



HOLTON LE CLAY SCHOOLS FEDERATION
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DUTIES OF A GOVERNOR (Useful to use within Induction Process)

In his foreword in the Governance Handbook, John Nash, Parliamentary Under Secretary of State for Schools writes:

"Governing boards have a significant degree of autonomy in our increasingly school-led system. They are the vision setters and strategic decision makers for their schools. They play a vital role in ensuring the best possible education that takes every child as far as their talents allow. Crucially, that means creating robust accountability for executive leaders by using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions. It means ensuring resources are allocated to strategic priorities and safeguarding the highest standards of financial propriety. It also means ensuring that schools prepare pupils for life and the workplace and implementing their Prevent duty and promoting fundamental British Values to protect them from the risks of extremism and radicalisation.

*A school-led system doesn't mean schools working in isolation; it means schools that are fully integrated with their local community and, crucially, connected with and learning from each other. I want to see more schools seeking out opportunities to collaborate...Governors of individual schools, like parents and headteachers, can be passionate about their school. But pupils **must** come before adults...*

Working together is about better teaching and a broader curriculum for pupils; greater leadership and development opportunities for teachers; and more efficiency and impact from financial and other resources. These benefits are most fully realised when school-to-school collaboration is consolidated through formalised cross-school governance arrangements...All boards... need people with skills appropriate to the scale and nature of their role; and no more people than they need to have all the necessary skills to be effective. Many boards are already reaping the rewards of recruiting people from business and I call on more schools to make use of the DfE funded services from Academy Ambassadors and from Inspiring Governance...

This Governance handbook applies to all those involved in governance, referring throughout to the 'board' to emphasise that it applies equally to the governing body of a small maintained school as it does to the board of a large MAT. This edition has been re-structured around a new clearer articulation of the key features of effective

practice and should be read alongside our new Competency Framework describing the knowledge, skills and behaviours needed for effective governance.

I want everyone involved in governance to be confident in tackling underperformance, challenging mediocrity, and setting the highest of expectations; refusing to accept second best for any child. I hope you find this handbook a valuable resource"

As part of the corporate Governing Body, Governors will have a strong focus on 3 core strategic 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.**

Governors are not expected to be involved in the day-to-day management and administration of the school, but rather to set strategic plans for the school and to provide the Headteacher with guidance on general principles.

Whilst it is difficult to define in precise terms what all the duties of a Governor are, the following are among them:

- To work as a member of the Governing Body for the best interests of the school.
- Attend the regular meetings and special meetings of the Governing Body as well as meetings of any Committees to which they have been appointed.
- Become familiar with general educational issues and developments.
- Take an interest in school activities.
- Promote the school within the local community.
- Be able to commit time to the duties and responsibilities of a Governor.
- Be prepared to become involved in:
 - Staff appointments.
 - Pupil discipline.
 - The school curriculum.
 - The financial management of the school.
 - Health and Safety matters.
 - Governor Training.

Governors have an increasingly important role and attending termly meetings only is not enough. It is essential that the person appointed **must** have and maintain a keen interest in the work and welfare of the school. Inevitably visits **must** be made to see the Headteacher and what the school is doing; to play an active part in the public and social life of the school. Governors also have the task of being the immediate "lay" support for the professional staff in the school.

