



Minerva
Learning Trust



Local Governing Body Recruitment Information Pack

A guide to Trust Governance

Inclusion | Independence | Respect | Success

What does a Governor do?

Working alongside the headteacher and senior leaders, a governor's role is to support the Local Governing Body in having a strategic overview of the running of the school, to review and monitor progress made against the School Development Plan, be a critical friend to the headteacher, and assist in making valuable decisions in relation to school life, with the students teaching and learning, safeguarding and wellbeing at the forefront. Governors have a responsibility to students, staff, parents/carers and the local community to ensure their school meets the needs of all stakeholders.

As a Local Governor, you are making a direct contribution to the education, welfare and future of each young person in our community. You have the opportunity to scope and influence a positive path. In return for your participation, the role of a Local Governor provides opportunities for you to enhance your personal skill set, develop negotiation, teamwork and other sought after professional skills, all while in a fast paced, complex business environment.

Key Responsibilities

- Ensuring clarity of vision, ethos and strategic direction.
- Holding senior leaders to account for the educational performance of the school and its students, and the effective and efficient performance management of staff.
- Overseeing the effective spend of additional funding and making sure its money is well spent.

Governor Eligibility

Any person over the age of 18 is eligible to hold the role of Governor. However, in certain situations, a person is not eligible to hold the post of Governor, including:

- If a Governor is paid to work at the school and is the subject of disciplinary proceedings in relation to their employment.
- If a Governor is the subject of proceedings in any court or tribunal, the outcome of which may be that the Governor is disqualified from continuing to hold office due to bankruptcy, disqualification as a company director or other restrictions by law.
- If a Governor has acted in a way that is inconsistent with the ethos of the school or Trust and has brought or is likely to bring the school, LGB or Trust into disrepute.
- If a Governor is in breach of the duty of confidentiality to the school or to any member of staff or student at the school.
- A Governor may also be removed from the LGB if they have failed to attend a meeting for six months without the consent of the Trust Board.

Local Governors agree to the commitments of the role, including:

- Attend evening meetings.
- Read all paperwork circulated.
- Partake in training and development sessions.
- Build working relationships with the schools, the central team, Trust Board and staff.
- Respect confidentiality and uphold Safeguarding standards.



Level of Commitment

- **Time in Office:**

Appointments are initially for one year, followed by a review and provided both parties are happy, the term can be extended for an additional three years.

- **Meetings:**

Local Governing Bodies meet six times a year, effectively half-termly. Local Governors may be called upon at any time to serve as part of a panel to deal with complaints, permanent exclusions and student behaviour panels. In each case, Local Governors should be impartial and independent, following the appropriate school and Trust policy.

- **Lead Governance**

Some governors may be asked to be a lead governor. These meet two to three times a year, depending on the role.

- **Financial:**

The Trust Board shall set out a policy for the payment of expenses incurred by Local Governors, in the course of their duties, are subject to prior application and approval.

- **Liability:**

Local Governors are not individually liable. Liability is collective and held by the governing body as a whole.

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together'

WORKING TOGETHER

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

LEARNING TOGETHER

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

OUTSTANDING TOGETHER

Our students, staff and stakeholders work tirelessly and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and the decisions that we make.

INCLUSION

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

INDEPENDENCE

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other.

RESPECT

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

SUCCESS

We celebrate and communicate our successes; share good practice and we all promote a culture of continuously learning from each other.

OUR BELIEFS

We believe that:

- we will have a significant impact on young people in our region by providing an outstanding provision
 - we can empower existing and aspiring leaders to drive school improvement
- through quality of education we can support students to be successful in life after school and to positively contribute to society
 - a child's background and circumstances should not pre-determine their future
- we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom

What Skills, Attributes and Values do our **Governors** Need?

Qualities and Values

Governors are expected to demonstrate:

- Both behaviours and values that are appropriate to the holding of public office (Principles of Public Life)
- Desire to create positive change for young people Commitment to the mission, vision and values of Minerva Learning Trust
- Commitment to equality of opportunity, tackling discrimination and setting standards of fair treatment
- Commitment to safeguarding young people
- Commitment to the role and willingness to devote time and effort to discharge their duties

Education, Training and Experience:

- Level of experience in a relevant sector
- Good level of education or expertise
- Commitment to and record of continuous professional development
- Willingness to participate in skills and training to support the role

Knowledge and Skills:

- Understand and accept legal duties, responsibilities and liabilities of the role
- Understand the use of attainment and other data to assess the progress, strengths and areas for development in an educational environment
- Understand workforce and financial data
- Ability to think creatively and strategically
- Ability to use independent judgement
- Ability to apply care and diligence to decision making
- Ability to observe confidentiality and act with integrity

Nolan Principles

In 1994 the Government Committee on Standard in Public Life published 7 principles. These "Nolan principles" are still considered to embody an ethical code expected of all who serve in the Public Sector, be them employees or volunteers. The Trust requires Local Governors to uphold these principles:

- **Selflessness:**
Holders of public office should act solely in terms of the public interest.
- **Integrity:**
Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity:**
In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability:**
Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness:**
Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty:**
Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership:**
Holders of public office should promote and support these principles by leadership and example.



Other Interests

Other interests are defined as those which could affect your judgement and objectivity when discussing academy or Trust matters. Other interests do not prevent applicants from being elected governors but must be declared. These interests could include (and are neither exclusive nor exhaustive):

- A family relationship
- An active interest in another school/academy and/or Trust
- Having a business or pecuniary interest

Diversity

Minerva Learning Trust prides itself in promoting and celebrating diversity and so, we encourage applications for all positions without regard to age, race, religion, sex, sexual orientation, marital, or any other legally protected status.

Apply Now

Expressions of interest can be made to Local Governor Roles by visiting our website and completing the form.

Visit <https://minervalearningtrust.co.uk/work-with-us/volunteers/> to register your interest.



About Minerva Learning Trust

Minerva Learning Trust is a legal entity registered as an exempt Charity, the Trust was established in October 2014. The vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield and North East Derbyshire.



We are a Multi-Academy Trust (MAT) with a vision of providing outstanding education for all the students within our schools. The Trust partnership, consisting of four primary schools, five secondary schools, two Sixth forms and a Post-16 Academy, supports the teaching and learning of around 8,000 students.

Minerva Learning Trust firmly believes in the power of local governance and in the importance of local leadership and governance in order to keep its schools at the heart of the communities they serve.

We believe that schools should enhance the provision of a community, especially for the most vulnerable, and that they should make significant contribution to their area. Together, we work hard to ensure that all children and young people within our care have access to a high-quality educational provision that provides them with the skills, knowledge, qualities and experiences they need to be successful and to positively contribute to society.



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