

# The Role of a Governor in Education Learning Trust

## Academy Governing Board

Within Governance, there are three core functions: ensuring a clear vision and strategic direction, holding the school's leaders accountable for educational and financial performance, and supporting the school's overall success.

An Academy Governing Board (AGB) is a committee established with specific delegated responsibilities as determined by the Board of Trustees and clarified in the Trust's Scheme of Delegation. The role of a governor on an Academy Governing Board (AGB) at ELT is to provide strategic oversight rather than day-to-day operation management of the school.

Governing Body members fulfil specific functions in relation to the following:

- Strategy and Leadership
- Education and Curriculum
- HR and Operations

## Responsibilities of a Governor

Governors serving on an AGB are expected to uphold high standards of integrity, prioritise safeguarding, and carry out their designated duties as outlined in the Trust's Scheme of Delegation. This may involve contributing to strategic planning and overseeing performance. They are also required to act in the best interests of the Trust and adhere to the Governance Code of Conduct.

## Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Review the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Review the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

## **SEND**

- Ensure that the policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

## **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/School's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the school's curriculum is being provided to pupils and delivered in a way that reflects the school's context.
- 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 school leaders in order to provide effective support and challenge, including providing feedback to the Headteacher's performance management process.

## **Stakeholder Engagement**

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

## **Panels and Committees**

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

- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints in line with the Trust's complaints procedure

### **Contribution to the AGB**

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

- 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

### **It will include the following functions:**

- Policy implementation and compliance: AGBs review and approve School Policies as well as ensuring the Trust Policies are implemented effectively.
- Performance monitoring: AGBs monitor school performance and standards, including effective use of resources, consideration of staff workload as well as outcomes and progress for groups of children.
- Safeguarding and welfare: AGBs ensure that safeguarding practice is effective and consistently implemented, including safer recruitment and that pupil welfare (including attendance) is a priority in schools within the Trust.
- Community engagement: AGBs typically include representatives of the school community (Parents/Carers/Local Organisations) and ensure engagement and communication with stakeholders is effective.
- Headteacher/School Leader support: AGBs support and challenge School Leaders to ensure the School KPIs are monitored and meet agreed standards and expectations.
- Trust Board support: AGBs provide the Board of Trustees (via Link Trustee) with a local perspective on the schools within the MAT.
- Risk management: AGBs identify and manage obstacles and barriers that might prevent the school from achieving its goals in conjunction with the school's Risk Register.
- Compliance: Provide the Trust Board with assurances about statutory compliance in schools.
- Accountability: AGBs will ensure there is capacity and expertise for Governors to constitute panels when necessary to deal with HR matters and complaints.