



# Wrestlingworth Infant and Dunton Junior CofE Schools Federation



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| <b>Job Title:</b>            | Chair of Governors  | <b>Job Category:</b>  | Governor  |
| <b>Location:</b>             | Wrestlingworth Infant & Dunton Junior CofE Schools Federation | <b>Position Type:</b> | Voluntary   |
| <b>Year Group:</b>           | n/a   | <b>Start date:</b>    | asap  |
| <b>Level / Salary Range:</b> | Unpaid, Voluntary   | <b>Hours:</b>         | <p><b>5 meetings per year</b> (approximately 3 hours each), held online or in person.</p> <p><b>2–3 in-person meetings per year</b> with the link governor area you support</p> <p>Plus additional when the need arises</p> |

## Main duties and responsibilities:

### General duties

- Work with the headteacher and governing board to promote and maintain high standards of educational attainment.
- Ensure that governing board sets, in partnership with the headteacher and SLT, a clear vision, ethos and strategic direction for the Federation.
- With the governing board as a whole, hold the headteacher and SLT to account for the educational performance of the Federation and its pupils, and for the performance management of staff.
- Ensure the oversight of the financial performance of the Federation, and the effective use of the Federation's resources.
- Be familiar with the DfE's 'Governance handbook' and 'A Competency Framework for Governance' and their responsibilities under these documents.

### Leading effective governance

- Have a strong commitment to the Federation and its pupils, working in a way that reflects the vision and ethos of the Federation.
- Lead the governing board and SLT in ensuring operational decisions contribute to strategic priorities.
- Have a clear understanding of the roles and responsibilities of the chair, particularly in relation to accountability and the difference between strategic and operational decision making.

- Ensure there is effective and regular communication within the governing board.
- Ensure everyone on the governing board can contribute.
- Proactively maintain good relationships between governors, the headteacher and the SLT.
- Give the governing board a clear lead and direction.
- Ensure governors work together as an effective team.
- Ensure governors understand their responsibilities.
- Ensure governors recognise the influence of the board on the strategic leadership of the Federation.
- Ensure governors are committed to, and working towards, driving school improvement.
- Set the culture of the governing board.
- Recognise where the board as a whole, or individuals on the board, is not behaving as expected, and take appropriate action to address this.
- Ensure the board understands the scope of any issues they need to consider and is clear about the decisions that need to be made.
- Lead on discussions and decisions about what functions to delegate to specific governors and committees.
- Ensure the governing board develops a monitoring plan, including monitoring activities and objectives that have been allocated to specific governors.
- Chair meetings effectively, ensuring objectives are kept on track.

### **Building a team**

- Ensure the board attracts and retains governors with the necessary skills to fill the different roles across the board.
- Ensure tasks are delegated across the governing board to share workload, and ensure that individual members contribute their skills, knowledge and experience.
- Ensure that delegation helps to improve the leadership skills of other members of the board.
- Clearly set out what is expected from governors.
- Ensure governors' skills are regularly audited.
- Identify any gaps in knowledge, skills and experience, ensuring that these are filled through training and recruitment.
- Consider the importance of promoting equality and diversity when recruiting, and consider the extent to which the governing board represents the community it serves.
- Ensure there is clear, open and honest communication between governors at all times.
- Ensure the board undertakes periodic reviews of its effectiveness.
- Foster a culture of self-evaluation and review among the governing board.
- Be approachable and ensure any issues raised by governors are taken seriously and tackled.
- Ensure there is a Governing Board Code of Practice in place that is understood by all governors.

- Develop the skills of the vice chair to act as chair, should the need arise.
- Work with the clerk to the governing board and take direction from them on issues of compliance and other matters.
- Recognise and reward the achievements of the board and the Federation.

### **Relationship with the headteacher**

- Agree, from the outset, clear expectations and create a culture of open and honest dialogue with the headteacher.
- Agree and set expectations for key decisions.
- Familiarise themselves with, and understand, the headteacher's role and responsibilities.
- Be aware of the 'Headteachers' standards'.
- Support the headteacher in understanding the responsibilities of the chair and the wider governing board, and discuss how best to work together to meet individual and collective accountabilities.
- Ensure the headteacher and SLT understand the role and priorities of the governing board.
- Agree any arrangements for support that the headteacher may require.
- Be consistent in approach and manner, acting a 'critical friend' to the headteacher and offering challenge, support, advice and encouragement whilst maintaining a professional relationship.
- Ensure there is a rigorous and robust performance management process in place for the headteacher, including setting relevant targets that contribute towards school improvement.
- Ensure that governors work with the headteacher and members of the SLT as appropriate.
- Consider the proposals and views of the headteacher in the board's strategic decision making.
- Where possible, attend CPD events, conferences and/or briefings with the headteacher, demonstrating collaborative commitment and leadership.

### **Improving the schools / Federation**

- Ensure school improvement is a priority in all areas of each school.
- Think strategically about the future direction of each school and identify the steps needed to achieve goals.
- Provide effective leadership of organisational change, particularly in difficult periods.
- Be proactive in seeking and maximising opportunities to form partnerships where these are conducive to achieving the Federation's strategic goals.
- Share good practice and lessons learned, where these can benefit each school.
- Ensure the board holds school leaders to account for all aspects of the Federation.
- Share with the board and the SLT the importance of all governor roles in contributing to school, local and national improvement priorities.
- Actively invite feedback on the performance of the board and their own performance.
- Setting challenging goals for the Federation and work effectively with the board to meet these goals.

- Lead the performance review of the board and its committees.
- Have a thorough understanding and knowledge of each school, its context, the characteristics of the local area it serves, and the pupils and families who make up the school's intake.
- Ensure the Federation has a positive culture and effective processes in relation to self-evaluation.
- Ensure that, across the board, there is a good understanding of data and other sources of evidence that are available, developing the ability to interpret, analyse and act upon them.

### **Leading the business of the board**

- Ensure the governing board and the Federation fulfil their statutory responsibilities.
- Ensure the governing board guides the Federation in utilising resources responsibly and effectively.
- Ensure there is an effective strategy for the use of school resources and funding in an efficient work that provides value for money.
- Lead the review of the governing board's committee structure annually, to ensure the needs of each school are being met.
- Ensure clear agendas are set for board meetings and that effective preparation is undertaken.
- Build an effective relationship with the clerk to the governing board.
- Facilitate decision making and manage the expectations of school leaders when doing so.
- Ensure the board seeks guidance from school leaders, clerk to governors, and other relevant individuals and groups when making decisions, as appropriate.
- Communicate and build a rapport with external stakeholders, authorities, organisations and other schools, acting as a reliable ambassador and point of contact.
- Lead the board, and challenge leaders appropriate, in setting risk appetite and tolerance, and identify instances when the school needs external expert advice on risk management.
- Work with the clerk to ensure the right data is provided to school leaders, and promote the importance of data interrogation to hold leaders to account.
- Identify when specialist skills and experience is required to assist the board in undertaking its duties.
- Ensure the board is aware of, and prepared for, formal external scrutiny, and provide leadership and support to the board during periods of scrutiny.
- Ensure each school is engaged with parents and the wider community, and that their views and interests are represented.

***Our schools are committed to safeguarding and promoting the welfare of children and young people and requires all staff and governors to share this commitment.***