



This report contains a good news story. The amount of training and development undertaken by volunteers who are governing is truly impressive. With the huge support of the governance community, we have been making the case to the Government that the role of school governors and academy trustees is important enough to expect those taking up the role to be trained. Magistrates have to do this and so do many others in the voluntary sector from changing the Government's approach, but the commitment of governance volunteers shines through with nine out of ten of them undertaking training.

There is more work to do to make the case to some and make training manageable and accessible for all, especially for those in full-time work. Three-quarters of all respondents have accessed on- as surprising as it otherwise would have been.

boards were in the process of moving to remote governance. this transfer from boards meeting in person to virtually has been achieved remarkably well and is a testament to their adaptability.

I remain in awe of the hours given by volunteers to their schools and trust, but eTmoving to0s5theiransfer fy. 8Nreg

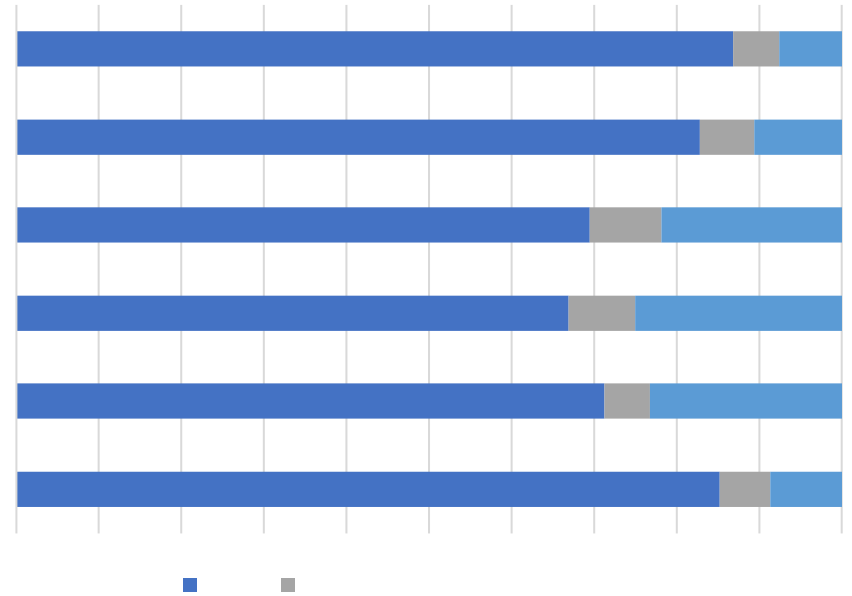


2. LÄSUNGSPUNKT

Here's what governors and trustees told us about the manageability of the role, recruiting a chair, the role of their clerk and their approach to training and development.



01 Three quarters of governors/trustees surveyed agree that their governance role is manageable around their professional and personal commitments. However, chairs and those in full time employment were less likely to report that it is manageable >>BDC DI time employment were clerk and t68ir appren-Gen-G<B4Bd dCg aAID57g 59>Act<g (en-d8n-dB)/MCID57B4AID(en-1nd MCID1DV clerk and t90 [(and those in full[(confenal mmincrs, with(boawer)18.2dseconsolidati 52 en-GB)/MCID 125 >



Those who are retired were also more likely to report that their governance role is manageable compared with those in employment which may explain why older governors/trustees

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agree that the role is manageable around their personal and/
VY WYVMLZZPVUHS JVTTP[TLU[Z JVTWHYLK [V VM [OVZL
LTWSV`LK WHY[[PTL HUK VUS` VM [OVZL ^OV ^LYL PU M\SS
time employment. A high proportion of those who report that
their employment status was looking after home, or family also
ZHPK [OL YVSL ^HZ THUHNHISL

Over half of those who think that their governance role is unmanageable also say that they have considered or are

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manageable.

Among the reasons for considering resignation were

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considering resigning reported that this was due to them
feeling they do not have the right skillset for the role.

Many respondents who were considering resigning also gave

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answer reported that they wanted to give way to refresh the
board or that they had served their full term and were looking
to step down. A minority also reported that they felt their role
was not appreciated or they did not feel they were making a
YLHS KP\LYLUJL

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ÄUKZ P[KP]J\S[[V H[[YHJ[H NVVK JOHPY HUK]UHHÉ/0ðÅ\$€P°0`Ð9 LTe•K

When asked who conducts the appraisal, there was a mixture
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The factors that were looked at when appraising their clerk,
 according to governors and trustees, are:

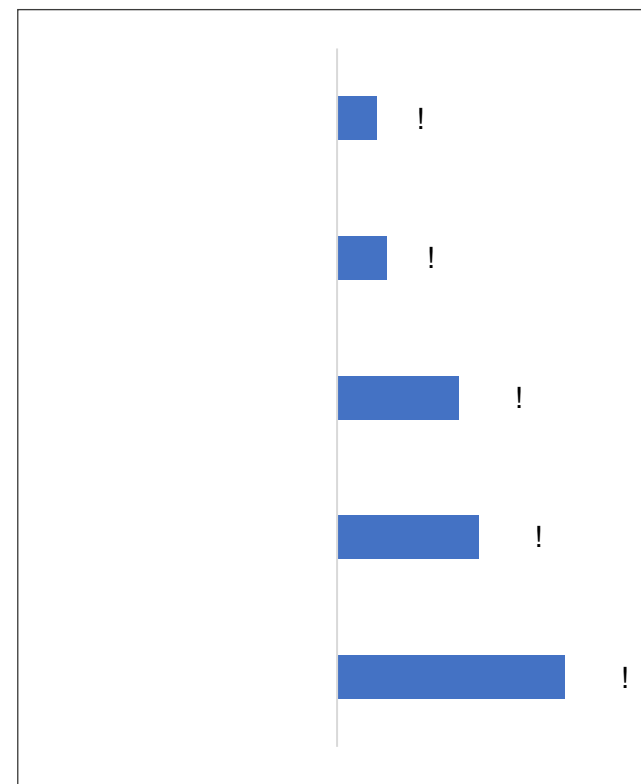
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- f6 IQLJ[P]LZ MVY [OL WHZ[HUK JVTPUN `LHY !
- f7 YVNYLZZ HUK KL]LSVWTLU[PUJS\KPUN *7+ !
- f* VU[YPI\]PVU [V [OL ^PKLY NV]LYUHUJL VM [OL ZJOVVS [Y\Z[
- f The accuracy of the job description considering the current
 K\[PLZ ILPUN JHYYPK V\]
- f7H` HUK YLU\TLYH[PVU PU YLSH[PVU [V OV\YZ ^VYRLK

6]LY^OLSTPUNS` YLZWVUKLU[Z HNYLLK VY Z[YVUNS` HNYLLK
 [OH[YLSL]HU[OPNO X\HSP[` PUK\J[PVU [YHPUPUN ZOV\SK IL
 mandatory for new governors/trustees.

Over nine in 10 governors and trustees reported that they had
 undertaken some form of training or development for their
 NV]LYUHUJL YVSL ;OPZ KPK]HY` I` YVSL ^P[O VM
 chairs and vice chairs reporting having undertaken some form
 VM [YHPUPUN JVTWHYLK ^P[O VM [OVZL ^OV OLSK UV JOHPYPUN
 responsibilities on the board. This does not vary by type of
 school, so trustees were just as likely as governors to make
 time for development.

Newer recruits were the least likely to have undertaken training
 with a quarter of respondents recruited within the past 12
 months reporting that they had not undertaken training for
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 induction training is important, even if not mandatory. Age also
 H\LJ[LK ^OL[OLY YLZWVUKLU[Z YLWVY[LK \UKLY[HRPUN [YHPUPUN
 ^P[O VM NV]LYUVYZ [Y\Z[LLZ HNLK V]LY \UKLY[HRPUN
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of 'other' responses noted 'email' as the way that their board
continued to meet.

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the course of the survey, boards begin to consolidate their
way of meeting as shown by the consistent weekly rise of
participants reporting meetings by video conferences while
the percentage of those who were unsure or yet to decide
steadily declines. There is also a slight decrease in all other
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The four most popular responses detailing how governors and
trustees have supported their senior leaders were:

1. **Emails** – sending emails and messages of support to the
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cases, most characterised their messages as 'supportive'
HUK ^OLU ZLU[[V ^PKLY Z[H\ [OLZL ^LYL \Z\HSS` TLZZHNLZ
VM [OHURZ [V IVVZ[Z[H\ TVYHSL :VTL UV[LK [OH[[OL`
limited their engagement with senior leaders to emails
mostly to allow SELs to deal with pressing operational
matters.
2. **Telephone calls** – again usually to the head teacher or
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[OLZL JHSSZ ^LYL HSZV UV[LK [V IL [V V\LY Z\WWVY[VY WYHPZL
[V Z[H\ TLTILYZ
3. **Attending online meetings** – this included not only full
governing boa-GB HU ZV U3;

* VTTP[[LLZ

An increasing proportion of boards are governing with
ML^LY VY UV JVTTP[[LLZ ^P[O Q\Z[
JVTTP[[LLZ PU JVTWHYLK [V PU
the average number of committees was between two and
three per board. This varies a little by type of board; MATs
on average have the least trust board committees (two per
IVHYK HUK ZPUNSL HJHKL T` [Y\Z[Z OH
IVHYK >OPSL VM YLZWVUKLU[Z ZH
TVYL JVTTP[[LLZ PU [OPZ OHK KYV

a variety of guidance documents and information
on a number of topics relating to governance and
education. Resources that will help you navigate
the topics covered in this report include:

- „ [PNO\[LSLTLU\[Z VM LHLJ\[P\]L NV](#)
- „ [*OHPY»Z YVSL KLZJYPW\[PVU](#)
- „ [*V JOHPYPUN](#)
- „ [Preparing your board for the future](#)
- „ [*SLYR»Z QVI KLZJYPW\[PVU HUK](#)
- „ [Developing your clerk: annual appraisal](#)
- „ [The clerk and governing body meetings](#)
- „ [*6=0+ ! ,UZ\YPUN JVU\[PU\P\[` H](#)
[for recovery](#)

The Knowledge Centre also has two dedicated
sections for _____



open to all governors, trustees, and academy committee members (often also called local governors) of state-funded schools. Participants were self-selecting and therefore this survey is not a representative sample. However, the sample was designed to reflect the national picture, being proportional to schools in England by phase, type, school structure and region.



