

## **ROLE DESCRIPTION<sup>1</sup>- Governor on the Local Governing Body**

Role of a school governor: To contribute to the work of the governing body 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; and
- Overseeing the financial performance of the school and making sure its money is well spent.

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 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. Hold the senior leaders to account by monitoring the school's performance primarily by:**

- 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 at a strategic level.

### **3. Ensure that within the constraints of the budget staff have the necessary resources to do their jobs well.**

- These resources include access to internal and external expertise, appraisal and CPD and suitable premises.

### **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;

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<sup>1</sup> National Governors Association

**Governors are NOT expected to:**

- write school policies;
- carry out audits be that financial, health and safety or anything else even if professionally qualified;
- spend a great deal of time with pupils/students – there are other volunteer roles for this;
- fundraise - this is the role of the PTA;
- carry out observations or make judgements about the quality of teaching. This is firmly the remit of the headteacher and senior leaders. Governors monitor the quality of teaching through requiring outcome data from senior staff and triangulating this with external reports;
- try and do the job of school staff or the headteacher themselves or in any way get involved in the operational management of the school.

While individual governors are not expected to be skilled in every aspect of governance on appointment, all governors do need to be able to demonstrate the following at an early stage.

- A commitment to improving education for all pupils.
- A commitment to contribute fully to the work of the governing body including attendance. at meetings, background reading, occasional purposeful school visits and desirable training
- A willingness to observe the Nolan Principles of public life (selflessness, integrity, leadership, objectivity, openness, honesty, accountability) and an ability to maintain the highest standards of confidentiality.
- Adequate literacy, numeracy and ICT skills to allow effective engagement with a wide range of relatively complex information.
- Good communication skills including the ability to discuss difficult issues with tact and sensitivity and where appropriate good humour.
- The capacity to differentiate between strategic leadership and operational management
- The confidence to ask strategic questions about school performance that contribute to both supporting and holding school leaders to account.
- The ability to work as part of a team and take collective responsibility for decisions made
- An ability and willingness engage in their own learning.
- A commitment to the school and its vision and ethos as detailed below;

**Our Vision:** A family of local schools working together to provide outstanding pastoral care and inspirational teaching, motivating all students to enjoy learning and achieve their potential within a community founded on mutual respect.

**Our Mission:** To develop a group of schools who will work together in partnership with parents and the local community to foster ambition and raise achievement for all young people in their care.

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We are always delighted to hear from individuals with the skills and attributes detailed above and particularly those with additional skills or experience in the following areas.

| <b>Professional Experience</b>            |   |                              |   |
|---|---|------------------------------|---|
| Governance gained in a school/any setting | ✓ | Innovation/creative thinking | ✓ |
| A professional background in education    | ✓ | Data/impact analysis         | ✓ |
| Experience of organisational leadership   | ✓ | Team building                | ✓ |
| Financial planning and management         | ✓ | Chairing/leading             | ✓ |
| HR  | ✓ | Change management            | ✓ |
| Legal services                            | ✓ | Research                     | ✓ |
| Premises Management                       | ✓ | Attention to detail          | ✓ |
| Marketing/community liaison               | ✓ | Getting things done          | ✓ |

*NB. As governors, governing body members are not expected to use their professional skills to provide pro bono services to the school but rather to use their particular knowledge to underpin effective supportive challenge.*