

# Governor Roles and Responsibilities

BURBAGE JUNIOR SCHOOL

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## Chair of Governors

- To ensure effective governance and drive strategic objectives which align with the school's mission, values, and long-term goals.
- To ensure that the governing board is diverse, reflecting a variety of expertise and perspectives in order to strengthen collective decision-making.
- To establish and nurture relationships with key stakeholders, including the clerk, school staff and the wider school community, promoting a collaborative environment underpinned by mutual respect and a shared vision.
- To support the Executive Headteacher (EHT), and with the wider governing body, to identify ambitious yet achievable targets, formulate strategic plans, and monitor progress, through analysing reports and data and carrying out monitoring visits.
- To lead the strategic oversight of the school's operations, ensuring financial stability, high educational standards, and effective management of resources and personnel.
- To actively pursue opportunities for professional development to enhance your knowledge and understanding of school governance best practices by attending relevant forums and workshops and sharing relevant information with the wider board.
- To collaborate with the Executive Headteacher to create an engaging and focused agenda for FGB meetings and agree draft meetings.
- To chair efficient and productive Full Governing Board (FGB) meetings, fostering an environment of open discussion and solution-oriented thinking.
- To respond to any whistleblowing/safeguarding reports made about the EHT/ Senior Leadership Team.

## Vice Chair of Governors

- To support and collaborate with the Chair to distribute leadership responsibilities, creating a more balanced and manageable governance workload.
- To provide a trusted point of consultation for the Chair, offering insightful reflections and perspectives on challenges and opportunities that arise.
- To assume the responsibilities and duties of the Chair in their absence, ensuring continuity in leadership and strategic decision-making processes.
- To coordinate and oversee the "Performance Management" process for the Executive Headteacher, ensuring it is both comprehensive and equitable. This involves convening a panel and liaising with the external appraiser.

## Quality of Education Committee Chair

- To collaborate with the Executive Headteacher to create an engaging and focused agenda for committee meetings.
- To liaise with subject leads reporting to the committee (arranging dates and times and thanking them for their attendance)
- To chair efficient and productive sub-committee meetings, fostering an environment of open discussion and solution-oriented thinking.
- To check the accuracy and completeness of minutes following each meeting, ensuring all key discussions and decisions are documented.
- To formulate three significant points derived from each meeting to be shared with the Full Governing Board (FGB), highlighting the most pressing matters or substantial findings.

## Resources Committee Chair

- To collaborate with the Headteacher to devise a comprehensive agenda that addresses key resource-related topics for each meeting.
- To chair sub-committee meetings, ensuring discussions are constructive and focused on improving resource management.
- To review minutes post-meeting to guarantee accuracy and the capture of key discussions and decisions.
- To prepare three important findings or conclusions to share with the FGB, focusing on the most impactful aspects of resource management and development.
- To liaise with the Finance Monitoring Governor and School Business Manager to organise budget review meetings.

## Training and Development Governor

- To lead on the recruitment of new governors.
- To work with the Chair to conduct comprehensive inductions for new governors, providing them with the knowledge and resources necessary for their roles.
- To record all governor training sessions, tracking professional development, and identifying future training needs.
- To guide governors towards specific training programs relevant to their individual roles, aiding professional growth and enhancing board effectiveness.
- To regularly evaluate the board's collective skillset to identify any gaps that can be addressed through tailored training and development initiatives.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## Pupil Premium Governor

- To conduct termly school visits to review how pupil premium funding is utilised and assesses the impact this has on student outcomes.
- To complete visit reports detailing observations, conversations, and any identified areas for improvement.
- To present feedback at the Quality of Education committee, providing a review of observations, the effect of strategies on student results, and recommendations for future actions.
- To submit three key points from your visit at FGB meetings, centred on the most pressing or significant findings.
- To schedule visits to allow ample time for drafting, reviewing, and finalising visit reports, collaborating with the involved staff member, and sharing with the Headteacher prior to feedback.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## Safeguarding Governor

- To conduct termly visits to the school to review safeguarding practices and protocols, ensuring they align with our safeguarding policy and goals, and that they effectively protect and promote student wellbeing.
- To complete visit reports following that capture strategic insights, observations, and potential areas for enhancement in our safeguarding measures. Each report should also highlight successes and confirm adherence to statutory requirements and best practices.
- To provide feedback at the Quality of Education committee meetings. This should encompass your observations, the impact of implemented safeguarding strategies, and any recommendations for future strategic actions.
- To share three key strategic points derived from your visits for discussion at FGB meetings. These points should highlight the most critical matters or significant findings from your school visit.
- To schedule visits to allow sufficient time for the drafting, reviewing, and finalising of visit reports, in cooperation with the staff member involved in your visit. Reports should be shared with the Headteacher before presenting your findings and feedback.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## Health and Safety Governor

- To conduct termly visits to assess and monitor health and safety standards, identifying areas for improvement in alignment with strategic goals.
- To provide critical feedback to the Resources Committee, highlighting three key strategic areas related to health and safety matters.
- To ensure visits are scheduled to allow adequate time for drafting, reviewing, and finalising visit reports in cooperation with the relevant staff member, and sharing with the Headteacher before presenting strategic findings and feedback.
- To liaise with the Premises Officer on health and safety matters as necessary.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## Wellbeing Governor

- To undertake termly school visits to meet with the wellbeing lead, discussing progress towards strategic targets, and assessing the impact of wellbeing initiatives.
- To represent the governing board at well-being working groups meetings throughout the year.
- To provide feedback on three key strategic points at FGB meetings, centred on the progress and impact of wellbeing initiatives.
- To schedule visits to allow ample time for drafting, reviewing, and finalising visit reports, collaborating with the involved staff member, and sharing with the Headteacher before presenting strategic findings and feedback.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## SIAMS Governor (Infant School only)

- To conduct strategic termly visits to the school to evaluate our practices against the four key questions of the Statutory Inspection of Anglican and Methodist Schools (SIAMS): Distinct Christian Ethos, Collective Worship, Religious Education, and Leadership and Management of a Church school.
- To compile comprehensive visit reports encapsulating strategic insights, observations, and potential areas for improvement or commendable practices in these four key areas.
- To provide strategic feedback at Full Governing Board (FGB) meetings, presenting three key strategic points drawn from your visits. These points should highlight the most significant findings or pressing matters related to our adherence to SIAMS guidelines.
- To schedule visits with adequate lead time to draft, review, and finalise the visit report. This report preparation should be carried out in collaboration with the relevant staff member and shared with the Headteacher prior to presenting your findings and feedback.
- To stay updated on changes or amendments to SIAMS inspection framework and Church of England Education Office guidelines, ensuring our practices are aligned with current requirements and best practices.

## Special Educational Needs and Disabilities (SEND) Governor

- To undertake termly visits to the school to assess the provision and effectiveness of our SEND strategies. These visits provide an opportunity to engage with the Special Educational Needs Coordinator (SENCo) and evaluate the impact of our SEND provision on student outcomes.
- To complete visit reports after each school visit. These reports should encapsulate strategic insights, observations, and areas of improvement or successes concerning the school's SEND provision.
- To provide feedback at the Quality of Education committee meetings. This feedback should cover your observations, the impact of our SEND strategies on student outcomes, and any recommendations for future strategic actions.
- To share three key strategic points drawn from your visits at the Full Governing Board (FGB) meetings. These points should highlight the most significant findings or pressing matters related to our SEND provision.
- To schedule visits with adequate lead time to draft, review, and finalise the visit report. This report preparation should be carried out in collaboration with the relevant staff member, and shared with the Headteacher prior to presenting your findings and feedback.
- To actively seek to further your knowledge and understanding of SEND policies and best practices by attending relevant forums and workshops. This continual professional development will ensure that you are equipped with up-to-date knowledge, which can be disseminated within the school and the board for ongoing improvement in our SEND provision.

## Finance Monitoring Governor

- To liaise with the Resources Committee Chair and School Business Manager to organise budget review meetings to evaluate expenditure and revise spending plans on a regular basis, considering the needs of the school and changes in income or circumstances.
- To oversee the judicious use of school resources and ensuring financial stability and efficacy with regards to our financial strategies.
- To identify any potential variances between the profiled budget, the actual spend to date, and the projected year-end figure. To understand the causes of such variances and determine the need for appropriate corrective actions.
- To present strategic feedback at the Resource Committee meetings. This feedback should provide a holistic review of financial activities, their alignment with the school's strategic objectives, and recommendations for future financial actions.
- To actively seek to enhance your knowledge and understanding of school financial management and regulations by attending relevant courses or workshops. This continual professional development will ensure you are equipped with up-to-date knowledge to guide and improve the school's financial practices.

## Attendance Monitoring Governor

- To conduct termly visits to the school to review attendance practices and protocols, ensuring they align with our attendance policy.
- To complete visit reports following that capture strategic insights, observations, and potential areas for enhancement in our attendance processes. Each report should also highlight successes and confirm adherence to statutory requirements and best practices.
- To share three key strategic points derived from your visits for discussion at FGB meetings. These points should highlight the most critical matters or significant findings from your school visit.
- To schedule visits to allow sufficient time for the drafting, reviewing, and finalising of visit reports, in cooperation with the staff member involved in your visit. Reports should be shared with the Headteacher before presenting your findings and feedback.
- To participate in relevant training forums, sharing best practice with the board and implementing these into the board's own professional development.

## Curriculum Monitoring Governor

- To undertake termly visits to the school for each curriculum area, utilising the Intent, Implementation, and Impact cycle as a framework for our curriculum monitoring procedures which will focus on teaching methods, content delivery, and student outcomes.
- To complete visit reports encapsulating strategic insights, observations, and potential areas for improvement or innovation in the curriculum.
- To present findings at the Quality of Education committee meetings which include the alignment of curriculum strategies with the school's strategic objectives, and formulating recommendations for future actions.
- To share three key insights from your visit at the Quality of Education committee meetings, focusing on the most pressing or impactful findings concerning curriculum planning and implementation.
- To ensure visits are scheduled to allow ample time for drafting, reviewing, and finalising visit reports in cooperation with the relevant staff member, and sharing with the Headteacher before providing strategic feedback to the committee.
- This role is required for the following curriculum areas:
  - ⇒ English
  - ⇒ Maths
  - ⇒ Subject of Strength (to be decided)
  - ⇒ Subject for Development (to be decided)
  - ⇒ Early Years Foundation Stage (Infants only)