

THE ROLE OF GOVERNORS

The Federation Governing Body of the Whitby Secondary Partnership is currently made up of two Headteacher governors, one staff governor, two parent governors, one Local Authority governor and three co-opted governors (including a further member of staff). We are hoping to co-opt at least two further governors on the basis of skills audits.

We currently meet ten times a year and our duties, as set out by the National Governance Association, are outlined below.

Governors are required to follow the Nolan Principles relating to public service, to abide by the shared decisions of the Governing Body and to maintain its confidentiality. Governors are not paid, although they may be reimbursed for travel expenses.

Governors generally really enjoy coming into the schools and, although not required to do so, they often attend parents' evenings, concerts and other events.

LINK GOVERNOR MONITORING AND SUPPORT

Governing Bodies also normally have Link Roles, which means that we allot some Governors a specific responsibility. Link Governors come into school and meet with individuals or groups of staff or students, in order to see for themselves what is going on.

Only non-staff governors are link governors and it is not part of the governors' role to make judgements about teaching. Link roles also enable governors to connect with the schools and with staff, to build relationships and to explore and understand different aspects of school life.

The statutory link roles are for Safeguarding, SEND and Health and Safety. We have also chosen to have a link governor for Health and Wellbeing and for Disadvantage.

Because of the distance created between the governors and schools by the pandemic, the governors decided in Spring 2021 to take on an additional link role. In this, each governor is attached to a particular Year Group or Key Stage and will follow this group's progress through the school over the years. We hope, once there is less pressure from Covid, to be able to meet with more staff members and students through this process.

LINK GOVERNOR ROLES

Safeguarding: Su Crossland

SEND: Jane Mortimer, Christina Zanelli

Health and Safety: Mark Taylor

Disadvantaged: TBC

Wellbeing: Pen Cruz

| Year Group | Link Governor | Eskdale Staff | Link Governor | Caedmon Staff |
|------------|-------------------|---------------|---------------|---------------|
| Yr 7 | Christina Zanelli | Jane Bradley | Mark Taylor | Anna Harrison |
| Yr 8 | Pen Cruz | Andy Raw | | |

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|-----------|--------------|-------------------|---------------|---------------|
| Yr 9 | Mark Taylor | Anne-Marie Scales | Jane Mortimer | Jane Gordon |
| Yr 10 | Mark Taylor | Emma Whisker | | |
| Yr 11 | Su Crossland | Katy Johnson | | |
| Yrs 12/13 | | | TBC | Vicki Verrill |

THE STATUTORY ROLE OF GOVERNORS (as defined by the National Governance Association)
is to:

- ensure there is clarity of vision, ethos and strategic direction
- hold executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- oversee the financial performance of the organisation and making sure its money is well spent

While not statutory, the National Governance Association recognises the following as the fourth core function of governance:

- ensure the voices of stakeholders are heard

Governors must also ensure that the governing body complies with all legal and statutory requirements.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis