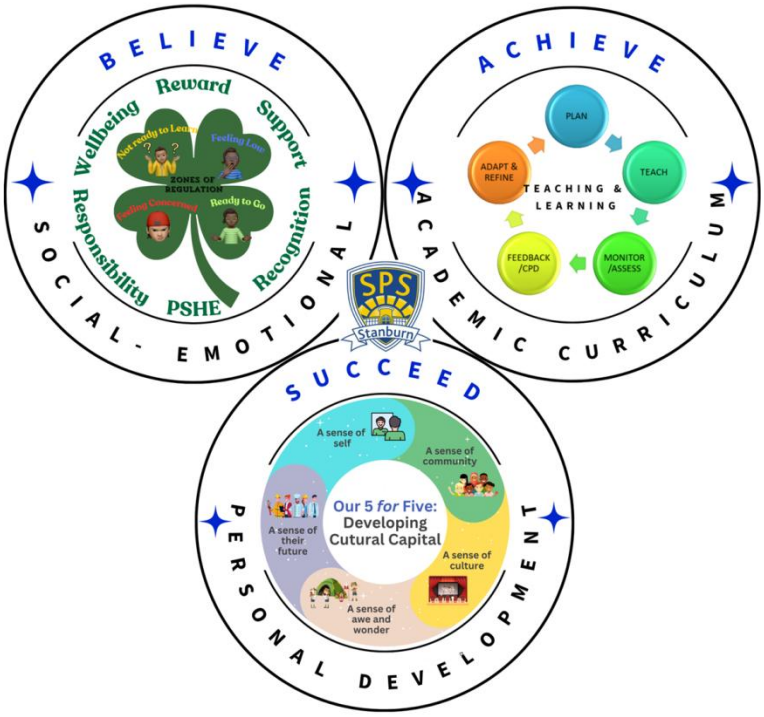
Believe Achieve Succeed – Learning without limits

Expectations of Governors

Our Vision - Believe, Achieve, Succeed – Learning without Limits



Our Values



ROLE DESCRIPTION

Role purpose

Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction;
2. holding executive leaders to account for the educational performance of the organisation and its pupils;
3. overseeing the financial performance of the organisation and making sure its money is well spent;

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 leadership of the school, 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;
- setting the school's budget and ensuring it is managed effectively together with premises and other resources;
- agreeing 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.

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 the right 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.

Panels and committees

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

School governors are one of the largest volunteer forces in the UK. They provide schools with strategic leadership and accountability for educational and financial performance.

GOVERNOR CODE OF CONDUCT

Governors will abide by the Seven Nolan Principles of Public Life:

Selflessness
We will act solely in terms of the public interest.

Integrity
We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity
We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability
We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness
We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty
We will be truthful.

Leadership
We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Governors will focus on core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction;
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff;
3. overseeing the financial performance of the organisation and making sure its money is well spent;

Governors will fulfil their role & responsibilities:

1. We understand that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks.

5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfill our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.

Demonstrate commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

QUALIFICATIONS AND DISQUALIFICATIONS TO SERVE AS A SCHOOL GOVERNOR

A governor must be aged 18 or over at the time of his/her election or appointment and cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a governor of a school at any time when the person is a registered pupil at the school.

A parent is disqualified from election as a parent governor if they are serving as a governor in another governor category at the same school unless they resign their current governor position.

A person is disqualified from holding or continuing to hold office as a governor if he or she:

- is subject to a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order;
- has had his/her estate sequestrated and the sequestration has not been discharged, annulled or reduced;
- is subject to:
    - a disqualification order or disqualification undertaking under the Company Directors Act 1986
    - a disqualification order under the Companies Directors Disqualification (Northern Ireland) Order 2002
    - a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002
    - an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a county court administration order);
    - a direction of the Secretary of State under section 128 of the Education and Skills Act 2008
- is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006;
- has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or Commissioners or High Court on the grounds of any misconduct or mismanagement in the administration of the charity, or under section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from being concerned in the management or control of any body;
- is included in the list of people considered by the Secretary of State as unsuitable to work with children (under section 1 Protection of Children Act 1999);
- is disqualified from working with children or subject to a direction under section 142 of the Education Act 2002;
- is disqualified from working with children under sections 28,29, or 29A od the Criminal Justice and Court Services Act 2000;
- is disqualified from registration under Part 2 of the Children and Families (Wales) Measure 2010 for child minding or providing day care;

- is disqualified from registration under Part 3 of the Childcare Act 2006;
- has received a sentence of imprisonment (whether suspended or not) for a period of not less than 3 months (without the option of a fine) in the 5 years before or since becoming a governor;
- has received a prison sentence of 2½ years or more in the 20 years before becoming a governor;
- has at any time received a prison sentence of 5 years or more;
- has been convicted under section 547 of Education Act 1996 (nuisance or disturbance on school premises) or under section 85A of the Further and Higher Education Act 1992 (nuisance or disturbance on educational premises) during the 5 years prior to or since appointment or election as a governor;
- is employed at the school for more than 500 hours in any twelve consecutive months if wishing to stand for parent governor at the same school;
- is an elected member of the Local Authority;
- has refused a request by the clerk to the governing body to make an application under section 113B of the Police Act 1997 for a criminal records certificate;
- has been disqualified from holding office as a governor of this school due to failure to attend governing body meetings for a continuous period of six months without the consent of the governing board.

ANYONE PROPOSED OR SERVING AS A GOVERNOR WHO IS DISQUALIFIED FOR ONE OF THE ABOVE REASONS MUST NOTIFY THE CLERK TO THE GOVERNING BOARD.