

Rutherford School Role Description – School Governor

Governor's work together to carry out their core functions

- Ensuring there is clarity of vision, ethos and strategic direction.
- Holding Head Teacher to account for the educational performance of the School and the performance management of staff.
- Overseeing the financial performance of the School Budget.
- Ensuring the voices of stakeholders is heard.

Governors must also ensure that the Governing body complies with all legal and statutory requirements and adhere to its Term of Reference, as a delegated sub-committee of The Garwood Foundation Board of Trustees. (Charity 272905).

Governing body strategic responsibilities

Governing bodies work closely with Head Teachers, they are responsible for day to day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- Determining the mission, values and long-term ambitious vision for the school.
- Deciding the principles that guide school policies and approving key policies.
- Working with senior leaders to develop a strategy for achieving the vision.
- Ensuring that parent, pupils, staff and the wider community are involved consulted and informed as appropriate.
- Ensuring that all pupils have access to a broad, balanced and appropriate curriculum.
- Monitor health and safety of School site.
- Approving the school's budget and ensuring it is managed effectively.
- Agreeing the school's staffing structure and keeping it under review to ensure it supports the delivery of the strategy.
- Ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective.
- Establish a culture of high educational standards, which promotes staff and pupil wellbeing
- Performance management of the Head Teacher.
- Approve and review school policies, and hold staff to account for their implementation

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- Measuring the school's impact and progress towards its strategic objectives.
- Ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies.
- Evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance.
- Asking challenging questions of school leaders to hold them to account.
- Holding the Head Teacher to account for standards, financial probity and compliance with agreed policies.
- Visiting the school to monitor implementation of the strategy and reporting back to the board.

Meeting, Panels and Committees

When required and appropriate, governors are expected to serve on panels or committees:

- Recruitment panels for senior leaders.
- Hear staff grievances and disciplinary matters. (Not Staff Governor)
- Deal with formal complaints.
- The Garwood Foundation Finance Committee (Finance Governor)
- Meet with School Safeguarding leaders (Safeguarding Governor)
- Be available during any Ofsted visits.
- Other topical sub-committees across Foundation relevant to their area of knowledge.

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- Attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance.
- Establishing and maintaining professional relationships with Leaders, Trustees and colleagues on the board.
- Getting to know the school; making visits to the school occasionally during school hours.
- Attending School/Foundation events and celebrations.
- Undertaking induction training and developing knowledge and skills on an ongoing basis.

Personal interests

- Put responsibilities as a governor before personal interests.
- Ensure any business or pecuniary interests are declared as required and withdraw from meetings as appropriate.

Other

- Maintain confidentiality
- Act at all times fairly and without prejudice.
- Support the school in the community, exercising prudence and tact if contentious issues affecting the school arise outside the GB, and follow procedures agreed by the GB.

Skills and experience

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> ➤ Critical listening and ability to ask effective questions ➤ Strategic thinking ➤ Excellent communication ➤ Problem-solving and analysis 	<ul style="list-style-type: none"> ➤ Living or working with children or young people with a disability or additional needs. ➤ Finance and/or accounting knowledge ➤ Work in Health Services and/or nursing ➤ Knowledge of education and/or PMLD ➤ Marketing and communications skills ➤ HR experience ➤ Leadership and management skills

Time commitment

The time commitment for school governors will vary. However, all governors must attend at least 3 meetings of the full board per year. The term of office is 3 years.

Some Governors may sit on a committee focused on an area they have knowledge of, or are particularly interested in, for example, the finance committee. Committees generally meet up to 3 times a year.

Preparation for meetings includes reading papers and preparing questions for senior leaders.

You will also be expected to undertake any training required to enable you to discharge your role effectively.

Governors are also expected to visit the school while it is open to pupils at least 3 times per year.

If you would like to know more about becoming a school governor, please contact:

Director of Services: Lee.bennett@garwoodfoundation.org.uk

Chair of Governors: Jackiesanders@live.co.uk

Visit: <https://garwoodfoundation.org.uk/> <https://rutherfordschool.org.uk/>