

Governor Induction, Development and Performance Policy

Review

Formal Review Cycle	3-yearly		
Latest Formal Review (date)	June 2024	Next Formal Review Due (date)	June 2027
Policy Owner	Christine Stretesky, Head of Corporate Governance and Policy		
Policy Author	Christine Stretesky and Donna Swan		

Approvals

Board of Corp Y/N	N	Committee	Governance Committee	Date Committee approved	10 June 2024
ELT Y/N	N	ELT date approved		Additional committee	

Publication

Website Y/N	Y	Unify Y/N	N	Student VLE Y/N	N	Other	Governor SharePoint
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Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
1.0	June 2024	New policy	C Stretesky	

Governor Induction, Development and Performance Policy

1. Policy Statement

- 1.1. This policy is a policy of the Board of Corporation of the City of Sunderland College, (trading as Education Partnership North East (which includes Sunderland College, Hartlepool Sixth Form College and Northumberland College). These colleges will be referred to as “the College” throughout this document.
- 1.2. EPNE recognises that our governors will be appointed with various level of understanding of the College, the sector and their responsibilities. As an educational, skills and training organisation, ensuring our most important set of volunteers have the skills, knowledge and behaviors to be exceptional College leaders.
- 1.3. This policy sets out EPNE policy with regard to the induction, development and performance of its Governors.

2. Scope

- 2.1. This policy applies to all governors, associate governors and those co-opted onto a committee (collectively referred to as ‘Governors’ throughout this policy).

3. Aims of the Policy/Underpinning Principles

- 3.1. The aim of this policy is to ensure that all Governors have the skills and competencies necessary to ensure robust oversight and strong governance in line with the expectations of the Skills and Post 16 Education Act 2022.
- 3.2. Excellent Governors and leaders are pivotal to delivering a high-quality education experience that enables the success of staff and students. The College is committed to ensuring that high quality induction, training, and development arrangements are in place for Governors and for the Board of the Corporation so that collectively the Board, and its committees, have the skills and competencies necessary to fulfil their responsibilities pursuant to the Instrument and Articles of Government.
- 3.3. This policy sets out the College’s arrangements regarding the induction, development, and performance management of Governors.
- 3.4. Training and development activities provided by the College will be geared to the needs of individual Governors and will address the key issues affecting the Corporation or its committees.
- 3.5. The College values diversity and inclusion and is committed to promoting equal opportunities and eliminating discrimination. Therefore, everyone will apply and administer this policy fairly and consistently to ensure that there is no discrimination on the grounds of age, disability, gender reassignment, marital and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, persons in care and care leavers, carers and care givers, young parents, youth offenders, and those receiving free school meals.

4. Responsibilities

4.1. Governance Committee is responsible for:

- 4.1.1. Approving this policy
- 4.1.2. Approving the annual offering of learning opportunities for Governors,
- 4.1.3. Tracking and monitoring Governor training and development on at least an annual basis, and
- 4.1.4. Considering the Board and Committee Skills Audits to identify any gaps in the profile adopted by the Corporation and develop strategies to address deficiencies and promote robust succession planning for membership, the office of Chair and other offices held by Governors.

4.2. Governors are responsible for:

- 4.2.1. Keeping up with mandatory training,
- 4.2.2. Undertaking self-reflection to identify development needs,
- 4.2.3. Completing the annual Skills Audit,
- 4.2.4. Regularly participating in development and learning opportunities,
- 4.2.5. Reporting completed learning and development through the Governor Completed Training Form, and
- 4.2.6. Complying with their responsibilities as set out in the Instrument and Articles of Government and associated documents.

4.3. The Chair is responsible for:

- 4.3.1. Undertaking Governor Development Conversations with each Governor once annually
- 4.3.2. Leading by example by completing mandatory training in a timely manner and undertake optional learning opportunities

4.4. Head of Corporate Governance & Policy is responsible for:

- 4.4.1. Reporting annually to Governance Committee on the previous year's performance and current year's learning and development offering,
- 4.4.2. Identifying and procuring learning and development opportunities for Governors,
- 4.4.3. Developing and delivering sessions to Governors to support governor induction and development,
- 4.4.4. Support the annual Governor performance review process, including collating and analysing data via the Skills Audit Questionnaire and Governor Development Assessment forms.

4.5. Senior leadership is responsible for:

- 4.5.1. Supporting the inducting of Governors to the College, and
- 4.5.2. Preparing and delivering sessions to Governors to support governor development.

5. Implementation

5.1. Induction

- 5.1.1. The aim of induction is to welcome new Governors to the College and ensure they have a foundation of information to allow them to succeed in their role. The College commits to having an effective induction programme to introduce new Governors to the work of the College and understand their roles and responsibilities so that they can make an effective contribution to the Governance of the College.
- 5.1.2. The Head of Corporate Governance and Policy shall arrange a formal induction for all new Governors.
- 5.1.3. Induction will be comprised of a combination of:
 - 5.1.3.1. Bespoke modules delivered internally via face to face and remotely covering a number of topics: including Safeguarding and PREVENT, College Finances, and Equality, Diversity, Inclusion and Belonging,

- 5.1.3.2. Informal meetings with the Chair of the Corporation and with key senior managers to receive an insight into the work of individual departments, faculties, and curriculum areas,
- 5.1.3.3. Document sharing (including College strategy and governing documents),
- 5.1.3.4. Campus visits,
- 5.1.3.5. Access to external governor development and induction opportunities (e.g., Association of Colleges' Governor Induction sessions and the Education Training Foundation Governor Development platform), and
- 5.1.3.6. Assignment of a Buddy to act as a mentor for Student Governors/Associate Governors.

5.2. Mandatory Training and Development

- 5.2.1. Governors are required to undertake Safeguarding and PREVENT and Equality, Diversity, Inclusion and Belonging training during induction with refresher sessions at least every three years thereafter,
- 5.2.2. On an annual basis Governors must read Keeping Children Safe in Education,
- 5.2.3. From time to time, as circumstances and government policy dictate, Governors will be required to undertake learning opportunities which will be identified as mandatory.

5.3. Buddy for Student and Associate Governors

- 5.3.1. To support their development and raise their confidence to fully engage, Student and Associate Governors will be paired with independent Governors who will act as a Buddy to provide assistance and support as and when required.
- 5.3.2. The Buddy will meet with the Student or Associate Governor during induction to introduce themselves and give a brief description of what it means to be a governor.
- 5.3.3. The Buddy will make themselves available via email, virtual meetings or phone calls should the Student or Associate Governors have questions around how to read or interpret the information contained in papers for meetings.
- 5.3.4. At meetings and events, the Buddy will ensure the Student or Associate Governor is included in informal discussions with other Governors and feel comfortable and confident to fully participate.

5.4. Ongoing Training and Development

- 5.4.1. An annual Governor Training and Development Plan will be put in place to ensure that learning opportunities are provided to Governors from internal and external sources in-person and online.
- 5.4.2. On an annual basis, Governors will be asked to undertake a Skills Assessment Questionnaire and a Governor Development Assessment which will be used, in part, to identify learning and development needs.
- 5.4.3. On an annual basis the Chair will conduct Governor Development Conversations with each Governor. These conversations provide an opportunity to explore Governor performance, identify areas for progression (i.e. into a chair or vice chair role) and to identify individual development needs.
- 5.4.4. On an annual basis the Senior Independent Governor will conduct a Chair Development Conversation with the Chair. This conversation will provide an opportunity to discuss the Chair's performance and development needs.
- 5.4.5. The Head of Corporate Governance & Policy will maintain a SharePoint site devoted to Governor development resources. Any recorded internal or external session will be uploaded to the site and made available to all governors.

5.5. Reporting and Recording Learning Opportunities

- 5.5.1. The Head of Corporate Governance & Policy will maintain a log of Governor learning.
- 5.5.2. Governors are responsible for reporting their completed learning through the Governor Completed Training Log Form.
- 5.5.3. In recognition of the learning Governors may receive through other organisations (such as their employer or other voluntary positions), Governors are encouraged to log any learning that aids in their ability as a governor.

5.6. Governor Performance

Governors are required to:

- 5.7.1 Be prepared for meetings having read the papers fully.
- 5.7.2 Attend all meetings of the Board and of the committee to which they have been allocated, if relevant, so far as reasonably possible. Where attendance is not possible, Governors are required to notify the Head of Corporate Governance and Policy in advance by submitting apologies.
- 5.7.3 Conform to the Seven Principles of Public life, also known as the Nolan Principles.
- 5.7.4 Monitor College performance and bring appropriate scrutiny and challenge to the meeting.
- 5.7.5 Governors will receive an annual appraisal of their performance via a Development Conversation with the Chair of the Corporation.
- 5.7.6 The Chair of the Corporation will be appraised on their performance via a Development Conversation with the Senior Independent Governor.
- 5.7.7 For Governors to be eligible for re-appointment they must receive a satisfactory annual performance appraisal.

6. Associated Documents

- The Seven Principles of Public Life (also known as the Nolan Principles)
- The AOC Code of Good Governance
- The Office for Students Governance Principles
- The EPNE Code of Conduct for Governors

7. Policy Monitoring and Review

Three-year cycle of review.

8. Equality Impact Assessment

Have you sought consultation on this policy?		No.		
Details:				
Could a particular group be affected (negatively or positively)?	Impact Y/N	Description of Impact	Evidence	Mitigation/Justification
Protected characteristics under the Equality Act 2010				
Age	N			

Disability	Y	Delivering learning sessions remotely and allowing for certain learning to be conducted at the governors' own time provides flexibility for those who may find it difficult to come to campus at a designated day/time.	Increased participation and engagement with learning opportunities that do not require physical presence.	
Gender Reassignment	N			
Marriage and Civil Partnership	N			
Pregnancy and maternity	Y	Delivering learning sessions remotely and allowing for certain learning to be conducted at the governors' own time provides flexibility for those who may find it difficult to come to campus at a designated day/time.	Increased participation and engagement with learning opportunities that do not require physical presence.	
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	N			
Young Carers & Care Givers	Y	Delivering learning sessions remotely and allowing for certain learning to be conducted at the governors' own time provides flexibility for those who may find it difficult to come to campus at a designated day/time.	Increased participation and engagement with learning opportunities that do not require physical presence.	
Young Parents	Y	Delivering learning sessions remotely and allowing for certain learning to be conducted at the governors' own time provides flexibility for those who may find it difficult to come to campus at a designated day/time.	Increased participation and engagement with learning opportunities that do not require physical presence.	

Youth Offenders	N			
Those Receiving Free School Meals	N			
If there is no impact, please explain:				