

ROLE OF A SCHOOL GOVERNOR

The Governing Body has a strategic responsibility for ensuring that the school is run effectively, acting within the framework set by legislation and the policies of the local authority and the governing body. It works with the Headteacher and senior leadership team to set priorities and targets for the school, and monitors progress against these targets.

What do governors do?

The role of a governor is strategic, to challenge and support the school leadership and avoid routine involvement in operational matters. The governing board has three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of the organisation and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

What is a parent governor?

As a parent governor, the role is:

- To bring a parental perspective to the issues discussed but not to speak 'on behalf' of the parent body.
- No different from other governors.

“Good decision making is well informed by both available evidence of what works or is likely to be effective, and by the views and needs of key stakeholders, particularly parents. The board as a whole should take steps to understand what parents think, while acknowledging that anyone on the board who is a parent themselves has valuable knowledge and perspectives about the school(s) to bring to bear in discussions and decisions and helps to guarantee that there is always a link between governance and the parent community.” DfE Governance handbook October 2020

At Rutlish

The Rutlish Full Governing Body (FGB) is made up of 15 representatives; 3 Parent Governors, 4 Rutlish Foundation Governors, 1 Local Authority Governor, 1 Staff Governor, 1 Headteacher and 5 Co-Opted Governors.

- Governors have a four year term of office.
- Governors are asked to join at least one sub-committee as well as the FGB.
- Governors are asked to take on at least one link role which may mean visiting the school up to once per term.
- Each sub-committee and FGB usually meet once per term. The proposed timetable for meetings is published in September each year.
- Meetings usually take place at 4pm or 5pm.
- Attend the “Welcome to Governance” training provided by Merton (2 x 2 hour sessions, day or evening).

A governor is expected to:

- Get to know the school, including visiting the school occasionally during school hours and in agreement with the headteacher, gaining a good understanding of the school's strengths and weaknesses.
- Attend induction and other relevant training and development events, attend meetings, full governing body meetings and committee meetings and take on a link role.
- Read all the papers before the meeting.
- Act in the best interests of all the students of the school.
- Behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

As you become more experienced as a governor, there are other roles you may volunteer for which would increase the degree of involvement and level of responsibility e.g. chair of a committee.