

## Governor Vacancy – Sept 2018

We currently have a vacancy for a volunteer Coopted Governor, ie someone in our local community who has specific expertise or experience that would benefit the governing body and the school as a whole. If anyone is interested in finding out more or applying, please contact our Clerk to the Governors [Clare.Fox@Mundefordinf.dorset.sch.uk](mailto:Clare.Fox@Mundefordinf.dorset.sch.uk). Have a think about whether you know anyone, eg a neighbour, a grandparent or a friend who would be interested in supporting the school in this way. A copy of your CV and a covering statement highlighting the skills and experience you'd bring to the Governing Body at Mundeford Infants would be very helpful.

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### The role of a school governor

Governors and trustees are one of the largest volunteer forces in the country and have an important part to play in raising school standards. The role of the governing board is key to the effectiveness of a school, and its three main functions are:

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

What is really important is that you have the skills, time and commitment to help drive school improvement, and the passion and ambition to achieve the best possible education for our children.

As part of the governing board team, a governor is expected to:

1. **Contribute to the strategic discussions at governing board meetings** which determine:
  - the vision and ethos of the school
  - clear and ambitious strategic priorities and targets for the school
  - that all children, including those with special educational needs, have access to a broad and balanced curriculum
  - the school's budget, including the expenditure of the pupil premium allocation
  - the school's staffing structure and key staffing policies
  - the principles to be used by school leaders to set other school policies
2. **Hold executive leaders to account** by monitoring the school's performance; this includes
  - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
  - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
  - asking challenging questions of school leaders
  - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits

- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
  - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
  - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers
3. **Ensure the school staff have the resources and support they require** to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises and that the way in which those resources are used has impact.
4. **When required, serve on panels of governors to:**
- appoint the headteacher and other senior leaders
  - appraise the headteacher
  - set the headteacher's pay and agree the pay recommendations for other staff
  - hear the second stage of staff grievances and disciplinary matters
  - hear appeals about pupil Exclusions

The role of a governor is largely a thinking and questioning role, not a doing role. A governor does not: write school policies; undertake audits; spend much time with the pupils of the school; fundraise; undertake classroom observations to make judgements on the quality of teaching ; do the job of the school staff.

In order to perform the role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and in agreement with the headteacher, and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence.

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Your main task is to attend meetings of the school governing body. Meetings of the full governing body normally take place once each term. Each committee also normally meets once a term, but may meet more frequently depending upon current issues the committees are involved with.

Governors are encouraged to visit school as part of their role in monitoring and evaluation, to observe practice, meet with staff and to familiarise themselves with the school. Governors are welcome to attend school performances and events. All Governors are encouraged to be aligned to at least one subject within school.