

# Leading to the future

## Information for School Governors

### A New Year message from our Chief Executive David Sidaway

I want to start by wishing you all a Happy New Year. When I began my role as Chief Executive of Telford and Wrekin Council at the end of last year I was excited about getting underway in ensuring that our council was ready and prepared to deliver on its plan to protect, care and invest to create a better Borough. Little could I have known that we were heading towards a year dominated by a global pandemic. This has been one of the most testing times in all of our personal and working lives, yet I have been overwhelmed by the way in which all of our services have risen to the challenge in continuing to support our residents, including the children in our borough.

Along with all my colleagues at the council, I recognise the role that head teachers, teachers, support staff and governors have played during the pandemic in ensuring that other keyworkers were able to continue to work. Without our teaching workforce many of our vital services, including the NHS simply would not have been able to continue to function. Schools are often referred to as being at the heart of the community and I have been humbled to hear the many stories of our schools not only continuing to deliver pupils' learning, but also providing support in many practical ways for families and the wider community including setting up food banks.

I would like to say thank you to head teachers and governors for working diligently with Public Health Protection to ensure that robust risk assessments have been put in place and are being adhered to so that schools can continue to be safe for pupils and staff. Since the return to full opening of schools in September I know that you have had to manage much disruption due to bubble closures and pupil and staff self-isolation. However it has been positive to hear of the many creative ways in which teachers continue to

provide remote education for pupils who are unable to attend school and I think that there will be some changes in practice that we will all continue to embrace post Covid.



As we start this New Year we are all no doubt hoping for the successful rollout of a vaccination programme which will allow us to resume some form of normality. There will be no quick fix in terms of making up for the lost time our young people have experienced in their education. I know that schools are endeavouring to help children to catch up with their learning, as well as providing support for pupils to ensure that they remain safe and that their social and emotional needs are being met.

Having had first-hand experience of being a governor in the borough, I fully appreciate the commitment of governors and the work you do to contribute to the success of our schools. Your dedication to children in the borough throughout this pandemic is very much appreciated.

This year has been particularly challenging, I do not take for granted how hard our teachers have worked and how alongside this, governors and school leaders have had to embrace different ways of working. Although we will still be managing the effects of the pandemic well into the New Year I know that our schools will continue to work for the very best interests of all of our young people in the borough.

I think this very challenging period has demonstrated the important role schools play at the centre of their community and has been a true measure of what we can achieve if we work together.

**Stay safe, be kind**



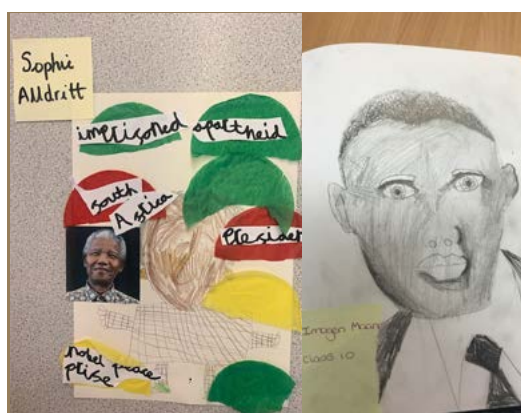
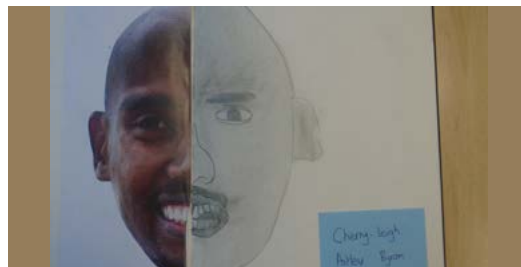
## Black History Month at Aqueduct Primary School - Promoting Equality and Diversity

It's not always easy to find resources that help children to learn about black British history, so when the school was offered the chance to attend a free webinar for Black History Month ran by the Multicultural Development Team (MDT) with a free teaching pack of resources we were keen to take them up on the offer. The project they offered was intended to support and promote the school's delivery of the Equality and Diversity elements of education, as well as the development and enrichment of Cultural Capital within the school community.

Following the Webinar, we were then offered a free workshop which was led by MDT and TAARC (Telford Africa & Afro Caribbean Resource Centre). We selected the year five and six bubble to attend as we felt this would be a good starting point for the lessons we had planned for Black History Month. Unfortunately, due to current restrictions the workshop was not as hands on as planned but it did cover different aspects of black history and it did involve the children participating in discussions and challenges which they thoroughly enjoyed. Part of the workshop highlighted significant black individuals from past and present who had brought about positive change and this linked with the central theme of the workshop motto 'be the change you want to see today.' Comments captured from the children included 'I want to learn what Marcus Rashford did to make a change,' or 'I want to know why people judge others by only seeing them.' The children also went on to write their own speech based on Martin Luther King's 'I have a dream...' and these were extremely thought provoking and led to some interesting discussions.

The teaching pack provided is intended as a working document to be adapted, added to or changed to suit the individual requirements of the educational setting. We adapted it to fit in with our current curriculum offer and linked it to other subjects such as Art and Personal Development and Citizenship, particularly British Values.

Every school is currently reviewing their curriculum to ensure their offer reflects the exciting, diverse community we live in. Our starting point in reviewing ours was to consider the literature we have on offer, school themes and ensure the different events throughout the year represent our diverse society. For Remembrance Day this year, each year group learned about the valued contribution of many different nationalities and cultures. For example, Year three and four learned about Private Samuel Hodge, who became the first black soldier to be awarded the Victoria Cross.



It is easy to forget the resources that are available for all of us to access. We are delighted that we took advantage of what the MDT had on offer and we look forward to working alongside them to ensure we teach the importance of equality and celebrate the contributions made by individuals no matter what their background, belief or nationality may be. One class teacher fed back in a staff meeting following the workshop and follow up lessons that 'the conversations I have had in class with the children, make you realise why we need to teach this.'

We all have a dream, that everyone respects each other, no matter what differences they may have and as teachers we can be part of creating that dream.

**Tammy Lockley** Headteacher Aqueduct Primary School

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## The Multicultural Development Team (MDT) supporting Equality and Diversity

Black History Month was widely celebrated across Telford in October which resulted in many pupils and staff being left with a desire to learn more about key figures and events in history that have an impact on our world today. This cross-curricular topic not only covered many elements in History but addressed many fundamental SMSC and PHSE aspects of the curriculum as a whole.

Following on from October, many schools are taking up the offer of one hour's **FREE** support to schools to embed Black History throughout the curriculum to ensure a lasting legacy of learning throughout the year.

Bespoke and central CPD is available to schools which focus on Equality and Diversity, Preventing Racist incidents and support to deal with them, as well as upskilling staff knowledge on the Cultures and Religious Faiths in Telford today.

MDT are working with the Telford and Wrekin Interfaith Council to provide schools with Covid-19 attendance support through the Flash academy programme. Schools can apply for support for families who are struggling to support their children and family due to the pandemic. The remote learning opportunities and support for pupil's education is enhanced by Flash academy whilst the Telford and Wrekin Interfaith Council are providing family support with everyday essentials and community links. The Educational Psychology service is also on hand to support with Covid-19 anxiety or fears relating to the pandemic. Schools can apply directly to MDT for more information and **FREE** support.

South Asian Month is celebrated in July 2021 and MDT are looking forward to our forthcoming EAL network meeting on the 4th March 2021 to share with schools the

outline of events. MDT are looking to support schools in the celebration of the rich cultural heritage, history and diversity of the people from the South Asian countries living within our local community. Schools will have the opportunity to learn more about these cultures and take part in workshops and events to celebrate South Asian Month in July 2021.

Schools have a duty to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and Beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background. Schools have a duty, within the Equality Act, to eliminate discrimination and other conduct that is prohibited by the Act. They should **advance equality of opportunity** between people who share a protected characteristic and people who do not share it as well as **foster good relations** across all characteristics.

MDT are happy to provide bespoke Governor training on any specific CPD mentioned above relating to Equality and Diversity, School policy and procedures relating to Preventing Racist incidents and the use of IRIS, as well as ensuring Governors ability to identify Cultures and Religious Faiths teaching and how it is embedded and linked to the school ethos through shared British Values. We are also providing centrally based Governor training via Teams or in person on the 19th May 2021 which focus' on Meeting the OFSTED requirements for Equality and Diversity for Governors.

**For more advice and guidance** please contact MDT directly at [multicultural.development@telford.gov.uk](mailto:multicultural.development@telford.gov.uk) or 01952 380828.

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## Questions for Governors

Governing boards can discuss with school leaders how diversity, equality and inclusion are embedded in the life of the school. Below are a few questions to help:

- How does our school build knowledge and understanding of equality and diversity through the curriculum?
  - What other opportunities does our school use to promote equality and diversity? For example, assemblies, classroom discussion, pastoral activities or visits?
  - What support and training are available for staff to help them embed our ethos and values?
  - How do we involve parents and the wider community in our activities that promote equality and diversity?
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## How Secure is your Data Sharing?

Your school and its governors are responsible for ensuring the school complies fully with the requirements of the Data Protection Act 2018 (DPA18). Failure to comply could lead to the school being fined up to £17,500,000!

A key area of compliance for the school is ensuring any personal data shared with staff, governors, parents and other third parties is shared securely.

As governors you receive the majority of information from school via email, therefore it is important that this communication is as secure as possible. Unfortunately, in the majority of cases, emails sent from school to a non-school email address are not secure as they are transferred over the internet. This means they could be intercepted and the content of the email used maliciously.

Other concerns in relation to governors using personal mailboxes to receive school emails are:

- The possibility of the emails being read by others who may also have access to the email account
- The governors pc having a virus that enables scammers to view email content

One clear way of reducing this risk is if a governor is given a school email address to receive communications. If a school email address was used this would be protected over the internet and the email account would only be relevant to school business for the governor.

To discuss your data security in more detail, please contact the **Information Governance team** at [information.governance@telford.gov.uk](mailto:information.governance@telford.gov.uk)



## The Role of School Governance in Developing Your School Leaders

**Did you know that a teacher and a school leader are eligible to serve on a Governing Board at a school other than the one they work in? In fact, it is an invaluable opportunity to see the leadership and workings of another school.**

Currently we are seeking to recruit volunteer Governors to serve on Governing Boards in schools across Telford and Wrekin.

### Why volunteer?

Governing boards must have a balance and diversity of knowledge, skills and experience – including that of education professionals in order to be effective. Teachers, middle leaders, and senior leaders, can make a valuable contribution of experience and expertise to the Governing Board of a different school.

Governing in another educational setting is a fantastic professional development opportunity for educators, particularly for those that are aspiring senior leaders or those looking to apply their expertise in another community. It enables them to develop strategic leadership skills and knowledge, gain a practical understanding of governance, and build networks with other educators and professionals from different sectors.

### Qualifications needed

There are no specific qualifications for the role of governor, just the right attitude, enthusiasm and time to devote to the role and educational professionals have a lot of expertise to offer to any Governing Board.

By encouraging your staff and aspiring leaders to consider a position on another school's governing board they will be able to develop valuable skills that could strengthen your own school leadership team.

Please contact the **School Governance Team** for more information and an application form at [schoolgovernance@telford.gov.uk](mailto:schoolgovernance@telford.gov.uk)



## Embracing Apprenticeships at Southall Special School

### Background

For Southall Special School, apprenticeships are proving to be a vital part of their talent development and recruitment work for their staff. Although the school always recognised the importance of apprentices, prior to 2018 they had not tended to do much in this space. This changed after conversations with the local authority about the opportunities available. Apprenticeship activity at the school has moved at pace, with 27 apprenticeship starts created in total over three years and another apprenticeship vacancy being advertised at time of writing.

### What changed in 2018?

In 2018, Southall's Deputy Headteacher left, which meant a reshuffle of responsibilities within the school leadership team. Jonathan Barrett, the school's IT Manager, was given responsibility for managing apprenticeships at the school and acts as a mentor to everyone on programme. He ensures he makes time to attend all review meetings the school's apprentices have, helps to solve issues that come up and provides support when needed. He's even enrolled on an apprenticeship himself.

Having a member of the School Leadership Team (SLT) take direct responsibility for apprenticeships in the school, alongside the close working relationship with the local authority apprenticeship manager, has been crucial for Southall to take advantage of their apprenticeship levy funds. It's also ensured that the programme really works for the school – both in terms of tackling skills needs within the organisation and helping staff to progress and develop in their own careers.

Once Southall got their first apprentice in place, enthusiasm for the programme snowballed.

*"Getting that first apprentice in was crucial for us," says Jonathan. "Once we got that first one in place, the whole school was able to see the quality of the programme and see the potential for how more apprentices could help both our staff members as individuals and the school more broadly".*

### Growing your own staff and diversifying your workforce

A key priority for Southall is being able to use apprenticeships to **'grow their own'** staff. The school was keen when they set up their apprenticeship programme to ensure that staff had an opportunity to progress in their careers and **"grow with the school"** – improving their skillsets to ensure the workforce matched the needs of the school. Southall has had high numbers of apprentice teaching assistants, though have also looked at non-classroom-based roles including an apprentice IT Technician and an apprentice Administrator. Generally, the school has been pleasantly surprised at the wide range of qualifications available through the apprenticeship levy for both their new recruits and to upskill existing staff.

Jonathan describes the school as having been **"really lucky"** with the diverse group of apprentices they have been able to attract into the school. Almost half of their apprentices over the last three years have been new hires and there has been a wide range of applicants of different ages and backgrounds. Being able to take on apprentices at non-traditional times of the year has also helped them attract a broader range of candidates. >>



## Embracing Apprenticeships at Southall Special School continued

*“The time of year we go out to advertise really does affect the age range of who applies”, said Jonathan. “If we look for the traditional September start, we tend to get a lot more young people who may have just left school or college. If we go out at other times of the year – in January or at Easter, for example – we see a much wider range of ages, including a lot of older people who are looking to retrain in a different career, or parents looking to return to work.”*

Progression is one of the other key priorities for the school and they have a good record in that regard, retaining many of the apprentices in permanent roles. Since 2018, only one of the ‘new recruit’ apprentices has not secured a further position at the school following their apprenticeship post – and that was only because the apprentice in question decided to pursue a pathway to a degree instead. Many of the apprentices are appointed to a full-time role half-way or three-quarters of the way through their apprenticeship, highlighting the impact many of these apprentices make on the school. This helps to underline the usefulness of apprenticeships as a retention tool for schools to help reduce staff turnover and improve continuity for their pupils.

Effectively managing off the job training Managing the mandatory 20% off the job training element of the apprenticeship is often seen as a challenge for many schools. The fear, particularly for classroom-based roles, is that staff will be taken away for their front-line work for up to a day a week. To manage this challenge, Jonathan Barrett has been given control over when to release staff to complete their off the job learning. He is in close contact with providers as well as the staff members, and is able to manage not only how the training is delivered, but when, to ensure that it is carried out in a way that does not **“get in the way of the day job”**.

Every member of staff, from new recruits to existing employees, knows that they are signing up to the off the job training when they start

their apprenticeship, so they know what they are getting into and are fully on board.

Jonathan also makes sure that each apprentice is communicating effectively with their training provider over how this training can be delivered.

The school recognises that time management is key to ensuring this is done successfully and Jonathan’s role has helped with this, breaking down a potential barrier before it became an issue.

The school is keen to find flexible ways of delivering off the job training and find that their providers are starting to learn that there is no one-size-fits-all approach and are increasingly responsive to the school’s needs. During the current COVID-19 pandemic, much of the off the job training has been delivered online. The school has ensured that their staff members are able to stay at home to do this training, recognising the need for them to have a quiet space to focus rather than be distracted by the busy school day.

There are also positive aspects of how the off the job training is delivered, which has made apprenticeships a more attractive option for some staff members.

*“We’ve seen a real positive effect of the off the job training rules for term-time and part-time staff and those with children – it really helps them knowing that the training is delivered in their normal working hours and that they are still able to be off with their families in the school holidays,” Jonathan explained.*

### Using Apprenticeships to tackle COVID-19 Challenges

The COVID-19 pandemic has thrown up a lot of challenges for schools to consider, but apprenticeships are proving helpful in trying to cope with what the virus throws up. Southall has continued to take on apprentices, appointing some of their 2020 cohort during the pandemic, and were advertising for another teaching assistant apprentice at the time of writing. The school recognised the need for more staff due to the logistical issues caused by the need for isolation and to ensure appropriate social distancing.

Southall try not to use supply staff if they can avoid it, preferring to invest in their own more permanent workforce by bringing in new staff instead. While they concede that they are in a better position to do this by being able to



predict their future pupil numbers more easily than other schools can (90% of their pupils come from a feeder school), using apprentices to bolster their workforce has had the benefit of filling skills gaps, developing their employees and allowing them to more effectively manage the challenges of COVID.

It has been important for the school to have the involvement and support of the school's governing board throughout this work and the governors have reflected that it has given the school much more flexibility on how the curriculum is delivered. It's helped to support in the other areas such as IT and administration and has been an amazing use of the levy pot to upskill current staff and train new recruits.

## Key Learning Points

1. Take advantage of the opportunities the apprenticeship levy offers – if you don't, the levy just becomes a tax on school resources with no wider benefit to the organisation.
2. Ensure one member of your senior leadership team is given responsibility for managing and driving the apprenticeship programme to make sure it works in the way that best suits the school, its staff and pupils.
3. The more time you put into your apprenticeship programme, the more you will get out. It may seem daunting and time consuming at first, but there are real benefits to the school (better qualified staff, more likely to stay for longer if they grow with you) and your workforce (more opportunities for development)
4. Focusing on 'growing your own' staff is really rewarding and allows you take an active role in making sure your skills needs are met. A good 'grow-your own' culture allows you to grow your staff as your organisation develops, resulting in home-grown employees in key positions who understand your school and how it works, moulded by experience on the job as they learn.



## New Financial Transparency Rules for Maintained Schools

Following a consultation last year, the government is bringing forward a number of changes intended to increase the financial transparency of maintained schools. These changes do not apply to academies.

New requirements will be as follows:

- Maintained schools must submit to the local authority a three year budget forecast by 30 June each year, starting in 2021.
- A list of any related party transactions must be included in the response to the new question in the Schools Financial Value Standard (SFVS) about arrangements for managing such transactions.
- Maintained schools must submit a recovery plan to the local authority if they have a deficit exceeding 5%. This applies from 31 March 2021.
- Maintained schools must publish on their website annually, the number of individuals earning over £100,000, in £10,000 bandings. This applies from 1 January 2021.
- Maintained schools websites must provide a link from their own websites to the government benchmarking website. This applies from 1 January 2021.

For most schools in T&W, these new requirements should not be too onerous – for example the schools' finance team already produces annual 3 year budgets for schools and the local authority already expects schools with significant deficits to complete recovery plans.

As part of the new requirements, the local authority will be required to inform the Department for Education (DfE) of the number of maintained schools with suspended budgets and notices of financial concern; the amount that has been recovered from investigating fraud in maintained schools; the number of recovery plans in each LA; and the number of related party transactions in maintained schools and the value of each transaction. These additions to local authority reporting will apply for the return for the financial year 2020-21, which is due in September 2021.

Schools should contact their finance officer or myself if there are any queries about these new requirements.

**Tim Davis** Group Accountant

## Preparing your school for Brexit

In December the Government updated its guidance for schools on preparing for Brexit. Brexit is a topic that has divided the nation, however there is important information that schools need to review that may impact on areas such as recruitment. As governors, we need to remember that when discussing the topic we keep in mind that we are acting in the best interests of our school and not to promote any political views. It might be helpful to consider if it is necessary to setup some ground rules for discussions around the topic. Some of the main points include:

### School places

- You cannot ask for or use nationality or immigration status when deciding which pupils to admit.
- You should continue to offer school places to citizens of the EU, Iceland, Liechtenstein, Norway or Switzerland who are in the UK after Brexit.
- UK citizens living abroad returning to the UK and Irish citizens are still entitled to apply for school places.

### Help staff, parents and carers with the EU Settlement Scheme

Let staff who are citizens of the EU, Iceland, Liechtenstein, Norway or Switzerland know that they'll need to apply to the EU Settlement Scheme to continue living in the UK after 2020. Deal or no deal, they will have until at least 31 December 2020 to apply.

### Temporary leave to remain

If there's a no-deal Brexit, let staff know that they can apply for European temporary leave to remain if they:

- are from the EU, Iceland, Liechtenstein, Norway or Switzerland, and
- arrive in the UK after a no-deal Brexit and before 1 January 2021

Which would need to be done by 31 December 2020.

### Employing staff from the EU

You must continue to check job applicants' right to work. This will not change after Brexit.

## Checking for sanctions or restrictions on teachers from the EU, Iceland, Liechtenstein and Norway

If there's a no-deal Brexit, professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share with the Teaching Regulation Agency (TRA) information about sanctions imposed on teachers. Schools must continue to carry out the same safer recruitment checks on all applicants, including those who have lived or worked outside of the UK.

For applicants that have lived or worked outside of the UK, schools must also make any further checks they think appropriate so they can consider any relevant events that occurred outside the UK.

For applicants to teaching positions, additional checks may include information about their past conduct, for example, documents issued by the relevant teaching regulator abroad.

The guidance also provides information on:

- School trips to the EU
- Food Suppliers
- Medicine and Medical Providers
- Collecting, Using and Sharing Personal Data

When discussing how your school can prepare for Brexit, Governors may want to ask:

- What are the areas of our school that could be affected?
- What could we expect to happen and what would be the effects?
- What are the most pressing risks and have we considered any ways to mitigate them yet?
- Has there been any increase in incidents of bullying or harassment? Have these incidents been dealt with in line with our policies? Do we need to update or strengthen our policies in response?

The full DfE guidance on Preparing Your School for Brexit can be at <https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england>







## The Governance Handbook Update - Autumn Term

The Governance Handbook was updated in October, some of the most significant updates and changes to the content within the handbook sections include:

### Section 2: Strategic Leadership

Updated section at 2.1.7 to place stronger emphasis on the board's role in safeguarding.

Additional text at 2.3.15 to place greater emphasis on the importance of risk assessments.

### Section 3: Accountability

Additional information about alternative arrangements for board meetings and governor visits into a school (3.2, 3.4.2)

Updated 3.4 to reinforce workload messaging and highlight the principles in the Making Data Work report.

### Section 4: People

Updated text at section 4.1.2 on criminal records checks and s128 prohibition.

New text in 4.1.3 on the importance of the board reflecting the diversity of their community and promoting inclusivity, and new text on the appointment and removal of academy trustees and those on Local Governing Bodies.

4.2 text removed to reflect the new Ofsted framework, which will not include governor/academy trustee development in its judgement.

New paragraphs in 4.5 to highlight Risk Protection Assurance.

Updated and new text in section 4.7 to clarify the need for trusts to maintain a register of interests for LGB members in accordance with the Academies Financial Handbook.

### Section 5: Structures

New text within 5.2.1 on academy trustees' responsibilities for keeping Members informed and new information on forthcoming requirement that Members must not be employees of the trust.

### Section 6: Compliance

There are a number of additions and amendments within this section some of which include;

New section on Health and Safety at 6.3, which has impacted on the subsection numbering of the rest of the Section 6.

Updated section at 6.5.4 to highlight the introduction of Relationship, Sex and Health Education (RSHE).

Updated guidance at 6.5.9 highlighting the requirement on schools to publish information on their careers programme.

Updated guidance at 6.6.9 to reflect Secretary of State's responsibility to regulate teachers' professional conduct and the legal requirements regarding referrals to the Disclosure and Barring Service (DBS).

Updated text at 6.7.3 and within sub-headings to provide clarification on various aspects of school funding, including dedicated school grants, academies general annual grant, the pupil premium and the removal of the year 7 literacy and numeracy premium, which is no longer available and new subheading on funding access to period products.

New paragraph in 6.9.5 to give a definition of the term 'off-rolling'.

Inclusion of additional paragraph at 6.10.2 on the responsibility of schools to ensure that any provision of childcare on site must have appropriate policies in place in relation to supporting pupils in school with medical conditions.

### Section 7: Evaluation

Updated section 7.3.1 and 7.32 to reflect the new Ofsted Inspection Framework.

At section 7.4 updated content on schools causing concern and removal of section 7.4.1 on coasting schools. Section 7.5.2 has been updated to include additional links which may be of use to boards.

To see the latest version of the Governance Handbook: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925104/Governance\\_Handbook\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)

# Professional Development for Governors



Title of Course	Duration	Date	Time	Telford & Wrekin (Out of Area)
<b>SPRING 2021</b>				
Induction Training for New Governors (GO 502)	Full Day	12/01/2021	9.30am to 3.30pm	£150/£180
Developing the Behaviour Policy (PSS 103)	Twilight	20/01/2021	4pm to 5.30pm	£90/£108
Taking the Chair Part 1 (GO 504)	Twilight	20/01/2021	4.30pm to 6.30pm	£100/£120
Online Safety – a Safeguarding Responsibility (CPD 609)	Twilight	26/01/2021	4pm to 5.30pm	£90/£108
Safer Recruitment Training	Full Day	03/02/2021	9am to 4.30pm	£130/£155
Newly Appointed Safeguarding Governor Induction Training (SG 103)	Evening	10/02/2021	5pm to 7.30pm	£100/£120
Understanding and managing your school budget (GO 508)	Morning	11/02/2021	9.15am to 12noon	£100/£120
Meeting the Statutory Safeguarding and Welfare Requirements of the EYFS (EY 009)	Twilight	11/02/2021	4pm to 5.30pm	£90/£108
Taking the Chair Part 2 (GO 504)	Twilight	24/02/2021	4.30pm to 6.30pm	£100/£120
The Importance of the Early Years Foundation Stage in Schools (GO 603)	Evening	25/02/2021	5.30pm to 7pm	£90/£108
Promoting the performance of disadvantaged students (GO 505)	Twilight	02/03/2021	4.30pm to 6.30pm	£100/£120
Designated Teachers & Governors for Children in Care Network (GO 503)	Twilight	02/03/2021	4pm to 5.30pm	Free of charge
Early Years and Childcare Partnership Hub leads meeting (EY 305)	Afternoon	02/03/2021	1.30pm to 3.30pm	Free of charge
Governors' Responsibilities for Exclusions (SG 104)	Evening	03/03/2021	5pm to 7pm	£100/£120
Safer Recruitment Administration	Twilight	04/03/2021	3pm to 5.30pm	£40/£55
Designated Safeguarding Leads' and Safeguarding Governors' Termly Update (SG 105)	Afternoon	10/03/2021	2pm to 3.30pm	£90/£108
Designated Safeguarding Leads' and Safeguarding Governors' Termly Update (SG 106)	Twilight	10/03/2021	4.15pm to 5.45pm	£90/£108
School Duties under the Equality Act 2010 – and how to write an effective Accessibility Plan (LSAT 304)	Morning	10/03/2021	9.15am to 12noon	£100/£120
Governors Responsibilities for SEND (LSAT 212)	Evening	16/03/2021	5pm to 7pm	£100/£120
Employee Investigations Training	Twilight	18/03/2021	3pm to 5.30pm	£40/£55
Restorative Justice (PSS 003)	Twilight	23/03/2021	4pm to 5.30pm	£90/£108
Taking the Chair Part 3 (GO 504)	Twilight	24/03/2021	4.30pm to 6.30pm	£100/£120



## Professional Development for Governors continued



SUMMER 2021				
Taking the Chair Part 4 (GO 504)	Twilight	21/04/2021	4.30pm to 6.30pm	£100/£120
Safer Recruitment Training	Full Day	28/04/2021	9am to 4.30pm	£130/£155
Meeting the OFSTED requirements for Equality and Diversity for Governors (CPD 717)	Morning	05/05/2021	9am to 12noon	£100/£120
Newly Appointed Safeguarding Governor Induction Training (SG 103)	Evening	12/05/2021	5pm to 7.30pm	£100/£120
Developing Early Years & Childcare Provision - supporting school sustainability and child outcomes (EY 113)	Morning	13/05/2021	9.15am to 12noon	£100/£120
Governors Responsibilities for SEND (LSAT 212)	Evening	09/06/2021	5pm to 7pm	£100/£120
Induction Training for New Governors (GO 502)	Full Day	10/06/2021	9.15am to 3.30pm	£150/£180
Safer Recruitment Administration	Twilight	17/06/2021	3pm to 5.30pm	£40/£55
Governors' Responsibilities for Exclusions (SG 104)	Evening	23/06/2021	5pm to 7pm	£100/£120
Managing Employee Capability (Performance Management)	Twilight	24/06/2021	3pm to 5.30pm	£40/£55
Safer Recruitment Training	Full Day	28/06/2021	9am to 4.30pm	£130/£155
Designated Safeguarding Leads' and Safeguarding Governors' Termly Update (SG 105)	Afternoon	30/06/2021	2pm to 3.30pm	£90/£108
Designated Safeguarding Leads' and Safeguarding Governors' Termly Update (SG 106)	Twilight	30/06/2021	4.15pm to 5.45pm	£90/£108
Virtual School Conference (CPD 620)	Full Day	02/07/2021	9am to 4pm	£60/£110
Early Years and Childcare Partnership Hub leads meeting (EY 305)	Afternoon	07/07/2021	1.30pm to 3.30pm	Free of charge

### Contact us...

For further information, please contact **School Governance** on t: **01952 380808**

Courses to be booked through your school and emailed to: [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)

HR courses to be booked through Ollie or via email: [co-operative.admin@telford.gov.uk](mailto:co-operative.admin@telford.gov.uk)

**Please note:** During the COVID 19 pandemic: Course delivery arrangements, including dates and times may be subject to change