

## **Governor Role Description**

### **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 Governing Boards) to help the Trust Board fulfil this purpose and to strengthen the UKAT Governance.

### **Responsibilities**

Detailed below are the minimum functions typically delegated to the Local Governing Board.

#### **Safeguarding**

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

#### **SEND**

- Ensure that the trust policy for students with Special Educational Needs and Disabilities (SEND) is implemented and adapted to the specific Academy context where necessary
- Seek assurance that staff are trained to implement student strategies and support plans
- Ensure students 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 UKAT community to ensure that students with SEND are well-supported and included in all aspects of Academy life
- Monitor the overall effectiveness of the Academy’s SEND provision, referring to student outcomes and other relevant data.

## **Standards**

- Ensure that the trust's vision, ethos and strategy is adopted and applied by Academy 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 student progress, to ensure that the Academy is meeting its targets
- Ensure that the Trust's curriculum is being provided to students in an appropriate manner for the Academy's context
- Ensure that the required policies and procedures are in place and that the Academy is operating effectively in line with these policies
- Establish a strong relationship with the Principal in order to provide effective support and challenge, including providing feedback to the Principal's Performance Management process

## **Stakeholder engagement**

- Consult stakeholders such as parents, carers, staff and students, 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 Academy's local community

## **Panels**

When required, Local Governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to exclude students
- deal with formal complaints in line with the Trust's Complaints Procedure

## **Contribution to the Academy Board**

Local Governors should ensure that they are making a positive and meaningful contribution to the Board 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 Board
- getting to know the Academy, including visiting the Academy occasionally during Academy hours
- undertaking induction training and engaging in ongoing development