

# Communicating with Stakeholders

Alan Richards

*Action*  
**4**  
*Results*

# Learning Objectives

By the end of this session participants will be able to:

- Identify our key stakeholders
- Understand our stakeholder needs
- Develop a stakeholder engagement plan
- Communicate strategically to meet stakeholder objectives

# Stakeholder Theory

Stakeholder theory differs from other management approaches, as there's less focus on addressing financial gain and profitability. Instead, this method addresses the values, morals, ethics and goals of the company with a particular emphasis on social responsibility.

# Ofsted Handbook

## Governance

There is effective challenge and support from governors. There is a shared and ambitious vision.

Governor training is needed so that governors can better hold leaders to account. At times, a more effective interface is needed between governors and trustees.

# Ofsted Handbook

## Seeking the views of parents and staff

76. The lead inspector will review evidence from Ofsted Parent View during the inspection to take any relevant information from responses into account. The lead inspector may also decide to open the free-text facility for the inspection, although this will normally only be where a school is judged to require special measures.

77. The views of staff may also be gathered through an online questionnaire, although this will normally only be where a school is judged to require special measures.

78. The inspection support administrator will send a link to the school when surveys are open, along with the formal notification of inspection. We will ask the school to encourage staff and/or parents (as appropriate) to complete the online questionnaire.

# Governance Handbook

Parental engagement can have a large and positive impact on children's learning. It should not be confused with parental representation on a board and neither should it be seen as a one-off exercise for organisations. Boards should ensure that their organisation is regularly communicating with parents and carers and that parental engagement is used by the board to inform their strategic decision-making. Communications with parents and carers should be clear in supporting them to understand the structure of the school, how it operates, and how they can support their child's education.

# Governance Handbook

All boards should assure themselves that mechanisms are in place for their organisation to engage meaningfully with all parents and carers. Parents and carers should be able to use these mechanisms to put forward their views at key points in their child's education. Boards should aim to build productive relationships, not only with parents and carers but also with the local community to create a sense of trust and shared ownership of the organisation's strategy, vision and operational performance.

# Governance Handbook

Boards should be able to demonstrate the methods used to communicate with and seek the views of parents, carers and the local community, including disadvantaged families or those families where English is not the first language. They should also be able to show how those views have influenced their decision making<sup>4</sup> and how they have fed back to parents, carers and the local community. It will be important for a school with a religious character to maintain a close link with its local parish.



# Governance Handbook

20. Certain LA maintained foundation schools must establish a parent council as a body of parents that represents parents and allows them to put forward their views to executive leaders, and ultimately to the board, of their children's school.

The board must consult the parent council about its conduct and carrying out its powers. The arrangements for the composition, role and support of the parent council are set out in regulations.

21. Academy trusts and other types of maintained school are free to choose whether to establish a parent council and to determine its membership.

# Governance Handbook

Executive leaders are responsible for the internal organisation, management and control of schools. Every board must have a single executive leader at the head of the line management chain of the whole organisation. It is their job to implement the strategic framework established by the board. Boards should work to support and strengthen the leadership of their executive and hold them to account for the day-to-day running of their school(s), including the performance management of staff.

# Governance Handbook

## Academy trustees

14. Academy trustees are both charity trustees and company directors of the academy trust. This handbook and the AFH refer to them as academy trustees, in recognition of the charitable, non-profit making status of trusts. However, in some academy trusts those on the board of the academy trust are known instead as ‘directors’: notably in church academy trusts where the term ‘trustee’ is reserved for those on the board of the separate trust that owns the land and assets.

# Governance Handbook

## Members

23. As charitable companies limited by guarantee every academy trust has Members who have a similar role to the shareholders in a company limited by shares

### 6.9.2 Pupil voice

222. The term ‘pupil voice’ refers to ways of listening to the views of pupils and/or involving them in decision-making. The expressions ‘learner voice’ or ‘consulting pupils’ may also be used.

# Governance Handbook

## Members

23. As charitable companies limited by guarantee every academy trust has Members who have a similar role to the shareholders in a company limited by shares

### 6.9.2 Pupil voice

222. The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision-making. The expressions 'learner voice' or 'consulting pupils' may also be used.

# Governance Handbook

## 6.15.1 Information from the board to the Secretary of State

### Information from academy trusts to the ESFA

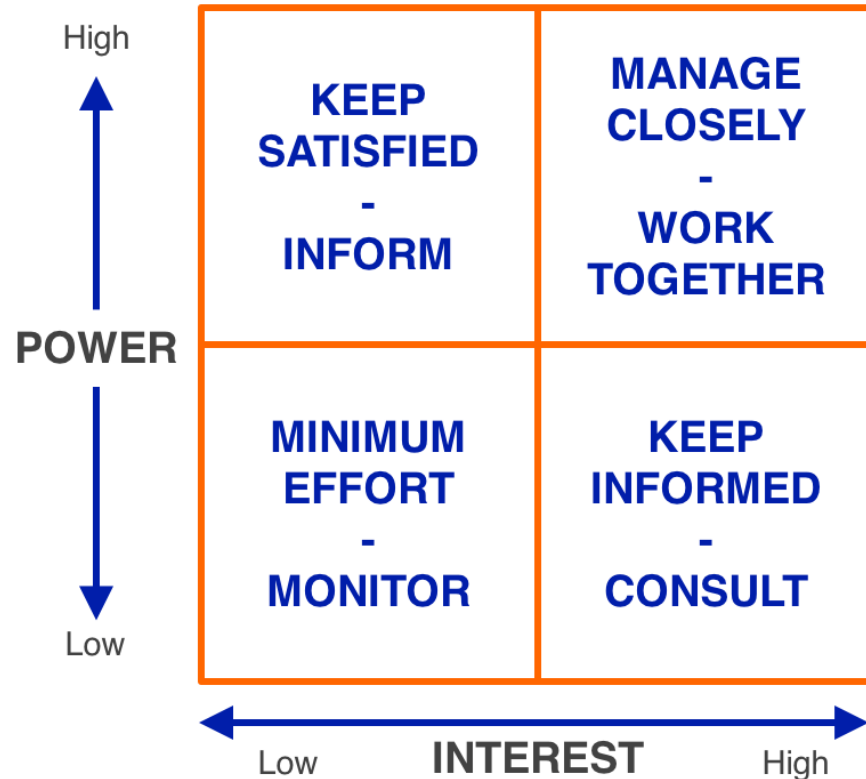
353. Academy trusts must provide ESFA, or its agents, with the information required in order to exercise its responsibilities, and to meet funding requirements. This information must be of sufficient quality to meet the purposes for which it has been requested. The academy trust must provide the information when, and in the format ESFA and its agents request it. ESFA will consider the impact on academy trust business and staff workload in the deadlines it specifies for the provision of information.

# Governance Handbook

## 6.15.2 Information from the board to the LA

370. The board of a maintained school must give the LA any relevant information or reports in connection with the discharge of the board's functions that the LA may need.

# Stakeholder Analysis



- Ofsted
- Local Authority
- Academy Trust
- Parents and Carers

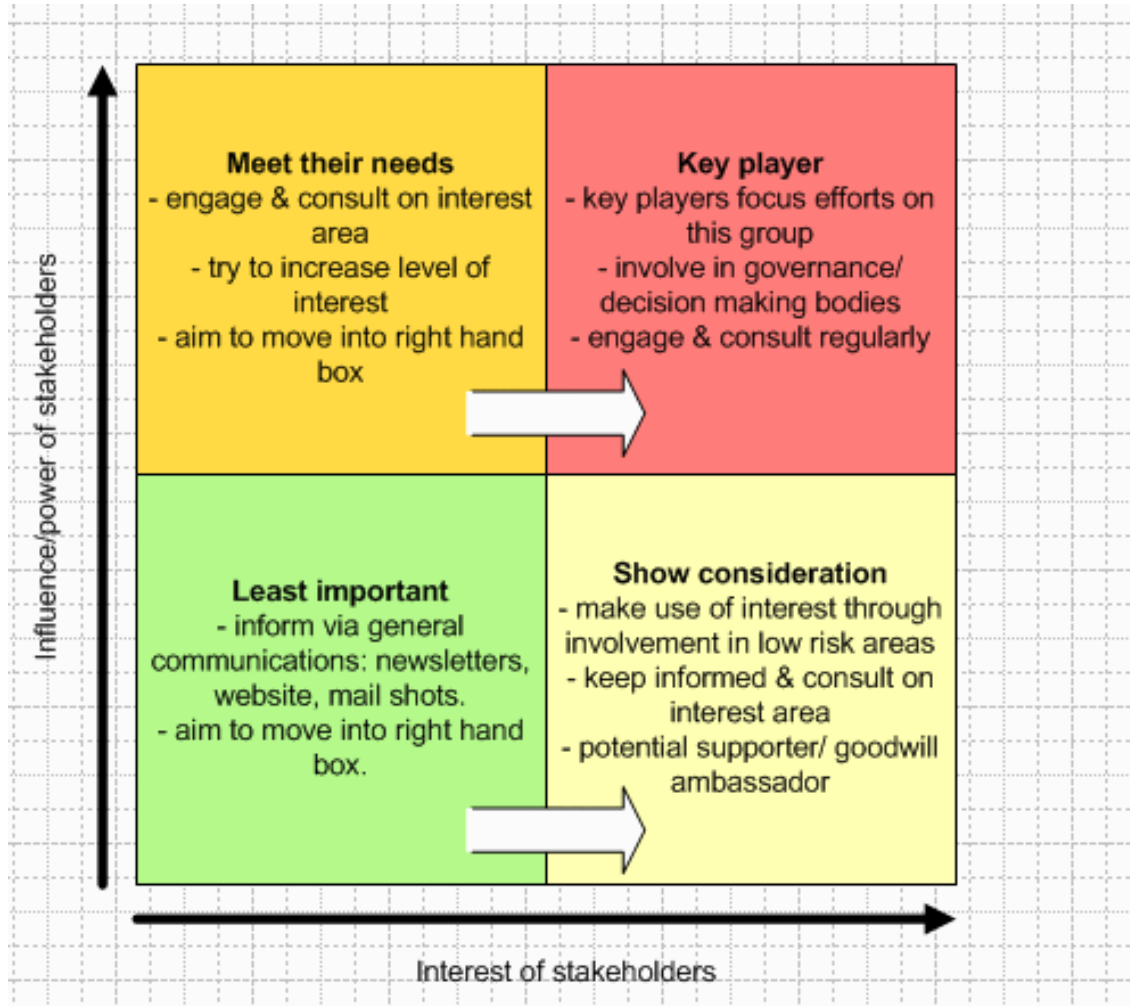
## The 'Standard' Stakeholder Map

Reproduced from The Influence Agenda  
by Dr Mike Clayton (Palgrave Macmillan)

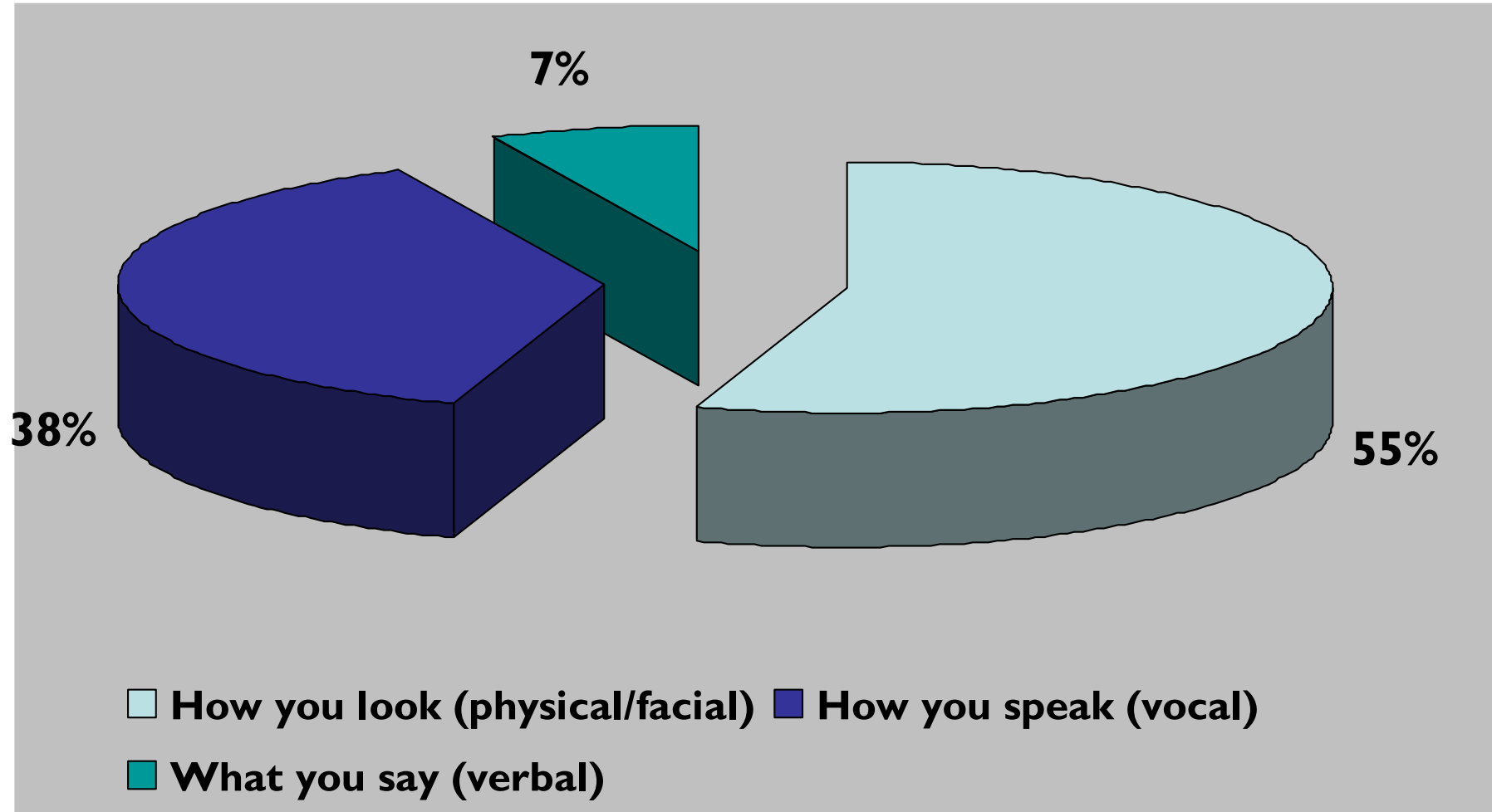




# Stakeholder Management



- Ofsted
- Local Authority
- Academy Trust
- Parents and Carers



# Communication Plan Examples

Stakeholder/ Stakeholder Group	Objectives (Actions Desired)	Message Content	Delivery Method(s)/Venues	By When (Frequency)



# Strategic Approach



# Exit Ticket

What have I learned today?

What impact will this make to my governance?

**EXIT TICKET**

What is something important you learned today?

---

---

---

---

---

---

---

---