



School Governor Role Description

All schools have a governing board whose role is to ensure that there are high standards to enable all children and young people to achieve their full potential in the school.

Governing bodies provide strategic leadership and accountability and do this through the following ways:

- ensuring clarity of vision, ethos and strategic direction for the school
- holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure money is well spent
- ensuring the voices of stakeholder (parents, children and young people, staff, governors and others) are heard

As a governor you will work as part of our governing board to work closely with the headteacher and other senior leaders. The headteacher is responsible for day-to-day management whereas our role, as a governing board and as governors, is strategic. This means the role of a governor is a thinking and questioning role. It is not about running the school or completing operational tasks.

As governors we must also ensure that the governing body complies with all legal and statutory requirements. We do this by seeking the advice of the clerk to the governing board and other professional advice as appropriate.

As a governor you will be expected to:

- Attend the full governing board which meets 5 times a year
- Attend either the resources OR the curriculum committee which meet 4-6 times a year
- Visit the school to take part in monitoring visits, each governor would usually complete a minimum of 2-3 visits a year
- Attend relevant training to assist you in your governor role
- Get to know the school and understand its strengths and areas for development
- Act in the best interest of all the pupils in the school

Skills and experience

You do not need to have specific training, skills or experience in education to be a governor and having a range of people with different skills is what makes a governing board strong. Asking the school questions and holding them to account is

a big part of being a governor so you do not need to understand how a school runs or have a background in education to be a great governor.

As a governing board our priority is to ensure that the school is doing everything it can to ensure that all children achieve their full potential. For some children they may need additional support to ensure that they have the same outcomes as other children. With the pandemic over the last two years, a priority is ensuring that children are supported as best as they can to reduce the lasting impact on children and their ability to achieve in schools. We would particularly welcome anyone who feels that they have an interest, knowledge or skills in working with us to support disadvantaged children and ensure that ALL children have the best possible education and outcomes from our school.

All new governors will receive induction training and a wealth of other training courses are available free to you from the local authority.

Flexibility and expenses

The amount of time each month will vary but may consist of between 3-5 hours a month, the amount of time will be dependent on which committee you sit on and any specific pieces of work you volunteer for.

You do not need to be a local resident to be a governor at our school, we are currently conducting our meetings virtually, although some face-to-face meetings and visits will be required in this role. In person visits and meetings will follow the current public health guidance in relation to covid-19.

You can receive out of pocket expenses incurred as a result of fulfilling your role as governor. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings. For full information please request a copy of our expenses policy.

To find out more please contact chair@hemingfordgrey.cambs.sch.uk

Appendix 1- Activities of a governor

As part of the governing board team, a governor is expected to do the following.

1. Contribute to the strategic discussions at governing board 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 executive 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 strategic 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 board on the progress on the relevant school priority
- 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 continuing professional development (CPD), and suitable premises and that the way in which those resources are used has impact.

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