

You have chosen to be a governor no doubt because you care about young people, their education and welfare. Further you clearly have a sense of community responsibility by giving up valuable time to this very necessary commitment. To prepare you to carry out this commitment effectively and, hopefully, efficiently begins here! This information is for you to read at home and is in three sections:

1. What is expected of governing bodies and of you as a governor?
2. The corporate responsibility and liability of the governing body
3. The key responsibilities of the governing body
4. Features of effective schools

1. Contacts
- 2.



Governing Bodies should play a strategic role and leave the running of the school to the headteacher they have appointed. It is the governing bodies' role to support and strengthen the headteachers' leadership and hold them to account for the performance of pupils and staff.

The governing body has an independent overall responsibility to the wider community for the work of the school.

The governing body is responsible CORPORATELY for all its decisions.

This means:

- All governors are equal in their power and responsibility
- Authority rests with the whole governing body not with any individual governor 84 0 Td(ib)1.4(t)0.7 ee6 (o)-4 (e (



Support for governing bodies may also be available from:

- Governor Services – please see back page for contact details
- SGOSS – the governor recruitment charity funded by us to help governing bodies recruit highly-skilled new governors
- commercial governor support organisations
- umbrella bodies such as the National Governors Association (NGA), Freedom and Autonomy for Schools - National Association (FASNA) or Independent Academies Association (IAA).

Training provided to governors in maintained schools must be free of charge to the individual governor. Governing bodies are responsible for approving the school budget and, within that, they should make provision for meeting their own training and clerking needs.

For you as a governor this means you may need to ask for information or clarification, especially in the 1.7 .311 0 Td0 Tc 0 Tw 00.8 (if)- (e)1.714 (et)-nB3 (a)-1n-5.4 (a A)-1.2 ((f)ma)-2.9.7 (i)-7.7 (a)-0.6 (h)7 ()Ja42 (n)-0



The list of responsibilities below clearly shows that the governing body is central to the core leadership.



- Budgeting some maintenance and capital expenditure Please note: Voluntary Aided schools are responsible additionally for:
- Determining the religious character of the school
- Ownership of the land
- 15% of capital and external maintenance work
- Admissions policy (The LA has this responsibility in all other schools)

The LA is responsible for:

- Budget delegation
- Inspection and advisory services
- Admissions
- School transport

Governing bodies are not expected to:

- Act as inspectors or report on the quality of teaching
- Decide how subjects are taught
- Determine which pupils are excluded
- Write policies or Ofsted action plans on their own – they may contribute or amend
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A governing body's main responsibility is to maintain continuing improvement to the quality of the education and provision in their school.

Yardsticks by which to gauge the quality of their school come from successful schools. The following questions help you to check what you see and hear (but be careful not to jump to conclusions. It will take some time before you understand fully how your governing body works):

- Professional leadership and management
 - Have you, your colleague governors, the headteacher and all staff a clear understanding of the vision and priorities for the school's improvement?
 - Are these clear to pupils and parents?
 - What is the evidence of clear high expectations in the work and contribution of all?
 - Are pupils well cared for and their rights respected?
 - Are pupils encouraged and expected to take personal responsibilities?
 - Is there positive reinforcement of discipline and celebration of good behaviour?
 - Is the home-school partnership fostered and strong?
- Concentration on teaching and learning
 - Do governing body meetings concentrate on the impact decisions have on pupils' progress and welfare?
 - Are the school priorities focused on improvement?
- Rigorous monitoring and evaluating of progress
 - Does the governing body regularly check the progress of its plans and priorities, and act





It would be useful for you to find out the following information about your school, most of which you will find in the current school prospectus. By far the best way of finding out what makes a school 'tick' is to visit it during working hours in consultation with the headteacher and governing body. Governors are entitled to a 'reasonable amount of time off work in order to carry out a 'public duty'' (see 'A Guide to the Law'). If you really are unable to visit during school hours, try to attend parents' or open evenings and weekend events, as well as regular meetings of the governing body, and collect written information.



It is important to get to know your fellow governors because you will be working together as a team. In time, you should become familiar with the strengths of other governors, the skills they possess, and the opinions they hold; and likewise, they will come to respect your experience, capabilities and views. In this way, the governing body of your school will be able to operate effectively and efficiently, with everyone sharing tasks and responsibilities. It would be useful for you to find out the following information about your governing body, most of which can be provided by the clerk to the governors.

Chair			
Vice Chair			
Clerk			
Other Governors			

My governing body is a member of Worcestershire association of governors (wag).



The maximum and usual length of the term of office for a governor is four years. However, the governing body may determine the length of the term of office of any category of governor but this must be clearly stated in the Instrument of Government. Further, the term of office applies to all governors in that category and not to individuals.

Training is available to help you be an effective governor.

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