

Episode 3 – Remote Recruitment and Appointment

February 2021

Interviewer: Gabrielle Reddington

Respondents: Kerry Newton RES1, David Grimes RES2, Diane Pattison RES3

INT: So, a warm welcome to our governor podcast for February. We're joining you today, it's the 23rd of February. If you're trying to place that in the chronology of events governors, it's the day after the announcement about the return to schools, and I'm sure we'll talk about that during the podcast this morning. My name's Gabrielle Redington, I'm one of the leadership advisor team. You'll be used to seeing me at governor training sessions or maybe visiting your school and talking about various issues. And I'm delighted that this morning to talk about some of the pros and cons, and some of the tricks of the trade around remote recruitment and appointment, are two of our leadership advisors and one of our senior governance colleagues. So, I'm just going to go around and just do a quick – ask for quick introductions and Kerry, I'll come to you first.

RES 1: Hi, my name's Kerry Newton and I'm a leadership advisor for Durham, have been for the last few years. Prior to that I've worked in Teesside as a teacher, and senior leader, and head teacher in schools.

INT: And Kerry, thanks ever so much for joining us this morning. It's another busy morning, isn't it, for our head teachers? And I'm sure your phone's been ringing busily this morning. And I'll go to David.

RES 2: Hi, I'm David Grimes, I'm one of the primary school leaderships advisors as well, and prior to that was a head teacher in County Durham. I'm also governor on two governing bodies at the minute and have been chair of governors for quite a while at a local school.

INT: So, David's here this morning with that double knowledge because David's been involved, not only as a leadership advisor with Remote Recruitment, but also as a governor as well, which

is an interesting perspective. So, David, I'm really glad you could make time to be with us this morning. And good morning Diane.

RES 3: Good morning, yes, Diane Pattison here, and I'm one of the senior governance officers from Education Durham Governance Services. We do the clerking of the governing body meetings, so you've probably met me and many of my colleagues as well.

INT: Thanks everybody, and we'll be having a conversation around – if you can imagine we're sitting around a table. We're of course not sitting around a table, we're sitting in our various Teams meetings locations, but we're going to have that informal discussion that we've had in all of our podcasts so far. And we've been asked by some governors to talk about this, which is why we've selected it for our February discussion, because as part of that whole move to remote governance perhaps one of the most challenging areas has been remote recruitment processes and remote appointment processes. And of course, we've moved to that because life goes on in school, and we need new teachers, we need new head teachers, and people are moving on and get promotion, and people retire. And so, it's been really important, hasn't it, for governors and governing bodies to find new ways of doing this and really kind of address some of the practical technical issues around it. And we are coming into that busy season I think for jobs. This is the time of year, in the old days, where all the jobs were advertised in the TES. This is the time of year where the back pages got thicker, and thicker, and thicker as more and more jobs were advertised. So, we thought it was a really important time just to catch up with governors around this. Diane, I'm really interested actually, just how much remote recruitment has gone on over the last few months, because usually clerks would be out there doing lots of setting up meetings and all that kind of thing. Do we have any numbers?

RES 3: Yeah, I mean initially I think a lot of governing bodies did decide that they wanted to defer until the situation became a bit clearer but obviously as things have happened, you know, we're still in the lockdown situation. However, as it happens, I did a quick check before we came into this discussion. We've actually done, I think, over 25 of head teacher and deputy head teacher appointments, and we've also got on the go at the moment, I think we've got more than 10 at various stages. So, it's not quite an unusual occurrence any more.

INT: Absolutely. And that's 25 very senior leader positions and, of course, what we do know is that we've also advised schools and governors on interviewing strategies and recruitment strategies for everybody from NQTs, to heads of department, to subject leaders, to SENCOs.

So, we know it's happening all the time but we just thought it was worth pulling those few things together. And, you know, we're very aware that really senior people in education have been appointed remotely, national and international posts, as well as our critical Durham head teacher roles. So, David, you know, you've been involved in this on both sides as a governor, also as a leadership advisor. So, when thinking about these recruitment sort of – I suppose it's a new way of doing things really. What do you think it's worth governors thinking about when they start getting into thinking about setting up a remote process?

RES 2: I think it's thinking about what kind of person it is that you really kind of feel is going to fit in with your school, that kind of piece of the jigsaw's really important. I think following on from your shortlist, and I think it's about using the information you get from your shortlisting as well, to kind of build up that real big picture about the person. And then, from there, planning about what kind of activities that you want to do over the course of the interview to make sure that you're going to hopefully tease out from that person everything that you want. You want to see the person in as wide a range of activities as possible I think over the course of the day.

INT: David, that's really interesting because everything you've said there really is exactly what we'd want in a face to face situation, isn't it? Those things aren't any different and actually really thinking carefully about what's right for the school, and moving the school forward on that journey that governors are working on all the time, and finding ways to actually see as much as possible about a candidate. And so, possibly a few more activities than you would usually have. And Kerry, then, how do we do that remotely when we can't sit and watch the person taking a class, or lead an assembly, or physically see them at the other side of the table in an interview?

RES 1: Well, I've been part of three processes now, and I'm actually in a fourth at the moment, and I have to say – My first thing I would say is I went into these in quite a nervous way. I was a bit concerned that you wouldn't really get to know the person, I was a bit concerned that it would feel almost a bit alien and that would make things very different. But I have to say that the three I've been involved with have all gone really well. And I definitely think we saw what we wanted to see. I totally agree with David, I think it's about deciding what you need, and therefore what you need to find out, and then matching the activities to that. So, we've used a range of different activities in the appointments I've been involved with. So, it's been the formal interview questions, like you would normally, but we've also had scenario work, we've

asked candidates to write letters. We've done the usual sort of data and school information tasks. We've asked them to review areas of the curriculum, if they're going to be taking a lead on that. We've asked for presentations, both seen and unseen. We've sent them pieces of children's work and asked them to feed back so we can see what their monitoring skills are like but also how they would feed back to a staff member. We've used pupil panels, just virtually, they've been really successful. The other thing we've done is – one of the key concerns we had for anybody who was taking a teaching role was you would always usually incorporate in that watching them teach. And that's obviously not been as possible, but we have asked them to prerecord remote lessons, and that's been incredibly successful. We got a really flavour of the candidates, what their teaching style would be like, how they would engage children, what they prioritised. So, I actually think at the moment it's asking yourself the question what's worked well before and how do we adapt that, and what do we need to know, and how do we find that out?

INT: Kerry, that's such a fantastic list, and I know we're going to gather some of these and make them available to governors. I think Jill's going to be sending out some information to chairs, just kind of updates. David, I'm sure you've got a couple of other ideas or sort of comments on a couple of those.

RES 2: Yeah, I think that interaction with children that Kerry's just said which obviously, you know, when you're recruiting someone for a post in a school, is absolutely crucial. I think that was my biggest worry, how do we actually get to see them interact with children, because that is absolutely crucial. And I have to say that the appointments I've been involved with, like Kerry, I've been really surprised at the kind of activities you can do. And you can still set up activities where they actually have to talk to children. Children ask them questions on screen, they present an artefact to children, and talk to children. So, I think you do still get a real flavour about how they actually interact with children even though they're doing it remotely.

INT: Yeah, I think that's a really good point and of course governors can work with head teacher in terms of setting up the safe environment for that to happen, and making sure the correct safeguarding procedures are in place around that. I've certainly seen – if I just pivot to sort of the secondary appointments scenario. I've seen a panel of students interviewing and, you know, I say interviewing in inverted commas but, you know, having a discussion, a focus group discussion, with a candidate and then sort of giving – them being given the opportunity to reflect back upon what they heard.

[0:10:00]

INT: Never been asked who they would appointment because the children are not the governors but, you know, to feed back. I also think that's a great opportunity for young people to have, as well as being really valuable for a process. And I think, Kerry, you said an interesting one there, just to pick up on one. You said about the presentation and I think we've seen, yes, the kind of giving of a pre-title but also then something being shared, and a period of time being given to develop a response, haven't we? And that could be a presentation or it might be a written response to a scenario. So, I suppose it's a bit like a virtual in-tray really isn't it? That can still work. Diane, if I just come to you for a moment. Is there anything there that, you know, you've seen clerks doing or the clerks have been asked to do that can help here?

RES 3: Well, your clerk basically is going to be running the day for you at a senior leadership appointment. So, they will set it all up for you, they'll organise the timings, and they'll – You know, they can control the people coming in because I think that was one of the initial concerns from governors was the actual interactions during the day, how do we organise it? How do we get Mr X and Miss Y to come in at certain times? And basically, your clerk will sit down and they'll – you know, you're absolutely going to get your money's worth out of them. They'll work you out a timetable, they'll work out all the activities, they'll have times for all the people, and they'll set up – I don't know whether governors are familiar with this. There's a function called the lobby within a Teams meeting, for example, where we can hold people so they can't actually come into the meeting until they're permitted. So, we think of them as they're sitting outside the room and then we let them in. And so, it is, you know, that the clerk will organise everything for you. I mean, basically we've – you know, when sort of lockdown first started we didn't have a huge amount of experience with Teams but we've certainly developed our expertise in organising the days, and we will do that on schools' behalf, and so it is – You know, it isn't something that governors need to worry about, about how the actual interview process is organised because your clerk will do a lot of that for you.

INT: That's really good to hear, Diane. Kerry, can I come to you?

RES 1: Yeah, so I'm – The process that I've been involved with, we've had the clerks do that, and the clerks have worked really closely with myself and governors to arrange that. And it's just been an absolute godsend, it is – you don't have to worry about any of that. You're not worried about somebody hearing something they shouldn't hear or turning up unexpectedly. And the

clerks have done an absolutely brilliant job with that and it just takes that whole worry of the sort of technical side of it out and you can concentrate on the recruitment side, which is what we want to do.

INT: I think that's really interesting. And if I can just put a word in for the candidates here, I think that when things are set up in that way, and it's very clear who's running things, and there's actually also a point of contact for the candidates in terms of if there's a technical issue or something like that, I think it's really – that's really useful as well. And having had personal experience last year of being involved as a candidate in an interview process that was run remotely where there wasn't a central person, and it was very, very – it was very stressful actually, as a candidate in that situation. So, I think that we're lucky that we've got this available. Diane.

RES 3: Yeah, I mean what we usually do as well, is we'll get phone numbers from candidates before the actual interview, so if things delay, which often happens – best laid plans and all that, you know, if we are running behind the clerk can then ring them – ring them up and just reassure them, you know, we haven't forgotten you. Yes, you're sitting in the lobby for the last 10 minutes but the process is ongoing and we'll come to you as soon as we can. So, we do have like a contingency plan almost for the process. And it does work, yeah.

INT: Yeah, I think that's really important and probably just a note to governors that if you are perhaps appointing new teachers, if you're involved with your head teacher setting that up, just thinking about especially – I just think how nerve-racking it must be if it's your first ever teaching interview, and it's this way. I've got real thoughts for those colleagues at the start of their career as well as those going into headship and deputy headship. David, in Durham we've got another group of people who are really there to support schools. David, how can leadership advisors help?

RES 2: Yeah, I think the more we've done this, like Diane said, from the clerking perspective, the more of these we've done, the more we kind of see what really works well and what perhaps hasn't worked as well. So, we're in a much better position now to be able to advise schools, as to say have you thought about – We're building up that real bank of activities, of resources, and we work really closely with the clerks as well to kind of – to support schools in making sure that the process is right for them. So, I think, yeah, absolutely, you know, get in touch with us, that's what we're here for, and we'll support in any way we can.

INT: Because, as always, it's in our interests that, you know, recruitment processes go well for all our schools so that all our children benefit in the long run. And so, the leadership advisors, as David said there, are always happy to be a resource for their schools. Let's just think a little bit more about the day. Kerry, I think you've mentioned lots of things about that experience of the day, and Diane's mentioned a couple of things there. Is there anything else from your point of view that you think it's useful for governors just to bear in mind?

RES 3: Yeah, I think one of the key things, we've tried a number of ways. I think one of the key things we need to think about is when you've organised your tasks, and your activities, and you know what you're doing, it's how you're going to actually run them because you can rotate round with the tasks so each candidate comes in and performs a task, and then you move onto the next task, and each candidate comes in and out. But I've actually found from my experience, that actually having the candidates in, doing a number of tasks in one go, just feels much. Much smoother and you feel like you've got more time with the candidate, it feels that you really get to know them. So, you can look at actually physically how do you set the day up. The other thing I would really, really say is that you do need to build in extra time than you normally would for discussion because it's a different environment, it's a different way of working, and just as we're getting used to it, it just takes that little bit longer, and we've all felt that with that – because we've added that extra time in for discussion, that's given us just a really good time to talk about the candidates and really get to grips with what they're saying. Another thing I would really advocate as well, and probably this is a bit naughty, but is we've, on a number of occasions, asked them to record things prior to the interview and then we've pre-watched them. And the first actual activity of the day is governors and the panel discussing what they've seen the candidates do in their recorded activity. So, that could be a recorded lesson, it could be a recorded wellbeing session that a candidate might give to children, it could be a virtual assembly. But, again, it gives you a really good headstart and you're actually getting a little bit more out of the candidates than you would on a normal day. The other thing I would say as well is, from my experience, is because this is new, is to be really, really clear about I would refer to as the nuts and bolts of the day. So, it's things like, do you have your cameras off? Are the mics off or on? Who's going to do the introductions? So, when we've done this in the past with governors we've actually written that out. And it sounds a bit long winded but actually it's meant that the process itself's been really smooth because, for instance, we've known the chair of governors, the lead officer, is going to introduce himself, we'll introduce ourselves in this order, then we've turned our cameras and mic off so the candidate's only focused on one person. Makes it a little bit more intimate for them, it's not

as intimidating to have all these faces floating around on a screen. So, it's about, I think really get to grips with that and, you know, who's going to do that, who's going to welcome them? Who's going to ask the questions? It sounds a long way round, and it's not what we normally do, but because this is so new to both us and candidates, it just gives that clarity that means the day runs much more smoothly.

INT: Kerry, I think that's a really good point and I think that just as you would in a particularly complicated arrangement, you know, the days sometimes are very complicated in school with recruitment days, the time you put into the setup always pays off, doesn't it? It always moves through. David, is there anything else you'd like to add here about any particular interview activities? I mean, I know you referred to them a bit earlier on, but is there anything else to sort of add in there?

RES 2: I think it's kind of thinking about the range across the day. What is it you want to tease out from the candidates? What do you want to really see them kind of do? We've had presentations. Some governors choose to give them a presentation title up front, so that gives them time to prepare and they come ready prepared. Some prefer to see them think on their feet a little bit and give them a presentation title and maybe 10 or 15 minutes to prepare something. As Kerry said, we've done real life scenario situations where they're having to kind of prioritise what might happen in a real life situation and how they would deal with it. We've seen interactions with children through school council, through discussions, we've seen candidates record lessons. So, there is a really wide range obviously as well as the formal interview questions that you would normally do. And I think it partly depends on the number of candidates you shortlist as well because I think that's important as to kind of how the day can run.

[0:20:05]

RES 2: We've done one with only two candidates where at least we've got a good chance to spend a lot of time with each of the candidates. We've done ones where there's been five or six candidates, in which case you've got to think a little bit differently about how you plan your day, whether you do like Kerry says, have one candidate in doing two or three tasks over a longer period or whether you have them in doing a 10 minute presentation, then the next one in, and the next one, and so on. So, I think it is just really spending the time beforehand to really think through what's going to work best on the day. And that's where the clerks have

been great in terms of helping, and supporting, and making suggestions as to have you thought of this, have you thought of that. Things like the breakout rooms and the such like.

INT: And have either of you been involved in an interview setup where you might have different panels operating? So, you might – whilst everybody might come together for the formal interview, you might have a panel asking questions around safeguarding and pastoral care, and maybe another panel that's around data and curriculum. Have either of you had things set up like that? Or have they all been everybody on the panel together all the time?

RES 2: I have to say the ones I've done have been all the panel there, all of the time. I don't know whether Kerry's had anything any different or whether Diane's experienced the kind of panel situation.

RES 3: Not yet.

INT: No, I think this will come with – perhaps this is more of a secondary senior leader scenario when there's often, you know, perhaps a wider range involved. But I think certainly – I think Kerry maybe that this was perhaps a conversation you and I had had. But certainly, you know, it's perfectly possible to have these activities being heard by different panels. Clerks can set that up for you and then coming together for that, if you like – I mean, the traditional was the lunchtime discussion. Maybe if you weren't taking all candidates forward to the afternoon, especially if there was something from a safeguarding conversation in the morning, where schools often in real time, in real place, have that conversation, don't they? I'm aware of time and maybe we'll start drawing this together there. Kerry, is there anything – any questions that you have found in your head teacher? I think you've appointed more head teachers than the rest of us this lockdown. Kerry, as always, ahead there on the leadership advisor chart. It's not that we really keep count of these things. Yes, we do. So, Kerry, any questions for you? I mean, I'm very taken by David's point actually. Fundamentally, it's the same thing, we just want to find the right person for the school at a particular point, but is there anything that's been especially telling for you?

RES 1: Not really, not more than usual, and that's why I think my initial fears about remote appointments have been totally taken away because I genuinely feel that we've got to know the candidates, and I genuinely feel like we made the right decision for the school. I think it is just – The other thing I would just say to bear in mind as well is that people appointing now

are not coming into schools that were like schools were a year ago when we were appointing them. So, the other thing we've looked at is having questions related to the pandemic or activities. So, key questions about, you know, as a head what do you think the impact's been on schools and their communities? How would you help the school move forward, past that? You know, so, it's not just relying on – We still use those typical questions but think about what the situation's going to be there, a new teacher, or a new SENCO, maybe a new welfare lead or pastoral lead's going to walk into in a few months' time. You want the right person for your vision of how the school's going to deal with that as well. So, I would always add those in. But I genuinely feel like – I know I was nervous, the governors I was working with were nervous. We've genuinely seen something that's been much, much better than expected, and I don't genuinely believe we've seen anything or we would have done anything differently if it had been face to face.

INT: David, let me come to you for a final comment from you on this.

RES 2: Yeah, I think putting people at ease is really important at the beginning because, like you said earlier, Gabrielle, it's a nerve-racking experience going to an interview but I think more so if candidates are really worried about what if my internet drops out, what if there's a technical issue, whatever. So, I think it's just being really open and just saying, look, we're all in the same boat here. If there are technical problems don't worry about it, the clerk will ring you on your phone and we'll do it another way or we'll go it differently. And I think that kind of really helps to settle people. And I have to say, the feedback at the end, I think it is important to ask candidates, you know, how they felt the process, whether they were successful or not. And I think the feedback we've had has been really positive, you know, they've felt that they were – that the process worked well, they felt that they were put at ease as much as possible, because at the end of the day you want to see the real person come through.

INT: I think that's really interesting. I mean, I think that one of the – whilst this was new for many schools, I know one governor spoke to me about the fact that, you know, then when they'd appointed colleagues from overseas previously who may have been teaching in another part of the world, and they'd conducted remote interviews previously, especially, for example, appointing languages teachers for some of our secondary schools, and so I think that actually some governors have already kind of had had a little bit of a go around this. So, not as wide scale as we are now. And the last couple of questions really, just to wind things up. Diane, can

I come to you for the kind of, I suppose, some of the technical and just a couple of really – any things really important for governors to remember? And I am thinking here about paperwork.

RES 3: Yeah, I mean obviously from a practical point of view, in a normal interview situation, we'd all be in the same room and the clerk would then come along and collect all of the papers at the end of the meeting. Obviously, we can't do that at the moment, so we'll send you out your governor notes booklet as well. The clerk will send that out prior to the meeting for you to make any notes, that kind of thing. What we're asking governors to do is to basically hang onto the stuff. So, you keep a hold of your paperwork and the governor notes booklet, all of the things relating to the appointment, until we're in a position to be able to get them off you. But obviously, make sure they are in a safe place where, you know, they can't be accessed by anybody else. Just saying we will get them as soon as, you know, we're in a position where we are actually able to collect them in school, and we will arrange for that to happen.

INT: And the end hopefully is in sight that we can do that soon. But, you know, we are aware that schools, even though children are returning in just a couple of weeks' time, and what a lovely thing to be able to say. You know, we've got to keep in schools safe for our children and our staff, and so whatever we can do remotely, continuing to do that, it helps doesn't it, with that safe operation of schools? So, this isn't stopping in two weeks' time, we'll be needing to carry on with remote procedures there. Kerry, can I just come back to the candidates here? And talk to me a little bit about how you've managed that feedback to candidates because, you know, interview experience is incredibly important, isn't it, in staff development actually. So, good feedback strategies are – well, they're worth their weight in gold, I think.

RES 3: Yeah, the way I tend to offer the feedback to the unsuccessful candidates, so I get the lucky job, and I think for me, what I always do is I make sure that I keep notes as the panel are talking about each candidate. So, I tend to have a separate piece of paper for each candidate and I record what people are saying. Then, at the end of that, and before we move onto the appointment process, once, you know, somebody's hopefully accepted that appointment, I just check with the panel and I'll say, "Can I just check for this candidate, the key feedback was this. Is there anything I've missed? Is there anything really important you think they need to know?" Just so that I've got a real clear view of, not just my opinion but what other people on the panel thought. And then I always try and give that as quickly as I can to the candidate. Never the same day because I always think if you've been told you weren't successful you just need a little bit of time to get your head around that. But a couple of days later, or a day later,

just give them a ring and very much about key points because people at this point are still feeling a little bit sore, they've probably put an awful lot of effort in, they're probably disappointed. They just need two or three things that would make a difference. Sometimes it's quite hard because I've genuinely had to give feedback where I've said to people you were brilliant, there was just somebody even more brilliant on the day.

INT: It was a hair's breadth on the day, yeah.

RES 3: Yeah, and I think sometimes people don't believe that but I would only ever say that if it's true. So, for feedback I think it's just keep it to the key points, you know, you don't want to overwhelm people. Bear in mind their feelings, you know, this is a really – they've probably put their heart and soul into this and they're probably really disappointed. And we don't want to turn them off education, we don't want to turn them off coming to Durham for another job. So, it's about just – But the other thing that I would say really clearly is just check with the panel, is this, are you okay? This is what I'm suggesting we feed back, is everybody agreed? Because it's a busy day and you're keeping your own notes, you're making your own decisions, you need to make sure you've got that full panel view of it so that it's not just your opinion that goes back to the candidate.

INT: I think that's really useful and, again, that's where leadership advisors can support governors can't we, if we're part of the panel with you? You know, we can help you with that. I know governors quite often like that to be the leadership advisor because of the kind of – maybe some specific educational references that are in that.

[0:30:07]

INT: But, you know, candidates, they can respond differently and sometimes that little gap of time can be really, really helpful rather than trying to absorb feedback as well as disappointing news in the same half hour, which I think used to be – how it used to be quite often in jobs in teaching. David, is there anything else from you to add or should we start to wind up? I think David's checking his list.

RES 2: No, I think we've covered most things really, I think it's – It is very different from school to school, according to kind of what your needs are, but I think there's certainly people out there that can help and support you. My advice is just make best use of them.

INT: And that's a perfect link. David, it's like we've planned it. Diane, where do governors get further advice then? If they're thinking about should we delay appointment, should we go ahead, where can they can get support?

RES 3: Well, obviously the clerk, you know, the clerk to the governors from EDGS will be more than happy to talk to you. And you can also speak to your school leadership advisor, people like David and Kerry will be happy to talk to you as well. If you want more sort of general advice, it's don't forget that, you know, we do have the new service for those schools who've bought into it, their governor hub, and [unclear 0:31:22] for school governors, and also the NGA as well, they offer some useful hints and tips on recruitment processes online, so you can also access those. But I think that probably the key ones for us are, you know, speak to your clerk and speak to your school support advisor.

INT: Yeah, you know, and we're always very happy to take a call from a chair and a head. You know, there's that pre-discussion because actually the planning, as Kerry said, as David said, that it's the planning that makes these things work, isn't it, and just –? It's always worth just picking a few brains before you go ahead and don't be put off, don't be put off appointing even a very, very senior person remotely. You know, as I say, if you only have a glance across any recruitment pages at the moment, I think everybody from incredibly senior officials in the government down to ourselves in local government are appointing really senior people remotely. Diane, I think you've got a last one to come back again.

RES 3: Just to emphasise to governors who are a bit anxious about the process. I mean, the feedback that we've had from the governors who have done it is it's not as bad as you think. Don't worry, it genuinely is not as bad as you think, and the process has gone well. So, we haven't had any –

INT: That's really good, I think that's a really good point to end on actually that, you know, the words of governors themselves, actually it's not as bad you think. You can appoint your next head teacher and deputy head teacher for your school to take the school forward, to make sure that you've got that succession in place for the children in the school. You can do this remotely and really successfully. I mean, we actually already have some people in post now, don't we, who were appointed remotely last summer and they're going really well. And those appointments have been really positive, and those children are benefiting, and the schools are benefiting from moving forward. Thank you so much colleagues, for joining me this

morning, it's lovely to spend some time with you because it's a busy, busy time. I know governors will be really busy looking now at the changes to risk assessments for children coming back to school, checking how staff are, checking how head teachers are and governors. Do check in with your head teacher because there's a lot of new guidance there, so just – From us, you know, just see how your head teacher's doing. We're trying to look after them as well, so you keep an eye on them there. So, thanks to Diane, Kerry and David, as always for giving up your time this morning. Behind the scenes, Donna for recording and helping me get these things sorted out. We hope you find this podcast useful. As always, we really do value your feedback. Thank you for the feedback from last time, it was really useful to us. We're going to be recording another podcast quite soon, all about the sports premium and things for governors to be aware of around the sports premium. So, look out for that one because that's a little extra one we're doing with our fantastic PE lead. Kate Stevenson is going to come in, and she's going to come in and talk to me about sport, which is quite an achievement, I can tell you, because it's not my natural milieu. So, David Grimes is laughing at me at that point because they all know it's true. So, thank you so much. I do hope you have a safe rest of the week. Thank you for doing everything you're doing with schools and all the time you give to governance, and we look forward to seeing you at some governor training again soon. Thank you very much indeed.

Audio ends: [0:34:56]