

Governor Role Profile

Statutory Requirements:

(1) Core functions

- a) ensuring that the vision, ethos and strategic direction of the school are clearly defined;
- b) ensuring that the head teacher performs his or her responsibilities for the educational performance of the school;
- c) ensuring the sound, proper and effective use of the school's financial resources
- d) monitoring adherence to school policies and acting as a link governor on specific issues.

(2) In exercising their functions the governing body shall -

- a) act with integrity, objectivity and honesty and in the best interests of the school; and
- b) be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties.

Governing Body Activities:

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

1. Contribute to the strategic discussions at governing body meetings which determine:
 - the vision, values 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;
 - the school's budget, including the expenditure of the pupil premium allocation;
 - the school's staffing structure and key staffing policies;
 - the principles to be used by school leaders to set other school policies.
2. Robustly hold the executive to account for educational and financial performance through rigorous and regular analysis of performance data and financial information which includes:
 - ensuring that the budget delegated to the school by the LA is managed effectively and with regard to value for money
 - 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 link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
 - listening to and reporting to 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, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has a positive impact on outcomes for children.
 4. When required, serve on panels 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 second stage of staff grievances and disciplinary matters;
 - hear appeals about pupil exclusions.

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

A governor does NOT:

- Act independently without delegated authority from the full governing body, within which everyone carries equal responsibility for actions and decisions
- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience;
- Work directly with children, unless in an additional voluntary role within the school;
- Fundraise – this is the role of the PTA – the governing body 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 governing body 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 necessary tasks, the GB need 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).

Expectations:

- get to know the school, including by visiting the school occasionally during school hours, and gain 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 interest of all the pupils of the school; and behave in a professional manner, including acting in strict confidence.
- To become a member of a committee, and carry out a link role where appropriate.

Time commitment:

- usually, governors will be engaging with the school for between 6 and 20 days per year
- the top end of this commitment, which equates to about half a day per week in term time, is most relevant to those with key roles, such as the chair and chairs of committees
- some periods may require an increased time commitment, such as when recruiting a headteacher
- under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Expenses: Being a governor is a voluntary role, but governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor with previous agreement of the Full Governing Body and in line with school policies.

Related areas/Policies:

- Code of Conduct