

# APPENDIX 1: Becoming a School Governor – What to expect

## **A governor should have:**

- An interest in all children's futures.
- A desire to make a difference.
- A willingness to accept responsibility.
- An ability to work in a team and is happy to ask questions, listen and learn.
- The skills to contribute to effective governance and success of the school, or at least the capacity and willingness to develop them.

## **and will:**

- Act with integrity, objectivity, and honesty in the best interests of the school.
- Fulfil a largely strategic role in the running of the school.
- Work in partnership with the Head of School to raise standards.
- Actively contribute to the work of the Local Academy Board (LAB).
- Abide by the LAB's adopted Code of Conduct.

## **Typical governor responsibilities:**

- Help to decide the priorities for improving the school.
- Focus on the Redhill Academy Trust's 54 principles.
- Embrace and promote the 7 Key Principles of Public Life.
- Work co-operatively with other Governors in the best interest of the school.
- Attend the meetings of the LAB and its committees.
- Promote the interest of the school in the wider community.
- Have an equal right to participate and to state their views whilst respecting the views of others.
- Are loyal to the decisions made by the LAB.
- Respect the confidentiality of those items of business that have been designated as confidential and do not disclose what individuals have said or how they have voted.
- Withdraw from a decision from which he or she or a partner or close relative stands to gain or where he or she is too involved to be objective.
- Have regard to the broader responsibilities as a Governor of a public institution in regard to promoting a public accountability for the actions and performance of the LAB.
- Participate in appropriate training.

## **What to consider when thinking about becoming a governor:**

- Do you have an interest in improving the educational provision for young people?
- Can you commit the time – at least 3 evening meetings a year (usually held on **Mondays from 5:30pm**) **plus additional committees**?
- Do you have the time to prepare for governing body meetings i.e. reading of documents/reports in advance of meetings?
- Do you have the confidence to speak up and challenge?
- Can you work as part of a team of governors to ensure that the LAB provides effective governance to meet the 6 key features determined by the Department for Education?
- Will you embrace the principles of the LAB's Code of Conduct?
- Can you commit to participate in the governors' training programme – this may well be in your own time?

## APPENDIX 2: Person Specification

**All those involved in governance should demonstrate the following attributes:**

### **Committed**

- Devoting the required time and energy to achieve the best outcomes for young people. This will be a commitment to devote time during school hours and out of hours.
- Prepared to give time, skills, and knowledge to developing themselves and others in order to create highly effective governance.

### **Confident**

- Having an independent mind, able to lead and contribute to courageous conversations.
- Be willing to express opinions and to play an active role on the board.

### **Curious**

- Possessing an enquiring mind and an analytical approach.
- Understanding the value of meaningful questioning.

### **Challenging**

- Providing appropriate challenge to the status quo and asking questions of leaders.
- Not taking information or data at face value and always seeking to improve things.

### **Collaborative**

- Prepared to listen to and work in partnership with others.
- Understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carer, pupils the local community, the local authority, and employers.

### **Critical**

- Understanding the value of critical friendship which enables challenge and support.
- Self-reflective, pursuing learning and development opportunities to enable both themselves and the board to become as knowledgeable as possible.

### **Creative**

- Able to challenge conventional ideas and be open-minded about innovative approaches to problem-solving.
- Recognising the value of innovation and creative thinking to organisational development and success.

### **Desirable but not essential skills/qualities:**

- Understanding current national education policy and the local education context.
- Financial management/accounting experience.
- Experience of basing funding decisions on organisational priorities and question financial performance against strategic priorities.
- Experience of HR policies and processes.
- Leadership experience.
- Experience of chairing a board or committee meeting.
- Marketing, media, and PR experience.
- Experience of auditing/inspecting and oversight in the school sector.

## APPENDIX 3: Key Principles of Governance

### The Redhill Academy Trust's 5 Key Principles

- High expectations of all students
- Valuing and celebrating academic achievement
- Outstanding teaching of all students
- Widening students' experiences through a range of extra-curricular activities including sports and the performing arts
- Commitment to Equality & Diversity.

### 6 key features determined by the Department for Education

- Strategic Leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

### Seven Principles of Public Life (the Nolan Principles)

- **Selflessness** – Holders of public office should act solely in terms of the public interest.
- **Integrity** – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- **Objectivity** – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- **Accountability** – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- **Openness** – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- **Honesty** – Holders of public office should be truthful.
- **Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.