



**GOVERNORS
FOR SCHOOLS**

**Balancing support with
challenge during Covid-**

19
5th November
2020



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Aims of today's session:

- to explore the role of governance in understanding and providing meaningful support for schools during the current pandemic;
- to secure governors and trustees understanding of the need for pragmatic strategies in continuing the work of governance during the coming months.



Workload challenges

increased!

- Remote learning
- Bubble integrity
- Classroom management
- Cleaning, handwash and hygiene routines
- Meet and greet
- Lunch and break supervision
- E-mail
- Parent evenings, report writing
- Ofsted
- Moderation
- Extra-curricular activities
- PTA/Friends school events

Common law duty of care

- Take all steps which are reasonably possible to ensure employees health, safety and wellbeing – *safe from harm*
- Demonstrate concern for the physical and mental health of employees – *excessive pressures or demands*
- Assess mental health work-related issues to measure the levels of risk to staff (*Health and Safety at Work Act 1992*)

Headteacher Standards 2020

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding¹⁰, as part of the duty of care¹¹
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Recognition

Improving well-being

- Valuing staff:
 - *'Thank you'*
 - Delivering tea/coffee
 - Staffroom cakes
 - Recognition (*Star of the week*)
- Encouraging self-preservation
- Duty of care

DfE support for Workload reduction

Guidance

School workload reduction toolkit

Practical resources for school leaders and teachers to help reduce workload, produced by school leaders, teachers and other sector experts together with DfE.

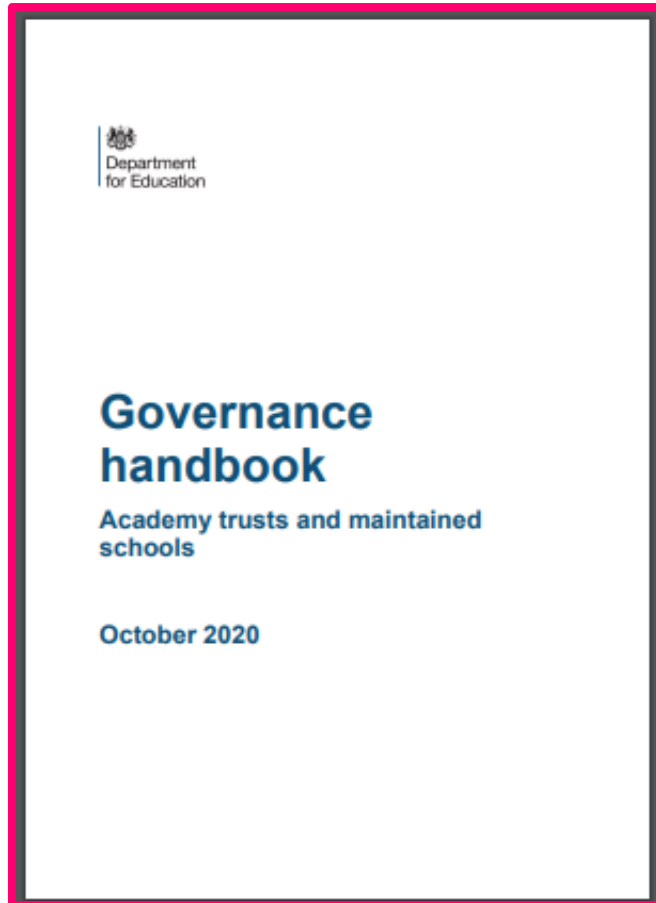
You can use these resources to:

- identify workload issues in your school
- address workload issues in your school (such as feedback and marking)
- evaluate the impact of workload reduction measures



**GOVERNORS
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Governance Handbook



- Compliance
- Duties under Employment and Equalities law
- Day-to-day duties delegated to Headteacher

Role of governance

138. All boards should have regard to the work-life balance of teachers and the executive leadership of the organisations.
139. Boards should have due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly. Boards may wish to consider designating a governor or academy trustee as a wellbeing champion to provide strategic support to the school leadership team as appropriate.

Governance Handbook 2020

Governance and workload

reduction

- Recognition and acknowledgement of increased Headteacher workload
- *How much information do we need to be strategic?*
- More reading and preparation by governors before virtual meetings
- Consideration of alternatives – *how might we do this without increasing workload further?*

Poll # 1

Governance - key functions

- Ensuring that the vision, ethos and strategic direction of the school are clearly defined;
- Ensuring that the Headteacher performs his or her responsibilities for the educational performance of the school;
- Ensuring the sound, proper and effective use of the school's financial resources

Autumn 2020 key activities

- Safeguarding – new KCSIE expectations
- Recovery curriculum – assessment, and support
- Remote learning readiness
- Relationships, Sex and Health Education
- School development planning
- Staffing and pay
- Financial monitoring and planning

Governor monitoring



At least 80% of governor monitoring is remote in non-real time!

Governor monitoring (the 80%)

- Headteacher Reports
- Safeguarding reports
- SEND reports
- Looked after children reports
- Data
- Risk assessments
- Curriculum information
- Finance
- Policy review

Remote monitoring four step approach

Identify

- What does school know?
- How does school know?

Actions

- What has school done?
- What is school planning?

Impact

- So far?
- Anticipated?

Report

- Written
- To FGB

Remote monitoring checklist

- How are you?
- What have you learnt about ...
- What are the challenges/barriers that pupils face?
- What actions is the school taking?
- What are you anticipating will be the outcomes?



- Life is stressful and anxious for many staff right now;
- Reflect on expectations and how realistic they are
- Be flexible and plan when, how etc

Questions governors should ask?

- Is governance operating strategically?
- What steps have we taken to reduce governance workload demands on the school?
- Do we recognise and discuss workload and staff wellbeing at our meetings?
- Do we understand the actions the school is taking to manage

Resources

- DfE Governance Handbook
<https://www.gov.uk/government/publications/governance-handbook>
- Headteacher standards 2020
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- DfE Workload reduction toolkit
<https://www.gov.uk/guidance/school-workload-reduction-toolkit>

What you need to know, when you need to know it



Better Governor researches, interprets and distils the latest news in education policy, legislation and practice keeping you informed on how they impact your role as a governor or clerk.

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