



## Local Governor Role Profile and Person Specification

<b>Job title:</b>	Local Governor
<b>Location:</b>	Local governing body meetings to be held in the academy.  Site visits to SHARE Multi-Academy Trust academies and central office from time to time
<b>Hours:</b>	Up to four full local governing body meetings a year, in addition, governors may be invited to attend committee meetings  Regular review of reports and documentation  Availability for induction and training programmes  Occasional academy visits during academy hours by prior arrangement with the academy
<b>Salary range:</b>	Voluntary
<b>Term of office:</b>	Four years
<b>Date adopted by the board:</b>	9.7.19

### Job purpose

SHARE Multi-Academy Trust board of directors has established for each academy/federation of academies a local governing body (LGB). Each LGB's role is to provide advice to the board in relation to the functioning of the relevant academy/federation. The areas upon which each LGB will provide such advice, appropriate comments and recommendations are set out below.

### Job Description

#### Strategy, vision & goals

- Scrutinise leaders' actions, checking they are being made in the best interests of children, young people and families.
- Contribute to the trust's vision, values and goals, advising leaders and directors accordingly.
- Engage with wider stakeholders, especially parents, to promote plans and gather feedback.

## Curriculum

- Provide guidance to the Executive Headteacher or Principal about local needs.
- Help make decisions about local variations to the curriculum, operating within the trust's policies and financial parameters.

## Assessment & targets

- Review progress against school targets and challenge leaders where groups of pupils are not achieving high enough standards. Check strategies for raising the performance of vulnerable groups (PP, SEN/D) are having a positive impact.

## Pupil behaviour, wellbeing & safety, including safeguarding and attendance

- Undertake checks that safeguarding processes are being followed effectively.
- Advise leaders about behaviour policy and its implementation.
- Review exclusions through a panel hearing where required or in support of behaviour improvement strategies.

## Teaching & Learning

- Receive reports about teaching and learning quality, training and support. Challenge and support leaders about the effectiveness of strategies.

## SEND & Equalities

- Receive reports on the effectiveness of strategies for supporting pupils with SEND. Check leaders are complying with the SEN Code of Practice and Equalities legislation.

## Parents & Community

- Consult with parents and local communities, to ensure their views are adequately represented in school and trust decision-making processes.
- Liaise with directors (trustees), trust and school leaders, to ensure parents and local community views are shared and considered.

## Finance

- Receive budget reports and question leaders over the use of funds to secure the school's goals.
- Provide input on some spending decisions, within the trust's agreed framework.
- Receive internal and external audit reports.

## Human Resources

- Engage in disciplinary and grievance matters if required.
- Receive reports on pay, appraisal, training and other HR related matters.
- Challenge and support the principal on overall approach to HR matters.

## Risk, including health & safety and data protection

- Receive risk reports, including health & safety assessments.
- Monitor approach to risk, including health & safety matters.

## Estates, contracts and infrastructure

- Informed of capital investment plans.
- Contribute to discussions about capital investment, trust policy and contract management.

## ICT

- Receive reports about ICT strategy and policy.
- Contribute to discussions about implementation at school level and overall trust policy.

## Core Competencies

The following core competencies and skills expected of all governors are that they will:

- work as a team;
- attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- be respectful of the views of others and to be open to new ideas and thoughts;
- treat all confidential information confidentially;
- act with integrity, avoiding any personal conflicts of interest;
- develop an understanding of the values and aims of the trust and its academies and the roles played by all individuals in fulfilment of the trust's vision;
- understand the policies and procedures of the trust and how these flow down to the academies;
- support the trust in public and act as an ambassador of the trust and the academies;
- commit to training and skills development;
- be ready to ask questions;
- be focused on problem solving and be ready to learn from past experiences;
- adhere to the Nolan Principles in their conduct (selflessness, integrity, objectivity, accountability, openness, honesty and leadership).

## Person Specification

### Personal qualities and values – to have:

- desire to create positive change for young people;
- commitment to the values and aims of SHARE Multi-Academy Trust;
- willingness to devote time and effort;
- ability to work effectively as a team while contributing an independent perspective;
- ability to build productive and supportive professional relationships;
- commitment to equal opportunities and anti-discriminatory practice;
- commitment to Safeguarding young people.

### Education, knowledge and skills:

Governors must have a sufficient level of education and expertise to be able to understand and interpret the range of information required for the effective leadership and management of an academy.

**Legal Requirements:**

Individuals who are not able to make the following declarations may not serve as a governor:

- I am not disqualified from acting as a charity trustee;
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction that is legally regarded as "spent");
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft;
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance;
- I am not an undischarged bankrupt;
- I have not made compositions or arrangements with my creditors from which I have not been discharged;
- I have not been removed from serving as a charity trustee, or been stopped from acting in a management position within a charity;
- I have not been disqualified from serving as a company trustee;
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of a school.

**Equality & diversity statement**

SHARE MAT recognises the trust’s responsibility for setting standards of fair treatment. The trust will provide equal opportunities to any pupil, volunteer, trustee, employee or applicant and will not discriminate either directly or indirectly. Our aim is that our team will be truly representative of all sections of society and everyone feels respected and able to give of their best.

**Safeguarding commitment**

SHARE MAT is committed to keeping all our children and young people safe. We must therefore check potential governors are not prohibited from working with children. As such, every governor will be subject to an enhanced DBS disclosure and barring check (paid for and organised by the trust).

I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children.

Signed by the applicant .....

Name of applicant .....

Date .....