

What does a governor do?

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

Activities: 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, especially our Christian Values;
- 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; this includes:

- 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;
- 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 CPD (Continuing Professional Development), 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.

By law, governing bodies meet at least three times every year, as a Full Governing Body, where the ongoing business of committees, the governing body and the school are discussed, reported on and where decisions are taken by a majority vote.

The role of governor is largely a thinking and questioning role, not a doing role.

In order to perform this role well, a governor is expected to:

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- be responsible for allocated key areas of monitoring, comprising monitoring visits and the provision of associated written reports
- attend induction training and regular relevant training and development events;
- attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting;
- act in the best interest of all the pupils of the school;
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

A governor does NOT:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience;
- Spend large amounts of time with the pupils of the school (– if you want to work directly with children, there are many other valuable voluntary roles within the school);
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

Time commitment: Governors give freely of their time attending formal meetings, both fixed and ad-hoc, as well as attending the school and other events in furtherance of their roles and responsibilities. Outside of meetings Governors give of their time and experience to consider the actions, policies and performance of the school. In this way Governors actively support the Headteacher and team for the benefit of the children.

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.