**Role Profile**

**School Governor**

Key aim

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 head teacher 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

Key Activities

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

1. Contribute to the strategic discussions at governing body and sub-committee 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 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. To hold 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 school leaders have developed the required policies and procedures and the school is operating effectively according to those policies
	* Acting as link governor on a specific issue, making relevant enquiries of the relevant staff and reporting back 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 Continuing Professional Development (CPD) and suitable premises, and that the way in which those resources are used has impact
4. When required, serve of panels of governors to:
	* Appoint the head teacher and other senior leaders
	* Appraise the head teacher
	* Set the head teacher’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

To perform the role of a governor well, **you are 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
	+ attend induction training and regular relevant training and development events
	+ attend meetings (full governing body meetings and sub-committee meetings) and read all the papers before the meeting
	+ act in the best interest of all the pupils in the school
	+ behave in a professional manners, as set down in the governing body’s code of conduct, including acting in strict confidence

The role of 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 much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable 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 may not carry out fundraising tasks
	+ undertake classroom observations to make judgements on the quality of teaching – the governing body, curriculum, ethos committees monitors the quality of teaching in the school by requiring data from all 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 and relevant sub committees need to consider this and rectify this