

## **THE GOVERNORS' ROLE**

This document gives a summary of the roles of governors at Auriga Trust schools. Further details can be found in the Code of Conduct for Governors and Trustees which all governors are required to sign.

The core functions of academy governance are to provide:

- **Strategic leadership:** defining a vision, fostering a culture and championing the strategy
- **Accountability and assurance:** providing robust and effective oversight of operations and performance
- **Strategic Engagement:** strategic oversight of relationships with stakeholders

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 for recommendation to the Board of Trustees
- 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
- Carry out 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 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, moderate or severe learning difficulties or autism or conditions associated with it.

### **Time commitment**

Terms of office for Governor are 4 years. There is a schedule of five Governing Body meetings across the year and an additional strategy session. Each Local Governing Body will meet at least termly. Extra meetings may occasionally be required to ensure the LGB's 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**

[DfE Academy Trust Governance Guide](#)

[Voluntary Academy Trust Governance Code](#)

*Extracted from AAT Board and Committee Operating Procedures*