



SCHOOLS ALLIANCE
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Governance



Governor/Governance Professional Recognition Programme

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1. Introduction

Surrey County Council values the significant contribution of all governors at Surrey schools and academies in providing support and challenge on a voluntary basis and acknowledges that this should be formally recognised. Surrey also recognises that there are many governance professionals/clerks working at Surrey schools who carry out a vital role in providing administrative support and professional advice and guidance to enable effective governance to take place.

We are delighted to have a framework for providing a system of recognising and thanking governors and governance professionals/clerks for their significant contributions and impact in their governance role/s across Surrey maintained schools and/or academies. We want to honour those who have demonstrated a substantial contribution to school leadership to improve outcomes for Surrey children and young people.

Surrey County Council also wants to recognise the significant contribution of its Local Leaders of Governance who provide support to schools in need of additional support from highly experienced governors.

2. Categories for Governor/Governance Professional Recognition Awards

The categories are:

1. **Recognition of long service:** For governors of maintained or academy schools who have served a period of 3 terms of office (12 years) or more. The nomination form can be completed and submitted by the chair of governors* (or chair of local governing body), the headteacher or trust board.
2. **Recognition of significant contribution and impact at a Surrey school:** For governors/trustees of maintained or academy schools in Surrey in recognition of their significant contribution to, and impact on, governance at their school. Nominations should be agreed by the chair and headteacher, and for academies, the trust board chair/CEO. This can be done by means of email (with the majority being in favour of the submission of the nomination) and then completed and submitted by the chair*, headteacher or trust board chair. These nominations are not dependent upon long service but are in recognition of a significant contribution and impact on governance at the school which is 'above and beyond' what would be expected.

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- 3. Recognition of significant contribution and impact at more than one school in Surrey:** For governors of all maintained or academy schools in Surrey in recognition of a significant contribution to, and impact on, governance at a number of schools within Surrey including maintained and academy schools. Nominations should be agreed by the chair and headteacher, and for academies, the trust board chair/CEO. This can be done by means of email (with the majority being in favour of the submission of the nomination) and completed and submitted by the chair*, headteacher or trust board chair. These nominations are not dependent upon long service or impact at only one school but would be in recognition of a significant commitment, contribution and impact across more than one Surrey school.
- Note:** if the nomination is for the chair, then the vice-chair or headteacher should complete the nomination form.
- 4. Recognition of Local Leaders of Governance outstanding service to governance in Surrey:** Local Leaders of Governance (LLGs) are appointed and designated through well-defined processes and deployed to support governing bodies of maintained schools on behalf of Surrey County Council. Many of these deployments are extremely challenging and require a great deal of input and expertise from the LLG in order to effect change and to have a positive impact. Nominations for outstanding contributions resulting in real change can be made by SAFE's School Improvement Partners or Head of Governor Services or the governing body/headteacher or Schools Area Officers.
- 5. Recognition of outstanding service as a governance professional/clerk:** This award is to recognise exceptional service by clerks to one, or more, schools across Surrey. Nominations are to be agreed by the governing body/local governing body in the same way as for categories 2 and 3 and completed and submitted by either the chair or headteacher. The nomination should contain information and evidence mapped to the legacy Clerking Competency Framework in the following five areas: understanding governance, administration, advice and guidance, people and relationships in order to demonstrate their clerk's contribution and impact.
- 6. Annual award for outstanding contribution to governance (Governor of the Year):** This award will be given to one governor who is considered, in the view of the panel, to have made an outstanding contribution and had a significant impact in their role as a governor. The panel will decide who will receive this award in the last panel meeting of the summer term, having reflected and considered all of the nominations that have been submitted in that academic year under categories 2 and 3.

3. Criteria

There is a range of criteria for which detailed evidence needs to be provided and these are set out in Appendix 8.1 (category 2 and 3 awards) and Appendix 8.3 (governance professional/clerks awards). Please ensure that sufficient and relevant information is provided.

For Category 1, Long Service awards, a very short supporting statement is optional, but the only criteria is that the governor has served at least three terms (12 years) of service.

4. Process for submission of nominations

The relevant form (for the correct category) should be requested from SAfE Governor Services by emailing govsupport@schoolsallexcel.com and this form should be completed and submitted by the chair or headteacher (the latter if it is the chair being nominated). Please ensure that you submit a Word version of the completed document.

Nominations will be considered twice termly at the Governor Nomination Panel (the same panel that considers Local Authority Governor Appointments). The panel consists of 3 members – The Cabinet Member for Education and Learning, a Surrey County Council Officer and a governor from a Surrey maintained school. This third panel member (governor) will be appointed for a term of 3 years by an election process whereby nominations are sought from amongst all governors of maintained schools in Surrey (there is also an elected substitute).

The panel members will look closely at the evidence provided to support the nomination against each element on the nomination form. Please ensure that there is sufficient and detailed information provided that evidence where the governor has gone ‘above and beyond’ what would be expected of a governor and demonstrates that they have had had a significant impact.

Please see the exemplars (Appendix 8.2) provided for category 2 for significant contribution and impact at a Surrey school. The elements would be the same for a category 3 application. We have also provided an exemplar (Appendix 8.4) for a nomination for a governance professional/clerk.

Panel dates for the academic year are published on SAfE’s website [here](#) and nomination forms **must** be submitted **at least nine working** days before the panel. Nominations for the summer term will only be considered **once**, at the May panel meeting.

If you wish to discuss a possible nomination or have any questions in relation to how to complete the form, please contact us by email govsupport@schoolsallexcel.com or telephone on 01483 749954.

5. Notification of award

Following the agreement of the panel, we will issue a letter and certificate for the governor/ governance professional, and this will be sent to the person who submitted the nomination i.e. chair/vice-chair or headteacher (as appropriate).

6. Presentation of award by the school

The school should print out this certificate and letter and present it to the governor/ governance professional at the next full governing body meeting.

We like to celebrate award winners whenever possible, so please confirm when this award has been presented and send us photographs of the recipient receiving their award, for inclusion in our termly Governor Bulletin and for recognition at our Annual Governor Conference in June.

Please email these photographs to govsupport@schoolsallexcel.com and confirm that permission has been sought from all individuals in the image for us to use the photograph.

7. Annual governor conference

SAfE's annual governor conference will take place in the summer term and provides an opportunity to celebrate the governor and governance professional awards made throughout the year and a formal presentation Governor of the Year to the governor who, it is felt by the panel, has made the most significant contribution.

All governors/governance professionals who have received awards throughout the year will be invited to attend this event in order that they can be formally recognised during the event.

SAfE will check with the chair/clerk that the award has been given by the school **in advance** of inviting the governor to the Conference.

8. Appendices

Appendices follow on the next page.

8.1 Appendix - Criteria and guidance for nominations (award categories 2 and 3)

Overview

There are specific criteria that the panel use to evaluate Governance Recognition Award nominations which are set out below. Proposers must consider these when completing their nominations and provide detailed evidence in terms of how the governor has made a sustained, positive and **‘outstanding’** contribution and gone **‘above and beyond’** and, in particular, what impact they have had. This may be across **one, or more**, of the areas listed in section 2.

Overall this nominee must demonstrate the following attributes as detailed in the DfE’s 7 Attributes of Good School Governors:

- Committed
- Confident
- Curious
- Challenging
- Collaborative
- Critical
- Creative

We would like to see some testimonials from other governors/headteachers if possible.

If the nomination is for contributions at more than one school, then the relevant information should be provided for each school.

Criteria

Area 1: support and appropriate challenge to the headteacher and senior leaders as a critical friend to improve outcomes for children and young people.

- This might include detailed information on how the nominee has fulfilled the role of critical friend and ultimately impacted outcomes with some strong examples provided. The governor will have high aspirations for all pupils and demonstrated going ‘above and beyond’ to look at solutions and work with the leadership team to drive improvements. Evidence of impact might include: improving Ofsted judgements, improved reporting systems and data monitoring or any other positive changes in practice.

Area 2: governance processes

- Examples should be provided of the nominee's involvement in reviewing and revising governance processes and sharing and modelling best practice and the impact this has had on effectiveness and governing body cohesiveness.
- For multiple schools this could include support and mentoring of other Chairs/governors and improvements in the school's governance processes.

Area 3: involvement in HR/Panel Work

- Examples should be provided of the nominee's involvement in a particular area e.g. staff restructuring, recruitment of headteacher, recruitment, induction and mentoring of governors which might include working with the clerk to place vacancies through various organisations, meeting with prospective governors.
- Examples of involvement in disciplinary, grievance, complaints and pupil exclusion panels.

Area 4: other special projects

- Examples should be provided about the nominee's engagement and impact with specific projects e.g. working parties, specific work on a building project/health and safety/finances.

Area 5 – Attendance at Meetings and CPD training during the last TWO years:

- Please provide evidence that this governor has attended at least 80% of meetings over the past two years.
- Please provide examples of the governor engaging with CPD and being proactive in developing their knowledge and skills including SAfE termly briefings and or other governance training. You could also include any impact of this training e.g. a change in practice, cascading of information to other governors etc.

8.2 Appendix - Exemplar nomination form for significant contribution and impact at a Surrey school

GOVERNANCE RECOGNITION AWARDS NOMINATION FORM Governor significant contribution and impact at a Surrey school

Name of Governor	Mr Andrew Other	Email Address: another@xxschool.co.uk another@hotmail.com <i>Please provide a personal email (with permission) if the governor has left.</i>	
Name of School	Pine Tree School		
Type of school e.g. community, VA, VC or academy	Community		
Number of Terms of Office (a term being 4 years) at this school	2 terms	Is the governor leaving the school this term/year? Yes/No If so, on what date?	No
Current Position e.g. Chair/Vice-Chair/Link Governor/Committee Chair	Chair		
HOW HAS THIS GOVERNOR GONE 'ABOVE AND BEYOND'? WHAT HAS THEIR CONTRIBUTION BEEN AND WHAT IMPACT HAVE THEY HAD IN THEIR ROLE?			
Please detail how this governor provides support and appropriate challenge to the headteacher and senior leaders as a critical friend in order to improve outcomes for children and young people and the impact of this. Mr Other has demonstrated a good understanding of education legislation and regulations and the school's statutory duties and often references these. He recently highlighted some changes to the DfE Exclusion Guidance which needed to be reflected in the school's Behaviour Policy and also raised some questions about persistent absenteeism in line with the government's drive to improve attendance. He has a clear understanding of the local context of the school including its demographic and is a champion for the underserved learners. Mr Other's in-depth knowledge of the school's SDP allows him to lead governors in their review and monitoring of progress against the targets and actions set, and support and challenge leaders in various areas to ensure that there is satisfactory impact from the actions put in place.			

Mr Other championed changes in processes during a challenging time for the school in order that better information and reporting was available to governors which had a significant impact on their ability to review and monitor school improvement. Mr Other has asked for detailed performance information for pupil premium and EAL children in order to better understand the data compared to the national picture and what interventions and support are available to them. This resulted in an Outstanding Ofsted judgement.

Mr Other's expertise in governance, commitment to doing the best for children and ability to lead others whilst supporting well-being has allowed him to take governance to a higher level

Improving governance processes/effectiveness

Mr Other is also a great ambassador for collaboration and sharing best practice and his modelling of best practice in governance and re-invigoration of a long-standing governing body has been truly impressive. Mr Other led on the development of a new committee structure and has re-aligned the link governor roles and there are now more regular, and rigorous visits to the school which allows governors to see staff working towards the targets in the School Development Plan in action.

Mr Other has also held separate sessions for governors to support them to understand their responsibilities in terms of compliance.

Involvement with HR/panel work:

Mr Other has recruited three key new governors and has taken responsibility for their effective induction. In-between visits and meetings he touches base with them all. He actively seeks to support new governor gaps e.g. he has been working with our new H&S governor, arranging for him to shadow a more experienced H&S governor in another school, so he knows what is expected.

Mr Other has been involved with an extremely complicated HR process at the school and provided support and guidance with his knowledge of HR processes and procedures (from his day job). He has worked alongside the Headteacher and Surrey's HR team to see the process through to a satisfactory conclusion. Mr Other's calm and supportive manner helps facilitate good discussions and resolutions.

The school underwent a re-structure recently and Mr Other worked closely with the Headteacher and governing body to understand the rationale behind the decisions and the links to the budget. He was able to articulate this to governors so that they had a full understanding of the need for the re-structure and the benefits it would bring to the school and children.

Involvement in special projects

Mr Other has played a key role in the working group for the Multi Use Games Area which was set up to plan, secure funding and planning consent for, and ultimately deliver, a Multi-Use Games Area at the school. This was a big project, which required a significant input of time. Mr Other worked collaboratively as part of a small team of governors, the Head and the School Business Manager to research the options for funding and building the MUGA, which involved asking in-depth questions throughout in order that they had complete information in order to recommend a decision which would achieve the best outcomes.

Attendance

2023-2024: Mr Other attended 3 out of 4 FGB meetings and 3 out of 3 committee meetings. Current year: Mr Other has attended all governing body and committee meetings so far this year.	
Details of CPD during the last TWO years <i>excluding. SAfE Webinar Briefings & statutory annual Safeguarding training</i> - Equality, Diversity & Inclusion (National College) - Jan 2024 - Safer Recruitment Training – Sept 2023 - Understanding Pupil Premium – April 2023 - Vision, Ethos and Strategic Direction – the backbone of effective governance –Jan 2023 Mr Other is an advocate of training and has introduced the requirement that all governors complete at least two training courses during the academic year. He has introduced an online training form which all governors are asked to complete and asks for updates from all at governing body meetings. This has transformed the governing bodies engagement with training and, as a result, led to improved knowledge of governance and school matters.	
Other Supporting Information You Would Like to Provide: None.	
Testimonials Vice-Chair, Pine Tree School <i>I am pleased to support this nomination based on Mr Other's devotion & loyalty to the school and the significant impact he has had on improving governance. His role as a mentor has supported me personally and helped me to develop into the role of Vice-Chair. Mr Other has made an outstanding contribution to our governing body which warrants acknowledgement and our warmest thanks.</i> Committee Chair, Pine Tree School <i>I fully support the comments in the nomination in respect of Mr Other's great contribution to the school. As a new governor at the school two years ago I turned to Mr Other for support, and he was generous in sharing his experience and provided invaluable advice. He subsequently supported me in taking on the role of committee chair. In meetings, he has always provided well thought out, relevant, balanced and positive ideas, winning the respect of all governors. In addition, he is always prepared to take calls when I need specific advice. Mr Other is undoubtedly a role model for governance, driven by a desire to support the local community and fully deserves this recognition.</i>	
Name of Proposer: Mr B Jones Email of Proposer: bjones@pinetree.surrey.sch.uk	Position: Headteacher Date: 10th January 2025
Please return this form to SAfE Governor Support email: govsupport@schoolsallexcel.com Or contact us for any further advice or guidance.	

8.3 Appendix - Guidance notes for nomination for governance professional award

Competency 1: Understanding governance

- How has your clerk demonstrated a high level of **understanding of core governance functions** and the board's duties and responsibilities and (for academies) charity and company law as well as the purpose of, and frameworks for, the board's accountability to and relationship with others (including DfE/ESFA, Ofsted, and the LA/Diocese)?
- Does your clerk have a good knowledge of **governance legislation/regulations** (for academies the Articles of Association and Funding Agreements) and of national and local education policy?
- Does your clerk understand the **governance structure of the organisation** including its legal structure and constitution and procedures relating to the conduct of governance; its scheme of delegation for governance arrangements; and what this means for how and where decisions are made and communicated?
- Does your clerk have a good knowledge of the board's **strategic priorities** for their organisation and **the pupil performance and financial information** which the board will use to hold leaders to account?
- Does your clerk have a good understanding of the **culture, values and ethos of the organisation** and, where appropriate, that of the foundation trust including in relation to any religious character of the school?
- Does your clerk understand the governing body's responsibilities in respect of **Equalities and Health & Safety**?
- Does your clerk understand the board's responsibilities relating to **record-keeping and the provision of data**, including the Data Protection Act 1998 and the Freedom of Information Act 2000 and how these apply to the recording and retention of information relating to the operation of the board?

Competency 2: Administration

- How has your clerk demonstrated ensured that the **processes and procedures of governance** are administered efficiently?
- Does your clerk produce a **forward plan** (working with the Chair) and produce agendas and meeting paperwork in a timely way?
- Does your clerk produce **high quality minutes** with support and challenge captured and a clear record of decision making?
- Does your clerk **ensure compliance** with good record-keeping in terms of governor membership, registers of interest and meeting attendance and the reflection of the correct information on GIAS and the school's website?

Competency 3: Advice and guidance

- Does your clerk provide **accurate and timely advice and guidance**, or signpost governors to expert professional advice where appropriate?
- Does your clerk understand the legal and contractual duties of the governing body and systematically identify, and share **any changes to relevant legal, regulatory or compliance requirements** and highlight any risks from non-compliance?
- Does your clerk highlight issues related to **conflicts of interest and/or the Code of Conduct** where governors might be in breach?
- Does your clerk inform the governing body about **training and development opportunities**?

Competency 4: People and relationships

- Does your clerk maintain **accurate records of governors** and their skills contribute to induction and training of new board members?
- Does your clerk maintain **good working relationships with the board** and ensure open communication resulting in a smooth information flow between the board, the executive leaders and, where required, staff, parents and the local community?
- Does your clerk work with the Chair to **encourage robust, constructive challenge** both in meetings and in the wider organisation, and support the board in developing a culture where challenge is welcomed?
- Is your clerk able to **contribute to discussions around governing body structures, governors' terms and succession planning**?
- Does your clerk understand the processes for **governor recruitment and elections** (parent and staff governors) and facilitate these?
- Does your clerk contribute to **governor induction**? Does your clerk have a good understanding of self-evaluation (including skills audits) and helps to facilitate this process and help direct towards appropriate training?

Chartered Governance Institute (CGI) competency framework

You may also wish to consider the key points below from the CGI competency framework which is referenced by the DfE in both the Maintained and Academy schools governance guides.

<https://www.cgi.org.uk/blog/the-competency-framework-for-governance-professionals>

Values

- **Integrity** (understand the meaning of integrity, abide by professional ethics, recognise and limit bias, identify and manage conflicts of interest)
- **Independence** (when, and how, to take an independent stance, how to promote alternative opinions, when and how to challenge the status quo and when and how to demonstrate discretion)

- **Open Minded** (promotion of alternative views and opinions, promoting a learning culture, sharing of knowledge, working flexibility and with teams of colleagues to maintain a positive work environment, promoting governance and enabling and collaborating to embed the values and culture of the organisation)
- **Emotional Intelligence** (demonstrate emotional awareness and control and the ability to adapt situations to limit their impact, show empathy, sensitivity and perceptiveness, build relationships with colleagues of different personalities, views, backgrounds and experiences, invest in your own learning to maintain and develop your contribution and effectiveness)

Knowledge

Knowledge of the essential practical and theoretical information required for good governance and how to apply it, including:

- **Purpose and Governance** (legal structure, processes and application of those/ composition of the board)
- **Culture, Strategy & Leadership** (culture of the organisation, strategy & who sets it and how it is overseen/understanding of the leadership structure)
- **Environment and External Stakeholders** (understanding of the section e.g. education and who the external stakeholders are and also the wider governance and social issues in the community)
- **Finance, Risk, Regulation and Compliance** (understanding of finance reporting and how it is used by leadership, risk reporting and oversight, compliance (governance compliance but any other topic specific or regulatory responsibilities).

Practice

- **Planning, organising and recording** (effective agendas, board packs etc, effective minute taking, maintenance of effective records (to meet legislative requirements) and use of electronic systems.
- **Problem Solving** (anticipating need, working with chairs on, being aware of initiatives and changes (including legislative and regulatory) that may impact the organisation and advising the board, providing solutions to issues when required/requested, pre-empting governance queries and averting issues)
- **Advising and Enabling** (using clear communication techniques, knowing when to propose alternative options, offer advice and enable a broad discussion whether through personal contribution or the presentation of information)
- **Influencing and Coaching** (building appropriate and effective relationships, identifying the needs and interests of others, persuading and influencing others, coaching/sharing knowledge to support and develop others and being open to receiving coaching/mentoring).

8.4 Appendix - Exemplar nomination form for governance professional award

GOVERNANCE RECOGNITION AWARDS NOMINATION FORM Outstanding services as a governance professional/clerk

For Governance Professionals/Clerks at Maintained, Academy and
Independent Schools in Surrey

Name of Governance Professional/Clerk	Mrs Jane Green	Email Address: xxxxxx
Name of Nominating School	Pine Tree School	
Type of School (Maintained/Academy/Special)	Community	
How long has the Clerk worked at this school?	Four years	
Does the governance professional/clerk work across other schools also? If Yes, at how many?	No	
PLEASE PROVIDE SOME EVIDENCE OF YOUR GOVERNANCE PROFESSIONAL/CLERK'S CONTRIBUTION AND IMPACT IN EACH OF THE AREAS BELOW (MATCHED TO THE CLERKING COMPETENCIES DESCRIBED IN THE SEPARATE GUIDANCE DOCUMENT)		
COMPETENCY 1 – Understanding governance		
Jane has been invaluable to the governing body with the departure of our long serving chair and a number of governors on the governing board over the last 12-18 months. She has helped our new Chair (and new Head) understand not only the boards duties and responsibilities, but how this links into our other key stakeholders in terms of both accountability and visibility. Jane has an excellent knowledge of the governance legislation and also local and national updates provided by the Local Authority and DfE. Jane has taken time to explain to all governors the structure of the governing body, the background to its current constitution (and the reconstitution process most recently experienced), how the committees work and their terms of reference. Jane regularly ensures that the annual workplan and agendas for the governing body and committees include all of the items necessary for governors to hold the school accountable for delivering on performance and finances., this includes statutory documents and topics for our SIP and SEF responsibilities as well, along with link governor responsibilities). Jane has an in-depth knowledge of the governing body's responsibilities for record keeping, data		

protection and especially FOI requests from an operational board perspective. She regularly provides the Chair with insights on best practice.	
COMPETENCY 2 – Administration Jane set up a desktop procedure for her role which explains what she will produce and when based on the annual plan agreed, making clear what she is responsible for, when documents have to be available and published, when we will get draft agendas and minutes for review and so on. Jane keeps on top of, and proactively chases for, information required from governors e.g. confirmation of safeguarding training, registers of interest etc. Jane ensures that all governor records are up to date and correctly reflected on GovernorHub and on the website She advises the school of updates required for the DfE’s database, GIAS . Jane also maintains the governing body attendance records and ensures that this is reflected annually on the website.	
RECORD KEEPING - Please check and confirm that the school’s website (governance area), GIAS and Surrey database records correct and up to date and information matches across all areas? Y/N	Y
COMPETENCY 3 – Advice and guidance In terms of advice and guidance Jane is our first point of contact – not only is she super timely in any response but if she does not know she owns finding out the response, sharing it back and documenting it for the future. Jane attends termly briefings and is registered for updates from the NGA and Governor Hub and will often flag up new and useful information or policies/procedures. She has noted all the legal and contractual duties against the annual plan and flags ahead of time anything needed to ensure we are not at risk of non-compliance. She will always double check on any conflicts of interest before highlighting any possible issues, so it never becomes an issue through her proactive approach and in addition to that will flag to me as Chair, who is not keeping up with their duties / expectations / code of conduct so we can have a side conversation before this is addressed on a 1-1 basis with the governor concerned. Jane has ensured that not only are we all signed up for the relevant training newsletters so we can self-serve but she also reshapes these through GovernorHub, encouraging enrolment and flagging specific training for link governors.	
COMPETENCY 4 – People and relationships Jane monitors new governors through their induction plan, connecting our new governors with experienced ones for learning (different skills sets) and also for sharing (similar skills). For our recent Parent Governor election, she proposed the skill sets we should be stating, produced the nomination letter to be sent from the Head and agreed the ballot process ahead of everything.	

She works on an almost daily basis with the admin team at school to ensure everyone has the information they need and when they need it and contributed when requested on the recruitment process for LA governors.

Jane flags to me 6 months before anyone's term expires and prompts me on succession planning.

Before a governing body meeting Jane and I will discuss the key areas of challenge we are expecting (and should be getting) and she will give me a visual prompt if she feels I need to refocus the conversation and will ask a clarification point when needed for the minutes.

We meet twice per year to discuss what has gone well and what can improve and how we want to shape / reshape the governing body over the next half a year based on skills, their performance (i.e. are they delivering in terms of expectations on attendance at school, site visits, training and so on).

This good relationship has definitely helped me lead the board effectively.

General: what significant contribution and impact has the governance professional/clerk had during their time in post?

Jane always gives valuable insight valuable insights and is a tremendous asset to the governing board and is a credit to her profession. She will regularly bring new ideas and best practice (another way) to me as Chair to ensure we remain focused on the right things at the right time. As already mentioned, Jane has supported two skills audits and their follow up and refers back to them in any development or recruitment activity.

On a recent Chairs call, my peers and I were asked to state how many out of 12 tasks, our governance professional undertook, and I was delighted (and a little amazed) that I was the only one who answered above 8 (Jane does all 12). This really drove home to me how much of an asset Jane is to us as a governing body and how lost we would be without her to drive and challenge us to deliver on our commitments. Her work is outstanding in all aspects.

Please detail any CPD undertaken by the governance professional/clerk during the past two years (this can include attendance at briefings and/or other training courses).

Jane attends the SAfE's termly Clerk's network briefing. She also receives the weekly DfE and NASCC bulletins which are good for new items and prompting.

Jane completes Safeguarding training annually and, in 2023, attended online training through the NGA learning link including Clerking of Panels and Effective Minute Taking Course and in June 2023.

Jane is always reflective after any briefings/training and after any panel hearing she discusses the "what went well" and "even better if" with myself as Chair and the panel chair which gives her a great opportunity and insight.

Name of Proposer: Mr David Brown Position: Chair of Governors

Email of Proposer: dbrown@xxschool.surrey.uk Date: 5th September 2024

Please return this form to SAfE Governor Support email: govsupport@schoolsallexcel.com

OR contact us for any for advice or guidance.



SCHOOLS ALLIANCE for EXCELLENCE



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