



Governor Role Description Handbridge Site

Purpose:

To contribute to the work of the Local Governing Body (LGB) and be committed to improving education and ensuring high standards of achievement for ALL children and young people in the school. As a Governor, you will:

- || Make a Real Difference: Your insights and experiences matter. Use your unique perspective to inform crucial conversations about education and student well-being.
- || Board-Level Skills Development: Step into a board-level environment where you'll hone your leadership, decision-making, and strategic thinking skills. It's a chance to grow both personally and professionally.
- || Community Contribution: Give back to your local community by actively participating in the school's development. Your commitment will directly impact pupils, staff, and families.
- || Support and Challenge: Be the voice that drives positive change. Support the school's growth while constructively challenging it to improve. Your input matters!
- || Diverse Perspectives: We value diversity. Bring your unique experiences and insights to decision-making, ensuring a well-rounded approach that benefits everyone.

Term of Office:

The normal term of office is a fixed period of four years. However, you may be re-elected/re-appointed for a further term(s) provided you remain eligible.

Responsibilities:

Standards

- || Ensure that the Trust's vision, ethos and strategy is adopted and applied by school leaders.
- || Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives.
- || Monitor school performance and improvement to ensure that the school is meeting its targets.
- || Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- || Establish a strong relationship with the Headteacher in order to provide effective support and challenge.

Stakeholder engagement

- || Consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making.
- || Help stakeholders to understand the Trust's values and vision for the future.
- || Provide the Trust board with insight into the challenges and opportunities faced by the school's local community.

Panels and committees

When required, local governors may be expected to serve on panels in order to:

- || review decisions to exclude pupils
- || deal with formal complaints in line with the Trust's complaints procedure
- || attending meetings, reading papers, and preparing questions for senior leaders in advance
- || establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- || getting to know the school, including visiting the school occasionally during school hours
- || undertaking induction training and engaging in ongoing development

Safeguarding and SEND

- || Help to foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- || Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- || Ensure pupils with SEND have the resources they need to succeed and seek assurance that staff are trained to implement pupil strategies and support plans.
- || Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Expectations of Governors:

To perform this role well, a governor is expected to:

- || Act in the best interest of all the pupils at the school.
- || Support the Trust's model of governance and follow the [TLT Scheme of Delegation](#), which details who can make decisions and carry out certain functions within the Trust, and guides and assists the performance of duties.
- || Attend statutory Basic Awareness Safeguarding training (usually every three years) and complete any other required statutory training e.g. cyber security
- || Undergo the Enhanced DBS check.
- || Behave in a professional manner, as set out in the TLT Governance Code of Conduct, including acting in strict confidence.

- || Get to know the school by visiting the school occasionally during school hours and gain a good understanding of the school's strengths and weaknesses.
- || Take responsibility for ensuring they have the knowledge and training necessary to perform effectively including completing a Skills Self-assessment, attending induction training and regular relevant training and development events, undertaking personal research (e.g. school performance) and pro-actively seeking advice and information from the Headteacher, Clerk, other members of staff or fellow governors as required.
- || Participate in any review of performance and contribution undertaken by the Chair of Governors
- || Keep up to date with education policy.

Whilst it is advantageous, experience in education is not a necessity, as you will have the opportunity to learn and develop your knowledge base. The most important attributes we are looking for is a Governor who is dedicated and has the time to fulfil the role, is open to learning new things and, most importantly, believes in our vision to transform the life chances of the young people who attend our schools.

Formal Meeting Schedule:

- || Four full board meetings per year
- || Staff Welfare and Development
- || Student Welfare and Inclusion
- || Occasional meetings with staff members to learn more about the school

There are other ad hoc meetings, for example to consider a parental appeal against the suspension of their child, to sit on a complaints panel or to consider a pay appeal by a member of staff.

Training and Development:

Continuing professional development is a vital aspect of all who work in governance within the Trust. For Governors it is important that you:

- || Attend and complete statutory and relevant training – as required by regulations, identified by the governing body training schedule, as an outcome of the governors' skills analysis process etc.
- || Keep up to date with changes and trends in the educational landscape, especially political, regulatory, and financial trends.