Model Governor Role Description

Appendix 5

**Role of School Governor**

To contribute to the work of the Local Governing Body (LGB) in ensuring high standards of achievement for all children and young people in the school by:

* Setting the school’s vision, ethos and strategic direction.
* Holding the Headteacher to account for the educational performance of the school and its pupils.
* Overseeing the financial performance of the school and making sure its money is well spent.

Activities

As part of the governing body team, a governor is expected to:

**1. Contribute to the strategic discussions at LGB meetings which determine:**

* the vision and ethos of the school.
* clear and ambitious strategic priorities and targets for the school.
* that all children, including those with special educational needs, have access to a broad and balanced curriculum.
* monitoring the school’s budget, including the expenditure of the pupil premium allocation.
* the school’s staffing structure.
* the approval of school specific policies.

**2. Operational Responsibilities of the LGB, as per The Two Counties Trust Governance Structure.**

* To annually accept the TTCT Terms of Reference and Standing Orders.
* To be responsible to the Trustees for its actions and follow the expectations of governors as laid down by the Trustees.
* To appoint (or remove) a Chair and Vice Chair annually.
* To hold at least four LGB meetings per year.
* To recruit new stakeholder governors as vacancies, arise (parent, staff and co-opted governors).
* To arrange induction and mentoring for newly appointed or elected governors.
* To aim to ensure that its governors promote and uphold high standards of conduct, probity and ethics.
* To participate in appropriate training.
* To suspend a governor if appropriate.
* To ensure that a register of Governors’ Pecuniary and Personal Interests is maintained.
* To assign monitoring responsibility for each of the agreed areas.
* To receive monitoring reports from governors.
* To consider whether any action by the LGB is necessary in response to a governor report.
* To receive reports from the Headteacher as agreed (generally at each meeting).
* To receive KPI data reports.
* To review Academy policies in line with the Policy Review Schedule and maintain a knowledge of Trust policies.
* To provide reports to the Trust on school performance.

**3. Hold the senior leaders to account by monitoring the school’s performance; this includes:**

* agreeing the outcomes from the school’s self-evaluation and ensuring they are used to inform the priorities in the school development plan.
* considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance.
* asking challenging questions of school leaders.
* ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits.
* ensuring senior leaders have developed the required school specific policies and procedures and the school is operating effectively according to those policies.
* acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the LGB on the progress on the relevant school priority.
* listening to and reporting to the school’s stakeholders: pupils, parents, staff, and the wider community, including local employers.

**4. When required, serve on committees of governors to:**

* Appoint the Headteacher and other senior leaders.
* Appraise the Headteacher.
* Set the Headteacher’s pay and agree the pay recommendations for other staff.
* Hear the formal stage of grievances and disciplinary matters.
* Review the Headteacher’s use of fixed term and permanent exclusion.

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does not:

* Write school policies.
* Undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience.
* Spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school.
* Fundraise – the LGB should consider income streams and the potential for income generation, but not carry out fundraising tasks.
* Undertake classroom observations to make judgments on the quality of teaching – the LGB monitors the quality of teaching in the school by requiring data from the senior staff and from external sources.
* Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the LGB needs to consider and rectify this.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice chair and chairs of committees.

In order to perform this role well, a governor is expected to:

* Get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school’s strengths and weaknesses.
* Attend induction training and regular relevant training and development events.
* Attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting.
* Act in the best interests of all the pupils of the school.
* Behave in a professional manner, as set down in the LGB’s code of conduct, including acting in strict confidence.