



Moorside Infant School School Governor Role Description

This is a voluntary post and is un-remunerated. DfE Guidance suggests that governors should be prepared to commit ten to twenty days per annum in total towards the effective governance of a school.

Accountable to: the Chair of the Governing Board

Role Summary:

This role contributes to the work of the governing board in raising standards of achievement for all pupils. This involves providing strategic direction for the school, providing advice and on occasions, sensitive challenge to ensure a progressive improvement in standards across the school.

Governors have a responsibility to work collaboratively with other members of the governing body, to the staff and pupils of the school, the school's wider community and where they are representatives, to their particular constituency (parents; staff; teachers; etc.). Although some governors may represent particular constituencies, they are not delegates of that group and should reflect the best interests of the school as a whole in all decisions.

The Core Functions of the Governing Board:

1. Ensuring clarity of vision, ethos and strategic direction

Setting and maintaining the broad framework within which the headteacher and the staff should run the school.

2. Holding the Headteacher to account for the educational performance of the school and its pupils

Acting as a critical friend - provide the head teacher with support and offer advice and information. The governing board is there to monitor and evaluate the school to monitor and evaluate the schools effectiveness and governors should therefore be prepared to ask challenging questions.

3. Overseeing the financial performance of the school and making sure its money is well spent

Ensures accountability - the governing board is accountable to all stakeholders on the school's overall performance

Responsibilities include:

- developing a strategic direction and plan for the school
- determining the aims and priorities of the school
- approving key school policies
- setting statutory and non-statutory targets
- monitoring and evaluating the work of the school
- leading working groups as required

Tasks include:

- Attending six to eight whole governing board meetings per annum (two to three per term) and in addition, other meetings as required
 - to get to know the school: its needs, strengths and areas for development
 - to carry out one formal visit per term (dependent on area of responsibility / link class)
 - to work as a member of a team
 - to work independently
 - to speak, act and vote in the best interests of the school as one perceives them
 - to represent the perspectives of constituencies, where appropriate
 - to respect all governing board decisions and to support them in public
 - to act within the framework of the policies of the governing board and legal requirements.
- to participate in training and development opportunities as appropriate

Guidance from the Department for Education (DfE) suggests that governors' commitment will be between ten to twenty days maximum per year.

Governors are aware that their commitment to the school and their role as a Governor may well exceed this guideline.

Key Values

All governors are expected to meet the Seven Principles of Public Life, defined by the Nolan Committee in 2013:-

- 1. Selflessness:** Holders of public office should act solely in terms of the public interest.
- 2. Integrity:** Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- 3. Objectivity:** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- 4. Accountability:** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- 5. Openness:** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- 6. Honesty:** Holders of public office should be truthful.
- 7. Leadership:** Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Appointed candidates will need to receive approval from an Enhanced Disclosure and Barring Service (DBS (E)) clearance check (no personal cost).

Governor Person Specification Knowledge & Expertise

Skills

Personal Qualities

Requirements

- A basic understanding of the UK state education system and schools;
- Good understanding of the context, strengths and weaknesses of the school;
- Knowledge of the school's own priorities for improvement/ development.

- Sound communication skills both in listening and expression;
- Ability to absorb and make use of wide range of information and data;
- Specific skills to strengthen the skill base of the governing body and lead one of the sub-committees (Education, Finance & Premises, HR & Communication, ICT, Teaching & Learning, Safeguarding)
- Able to be impartial, and present a balanced view;
- Monitoring and evaluation skills;
- Ability to be a *confidante* when required.

- A commitment to the vision and ethos of the school;
- ensuring the best education outcomes for young people;
- tact and diplomacy/ an even temperament;
- ability to work as a member of a team;
- ability to work independently;
- ability to respect confidentiality;
- a willingness to participate in training and self evaluation;
- a purposeful, but approachable and outgoing character;