

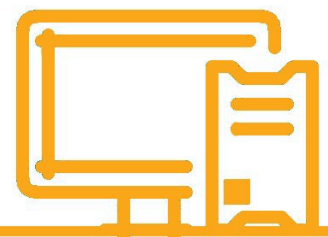
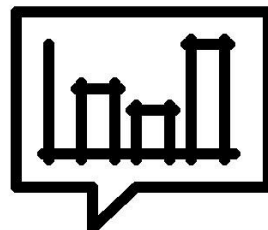
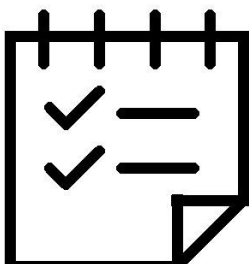
**SCHOOL & GOVERNOR SUPPORT**

# Supporting High Standards of Governance



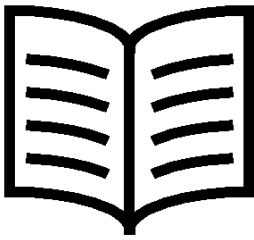
## A Practical Guide

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A great city to grow up in

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# 1. Introduction

Birmingham City Council (BCC) recognises that being a school governor requires time and dedication. It is grateful and appreciative of the work governors do to help improve schools for our young people.

A strategic goal of BCC is to ensure sound and proper governance arrangements are in place and working effectively in our schools. This guide refers to the actions that Governing Boards (GBs) can take to develop and strengthen governance in the interests of our young people.

This document also refers to valuable sources of advice and guidance available for governors, and the process that should be used when concerns are raised about a GB failing to fulfil its three strategic roles (see page 6) or follow appropriate operating procedures.

## 2. Statutory context

### 2.1 Maintained schools

The regulations and accompanying Department for Education (DfE) advice and statutory guidance, explaining how the membership of GBs of maintained schools are constituted, and how they conduct their day-to-day proceedings are as follows:

- The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 (as amended)

[www.gov.uk/government/publications/school-governance-regulations-2013](http://www.gov.uk/government/publications/school-governance-regulations-2013)

- The School Governance (Constitution) (England) Regulations 2012 (as amended)

[www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools](http://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools)

- The School Governance (Federations) (England) Regulations 2012

[www.legislation.gov.uk/ukxi/2012/1035/contents/made](http://www.legislation.gov.uk/ukxi/2012/1035/contents/made)

## 2.2 Academies

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Academies are publically funded independent schools, and must abide by relevant sections of the Independent School Regulations 2014. Academy Trusts are charitable companies limited by guarantee, which means that the trustees are subject to both the Companies Act 2006 and the Charities Act 2011. As exempt charities they are accountable to a principal regulator. This power is exercised by the Education & Skills Funding Agency (ESFA) on behalf of the Secretary of State for Education.

Academies must also comply with any requirements in relation to grant funding set out in the [Academies Financial Handbook](#).

The documents which underpin the workings of academy governance will be specific to academy trusts, and the provisions made in them will vary between different academy trusts.

**The funding agreement** – the formal contract signed by the academy trust and the Secretary of State for Education when it is first established.

**Memorandum and articles of association** – set out the purpose of the academy trust and the composition of the board of trustees (or governors).

**Scheme of delegation** - the role of any local GB and the responsibility delegated to them should be set down in a scheme of delegation, set by the board of trustees of the academy.



## 3. Local Authority's (LA) role in supporting strong governance

As described in the DfE's statutory guidance, [Schools Causing Concern](#), LAs should take an active interest in the quality of governance in maintained schools. To prevent schools becoming eligible for intervention LAs should promote and support high standards of governance. To do so, they should: be champions for high quality in school governance; help ensure that governors have the necessary skills and have in place appropriate monitoring arrangements to identify signs of failure in relation to governors' oversight of finance, safety or performance standards.

LAs should also be able to provide governors with high quality training that is necessary to prevent schools from becoming eligible for intervention or at least be able to signpost governors to such training.

LAs should have arrangements in place for maintaining up-to-date records of governors in maintained schools. This should include contact details for chairs of GBs to aid communication with those accountable for schools.

## 4. Values

The GB has a legal duty to ensure that the school actively promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

These values underpin all of the work that is done with and for children and young people; BCC continues to support schools in applying these values.

BCC is clear that schools and all settings will not discriminate against anyone on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity, and **requires every education setting to record any form of discrimination or bullying and show how they have acted to address the issues to ensure all children and young people feel included.**

BCC is supportive of the [Rights Respecting Schools Award](#) where UNICEF works with schools to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

# 5. Core functions of a Governing Board

The DfE's [Governance Handbook](#) for maintained schools, academies and free schools says that in all schools, GBs should have a strong focus on three core strategic functions:

- **Ensuring clarity of vision, ethos and strategic direction.**

Through ensuring the school has a medium to long-term vision for its future and a robust strategy in place for achieving its vision.

- **Holding the executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.**

Through supporting and strengthening the leadership of the Headteacher/Executive Leader, and holding them to account for the day-to-day running of the school, including performance management.

- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Through allocating resources in line with the school's strategic priorities and outcomes for pupils, ensuring value for money and compliance with financial regulations.

## 5.1 Keeping children safe

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In addition to the strategic core functions, overall responsibility for ensuring safeguarding procedures and policies are in place and efficiently managed lies with the GB and Designated Safeguarding Lead (DSL) officers within each school. Governors need to know that the school adopts recommended good practice across all areas of its work. The Safeguarding lead governor has an important role working alongside the School's DSL to evaluate the effectiveness of the School's safeguarding arrangements and report to the GB on these arrangements. Safeguarding lead governors should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years as it is for the DSL in school.

Statutory guidance for schools and colleges on safeguarding children and safer recruitment is available on:

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

## 6. Competencies required for effective governance

The DfE's [Competency framework for governance](#) is designed to help GBs assess what knowledge, skills and behaviours are needed to govern the school, or group of schools, most effectively. It is meant to help with things like performance reviews, succession planning and identifying training needs. There are 16 competencies grouped under the headings of the 'six features of effective governance' They are:

- **strategic leadership** – setting direction, decision making, collaborative working, risk management, culture, values and ethos;
- **accountability** – educational improvement, data analysis, financial frameworks, financial management, staffing, performance management and external accountability;
- **people** – building a team;
- **structures** – roles and responsibilities;
- **compliance** – statutory and contractual requirements, and
- **evaluation** – managing self-review, personal skills, managing and developing the GBs effectiveness.

The National Governance Association (NGA) model role descriptions for governors and trustees are available to download from:

[www.nga.org.uk/Be-a-Governor/Be-a-Governor.aspx](http://www.nga.org.uk/Be-a-Governor/Be-a-Governor.aspx)



# 7. Electing the Chair

The chair has a vital role in keeping the GB focused on its strategic role.

The key roles of the chair as stated in [Leading Governors – The role of the chair of governors in schools and academies](#) are as follows:

- **leading effective governance** – giving the GB a clear lead and direction;
- **building the team** – attracting high calibre applicants, developing their skills and deploying them effectively;
- **relationship with the Headteacher/Executive Leader** – being a critical friend offering support, challenge and encouragement;
- **improving the school** – ensuring that school improvement is the focus of the GBs work, and
- **leading the business** – ensuring that statutory requirements and regulations are met.

GBs should focus on appointing a chair who has the skills and capacity for the role, not just the willingness to serve.

Succession planning arrangements should be put in place so that any change in chair does not impede the GB's effectiveness (see 9.2).

The DfE advises GBs to carefully consider how many times they re-elect their chair to a new term of office.

BCC encourages GBs to adopt the position taken by the NGA that the chair should hold office for no more than six years at the same school.

## 7.1 Support for Chairs of Governors

All chairs should attend induction training for their role and are encouraged to join the Leadership Development Programme.

See School & Governor Support's (S&GS) [training programme](#) for details of induction training and to find out more about the Leadership Development Programme visit

[www.leadinggovernance.org](http://www.leadinggovernance.org).



# 8. Appointing the Clerk

The role of the clerk to the GB is to:

- provide advice to the GB on governance, constitutional and procedural matters;
- provide effective administrative support to the GB and its committees;
- ensure the GB is properly constituted, and
- manage information effectively in accordance with legal requirements.

GBs should employ an independent clerk with suitable skills and training. The performance of the clerk should be evaluated on a regular basis and their pay should be commensurate with the professional service they provide.

The DfE has also published a [Clerking competency framework](#) setting out the competencies required to deliver professional clerking to school GBs and multi academy trusts.

S&GS maintains a register of independent professional clerks. The clerks on the register have all provided evidence of relevant experience, accreditation, a high level of professional competence and a commitment to continuing professional development. The clerks on the register are not provided by BCC and it is for individual schools to determine their suitability, make the necessary arrangements to appoint them and manage their performance.

To view the register follow this link:

[www.birmingham.gov.uk/info/20125/school\\_and\\_governor\\_support/1320/register\\_of\\_independent\\_clerks](http://www.birmingham.gov.uk/info/20125/school_and_governor_support/1320/register_of_independent_clerks)



# 9. Recruiting governors

The DfE's [Governance Handbook](#) says that to build an effective GB, schools should aim to recruit, induct and continuously develop high calibre governors with relevant skills and experience.

GBs should regularly review their size and composition to ensure that it is fit for purpose and effective.

## 9.1 What does effective recruitment practice look like?

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- **Look at the skills and experience of current GB members:** Carry out a skills audit of existing members to identify the skills and experience across the GB. Download the NGA skills audit form and skills audit matrix to help make sense of the responses from the audit:

[www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx](http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx)

- **Identify the gaps in skills and experience:** Consider the expertise that the GB ideally requires at this time e.g. financial, human resource, interpreting data etc. and why it requires it. Also consider whether the GB reflects the diversity of the community it serves, as well its age, gender and social profile.
- **Identify methods of recruitment:** Dependent on the governor category, required skills and context, this could involve advertising in the local press, approaching local business/employers, partner schools and/or registering vacancies with the national governor recruitment services:
  - Inspiring Governance at [www.inspiringgovernance.org/](http://www.inspiringgovernance.org/)
  - Academy Ambassadors at [www.academyambassadors.org/](http://www.academyambassadors.org/)
  - Governors for Schools [www.governorsforschools.org.uk](http://www.governorsforschools.org.uk)
- **Meet with (interview) prospective governors:** Before recommending a candidate to the GB, the chair and/or Headteacher (or governor delegated with the task) should arrange a meeting or interview to make sure they are suitable to join the GB, as well as giving the candidate the opportunity to make an informed decision themselves. The meeting/interview should inform the candidate of the current work of the GB and what is expected of them in terms of conduct, commitment and training.
- **Undertake induction:** On the appointment or election of a new governor an effective induction will assist in ensuring they are welcomed to the school community and have the necessary information to support them in fulfilling their role with confidence.

For BCC's guidance on the conduct of parent and staff governors visit:

[www.birmingham.gov.uk/SGS-guidance](http://www.birmingham.gov.uk/SGS-guidance)

For BCC's Procedure for selection, appointment and removal of LA nominated governors visit:

[www.birmingham.gov.uk/recruitment\\_procedure](http://www.birmingham.gov.uk/recruitment_procedure)

S&GS have published a briefing note which provides a framework for governor/trustee induction. To download this document visit:

[Governor induction briefing note](#)

The NGA has produced a guide on recruiting volunteers to govern, which includes attracting good candidates, interviewing, obtaining references, and induction. To find out more visit:

[www.nga.org.uk/The-right-people-around-the-table](http://www.nga.org.uk/The-right-people-around-the-table)

## 9.2 Succession planning

Succession planning is about ensuring the availability of experienced and capable governors who are prepared to assume roles on the GB as they become available.

In practical terms this means GBs identifying and developing members in order to equip them to take up positions such as the chair, vice chair or link governor roles when others stand down. It is therefore important that succession planning features in discussions regarding training and development.

A guide to succession planning is available from the NGA:

[www.nga.org.uk/Preparing-your-board-for-the-future.aspx](http://www.nga.org.uk/Preparing-your-board-for-the-future.aspx)

## 9.3 Governing at more than one school

Where a prospective governor has been or is already a governor of another school, the chair should speak to the chair of the other GB to discuss both the skills of the individual and, where appropriate, their capacity to commit sufficient time to serve effectively on an additional GB.

BCC expects schools and academies to monitor and account for the circumstances within which it is genuinely appropriate for any individual to be a governor of more than one school in Birmingham at any one time and supports the view of the NGA that unless there are genuinely exceptional circumstances, **it is not good practice for a governor to serve on more than two GBs at any one time.**

## 9.4 Limiting lengths of service for governors

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BCC agrees with the DfE that with effective succession planning in place, it can be beneficial for strong governors and chairs in particular to move on to another school after a reasonable time (e.g. two terms of office). It encourages GBs to adopt the position of the NGA that all governors should be restricted to two terms of office (eight years) at the same school. BCC will only nominate individuals to serve as LA governors on GBs where they have served for eight years or more when the GB has demonstrated that there are exceptional circumstances.

## 9.5 Disclosure and Barring Service (DBS) and Section 128 Direction checks

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It is compulsory for maintained school governors and all academy members, trustees and individuals on any Multi-Academy Trust's local governing board to have an enhanced criminal records certificate from the DBS. For governors in maintained schools it should be applied for within 21 days of appointment.

The statutory guidance [Keeping Children Safe in Education](#) also requires all schools to carry out a "section 128 direction" when recruiting a new governor.

A Section 128 Direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. This includes individuals such as an academy or free school trustee, a governor or member of a proprietor body for an independent school, or a governor on any GB of an independent school, academy or free school that retains or has been delegated any management responsibilities.

A Section 128 Direction also disqualifies a person from holding or continuing to hold office as governor of a maintained school.

# 10. Governor conduct

Anyone holding the office of school governor must act with integrity, objectivity and honesty and in the best interests of the school; be open about the decisions they make, the actions they take and in particular should be prepared to explain their decisions and actions to interested parties. Similarly, governors should be aware of and accept the **seven principles of public life**, as set out by Lord Nolan that apply to anyone, locally and nationally, who is elected or appointed as a public office-holder. They are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

**BCC has published a Model Code of Conduct for GBs and recommends that it is adopted by maintained schools and academy GBs.**

To download the Model Code of Conduct visit:

[www.birmingham.gov.uk/useful documents and templates for schools](http://www.birmingham.gov.uk/useful_documents_and_templates_for_schools)

## 10.1 Breach of the code of conduct

Where there is an allegation that the code of conduct has been breached, BCC expects the chair (or vice-chair if the allegation is made against the chair) to investigate as a matter of urgency, help resolve any difficulties and if necessary propose suspension or removal from the GB as a sanction.



# 11. Understanding roles and working effectively

The NGA, National Association of Headteachers (NAHT) and Association of School and College Leaders (ASCL) have produced a highly recommended joint paper setting out “what governing boards should expect from school leaders and what school leaders should expect from governing boards”.

[www.nga.org.uk/what-we-expect.aspx](http://www.nga.org.uk/what-we-expect.aspx)

# 12. Training for governors

The BCC Model Code of Conduct for GBs **expects all governors to receive induction training as soon as is reasonably practicable following their appointment.** It is essential to ensure that all governors are clear about their roles and responsibilities.

The performance of individual governors should be regularly evaluated. As a team, the GB should undertake any training that is required to be effective in their role. Every GB should identify its priorities for training and development, ensure that the training/development has been arranged and funding is allocated in the budget.

The DfE’s [Governance Handbook](#) says that GBs should consider giving the vice-chair or another governor a specific responsibility for ensuring every governor develops the skills they need to be effective. Rather than simply track governors’ attendance at training courses, with administrative support from the clerk, this governor would be responsible for ensuring that every new and existing governor develops their skills to make an active and valuable contribution to the work of the GB.

Any persistent skills gaps across the GB or for individual governors should be brought to the attention of the chair.

S&GS’s [training programme](#) provides core and specialist training and development courses that give governors the skills, knowledge and confidence to undertake their role effectively.



# 13. Transparency

People that govern hold an important public office and their identity should be known to their school(s) and wider communities.

All school and academies must publish, on its website, up-to-date details of the overall governance arrangements that are in place.

The requirements for this are fully laid out in the DfE's statutory guidance - [The constitution of governing bodies for maintained schools](#) and in the [Academies Financial Handbook](#) for academies.

The Secretary of State requires GBs to provide certain details they hold about people involved in governance, as volunteered by individuals, via Get Information About Schools (the DfE's database of all schools in the country) and keep the information up-to-date.

## 13.1 Declaration and publication of business interests

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All GBs are required by law to set up and maintain a register of business interests.

It is good practice for the declaration of governor interests to be included as a specified item of business on the agenda of every GB and committee meeting.

GBs in maintained schools and academies are under a duty to publish their register of interests on the school's website. This information must include any relevant material business or pecuniary interests, including any governance roles in other educational institutions. It must also include any material interests arising from close family relationships between those involved in governance or between them and senior employees.

S&GS has produced a briefing note on compliance with the above requirements which is available to its subscribing schools. To request a copy email [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)

## 13.2 Managing conflicts of interest

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A conflict of interest can arise when an individual's personal or family interests conflict with those of the school.

GBs should ensure through rigorous induction and (if necessary) training, that all governors understand what constitutes a conflict of interest and when to remove themselves from the situation when the conflict could arise. The clerk to the GB should advise the GB on the relevant rules and procedures, including those that relate to withdrawal from meetings.

# 14. Providing effective challenge

The DfE's [Governance Handbook](#) says effective GBs hold their HT/ Executive Leaders to account for improving school performance by asking the right questions. The handbook also refers to the questions that governors might ask.

To help governors hold their schools to account, GBs can access training on Effective Challenge through S&GS's [training programme](#) and NGA has produced a 'Knowing your School' briefing about questions for governors to ask. The briefing is available to members of the NGA:

[www.nga.org.uk/Guidance/Holding-your-school-to-account/Challenge](http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Challenge).

## 14.1 Objective data

GBs must have objective, high quality and timely data to help them to know the questions they need to ask school leaders.

Whilst it is essential that every board has at least one person with the skills to understand and interpret the full detail of the educational performance and the financial data available, everyone on the board should be able to engage fully with discussions about data in relation to the educational and financial performance of their school.

'[Understanding your data](#)' is available to download from the ESFA. This provides guidance to school governors and academy trustees on how to collect and analyse data and what it can say about the school's performance.

The GB should make effective use of school performance tables and the Analyse School Performance system.

## 14.2 Headteacher reporting to the GB

To assist the GB in carrying out its functions, the HT/Executive Leader has a duty to provide the GB with such reports in connection with the management and performance of the school. The responsibility lies with the GB to work with the HT to determine the management information it requires to monitor different aspects of life in the school throughout the year, being mindful of the impact on workload.

HT/Executive Leader reporting will typically cover:

- progress made towards implementing the school's strategy and against the key performance indicators;
- pupil attainment, results and progress;



- the quality of teaching;
- the impact of teaching on learning and progress in different subjects and year groups with particular reference to vulnerable groups, particularly Looked After Children (LAC);
- the performance management of teachers, appraisal outcomes and its relationship to salary progression;
- where applicable the use and impact of pupil premium, year 7 catch up premium and the primary school sports funding;
- curriculum issues, developments and initiatives;
- pupil numbers and attendance;
- pupil behaviour, wellbeing and safeguarding;
- staffing matters - deployment, appointments, resignations etc.;
- finance and budget;
- buildings and site, including health and safety and access;
- stakeholder feedback e.g. parental involvement, school council etc., and
- extra-curricular, extended service and community matters.

### **14.3 Financial reporting to the GB**

BCC is committed to strengthening financial governance and believes good and effective financial management is essential to knowing whether a school is using its financial resources efficiently and effectively.

To ensure every governor knows the financial health of their school so the GB is in a position to make effective decisions that enable financial sustainability and solvency going forward, BCC requires maintained school GBs to receive financial monitoring reports twice a year (this is in addition to established reporting arrangements).

The framework for this reporting is available from:

[www.birmingham.gov.uk/schools\\_financial\\_management\\_and\\_governance](http://www.birmingham.gov.uk/schools_financial_management_and_governance).



# 15. GB self-evaluation

It is good practice for all GBs whatever their school's strengths, to review their own effectiveness regularly and identify improvements. There are a range of self-evaluation tools available that suggest suitable questions to help with self-evaluation.

## 15.1 Being strategic

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The NGA and the Wellcome Trust publication [Being Strategic – A guide for governing boards](#) is an essential document for GBs to help them effectively carry out their role. It can be used by any school regardless of phase, type or governance structure and offers a annual cycle for creating, monitoring and reviewing strategy.

## 15.2 Questions for GBs to ask themselves

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“20 questions for the Governing Board to ask itself” and “21 questions for MAT Boards” provide GBs with the opportunity to evaluate their performance and take action following the review to improve governance practice. The questions are available from the NGA website: [20 questions for governing boards](#) [21 questions for MAT boards](#).

## 15.3 BCC Audit Tool

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S&GS publishes an Audit Tool that is intended to help GBs to review their effectiveness in five key areas, review and manage the documents that they are required to maintain, and support them in planning their annual schedule of business. The Audit Tool is available on request to subscribers of S&GS via [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)

## 15.4 External review of governance

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A review of governance looks at how well the GB is working. The review is offered as support to improve and develop governance, and not as an additional inspection. It will help the GB identify priorities for improvement, and provide support on what steps to take. Schools can choose whoever they want to conduct a review of governance, but should ensure that the reviewer has a good understanding of governance and successful experience of leading governors and school improvement.

Those suitable to undertake external reviews of governance include trained National Leaders in Governance (NLG), National Leaders in Education (NLE), S&GS and the NGA.

Guidance on arranging an external review of governance is available on the gov.uk website: [www.gov.uk/guidance/reviews-of-school-governance](http://www.gov.uk/guidance/reviews-of-school-governance)

# 16. Concerns raised about governance

The LA, DfE and Ofsted have an obligation to ensure that a robust assurance system exists to support and challenge – including intervening in – schools to ensure they fulfil their responsibilities. BCC will not hesitate to exercise its statutory powers or refer concerns to the Regional Schools Commissioner in response to GBs who, in its view, have not acted robustly or decisively to address issues of governor conduct or a breach of the model Code of Conduct for GBs.

In most cases concerns about governor and GB conduct should be dealt with through direct challenge using the relevant procedures eg schools complaints procedure. S&GS can advise and support on applying the relevant procedures in the context of the concern.

## 16.1 Intervention

The DfE's [Schools Causing Concern](#) statutory guidance for LAs covers “schools causing concern” (within the meaning of section 44 of the Education Act 2005) that are “eligible for intervention” (within the meaning of Part 4 of the 2006 Act), but also other maintained schools about which the LA and/or the Secretary of State have serious concerns which need to be addressed. The statutory guidance refers to the giving of warning notices and the LAs powers of intervention that include the power to suspend authority to manage a delegated budget, the power to appoint the GB as an Interim Executive Board (IEB), power to appoint additional governors and require the GB to enter into arrangements.

Where a LA has concerns about governance within an academy in their area these would be raised with the local Regional Schools Commissioner or the Education and Skills Funding Agency (ESFA).

## 16.2 Whistleblowing and Serious Misconduct Policy

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The policy applies automatically to community schools, community special schools, voluntary controlled schools, pupil referral units and maintained nursery schools in which BCC is the employer of staff. Other schools may adopt the new policy. Employees in schools are normally expected to raise their concerns within the school, unless they have good reason to believe that the complaint will not be managed properly within the school. In those circumstances they may make a complaint directly to BCC.

In addition, citizens or any other individual concerned about apparent serious misconduct will be able to contact a central whistleblowing email and postal address or a telephone number.

The full policy is available at [www.birmingham.gov.uk/whistleblowing](http://www.birmingham.gov.uk/whistleblowing)

Referrals of allegations can be made by email:

[Whistleblowing@birmingham.gov.uk](mailto:Whistleblowing@birmingham.gov.uk).

In writing to:

Whistleblowing  
City Solicitor Legal and Democratic Services  
Birmingham City Council  
PO BOX 15992  
Birmingham B2 2UQ

By telephone on: **0121 303 7602**



# 17. Supporting high standards of governance

Effective GBs make the most of the resources and guidance that is available to develop their knowledge and skills. Effective GBs also engage with the support that is available to strengthen governance.

## 17.1 School and Governor Support

S&GS is an established traded service of BCC. It has a proven track record of providing expert advice, guidance, consultancy and training required to deal effectively with day-to-day leadership and management issues as well as supporting strong governance. Through effective support and challenge S&GS aims to maximise the capacity of school leaders, managers and governors in almost any situation.

Email [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk) or visit [www.birmingham.gov.uk/SGS](http://www.birmingham.gov.uk/SGS)

BCC recommends subscription to S&GS.

## 17.2 Birmingham Education Partnership

Birmingham Education Partnership (BEP) is both a charity and a company (not for profit) that is focussed on school improvement in its broadest sense. Its mission is to secure a deeply good academic, social and civic education for every child and young person living in Birmingham.

BEP has a commissioned role to provide school improvement services across Birmingham and also provides membership services and traded activities.

BEP encourages governors to engage with its mission to deliver a deeply good education for all. To find out more about the work of the BEP visit [www.bep.education](http://www.bep.education).

BCC recommends membership of the BEP.

## 17.3 National Leaders in Governance (NLG)

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NLGs are experienced chairs with excellent leadership skills and a track record of contributing to school improvement through the effective leadership of a GB. NLGs focus on developing leadership capacity on GBs, primarily by offering coaching and mentoring support to the chair.

The support of an NLG can also help improve GB processes and help the chair build their relationship with the Headteacher or Principal.

NLGs are expected to provide a proportion of their time free of charge, however some of their work will incur a charge. To contact your local NLG and arrange a discussion email: [governanceoversight@birmingham.gov.uk](mailto:governanceoversight@birmingham.gov.uk)

BCC recommends engagement with an NLG to strengthen governance.

## 17.4 National Governance Association (NGA)

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The NGA aims to represent all school governors, trustees and clerks in England. It is an independent charity that aims to support and promote good governance in our schools; it does this through lobbying, via a range of contacts with ministers, policy makers and education organisations. It also runs national conferences and a number of regional events.

The NGA has a number of membership options. For further information visit [www.nga.org.uk](http://www.nga.org.uk) or email [membership@nga.org.uk](mailto:membership@nga.org.uk).

BCC recommends membership of the NGA.



# 18. S&GS contact details

## School & Governor Support

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**Assistant Governor Services Manager:** Bill Welsh

Email: [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)

**Governance Oversight Officer:** Alison Hicks

Email: [governanceoversight@birmingham.gov.uk](mailto:governanceoversight@birmingham.gov.uk)

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**School Support Managers:** Karen Davies, Kathy McDonough, Dave Yardley

**Assistant Managers:** Adrian Axinte, Fiona Chamberlain

Email: [school.support@birmingham.gov.uk](mailto:school.support@birmingham.gov.uk)

## Business Support

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**Governing Board Support:** Christine Stewart, Charlie Keane, David Walters

Email: [gbso@birmingham.gov.uk](mailto:gbso@birmingham.gov.uk)

**Governor Recruitment and Training:** Roma Fernandopulle

Email: [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)

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