

EMAT Governor Role Description

Purpose

The trust board provides:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Responsibilities are delegated to a local tier of committees called Local Advisory Boards (LABs) to help the trust board fulfil this purpose and to strengthen MAT governance.

Responsibilities of LAB members (governors)

The responsibility of the LAB can be split into four main categories: Safeguarding, SEND, Standards and Stakeholder engagement.

Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school’s estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.



- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Standards

- Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher's performance management process.

Stakeholder engagement

- Consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Panels and committees

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints in line with the trust's complaints procedure

Contribution to the academy committee

Local governors should ensure that they are making a positive and meaningful contribution to the committee by:

- attending meetings, reading papers, and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- getting to know the school, including visiting the school during school hours
- undertaking induction training and engaging in ongoing development

Person Specification

Governors & Trustees must be aged 18 years or over and be able to pass the eligibility checks clearly laid out in the application form. Over and above this there are no specific qualifications or requirements for the role - every governing board needs a balance and diversity of knowledge, skills and experience. You don't need to be a parent or to have a background in education.