

Developing Outstanding Governance

Governors' Development Programme 2015 – 2016

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Welcome

We are pleased to present our annual governor development programme for 2015/16. This programme contains course information for the autumn 2015, spring 2016 and summer 2016 terms. The programme was well received again last year and has been refreshed and enhanced to include new courses. The courses cover a diverse array of disciplines.

In addition to the core development courses provided within this programme, we will be supplementing this throughout the year with additional development opportunities as required, reflecting national developments and local issues. If there are any courses which you would like to see as a feature of the programme please contact Governor Services.

Our programme aims to assist governors and governing boards to be effective in the strategic leadership of their school. The courses and development opportunities have been designed to support governors in making a significant contribution to improving outcomes for all our children and young people, as well as providing opportunities to share good practice and experiences with other governors.

We select the very best trainers available to deliver these courses, which include for example a Chartered Accountant, School Improvement Officers, and trainers who are also extremely experienced governors. Trainers will often be practitioners from their specific field of expertise so you will learn from their own applied experience. Additionally, they are knowledgeable in the policies and practices in North Lincolnshire.

We welcome feedback and suggestions regarding governor development, and the clerking service, to ensure that we are meeting the needs of governors. After each development session governors are invited to complete an evaluation sheet which informs future practice.

On behalf of North Lincolnshire Council, may we thank you for your dedication and commitment.

Best wishes for 2015/16

People Directorate
'All our children'

Booking Arrangements

Stage 1: How to book

You can book a place on any of the courses by either:

☎ Telephoning the CPD Team on 01724 297281

or

✉ Emailing the CPD Team:
courses.team@northlincs.gov.uk

If you are interested in a course, please make sure you book a place well in advance as courses may be very popular and sometimes there is a waiting list. Whilst all bookings should ideally be made within 48 hours of the course start date, we will always endeavour to accommodate last minute arrangements. However, please do not arrive at a session without making prior arrangements as considerations like fire regulations or insufficient seating and resources may preclude attendance.

Stage 2: What happens after booking?

You will receive confirmation of your place on the course within five days of applying. Once you have requested a course, an acknowledgement will be emailed, or if applicable posted, to you. Attendance instructions are usually emailed about a week prior to the course. Should you not hear from us, please get in touch to confirm your place on the course prior to attending.

If you would like to cancel your place on a course, please give us 48 hours' notice where possible, otherwise charges may apply. If there is insufficient demand for any particular course up to one week before it is due to run, then the course may be cancelled.

Whole Governing Body Development

Whole governing body development can be arranged on request and delivered as a school-based session. Where possible, this will be tailored to the needs of your governing body, enabling governors to work together on a subject or theme of their choice. For an informal discussion on whole governing body development options, please ring the Governor Services Manager on 01724 297111.

Main Venue

Learning Development Centre,
Enderby Road, Scunthorpe, DN17 2JL

Other venues will be available throughout the region. Please check the venue details when booking your place.

Access to Development & Charges

Governor Development is available to all governors. The fees and charges are identified below: These relate to SLA costs and non-SLA costs.

SLA Costs: Governing bodies that are part of the SLA may attend unlimited scheduled sessions at a cost of £10.70 per session.

Pay as you go (PAYG): Governing bodies that are not part of the SLA may attend any training course on PAYG basis, the costs are as follows:

- Pay as you go half day/evening session per delegate: £87
- Per two-hour in-house/ cluster session: £301

The charges referred to above relate to current SLAs. Charges are revised in April 2016 and will be amended accordingly.

Governor Conference 2015/16

The 2015 conference was held in March. Some of the feedback from 2015's conference – 100% of governors agreed that the conference provided ideas on how to improve governance in the future, with 100% of governors feeling motivated and inspired as a result of the conference.

From autumn 2015, our intention is to consult governors on the future conference events to be arranged, to identify what governors would like the event to focus on, and to determine the best timing and locations to suit the majority.

E-Learning – Modern Governor

A number of North Lincolnshire Governing Bodies have subscribed to Modern Governor. This is an e-learning service for governors, which complements traditional face-to-face training. Modern Governor provides “bite sized learning” with short courses, typically lasting 30 minutes. The courses which include examples, case studies and scenarios have been produced with the help of experts in their field and professionals who work with governors. The courses will remain permanently available so that governors can revisit the material as often as they wish. There are 23 courses available which are in the table opposite.

How to Access Modern Governor

Follow these steps to register and access courses:

If this is your first time on Modern Governor:

1. Go to www.moderngovernor.com
2. On the blue login box, click on 'create new account' and follow the on-screen instructions (you must have a valid email address)
3. Our system will send you an automated email – click on the link to confirm your registration
4. When you've confirmed your registration, you'll be sent back to our homepage
5. Enter your username and passwords in the boxes provided and click 'log in'

Getting Started

- My Role as A Governor
- Chairing Governing Body Meetings
- Governance of a Church School (2012)
- Some Governors' Questions Answered
- Effective Minute Writing
- The Role of a Clerk

Legislation and Policy

- Equality and Diversity (2012)
- Community Cohesion (2012)
- School Recruitment
- School Finance
- Admissions and Discipline
- Looked-after Children
- Safeguarding and Child Protection
- Safeguarding and Promoting Child Welfare
- FOI A Guide for Governors
- Ofsted and Self Evaluation
- Handling School Complaints

Academies

- Academy Governance
- Converting to Academy Status

Developing Your Governing Body

- School Governors and Writing for the Web
- Is Governor Mark for us?
- The Governors' Role in Careers Guidance
- Helping head teachers get the best out of their governing body

If you've **already registered** for access to Modern Governor Modules:

- Go to www.moderngovernor.com
- Enter your username and password in the boxes on the right and click 'log in'
- If you need any technical support or are having difficulty registering or logging in, please contact info@moderngovernor.com or telephone 0845 543 6033

North Lincolnshire Association of Governing Bodies

NLAGB – Annual General Meeting

Date	Time	Venue	Aimed at
Wed 11 Nov 2015	19:00 – 21:00	Melior Community Academy, Chandos Road, Scunthorpe, DN17 1HA	All governors

Further details are in the autumn edition of Governors' News or via NLAGB website <http://nlagb.synthasite.com/>

Budget Briefings 2015 - 16

Budget Briefings

Date	Time	Venue	Aimed at
Thur 25 Feb 2016	18:30 – 20:30 Session starts @ 19:00	LDC	This course will be of interest to those governors who are members of the school's resources / finance committee and chairs / vice chairs
Tues 1 March 2016	18:30 – 20:30 Session starts @ 19:00	Castledyke	

Governors' Termly Leadership Briefings 2015 - 16

Date	Time	Venue	Aimed at
Autumn			
Wed 2 September 2015	19:00 – 20:30	LDC	Chairs/ vice chairs and aspiring chairs
Thur 3 September 2015	10:00 - 11:30	LDC	
Thur 3 September 2015	19:00 – 20:30	Castledyke Primary	
Spring			
Wed 6 January 2016	19:00 – 20:30	LDC	Chairs/ vice chairs and aspiring chairs
Thur 7 January 2016	10:00 - 11:30	LDC	
Thur 7 January 2016	19:00 – 20:30	TBC	
Summer			
Wed 13 April 2016	19:00 – 20:30	LDC	Chairs/ vice chairs and aspiring chairs
Thur 14 April 2016	10:00 - 11:30	LDC	
Thur 14 April 2016	19:00 – 20:30	TBC	

Briefings are free for Governing Boards who purchase either the Governor Clerking or Governors Development SLA; otherwise there is a cost of £40 per governor.

New Governors

Governor Induction

Module 1, Module 2 & Module 3

Course Description

When you first become a school governor you may feel that there is a mountain of information about the role. This course is designed to give new governors the essential information they need to become effective. The course is based on the National Training Programme For School Governors developed by the Department for Education and is built around the key roles that governors play in supporting their schools to raise standards of educational achievement. The key modules include:

- Categories of schools and governors
- Effective governing bodies and meetings
- Vision and aims, including statutory and recommended policies
- Powers and duties of governing bodies
- The role of the governing body, the head teacher and senior leaders
- The key roles and responsibilities of governors
- The school development plan
- The characteristics of effective schools
- Working with the school community
- Getting to grips with education jargon
- Conduct at meetings and confidentiality
- Committee structures and terms of reference
- How to prepare for a visit to school linked to the school development plan.
- Monitoring – A basic introduction to data including RAISEonline and the Dashboard
- The head teacher's report
- Accountability to stakeholders – prospectus, home school agreement, school council, newsletters, complaints policy
- Ofsted framework and the expectation of the role of the governing body

The courses are a combination of information, including hand-outs, group and individual activities and plenty of time for questions! The information is constantly reviewed to take into account current legislation and initiatives.

All Day Option

	Date	Time	Venue
All modules - 1, 2 & 3 combined	Sat 26 September 2015	09:15 - 16:00	LDC

Part Time Option

Module 1	Module 2	Module 3
Wed 13 January 2016, 18:30 to 20:30. Barton (venue TBC)	Wed 27 January 2016, 18:30 to 20:30. Barton (venue TBC)	Wed 3 February 2016, 18:30 to 20:30. Barton (venue TBC)
Wed 20 April 2016, 18:30 to 20:30 LDC	Wed 4 May 2016, 18:30 to 20:30 LDC	Wed 18 May 2016, 18:30 to 20:30 LDC

Raising Standards and Attainment

Raising Standards and Attainment (Ofsted)

Date	Time	Venue	Aimed at
Thur 21 January 2016	18:00 – 20:00	LDC	All governors

Course Description

“Governors are most effective when they are fully involved in the school’s self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction.” HMCI Annual Report 2010.

The September 2015 Ofsted common inspection framework introduced a number of significant changes, not least the role of governors and the governing body. In respect of the new framework, this course will enable governors to understand their strategic role and responsibility in this regard.

We will look at the inspection handbook and the grade descriptors. We will analyse the judgements made in sample Ofsted reports. What are the key factors? Do governors accurately understand their school’s strengths and weaknesses? Is the governing body working in ways which may be judged as requiring improvement?

Course Aims

To learn and understand more about:

- The importance of whole school self-evaluation;
- Governors’ role in monitoring and evaluating the self-evaluation;
- Governors’ duties in respect of raising standards and attainment
- The Ofsted framework and Ofsted handbook – including grade descriptors
- The sources of pupil data and how it can be used to demonstrate improvement
- The role of performance management
- Raise awareness of the impact of teaching on learning and progress in different subjects and year groups and for different groups of pupils
- Governors’ duty to challenge and hold senior leaders to account for all aspects of the school's performance including pupils’ achievement, behaviour and safety
- Ensure that the governors understand and can evidence the impact of pupil premium.

Effective monitoring through focused visits to school - Learning walks

Date	Time	Venue	Aimed at
Wed 16 March 2016	18:00 – 20:00	LDC	All governors
Mon 9 May 2016	18:00 – 20:00	The Isle (venue TBC)	All governors

Course Description

Learning walks are one of the most popular and fruitful ways of learning about what happens in schools. As governors are encouraged to be visible in schools and understand more about their schools, this course offers an excellent opportunity to get involved.

- You will develop your understanding of why governors should visit school
- You will have a clearer understanding of the governor monitoring role
- You will learn about best practice regarding governor visits to school
- You will learn how to report back following a visit

The purpose of the walk should be linked with school improvement priorities and/or development opportunities within the school or network of schools. In the main, learning walks are used to focus on a number of aspects of teaching and learning and complement other information gathering processes.

Course Aims

It is good practice to establish a yearly programme of governor visits or learning walks to your school to help focus on gathering evidence to support school self-evaluation. The information gathered during these visits will enable you as governors to:

- Explore how governor visits can support the work of governors as critical friends of the school
- Shape the direction of the school in partnership with senior leaders
- Have an enhanced understanding of areas of strength and weakness so that you can support and hold to account senior leaders effectively
- Improve pupil outcomes
- Enhance your understanding of the school’s teaching and learning practice
- Help develop a continuous learning process through “observation, evaluation and reflection”
- Explore ideas with governors from other schools
- Agree protocols and aims of the visits

Meeting the enhanced expectations on Governors in 2015

Date	Time	Venue	Aimed at
Wed 14 October 2015	18:30 – 20:30	LDC	All governors
Wed 24 February 2016	18:30 – 20:30	Barton (venue TBC)	All governors
Mon 13 June 2016	18:30 – 20:30	The Isle (venue TBC)	All governors

Course Description

The School Governance Regulations 2013 emphasise that the ‘board of governors’ should operate at a strategic level, leaving the head teacher and senior school leaders responsible and accountable to the governing body for the operational day-to-day running of the school. The governors need a robust process and framework for setting priorities, creating accountability and monitoring progress. The regulations define the three core functions for the board of governors:

- Set the vision and strategic direction of the school
- Hold the head teacher to account for its educational performance; and
- Ensure financial resources are well spent

This course will explore the expectations of governors in 2015 and give practical examples of how a governing body can meet the enhanced requirements.

Course Aims

- To understand how expectations of governance are changing and increasing
- To consider how governors can best organise themselves to fulfil the monitoring and evaluation role effectively
- To identify what the staff of the school can do to support governors in fulfilling the above
- To clarify what good governance looks like and what governors need to do to achieve this
- To inform governing body preparation for future HMI visits

Understanding and Using Pupil Performance Data including: the Governor Dashboard & RAISEonline

Date	Time	Venue	Aimed at
Thur 26 November 2015	18:30 - 20:30	Barton (venue TBC)	All governors
Thur 3 March 2016	18:30 – 20:30	The Isle (venue TBC)	All governors
Thur 12 May 2016	18:30 – 20:30	LDC	All governors

School Data Dashboard

“This dashboard raises the stakes. Many governors already know their school well. But for those that don’t, there are now no excuses. Inspectors will be critical of governing bodies who, despite the dashboard, still don’t know their school well enough and don’t take the necessary action in good time”.

HMCI, Sir Michael Wilshaw (2013)

Course Description

As the above quote shows, Ofsted expects governors to have an understanding of the data available to schools to monitor and challenge the achievement of different cohorts of children. Pupil performance data, the Dashboard and RAISEonline provide head teachers, teachers and governors with a wide range of analytical information for reviewing pupil achievement in depth. The objective of this course is to help governors understand how to access and use the data in a clear non-technical way.

Course Aims

At the end of the course you will know:

- How data can be best used by governors to support their statutory monitoring, evaluation and target setting activities.
- How to access performance data
- What the key indicators are which can be used to evaluate performance
- The use of value-added data to evaluate pupil progress
- What questions to ask during the target setting process

Head Teacher Appraisal

Date	Time	Venue	Aimed at
Tues 20 October 2015	18:00 – 20:30	LDC	All governors involved in performance management

Course Description

Head teacher appraisal is a key process in raising achievement. This course is essential for all governors responsible for carrying out the head teacher’s appraisal and is open to any governor interested in this aspect of staff development. The session includes information on the ‘appraisal cycle’ – setting the objectives, monitoring progress, as well as reviewing and evaluating the outcomes.

Course Aims

- Awareness of the new appraisal regulations
- Preparing for meetings and reviews
- Ability to make decisions on performance and link this to pay
- Assessing the quality of the head teacher’s report to governors
- How you will know if it is making a difference? Links to school self-evaluation and the new Ofsted Framework

Engaging Parents

Date	Time	Venue	Aimed at
Mon 29 February 2016	18:30 – 20:30	LDC	All governors
Thur 16 June 2016	18:30 – 20:30	Barton (venue TBC)	All governors

Course Description

When parents are involved in their child’s learning and in the life of the school, children do better. Engaging parents can be a challenging task. However, with the right approach the results can be extremely rewarding. This course will help look at ways to promote parental engagement, consider successful strategies and look at case studies.

Course Aims

- Consider the case for building partnership with parents
- The role of governors in building parent partnership
- Explore different strategies for engaging parents and resources that could be used
- Consider the barriers and enablers to achieving meaningful parental engagement

Do Words Count in your school?

Date	Time	Venue	Aimed at
Mon 16 November 2015	18:30 – 20:30	LDC	Chair of governors or governor with responsibility for literacy
Thur 10 March 2016	18:30 – 20:30	Barton (venue TBC)	Chair of Governors or governor with responsibility for literacy

Overview

We would like to invite you to a briefing to outline the key principles and aims of a new campaign recently launched in North Lincolnshire called 'Words Count'. This is an exciting campaign that will reach far beyond schools and involve the whole school community. The governing body of a school has a pivotal role in this new campaign to ensure all stakeholders are actively involved.

Literacy needs to be a school priority in 2015-2016 more than ever. But not just for your school. Children, parents, carers and other members of the local community will all benefit from improved standards in literacy. If we are going to make a real difference then there must be a partnership between parents, schools and the wider community.

Why 'Words Count'?

- In areas of social disadvantage, often more than 50 per cent of children are likely to have delayed speech, language and communication skills
- 66 per cent of language-delayed three year olds have behaviour problems. Young people with SLCN have been shown to be at a greater risk of developing emotional, social and behavioural difficulties and mental health issues.
- Young people with SLCN have been shown to be at a greater risk of lower academic achievement, and school performance failure.
- More than 60 per cent of young offenders have SLCN

Four key drivers lead to children being able to read well. They are:

- Supporting children to develop good early language skills before starting school
- Providing the right support to primary schools
- Supporting parents and carers to help with their children's reading
- Celebrating the enjoyment of reading for pleasure in every community

Backed by the Health and Well Being Board and the Education Division in North Lincolnshire, Words Count is a campaign to improve standards of literacy across all of our communities.

Launched in June 2015, initially with school and pre-schools in the Westcliffe area, we are now looking to roll this out throughout North Lincolnshire in the Autumn Term 2015. Following the continuing success of Imagination Library, Words Count aims to raise the profile of literacy across our communities.

Course Aims

The session will:

- Outline what opportunities will be made available to your school as part of Words Count
- Identify how you as a governor can support your school with the success of this campaign
- Provide practical tips and advice
- Explore possible new approaches to adopt
- Provide an opportunity to network with other governors, explore ideas and concerns and share best practice

Every day counts – achievement through attendance

Date	Time	Venue	Aimed at
Mon 11 January 2016	18:30 - 20:30	LDC	All governors

Course Description

Attendance has a major impact on pupil attainment. Governing bodies play a key role in implementing and monitoring school attendance policies that impact positively on attendance and cultivate a school ethos where excellent attendance is the norm and the expectation. The course will provide governors with an understanding of the attendance and persistent absence agenda to help them improve their schools' performance. There will also be the opportunity to hear about local developments and strategies.

Course Aims

- The use of data to drive improvement
- What information should governors receive?
- Legal perspective on attendance
- Policy on holiday in term-time
- Types of registration
- The responsibilities of schools/governing bodies/parents
- Best practice from both a local and national perspective in what is effective
- What works well – effective strategies
- Sharing of best practice

The Children & Families Act & the Special Educational Needs & Disability Code of Practice

Date	Time	Venue	Aimed at
Tue 23 February 2016	18:30 – 20:30	LDC	All governors
Wed 8 June 2016	18:30 – 20:30	Barton (venue TBC)	All governors

Course Description

This course has been designed to provide governors with an introduction to their schools' duty in respect of the Children & Families Act 2014 and meeting the needs of children and young people with Special Educational Needs and Disability.

Course Aims

- Extension to cover the 0-25 age range
- A clearer focus on views of children/young people and on their role in decision-making (and parents/carers)
- Guidance on joint planning and commissioning of services to ensure close co-operation between education, health and social care
- The merging of School Action and School Action Plus into one category – SEN Support
- To co-ordinate the assessment process and the new 0-25 Education, Health and Care (EHC) Plan for children/young people with more complex needs, to replace statements and Learning Difficulties Assessments (LDAs)
- New guidance on the support pupils and students should receive in education and training settings
- A greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Personal budgets will be offered to families
- The 'Local Offer' published by local authorities and education settings

Introducing the Early Years Foundation Stage (EYFS) Requirements

Date	Time	Venue	Aimed at
Tue 26 January 2016	17:45 – 20:45	LDC	All governors
Mon 18 April 2016	17:45 – 20:45	Barton (venue TBC)	All governors

Course Description

This course has been designed to provide governors with an introduction to the Early Years Foundation Stage (EYFS) requirements, practice and assessment and will explore:

- The EYFS Statutory Framework which became mandatory from the 1 September 2012
- Governors' roles and responsibilities within the EYFS
- Sharing the 'Safeguarding and Welfare' requirements for EYFS
- Engaging in observation and assessment activities
- Transitions within EYFS

Course Aims

- To have an increased awareness of the EYFS Statutory Framework from 1 September 2012
- To gain further knowledge and understanding of the principles, practice, provision and pedagogy within EYFS
- To be clear on their roles and responsibilities within EYFS
- To understand how practitioners carry out observations and assessments within EYFS
- To be familiar with the 'Safeguarding and Welfare' requirements for EYFS
- To become aware of different transitions within EYFS
- To become aware of what local and national data is telling us about achievement within the EYFS

Making the most of Music

Date	Time	Venue	Aimed at
Thur 3 December 2015	18:30 – 20:00	LDC	All governors
Wed 6 July 2016	18:30 – 20:00	Barton (venue TBC)	All governors

Course Description

“Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel think, and act.”

Ofsted say that “children’s involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music.”

(An evaluation of music in schools February 2009)

Course Aims

To learn and understand more about:

- The National Plan for Education and what role governors, schools and academies and music hubs have to play in its implementation
- Ofsted’s music report findings for ‘good’ music education in schools and recent developments in music education.
- Forging strong links with and partnerships with the NL Music Hub and lead partner Music Support Service.
- What a good music lesson should look like – including some ‘hands on’ musical activities and discussion
- Opportunities for your school to access CPD training and other exciting music resources.

By the end of the event participants will:

- Have a greater awareness of developments in music education
- Gain greater understanding of how the NL Music Hub can support the development of music in school
- Have a deeper insight in to what a good, inclusive music education and opportunities look like and how to offer governor support.

'Closing the Gap' – an introductory course

Date	Time	Venue	Aimed at
Thur 1 October 2015	18:30 – 20:30	LDC	All new governors
Tues 24 May 2016	18:30 – 20:30	Barton (venue TBC)	All new governors

Course Description

“The £2.5 billion of PP funding for each of 2014-15 and 2015-16 is a lot to put into schools for a single initiative. We saw these levels of funding for the national strategies in the post-1997 era, but this is different. This isn't the government telling schools what to do in increasingly mind-numbing detail, as has been the case so often during the last 30 years; this is the government saying to schools: “Increasing social mobility is important for the health of our society and you, the schools, have a key role to play. So we are giving you significant extra funding for every deprived pupil on your roll. We will hold you to account for the impact you make with this money, but we won't tell you how to do it. Over to you.” Rarely has school autonomy seemed so big, so important or so scary.” Sir John Dunford, Pupil Premium Champion.

This introductory course will guide new governors through the changing world of FSM Pupil Premium. It will focus particularly on expectations and accountabilities of governors and examples of outstanding practice.

Course Aims

- Help understand and define what 'closing the gap' means
- Help governors understand their strategic role in closing the gap
- How to use data (benchmarking, monitoring assessment and tracking) to identify the gap
- Learn which strategies and initiatives schools can employ to close the gap
- Learn about best practice and evidence based practice
- Learn about the expectation of Ofsted and use of Pupil Premium
- Identify how governors should record and monitor progress.

'Closing the Gap' – an extension course

Date	Time	Venue	Aimed at
Tue 24 November 2015	18:30 – 20:30	LDC	All governors who have previously done some LA 'Closing the Gap' training
Thur 23 June 2016	18:30 – 20:30	Barton (venue TBC)	All governors who have previously done some LA 'Closing the Gap' training

Course Description

“Schools are often clear about their values and beliefs. The most effective ensure that these carry through to the behaviours of every member of staff and every pupil. Shadow cultures or tacit belief systems are systematically challenged.

Culture is particularly powerful in relation to NtG as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. If a commitment to success for all is undermined by shadow cultures – for example, groups of people or teams which label pupils entitled to FSM as less able, undeserving or lacking commitment, these pupils are likely to be further disadvantaged. By contrast, a culture which insists that everybody values individuals and personal opportunity, builds self-belief and focuses on the core business of learning, is likely to increase success.”

Narrowing the Gaps – Leadership for Impact – DfE

The explicit development of a culture conducive to success is a key responsibility of governors and senior leaders in school. This extension course will build on the information gained from the introductory course and will extend understanding of the Closing the Gaps agenda into a whole school priority.

Course Aims

- Help understand and define what a 'closing the gap' whole school culture means
- Help governors understand their strategic role in closing all gaps
- Learn which strategies and initiatives schools can employ to close all gaps
- Learn about best practice and evidence-based practice
- Develop an understanding of the needs of other vulnerable school groups, such as boys
- Understand the impact of poverty on children in school
- Explore how to increase parental engagement.

Leadership & Governance

Taking the Chair: Chairing Committees and Full Meetings

Date	Session	Time	Venue	Aimed at
Wed 25 November 2015	Session 1 of 2	18:30 – 20:30	LDC	Chairs, vice chairs and aspiring chairs – whether committees or full governing body meetings
Thur 2 December 2015				

Course Description

This **two session** course is quite different from, but complements, the Chairs of Governors' Leadership Development Programme. It can be undertaken before, after, alongside or totally independently of, the Development Programme. This course focuses on personal reflection, developing your own style of leadership and the practicalities of chairing.

There is increasing recognition nationally and locally of the difference that a good chair can make as they facilitate and lead the work of the governing body or a committee of governors. The government has made it absolutely clear that the profile of governance in our schools is being raised and is a vital component in the quality of leadership and management at the school. The governing body as a whole is expected to set the strategic direction and provide challenge, support and accountability, and ensure financial probity.

Taking the Chair is suitable for new, experienced and aspiring chairs, vice chairs, committee chairs and even those who think they may like to take on a chairing role in the future. It is based on a national programme and provides a 'toolkit' of potentially useful materials in addition to offering ample opportunities to discuss ideas and concerns and to share examples of best practice and experience in handling challenging situations.

Course Aims

The two sessions will:

- Identify the skills chairs need in order to carry out their roles effectively
- Focus on the leadership role of the chair
- Consider the importance of positive relationships and explore how these can be developed and sustained
- Investigate and consider ways of avoiding some of the possible pitfalls for chairs
- Identify and share good practice

Chairs of Governors - Leadership Development Programme “Open Evening”



Edge Hill University

In conjunction with National College for Teaching & Leadership and Edge Hill University, this programme has been designed to support all chairs of governors, whether you are aspiring, new to the role or well-established. It gives chairs the opportunity to develop their leadership skills through facilitated workshops, online activities, personal reflection and school-based learning.

With school improvement as a key theme across the programme, each unit then focuses on an essential element of being an effective chair:

- Unit 1: The role of the chair
- Unit 2: Effective governance
- Unit 3: School improvement

Each unit takes one term to complete. Units can be studied consecutively or you can choose to undertake a single unit dependent on your needs.

The programme includes:

- Two full day workshops over 5 – 6 months, providing opportunities to collaborate and learn with peers (planned 2 Dec 2015 & 8 June 2016 - 9:30am – 4:00pm)
- opportunities to reflect on leadership practice
- school-based activities leading to school improvement
- access to a mentor to provide support, guidance and challenge
- accessible interactive online content
- an online leadership diagnostic to guide your development

Leading Edge Associates deliver the programme and the previous cohorts have been positive about the professional development provided. We are hoping to run a third cohort, probably based in Scunthorpe and would encourage any interested governor to come along to the ‘Prospective Candidates’ Event’, details below.

This course may provide accreditation for academic qualifications available through Edge Hill University. The following credits may be secured:

- Undergraduate Level 30 credits
- Degree 20 credits
- MA 30 credits.

Further details on accreditation will be provided at the ‘Prospective Candidates’ Day’

Date	Time	Venue	Aimed at
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An event for prospective candidates will be held on this date

Thur 22 October 2015	18.30 - 20.00	LDC	Chairs, vice chairs and aspiring chairs
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Succession Planning for Schools and Governing Bodies

Date	Time	Venue	Aimed at
Tue 9 February 2016	18: 00 – 20:00	LDC	Chairs and head teachers

Course Description

A two-hour workshop for chairs of governing bodies and head teachers to consider the issues of effective succession planning and maximising the potential of the existing workforce. The focus of the session is to raise awareness of the importance for governing bodies to be proactive in their consideration of approaches and strategies to effective succession planning and leadership development across the schools' workforce.

The interactive session will consider the current educational landscape and the issues faced by school leaders and their governing bodies in relation to the recruitment and selection of high quality leaders, talent spotting and developing capacity to ensure the school has the most effective team in place to continually improve performance.

Course objectives

- To develop a common understanding of the concept of succession planning
- To consider different models for building capacity
- To provide opportunities for colleagues to share best practice
- To enable the delegates to identify critical next steps

Safeguarding

Safeguarding Audit Toolkit

Date	Time	Venue	Aimed at
Mon 14 September 2015	18:30 – 20:00	LDC	All governors

Course Description

The Education Act 2002, Section 175, gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to the guidance issued by the Secretary of State. Governors have a particular responsibility to maintain an overview and to ensure that the two key aspects of safeguarding arrangements are met.

- Safe learning environments, with reasonable steps taken to ensure risks of harm to children's welfare are minimised.
- Child welfare concerns are responded to appropriately, working to agreed policies and procedures in partnership with other agencies.

This workshop is relevant to schools and academies and will re-introduce governors to the Safeguarding Audit Toolkit, which will help identify whether the school is compliant with safeguarding requirements.

Course Aims

Following attendance at the course and implementation of the Safeguarding Audit Toolkit, governors will understand:

- Their schools' child protection policies and procedures
- Whether the school operates safer recruitment procedures, including checks on qualifications
- Whether the school has appropriate procedures for handling allegations of abuse against its staff, including if the allegation is against the head teacher where a nominated member of the governing body will take responsibility.
- Whether a senior member of the leadership team is designated to lead on child protection issues; this person undertakes inter-agency working and refresher training at least every two years.
- Whether other staff who work with children should have refresher training every three years;
- How deficiencies brought to the governing body's attention must be dealt with.
- The need to review policies annually.

Safer Recruitment (Full course)

Course Description

Safer recruitment training became mandatory for the recruitment of school staff from 1 January 2010. This means a recruitment panel must have at least one member who has completed the training and received the recognised accreditation. It is the responsibility of schools/academies to comply.

The training looks at best practice that should be adopted when recruiting and selecting adults to work with children. It sets out procedures and strategies to help those involved in the recruitment process to deter, identify and reject applicants who are unsuitable to work with children. It also seeks to strengthen safeguards for children in schools by helping to prevent abuse, with the aim of creating an environment where concerns can be raised on poor or unsafe practice.

Course Aims

- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Understand the application process, the selection criteria, the interview process and references
- Help participants begin to review their own and their organisations' policies and practices in recruitment with a view to making them safer.
- Consider features of a safer recruitment process for employees, contractors, agency workers and volunteers.
- The appropriate use of Disclosure and barring information

This is not a comprehensive workshop on staff recruitment and selection.

One Day Course Dates

Date	Time	Venue	Aimed at
Wed 30 September 2015	09:15 – 16:30	LDC	Governors involved in recruitment and selection
Thur 4 February 2016	09:15 – 16:30	LDC	
Tues 14 June 2016	09:15 – 16:30	LDC	

For booking on safer recruitment courses please contact safeguardingpracticdevelopment@northlincs.gov.uk or call Erin Hall Tel: 01724 297011

Safer Recruitment (Refresher)

Course Description

This course is a refresher course available **only to individuals who have undertaken the full safer recruitment training** and require a refresher as their certificate is due to expire (5 years).

Date	Time	Venue	Aimed at
Mon 12 October 2015	09:15 – 12:30	LDC	Governors involved in recruitment and selection
Tue 9 February 2016	09:15 – 12:30	LDC	
Tue 21 June 2016	18:00 – 21:00	LDC	

Child Protection and Safeguarding for Governors

Date	Time	Venue	Aimed at
Mon 12 October 2015	18:30 - 20:30	LDC	All governors
Wed 3 February 2016	18:30 - 20:30	Barton (venue TBC)	All governors
Tue 14 June 2016	18:30 - 20:30	LDC	All governors

“Safeguarding is Everyone’s Responsibility!”

Course Description

Safeguarding and Child Protection is an important subject for school governors. The Governing Body has a legal obligation to ensure that the school is run so that the welfare of the children and young people is safeguarded and promoted. The Governing Body should ensure that the school has in place the necessary infrastructure and arrangements to support this. It must ensure that there are procedures and policies for promoting and safeguarding the welfare of children.

Course Aims

- To have an understanding of appropriate legislation and guidance with respect to safeguarding and child protection in schools
- To be able to monitor and review safeguarding and child protection policies, procedures and practices within schools
- To gain an understanding of OFSTED expectations regarding safeguarding in schools
- To have a toolkit for undertaking Governors’ responsibilities in respect of safeguarding.
- To understand the role of the Local Safeguarding Children Board
- To understand your key responsibilities in keeping children safe
- To understand what to do if you are worried about a child
- *To highlight the role and responsibilities of governors in school with regard to e-safeguarding*
- *To understand the importance of e-security in schools and the current trends around online abuse and cyber bullying*

Governors' Toolbox

Promoting your School & Managing Media

Date	Time	Venue	Aimed at
Mon 19 October 2015	18:30 - 20:30	Barton (venue TBC)	All governors
Mon 16 May 2016	18:30 - 20:30	LDC	All governors

“Marketing is too important to be left to the marketing department”

– David Packard, founder of Hewlett & Packard

Course Description

In the world of fast-paced communications and social media, governors need to have a communication strategy that is able to systematically promote their school/academy to the widest possible audience. Unless marketing and promotional opportunities are seized, your hard work and your children's successes may remain your 'best-kept secret!'

Promoting success is one perspective, but how would you deal with negative media? As school leaders you may wish to think about how you would deal with a 'bad press' situation.

This introductory course will help you to start to think and learn about the following types of issues:

Course Aims

- To understand how the media works (press and TV)
- How to proactively generate your own news stories through media releases
- What makes a good media release - using correct format and structure and making your press release attention grabbing.
- Sending your press release to the right places.
- Providing spokespeople and quotes
- Use of social media, twitter, facebook, mass-texts and websites
- Target marketing and use of demographics
- Developing a communications strategy
- Reviewing effectiveness of media campaigns and literature
- Regulation and PCC
- How the council's PR department can support you

Governance & Finances – including completing the School Financial Value Standard (SFVS)

Date	Time	Venue	Aimed at
Tue 6 October 2015	18:30 – 20:30	LDC	Governors with financial responsibilities. Chairs of governors

Course Description

The SFVS has been designed by the DfE in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place. Governing bodies have formal responsibility for the financial management of their schools, so the standard is primarily aimed at governors. Local authority (LA) maintained schools are required to complete the SFVS once a year.

Governors will be asked to summarise remedial actions and the timetable for reporting back, ensuring that each action has a specified deadline and an agreed owner. A copy of each signed record will need to be sent by the school to their LA, where it will be used to inform the programme of financial assessment and audit, as well as training requirements for governors. Governors must also monitor the progress of these actions, as outlined in their SFVS form, to ensure that all actions are cleared within specified deadlines.

This course will go through the evaluation process and provide governors with an opportunity to learn about the SFVS.

Course Aims

- To understand the requirements of the SFVS
- To learn about budgets, budget setting, income and budget monitoring
- To identify sources of funding for schools
- Understand about financial reports and benchmarking data available to governors
- To be aware of governing body's responsibilities relating to financial management and the requirements of the School Financial Value Standard.

Please note: the SFVS does not apply to academies.

Strategic Finance for Governors

Date	Time	Venue	Aimed at
Mon 30 November 2015	18:30 - 20:30	LDC	This course will be of interest to those governors who are members of the school's resources/ finance committee and chairs/vice chairs

Course Description

The strategic role governors have within a school is of paramount importance. This course covers how effective financial planning, monitoring and evaluation can help you realise your strategic objectives. Within a financial context, it covers the importance of school self-evaluation and the need for strategic thinking, planning and management.

Course Aims

- Strategic budget setting – alignment to strategic priorities over a 3 to 5 year period
- Discuss main causes of financial uncertainty & vulnerability
- What does a strategic finance plan look like?
- Procurement and economies of scale/supply and demand economics
- Organisational strategy & environmental analysis
- Rules on borrowing, capital, revenue
- Finance as a strategic decision-making tool
- Governance and assurance/financial probity

Health and Safety for Governors

Date	Time	Venue	Aimed at
Wed 4 November 2015	18:30 – 20:30	LDC	All governors, especially H & S committee members or similar
Mon 21 March 2016	18:30 – 20:30	Barton (venue TBC)	

Course Description

Generally, the overarching health and safety responsibilities for schools and academies can be summarised as:

- Ensuring that the school/academy complies with legislation and follows best practice in the management of health and safety.
- Making sure that adequate health and safety resources are available to meet health and safety requirements.
- Ensuring that staff and students are not exposed to unacceptable risks, and that significant risks are adequately controlled.
- Making sure that monitoring procedures are in place for health and safety, and are formally reported at the governors' meetings.

Please Note: In addition to the above responsibilities, Governing Bodies of certain schools (eg VA) and all academies are 'the employer' and therefore have even greater responsibility for health and Safety.

To meet these responsibilities, governors require training and information on the health and safety legislation that applies to their establishments. Therefore attendance on this course will help governors understand more about their role and how to get support and advice. By the end of the session governors will:

Course Aims

- Understand more about their roles and responsibilities regarding health and safety
- Understand the roles and responsibilities of others regarding health and safety management
- Understand North Lincolnshire's health and safety system and processes
- Provide a clear understanding of governors' role in relation to strategic oversight, providing challenge and support, ensuring accountability and monitoring & evaluation

HR Pay Appeals

Date	Venue	Time	Aimed at
Thur 19 November 2015	LDC	18:00 – 20:00	All governors, but of particular interest to governors who are members of personnel/HR committees.

Course Description

Following the introduction of the revised Pay Policy (summer term 2013), increments for teachers on the main pay pine is no longer automatic. Appraisers in schools will now be making decisions on performance that directly links to pay.

The workshop has been designed for senior leaders and governors who will be involved in either making pay recommendations or decisions. There will be guidance on best practice, the quality of evidence and the procedure to be followed at an appeal. Appeals may include:

- The award of increments based on performance (teachers)
- Pay progression through threshold (teachers)
- Re-grading of role based on job descriptions (non-teaching)

Course Aims

- To raise awareness of the appraiser role in making pay recommendations
- To raise awareness of the governor role in making pay decisions
- To consider the paperwork/evidence requirements within the appraisal procedure
- To consider the process/procedure for making an appeal to governors

HR Teacher Appraisal

Date	Venue	Time	Aimed at
Tue 22 September 2015	LDC	18:00 – 20:30	All governors, but of particular interest to governors who are members of personnel / HR committees.

Course Description

The appraisal process is a key factor in raising achievement in schools. This course is essential for all headteachers / principals and senior leadership responsible for carrying out teacher appraisals. The session includes information on the 'appraisal cycle', setting the objectives, monitoring progress at the review meetings, as well as evaluating the outcomes. It links the teachers' professional standards to performance and the use of observations to holistically monitor performance.

Course Aims

- To provide advice when undertaking the appraisal meeting and reviews
- To ensure managers can assess the performance of teachers against professional standards at both mainscale and threshold levels
- To ensure decisions on performance linked to pay are fair, thorough and supported by evidence

HR: Top Tips for Governors

Date	Venue	Time	Aimed at
Tue 8 March 2016	LDC	18:00 – 20:00	All governors, but of particular interest to governors who are members of personnel / HR committees.

Course Description

HR issues are sometimes the most difficult and complex matters which governors have to deal with. This course aims to give governors a clear and easy to understand overview of the key HR policies and procedures that every governing body should have in place. The session will run like a workshop seeking key issues currently facing schools and recommending practical solutions to overcoming employment matters such as attendance, conduct and performance.

Course Aims

- To have a basic understanding of employment law and the responsibilities of governing bodies
- An overview of key HR policies and procedures and how they can be used to manage the workforce
- To enable governors as employers and strategic leaders to effectively support headteacher / principals in their role

HR: Managing Attendance in Schools

Date	Venue	Time	Aimed at
Mon 14 March 2016	LDC	18:00 – 20:00	All governors, but of particular interest to governors who are members of personnel / HR committees.

Course Description

This course is focused on understanding the sickness absence policy and leave of absence policy to improve overall attendance. The course will cover the key areas of the policies and identify the responsibilities of governors, line managers and employees to ensure the policy is managed fairly. The course will consider the key decision making processes at a hearing to assess the sustainability of absence.

Course Aims

- To develop an understanding of the sickness absence and leave of absence procedures
- To consider the impact on attendance of overall school performance
- To discuss the consequences of persistent absence on future employment

HR: Introduction to Recruitment and Selection

Date	Venue	Time	Aimed at
Thur 28 April 2016	18:00 – 20:00	LDC	Governors who need to develop skills in recruitment and selection.

Course Description

This course is an ideal introduction for those new or with limited experience of recruitment and wanting to develop their skills and confidence. The course will cover the following the recommended good practice elements of recruitment, selection and appointments and offers good practice template documents.

Course Aims

- Recognise the importance of adopting a structured and transparent recruitment process and the use of relevant selection methods
- How to short-list candidate application forms using an agreed selection criteria for a job role and identify anomalies for further research
- To consider the methods and type of questions to use at an interview and scoring mechanisms to ensure fairness
- How to provide feedback to candidates

HR: Role of the Investigating Officer

Date	Venue	Time	Aimed at
Thur 19 May 2016	18:00 – 20:00	LDC	All governors, but of particular interest to governors who are members of personnel/HR committees.

Course Description

Governors and senior leaders are sometimes required to deal with difficult and complex HR issues. Some HR policies recommend an independent person to undertake the role of Investigating Officer as part of disciplinary, grievance and dignity at work procedures. Therefore, it is important that they understand how these policies work and the expectations that will be placed upon them. This course will be of benefit to those looking to develop their role and who may be required to take part in formal investigations. It will also help to develop an understanding of the legal context.

Course Aims

- To understand the practical application of HR policies and procedures. In particular the disciplinary procedure, grievance policy and dignity at work procedure
- An understanding of the role and expectation of an Investigating Officer
- To be aware of the process and expectations of a formal hearing and their role at hearings and appeals
- To be aware of the potential recourse following formal hearings (appeals)

Everything governors need to know about Information Governance

Date	Time	Venue	Aimed at
Wed 16 September 2015	18:30 – 20:00	LDC	All governors
Tues 19 January 2016	18:30 – 20:00	Barton (venue TBC)	All governors

Course Description

The role of the Board of Governors is to ensure that the arrangements operated by the school for the retention, management and release of public records comply with statutory requirements

This course provides governors with the understanding of the key principles and obligations under the Data Protection Act 1998, Freedom of Information Act 2000 and Records Management. The course will cover:

- Records management
- The eight principles of the Data Protection Act 1990 (DPA)
- Freedom of Information Act 2000 (FOIA)
- Requests for Information (RFI)

Course Aims

To learn and understand more about:

- Governors' duties and responsibilities in respect of records management, DPA, FOIA and RFIs
- The school's duty to provide advice and assistance to anyone requesting information
- The responsibility to maintain records and record keeping systems
- The role to act as a critical friend ensuring the records and record keeping systems are maintained
- That schools should have a disposal or records schedule and an information asset list as required by UK legislation
- Governors' duty to challenge and hold senior leaders to account for all aspects of the school's record management, DPA and FOIA

Managing Parents' Concerns and Complaints

Date	Time	Venue	Aimed at
Wed 29 June 2016	18:30 – 20:30	LDC	All governors, but of particular interest to governors who may be involved in a complaints panel

Course Description

From time to time schools have to handle complaints from parents and other service users on a wide range of subjects from admissions, exclusions and special educational needs to bullying or problems with a teacher. Usually such concerns can be resolved early on, but sometimes governors need to be involved.

Course Aims

- Identify which procedure is used for which type of complaint
- Consider the requirement to have a formal school complaints procedure and what an effective and fair procedure should cover
- Consider the concept of 'reasonableness'
- What is a complaint? How is it defined? Consider a system to monitor and record complaints – should this be reported to governors?
- Identify good practice in holding a complaint hearing
- Consider the role of other bodies (eg Ofsted) in terms of parental concerns about schools

Governor Services Contact Details

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For all other governing board queries, please liaise with your clerk.

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