



## **School Governor Role Description**

All schools have a governing body 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 team the governing body work closely with the headteacher and senior leaders. The headteacher is responsible for day-to-day management, the focus of the governing body is strategic. This means the role of a governor is a thinking and questioning one. It is not about running the school or completing operational tasks.

Governors ensure that the governing body complies with all legal and statutory requirements. This is done by seeking the advice of the Clerk to the governing body and other professional advice as appropriate.

Our governor's:

- Attend monthly governing body meetings, held in term-time on Tuesday evenings, lasting approx. 2 – 2 ½ hours
- Visit the school to undertake monitoring visits approx. 3 times a year, checking performance and progress against the school strategic development plan.
- Become a lead/link governor for a particular strategic area such as SEND, disadvantage, finance, quality of education, health & safety, early years.
- Attend training to assist you in your governor role - including induction and safeguarding. There is a wealth of other free training courses available through Cambridgeshire Governor Services and National Governance Association.
- Get to know the school and understand its strengths and weaknesses
- Act in the best interest of all the pupils in the school

### **Skills and experience**

You do not need to have skills or experience in education to be a governor and having a range of people with different skills is what makes a governing body strong. Asking the school leaders 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 body our priority is to ensure that the school is doing everything it can to ensure that ALL children achieve their full potential and that ALL children have the best possible education and outcomes from our school.

### **Flexibility and expenses**

The time commitment each month amount is on average between 3 - 5 hours. This can be more depending on a governor's time capacity and pieces of work they volunteer for.

You do not need to be a local resident or a parent/carer with a child at the school. We have vacancies for both parent and co-opted governors. Our meetings are held in person at Hemingford Grey Primary School, with the capacity for governors to attend virtually on occasion if needed.

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](mailto:chair@hemingfordgrey.cambs.sch.uk)

## **Appendix 1 - Activities of a governor**

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

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 headteacher and senior 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 school 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 staff and checking progress against the school plan
  - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers
3. Ensure 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, 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