

REACH2 Local Governing Body Link Role Descriptions

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All boards have three core functions:

- 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; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The role of a Local Governor and the Local Governing Body (LGB) within REACH2 Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility.

A governing body is made up of people with different skills, experience and qualities but we expect all governors to be able to:

- Work as a member of a team
- Show a proven ability to act within the framework of all policies and the code of conduct of the LGB and legal requirements
- Speak, act and vote in the best interests of the school
- Respect all LGB decisions and support them in public

REACH2 Governor Person Specification

Governors have a variety of skills and knowledge but there are a number of essential personal qualities required of any governor including:

Personal:

- An interest in the education of all children
- A sense of fairness
- Tact and diplomacy
- Sound communication skills in listening, speaking and writing
- Assimilation skills to help absorb and make use of wide ranges of information and data
- A commitment to participation in training and self-evaluation.

For the team:

- An ability to work as a member of a team
- A willing, constructive work ethic with a team of governors who have some or all of these qualities
- An ability to respect confidentiality and adhere to the governors' code of conduct at all times.

For the school:

- A commitment to the vision and values of the school
- A commitment to securing the best educational outcomes for all children
- The capacity to develop specific knowledge and understanding of the school and its community
- A commitment to equalities.

Roles and Responsibilities

Minimum expectations for all governors:

- Attend and contribute to LGB meetings (usually 6 a year)
- Read agendas, papers and minutes before meetings
- Attend training sessions as appropriate and show a commitment to personal development
- Be a challenging friend ready to offer constructive criticism and support the school community
- Act as a link governor, visit the school to do this and report back in meetings.

All Governors

Meetings

- Attend meetings of the LGB whenever possible, and provide good reasons for any failure to attend meetings
- Prepare for and contribute to meetings and complete any agreed follow-up work

Teamwork

- Contribute to the LGB's operation as an effective team by establishing and maintaining good working relationships with other governors and with staff
- Recognise that the power of the LGB is a group responsibility and that no governor has individual authority unless it is delegated by the LGB
- Recognise the respective roles of the LGB and the Headteacher and staff (the LGB is a strategic body, the operational management of the school is the responsibility of the Headteacher)
- Recognise that governors are equal members of the LGB and work collectively
- Accept a fair share of the LGB's work

Knowledge of the school

- Know the school's strengths, its areas for development and improvement plans
- Know of areas of the school outside of your areas of expertise

Personal interests

- Put responsibilities as a governor before personal interests
- Ensure any business or pecuniary interests are declared as required and withdraw from meetings as appropriate

Other

- Maintain confidentiality
- Act at all times fairly and without prejudice
- Support the school in the community, exercising prudence and tact if contentious issues affecting the school arise outside the LGB, and follow procedures agreed by the LGB in making or responding to criticism or complaints
- Be aware of and accept ['The 7 principles of public life'](#)

Personal development

- Undertake training and take advantage of opportunities to increase understanding and effectiveness as a governor
- Keep up to date with governance and education news, policy and processes through reading and accessing information via national resources such as the DfE and ESFA and via Trust communications.