Stakeholder engagement
Activities for the community

GOVERNANCE FUNCTION		PURPOSES & AIMS	FREQUENCY	POSSIBLE SLT STAKEHOLDER ACTIVITIES	POSSIBLE GOVERNING BOARD STAKEHOLDER ACTIVITIES	PROS	CONS
Governance & structure	Visibility and status	Increase governance profile and make clear different status in the organisation	Regular	N/A	Website photos and biogs of governors/trustees with reasons for governing and areas of specialty	Easy – with suitable support from clerk and/or school	None
	Key messages	Increase governance profile, approachability and understanding of GB role	Ad hoc	Supports GB	Termly/annual report on progress of headlines e.g. school strategy, celebration of events on website	Easy	Termly is a big commitment, but annually should be the norm
	Community organisation representation	Constitution designed to allow for co-opting of suitable organisation representatives to membership at all levels	Annual	Supports GB	Review effectiveness of constitution and performance manage relevant trustees/ governors annually	Embedding of voices of relevant organisations in governance; source of other support e.g. for curriculum development, work experience	Finding suitable candidates may be difficult depending on location of school/trust
	Recruitment of community members to governance	Recruitment and appointment of suitable community members to become GB members	Annual	Supports GB	Promotion of the governance role to community and its organisations and recruitment	With suitable support from clerk and/or school and access to suitable contacts is doable	Suitable support needs a clear understanding of the role and commitment required to manage expectations

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Values	**Setting**	To gain views and ideas of community	Ad hoc	Supports GB	Consulting/survey questions/ talking to community representatives	An effective survey can work well and reach more, as can skilled use of social media. Face to face more time consuming but allows for discussion	Could be time-consuming
	Monitoring	To see if the values known and being lived… and if the culture reflects these	Ad hoc	Supports GB	Consulting/survey questions/ talking to and community organisations with whom the school or trust works	An effective survey can work well and reach more community organisations. Face to face more time-consuming but allows for discussion	Could be time-consuming
Vision	**Setting**	To gain views and ideas of community in the development of a new vision or the review of an existing one	Ad hoc	Supports GB	Engage with community organisations and members on their ideas for improving the school e.g. through focus groups or events	High profile, great visibility	Can be time-consuming

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| | | | | | | Easy provided that suitable questions are used and system can provide a report summarising feedback Opportunity for discussion | None apart from making sure to draft suitable questions

Harder to arrange – people are busy |
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| | **Monitoring** | To see if it vision is shared and supported | Annual | Supports the GB engagement and leads and communicates on aspects agreed with the GB | Survey via electronic questionnaire system used by the school e.g. Surveymonkey, Mailchimp Roundtable meetings | | |
| **Strategy / policy** | **Strategy** | To inform partners and other relevant organisations of strategy and how this is being progressed, including celebration of achievements | Annual/ad hoc | Supports GB message/ leads with activities | Annual report to relevant/partner community organisations and representatives via website/ e-mail/ suitable social media | Easy provided kept brief | None |
| | | Transparency, information and accountability and impact of governance | Annual/ad hoc | Supports GB message | Governor/trustee blog with update about the progress of school strategy, future consultation, | Can be done easily in a variety of ways to reach everyone e.g. by email and/ or closed Facebook group and/or on website/hard copy | Time-consuming viz if done too frequently |
| | **Resources** | | Regular | Regular survey of community groups or individuals using school services or resources | Checking to see that this is happening effectively | Easy | |

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Holding to account	**Curriculum and learning**	To make sure views of relevant organisations (eg employers) have been considered when determining the curriculum – and extra curricula – offer	Regular	Seek and consider relevant employer and community organisation views and report outcome to them and other relevant stakeholders	Checking that this is happening through usual question and challenge; at times digging deeper to see how and if effective e.g. by looking at the methodology SLT adopted and/ or engaging directly with pupils	Easy	Digging deeper may be time-consuming
	Careers			Involvement of employers through engagement, events, careers, fairs, apprenticeships work, experience, industry days, projects	Providing contacts. Checking that this is happening through usual question and challenge	Easy if one has them Easy	Digging deeper may be time-consuming