



What does a Lionheart Local Governing Body governor do?

Governance involves several activities, each of which contribute to the core function of holding the school to account for outcomes for children and young people, and for ensuring that the vision and ethos of the Trust is effectively implemented appropriately within the local school context and community.

The tasks of governors include:

- Attending approximately 4 meetings per year - reading papers in advance, engaging in discussions within the meeting, following up on any actions agreed
- Visiting the school to see the educational offer first hand or to join sessions run for parents where they learn how to support their child with learning
- Listening to the stakeholder voice – attending a School Council meeting / discussing the findings of questionnaires in governors’ meetings / joining parents’ evenings to engage with parents about their experience of the school
- Being an ambassador for the school within the parent, business and local communities – building network links to support the school
- Taking on a particular area of focus such as outcomes for special needs pupils, or monitoring safeguarding
- Undergoing training in order to be able to effectively perform the role. All governors are expected to undergo induction and safeguarding training within the first 6 months of appointment, and to pro actively seek out additional training to suit the roles they agree to take on within the team
- Uploading information and accessing some documents through our online portal, Governorhub, and receiving and returning paperwork electronically (packs of documents for meetings are provided in paper form)

The core role of Local Governing Body governance:

- Holding senior leaders to account for the academic outcomes for pupils
- Understanding the outcomes for vulnerable groups and challenging senior leaders to ensure that underperforming groups are effectively supported
- Holding leaders to account for the holistic development of young people – their enrichment experiences, pastoral care, safeguarding and the development of their wellbeing
- Ensuring that parents, staff and pupils have a voice and that their opinions are considered when making decisions
- Engaging with the local community – supporting the school in making positive community and business links to benefit the pupils
- Visiting the school during the working day and/or for parents’ evenings, concerts, celebrations etc. to see first hand that the information shared in meetings is a true reflection of the school
- Receiving reports from external bodies such as Ofsted, external reviewers and the Trust, to ensure that the information shared in meetings is a true reflection of the school

The role of governor is largely a thinking and questioning role, not a doing role.

A governor does not

- Write school policies – though governors may develop policies alongside staff

- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience – though governors may work with a member of staff who is conducting an audit
- Spend a significant amount of time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this
- Use their governance role as a way of gaining favour for their own child within the school. Governors focus on the needs of all, and sometimes have to make decisions in the best interests of the school which may disadvantage their own child’s class in some way

The possibility of taking some time off work to fulfil the role

Under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to ‘reasonable time off’ to undertake public duties; this includes school governance. ‘Reasonable time off’ is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Expenses

There is a Governor Expenses Policy which outlines the process for claiming expenses. In general terms, governors are expected to pay for their own travel to and from school for meetings but can claim for travel to training etc. at a greater distance. If childcare is needed, governors are expected to check first with the school whether any pre or after school care is available to coincide with meeting times, where appropriate. Unavoidable childcare costs can be claimed at cost.

In order to perform this role well, a governor is expected to abide by the Trust Code of Conduct.