

## FROM THE NATIONAL GOVERNORS COUNCIL

### Education Funding

This was the focus of the NGC Chairs' Conference earlier this year. The NGC will be continuing to make the case with the government for improving funding for all schools and reviewing the parlous position of the worst funded authorities. Associations and individuals are encouraged to lobby local MPs. We greet Gordon Brown's budget promises with cautious optimism but will all feel better when we have the money in our hands. As usual, extra cash was promised for "Headteachers": no mention of governors!

### Governors' Liability Insurance

NGC regularly receives enquiries from governing bodies asking whether there is any insurance available to cover them in the event of the LLA rejecting liability. In response, Schools Advisory Service, a specialist schools insurance provider, has developed a new and unique policy for governing bodies. An information leaflet about the policy is available from NGC. Or contact Les Marshall at SAS directly on 0870 1222770 or visit [www.schooladvice.co.uk](http://www.schooladvice.co.uk)

### Workforce Remodelling

NGC has again worked with the National Remodelling Team, in association with NCOGS and NAGM, to produce the latest guidance on the next phase of workforce remodelling: an essential resource for all governing bodies. Packs are available free of charge from NGC or can be downloaded from the remodelling website:

[www.remodelling.org/governors\\_resources.php](http://www.remodelling.org/governors_resources.php)

(Note from AGG: Your Chair should by now have received a copy directly from the DfES)



## MORE PAPERS FROM THE NATIONAL ASSOCIATION OF GOVERNORS AND MANAGERS (NAGM)

1. Paper 43: VISITING THE SCHOOL  
Many governing bodies already have a governors' visiting policy, but if your governing body doesn't, this well written paper would be a good place to begin. It

addresses why governors should visit, what to do before and during a visit, what visits can tell us, and reporting

2. Paper 36: GOVERNORS AND FUNDRAISING

This paper gives a thoughtful discussion of the issues governing bodies should address before they embark on fundraising: Do we really need to do this? Could the money be raised some other way? What are the ethical issues? Should we do it ourselves? How much can we raise? Is it worth it? It also gives a list of helpful publications, and would be a useful guide for any governing body thinking of embarking on fundraising.

All papers are available from the National Association of Governors and Managers, 2nd Floor, SQB1, 29 Smallbrook, Queensway, Birmingham B5 4HG

☎: 0121-643-5787

✉: [governorhq@nagm.org.uk](mailto:governorhq@nagm.org.uk)

🌐: [www.nagm.org.uk](http://www.nagm.org.uk)

## ANTI-DISCRIMINATION LEGISLATION

From the May 2004 DfES Governor's Newsletter:

'Governing bodies need to make sure that their personnel practices take full account of the new anti-discrimination legislation. The regulation, which have been in force since December, apply to all aspects of employment, including recruitment, terms and conditions, promotions, transfers, training, and dismissals. They make it unlawful to discriminate directly or indirectly, or harass or victimise anyone because of their actual or perceived sexual orientation, or because of their religion or belief.

## HELP, SUPPORT, AND INFORMATION

Help and Support: Do you have a question or a problem about governing matters? Ring GovernorLine at 08000 722 181 for free help and answers - or visit [www.governorline.info](http://www.governorline.info)

Information: try GovernorNet at [www.governornet.co.uk](http://www.governornet.co.uk) for up to date information on all aspects of school governance.

# MODEL SCHEME FOR PAYING GOVERNORS' ALLOWANCES

All Governing Bodies should have agreed a scheme for paying Governors' allowances. Buckinghamshire County Council has created the following model scheme for its governing bodies. If your Governing Body doesn't have a scheme, you might find this useful.

1. Governors may claim allowances in respect of actual expenditure incurred whilst attending meetings of the Governing Body and its committees, undertaking governor development and otherwise acting on behalf of the governing body:
2. Governors may not claim for actual or potential loss of earnings or income.
3. All governors and associate members are eligible to claim allowances in accordance with this scheme.

## Eligible Expenses

4. Categories of eligible expenditure are as follows:

Care arrangements:

Child care or baby sitting expenses, where these are not provided by a relative or partner;

Care arrangements for an elderly or dependent relative, where these are not provided by a relative or partner;

- Telephone calls and postage
- Travel
- Subsistence

## Allowance Rates

5. Rates at which allowances are payable are as follows:

Care Arrangements:

Actual costs incurred, up to a maximum of [\*] per hour  
Telephone Calls and Postage:  
Actual costs incurred.

Travel Rates:

In accordance with the Inland Revenue Authorised Mileage Rate, which is 40p per mile for cars and vans and 24p mile for motorcycles.

For public transport, actual costs incurred. However, where more than one class of fare is available, the rate shall be limited to second-class fares. For travel by taxi the cost must not exceed [\*] per journey.

Subsistence:

If additional expenses are incurred because work as a governor requires taking meals (i.e. breakfast, lunch or dinner) away from your school area, reimbursement will be made for the food/drink items bought on the day claimed.

## Criteria for Claims

6. All claims must be submitted to the head teacher on the attached form within one month of the expenditure being incurred (except for telephone calls).
7. Receipts must be supplied to support claims for reimbursement, e.g. bus ticket, phone bill, taxi receipt, till receipt.
8. In the case of telephone calls, an itemised phone bill should be provided, identifying the relevant calls.

## Financial Systems

9. The school's normal systems for authorising and processing payments will apply to claims made under this scheme.

[\*] The Governing Body may vary these rates to meet their particular circumstances. The rates must be agreed at a full governing body meeting. □

## Guidance Available for Financial Management in Schools

There now exists a wealth of guidance to help schools' budget management. Assistance in financial planning, including benchmarking using your CFR (Consistent Financial Reporting) information, can be found at [www.teachernet.gov.uk/schoolfunding](http://www.teachernet.gov.uk/schoolfunding). Online support for schools is also available from the NCSL website at [www.ncsl.org.uk/fmis](http://www.ncsl.org.uk/fmis).

## TES GOVERNORS' EDUCATION NETWORK

- ◆ Join the free TES Governors Network!
- ◆ Membership includes a termly four page bulletin summarising all the latest developments and ideas in education.

◆ Sign up on the TES website: [www.tes.co.uk](http://www.tes.co.uk) or e-mail [Guidance Available for Financial Management in Schools](mailto:GuidanceAvailableforFinancialManagementinSchools@tes.co.uk)

- ◆ There is a wealth of guidance to help schools' budget management.
- ◆ Assistance in financial planning, including benchmarking using your CFR (Consistent Financial Reporting) information, can be found at [www.teachernet.gov.uk/schoolfunding](http://www.teachernet.gov.uk/schoolfunding).
- ◆ Online support for schools is also available from the NCSL website at [www.ncsl.org.uk/fmi](http://www.ncsl.org.uk/fmi), [maureen.mctaggart@newsint.co.uk](mailto:maureen.mctaggart@newsint.co.uk) or write to:  
◆ TES Governors Information Network,  
◆ Unit 25, Bridge Close, Edisons Park,  
◆ Crossways, Dartford DA2 6QP

## PARENTAL INVOLVEMENT HELPS PUPILS

According to a booklet from the DfES, research shows that parental involvement in a child's education helps that child succeed. The booklet, *'The Impact of Parental Involvement on Children's Education'* can be downloaded from the Working with Parents section at [www.teachernet.gov.uk/wholeschool/](http://www.teachernet.gov.uk/wholeschool/)

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. - Anatole France (1844 - 1924)