**Role description – Governor’s in All Saint Multi-Academy Trust**

## **Role purpose**

The trust board provides:

* strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
* accountability and assurance – robust and effective oversight of trust operations and performance
* engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Responsibilities are delegated to academy committees (also known as local academy councils) to help the trust board fulfil this purpose and to strengthen MAT governance.

**Responsibilities**

NGA [research](https://www.nga.org.uk/knowledge-centre/local-governance-here-and-now/) highlights the ‘4Ss’ (**s**afeguarding, **S**END, **s**tandards and **s**takeholder engagement) detailed below as the minimum functions typically delegated to the local tier, which is also in line with the trust scheme of delegation.

### **Safeguarding**

* Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
* Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
* Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
* Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
* Monitor the school’s estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

### **SEND**

* Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
* Seek assurance that staff are trained to implement pupil strategies and support plans.
* Ensure pupils with SEND have the resources they need to succeed.
* Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
* Monitor the overall effectiveness of the school’s SEND provision, referring to pupil outcomes and other relevant data.

### **Standards**

* Ensure that the trust’s vision, ethos and strategy is adopted and applied by school leaders.
* Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust’s strategic objectives.
* Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
* Ensure that the trust’s curriculum is being provided to pupils in an appropriate manner for the school’s context.
* Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
* Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher’s performance management process.

### **Stakeholder engagement**

* Consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making.
* Help stakeholders to understand the trust’s values and vision for the future.
* Provide the trust board with insight into the challenges and opportunities faced by the school’s local community.

### **Panels and committees**

When required, local governors may be expected to serve on panels in order to:

* hear staff grievances and disciplinary matters
* review decisions to exclude pupils
* deal with formal complaints in line with the trust’s complaints procedure

### **Contribution to the academy committee**

Local governors should ensure that they are making a positive and meaningful contribution to the committee 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 committee
* getting to know the school, including visiting the school occasionally during school hours
* undertaking induction training and engaging in ongoing development

**Academy visit**

The Guide to the Law states that; ‘Individual governors do not have an automatic right to enter the academy whenever they wish. But they need to be able to visit from time to time to develop their understanding of the academy to enable them to fulfil their statutory responsibility for the conduct of the academy.

Governors should arrange their visits with the Headteacher, who has responsibility for the day-to-day management of the academy. It is often useful to draw up a policy on governors visits to cover things such as giving notice, constructive feedback, and handling concerns. The LAC should plan visits to cover a wide range of academy work and each visit should have a clear purpose.

Visits by governors can be useful and informative. They do not replace professional inspection, or the monitoring and evaluation carried out by the Headteacher.

Make sure that staff members understand the purpose of the visit.

Academies are a working environment and very busy and it is likely it is very different from when governors themselves were at academy! Whilst staff will welcome the interest of governors' and fully understand their statutory responsibilities, governors must be careful not to interrupt the fundamental business of the academy and the children's education, and finally, remember that teachers often work to a strict timetable and may not always have time to talk to a governor when they are teaching.

Expenses

Governors should receive out of pocket expenses incurred as a result of fulfilling their role as Governor and that a board of Governors should have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.