

Role of Local Governing Body – BCGS/CDS/BMS

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:

- ensuring clarity of vision, ethos and strategic direction
- holding senior leaders to account for the educational performance of the organisation and its pupils
- making sure its money is well spent.

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 in agreement with the Headteacher, and gaining a good understanding of the School's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (LGB and QA 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 Governors' Code of Conduct, including acting in strict confidence
- attend an annual review meeting with the Chair – held on an individual basis
- allow sufficient time to consider papers prior to any meeting
- take part in discussion but allow others to partake in equal measure.

Activities: As part of the Local Governing Body, a Governor is expected to:

1. Contribute to the strategic discussions at LGB meetings:

- monitoring of educational outcomes in the Academy
- monitoring all aspects of safeguarding, SEN, equality and student welfare
- reporting to the Trust Board on the overall performance of the Academy
- monitoring the annual spend of that part of the Trust budget delegated to be managed by the Headteacher
- dealing with the regulatory requirements of admissions policy-setting and exclusions through designated committees of the LGB
- liaising with the Trust Board, CEO and CFO on all aspects of policy setting as they may respectively require
- arranging election of elected members of the LGB as directed by the TB and in accordance with the Articles of Association.

2. Hold 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 policies and procedures and the school is operating effectively according to those policies
- acting as a lead/link Governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the LGB on the progress of the relevant school priority – at least 2 visits per academic year, together with a written report relating to each visit
- listening to and having consideration of the School’s stakeholders: pupils, parents, staff and the wider community, including local employers.

3. Ensure the school staff have the resources and support they require to do their jobs well, and that the way in which those resources are used has impact.

4. When required, to serve on panels with Directors of the Trust to:

- appoint the Headteacher and other senior leaders
- appraise the Headteacher
- hear the second stage of staff grievances and disciplinary matters
- hear appeals about pupil Exclusions and sit on Admissions Panels.

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 & 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 voluntary valuable roles within the School
- fundraise – this is the role of the PTA – the Governing Board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgements on the quality of teaching – the Local Governing Board 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 Governing Body needs to consider and rectify this.

As Governors become more experienced, there are other roles they can volunteer for which will increase the 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 or Vice-Chair.

Expenses: Governors may receive out-of-pocket expenses incurred as a result of fulfilling their role as Governor, and the Trust holds a policy which covers payments relating to incidental expenses, such as travel and childcare, but not loss of earnings.

Governor:

Chair:... ..

Vice-Chair:

Clerk:... ..

Buddy/mentor:... ..