

## THE GOVERNOR'S ROLE

This document gives a summary of the roles of governors at Auriga Trust schools. Further details can be found in the Local Governing Body Code which all governors are required to sign.

The three core functions of school governance are to:

- **Set the school's vision and values, and the strategy for achieving this vision**  
Engaging with all stakeholders to set out and embed the school's vision and ethos in all areas of school life. Work effectively with senior leaders to set strategic objectives to help the school reach its goals.
- **Hold school leaders to account for the educational and financial performance of the school**  
Creating robust accountability for school leaders through rigorous analysis of performance data and financial information.
- **Ensure the school's financial success and probity**  
Ensuring that the budget delegated to the school by central and local government is managed effectively, and with regard to value for money.

As part of the Auriga Academy Trust legal responsibility for ensuring these functions are discharged effectively lies with the Trust Board. However, under the overarching trust vision and priorities the Trust Board delegates the majority of responsibility for these functions to the Local Governing Body of each of its schools unless any cause for concern arises. Detail of respective responsibilities are set out in the Trust Scheme of Delegation and there are systems in place to ensure a flow of information from Governing Body to Trust Board and from Trust Board to Governing Body. Above all the Local Governing Body is called to be a 'critical friend' to the school providing support and challenge in equal measure.

### **Key Local Governing Body Responsibilities**

- Develop the school's vision and strategy
- Set a culture of high educational standards, which promotes staff and pupil wellbeing
- Ensure the school follows an appropriate broad and balanced curriculum with regard for the National Curriculum that meets the needs of all pupils
- Monitor the school's educational performance using a range of data sources
- Ensure engagement with all stakeholders (parents, pupils, staff, AfC and the local community)
- Approve the school budget
- Monitor and evaluate the school's financial performance
- Approve and review school policies, review and inform trust policies and hold staff to account for their implementation
- Ensure the school is compliant with legal requirements, including that all statutory policies and documents are in place
- Support the trust in the appointment and performance management of the headteacher

- Monitor and evaluate the school's staffing structure, staff appraisal systems and the quality of teaching
- Monitor health and safety in the school

### **Main Tasks of Governors**

- Get to know the school, its needs, strengths, and areas for development; this will include visits as well as meetings
- Prepare for, attend, and contribute to meetings of the full governing body and allocated committee(s)
- Work as a team member
- Commit to training and development
- Always act in the best interests of the school and maintain confidentiality
- Adhere to the Nolan principles of public life  
(Selflessness; Integrity; Objectivity; Accountability; Openness; Honesty; Leadership)

### **Skills and experience**

Essential:

- A commitment to the school's vision and ethos and the best outcomes for all pupils
- Critical listening and ability to ask effective questions
- Ability to assimilate and assess information and data
- Strategic thinking
- Excellent communication
- Problem-solving and analysis

Desirable – a range of experience is needed across the governing body:

- Understanding of data
- Finance and/or accounting knowledge
- HR experience
- Knowledge of education
- Leadership and management skills
- Risk management skills
- Legal expertise
- Marketing and communications skills
- Knowledge of special educational needs and disabilities, particularly speech, language and communication needs

### **Time commitment**

Terms of office for governors are 4 years. There is a schedule of a minimum of three Full Governing Body meetings across the year and an additional strategy day. Each committee will meet at least termly however additional committee, working party or lead governor meetings may be required within a term. Extra meetings may also occasionally be required to ensure the boards duties are fully discharged. There is an additional commitment of time to read papers and prepare; to undertake training and above all to make visits to the school both during the working day and for special events.

### **Key Documents**

