Victorious Academies Trust
success in education

Role Remits and Person Specifications for Local Governing Board (LGB) Roles
Updated July 2022

Contents:

Inspiring · Discovering · Caring · Improving · Achieving

LGB Local Governor Role Remit

Volunteers bring 'different perspectives and experience with common purpose (to ensure the best education)' and can 'learn new skills and gain wider knowledge' to support their personal development and contributions to their work and communities. (from the DfE Governance Handbook)

- A desire to support the academy in working to secure the best possible outcomes for children
- An active interest in education, safeguarding and wellbeing of children
- A commitment to support the academy and trust vision, ethos and values including equality of opportunity and to promote the work of the academy to partners and to the community at large
- An understanding of the local community served by the academy and a desire to develop strong partnerships between school and community
- A commitment to work as part of a team
- A willingness to apply personal knowledge, experience, and skills to governance activities – acting strategically not operationally
- A commitment to regularly attend LGB Board meetings (3 per year scheduled plus any additional Special Meetings) and to spend time preparing for these – including:
    - o To read written reports and listen to verbal reports from school leaders;
    - o To ask questions of these to provide support and constructively challenge the Academy Principal;
    - o and to develop a good personal knowledge of school
- A commitment to take part in (and to spend time preparing for and reporting back on activities as part of) LGB sub-committee meetings, working party meetings and activities, school visits, Link Governor or Special Responsibility Governor roles and to undertake independent research – acting at all times within the policies and arrangements which framework these activities. (Focussed on maintaining good knowledge of the school and on governance monitoring impact of trust and academy policies and plans).
- To work constructively as a collaborative partner within the overall trust Model of Governance
- In line with training, knowledge skills and experience, to serve as a member on Governor Panels relative to:
    - o Pupil Admission Appeals
    - o Academy Complaints
    - o Staff Grievance
    - o Staff Discipline
    - o Pupil Exclusion
- A commitment to undertake training and development opportunities to support continuous personal development
- A commitment to accept and uphold all elements of the Trust's Code of Conduct including with regard to maintaining appropriate confidentiality
- A commitment to evidence or work towards securing the full range of knowledge, skills and experience as set out in the DfE competency Framework for Governance (attached).

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Competencies required by everyone on the LGB

The principles and personal attributes and the knowledge, skills and behaviours relevant to effective governance are set out in the DfE Competency Framework.

The principles and personal attributes that individuals bring to the board are as important as their skills and knowledge. These qualities enable board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance. All those elected or appointed to boards should fulfil their duties in line with the seven principles of public life (the Nolan principles). They should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, all those involved in governance should be:

- Committed - Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
- Confident - Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.
- Curious - Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.
- Challenging - Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.
- Collaborative - Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.
- Critical - Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursing learning and development opportunities to improve their own and whole board effectiveness.
- Creative - Able to challenge conventional wisdom and be open-minded about new approaches to problem solving; recognising the value of innovation and creative thinking to organisational development and success.

Knowledge and Skills needed by every Local Governor
Knowledge and skills will be built through time, experience and training.

The local governing board has three key functions:
- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent

Strategic Leadership
1. Setting direction
   - Has knowledge of key themes of national education policy and the local education context
   - Knows about key features of effective governance
   - Knows about the strategic priorities (and where appropriate, charitable objects) for their organisation
   - Has tools and techniques for strategic planning
   - Knows about principles of effective change management
   - Knows about the difference between strategic and operational decisions
   - Thinks strategically and contributes to the development of the organisation's strategy
   - Can articulate the organisation's strategic priorities (and where appropriate, charitable objects) and explain how these inform goals
   - Can put in place plans for monitoring progress towards strategic goals

- Supports strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation (and aligned with charitable objects, where appropriate) ⬚ Is able to champion the reasons for, and benefits of, change to all

2. Culture, values and ethos
   - Knows about the values of the organisation and how these are reflected in strategy and improvement plans
   - Knows about the ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character
   - Knows about the code of conduct for the board and how this embodies the culture, values and ethos of the organisation
   - Can set and agree the distinctive characteristics and culture of the organisation or, in schools with a religious designation, preserve and develop the distinctive character set out in the organisation's trust deed
   - Acts in a way that exemplifies and reinforces the organisation's culture, values and ethos
   - Ensures that policy and practice align with the organisation's culture, values and ethos

3. Decision-making
   - Identifies viable options and those most likely to achieve the organisation's goals and objectives
   - Puts aside vested or personal interests to make decisions that are in the best interests of all pupils/students
   - Acts with honesty, frankness and objectivity taking decisions impartially, fairly and on merit using the best evidence and without discrimination or bias
   - Brings integrity, and considers a range of perspectives and diverse ways of thinking to challenge the status quo, reject assumptions and take nothing for granted
   - Identifies when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making
   - Abides by the principle of collective-decision making and stands by the decisions of the board, even where their own view differ
   - Encourages transparency in decision making and is willingly answerable to, and open to challenge from, those with an interest in decisions made

4. Collaborative working with stakeholders and partners
   - Knows about key stakeholders and their relationship with the organisation
   - Knows about principles of effective stakeholder management
   - Knows about tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers
   - Is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions
   - Anticipates, prepare for and welcome stakeholder questions and ensures that these are answered in a relevant, appropriate and timely manner
   - Works in partnership with outside bodies where this will contribute to achieving the goals of the organisation
   - Uses clear language and messaging to communicate to parents and carers, pupils/students, staff and the local community

- Is credible, open, honest and appropriate when communicating with stakeholders and partners including clear and timely feedback on how their views have been taken into account
- Considers impact of board's decisions and the effect they will have on the key stakeholder groups - especially parents and carers and the local community
- Acts as an ambassador for the organisation
- Supports and challenges leaders to raise aspiration and community cohesion both within the wider community and with local employers

5. Risk management
   - Knows about the principles of risk management and how these apply to education and the organisation
   - Knows about the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action
   - Knows about the risks or issues that can arise from conflicts of interest or a breach of confidentiality
   - Is able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners
   - Ensures risk management and internal control systems are robust enough to enable the organisation to deliver its strategy in the short- and long-term
   - Advises on how risks should be managed or mitigated to reduce the likelihood or impact of the risk and on how to achieve the right balance of risk
   - Ensures the risk management and internal control systems are monitored and reviewed and appropriate actions are taken
   - Actively avoids conflicts of interest or otherwise declares and manages them

Accountability for Educational Standards and Financial Performance

6. Educational improvement
   - Knows about the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
   - Knows about the importance of a broad and balanced of the curriculum
   - Knows about the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
   - Knows about the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
   - Knows about the relevant statutory testing and assessment regime
   - Knows about the purposes and principles of assessment outlined in the final report of the Commission on Assessment Without Levels.
   - Knows about the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation
   - Knows about the key principles, drivers and cycle of school improvement
   - Knows about the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
   - Knows about the role of behaviour in maintaining a safe environment and promoting learning
   - Establishes clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes

- Define the range and format of information and data they need in order to hold executive leaders to account
- Seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives
- Questions leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND)

7. Rigorous analysis of data
- Knows about the DfE performance tables and school comparison tool
- Knows about Analysing School Performance Service for school and pupil data
- Knows about the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation
- Knows about the context of the school and in relation to other schools
- Knows about information about attendance and exclusions in the school, local area and nationally
- Knows about the importance of triangulating information about pupil progress and attainment with other evidence including information from, executive leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders including parents, pupils, staff) and external information (benchmarks, peer reviews, external experts)
- Analyses and interprets data in order to evaluate performance of groups of pupils/students
- Analyses and interprets progression and destination data to understand where young people are moving on to after leaving the organisation
- Uses published data to understand better which areas of school performance need improvement and is able to identify any further data that is required
- Questions leaders on whether they are collecting the right data to inform their assessment and challenges appropriately when data collection is not adding value.
- Challenges senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid.

8. Financial frameworks and accountability
- Knows about the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability
- Knows about the organisation's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money
- Knows about the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally
- Has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls
- Has confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information
- Interprets budget monitoring information and communicate this clearly to others
- Participates in the organisation's self-evaluation of activities relating to financial performance, efficiency and control
- Is rigorous in their questioning to understand whether enough being done to drive financial efficiency and align budgets to priorities

9. Financial management and monitoring
- Knows about the organisation's process for resource allocation and the importance of focussing allocations on impact and outcomes
- Knows about the importance of setting and agreeing a viable financial strategy and plan which ensure sustainability and solvency
- Knows about how the organisation receives funding through the pupil premium and other grants e.g.
- primary sport funding, how these are spent and how spending has an impact on pupil outcomes

- Knows about the budget setting, audit requirements and timescales for the organisation and checks that they are followed
- Knows about the principles of budget management and how these are used in the organisation
- Assimilates the financial implications of organisational priorities and use this knowledge to make decisions about allocating current and future funding
- Interprets financial data and asks informed questions about income, expenditure and resource allocation and alignment with the strategic plan priorities

10. Staffing and performance management
- Knows about the organisation's annual expenditure on staff and resource and any data against which this can be benchmarked against
- Knows about how staff are recruited to the organisation and how this compares to good recruitment and retention practice
- Knows about how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning
- Knows about the remuneration system for staff across the organisation
- Ensures that the staffing and leadership structures are fit for purpose
- Takes full responsibility for implementing the Trust pay policy
- Feels confident in approving and applying the system for performance management of executive leaders
- Identifies and considers the budgetary implication of pay decisions and considers these in the context of the spending plan
- Pays due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance

11. External accountability
- Knows about the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, ESFA etc.) and what is required by way of evidence
- Knows about the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention
- Ensures appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny
- Values the ownership that parents and carers and other stakeholders feel about 'their school' and ensures that the board makes itself accessible and answerable to them
- Uses an understanding of relevant data and information to present verbal and written responses to external scrutiny (e.g. inspectors/RSCs/ESFA)

People

12. Building an effective team
- Demonstrates commitment to their role and to active participation in governance
- Ability to acquire the basic knowledge that they need to be effective in their role
- Uses active listening effectively to build rapport and strong collaborative relationships
- Welcomes constructive challenge and is respectful when challenging others
- Provides timely feedback and is positive about receiving feedback in return
- Seeks to resolve misunderstanding at the earliest stage in order to prevent conflict
- Raises doubts and encourages the expression of differences of opinion
- Is honest, reflective and self-critical about mistakes made and lessons learned
- Influences others and builds consensus using persuasion and clear presentation of their views
- Demonstrates professional ethics, values and sound judgement
- Recognises the importance of, and values the advice provided by, the clerk/governance professional role in supporting the board.

Structures

13. Roles and responsibilities
- Knows about the role, responsibilities and accountabilities of the board, and its three core functions
- Knows about the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other
- In academy trusts, knows about the role and powers of Members and how these relate to those of the board
- Knows about the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
- Knows how the board and any committees (including local governing bodies in a MAT) are constituted
- Is able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation
- Is able to adapt existing committee structures as necessary in light of learning/experience including evaluation of impact

Compliance

14. Statutory and contractual requirements
- Knows about the legal, regulatory and financial requirements on the board
- Knows about the need to have regard to any statutory guidance and government advice including the Governance Handbook
- Knows about the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s)
- Knows about the articles of association or instrument of government and where applicable, the Trust Deeds
- Knows about the Ofsted inspection/regulatory framework
- Where applicable, knows about the denominational inspection carried in accordance with s. 48 of the Education Act 2005
- Knows about the board's responsibilities in regard to Equalities and Health and Safety legislation

- Knows about duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000
- Knows about the school's whistleblowing policy and procedures and any responsibilities of the board within it
- Knows about the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues
- Is able to speak up when concerned about non-compliance where it has not been picked-up by the board or where they feel it is not being taken seriously
- Is able to explain the board's legal responsibilities and accountabilities
- Is able to identify when specialist advice may be required

Evaluation

15. Managing self-review and development
- Recognises their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary
- Is outward facing and focused on learning from others to improve practice
- Maintains a personal development plan to improve his/her effectiveness and links this to the strategic aims of the organisation
- Is open to taking-up opportunities, when appropriate, to attend training and any other opportunities to develop knowledge, skills and behaviours
- Obtains feedback from a diverse range of colleagues and stakeholders to inform their own development
- Undertakes self-review, reflecting on their personal contributions to the board, demonstrating and developing their commitment to improvement, identifying areas for development and building on existing knowledge and skills

16. Managing and developing the board's effectiveness
- Evaluates the impact of the board's decisions on pupil/student outcomes
- Utilises inspection feedback fully to inform decisions about board development
- Contributes to self-evaluation processes to identify strengths and areas for board development

Role Remit: Chair of Local Governing Board

Job Profile: Chair of LGB

To ensure - in line with the Trust's Annual Schedule of Work (and in consultation with the Clerk) - that the Local Governing Board (LGB) operates within its terms of reference and Trust Board delegated responsibilities.

To promote the very highest standards across all LGB activities with due regard to Trust policies, procedures and practices which references ESFA and DfE guidance and advice, and schools-sector best practice.

To be an advocate and ambassador for the academy and for the trust, including to promote the trust and academy vision, ethos and values

To promote and foster effective partnerships and supportive working relationships with:
- trust board
- trust board committees
- the LGB clerk/governance professional
- executive leaders
- staff within the organisation
- external stakeholders

To represent the academy / Trust Board as requested by the Trust Board, at external meetings including with relevant DfE Officers, Ofsted Inspectors.

To attend and chair all LGB meetings (scheduled as 3 meetings per year plus any additional Special Meetings) ensuring the organisation and operation of effective and inclusive meetings ensuring that all local governors understand the scope of issues in question and is clear about decisions they need to make and contribute to effective decision making and trust governance.

To work with the Clerk, the Chairs of Trust Board and Committees and the CEO and Academy Principal, to ensure systems and processes to enable effective local governance across all activities including through the establishment and delivery of an annual plan of work and arrangements to ensure Committee consideration of additional matters in a timely manner.

To work with the Clerk and Academy Principal to establish arrangements for effective sharing of information to enable governance monitoring.

To build an effective team ensuring that all local governors understand their role and remit within the governance structure and develop the knowledge skills and experience (in line with the DfE Competency framework for governance) to deliver effective governance.

To deploy Local Governors effectively – based on skills analysis - ensuring clear remit and expectations across generic and LGB project-specific activities.

To lead reviews and investigations as set out in the annual Local Governor Monitoring Plan and as otherwise requested by Trust Board or by Trust Board Committees and as otherwise required to successfully deliver LGB activities.

To model effective behaviours for appropriate support and challenge to academy Principals.

To understand when the board needs external expert advice and to ensure that this is secured including from the LGB clerk/governance professional and to take direction on issues of compliance and other matters.

To progress urgent actions between meetings via LGB Chair's Action and to seek ratification for such decisions and actions at the subsequent Committee meeting - recognising the limits of discretionary chair's powers and using them under due guidance and consideration and with a view to limiting such use.

To actively invite feedback on their own performance as Chair.

To ensure appropriate arrangements for individual and LGB performance review – including governor self-review and peer review focussed on impact analysis in a manner that
- Is reflective of the DfE's Competency Framework for Governance
- Recognises and develops talent in local governors and ensures they are provided with opportunities to realise their potential
- Creates a culture in which board members are encouraged to take ownership of their own development
- Supports the identification of any skills gaps across the board
- Enables open and honest conversations with Local Governors about their performance and development needs, and if appropriate, commitment or tenure

To promote and facilitate training and development, mentoring, coaching and other activities to support the induction of new local governors and the continuous personal development of all local governors.

To build a close, open and supportive working relationship with the vice-chair supporting development of the competencies including those appropriate for succession management.

To plan succession management to support the ongoing effectiveness of the LGB.

To lead conduct continuous assessment of the impact of LGB activities – including through an annual review of the effectiveness of the LGB focussed on impact analysis.

To manage and develop the board's effectiveness by setting challenging development goals for the LGB through an Annual LGB Development Plan and working effectively to meet them.

To network with LGB Chairs across the trust and work collaboratively and supportively to provide peer support and to share skills, expertise, good practice and learning.

In line with training, knowledge skills and experience, to serve as a member on Governor Panels relative to:
Pupil Admissions Appeals
Academy Complaints
Staff Grievance
Staff Discipline
Pupil Exclusion

To model, at all times, exemplar behaviour including with regard to the Trust's Code of Conduct which incorporates the standards of expected behaviour for holders of public office – setting high expectations for conduct and behaviour for all local governors.

To take - and model - personal responsibility for continuous professional development.

A commitment to accept and uphold all elements of the trust's Code of Conduct including with regard to maintaining appropriate confidentiality

Person Specification: Chair of LGB
The LGB Chair is expected to –

- Evidence previous experience as a Chair of meetings involving both professionals and lay members
- Evidence a commitment to take part in training and development opportunities to increase knowledge and skills relative to the role including training relevant to the DfE Competency Framework for Governance.
- Evidence the ability to lead a team with diverse prior knowledge, skills, and experience
- Meet or be working towards the full range of the knowledge and skills required by the Chair of a governance board – as set out in the DfE competency Framework for Governance below.

1. Strategic Leadership

Setting the direction
- Knows about national and regional educational priorities and the implications of these for the board and the organisation
- Knows about leadership and management processes and tools that support organisational change and
- Thinks strategically about the future direction of the organisation and identifies the steps needed to achieve goals
- Leads the board and executive leaders in ensuring operational decisions contribute to strategic priorities
- Adopts and strategically leads a systematic approach to change management that is clear, manageable and timely
- Provides effective leadership of organisational change even when this is difficult

Culture, values and ethos
- Is able to recognise when the board or an individual member is not behaving as expected and take appropriate action to address this
- Leads board meetings in a way which embodies the culture, values and ethos of the organisation

Decision-making
- Ensures the board understands the scope of issues in question and is clear about decisions they need to make
- Summarises the position in order to support the board to reach consensus where there are diverging views
- Ensures that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded
- Facilitates decision-making even if difficult and manages the expectations of executive leaders when doing so

- Recognises the limits of any discretionary chair's powers and uses them under due guidance and consideration and with a view to limiting such use
- Ensures the board seeks guidance from executive leaders or others in the senior leadership team and from the clerk/governance professional before the board commits to significant or controversial courses of action

Collaborative working with stakeholders and partners

- Knows about the links that the organisation needs to make with the wider community
- Knows about the impact and influence that a leader in the community has, particularly on educational issues
- Communicates clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood
- Consider how to tailor their communications style in order to build rapport and confidence with stakeholders
- Is proactive in seeking and maximising opportunities for partnership working where these are conducive to achieving the agreed strategic goals
- Is proactive in sharing good practice and lessons learned where these can benefit others and the organisation
- Demonstrates how stakeholder concerns and questions have shaped board discussions if not necessarily the final decision
- When appropriate, seeks external professional advice, knowing where this advice is available from and how to go about requesting it

Risk management

- Leads the board and challenges leaders appropriately in setting risk appetite and tolerance
- Ensures that the board has sight of, and understands, organisational risks and undertakes scrutiny of risk management plans
- Leads by example to avoid, declare and manage conflicts of interest
- Knows when the board needs external expert advice on risk management

2. Accountability for Educational Standards and Financial Performance

Educational improvement

- Works with the clerk, to ensure the right data is provided by executive leaders, which is accessible to board and open to scrutiny
- Promotes the importance of data interrogation to hold executive leaders to account

Financial frameworks and accountability

- Ensures the board holds executive leaders to account for financial and business management, as much as educational outcomes
- Leads the board to identify when specialist skills and experience in audit, fraud or human resources is required either to undertake a specific task or more regularly to lead committees of the board

Financial management and monitoring

- Knows about the process and documentation needed to make decisions related to leadership appraisal
- Is confident and prepared in undertaking leadership appraisal

- Is able to explain to the board their proposals on leadership pay awards for approval

External accountability
- Is confident in providing strategic leadership to the board during periods of scrutiny
- Ensures the board is aware of, and prepared for, formal external scrutiny

3. People
Building an effective team
- Knows about the importance of succession planning to the ongoing effectiveness of both the board and the organisation
- Ensure that everyone understands why they have been recruited and what role they play in the governance structure
- Ensures new people are helped to understand their non-executive leadership role, the role of the board and the vision and strategy of the organisation enabling them to make a full contribution
- Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these
- Creates an atmosphere of open, honest discussion where it is safe to challenge conventional wisdom
- Creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the board
- Promotes and fosters a supportive working relationship between the: board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders
- Identifies and cultivates leadership within the board
- Recognises individual and group achievements, not just in relation to the board but in the wider organisation
- Takes a strategic view of the skills that the board needs, identifies gaps and takes action to ensure these are filled
- Develops the competence of the vice-chair to act as chair should the need arise.
- Builds a close, open and supportive working relationship with the vice-chair which respects the differences in their roles
- Values the importance of the clerk/governance professional and their assistance in the coordination of leadership and governance requirements of the organisation
- Listens to the clerk/governance professional and takes direction from them on issues of compliance and other matters

4. Structures
Roles and responsibilities
- Knows about the importance of their non-executive leadership role, not just in their current position but in terms of their contribution to local and, where appropriate, national educational improvement priorities
- Leads discussions and decisions about what functions to delegate

5. Compliance
Statutory and contractual requirements
- sufficiently high expectations of the clerk governance professional, as applicable, ensuring the board is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law

- Ensures the board receives appropriate training or development where required on issues of compliance

6. Evaluation

Managing self-review and development
- Actively invites feedback on their own performance as chair
- Puts the needs of the board and organisation ahead of their own personal ambition and is willing to step down or move on at the appropriate time

Managing and developing the board's effectiveness
- Knows about different leadership styles and applies these appropriately to enhance their personal effectiveness
- Sets challenging development goals and works effectively with the board to meet them
- Leads performance review of the board and its committees
- Undertakes open and honest conversations with board members about their performance and development needs, and if appropriate, commitment or tenure
- Recognises and develops talent in board members and ensures they are provided with opportunities to realise their potential
- Creates a culture in which board members are encouraged to take ownership of their own development
- Promotes and facilitates coaching, development, mentoring and support for all members of the board
- Is open to providing peer support to other chairs and takes opportunities to share good practice and learning

Trust Board Vice Chair
- To deputise for the Chair on any matter included in the LGB Chair's remit
- To undertake appropriate training relative to LGB Chair's Job Description

Academy Governor for SEND

The DfE advises the appointment of an LGB link governor or committee with oversight of **special educational needs (SEN)** and Disability

Role Description:
The link governor for special educational needs (SEN) will understand:
- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

They will make sure the school:
- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCO and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

They will meet the SENCO on a termly basis to monitor:
- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN

They will report to the governing board on the monitoring work carried out, ensuring that the board:
- Is up to date about issues related to SEND
- Considers SEN in any budget discussions
- Asks challenging questions about the school's SEN provision and strategies

They will take a lead in reviewing impact of trust board policies (and any local procedures relative to these) including:
- SEND Policy
- SEN Information Report
- Academy Accessibility Plan

They will also attend training on the role of the SEN link governor, as appropriate

Champion best practice in relation to SEND support

Report-back frequently to the LGB

Academy Safeguarding Governor

The DfE advises the appointment of a senior LGB level lead to take leadership responsibility for Academy **safeguarding** arrangements.

Role description:
The link governor for safeguarding will:

Make sure the governing board has suitable and up-to-date policies for:
- Child protection
- Staff code of conduct/staff behaviour
- Handling allegations against staff and volunteers
- Monitor the school's safeguarding systems and procedures. They can use our checklist to do this
- Ensure the school has appropriate safeguarding responses to children who go missing from education
- Ensure the school has appropriate online filters and monitoring systems in place
- Make sure the school has appointed a designated safeguarding lead (DSL)
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Ensure the curriculum covers safeguarding, including online safety
- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the relevant safeguarding partners
- Update the governing board on how the monitoring is going
- Make sure that checks to the single central record (SCR) are happening. They will not be checking the SCR themselves
- Meet regularly with the DSL to monitor that the school's policy and procedures are effective and all staff and governors have had the appropriate level of training (as applicable)
- Not deal with specific safeguarding incidents, but will be notified when they happen in general terms by school leaders
- Not produce a safeguarding report to the board as this is done by the headteacher or DSL
- Attend training for safeguarding link governors
- Encourage other members of the board to develop their understanding of their safeguarding responsibilities

The safeguarding link governor should:
- keep the board up to date with statutory safeguarding and child protection guidance, including anything issued locally by your school's safeguarding partners
- Inform the board whether it needs to make any changes (e.g. in light of new regulations)

Attend training appropriate to the role of Safeguarding Link Governors and keep updated with the latest statutory guidance.

Report-back on their activities to the LGB.

Link governors (Generic)

A link governor is a member of the governing board appointed to oversee a specific aspect of the work of the school.

Link governor appointment
The LGB can choose how to structure their governance arrangements, including deciding what, if any, roles are delegated to individuals.

The LGB should collectively assign link governor roles, with the agreement of the individual taking the role.

They should be chosen in line with the school's improvement priorities, and in partnership with school staff and based on individual knowledge, skills and experience

Link governor positions should then be reviewed annually.

There are some responsibilities which cannot be delegated to an individual. For example, it's not possible to give an individual governor responsibility for approving the first formal budget plan of the year.

The role of link governor
The role of link governor will vary according to the nature of the appointment. However, in general a link governor role involves the following tasks:
- Making pre-arranged visits to the school, with a clear focus
- Keeping the governing board informed about the area for which they are responsible, and acting as a link between governors and relevant staff
- Supporting the member of staff who is responsible for the particular area/subject
- Developing knowledge in the specialist area and taking part in relevant training
- Ensuring the school has relevant policies in place
- Monitoring the implementation of the school's strategy in the specialist area
- Reporting back all activities to the LGB

Possible Link governor roles – guidance from the Key for School Governors

- [Assessment: role of the link governor](#) What is the role of the link governor for assessment? One of our associate education experts looks at what the role of link governor for assessment involves. The article also includes suggestions of questions the governor could ask of school leaders.
- [Curriculum: role of the link governor](#) Understand your role as a curriculum link governor, including during coronavirus, and find out what questions you can ask subject leaders to challenge and support them.
- [EYFS: role of the link governor](#) See an example role description from a school, find links to information about how the EYFS works, and read example questions to ask about EYFS provision.
- [Finance: role of the link governor](#) Be clear on your role as a finance link governor so you can monitor effectively.
- [Governor induction and training: role of the link governor](#) What does the role of training link governor involve? We look at the role of the link governor for training, citing three local authorities and expert advice on who should, and should not, take the role. We also point to our articles looking at governor handbooks and induction packs in more detail.
- [Governors with responsibility for behaviour](#) What should I be doing as governor responsible for behaviour? Education expert Celia Grace suggests what might be expected of you as a 'behaviour governor'. Another expert suggests questions you could ask on a visit, and we link to a school behaviour policy that sets out the governor's monitoring role.
- [Governors with responsibility for data analysis](#) Not all governors need to be data experts - but governing boards should have at least one person with the skills to interpret the data they're given. Read this article if you're considering how best to deploy your data specialists.
- [Health and safety: role of the link governor and questions to ask](#) Use our role description to define your responsibilities, get tips on monitoring your school's compliance and download a list of questions you might ask during a school visit.
- [ICT: role of the link governor](#) What is the role of an ICT link governor? We relay advice from One Education and two of our associate education experts on the link governor's monitoring role. We also link to job descriptions from schools, which outline the role of an ICT link governor.
- [Inclusion: role of the link governor](#) What is the role of the link governor for inclusion? We relay advice from one of our associate education experts on the role of a link governor and suggest questions for him/her to ask when visiting the school. We also link to descriptions for other link governor roles that cover inclusion.
- [Literacy: role of the link governor](#) Understand your role as a literacy link governor and questions you can ask literacy subject leaders to challenge and support them.
- [Monitoring pupil premium: role of the link governor](#) Be clear on the role and responsibilities of a pupil premium link governor, and use our list of questions when monitoring provision.
- [Numeracy/maths: role of the link governor](#) Understand your role as a numeracy/maths link governor and questions you can ask maths subject leaders to challenge and support them.
- [PSHE and citizenship: what questions could a link governor ask?](#) Have a look at examples of questions you could put to relevant members of school staff as a link governor for PSHE education and citizenship. We've put these together with the help of our associate education expert Fred Birkett, who has been a school governor for 20 years.

- [Pupil premium: questions to ask](#) See our list of questions to ask your pupil premium lead about how your school uses pupil premium funding to close the attainment gap for disadvantaged pupils. Use the questions in link governor visits or in relevant committee meetings.
- [Questions to ask subject leaders](#) You might be asked to meet with subject leaders as part of a school visit, or a board/committee meeting. Be clear on what questions you can ask to challenge and support them.
- [RE link governor: role and questions to ask](#) Feel confident in your role as RE link governor with guidance on your responsibilities, and examples of questions you can ask school leaders when monitoring provision.
- GDPR Link Governor

End