

Oldfield School Governor Role Specification – Generic for All Governors

Name of Governor:

Main Purpose of Role:

To contribute to the work of the Governing Body in raising standards of achievement for all students, which involves proving a strategic view for the school, acting as a “critical friend” and assuring accountability in upholding the Strategic Aims of the school.

It is important that all governors understand their statutory duties under the *Academies Act 2010* and accept corporate and collective responsibility for strategic governance and safeguarding as set out in the box below:

Definition of Safeguarding: Safeguarding of students means more than just ensuring the physical safety of students while they are in school. It is a holistic term that not only covers the vital role of the Governing Body in ensuring robust systems exist for protecting students from physical danger, abuse, or exploitation, but to ensure and promote every aspect of children’s welfare including behaviour, health (both physical and mental), wellbeing (including achievement), inclusion, equality, and self-esteem in accordance with the Children’s Act 2004 , the Equality Act 2010, and the principles enshrined within the UN Convention on the Rights of the Child 1989, with which all governors should be familiar.

The role of the Governing Body in assuring safeguarding extends well beyond ensuring that the school meets the minimum requirements to safeguard all students from harm, but to proactively embed best practice in all areas of their safeguarding remit. This means that the Governing Body understands its role in protecting not just those students who fall into one or more of the categories of “vulnerable” students, but to *every* student. It is the role of *all* governors to undergo child protection training (see Annex A) and to have an understanding of the particular challenges (if any) the school faces with regard to all areas of safeguarding and the caseload of vulnerable students (see Annex B) and how both may change over time with changes in cohort. The Governing Body should assure that Pupil Premium Money is allocated and used effectively to close the gap in achievement of vulnerable students.

The Governing Body should collectively monitor behavioural incidents for trends, parental complaints (especially where they relate to concerns over safeguarding, bullying, and take into account the views of students, parents and staff). Collectively, all governors should understand how students’ health and wellbeing impacts their behaviour and safety. *All* governors should be aware of the child protection procedures in school and receive regular refresher training.

This following table sets out the *minimum* requirement for each lay member of the Governing Body at Oldfield School.

In each academic year, the lay governor is mandated to carry out the following duties which must be recorded and reported to the final meeting of the Full Governing Body (FGB) of the academic year.

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Main Duties	
1.	Attend the four FGB meetings held each year in September, December, May and July. (More FGB meetings may be held at short notice of for extraordinary reasons as appropriate)
2.	Have a robust understanding of their link area's section of the School Development Plan (SDP) as a working document and contribute to their link area's forward planning for SDP for the following academic year
3.	Update the FGB regularly on their involvement with their link area or faculty and brief on any relevant issues
4.	Spend a minimum of three days in school (usually with link area or faculty)
5.	Be available to take part in the Admissions and Remuneration Committees (each held once a year)
6.	Attend ad-hoc panels as required. These could be appeals, disciplinary, grievance, permanent exclusions (PEX), parental complaints, or admissions appeals
7.	Be prepared to form part of interview panels for new appointments
8.	Be prepared to be the Independent Panel Member for parents' complaints hearing panels for partner academies.
9.	Expect to be asked to chair a committee
10.	Undertake essential training both as a new governor and throughout the four-year term as a governor, and to take personal responsibility to reflect, self-assess and identify areas for development and training needs, including safer recruitment and child protection
11.	Keep abreast of all developments and information for governing bodies as supplied by the Department of Education (DfE), Education Funding Authority (EFA), National Governors' Association (NGA), The National College, and other organisations
12.	Be properly and proactively aware of the statutory duties of the Governing Body
13.	Be aware of the content of the school's Model Funding Agreement and Articles of Association and how these are to be applied both in strategic governance and in the case of interventions into school operations in the event of contra-indications in the school's educational outcomes
14.	Be aware of the school's policies and procedures and how they are evaluated
15.	Be prepared to be interviewed by HMI as part of a Section 8 or Section 5 Ofsted inspection
16.	<p>a. Staff Governors only: Staff governors are elected by the staff of the school to represent them on the governing body, and bring with them professional experience and knowledge. To give a fair and accurate representation of staff opinion on matters of importance, but vote according to their own conscience and with the well-being of the school foremost in their mind.</p> <p>b. Parent Governors only: Parent governors are elected by the parents of the school to represent them on the governing body, to reflect parental opinion on matters of importance, but vote according to their own conscience and with the well-being of the school foremost in their mind.</p>

A lay governor would be expected to attend some of the following each year:

17.	<ul style="list-style-type: none"> • Open Evening and / or Open Morning (September) • Parents' Evening (to man a desk for parents to feed back their views) • The Christmas Celebration evening (December)
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	<ul style="list-style-type: none">• The school’s celebration evening• Special events put on by link area• The school production• An INSET day• An enterprise day• Sports Day
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In addition, a lay governor *might* be asked to attend or take part in the following each year

18.	<ul style="list-style-type: none">• Attending events during Cross Curricular week• A school trip• Oldfield School Association (OSA) fund-raising events• The Post-16 Choices evening• The annual Arts event• Judge a competition• Take part in Enterprise Day
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Governor Conduct

In addition to the above duties, governors are expected to follow the *Governors’ Code of Conduct* which governors receive as part of the Governor Induction Pack, however, as a general rule a governor should observe the following points at all times:

Governors are expected to work as part of a team. They should not act alone or engage in activities unless mandated by the Full Governing Body or committee

Governors are expected to speak, act and vote in the best interests of the school as one perceives them.

Governors are expected to read all papers sent prior to a meeting to ensure a full and informed debate and decision making process

Governors should support the decisions of the Governing Body and its committees once they have been reached on the basis of collective responsibility, even though he or she may have spoken against a proposal during a debate at a meeting

It therefore follows that a governor will respect all Governing Body Decisions and to support them in public

Governors **MUST** observe confidentiality in all aspects of the role

Training for Role

The Courses highlighted in bold print below are mandatory all new governors

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Training Course	Provider	When	Where
Basic Safeguarding Awareness (4 modules c.90 mins each)	Via NSPCC & Educare	Immediately	E-Learning through portal
Safer Recruitment	B&NES	As soon as possible	http://www.education.gov.uk/e-learning/login/index.php
Safeguarding & Promoting Child Welfare	B&NES	Immediately	www.moderngovernor.com
New Governor Induction (2 afternoon sessions)	B&NES	Periodically	Fry's Conference Centre, Keynsham
Exclusions	B&NES	See B&NES see training programme	Fry's Conference Centre, Keynsham
So what? Monitoring and impact evidence – a guide for school governors	B&NES	Periodically	Fry's Conference Centre, Keynsham
SEN, Ofsted and the Special Educational Needs and Disability Reforms: How prepared are you?	B&NES	Periodically see training programme	Fry's Conference Centre, Keynsham
How Schools Spend Their Money	B&NES	see training programme	Fry's Conference Centre, Keynsham
RAISEonline Secondary + post 16	B&NES	see training programme	Fry's Conference Centre, Keynsham
How Schools Get Their Money	B&NES	See training programme	Fry's Conference Centre, Keynsham

Additional guidance for safeguarding can be obtained from the National Governors' Association (NGA) and National Leader of Governance (NLG). Other sources of information include the NGA, DfE, and EFA websites, and *The Times Educational Supplement*, or *TES Online*.

DECLARATION

I, [Name], confirm that I have read the above role specification and fully understand the role and responsibilities of Lay Governor and agree to undertake them in good faith and to the best of my ability.

Signed _____ Date _____