

Governor Job Description

Redditch West School Trust



The Governing Body of The Vaynor First School adopted this job description on {date}.

Governors will sign the job description at the first Governing Body meeting of each school year along with a declaration of interest.

Signed _____

Printed name _____

Date: _____

Rationale

The Governing Body has a strong focus on three core strategic functions:

- Setting the school's vision, ethos and strategic direction;
- Holding the Executive Headteacher and Head of School to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

A key element of the role is to act as a critical friend to the school, ensuring accountability.

This is carried out through making decision collectively and in collaboration with the Redditch West School Trust Board of Governors.

As part of the Governing Body, a governor is expected to:

1. As a team member, actively contribute to the strategic discussions at Governing Body 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
 - the schools budget, including the expenditure of the pupil premium allocation, within the remit of the Local Governing Body.
 - the schools staffing structure and key staffing policies within the remit of the Local Governing Body
2. Hold the senior leaders to account by monitoring the schools 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 leader 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 enquiries of relevant staff, and reporting to the governing body on progress on the relevant school priority
 - listening to and reporting to the schools stakeholders; pupils, parents, staff, directors and the wider community.
3. Ensure the school staff have the resources and support they require to do their job well, including the necessary expertise on business management, external advice where necessary, effective appraisal and Continuing Professional Development, and suitable premises, and the way in which those resources are used has impact.
4. When required, serve on panels of governors to:
- appoint the Executive Headteacher/Head of School and other senior leaders
 - appraise the Executive Headteacher/Head of School
 - set the Executive Headteacher/Head of School'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
5. Be accountable to the Chair of the Local Governing Body

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

A Governor does **NOT**:

- Have a mandate to work on behalf of any body, once a governor is appointed their sole responsibility is to act on the best interests of all children as part of the governing body i.e. a parent governor does not have a mandate to work on behalf of the parents; they are elected by them and can share valuable insights into their thinking
- Write school policies
- Undertake audits of any sort, except for the Responsible Officer role, in a sole position – even if the governor has the relevant professional experience, but they may accompany the Head of School as part of their normal governor role
- 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, as this is the role of the PTA, the governing body should consider income streams and the potential for income generation, but not carry out the 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 school staff team to carry out the necessary tasks, the governing body 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. This could be as part of a working party, a chair, vice chair or director of the Trust.

In order to perform the role well a governor is expected to:

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the schools strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing body meetings, AGM, and any relevant working party meetings)
- act in the best interest of all the pupils of the school
- to speak, act and vote in the best interests of the school as perceived
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence and respecting all governing body decisions and to support them in public

Time Commitment: Under usual circumstances, you should expect to spend the equivalent of between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about a half a day a week in term time, is mostly relevant to the chair and other key roles. Initially we would expect your commitment to be nearer 10 days a year. This would be in the form of reading time, up to two one and a half hour meetings per term in normal circumstances, visits to the school as part of the monitoring role during the daytime (perhaps once per term for 2 hours), writing up a short commentary on findings from monitoring and governor training. However, there may be times when the time commitment could increase, such as when recruiting a Head. Some longstanding governors may tell you that they spend far more time than this on school business, and this happens as people become more interested in the school and their pride in doing a good job.

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 will be allowed.

Please also see the attached governance document which sets out the split of responsibilities and duties of the various constituents of the whole Redditch West School Trust governance system.