



*Every Child is Unique  
and at the Heart of everything we do*

## **GOVERNING BODY JOB DESCRIPTIONS**

Introduction

Boards of Governors have three core responsibilities:

- 1. Ensuring clarity of vision, ethos and strategic direction;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent.**

In order to achieve these responsibilities, the Governing Body (GB) works with the school on planning and developing policies and keeping the school under review. Its powers and responsibilities must be exercised in partnership with the Head teacher and staff.

What follows are 'job descriptions' for all and each of the categories of governors, plus a list of the duties of the Clerk to the Governors. The responsibilities listed in the All Governor task description cover every member of the GB; those listed under the separate headings are in addition to, not instead of, these general responsibilities.

**JOB DESCRIPTION LIST:**

<b>1. All governors</b>	<b>12. Training co-ordinator Governor</b>
<b>2. Chair of Governors</b>	<b>13. Special Needs governor</b>
<b>3. Vice Chair of Governors</b>	<b>14. Safeguarding/Looked after Children governor</b>
<b>4. The Headteacher as governor</b>	<b>15. Equality and Diversity governor</b>
<b>5. Staff governor</b>	<b>16. Curriculum Link governor</b>
<b>6. Parent governor</b>	<b>17. Pupil Premium governor</b>
<b>7. Local Authority governor</b>	<b>18. Health and Safety governor</b>
<b>8. Associate member</b>	<b>19. Clerk to the governors</b>
<b>9. Performance Management</b>	

## 1 EXPECTATIONS OF ALL GOVERNORS

### Meetings

- Attend meetings of the GB whenever possible, and provide good reasons for any failure to attend meetings
- Prepare for and contribute to meetings and complete any agreed follow-up work

### Teamwork

- Contribute to the GB's operation as an effective team by establishing and maintaining good working relationships with other governors and with staff
- Recognise the power of the GB body is vested in the group and that no governor has individual authority unless it is delegated by the GB
- Recognise the respective roles of the GB and the Headteacher and staff (the GB is a strategic body, the operational management of the school is the responsibility of the Headteacher)
- Recognise that governors are equal members of the GB and accept collective [responsibility](#)
- Accept a fair share of the GB's work,

### Knowledge of the school

- Arrange to visit the school when teaching and learning are taking place and attend school events and functions
- Know the school's strengths, its areas for development and improvement plans

### Personal interests

- Put responsibilities as a governor before personal interests
- Ensure any business or pecuniary interests are declared as required and withdraw from meetings as appropriate

### Other

- Maintain confidentiality
- Act at all times fairly and without prejudice
- Support the school in the community, exercising prudence and tact if contentious issues affecting the school arise outside the GB, and follow procedures agreed by the GB in making or responding to criticism or complaints

### Personal development

- Undertake training and take advantage of opportunities to increase understanding and effectiveness as a governor
- Keep up to date with governance through reading and accessing information via the National Governors Association material, The Key Governor support, school information – the website and newsletter - and Local Authority information.

## 2 CHAIR OF GOVERNORS

### Role and responsibilities in addition to those listed for ALL GOVERNORS

#### *General*

- Ensure the effective organisation of the GB
- Maintain a focus on the predominantly strategic role of the GB and establish a clear understanding of the different roles of governors and staff in the school
- Ensure that all governors are clear about their roles through a clear description of their key tasks
- Encourage and develop the GB's role as critical friend
- Build a team by recognising and using people's strengths: delegate effectively, clarify objectives and use the whole GB

#### *Meetings*

- Work closely with the Headteacher and Clerk to plan effective GB meetings, ensuring relevant and realistic agendas
- Plan the year's cycle of meetings and a timetable for action and reports
- Chair GB meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to contribute
- Ensure all decisions taken at meetings are understood and minuted and that the necessary action is taken
- Ensure, supported by the Clerk, that the GB's meetings and affairs are conducted in accordance with the law
- Ensure, with the Clerk, that governors receive relevant information and materials well in advance of meetings
- Emphasise that all governors must accept collective responsibility for decisions taken at governors' meetings
- Use smaller groups to meet statutory requirements, develop new ideas and agree plans of action

#### *Other*

- Encourage commitment, loyalty and high standards of behaviour by governors
- through personal example and the development of clear, written expectations in a Code of Conduct
- Take the lead in managing the GB's accountability to parents
- Act on behalf of the GB in emergencies and report any urgent action taken on behalf of the GB, ensuring it is fully explained and supported
- Co-ordinate the GB's response to new legislation and emerging priorities

#### *Planning*

- Work with the GB to provide strategic direction: implement, plan and monitor

progress

- Co-ordinate the formulation of an annual GB development plan in sympathy with the school development plan and ensure that all governors have an opportunity to contribute to school development and target setting
- Work with the Headteacher and governors on effective school policies
- Take the lead in co-ordinating the work of the governing body in relation to Ofsted inspection
- Ensure that the processes of governor recruitment, induction and development are effective

#### **Supporting**

- Be seen in the school and attend school functions when possible
- Develop and maintain effective teamwork by the GB
- Be accessible to governors, staff and parents and keep in touch with governors between meetings
- Develop working relationships with all governors, including particularly the [Chair and Vice Chair](#)
- Ensure that the efforts of staff are recognised by the GB
- Develop an honest, open and supportive partnership with the Headteacher, making time to listen to concerns and give constructive advice
- Work in close partnership with the Clerk to manage the work of the GB effectively
- Create opportunities for informal gatherings of governors and staff
- Meet governors of other local schools from time to time if possible
- Be ready to take on the jobs no-one else will do

### **3 VICE CHAIR OF GOVERNORS**

#### **Role and responsibilities in addition to those listed at All governors**

- Deputise during the absence of the Chair of Governors
- Support the Chair in the conduct of meetings
- Work closely with the Chair and take responsibility for agreed areas of work,
- Check, with the Chair, that decisions taken by the GB are enacted
- Co-ordinate the induction of new governors
- Co-ordinate training of individual governors and the governing body

### **4 THE HEADTEACHER AS GOVERNOR**

*The Headteacher is automatically a member of the GB and counts as a staff governor. Any Headteacher who decides not to be a governor must let the Clerk know in writing, and the place remains reserved.*

#### **Role and responsibilities in addition to those listed at ALL GOVERNORS**

- Support the GB in identifying its role in school development and improvement

- Meet regularly with the Chair (and perhaps the Clerk) to plan, monitor and review meetings and the work of the GB
- Provide information to the GB and its committees, including regular reports on the progress of the school development plan and academic standards
- Co-ordinate a programme of governor visits to the school
- Promote partnership between staff and governors
- Demonstrate respect for and value the contribution of the GB and individual governors
- Help governors with the challenge aspect of critical friendship by encouraging relevant questions and providing clear and accurate explanations

## 5 STAFF GOVERNOR

*Teaching and support staff paid to work at the school are eligible to stand as staff governors.*

*At least one staff governor in addition to the Headteacher must be a teacher, but if no teacher stands a member of the support staff can be elected. If staff governors leave the school they cannot remain on the GB.*

### **Role and responsibilities in addition to those listed at ALL GOVERNORS**

- Have the wellbeing of the school as your prime consideration
- Ensure you enjoy the equal treatment to which you are entitled, but be aware of the possible sensitivity of involvement in some staff - or pupil - related matters
- Avoid involvement in discussions or decisions where you have a personal interest in the outcome
- Develop strategies, in consultation with the Headteacher, that enable you to represent staff opinions as well as your personal views at governors' meetings
- Vote on issues according to your knowledge, experience and conscience

### **Relationships**

- Share decisions with staff according to protocols on reporting and confidentiality established by the GB in consultation with teacher and staff governors and the Headteacher
- Ensure that delicate issues are discussed with the Headteacher before meetings

### **Development**

- Develop your role as a governor, including by attending relevant governor training

## 6 PARENT GOVERNOR

*Parent governors are elected by parents or carers of registered pupils attending the school at the time of the election. They do not have to stand down if their child leaves the school but may do so if they wish. You may not be a parent governor if you are an elected member of the*

*LEA/Children's Services Authority or if you work at the school for more than 500 hours a year at the time of appointment.*

**Role and responsibilities in addition to those listed at All governors**

- Have the wellbeing of the school as your prime consideration
- Act as representatives, not delegates, of the school's parent body
- Develop strategies, in consultation with the Headteacher, that enable you to gain the views of parents and report back to them
- Take a particular interest in ensuring effective communication between the GB and parents and also the school and parents
- Ensure the GB manages its accountability to parents effectively
- Ensure that matters of individual or collective parental concern are handled according to policy by staff, the Headteacher, the Chair or the GB

**Relationships**

- Establish productive links with the parents' association (PTA)

**Development**

- Develop your role as a governor, including by attending relevant governor training

**7 LOCAL AUTHORITY (LA) GOVERNOR**

*LA governors are appointed by the LA following publicity through schools and contacts with existing LA governors who may want to stand for re-election. The final decision on appointments is made by an Education Appointments Panel of elected members and ratified by the Cabinet. The DfE urges LAs to appoint people irrespective of whether or not they have a particular political preference. The LA can remove these governors with reasonable cause.*

**Role and responsibilities in addition to those listed at All GOVERNORS**

- Have the wellbeing of the school as your prime consideration
- Act as a representative, not a delegate, of the LA
- Seek to know and understand the LA's education policies and have views about their impact on the school
- In consultation with the GB, make sure the LA is aware of matters relating to its policies as they affect local schools
- In consultation with the GB, consider wider issues of education in the area
- Take a particular interest on behalf of the GB in the services provided by or made available to the school by the LA and relate this to considerations of Best Value
- Contribute to effective links between the LA and the school

- Develop your role as a governor, including by attending relevant governor training

## 8. CO-OPTED GOVERNOR

*Co-opted governors are chosen by the GB to represent community interests. They can be people who live or work locally or others who are committed to 'the good government and success of the school'. They can be removed by the GB.*

### Role and responsibilities in addition to those listed at All GOVERNORS

- Have the wellbeing of the school as your prime consideration
- Use your knowledge of the wider community to inform the decisions of the GB
- Promote the school in the wider community
- Use your knowledge, skills and interests for the school's benefit

### Development

- Develop your role as a governor, including by attending relevant governor training

## 9 ASSOCIATE MEMBER

- *GBs can benefit from being able to draw on expertise and experience from outside their formal governor membership. The GB can appoint associate members to support their work. Associate members are not governors but people interested in contributing to the work of the GB and the definition of associate member is wide and can include pupils, school staff and people with a particular area of expertise. Associate members are appointed for between one and four years and can be reappointed. They can be removed by the GB at any time.  
The role of the associate member will vary according to the reason for the appointment, but the list of responsibilities for all governors shown at the start of this paper should be observed.*

## 10 PERFORMANCE MANAGEMENT APPOINTED GOVERNOR

Performance Management Governors	Responsibilities
<p>The GB appoints governors for the Headteacher's performance management.</p> <p>These governors <b>MUST, LEGALLY</b>, work with an external adviser.</p>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Undertake training to understand the responsibilities of the appointed governors</li> <li>• Be aware of any relevant changes in legislation affecting the role</li> </ul>

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- Ensure that the GB has appointed a lead appointed governor
- Prepare, with the Headteacher, for the review meeting by ensuring monitoring arrangements for current objectives have been effected as planned and that objectives for the new year are considered and discussed
- Ensure you have a good understanding of pupil performance data, current priorities in the school development plan and emerging priorities to inform suitable and possible objectives for the Headteacher
- Consider any issues arising from the current objectives and the monitoring of those objectives, to inform discussion

#### **Working with the External Adviser**

- Work with the Headteacher to secure an external adviser
- Agree with the Headteacher and the external adviser the timing of the review meeting
- Agree with the external adviser and the Headteacher the agenda for the meeting, chairing arrangements, minutes and decisions on current and new objectives
- Decide, advised by the Headteacher and the external adviser, the data, information and forms that the external adviser needs and ensure this is sent out in good time
- Consider, with the Head teacher, the external adviser's suggestions for the Headteacher's objectives, based on an analysis of the information received
- Gather evidence of the monitoring of current year objectives in preparation for the informal and formal meetings with the external adviser.
- Use the informal meeting with the external adviser to learn and inform about the PM process for the Headteacher, including the review and setting of objectives

#### **The meeting and outcomes**

- Ensure that a fair decision is reached, based on evidence, about the satisfactory achievement of the Headteacher's current year objectives
- Seek agreement with the Headteacher on the new objectives, ensuring that at least one objective relates to pupil progress, at least one to leadership and management and that an objective for the head's professional development is considered, taking any advice offered by the EA into consideration

	<ul style="list-style-type: none"> <li>• Ensure that the objectives are relevant and realistic, unambiguously stated and measurable, indicating milestones and monitoring procedures</li> <li>• Formalise in writing the decision on the achievement of current objectives, with copies to the appointed governors and the Headteacher</li> <li>• Ensure the programme of monitoring new objectives is implemented as planned</li> <li>• Contribute to the annual review of the GB's performance management policy</li> </ul>
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11 TRAINING CO-ORDINATOR

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Governor Training and Development	Job Description
<p>To help their schools most effectively, governing bodies need to take their own development seriously. They should consider their training and support needs carefully, and be prepared to allocate funds for courses, visits to other schools or training for the whole governing body</p> <p><i>Governing bodies and effective schools DCFS</i></p> <p>Governing bodies are recommended to appoint a link governor for training and development. .</p>	<ul style="list-style-type: none"> <li>• Assist in planning of development activities for governors in accordance with the school development plan and priorities, as well as taking account of individual needs</li> <li>• Making use of school development plan, draw up prioritized list of skills and knowledge needed by governing body.</li> <li>• Ensure school development plan has section on governor learning and development</li> <li>• Ensure new governors receive school based induction pack, governors handbook and are encouraged to attend Local Authority induction sessions (recommended procedures under SFVS)</li> <li>• Ensure effective school based induction procedures for governors are in place</li> </ul>

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<p>Good working relationships with all governors and the Clerk is crucial for this role to be effective.</p>	<ul style="list-style-type: none"> <li>• Ensure all governors receive yearly training programme and support booking process if required</li> <li>• Encourage governors to attend training and development opportunities and report back to governing body on value and content (preferably via a standing agenda item)</li> <li>• Ensure decisions are made with regard to training and development Service Level Agreement and ensure that sufficient money is allocated to support governor development</li> <li>• Promote skills/experience audits and training needs audit especially when inducting new governors</li> <li>• Encourage governing body to undertake an annual self-review and liaise with governor Support Service to secure bespoke training session if required to support this</li> <li>• Liaise with other schools to promote joint training sessions</li> <li>• Liaise with Governor Support Service in all matters relating to training</li> <li>• Receive record of attendance of governors at training and development sessions from the Governor Support Service and report back to governing body. Ensure record is filed safely</li> <li>• Ensure certificates of attendance at training provided by Governor Support Service are received and given to governors</li> <li>• Assist in maintenance of library of resources and information for governors</li> </ul>
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## 12. SPECIAL NEEDS GOVERNOR

Special Educational Needs	Job descriptors
<p>The code of practice for identification and assessment of Special educational Needs recommends the nomination of a named governor to take a particular interest on behalf of the governing body in the way</p>	<ul style="list-style-type: none"> <li>• Keep informed about relevant legislation and request to be kept informed about new materials published and distributed to schools</li> </ul>

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<p>the school manages its provision for children with SEN, and to report regularly to the governing body.</p>	<ul style="list-style-type: none"> <li>• Liaise with SENDCO, other governors and staff as necessary</li> <li>• Assist in monitoring/evaluating SEND policy and ensure its annual review</li> <li>• Monitor all aspects of SEN and disability provision and report back to GB</li> <li>• Monitor the progress of pupils with SEN and report back to GB</li> <li>• Make sure that all children with SEN join in with everyday activities alongside children who don't have SEN</li> <li>• Ensure all parents are kept informed of schools policy and communication between parents of children with SEN and the school is 2 way</li> <li>• Consider whether governing body decisions will have implications on SEND</li> <li>• Attend relevant training (including INSET – by invitation)</li> <li>• Report back to the governing body following focused visits to school using agreed protocol on visiting</li> </ul>
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### 13. SAFEGUARDING GOVERNOR

Safeguarding Job	Descriptors
<p>Section 175 of the Education Act 2002 states governing bodies must ensure they exercise their functions with a view to safeguarding and promoting the welfare of children and to have regard to guidance issued by the Secretary of State.</p> <p>Essentially this duty requires governing bodies to have appropriate child protection procedures in place and are well resourced.</p> <p>Schools should have in place procedures for handling suspected cases of child abuse including those to be followed if an allegation is made against a member of staff.</p> <p>Schools should have a designated senior teacher and nominated governor with responsibility for child</p>	<ul style="list-style-type: none"> <li>• Liaise with designated teacher (often the Headteacher) on a regular basis and provide a link between staff and governing body</li> <li>• Oversee procedures relating to allegations made against Headteacher this is not a direct role in undertaking enquiries, criminal or disciplinary investigations but one of liaison, ensuring good communication between all parties and providing information to assist enquiries if requested</li> <li>• Ensure Local Authority, all staff and governors are aware of name of designated member of staff and nominated governor</li> <li>• Ensure <b>all</b> staff members (including designated teacher) and governors have received training at the appropriate level</li> <li>• Support the governing body to have a greater understanding of child protection/safeguarding procedures and liaise with training and</li> </ul>

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protection. If a specific governor is not named the responsibility will fall to the Chair of governors.

The role of Child Protection Governor and Safeguarding sit well together as one role and could also incorporate a link role for Looked After Children.

As good practice, in order to provide the appropriate challenge and scrutiny within this role, it is recommended that this role is **not** undertaken by a staff governor.

You must be aware of the importance of confidentiality.

The role is **not** about:

- ✚ Investigating concerns and allegations
- ✚ Asking for information or details about individual cases or pupils
- ✚ Acting independently
- ✚ Creating additional work for staff

development link governor to secure bespoke training if appropriate

- Attend relevant training – including enhanced safeguarding
- Ensure school has up to date and robust child protection policies and procedures consistent with Local Authority Safeguarding Board and that these are reviewed annually by governing body
- Ensure parents are aware of procedures in place
- Ensure governors, via an agenda item, receive regular reports on:
  - ✚ changes to policy/procedures
  - ✚ training undertaken within school,
  - ✚ incidents of bullying and racial incidents
  - ✚ number of looked after on roll
  - ✚ number of exclusions
  - ✚ number of children on child protection register

***please note that all data provided above should not include any personal information***

(many Headteachers will include much of the information above in their termly reports but it would be acceptable to receive the information annually)

- Ensure audit is completed by school and governing body receives action plan
- Ensure all staff are aware of relevant policies in place and are familiar with referral process
- Ensure all staff receive induction training on child protection appropriate to their role and responsibilities
- Ensure Headteacher and one other governor has undertaken safer recruitment training to strengthen safeguards against employing unsuitable people
- ensure appropriate reporting and recording procedures are in place and staff are familiar with these
- Find out how school delivers the Every Child Matters agenda in Thornhill School in particular staying safe, being happy and enjoying and achieving.
- Ensure relevant school policies have an appropriate link to safeguarding such as:
  - ✚ Anti- bullying
  - ✚ Behaviour management
  - ✚ Child Protection
  - ✚ Allegations against staff
  - ✚ Drugs guidance

Under section 52 of the Children Act 2004 local authorities have a duty to promote the educational achievement of children in their care. In order to implement this duty successfully they will need the active co-operation of schools.

Governing bodies have a major responsibility for helping children to succeed, to raise awareness and challenge negative stereotypes. Governing bodies are asked to have a nominated governor with the responsibility for Looked After Children.

- ✚ Extended schools
  - ✚ Health and safety
  - ✚ First aid
  - ✚ Internet safety
  - ✚ PSHE
  - ✚ Physical handling and restraint
  - ✚ Racial equality
  - ✚ Recruitment and selection
  - ✚ Educational trips
  - ✚ Sex education
  - ✚ Use of photographs and video
  - ✚ Use of volunteers and helpers
  - ✚ Whistle blowing
  - ✚ Work experience
- Report back to the governing body following focused visits to school using agreed protocol on visiting
  - Ensure school has designated teacher for looked after children
  - Ensure designated teacher attends appropriate training
  - Liaise with designated teacher and keep governing body informed about issues affecting looked after children
  - Attend specific training
  - Keep abreast of local and national issues affecting looked after children
  - Ensure there is an annual report to the governing body with regard to progress and attendance of children in public care, training undertaken by staff, opportunities for looked after children to play a particular role in the life of the school
  - Ensure LA is aware of name of nominated governor
  - Ensure policy on looked after children is monitored and reviewed and assist in process
  - Ensure school has an overview of the educational needs and progress of looked after children
  - Ensure procedures are in place for looked after children to have up to date personal education plans

Equality, Diversity and community cohesion	Job descriptors
<p>Governing bodies are required to</p> <ul style="list-style-type: none"> <li>✚ Eliminate unlawful discrimination</li> <li>✚ Promote equality of opportunity</li> <li>✚ Promote good relations between people in a diverse community</li> <li>✚ Promote community cohesion</li> </ul> <p>Establishing a link role for equalities will help to ensure the governing body fulfils its statutory duties</p>	<ul style="list-style-type: none"> <li>• Ensure school has designated teacher for equality and diversity</li> <li>• Ensure designated teacher attends appropriate training</li> <li>• Liaise with designated teacher and keep governing body informed about issues affecting equality and diversity</li> <li>• Attend specific training (including INSET by invitation)</li> <li>• Keep abreast of local and national issues affecting equality and diversity</li> <li>• Ensure governing body is fully aware of the legal requirements placed on it in relation to equalities and community cohesion</li> <li>• Ensure priorities for equality and diversity are considered when reviewing school policies</li> <li>• Ensure equality policies are updated in line with legislative changes</li> <li>• Ensure governing body receives regular monitoring reports including achievements and complaints</li> <li>• Ensure good practice is celebrated</li> <li>• Report back to the governing body following focused visits to school using agreed protocol on visiting</li> </ul>

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15 CURRICULUM/SUBJECT LINK GOVERNORS

Curriculum 'Subject' link	Job descriptors

It is suggested that subject link governor's report back to the governing body

- Take an interest in chosen area and keep up to date with local and national initiatives, Ofsted inspection criteria and current policy and practice impacting upon subject
- Meet on a regular basis with relevant co-ordinator to become informed on policies and practices in place in school and how the subject fits into school development plan
- Assist in monitoring and review of relevant policies and ensure this is completed in line with policy review timetable
- Liaising with subject co-ordinator, obtain following information:
  - ✚ Training available
  - ✚ Condition and availability of resources
  - ✚ SEN provision for subject area
  - ✚ Planning, assessment and recording procedures
  - ✚ Standards of achievement
  - ✚ Operation of policies
- Provide link about schools practice and policy in chosen area with school and governing body
- Attend relevant training (including INSET – by invitation)
- Visit school, within agreed protocol for governors visits, to observe lessons in order to better understand how subject is taught
- Support and promote involvement of parents
- Encourage co-ordinator to give occasional presentation to governing body
- Report back to the governing body following focused visits to school
- using agreed protocol on visiting and reporting procedures

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## 16 PUPIL PREMIUM GOVERNOR

**Pupil Premium Governor**

Job descriptors

Understand relevant school pupil performance data that shows progress of different groups over time and to hold the school to account for ensuring that all available funding is used effectively to close the attainment between children who are in receipt of a free school meal and those who are not.

- Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium
- Obtain and become familiar with the school's pupil premium policy, if it has one
- Know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
- Understand relevant school pupil performance data that shows progress of different groups over time
- Monitor spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
- Monitor the impact of pupil premium spending on target groups
- Meet occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for the pupil premium
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others
- Challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources
- Take an active part in any governing body discussions when the allocation and monitoring of the pupil premium is discussed and decided
- Report back to the governing body on the school's use of the pupil premium

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## 17 HEALTH AND SAFETY GOVERNOR

Health and Safety

Job descriptors

<p>The nominated governor should link with the named health and safety representative</p> <p>In community schools statutory health and safety responsibilities falls to the Local Authority (LA) (as the employer) and on the Headteacher who has day to day responsibility for managing health and safety. Other school employees have responsibilities as set out in legislation, in LA policy and schools policy.</p> <p>In practice the governing body should delegate specific health and safety tasks to others in the school but retains ultimate responsibility.</p>	<ul style="list-style-type: none"> <li>• Attend appropriate training (and INSET days on invitation)</li> <li>• Keep governing body informed of health and safety issues</li> <li>• Keep up to date with current legislation relating to health and safety matters received in school or other publications</li> <li>• Assist in monitoring and review of health and safety policy and ensure this is completed annually</li> <li>• Ensure suitable risk assessments are carried out as set out in health and safety policy, that these are reviewed annually and suitable procedures put in place to manage risks</li> <li>• Ensure procedures such as fire drills are carried out</li> <li>• Ensure regular reports on health and safety matters are received by governing body such as accident statistics, results of health and safety checks</li> <li>• Ensure local authority annual health and safety audit is carried out</li> <li>• Be aware of health and safety implications of matters under consideration by governing body and ensure these are understood before a decision is taken</li> <li>• Report back to the governing body following focused visits to school using agreed protocol on visit</li> </ul>
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## 18 CLERK TO THE GOVERNING BODY

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Clerk to the Governing Body	Responsibilities
<p>The law requires that the GB appoint a Clerk to the Governing Body. The Clerk is</p>	<p>Meetings The Clerk will:</p>

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responsible for, among other matters, convening and attending meetings, taking minutes, maintaining a register of GB members and being equipped to offer or access advice on legal and professional issues. All governors should know how, when and where the Clerk may be contacted.

This list of duties is taken principally from the model DfE job description for Clerks.

- Convene meetings of the GB, including calling emergency meetings
- Work effectively with the Chair and Head teacher before the GB meeting to prepare a purposeful agenda which takes account of DfE, LA/Children's Services issues and is focused on school development
- Produce, collate and distribute the agenda and papers so that recipients receive them at least seven days before the meeting
- Encourage the Headteacher and others to produce agenda papers on time
- Record the attendance of governors at meetings and take appropriate action on absences.
- Record governors arriving later for meetings or leaving early
- Advise the GB on governance legislation and procedural matters where required before, during
- Take notes of GB meetings to prepare minutes, including indicating who is responsible for agreed action. Record all decisions accurately and objectively with timescales for actions
- Copy and circulate the approved draft minutes to all governors within the time scale agreed by the GB
- Keep a minute book, or file of signed minutes, as an archive record
- Advise absent governors of the date of the next meeting
- Liaise with the Chair prior to the next meeting to receive an update on the progress of actions agreed previously by the GB
- Chair that part of the meeting when the Chair is elected
- Liaise on behalf of the GB as appropriate with the LEA /Children's Services

The Clerk will:

- Maintain on file a copy of the GB's instrument of government
- Maintain a database of name, address and category of GB members and their terms of office including Associate Members
- Send a welcome letter and information to newly appointed governors, including details of their terms of office

	<ul style="list-style-type: none"> <li>• Maintain copies of current terms of reference and membership of working parties, and of governors nominated to specific roles</li> <li>• Advise governors and appointing bodies well before the end of governors' terms of office so that elections appointments can be made in good time</li> <li>• Inform GB of any changes to its membership</li> <li>• Maintain governor meeting attendance records and advise the GB of non-attendance of governors</li> <li>• Advise that a register of GB pecuniary and business interests must be maintained and that it is reviewed annually and kept in the school</li> <li>• Check that Criminal Records Bureau disclosure has been successfully carried out on all new appointees and re-appointments</li> </ul> <p>Advice and information The Clerk will:</p> <ul style="list-style-type: none"> <li>• Advise the GB on procedural issues that a file is kept in the school of the policies and other school documents approved by the GB</li> <li>• Ensure that new governors receive a copy of the DfE Guide to the Law and other relevant information</li> <li>• Have access to appropriate legal advice, support and guidance</li> <li>• Process and maintain records of GB correspondence</li> </ul> <p>Professional development The Clerk will:</p> <ul style="list-style-type: none"> <li>• Keep up-to-date with current educational developments and legislation affecting school governance</li> <li>• Attend termly briefings and participate in professional development opportunities</li> </ul> <p>Optional extras The Clerk may be asked to perform any of these tasks, but these are in addition to the core requirements and may attract additional payment:</p> <ul style="list-style-type: none"> <li>• Clerk some non-statutory GB committees</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Set up governors' panels for hearings and appeals</li><li>• Assist with the elections of Parent, Teacher and Staff governors</li><li>• Give advice and support to governors taking on new roles, such as Chair of Governors</li><li>• Contribute to the training of governors</li><li>• Maintain a file of relevant DfE and Children's Services Authority documents</li><li>• Maintain archive materials</li></ul> |
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