

## Schools forum: induction programme for new members

### 1 First induction meeting.

#### 1.1 This will cover:

- An introduction to schools forum and its crucial role in allocating resources to reflect collective priorities by the chair, Karen Hayward;
- the national regulations – The Schools Forums (England) Regulations 2012 (see [here](#));
- the role of schools forum in outline form (see [here](#));
- procedural requirements prescribed in regulations (see pp 15-17 of the DfE's operations and good practice guide, September 2017, [here](#)).

*The purpose of the session is ensure members have a clear picture of the legislation and regulations that prescribe the role of schools forums in England.*

### 2 Second induction meeting

#### 2.1 This will cover:

- schools forum powers and responsibilities (see the second document in the list [here](#))
- the provisions of the Education Act, 2002 (see [here](#)) that established schools forums (by virtue of amending the School Standards and framework Act, 1998, adding s. 47a);
- the constitution of schools forums – the regulations and the powers local authorities have in constituting their schools forums.

*The purpose of the session is to describe the makeup of schools forum (the constitution); the remit (the powers and responsibilities its members have); and the council's role in decision-making.*

### 3 Third induction meeting – Central Bedfordshire's schools forum

#### 3.1 This will cover:

- the formula for distributing funding to schools for 2018/19;
- the consultation on funding distribution for 2019/20 and the proposed formula for 2019/20.

*The focus of the session is on the Central Bedfordshire formula for the current (2018/19) school year and the changes in 2019/20.*

### 4 Final induction meeting

#### 4.1 This will cover:

- the central, early years and high needs blocks;
- the working groups – constitutions and terms of reference and outcomes of discussions;
- case study – comparative funding by phase and block compared with our statistical neighbours;
- the role of schools forum members in representing their sector, and settings and school more generally, and how members might communicate with and gather the views of their peers; and
- programme evaluation and further training needs

*This session will look in detail at the separate funding blocks, how expenditure pressures are dealt with; the range of working groups and their contribution to decision-making and the importance of acting as a sector representative when contributing to discussion and voting*