



Play, Learn and Grow...Together!

Ordsall Primary School

Governor Induction Policy

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Approved by: Governing Body

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Statement of intent

Ordsall Primary School is committed to ensuring that governors receive a comprehensive induction package in order to successfully fulfil their role. This policy ensures that new governors are provided with the support and information necessary to gain a thorough understanding of their role as a school governor.

Through this policy, we aim to ensure that every new governor:

- Is welcomed by the school and governing body.
- Is provided with the necessary tools and information to begin their governance role as early as possible.
- Visits the school to gain contextual information.
- Meets the headteacher, governing body, staff and pupils.
- Understands the role of the governing body and its committees.
- Understands their role and responsibilities, and their accountabilities.
- Understands their training needs and requirements, particularly in relation to the DfE's competency framework.
- Is provided with a comprehensive induction pack.
- Is presented with the opportunity to ask questions.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- DfE (2017) 'A Competency Framework for Governance'
- DfE (2020) 'Governance handbook'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Governors' Allowance Policy
- Governor Visit Policy
- Governor Code of Conduct

2. School tour

New governors will be invited into the school to meet the headteacher and chair of governors.

The headteacher will take the new governor on an introductory tour of the school and provide contextual information, such as the school's values, ambitions, and specific issues currently facing the school.

3. DBS checks

New governors will be provided with a copy of the school's DBS Policy.

An enhanced DBS check will be applied for within 21 days of the governor's appointment or election, unless they already hold an enhanced criminal record certificate. The DBS check will not include a barred list check unless, in addition to their governance duties, they will engage in regulated activity.

Where the governor is not eligible for a barred list check, a separate section 128 check will be undertaken.

Checks for governors will be recorded on the SCR.

4. On appointment

Upon appointment to the governing body, the new governor will:

- Be assigned a mentor from the existing governing body.
- Be asked to provide a suitable photograph for the school's website.

The mentor will:

- Make contact with the new governor and welcome them on to the governing body.
- Arrange an informal meeting with the new governor to offer a chance to ask questions.
- Provide the new governor with a copy of the school's governor induction pack.

- Explain to the new governor:
 - How meetings of the governing body are conducted.
 - How to propose agenda items.
 - The role of each committee of the governing body.
 - Child protection arrangements and the governing body's role in safeguarding and child protection.
 - The school's response to children who go missing from education.
 - The identity and role of the DSL and any deputies.
 - The relationship between the governing body and the headteacher.
 - The actions to take if unable to attend a meeting of the governing body.
 - The importance of confidentiality, and the steps that must be taken to ensure it.
 - The layout of the buildings and grounds, their suitability, and their state of repair.

The induction pack will include the following information or details on where to access it:

- The DfE's 'A Competency Framework for Governance'
- The DfE's 'Governance handbook'
- 'Keeping children safe in education'
- School organisation outlining governance and staffing structures
- List of school staff and their responsibilities
- School Improvement Plan
- The school's latest Ofsted report
- Copies of the minutes from previous governing body meetings
- Details of upcoming governing body meetings
- Details of the governing body's committees and their associated remits
- The Governing Body Code of Conduct
- Latest budget report
- Latest headteacher report to governors
- School holiday schedule and events calendar
- The contact details of relevant staff members and members of the governing body
- A guide to commonly used terminology and acronyms

The new governor will also receive copies of relevant school policies, including the Behaviour Policy and Child Protection and Safeguarding Policy.

5. Knowledge audit

Within four weeks of appointment, new governors will complete a [Governor knowledge audit form](#), based on the DfE's competency framework, and return the completed form to the training governor.

The training governor will use the completed form to inform the governor's training priorities.

6. Business and pecuniary interests

Within four weeks of appointment, new governors will be asked to complete a [Declaration of business interests](#) form.

New governors are informed that conflicts of interest will be dealt with in line with the school's Conflicts of Interest Policy.

7. Expenses

Within four weeks of appointment, new governors will be provided with a copy of the Governors' Allowances Policy.

8. Committees

At the first committee meeting after starting the role, the new governor will work with the governing body to identify suitable committee opportunities.

9. Training

The governing body will identify induction and other ongoing training and development needs on an ongoing basis, including for those with specific responsibilities, e.g. Prevent training for the safeguarding governor. The chair of governors will ensure all governors understand what is expected of them and they receive appropriate induction, training, and development.

The school will liaise with the Local Authority (LA) to ensure training necessary for the effective discharge of the governors' functions is made available at no cost to the school. All new governors will be required to attend any training arranged in liaison with the LA. A budget will be set aside for the purpose of any additional training.

The training governor to the governing body will maintain a record of all training undertaken by governors.

10. Safeguarding

The governor will be made aware of the systems within the school which support safeguarding, and these will be explained as part of their induction. Safeguarding training will be provided upon induction, which will be updated annually, in line with the Child Protection and Safeguarding Policy.

11. Induction completion

Every new governor will work through their [New governor induction checklist](#), with help from their mentor where necessary.

The person leading the induction, e.g. the chair of governors or an appropriate individual with delegated responsibility, will keep the headteacher updated on the governor's progress.

Once the checklist has been completed and the chair of governors is satisfied with the governor's progress, the induction period will be considered finished.

12. Monitoring and review

This policy will be reviewed annually by the chair of the governing body and the headteacher.

Governor knowledge audit form

Name:

Commencement date:

Mentor:

It is imperative that the school understands the knowledge base of the governing body. The following statements are taken from the DfE's 'A Competency Framework for Governance' document. By completing this form, you will enable the governing body to identify and address knowledge deficits to ensure maximum effectiveness.

Using the form below, indicate your knowledge of each subject by placing a tick in the relevant column.

		Area of knowledge	No knowledge	Basic knowledge	Intermediate knowledge	Advanced knowledge
		My level of understanding is:				
Setting direction	The key themes of national educational policy and the local educational context.					
	The key features of effective governance.					
	The strategic priorities for the school.					
	Various tools and techniques for strategic planning.					
	The principles of effective change management.					
	The difference between strategic and operational decisions.					
Culture, values and ethos	The values of the school and how these are reflected in strategy and improvement plans.					

	The ethos of the school.				
	The code of conduct for the governing body.				
Collaborative working	The key stakeholders and their relationship with the school.				
	The principles of effective stakeholder management.				
	The tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers.				
Risk management	The principles of risk management and how these apply to education and the school.				
	The process for risk management in the school, and how and when risks are escalated through the school's processes in order for action to be taken.				
	The risks or issues that can arise from conflicts of interest or a breach of confidentiality.				
Educational improvement	The importance and impact of high-quality teaching in improving outcomes, and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment.				
	The importance of a broad and balanced curriculum.				
	The rationale for the chosen curriculum and how this both promotes the ethos of the school and meets the needs of the pupils.				
	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 for each key stage.				

	The purposes and principles of assessment outlined in the Commission on Assessment Without Levels: final report.				
	The rationale behind the assessment system being used to monitor and measure pupil progress in the school.				
	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 management in maintaining a safe environment and promoting learning.				
Data analysis	The DfE performance tables and school comparison tool.				
	How to use the Analyse School Performance service to analyse 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 school.				
	The local and national context of the school.				
	Contextual information regarding 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 school leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders (including parents/carers, pupils, and staff) and external information (e.g. benchmarks, peer reviews and external experts).				

Financial frameworks and accountability	The financial policies and procedures of the school, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability.				
	The school'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 school and how this compares with similar schools locally and nationally.				
Financial management and monitoring	The school'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 which ensures sustainability and solvency.				
	How the school 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 school, and how to check that they are followed.				
	The principles of budget management and how these are used in the school.				
Staffing and performance management	The school's annual expenditure on staff and resources, and any data against which this can be benchmarked.				
	How staff are recruited to the school and how this compares to good recruitment and retention practice.				

	How staff performance management is used throughout the school in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning.				
	The remuneration system for staff across the school.				
External accountability	The purpose, nature, and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, ESFA, etc.), and what is required by way of evidence.				
	The national performance measures used to monitor and report performance, including the minimum standards that trigger eligibility for intervention.				
Roles and responsibilities	The role, responsibilities and accountabilities of the governing body, and its three core functions.				
	The governance structure of the school and how governance functions are organised and delegated, including where decisions are made.				
	How the governing body and any committees are constituted.				
Statutory and contractual requirements	The legal, regulatory and financial requirements of the governing body.				
	The need to have regard to any statutory guidance and government advice, including the 'Governance handbook'.				
	The duties placed upon the governing body under education and employment legislation.				
	The articles of association/instrument of government.				
	The Ofsted inspection framework.				

	The governing body's responsibilities in regards to equalities and health and safety legislation.				
	The governing body's duties relating to safeguarding, including the Prevent duty; duties related to special education needs and disabilities (SEND); and duties related to information, including the Data Protection Act 1998 and the Freedom of Information Act 2000.				
	The school's Whistleblowing Policy and the procedures and responsibilities of the governing body within it.				
	The importance of adhering to school policies, e.g. on parental complaints and staff discipline issues.				

Declaration of business interests

Name:

To be completed by all Governors and Associate Members. If an associate member, please state the committees you have voting rights on (approved by the FGB on appointment)

Relevant business and or pecuniary (financial) interests Including company director ships and charity trusteeships Please state if <u>not</u> applicable	Governor at any other education institution Please state if <u>not</u> applicable	Relationships between governors or school staff (including spouse, partner, relative, close relationships). Please state if <u>not</u> applicable

To the best of my knowledge the information provided above is correct and complete. I understand that it is my responsibility to declare any conflict of interest when present at a meeting and that I must withdraw from any meeting during the discussion and must not vote in respect of that item(s). I agree to abide by any vote taken by the governing body on declarations of interest. I agree to review and update this declaration annually and give consent to all the information to be used in accordance with the school's declaration of interest requirements.

Signed:

Date:

New governor induction checklist

Name:

Commencement date:

Mentor:

By placing a tick against each completed action, use the form below to keep track of your progress during your induction. If you are unable to complete any action, discuss the next steps with your mentor.

Action	Completed (Please tick)
I met the headteacher.	
The headteacher provided me with a tour of the school and informed me of relevant contextual information.	
I have been informed that the applicable DBS check has been conducted on my behalf.	
I have been assigned a mentor from the existing governing body.	
My mentor has:	
Made contact with me and welcomed me on to the governing body.	
Arranged an informal meeting with me and answered my questions.	
Provided me with a copy of the school's governor induction pack.	
My mentor has explained to me:	
How meetings of the governing body are conducted.	
How to propose agenda items.	
The role of each committee.	

Child protection arrangements and the governing body's role in safeguarding and child protection.	
The relationship between the governing body and the headteacher.	
The actions to take if I am unable to attend a meeting of the governing body.	
The importance of confidentiality and the steps that I must take to ensure it.	
The identity and role of the DSL and any deputies.	
The school's response to children who go missing from education.	
I have received an induction pack containing the following information or details of where to access it:	
'Keeping children safe in education'	
'A Competency Framework for Governance'	
'Governance handbook'	
A list of school staff and their responsibilities	
The School Improvement Plan	
The school's latest Ofsted report	
Copies of the minutes from recent governing body meetings	
A schedule containing details of upcoming governing body meetings	
Details of the governing body's committees and their associated remits	
A copy of the latest budget report	

A copy of the latest headteacher report to governors	
A copy of the school holiday schedule and events calendar	
I have received copies of the following school policies or details of how to access them:	
Child Protection and Safeguarding Policy	
Staff Code of Conduct	
Behaviour Policy	
Governors' Allowance Policy	
Governor Visit Policy	
Complaints Procedure Policy	
Whistleblowing Policy	
I have completed a knowledge audit form, based on the DfE's competency framework, and returned the completed form to the training governor.	
I have completed a Declaration of business interests form.	
I have been provided with a copy of the Governors' Allowance Policy.	