Times	Public	School, parents

Record	Status: public, school	Location
School Profile	Public	With governing body record in school
Attendance List	School	School
Governors Training Record	Within governing body	Training governor chair
Ofsted Report	Report to parents	School
School Development Plan/ School Improvement Plan	Governing body document.	School
School Budget	Governing body, finance committee, has full budget. Annual Parents Report – summary statement	LA School
Committee Reports	Part of governing body record but confidential items	School
School Policies	School	School
Correspondence	Governing body record but not part of public accessibility documents.	School/LA
Mission Statement	Public in school. In School Prospectus.	School/LA
Targets	Committee/governing body records. (Problems with cohorts of less than 10)	School
Results	Same as above	
Audit Report	Confidential to governing body	School
Admissions	Admission Policy public	In school and available through LEA.

Activity

Main Areas of Legislation

- Education
- Health and Safety
- Human Rights
- Sex Discrimination
- Working Conditions
- Environment
- Nutritional Standards
- Equal Opportunities

S6-2

'A Guide to the Law for School Governors' lists all the legislation relevant to the work of the governing body.. The Education Acts, Regulations and Orders are listed in the Course Reader Appendix 4.

In discussion relate the legislation in the adjacent tables to the work of the governing body, e.g. The governing body has responsibility for appointment and dismissal of staff therefore they must work within the Employment Rights Act 1996 and 1999.

The governing body may need to consult legislation beyond that of the DfES. As employers of people with responsibilities for premises, playing fields, vehicles, school meals and health and safety they must operate within the framework of the law. The main source of advice is the LA governor services, or church authority where appropriate, but there may be occasions when the clerk is asked to check specific points.

Handout 6D

Discuss the main areas of legislation that relate to the following situations.

- 1 A 'white board' falls off the wall while the teacher is writing on it. The teacher's shoulder is badly bruised." (Health and Safety, Employment)
- 2 The temperature in the school office for three days in January was below 15 degrees Celsius. (Working Conditions)
- 3 The school receives complaints from pupils and parents about the many dogs fouling the school field. (Environment)
- 4 Pupils suggest that they are allowed to choose what should be on the lunch menu each day. (Nutritional Standards)
- 5 Winsom School women teachers have complained that there are far more opportunities to attend Management INSET courses offered to their male colleagues, than to them. (Sex Discrimination and Equal Opportunities)

Using the table below identify the Acts of Parliament and Regulations which you think apply to the situations above.

Session 7 Module 3 Unit 2 Electronic Management of Information

Purpose

For participants to explore electronic ways of recording, storing and retrieving information.

Competences

D321, D331, D431, D522, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand how Word can be used to record, store and retrieve information.	
To feel confident in using a computer to create a text document which includes a: <ul style="list-style-type: none"> a table a text box a picture/graphic a mail merge 	

Assessment

3.2i - ii

Links

Job Description
2(c), (f), (g), (k), (m) 3(a)

Activity

	Activity	Mins.	Resources
A	Presentation: overview of how clerks can increase efficiency by using computers.	10	Slide S7-1 Computer
B	Paired activities: <ul style="list-style-type: none"> Create a document in Word Amend the document Print the amended document Add a data table. Using a previously created Word document: <ul style="list-style-type: none"> add a text box insert clip art into the text box. Create a database and merge it with a text document. 	80	Computer Software: Microsoft Word 2000 or Microsoft Word XP Course Reader Exercises 1-7
C	Self Study	30	Course Reader 3.2
	Assessment	60	3.2ii

Key Points

- Two types of electronic files are particularly useful for clerks:
 - text documents
 - databases
- Text documents may be a letter, agenda or set of minutes.
- Tables can be used in a text document in a variety of ways:
 - action column
 - inserting statistical data
 - lists in columns
- Pictures or graphics can be inserted into a text document by drawing a text box and inserting the picture or graphic from clip art or a scanner into the box.
- Lists of information such as addresses can be created in a database and the database merged with a text document to give multiple letters addressed to different people.
- All of this information can be stored electronically and retrieved at a later date.

Presentation

Electronic Management of Information	
Time	How
<ul style="list-style-type: none"> • Preparing agenda • Writing letters • Lists of information • Sending out letters • Preparing reports 	<ul style="list-style-type: none"> • Template • Databases • Mail merging with an address list • Inserting graphics and pictures

S7-1

The self-assessment activity should have been completed either prior to Session 1 or before the end of Session 6.

How you organise this session will depend on the learning needs of the participants. Some may have sufficient prior learning in ICT to be able to move directly to the assessments, studying sessions 7 and 8 from the distance learning materials.

Electronic Management of Information

In the group you may have participants who are expert in the use of computers, others who have never used one and some at points in between. It is essential that in this session those who lack confidence:

- (a) recognise the benefits of using computers
- (b) use a computer and gain a sense of achievement.

- 1 The main benefit of managing information electronically is the time that is saved in not duplicating effort by:
 - (a) word-processing the same information over and over again;
 - (b) repeatedly laying out the page for a letter.
- 2 Documents that are stored electronically need to be filed in folders the same way as paper documents. They need to be clearly labelled so you can easily retrieve them. Back-up copies need to be kept in case of damage to the electronic file.

Explain the computer creates electronic folders into which files can be placed.

Before the session, ensure that all computers are switched on and show the desktop. Some computers require passwords, if they are borrowed make sure:

- (a) you know the current password;
- (b) the computer has either Microsoft Office 2000 or Microsoft Office XP;
- (c) there is a floppy drive installed (A drive);
- (d) there is an independent mouse attached (laptops).

Ensure that all participants:

- (a) know where to put their diskette into the computer.
- (b) the mouse has a left and a right mouse button. (More sophisticated mice have more than two buttons. Only the right and left buttons are used in these sessions.)

Exercises 1-7

Ensure each pair of participants has the Managing Information Diskette and the appropriate Exercises for their learning needs. Aim for the majority of the group to complete Exercise 7 before the end of the session.

Revise with less confident participants:

- accessing drive a
- opening a file
- identifying text
- adding text
- deleting text
- using a drop down menu
- saving a document

Participants who are confident with **all** the tasks in the self-assessment activity should move straight on to the assessment for Module 3 Unit 2.

Session 8 Module 3 Unit 3 Electronic Communication

Purposes

For participants to explore electronic communication and searching the world wide web for information.

Competences

C111, C211, D333, D431, D512, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To feel confident in sending and receiving emails with attachments.	
To understand how to search for information using the world wide web.	
To know how to download a document from a DfES web site.	

Assessment

3.3i and 3.3ii

Links

Job Description
2(h) – (j), (m) 4(b), (e)

Activity

	Activity	Mins.	Resources
A	Presentation: Introduction to email and the world wide web.	15	Computer with internet access Slide S8-1
B	Self assessment Activity	5	Assessment Book 3.3i
C	Paired activities: <ul style="list-style-type: none"> Create and send an email. Send an email with a draft agenda in an attached document. Add addresses to an electronic address book. Create a Contact Group in an Address Book Log on to the world wide web. Access DfES and other web sites for governor information. Download a document from the internet. 	70	Computer with internet access Exercises 8-11
E	Self Study	30	Course Reader 3.3
	Assessment 3.3ii	60	

Key Points

- 1 Electronic communication is a fast and efficient method of communication with schools, LAs and most church authorities.
- 2 The clerk needs to establish with the governing body whether governors have the facility and wish to receive information by email.
- 3 A protocol needs to be established for using email.
- 4 Meeting agendas and papers should be dispatched to arrive no later than 7 clear days prior to a meeting.

Preparation

Before the session, ensure that all computers are switched on and show the desk top. Some computers require a password; if they are borrowed make sure:

- you know the current password;
- Microsoft Office 2000 Professional or XP with the appropriate version of Word is loaded;
- there is a floppy drive installed (A drive);
- there is an independent mouse attached (laptops);
- all computers have internet access;
- you know the passwords for internet access.

Presentation

The Internet

- Electronic Mail
 - Internet Service Providers (ISPs)
 - Email addresses
- World Wide Web
 - Web site addresses
 - Portal sites
 - Search engines

S8-1

Explain the two main functions of the internet:

- electronic mail
- world wide web

For newcomers to the internet, learning the language and acronyms used is probably the biggest hurdle. In the presentation explain the basic concepts and introduce essential terms: ISP, email addresses, web site addresses, portal sites and search engines (Course Reader 3.3).

In discussion use the knowledge and understanding of those with expertise in this area to help those to whom ICT is new.

At this point you may also find it appropriate to raise the issue of computer security and the need to protect systems from viruses and other problems. Most computers are sold with a virus checker, but the danger is that the owners do not continue to pay after the initial subscription period and/or they do not regularly update the virus checker from the internet.

Exercise 8 to 11

Ensure each pair of participants has the Managing Information Diskette and the appropriate Exercises for their learning needs. Aim for the majority of the group to complete Exercise 11 before the end of the session.

Participants who have already developed all the techniques may wish to work on the Assessment Activities as a distance learning activity.

Revise with less confident participants:

- 1 sending an email*
- 2 attaching a file
- 3 searching for information on the web
- 4 printing a document from a website
- 5 saving a document from a website

Participants who are confident with **all** the tasks in the self-assessment activity should move straight on to the assessment for Module 3 Unit 3.

** Participants will need to be provided with a local email address to which to send their email exercises.*

Session 9 Module 4 Unit 1 Clerk as Adviser: Legislation and Advice

Purpose

For participants to explore the types of advice, which they may be called upon to give to the governing body.

Competences

C111, C211, D331, D332, D333, D431, D512, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand the different types of advice they may be required to give.	
To understand the impact of advice on the work of the governing body.	
To know how to scan a document and identify matters of importance to governors.	

Assessment

4.1i and 4.1ii

Links

Job Description
2(e),(n) 4(a),(b), 5(b),(c), 6(g)

Activity

	Activity	Mins.	Resources
A	Presentation – The Legal Process	10	Slide S9-1
B	Presentation The nature of advice: <ul style="list-style-type: none"> • legal • good practice 	10	Slide S9-2
C	Small group activity sorting different advice activities	5	Handout 9C
D	Giving procedural advice Re: governing body size	10	Assessment 4.1ii
E	Giving procedural advice Discussion based on a case study with different outcomes.	20	CD ROM Scenario E
F	Case Study: Advising on a consultation document.	20	CD ROM Scenario F
G	Case study: Advising on an agenda	15	CD ROM Scenario H Handout 9G
H	Self Study Assessment Book	30 60	Course Reader 4.1

Key Points

- 1 Clerks are expected to give two types of advice:

Legal

- on procedures during a meeting;
- on legislation with which the governing body must comply.

Good Practice

- on items which they may wish to comment on in policy/ consultation documents;
- in writing of letters etc. in relation to governing body business.

- 2 Advice given by the clerk in a meeting should be noted in the minutes

Presentation

Legal Process	Stages of the Bill	House of Commons	House of Lords
	First Reading	Published and presented to MPs	Presented to Peers
	Second Reading	MPs debate	Peers debate
	Committee	Standing Committee with representatives from all parties discuss and propose amendments	Detailed debate when amendments can be suggested.
	Report	Amended Bill presented to all MPs.	Bill discussed again and further amendments can be made.
	Third Reading	Final debate	Final debate – amendments can still be put forward.
	Royal Assent	Act of Parliament S9-1	

Further information is available from www.publications.parliament.uk/pa/ld/hlbill.pdf

The Legal Process is often only half-understood because the knowledge has been acquired piecemeal through reading and listening in different contexts. Clerks who are giving advice based on statutory requirements, need to know how the laws are made.

Slide S9-1 gives the basic outline for a bill passing through parliament. In Module 4 Unit 1 of the Course Reader there is a discussion of Primary and Secondary legislation, and Green and White papers.

Stages of the Bill	House of Commons	House of Lords
First Reading	Published and presented to MPs	Presented to Peers
Second Reading	MPs debate	Peers debate
Committee	Standing Committee with representatives from all parties discuss and propose amendments	Detailed debate when amendments can be suggested.
Report	Amended Bill presented to all MPs.	Bill discussed again and further amendments can be made.
Third Reading	Final debate	Final debate – amendments can still be put forward.
Royal Assent	Act of Parliament	

You may wish to use the example of a recent piece of education legislation such as The Education Act 2005 to explain the above process.

Presentation

The Nature of Advice

- Legal Advice
 - procedural
 - Compliance
- Good Practice
 - letters
 - consultations
 - representations

S9-2

NB The clerk is not expected to be an expert in all areas of governing body responsibilities, but should be aware of where to seek advice.

A number of organisations provide information on governance and education in general. They include The Education Network (TEN), and ACE as well as the governor. In addition information can be found on the Governornet, and Teachernet websites.

Advice

Central to the work of the clerk is communication between the governing body and individuals, organisations, LA and government departments. Much of the advice, which the clerk is called upon to give, relates to those communications and the information contained within them.

Legal Advice

Much of the advice the clerk gives in governing body meetings relates to the conduct of the meeting and is contained in the School Governance (Procedures) (England) Regulations 2003. This is often referred to as procedural advice and includes meeting requirements such as giving seven clear day's notice of a meeting, the rules on being quorate to make decisions. If governing bodies fail to conduct their meetings within this legal framework then their decisions are not legally binding.

Governing bodies have a duty to comply with the law. They are required to have policies relating to child protection, curriculum, personnel, premises etc. The clerk may at times be required to advise on which policies are legally required, when they need to be reviewed and to seek guidance on changes in content.

The governing body is responsible for publishing a School Profile and the school prospectus. The content of these is partly identified in regulations. The clerk can be asked to advise on the content of these publications.

Good Practice Advice

The chair of governors and headteacher receive a wide range of communications relating to the governance of the school. Governors may be asked to respond to consultations and/or make representations to the LA and diocese and other organisations on different issues. These may require the reading of quite lengthy documents. The clerk should be in a position to draw to the governing body's attention matters of concern to them. Occasionally the clerk may be asked to advise on the content of press releases and other communications.

Group Activity

Handout 9C

Types of Advice

(L) Legal

(G) Good practice

In small groups sort the following statements into the two different types of advice:

- The address of the school should be in the School Profile. (L)
- Without 50% of the governing body members in post present the meeting is not quorate to make a decision. (L)
- The correct form of address for an Anglican bishop is the Right Reverend ... (G)
- The law requires the governing body to make a statement on 'Sex Education'. (L)
- The minutes of the meetings may be kept in a loose-leaf file providing the pages are consecutively numbered, and when approved each page is signed by the chair. (L)
- The governing body should have a curriculum policy. (L)
- Agenda Item 4.2 the consultation document relates to a number of items specific to secondary schools, however as a primary school the governing body may wish to respond to the item relating to truancy. (G)

Group Activity

Principles on which recommendations are to be made:

Parents	minimum of 33%
Staff	up to and including 33%
LEA	20%
Community	20% or more

In calculating the number of governors in each category the number must be rounded to the nearest whole number (.5 is rounded up).

Procedural Advice

Assessment Activity – Begin in the session with participants to complete as Assessment 4.1ii

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

- 4 parent governors
- 3 LEA appointed 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?

Interactive CD ROM Scenario E

The interactive video may need to be shown twice. You may wish to take the options in the order of 1, 3 ,2

Procedural advice may not always be requested. Often the clerk has to intervene in the meeting to give the advice. It may, or may not, be welcomed by the chair.

Discuss with the group the importance of being able to intervene in a meeting to give procedural advice.

Watch the Interactive Video and discuss the different outcomes.

Following each outcome discuss:

- The effect of the outcome on the meeting;

- The feelings of the clerk who has given the advice.

If the group includes experienced clerks, ask them to share with the group their experiences of giving advice. What techniques have they developed?

Interactive CD ROM Scenario F

Inward Communications
Advising on Consultations

The chair has received a consultation document to which the governing body are invited to respond.

The clerk has scanned the document and identified only three matters which are specifically relevant to this governing body, and which he thinks they may wish to make a comment on.

One governor queries his advice and blames 'the authority' whoever they may be. This brings to the fore the frustration some governors feel at the demands made on them and the need to find a scapegoat. The clerk is in a difficult position.

Watch the Interactive Video Clip

The clerk has tried to be helpful to the governing body, but his advice is being questioned.

Following each option discuss:

the position of the clerk in relation to the governing body.

If there are experienced clerks in the group ask them to share their experiences of giving this type of advice.

What are the benefits to the governing body of the clerk analysing documents prior to the meeting and drawing the governors' attention to those parts, which are particularly relevant to them?

What are the disadvantages?

Interactive CD ROM Scenario H

Handout 9G gives the notes made by the chair, headteacher and clerk.

The headteacher and chair meet with the clerk to finalise the agenda. They have all prepared a list of items. The chair is in a hurry. He has received a complaint via the literacy governor about the library stock.

The headteacher seizes on the complaint and quite rightly considers it to be inappropriate for the governing body meeting. The chair is insistent on placing the complaint on the agenda.

The clerk is placed in a difficult position.

NB The author of Secret Seven Series was Enid Blyton.

Mrs Weasley is a character from the Harry Potter books. She is the mother of Harry Potter's best friend.

Watch the CD ROM

Watch the Interactive Video and discuss the different outcomes.

Following each outcome discuss:

The effect of the clerk's intervention on the attitude and response of the head and the chair to each other.

If the group includes experienced clerks, ask them to share with the group their experiences of giving advice when the chair and headteacher have different views on a matter.

Group Activity

- 1 Review the situations in which the clerk is required to give advice.
- 2 From the video-clips and own experience identify key strategies for intervening successfully and achieving a win-win situation.

Session 10 Module 4 Unit 2 Clerk as Adviser: Policy, Procedures and Advice

Purpose

For participants to understand the clerk's role in relation to the governing body's role in policy writing and review.

Competences

C111, C211, D321, D322, D331, D332, D333, D431, D512, D522, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand the purpose of policies and the process of writing them.	
To recognise how the clerk through his/her various roles can improve the effectiveness of the governing body	
To know what is required in Module 5: Clerks in Action.	

Assessment

4.2

Links

Job Description
4(a), (b), (c), (e), (f), 5(a)

Activity

	Activity	Mins.	Resources
A	Presentation What are policies? Where do they come from? What is the governing body's role in relation to policies?	10	Slide S10-1,2,3
B	Discussion: How can the clerk as administrator, information manager, and adviser help the governing body with their policy responsibilities? Report back	25	Flip Chart
C	Watch Video Clip D Curriculum Committee Meeting	15	Video
D	Paired activity – devise an annual plan of governing body activities.	20	'Regulations' A3 Proforma
E	Preparation for Module 5 • clerk mentor • activities	20	Handouts
F	Self-study Assessment Book	30 60	Course Reader 4.2

Key Points

- 1 The governing body is responsible for agreeing the school's policies.
- 2 The clerk needs to:
 - advise the governing body of the policy statements required by law;
 - keep a file of policies with a list of approval and review dates and committee/working party responsible;
 - record in the minutes approval of policies, review date and by whom;
 - record in the minutes monitoring activities and evaluation of the impact of policy.
- 3 Clerks can assist the work of the governing body by providing an annual plan of what needs to be done when

Presentation

Definition

Policy is the set of principles guiding conduct and action

S10-1

Policy Process

- Draft the policy principles
- Consult about them
- Consider responses
- Decide
- Include success criteria
- Monitor saying who will do it and when
- Evaluate and review in the light of the monitoring findings

S10-2

When presenting the following information set it in the local context.

Policy development is one of the strategic tasks of the governing body.

Policy like many words used in common parlance, is seldom defined. Policy and the procedures, which often accompany the policy, can result in very lengthy documents. Policies are the statement of principle which guide conduct and action and as such are often no longer than one page in length.

The clerk needs to be aware of the definition of policy and the process for developing policy:

- governors are often unclear about what policy is and therefore, there can be confusion of policy and procedures in governing body discussion. If the clerk has a clear understanding then he/she will find it easier to minute such discussions.
- policies are placed before the governing body for approval; it is helpful to the clerk to know the development process prior to presentation for approval at a meeting.

The process of developing a policy is much lengthier and on-going in that:

- the principles need to be established;
- those responsible for drafting the policy need to be identified;
- the policy document then requires drafting;
- all interested parties need to be consulted;
- the results of the consultation need to be analysed and the draft policy reviewed in the light of the consultation results;
- success criteria need to be added;
- monitoring procedures need to be stated;
- evaluation arrangements need to be stated;
- following monitoring and evaluation of the impact of the policy a review needs to take place.

It is through the setting of policy and the monitoring and evaluation of its implementation that the governing body fulfils its main purpose of raising standards and securing the welfare of its pupils.

Reference:

The National Training Programme for New Governors
Module 1 Handout 9

Discussion

Why have Policies?

- Enables activity to be examined
- Asserts the collective will
- States what is wanted
- Focuses attention on urgent questions
- Distances people from events
- Improves decision making
- Strengthens planning
- Avoids off the cuff responses
- Absence gives vagueness, poor meetings and dissatisfaction

S10-3

A sample policy is included in Appendix 3 of the Course Reader

Assisting the Governing Body with Policy Development

Small group discussion:

- 1 Why have policies? Ask the groups to list the reasons having policies and report back to the main group. Slide S10-3 gives some of the reasons for having policies. Show this slide after the groups have reported back.
- 2 Having established the reasons for developing policies ask the groups to consider what their role might be in policy development. Below are the four main tasks.

What is the clerk's role in policy development?

Information Manager

- to keep a record of all policies approved by the governing body with notes for each policy on who is responsible for monitoring, when the monitoring is to take place and the dates for review.
- keep a file of policies provided by the LA, or church authority, for information.
- know those policies which the governing body are required to have by law.

Administrator/Adviser

- bring to the chair's attention policies due for review so they can be placed on the appropriate meeting agenda.

The job description states:

"To 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."

Discussion

Watch the video clip D.

Discussion questions

What can we conclude from the video about the procedures for governing body committees?

They follow the same procedures as for a full governing body meeting except for the attendance requirement.

What is the process for the development of this policy?

The head and staff have prepared a draft and tabled it for discussion at the Curriculum Committee. The Curriculum Committee reviews and agrees the draft. It is presented to the full governing body meeting for approval.

How could the clerk support the curriculum committee in developing this policy?

Checking for advice on monitoring. Seeing if there are any model policies available from DfES, your local authority or other local authorities, local schools, governor organisations etc.

Clerking a Committee

The Curriculum Committee of the governing body are meeting to discuss writing a 'Whole School Monitoring Policy'.

Unlike some other committees the curriculum committee has few decision-making powers. Its main tasks are to monitor standards of pupil achievement and prepare policy documents for the governing body committee to approve.

The chair of the governing body also chairs the curriculum committee in this school, although it could be another governor, so long as they work less than 500 hours per year in the school.

Other members of the curriculum committee include headteacher, a teacher governor and another governor.

The Level 2 Clerk Job Description does not include the clerking of governing body committees. It is listed as an optional extra.

Governing Body Committees are discussed in the Course Reader Module 1 Unit 2.

Paired Activity

Annual Planner

Some local authorities provide annual planners for governing bodies, so it may not be necessary to start with a blank sheet of paper. Clerks who are in this fortunate position should be encouraged to critically review their current planner making proposals for amendments, where appropriate.

For the activity participants will require a current copy of Guidance on the School Governance (Constitution) (England) Regulations 2003, School Governance (Procedures) (England) 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. Begin the paired activity in the training session. Each student then completes the activity as an assessment. (See the Assessment Book for the Annual Planner Proforma.)

Module 5 Clerk in Action

Purpose: For participants to demonstrate their competence in clerking a governing body meeting

Clerk Mentor Roles 1

The clerk mentor is responsible for:

- negotiating an appropriate meeting for the participant clerk, and
- the quality of the clerking of the meeting.

NB. Permission of the appropriate governing body for the clerk to be observed during a meeting should have been sought at the beginning of the course.

Guiding the participant through the meeting tasks:

- 1 Organise a meeting with the participant to:
 - Assess the participants experience, confidence and potential assertiveness in a meeting;
 - Give the participant a profile of the governing body and its stage of development;
 - Provide all the documents the participant will need to clerk the meeting;
 - Discuss the arrangements for liaising with the chair and headteacher;
 - Discuss a schedule for completing the tasks e.g. agenda preparation etc;
 - Answer the participant's questions and ensure he/she is fully prepared.
- 2 Attend the meeting with the participant, chair and headteacher to agree the agenda.
- 3 Discuss with the participant the final agenda, collation and distribution of papers. Ensure that this happens so that the governors receive the papers at least 7 clear working days before the meeting.
- 4 Attend the governing body meeting with the participant. Provide introductions to the governing body and ensure they understand the participant's role.
- 5 Record the business of the meeting alongside the participant. Signal to the participant when information or advice needs to be given. If the participant fails to provide what is required, tactfully support by amplifying the participant's input. It is important that you build the participant's confidence and make light of mistakes.
- 6 Following the meeting arrange a timetable for completion of the minutes and follow-up actions following from the meetings. There may be some telephone calls, which it would be more appropriate for you to make than the participant because of your knowledge and understanding of a specific issue.
- 7 The participant will submit draft minutes and letters to you, which you will then be able to finalise before sending to the chair for approval.

Module 5 Clerk in Action

Purpose: For participants to demonstrate their competence in clerking a governing body meeting

Clerk Mentor Roles 2

The clerk mentor role is to guide the participant through:

- all the tasks involved in clerking a governing body meeting (See the Check List);
- the self-review process;
- writing an action plan.

Clerk Mentor Record

The Clerk Mentor should complete Review 2 and the Assessment Statement.

Guiding the participant through the self-review process:

- 1 Following completion of all the tasks arrange a meeting with the participant for the self-review process.
- 2 Prior to that meeting the participant and you should complete the self-review sheet, which is based on the National Job Description. At the meeting use the sheet to discuss the participant's performance.
- 3 Ask the participant to comment on their own performance at the different stages. If they are over critical of themselves balance their comments by pointing out their strengths and vice versa, if they are unaware of shortcomings.
- 4 Agree a summary of strengths and areas for development with the participant and complete the last section of the self-review sheet together.

Guiding the participant through writing the action plan:

- 1 Use the summary of strengths and areas for development in identifying the key areas for the action plan.
- 2 Prior to discussion you will need to familiarise yourself with the types of support available to the clerk in the local area. This will probably include local authority briefing meetings, in-service courses and courses provided at the local college such as CLAIT for development of information technology skills.
- 3 When the action plan is complete it should be added with the self-review sheet to the Participant Assessment Profile and a copy retained by the clerk-mentor

Module 5 Clerk in Action

Purpose: For participants to demonstrate their competence in clerking a governing body meeting

Activity		Key Points	Check List
A	Organisation	<ol style="list-style-type: none"> 1 Clerking the meeting takes place in accordance with agreement with SLA manager and/or governing body wishes. 2 A schedule of activities is agreed between participant and clerk mentor. 3 Participant obtains street map. 4 Prepares file and discusses dress code with clerk mentor. 5 Confirms location of, and access to the meeting. 	
B	Preparation	<p>Participant completes the following supervised by clerk mentor:</p> <ol style="list-style-type: none"> 1 Reads agenda, minutes of previous meeting and papers received since the last meeting. 2 Checks membership details and changes. 3 Attends meeting with chair and head to negotiate the agenda. 4 Finalises the agenda. 5 Collates the agenda papers and reports. 6 Distributes the agenda and related papers. 7 Researches, analyses and ensures an understanding of content of papers. 8 Considers how the governing body might respond to the different agenda items. 9 Prepares the clerk's pack for the meeting. 	

Module 5 Clerk in Action

Purpose: For participants to demonstrate their competence in clerking a governing body meeting

Activity		Key Points	Check List
C	Meeting	<p>Participant completes the following supervised by clerk mentor:</p> <ol style="list-style-type: none"> 1 Checks the room layout. 2 Arrives at the school 20 minutes before the meeting. 3 Prepares documents prior to meeting. 4 Pre-meeting discussion with chair and head re: issues. 5 Introduce yourself to the governors. 6 Takes the attendance list. 7 Ensures the chair signs the minutes. 8 Listens to discussions and makes notes. 9 Gives advice as and when required. 10 Writes an action list for the governing body. 11 Writes an action list for him/herself. 12 Collects up confidential items, which may have been distributed at the meeting. 13 Leaves at an appropriate time having clarified details including date of next meeting. 	
D	Post-meeting Action	<p>Participant completes the following supervised by clerk mentor:</p> <ol style="list-style-type: none"> 1 Writes the draft minutes with agreed timescales. 2 Takes all follow-up action including making telephone calls and writing letters. 3 Amends the governing body records as and where appropriate. 4 Maintains the files, governing body records and where appropriate business records. 5 Distributes draft minutes in accordance with the governing body's instructions. 	
E	Review and Evaluation	<p>Participant and clerk mentor:</p> <ol style="list-style-type: none"> 1 Independently complete the self-review sheet. 2 Discuss the participant's performance in clerking the meeting with particular reference to preparation, meeting, and follow-up action including the minutes. 	
F	Action Plan	Participant prepares an action plan, which addresses the main points from the review and identifies the next steps and further support required.	

Distance Learning Course Supervisor Guide

Introduction

Each participant following the distance learning route for the National Training Programme for Clerks to Governing Bodies is entitled to receive support with their learning from a course supervisor. This support will normally be given through two face-to-face meetings with the opportunity for up to an hour telephone and/or email contact at mutually convenient times. The first meeting should occur close to the start of the course and the second following Module 3.

Participants will also require a clerk mentor to support their completion of Module 5. Where individuals have the appropriate range of knowledge, skills and experience the same person could carry out the role of supervisor and mentor.

Course Supervisor Meeting Guides for these two sessions follow.

It is expected that course supervisors will have:

- a good understanding of governance;
- a good understanding of the role of the clerk to the governing body;
- experience of supporting adult learning including the assessment of work and giving meaningful feedback;
- positive attitudes towards raising the profile and competence of clerks;
- a willingness to participate in the development and evaluation of the course;
- a good knowledge of local circumstance in which the clerks they are supervising are operating

Meeting 1 Distance Learning Introduction

Purpose

To welcome participants to the course

Competences

C111, C112, C211, C212, D321, D322, D331, D332, D333, D421, D422, D424, D425, D431, D471, D473, D474, D511, D512, D521, D522, D523, D524

Learning Outcomes

Outcomes	Trainer Evaluation
Understanding the range of tasks of a clerk.	

Assessment

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Links

All

Activity

	Activity	Mins.	Resources
Pre	Self-assessment activities	30	Assessment Book 1.0
A	Welcome and introductions	10	Slides S1-1
B	Icebreaker- sharing experience of the education system in pairs and then fours	20	Flip Chart
C	Introducing the work of the clerk	15	Introductory Video clip Slides S1-2
D	Presentation of the course outline and discussion of assessment requirements	15	Slides S1-4,5
E	Card Game Identifying Governing Body Roles	30	Cards See Trainers' Course Session 2C
F	<i>Self-study</i> <i>Read Modules 1-3 and complete assessments</i>	<i>24 hrs</i>	<i>Course Reader</i>

Key Points

- 1 The clerk supports the governing body in its main task of promoting high standards of educational achievement and securing the welfare of the pupils in the school.
- 2 The work of the clerk has can be divided into three main areas relating to governing body meetings:
 - (a) Preparation before
 - (b) Tasks concerned with recording the business of the meeting and giving advice.
 - (c) Follow-up action stemming from the meeting.
- 3 The course will enable the participants to acquire or further develop the following:
 - (a) Administrative skills
 - (d) Information management skills
 - (c) Advice giving skills.

Meeting 2 Distance Learning Introduction

Purpose

- To review progress with distance learning materials and assessments.
- To introduce Module 4.
- To discuss and organise Module 5 Clerk in Action.

Competences

C111, C112, C211, C212, D321, D322, D331, D332, D333, D421, D422, D424, D425, D431, D471, D473, D474, D511, D512, D521, D522, D523, D524

Learning Outcomes

Outcomes	Trainer Evaluation
To understand:	
<ul style="list-style-type: none"> • The nature of advice 	
<ul style="list-style-type: none"> • the purpose of policies and the process of writing them. 	
<ul style="list-style-type: none"> • To know what is expected in Module 5. 	

Links

All

Activity

	Activity	Mins.	Resources
A	Review and discussion of progress with Modules 1-3.	40	Course Reader Assessment Book
B	Presentation The nature of advice:	10	Course Reader
C	Presentation What are policies? Where do they come from? What is the governing body's role in relation to policies?	10	Course Reader See Session 10 Trainers' Guide
D	Preparation for Module 5 <ul style="list-style-type: none"> • clerk mentor • activities 	30	Assessment Book Locally produced handouts

Key Points

- 1 Clerks are expected to give two types of advice:

Legal

- on procedures during a meeting;
- on legislation with which the governing body must comply.

Good Practice

- on items which they may wish to comment on in policy/ consultation documents;
- in writing of letters etc. in relation to governing body business.

Advice given by the clerk in a meeting should be noted in the minutes.

- 2 The governing body is responsible for agreeing the school's policies.

See Trainers' Guide 10.