



PYRAMID
SCHOOLS TRUST

Working in partnership, so future generations achieve, belong and contribute

The role of a PST Local Governor

Local Governors are volunteers.

The three core functions of governors are to:

- **Ensure clarity of vision, ethos and strategic direction**

This means that you need to make sure your board has a clear idea of what it wants to achieve, and a plan for how to achieve it

Your role is to help set and embed your board's vision, ethos and strategy, and use these to monitor how the trust is doing

- **Hold executive leaders to account for the educational performance of its pupils, and the effective and efficient performance management of staff**

This means you need to make sure that executive leaders are using their professional judgement properly and managing the performance of staff and pupils effectively

You also need to make sure that the information you get from your leaders is accurate

- **Oversee the financial performance of the organisation and make sure money is well spent**

Your role here is to monitor your school's finances and make sure the school is achieving value for money.

Ultimately, you need to be sure that public money is spent correctly in the best interests of your pupils

NGA recognises the following as the fourth core function of governance:

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers 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 parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- having oversight of the school's budget and ensuring it is managed effectively together with premises and other resources
- Have oversight of the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective
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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 in order to hold them to account
- holding the headteacher 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 (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively
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Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- work with the central team to appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

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 senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

Person Specification

Essential	Desirable
Skills and experience	
<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">● Understanding of data● Finance and/or accounting knowledge● HR experience● Knowledge of education● Leadership and management skills● Risk management skills● Legal expertise, particularly knowledge of charity law● Marketing and communications skills

Benefits to you

New skills you will gain:

- Strategic planning
- Experience on a board
- Holding senior leaders to account and ability to provide challenge
- Finance, and maintaining oversight of budgets
- Analysing data
- Human resources and performance management
- Project management
- Marketing
- Communication and teamwork
- Decision making
- Problem solving