

GOVERNORS' LEARNING PARTNERSHIP



# GOVERNOR TRAINING PROGRAMME

2018/19



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# Welcome to our 2018/19 Governor Training Programme

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Everyone on the Board “maintains a personal development plan to improve his/her effectiveness and links this to the strategic aims of the organisation” and is “open to taking-up opportunities, when appropriate, to attend training and any other opportunities to develop knowledge, skills and behaviours.”

*Competency framework for Governance*

*January 2017*

Dear Governor

Welcome to your latest training programme booklet.

In order to enable all governors to contribute to successful governing boards, by developing and pooling their skills and by keeping abreast of new developments and ideas we have developed a three stage programme of training and development. It is useful for governors to select from the training levels in stages, as some courses will assume prior learning is in place. The governance leadership team or your clerk, will be happy to advise on the sequencing of your planned learning programmes.

Best practice suggests that all boards have a ‘training and development’ governor who should conduct a skills analysis against the [governors competency framework](#). They should then negotiate and sequence the required learning with the governors in their board. More information on the training and liaison governor role is available below:

[http://www.cheshireeast.gov.uk/schools/school\\_governors/training\\_liaison\\_governors.aspx](http://www.cheshireeast.gov.uk/schools/school_governors/training_liaison_governors.aspx)

## Access to learning:

By signing up to the Governor Support, Training and Development Service Level Agreement (SLA); boards will receive the following benefits:

- Unlimited attendance on courses in this booklet for all the members/directors /trustees and associates of the board
- Unlimited use and membership to the on line learning resource

In addition to the contract described above:

- Bespoke training for individual schools or clusters of schools is also available. Please see page 5 of this programme.
- The courses in this booklet can also be accessed on a “pay as you go” basis for those schools who do not purchase the SLA, simply by emailing [schoolgovernance@cheshireeast.gov.uk](mailto:schoolgovernance@cheshireeast.gov.uk)

May I take this opportunity to thank you for the valued contribution you have made to the community by becoming a school governor in Halton. We look forward to seeing you at our courses and events in the coming year.

Best wishes  
Mike Harris  
Service Manager: School Governance and Liaison

All training requests and enquiries:  
Telephone 0300 123 5036  
Email: [schoolgovernance@cheshireeast.gov.uk](mailto:schoolgovernance@cheshireeast.gov.uk)



# Governor Development Pathway

This three-step development pathway provides a suggested route to be taken by governors through the range of training courses to allow them to progressively build their knowledge of the role. Course dates, aims and objectives can be found on the following pages of this programme.

Suggested timescale: 2 years

## STEP 1 - TRAINING FOR CORE FUNCTIONS (Induction modules)

- What is “Effective Governance”?
- The Strategic Role of the Governing Board
- The Governors’ Role in Monitoring, Supporting and Challenging

### Recommended Reading

*What does a governor do?* (NGA)  
*Competency Framework* (DfE)  
*Governance Handbook* (DfE)  
*Keeping Children Safe in Education* (DfE)  
*Framework for Governance* (NGA & Wellcome Trust)  
*Knowing your School: questions for the Board to ask* (NGA)  
*What should we expect?* (NGA/NAHT)

## STEP 2 - TRAINING FOR STATUTORY & COMMITTEE ROLES

- Headteachers’ Performance Management
- Exclusions Panel Training
- Schools Finance Training for Governors
- The Board’s Responsibilities for Employment and Health & Safety
- Designated Governor for Safeguarding: Roles and Responsibilities
- The Role of the Board in Improving Outcomes for Vulnerable Children

### Recommended Reading

*Keeping Children Safe in Education* (DfE)  
*Prevent guidance* (DfE)  
*SEND Code of Practice* (DfE)  
*SEND Information report* (School’s website)  
*Headteacher Performance “Effective Management”* (NCTL)  
*Schools Financial Benchmarking website*

## STEP 3 - TRAINING FOR EXTENDED SKILLS & STRATEGIC LEADERSHIP

- Hot Topics
- Effective Complaints Handling
- Being Inspection Ready
- Leading the Team of Governors
- Understanding the Pupil Premium
- Effective use of School Visits by Governors’
- Internal Audit for Governors
- Understanding Assessment and Data

### Recommended Reading

*School and College Performance Tables* (DfE)  
*Governor Dashboard* (FFT)

# Bespoke Services

## Training for the whole governing board should be tailored to its needs and priorities

The School Governance team offers bespoke governance development and consultancy that is tailored to the needs of your school, governing board and or academy trust.

Services include:

- training for the whole governing board;
- governor training provided for local networks or groups of schools, and
- external reviews of governance in line with Ofsted's requirements

Based around your identified needs, bespoke training is ideal if you have established a common issue for your group of schools. Sessions can be delivered for specific LGBs or at Board level and can be delivered at a time to fit your organisation's requirements. We would be happy to discuss your requirements and agree an appropriate price for developing a specific solution to meet your needs.

For more information and to discuss your Governing Board's requirements contact the Governors' Learning Partnership: 0300 123 5036/ [schoolgovernance@cheshireeast.gov.uk](mailto:schoolgovernance@cheshireeast.gov.uk)



# Training for Core Functions

## What is “Effective Governance”?

### Governor induction module 1 of 3

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All new governors are expected to attend this training

**Aimed at:** New governors and those governors in need of refresher training

#### Session Objectives

By the end of the session governors will have enhanced their understanding of:

- The educational legislative and policy context
- The purpose of governance and the three core functions of governing boards
- Effective governance structures, including the role of “local governing boards” and committees
- The DfE’s 6 elements of effective governance
- The practices and tools which support and underpin effective governance including:
  - Codes of conduct
  - Governor induction
  - Effective meetings
  - Board self-evaluation

#### Competency framework areas covered:

##### 1a Setting Direction:

- key themes of national education policy and the local education context
- key features of effective governance

##### 1b Culture Values and Ethos:

- the code of conduct for the board and how this embodies the culture, values and ethos of the organisation

##### 1e Risk Management

- the risks or issues that can arise from conflicts of interest or a breach of confidentiality

##### 4a Roles and Responsibilities

- the role, responsibilities and accountabilities of the board, and its three core functions
- in academy trusts, the role and powers of Members and how these relate to those of the board
- the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
- how the board and any committees (including local governing boards in a MAT) are constituted

##### 5a Statutory and Contractual Requirements

- the legal, regulatory and financial requirements on the board
- the need to have regard to any statutory guidance and government advice including the Governance Handbook
- the articles of association or instrument of government and where applicable, the Trust Deeds

#### Dates:

Tuesday 16<sup>th</sup> October 2018 at Runcorn Town Hall, 6pm-8:30pm

Tuesday 29<sup>th</sup> January 2019 at Municipal Buildings, Widnes, 6pm-8:30pm

Tuesday 16<sup>th</sup> April 2019 at Runcorn Town Hall, 6pm-8:30pm

# Training for Core Functions

## The Strategic Role of the Governing Board

### Governor induction module 2 of 3

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All new governors are expected to attend this training

**Aimed at:** New governors and those governors in need of refresher training

#### Session Objectives

By the end of the session governors will have enhanced their understanding of:

- What 'vision', 'ethos' and 'strategic direction' mean
- The role of the board in setting and monitoring vision, ethos and strategic direction
- What 'working strategically' means in practice
- The similarities and differences between the role of the board and the role of the executive leadership

#### Competency areas covered:

##### 1a Setting Direction

- the strategic priorities (and where appropriate, charitable objects) for their organisation
- tools and techniques for strategic planning
- principles of effective change management
- the difference between strategic and operational decisions

##### 1b Culture, Values and Ethos

- the ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character
- the code of conduct for the board and how this embodies the culture, values and ethos of the organisation

##### 1d Collaborative Working with Stakeholders and Partners

- key stakeholders and their relationship with the organisation
- principles of effective stakeholder management
- tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers

##### 1e Risk Management

- the principles of risk management and how these apply to education and the organisation
- the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action

##### 2a Educational Improvement

- the importance of a broad and balanced curriculum
- the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
- the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking

##### 4a Roles and Responsibilities

- the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other

## Dates:

Tuesday 30<sup>th</sup> October 2018 at Runcorn Town Hall, 6pm-8:30pm

Tuesday 5<sup>th</sup> March 2019 at Municipal Buildings, Widnes, 6pm-8:30pm

Tuesday 30<sup>th</sup> April 2019 at Runcorn Town Hall, 6pm-8:30pm

# Training for Core Functions

## The Governors' Role in Monitoring, Supporting and Challenging

### Governor induction module 3 of 3

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All new governors are expected to attend this training

**Aimed at:** New governors and those governors in need of refresher training

#### **Session Objectives**

**By the end of the session governors will have enhanced their understanding of:**

- The key areas they need to monitor
- The key sources of information available to support them in that
- What bringing effective challenge means and looks like
- How to support their executive leaders effectively

#### **Competency areas covered:**

##### **2a Educational Improvement**

- the key principles, drivers and cycle of school improvement
- the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
- the role of behaviour in maintaining a safe environment and promoting learning

##### **2b Rigorous Analysis of Data**

- information about attendance and exclusions in the school, local area and nationally
- the importance of triangulating information about pupil progress and attainment with other evidence including information from, executive leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders including parents, pupils, staff and external information (benchmarks, peer reviews, external experts)

#### **Dates:**

Tuesday 13<sup>th</sup> November 2018 at Runcorn Town Hall, 6pm-8:30pm

Tuesday 19<sup>th</sup> March 2019 at Municipal Buildings, Widnes, 6pm-8:30pm

Tuesday 21<sup>st</sup> May 2019 at Runcorn Town Hall, 6pm-8:30pm

# Training for Statutory and Committee Roles

## Headteachers' Performance Management

Headteachers' and Principals' Performance Management is a statutory requirement for maintained school governors and a key expectation of academy governors. Whether governors 'performance manage the headteacher rigorously' is a key focus of Ofsted's inspection of governance arrangements.

This session is for all members and prospective members of the headteacher's/principal's performance management panel, and for all other interested governors. By the end of the session attendees will understand:

- The performance management framework in schools
- The governing board's responsibilities
- The role of the headteacher's performance management panel
- The role of the external adviser in the performance management process
- How the performance management process links to decisions on pay

### Date:

Thursday 24<sup>th</sup> January 2019 at The Halton Stadium, Widnes, 6pm-8:30pm

## Exclusions Panel training

Most governors do not take on the role hoping or expecting to be involved in pupil exclusions but it is something that they may be called upon to do at times, and it is very important that their involvement is handled correctly. This session aims to increase governors' understanding of their legal responsibilities in the exclusion processes and the procedures to be followed in accordance with the 'Exclusion from maintained schools, academies and pupil referral units in England' statutory guidance September 2017.

### Dates:

Tuesday 20<sup>th</sup> November 2018 at The Halton Stadium, Widnes, 6pm-8:30pm

# Training for Statutory and Committee Roles

## Schools Finance Training for Governors

This course is aimed at maintained school governors new to school finance or experienced governors who wish to refresh their knowledge.

The course will assist governors in developing an understanding of the major aspects of Financial Management in schools. This will include how funding is delivered and distributed to schools and will explore governors' roles and responsibilities in relation to school finance.

### Competency framework areas covered:

#### 2c Financial Frameworks and Accountability

- the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability
- the organisation's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money
- the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally

#### 2d Financial Management and Monitoring

- the organisation's process for resource allocation and the importance of focussing allocations on impact and outcomes
- the importance of setting and agreeing a viable financial strategy and plan which ensure sustainability and solvency
- how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes
- the budget setting, audit requirements and timescales for the organisation and checks that they are followed
- the principles of budget management and how these are used in the organisation

#### 2e Staffing and Performance

- the organisation's annual expenditure on staff and resource and any data against which this can be benchmarked against

#### 2f External Accountability

- the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence

#### 5a Statutory and Contractual Requirements

- the legal, regulatory and financial requirements on the board
- the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)

### Dates:

Wednesday 31<sup>st</sup> October 2018 at Municipal Buildings, Widnes, 9:30am-4pm

# Training for Statutory and Committee Roles

## The Board's Responsibilities for Employment and Health and Safety

By the end of the session governors will have enhanced their understanding of:

- The employment responsibilities of boards and how to fulfil these responsibly
- The statutory framework for health and safety in schools
- How boards can effectively monitor these aspects of their role and questions they should be asking

### **Competency framework areas covered:**

#### **2e Staffing and Performance**

- how staff are recruited to the organisation and how this compares to good recruitment and retention practice
- how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning

#### **5a Statutory and Contractual Requirements**

- the legal, regulatory and financial requirements on the board
- the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)
- the board's responsibilities in regard to Equalities and Health and Safety legislation
- the school's whistleblowing policy and procedures and any responsibilities of the board within it
- the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues

### **Dates:**

Tuesday 12<sup>th</sup> March 2019 at Runcorn Town Hall, 9:30am-12noon

# Training for Statutory and Committee Roles

## Designated Governor for Safeguarding: Roles and Responsibilities

By the end of the session governors will have:

- Increased understanding of child protection and the systems and process involved, including Allegations Against Adults
- Understanding of the definitions, categories and different signs and symptoms of abuse and the response school should have to such concerns
- Understanding Halton Levels of Need and how school will refer to them
- Knowledge and understanding of how schools should manage disclosures, and the reporting and recording of concerns that relate to child protection
- Understanding of own roles and responsibilities, including scrutiny and accountability and holding others to account for safeguarding and child protection
- Be more proactive in safeguarding

**Dates:**

TBC

# Training for Statutory and Committee Roles

## The Role of the Board in Improving Outcomes for Vulnerable Children

By the end of the session governors will have enhanced their understanding of:

- special educational needs and disability legislation and the requirements on schools
- what the pupil premium grant is and how schools can use it to diminish the difference
- the role of the board in monitoring the impact of SEND provision and the use of the pupil premium grant

### Competency framework areas covered:

#### **2d Financial Management and Monitoring**

- how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes

#### **5a Statutory and Contractual Requirements**

- the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)
- duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000

### Date:

Thursday 21<sup>st</sup> March 2019 at Runcorn Town Hall, 9:30am-12noon

# Training for Extended Skills and Strategic Leadership

## Hot Topics

The session will update all governors on current and forthcoming national issues impacting on their role. The spring term session will include an update on the national funding formula, direction of travel around academisation and changes to the Ofsted inspection framework.

### Date:

Wednesday 6<sup>th</sup> February 2019 at Runcorn Town Hall, 9:30am-12noon

## Effective Complaints Handling

Formal complaints in school may often be few and far between, but handling them effectively when they do arise is extremely important, and ensuring effective procedures are in place and properly publicised is a crucial starting point for all governing boards. This session explores current guidance and good practice around handling complaints, and addresses the following questions:

- What are the governing board's statutory responsibilities?
- What should a complaints procedure include and what does publishing it mean?
- How much information should the governing board have about complaints?
- What is the role of the Headteacher and what is the role of the governors?
- How should the a complaint hearing be conducted and recorded?
- What are the potential outcomes of a complaint and what avenues are available for appeals?

### Date:

Tuesday 19<sup>th</sup> February 2019 at Runcorn Town Hall, 6pm-8:30pm

# Training for Extended Skills and Strategic Leadership

## Being Inspection Ready

### Session Objectives

By the end of the session governors will have enhanced their understanding of:

- The key aspects of the Ofsted inspection framework, including how this will impact on the inspection of governance
- The arrangements for inspections in church schools, where relevant
- How boards can ensure that they are ready for inspection

### 2f External Accountability

- the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence

### 5a Statutory and Contractual Requirements

- the Ofsted inspection/regulatory framework
- where applicable, denominational inspection carried in accordance with s.48 of the Education Act 2005

### Date:

Wednesday 17<sup>th</sup> October 2018 at The Heath Conference Centre, Runcorn, 9:30am-12noon  
Tuesday 26<sup>th</sup> February 2019 at Municipal Buildings, Widnes, 6pm-8:30pm

# Training for Extended Skills and Strategic Leadership

## Leading the Team of Governors

### Session Objectives

Aimed at chairs, vice chairs, committee chairs and prospective chairs the session focuses on developing the leadership role of the chair and lead governors including:

- building and developing the team
- leading the relationship between the board and the executive leaders
- leading effective meetings
- board self-evaluation
- the role of lead governors in improving outcomes for children and young people

### Competency areas covered:

#### 1b Culture, Values and Ethos

- the code of conduct for the board and how this embodies the culture, values and ethos of the organisation

#### 6a Managing Self-Review and Development

- recognises their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary

#### 6b Managing and Developing the board's effectiveness

### Date:

Tuesday 27<sup>th</sup> November 2018 at Runcorn Town Hall, 6pm-8:30pm

Thursday 14<sup>th</sup> March 2019 at The Halton Stadium, Widnes, 9:30am-12noon

## Understanding the Pupil Premium

The attainment gap between children in more disadvantaged contexts and their peers is one of the greatest challenges faced by schools and society in this country. This session outlines what the pupil premium is, how schools are using it effectively to close the gap, and how governors can monitor its impact.

### Date:

Thursday 9<sup>th</sup> May 2019 at The Halton Stadium, Widnes, 9:30am-12noon

# Training for Extended Skills and Strategic Leadership

## Effective use of School Visits by Governors'

This session considers DfE and NGA guidance and good practice around governor visits, and explores how these can effectively support the governing body in fulfilling its core roles, focusing on the following issues:

- What does the Governance Handbook, NGA and Ofsted guidance say about governor visits?
- What are 'link governors' and what should they be doing?
- What are "learning walks"?
- How can governor visits add value to the governing body's work?
- What good practice can we identify?

### Date:

Wednesday 27<sup>th</sup> March 2019 at Municipal Buildings, Widnes, 9:30am-12noon

## Internal Audit for Governors

The course will ensure that maintained school Governors have a thorough understanding of the aims and objectives of the internal audit requirements (aka Schools Financial Value Statement - SFVS) and will cover:

- What and who internal / governor led audit is for
- The roles and responsibilities of the Local Authority, Governors and School Staff
- What the Questions mean
- Evidence and Good Financial Practice

The course will include guidance on how the assessments are arrived at, what constitutes effective evidence and how to complete the return to the best effect.

### Date:

Thursday 7<sup>th</sup> February 2019 at Runcorn Town Hall, 9:30am-12noon

# Training for Extended Skills and Strategic Leadership

## Understanding Assessment and Data

### Session Objectives

By the end of the session governors will have enhanced their understanding of:

- the key forms of assessment in all phases
- the range of statutory assessment data that is available
- how this information can be used to support school improvement
- the 'right' questions to ask about performance data

### Competency areas covered:

#### 2a Educational Improvement

- the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
- the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
- the relevant statutory testing and assessment regime
- the purposes and principles of assessment outlined in the final report of the Commission on Assessment Without Levels
- the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation

#### 2b Rigorous Analysis of Data

- the DfE performance tables and school comparison tool
- RAISEOnline for school and pupil data
- the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation
- the context of the school and in relation to other schools

#### 2f External Accountability

- the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention

### Date:

Thursday 8<sup>th</sup> November 2018 at Municipal Buildings, Widnes, 9:30am-12noon

# How to book your place

To book a place on any of the courses in this programme please complete the [online booking form](#) available at [www.cheshireeast.gov.uk/schools/school\\_governors](http://www.cheshireeast.gov.uk/schools/school_governors).

Alternatively, courses can be booked by calling Governors' Learning Partnership on 0300 123 5036 or by emailing [schoolgovernance@governorslearningpartnership.com](mailto:schoolgovernance@governorslearningpartnership.com). At the time of booking please confirm: your name; the school you are representing; the course you wish to attend; your contact details and any special dietary requirements or special needs provision.

If your school has not purchased the Governor Support, Training and Development SLA, please seek permission from your school before booking.

## Costs

All courses in this training programme are free to schools and academies who have purchased the Governor Support, Training and Development SLA. If you are unsure as to whether this includes your school or academy, please contact Governors' Learning Partnership on 0300 123 5036 or email [schoolgovernance@governorslearningpartnership.com](mailto:schoolgovernance@governorslearningpartnership.com)

For non-purchasing schools and academies, the charges are as follows:

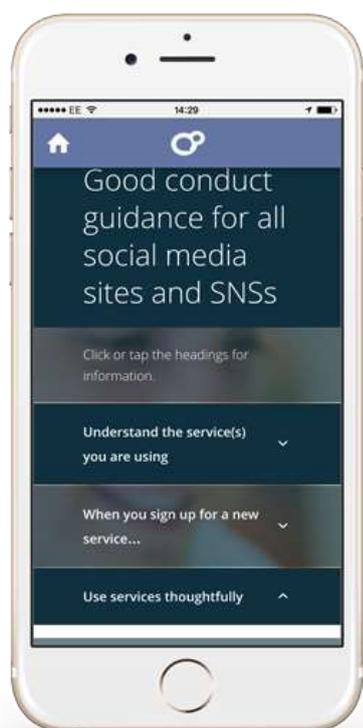
Full day course: £185 per delegate

Half-day/twilight course: £100 per delegate

# Online professional development for governors from

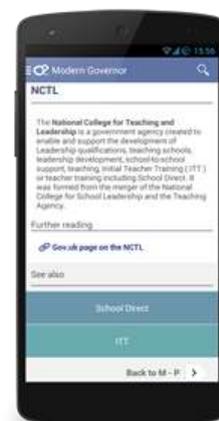


The face-to-face governor training programme is supplemented by the e-learning modules available at [www.moderngovernor.com](http://www.moderngovernor.com).



The Modern Governor learning modules are **only available to governors whose schools subscribe to the Governors' Learning Partnership via their Local Authority.**

The modules are arranged into short sections which can be accessed by governors individually or by groups of governors in meetings or training sessions and are designed to work on computers, tablets, or smartphones (left). The free Modern Governor app (right) complements the modules by supporting governors with a fully-searchable, offline glossary of educational terms & an regularly updated articles from blogs covering governance.



## Modules include:

- The role of the Chair
- The role of the Clerk
- Governing board meetings
- Introduction to Governance: Modules 1 & 2
- School governors & social media
- Ofsted
- Helping Headteachers get the best out of their governing board
- Pupil Premium
- Academy Governance
- Converting to academy status



Visit [www.moderngovernor.com/elearning](http://www.moderngovernor.com/elearning) for a current list of modules.

# Logging onto Modern Governor for the first time

Follow these steps to register and access courses:

1. Go to [www.moderngovernor.com](http://www.moderngovernor.com)
2. Click on “Log In/Register” in the top right-hand side of the screen
3. Click “Create an Account”
4. Complete the registration form – choose a username and password, select your area (Halton) from the drop-down list and then your school or academy.

Once you have submitted your details, the system will send a confirmation email to the email address you registered with. Open your email account and click on the embedded link within the email to confirm your account. This will take you back to the Modern Governor website where you can log in with your chosen username and password. If you do not receive your confirmation email please first check your junk mail or spam folder, then email [support@moderngovernor.com](mailto:support@moderngovernor.com) for further assistance.



# National Governors' Association (NGA)

Governors of schools who buy into the Support, Training and Development Service Level Agreement are Gold members of the National Governors Association are entitled to use the following services:

- the NGA's email and telephone advice service, GOLDline
- via NGA, access to the legal advice service provided by Browne Jacobson
- copies of Governing Matters magazine, published six times a year, to the home of every governor and the school
- a weekly e-newsletter during term time featuring the latest education news and policy updates
- access to members' only content in the online guidance centre containing a wealth of governance resources
- a free Chair's Handbook, complimentary copies of Welcome to Governance for all new governors, and discounts on additional guides
- three free places at NGA member events and conferences

## How to access the NGA services:

NGA require the details of all governors in order for governors to receive the weekly e-newsletter and gain access to members' only content on their website and guidance centre. Their team will email you once your membership has been set up.

T: 0121 237 3780

E: [membership@nga.org.uk](mailto:membership@nga.org.uk)

# Venues

## **Municipal Building**

Kingsway, Widnes, Cheshire, WA8 7QF

## **Runcorn Town Hall**

Heath Road, Runcorn, Cheshire, WA7 5TD

## **Halton Stadium**

Lower House Lane, Widnes, Cheshire, WA8 7DZ

## **The Heath Conference Centre**

The Heath Business & Technical Park, Runcorn WA7 4QX