



WOODTHORPE INFANT SCHOOL

Governor Induction Policy

Updated September 2025

Signed: E Bowler (Head Teacher)

Signed: C Shepherd (Chair of Governors)

Welcome to the governing body of Woodthorpe Infant School and we hope you enjoy your time with us as a governor of our school.

The Governing Body and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

Purpose

- To welcome new governors to the Governing Body and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher, staff and children
- To explain the partnership between the Headteacher, school and Governing Body
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Governing Body and its committees work
- To allow new governors to join the committee(s) of their choice

New governors will:

- Be welcomed to the Governing Body by the Chair
- Be invited by the Headteacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Receive an informal briefing on the school from the Headteacher
- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Be accompanied by their mentor to their first full Governing Body meeting (if required)
- Have the opportunity to review their first meeting with the mentor

New governors will receive:

- The Department for Education and Skills 'Guide to the Law for Governors'
- Current Governor publications
- Useful website information
- Details of the Governing Body committees including their terms of reference
- Dates for future governor meetings including committees
- Mentor governor contact information
- Details of how to contact the other governors
- List of delegated linked roles of all governors and their responsibilities
- Details of how to contact the school including the e-mail address
- A calendar of school events
- Instructions on where to access information about training
- Governor Visit Policy and reporting sheet
- Code of conduct policy
- Information on where to view the last 3 full governing body meetings

New governors are also recommended to read:

- The School Improvement Plan
- The latest Ofsted report and action plan
- Policy documents relevant to committee membership
- The monitoring performance and evaluation policy
- Governor Crib Sheet

Areas that the Headteacher will cover include:

- Background to the school
- Current issues facing the school
- Visiting the school
- The relationship between the Headteacher and Governing Body
- Ensure the new governor is processed for a DBS (formerly CRB) check

Areas that the mentor could cover include:

- An overview of the governor's role
- How the full Governing Body and committee meetings are conducted
- Planning their first governing body meeting
- Ensure that other governors are aware of their new colleague
- How to propose agenda items
- Governor training – arrange with the link Training Governor to book the new governor onto an introductory course run by Nottinghamshire Governor Services

Areas that the Clerk will cover include:

- Notify Nottinghamshire Governor Services of the new governor's details
- Provision of the documentation for the new governor
- Assisting the Chair and Headteacher as necessary

Information on the current governing body can be found on our school website:

www.woodthorpeinfantschool.co.uk

Introduction to governance

You will have joined as a representative in one of the following categories. The categories of governor are as follows:

Parent

Parent governors are elected by members of the parent community. A parent governor must have legal parental responsibility for a child registered as a pupil at the school. If insufficient parents stand for election, the governing body can appoint parent governors. A parent governor is disqualified from standing if they are employed to work at the school for more than 500 hours in a school year (at the time of election) or if they are an elected member of the Local Education Authority (LA).

Staff

Staff governors are elected by all staff, either teaching or support staff. The headteacher is a member of the governing body by virtue of their office and counts as a member of the staff category. If the

headteacher chooses not to be a governor, they must make this known in writing to the clerk to governors and the governing body will carry a vacancy in the staff category.

The other places in the staff category are for 1 teaching and 1 non-teaching representatives. If insufficient teachers come forward for election, the position can be offered to non-teaching representatives, or vice-versa.

Staff who are eligible to be staff governors (paid to work at the school) are not eligible to serve as LA or community governors at this school. Anyone who works more than 500 hours per year at the school, is not eligible to be a parent governor at this school.

LA This category of governors is appointed by the LA. No one eligible to be a staff governor at the school is eligible to be an LA governor.

Community Community governors are appointed by the governing body to represent the wider community served by the school. Governing bodies are encouraged to recruit representatives from local businesses and charitable organisations. This category can include parents but not members of staff, registered pupils nor elected members of the LA. Appointments are made by nominations and voting by all governors at the full governing body meeting.

Rules and regulations

A governing body is subject to legislation set by the Government through the Department for Education (DfE). Details of all rules and regulations covering governance and school management can be found in '**A Guide to the Law for School Governors**'. It is not the intention to repeat these regulations, but what follows may offer some basic assistance, information and guidance to new governors.

Clerk to governors

It is a legal requirement that all governing bodies employ a clerk to governors. The clerk is responsible for calling all meetings of the full governing body and ensuring that agendas and papers are circulated to all members in good time for the meeting. The clerk is also there to offer legal advice, guidance and assistance to governing bodies to ensure that all legal acts are complied with.

Chair of governors

It is a requirement that the governing body should elect a chair and vice-chair. At Woodthorpe Infant School governors decided that the position of chair of governors will be for a period of 1 year. Posts are considered, nominations are taken and then voted on in the Autumn Term Full Governors meeting.

The chair of governors works with the school and headteacher and is an ex-officio member of all committees.

Vice-Chair

The vice-chair acts as chair in the absence of the chair of governors and becomes an ex-officio member of committees when representing the Chair.

Quorum

The quorum for a full governing body meeting is 50% of governors in post. Vacancies are not included in the calculation. Decisions to be taken by vote must be determined by a majority of votes of those present and voting. If there are an equal number of votes the chair has a casting vote. The quorum for committees is three governors who are members of the committee.

Mentoring

A new member will be offered a mentor on appointment.

There are currently experienced members of the governing body who are able to provide mentoring to newly elected/appointed governors. We feel that in order to provide you with adequate mentoring, a mentor should take on a maximum of two governors at any one time. A mentor will be provided for you for as long as you feel you require this. The mentoring can take the form of an initial meeting with your mentor and then you will be able to approach them for whatever guidance/explanations/assistance you require. Governors feel that this should be as informal as possible and should not aim to take over from the governor training provided by the LA. It is an additional source of information/clarification.

Meetings

The full governing body meets once per term. However, additional 'special' meetings can be called if necessary. It is not always possible to call meetings of the full governing body to ensure decisions are taken in emergencies. The chair or vice-chair is given emergency powers and must report any actions taken to the full governing body at the earliest opportunity.

Each committee should meet at least once per term, or more often if required.

Each new member will be offered the opportunity to observe the two main committees (Finance and Personnel committee and Pupil and Curriculum committee). It may be that there are vacancies/shortages of governors in specific committees or that a governor has a special interest or skills which would be valuable in certain committees. A decision about committee membership will then be an informed decision which best supports the needs of the school and the governing body.

Members of the governing body will receive the agenda and supporting minutes and papers at least seven days before the date of the meeting. If a member wishes to place an item on the agenda, this should be brought to the attention of the chair of governors or headteacher three to four weeks before the date of the meeting. The person(s) making the request should provide a reason for the inclusion of the item. This timescale will allow the chair and/or headteacher sufficient time to arrange to include this item on the agenda and also to provide any information/replies required. Any Other Business is not recommended on the agenda because members of the governing body should be allowed the opportunity to prepare for any questions/queries being raised.

Attendance at meetings is very important. Should you be unable to attend please contact the school as far in advance as possible by telephone to ensure that the school can ensure quoracy at the meeting. It is the Governors responsibility to contact the school after the meeting has taken place and ask which date has been set for the next meeting.

Training and qualifications

There are no formal educational qualifications required to become a governor. However,

no-one is expected to undertake this most valuable voluntary job without support and training. The LA has a governor services section, which provides governor training.

When you receive your package of information you will receive information which contains details of induction courses. Some of these are designed specifically for new governors and cover a whole range of issues which may arise for a governor. Please try to attend the induction course as it provides not only valuable information, but also an opportunity to meet other new governors and exchange ideas and views. The induction course is nationally recognised and accredited.

All governor training is booked online. Occasionally courses are cancelled owing to insufficient numbers, but Governor Services have stated that they will make every attempt to sustain a course offered. The school is not limited to the number of representatives who may attend. If you wish to go with governor colleagues, please do so. When you attend a course, please let the co-ordinator know so they can keep our governor training record as up to date as possible. The school purchases the Governor training service from the LA and can arrange tailored training for groups of governors and offer a local venue for such events.

The qualities needed are:

- an interest in the education and wellbeing of our children
- a willingness to ask questions – don't be afraid to ask if you are unsure of anything.
- the time commitment to attend the termly meetings of the full governing body and to be an active member of at least one committee, which generally has 1 or 2 meetings a term. Opportunities to visit school are also encouraged and can be arranged to focus on developments in school.
- absence from meetings for six months without consent of the governing body could result in removal from the governing body
- a commitment to be part of a team which, by working together, can make a real difference to the school.

Please don't be put off by the jargon used. A glossary of terms is available on the Clerk to Governors website and a list of acronyms and abbreviations is attached (Appendix 1)

What role do governors play

Ofsted classes the governing body within the leadership and management of the school. However, it is important to remember that governors do not manage the school. That is the job of the headteacher and management team. Governors are there to be 'a critical friend' to the headteacher and the school.

Governors are there to support the headteacher and staff but are also there in a monitoring capacity, asking relevant questions such as 'Is it working?' 'How do we know it is working?' 'If it isn't working, what can we do?' 'How can we get better?'

One of the challenges in all of this is keeping up to date with the national and local agenda. At the time of writing, a key influence is the Every Child Matters agenda, flowing from the Children Act.

Schools and local authorities will be judged on how well they achieve the five intended outcomes:

- Stay safe
- Being healthy
- Enjoy and achieve
- Achieve economic well being
- Make a positive contribution

How the school and their governors work together

There are some general principles which inform the work of governing bodies. These are widely accepted and are known as the Code of Conduct. Our school subscribes to these principles. The Code of Conduct is attached to the end of this document.

Committee structure

The work of the governing body is wide-ranging. There are, therefore, committees which have specific areas of work delegated to them. These committees meet at intervals during the term and report back to the full governing body for ratification of their decisions. The full governing body approves the membership of each committee. This is usually carried out at the Autumn term meeting. Changes to membership can only be made at a meeting of the full governing body. Woodthorpe Infants' School has a committee structure of 2 main committees and a Pay sub-committee to the Finance and Personnel. New governors are encouraged to get to know the work of the different committees by shadowing some of the meetings. These committees are:

- **Curriculum and Pupils (C & P)** – This committee is involved with the broad range of curriculum issues specific to subjects and policy; monitoring of standards, achievement and attainment; pupil visits; pupil care and welfare; supporting the school with the school development plan; safeguarding.
- **Finance and Personnel (F & P)** – This committee reviews personnel matters, including the recruitment, welfare and pay policy of staff; school budget monitoring; overall finance issues; lettings and charging policies; Pay Committee is made up of a subcommittee of the above committee and meets before to review pay policy and any pay issues.
- **Discipline Committee** – This follows the local authority guidelines and can be convened in the case of a pupil exclusion/hearing.
- **Performance Management of Head Teacher** – trained Governors work with the School Improvement Partner.

Link governors

There are aspects of school life/curriculum which are required to have a governor allocated to oversee them.

Policies

Policies are written to cover aspects of school life and governors may be involved in the writing and updating of these documents. All policies are kept in the school but can also be found on the school's website and GovernorHub.

Decision making

All members of the governing body have a right to be involved in the decision making at meetings unless they have a personal gain or financial advantage in the outcome of the decision. This is why members are asked if they have any 'pecuniary interests' at the beginning of meetings. Once a decision has been made, it is final and binding. The governing body operates as one body and accept the decisions made by the majority regardless of personal views/opinions. All decisions made are corporate decisions. If there is a "tied vote" the chair has a casting vote.

Confidentiality

All governors need to understand the principle of confidentiality. There may be confidential items discussed at governing body meetings and individual governors may be involved in confidential meetings. If an item is deemed to be confidential, it must not be discussed with anyone outside the meeting.

Suspension of governors

The governing body can suspend governors if they breach the rules of conduct. The Guide to the Law gives full details of procedure.

Visits to school

The very best way a governor can get to know the school is to visit. Governors are very welcome and encouraged to visit the school. There will be many events during the school year to which governors are invited. If you want to arrange a 'getting to know the school' visit, speak to the head teacher in the first instance to discuss your visit. Governors are encouraged to become link governors and to monitor an area of the curriculum or other aspect of school life. Please speak to the head teacher who will identify link school staff and help to arrange for the initial contact to be made.

Please remember that governors are not visiting the school in the role of Inspectors. All staff at Woodthorpe Infants are more than willing to invite governors to their classrooms and will give every assistance.

A short report of your visit should be provided for the governing body on the form available on the school's website. Please return it to the Head Teacher who will discuss it with you further if you wish. It can then be presented at the next Full Governors meeting. Comments should be brief and constructive. If you have any queries, these should be addressed to the headteacher.

Acronyms and abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AfL	Assessment for Learning
AGOG	Advisory Group on Governance
AP	Alternative Provision (e.g. a PRU)
APP	Assessing pupil progress
APS	Average points score
ASIP	Additional Support and Intervention Plan
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit (obs)
BESD	Behavioural Emotional and Social Difficulties
BPPE	Basic Per Pupil Entitlement
C2G	Clerk to Governors
CAA	Comprehensive Area Assessment
CAF	Common Assessment Framework
CDT	Craft, Design and Technology
CFC	Cared for Children (also known as Looked After Children)
CFF	Common Funding Formula
CFR	Consistent Financial Reporting
CIRT	Critical Incident Response Team
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CYPP	Children and Young People's Plan
DBS	Disclosure and Barring Service (formerly CRB)
DfE	Department for Education
DFC	Devolved Formula Capital
DHT	Deputy Headteacher
DPA	Data Protection Act
DT	Design and Technology
ESL	English as a Second Language
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EIP	Education Improvement Partnership
EFA	Education Funding Agency
EMA	Education Maintenance Allowance
ETOAS	Education Other than at School
EWO	Education Welfare Officer
EY	Early Years

EYFS	Early Years Foundation Stage
EYDP	Early Years Development Plan
FE	Further Education
FFT	Fischer Family Trust
FOI	Freedom of Information
FS	Foundation Stage
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion
FTE	Full-time Equivalent
G and T	Gifted and Talented
GB	Governing Body
GCSE	General Certificate of Secondary Education
GTP	Graduate Teacher Programme
H and S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate
HoD	Head of Department
HoY	Head of Year
HR	Human Resources
HT	Headteacher
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IiP	Investors in People
INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISR	Individual School Range (of salaries)
IT	Information Technology
ITT	Initial Teacher Training
KS1, 2, 3, 4	Key Stage 1, 2, 3, 4 (<i>KS1 age 5 – 7 "Infants", KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 -16</i>)
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children or Children in Care)
LEA	Local Education Authority
LMS	Local Management of Schools
LSA	Learning Support Assistant
LSCB	Local Safeguarding Children's Board
MAT	Multi-Academy Trust

MFL	Modern Foreign Language
MIFP	Manual of Internal Financial Procedures
NC	National Curriculum
NCTL	National College for Teaching and Leadership (Previously NCSL – National College for School Leadership)
NEET	Not in Education, Employment or Training
NGA	National Governors' Association
NGfL	National Grid for Learning
NOR	Number (of pupils) on Roll
NPQH	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
Ofsted	Office for Standards in Education
PAN	Published Admission Number (sometimes known as Pupil Admission Number or Planned Admission Number)
PE	Physical Education
PGCE	Post Graduate Certificate in Education
PICSI	Pre-Inspection Context and School Indicators
PM	Performance Management
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSCHE	Personal, Social, Citizenship and Health Education
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
PT	Part-time
PTA	Parent Teacher Association
PTR	Pupil/Teacher Ratio
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status
R & R	Recruitment and Retention
RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation (online)
RC	Roman Catholic
RE	Religious Education
RoV	Record of Visit (by SIP or external adviser)
SA	School Action
SA+	School Action Plus
SACRE	Standing Advisory Council on Religious Education
SBSA	Schools' Business Support Agreement (see also SLA)
SDP	School Development Plan (see also SSDP and SIP)

SEAL	Social and Emotional Aspects of Learning
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SFVS	Schools Financial Value Standard
SIC	Statement of Internal Control
SIP	School Improvement Partner
SIP	School Improvement Plan
SLA	Service Level Agreement (see also SBSA)
SLT	Senior Leadership Team
SMT	Senior Management Team
SMSC	Spiritual, Moral, Social and Cultural
SoD	Scheme of Delegation
SpLD	Specific Learning Difficulties
SS	Social Services
SSDP	Strategic School Development Plan (see also SDP and SIP)
STPDC	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TDA	Training and Development Agency
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement
TLG	Training Liaison Governor, also known in some LAs as Link Governors for Training and Development
TUPE	Transfer of Undertaking Protection of Employment
UPN	Unique Pupil Number
VA	Voluntary Aided
VC	Voluntary Controlled
VI	Visually Impaired
Y2	Year 2 (i.e., 6- and 7-year-olds)
YOT	Youth Offending Team