

## Role Description, Person Specification and Responsibilities for Governors (including specific responsibilities of the Chair)

**Role Title:** Governor serving on a Local Governing Board.

**Hours:** Induction meeting with Chair of Governors and Headteacher on appointment.  
Six full Local Governing Board meetings a year and Panel meetings, as required.  
Remote involvement via email/telephone.  
Monitoring visits (times agreed in advance).  
Regular review of reports and documentation.

**Salary Range:** Voluntary

**Term of Office:** Four years

**Role Purpose:** The Local Governing Board for a school plays an active part in supporting the Headteacher/Principal of the school, liaising as appropriate with the Trust's Chief Executive Officer and the Trust Board more generally in relation to the oversight of the school and the school's Leadership Team.

Appointments to the Local Governing Board will be made by the Local Governing Board itself, subject to any ratification by the Trustees of Enrich Learning Trust.

### Role Description

#### Governance Support and Local Accountability

The role of those serving on a Local Governing Board is an important one, ensuring there is local accountability for the performance of the Trust and the schools and that the schools serve their communities. The Local Governing Board is accountable to the Trust Board and Governors must ensure that, at all times, they act in good faith and in the best interests of the schools and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

#### Specific Responsibilities

The specific tasks and responsibilities for Governors are to implement the strategic vision of the Trust and the schools, in particular:

- Ensure the school is compliant with all statutory obligations (for example, curriculum, SEND and safeguarding);
- Support the Trust Board in developing and maintaining effective links within school communities, communicating openly and frequently as appropriate and ensuring that the schools meet their responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its students;
- Approve the Academy Improvement Plan;
- Challenge and support the Trust's Executive Officers, senior staff and leaders to achieve the outcomes of the Academy Improvement Plan;
- Support the school's Leadership Team;
- Review the Local Governing Board's Terms of Reference on a regular basis and recommend any changes to the Trust Board;

- Ensure the school works within its budget and implements the Trust's risk and financial management policies;
- Support the school's Leadership Team in the development and review of an appropriate staffing structure;
- Where appropriate, support the Headteachers in the recruitment and performance management of strategic personnel;
- Promote collaboration with the other Trust schools, actively seeking opportunities for the schools to work together either with the aim of improving economic efficiencies within the Trust or identifying and implementing best practice across all schools;
- Review delegated local school ;
- Provide advice and feedback to the Trustees and reporting on all matters, responsibility for which has been passed to the Local Governing Board;
- Support the school's Leadership Team in relation to curriculum and budgeting priorities, determining any local priorities;
- Support the school's Leadership Team in monitoring student progress and analysing performance data, having regard to the performance benchmarks determined by the Trust across all schools;
- Ensure the implementation of any school plan, focussing particularly on school performance targets;
- Undertake all and any appropriate community consultation;
- Provide a point of contact for parents, carers and other members of the local community;
- Maintain effective links with the local community.

### Core Competencies

The following core competencies and skills expected of Governors are to:

- Work as a team;
- Attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- Be respectful of the views of others and to be open to new ideas and thoughts;
- Treat all confidential information confidentially;
- Act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy;
- Develop a deep understanding of the vision and ethos of the Trust and its schools and the roles played by all individuals in fulfilment of the Trust's mission;
- Understand the policies and procedures of the Trust and how these flow down to the schools;
- Support the Trust in public and act as an ambassador of the Trust and the schools;
- Commit to training and skills development;
- Be ready to provide challenge;
- Be focussed on problem solving and be ready to learn from past experiences;
- Act in accordance with any authority delegated to him or her, including complying with any regulation or requirement of those from whom delegated authority is received;
- Adhere to the Nolan Principles of Public Life.

### The Chair's Specific Duties are to:

- Provide a clear lead and direction for the Governors, understanding the aims of the school, the roles played by all those involved and the vision of the Trust in relation to its schools;
- Build an effective team, attracting Governors with necessary skills and experience promoting equality and diversity and ensuring priority is given to those who can make a positive contribution to driving school improvement and supporting their development to maximise the benefit of their contribution;
- Work closely with the Headteacher and the Leadership Team to ensure there is proper challenge and encouragement;
- Ensure that school improvement is the focus of all policy and strategy for the schools, reminding Governors of this as often as necessary;
- Hold Governors to account, ensuring the business of the Local Governing Board is conducted efficiently and effectively, chairing meetings and ensuring all members have the opportunity to contribute and are listened to with clear decisions being made when necessary.

## Person Specification

### Personal Qualities and Values

- A desire to create positive change for young people.
- A commitment to the aims and objectives of Enrich Learning Trust.
- A willingness to devote time and effort to meet the minimum time requirements of the role.
- An ability to work effectively as a team while contributing an independent perspective.
- An ability to build productive and supportive professional relationships.
- A commitment to the Nolan seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- A commitment to equal opportunities and anti-discriminatory practice.
- A commitment to Safeguarding young people.

### Education and Training

- A record of continuous professional development.
- Educated to higher level in professional area of expertise.

### Skills

- Strategic vision.
- An ability to think creatively.
- Good, independent judgement.
- An ability to use financial and workforce data to inform decision-making.

### Experience

- Experience of driving positive change.
- Experience in leadership and management.
- Collectively, Local Governing Boards require professional experience in education / finance / business and enterprise / HR / marketing / law / income generation / estates and property management.

### Knowledge

- An understanding and acceptance of legal duties, responsibilities and liabilities of governorship.
- An understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of a school.
- An understanding of financial and workforce data.

### Legal Requirements

Individuals who are unable to make the following declarations may not serve on the Local Governing Board:

- I am not disqualified from acting as a charity or company Trustee
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as "spent")
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance
- I am not an undischarged bankrupt
- I have not made compositions or arrangements with my creditors from which I have not been discharged
- I have not been removed from serving as a charity Trustee, or been stopped from acting in a management position within a charity
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a Governing Board of a school
- I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children.