



## **Local Governor Role Description**

The De Curci Trust is a Multi-Academy Trust (MAT) directly accountable to the Secretary of State for Education for its schools, through its Board of Directors (Trust Board). The Trust Board has established an academy committee (also known as Local Governing Body - LGB) for each academy (school) within the Trust: Solent Infant School; Solent Junior School and Springfield School.

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 the LGBs to help the Trust Board fulfil this purpose and to strengthen MAT governance. These responsibilities are outlined in the Scheme of Delegation.

The primary role of the LGB is to provide support and challenge to the Headteacher in ensuring every child makes good or better progress and that parents and carers are fully involved in their child’s education. To maximise the ability of the local governors to focus on this key area, the LGB is not required to manage financial resources, staffing, health and safety or many of the other areas traditionally associated with a maintained school governing body, as these issues are dealt with at Trust Board level.

Parent local governors bring an important perspective but have the same responsibilities to the Trust as other local governors and need the same skills. Their role is to support the Trust, rather than act as parent representatives. Having parents on LGBs is not a replacement for engagement with parents more broadly.

The role of a local governor is largely a challenge and scrutiny one. The Headteacher is responsible for day-to-day management of the school, whereas the role of a local governor is strategic.

### **Responsibilities**

The ‘4Ss’ (**S**afeguarding, **S**END, **S**tandards and **S**takeholder engagement) are the minimum functions delegated to the local tier. Local governors are required to:

#### **Safeguarding**

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of the safeguarding policy 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 Leads (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.
- De Curci Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. [Keeping Children Safe in Education](#) sets out a number of safeguarding checks which must be carried out for all governors

#### **SEND**

- Ensure that the school’s policy for pupils with special educational needs and disabilities (SEND) is implemented.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure that 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 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 and Head of School in order to provide effective support and challenge.

### **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 school's and Trust's complaints procedures

### **Contribution to the LGB**

The average time commitment is approximately 10 hours per month. This includes meetings, background reading and visits. Governors should ensure that they are making a positive and meaningful contribution to the local governing body by:

- attending meetings; reading papers; preparing questions for senior leaders; providing challenge to hold them to account; and contributing to discussions at meetings
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- getting to know the school, including visiting occasionally during school hours and reporting back to the LGB
- undertaking induction training and engaging in ongoing training and development

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.

### **Knowledge and skills**

LGBs rely on a variety of experiences and perspectives. No specific prior knowledge is required, and volunteers have a range of skills and backgrounds. Training and support are available for new and existing local governors and is free of charge.

### **Term of appointment**

The normal term of appointment is four years. However, as a volunteer you can resign at any time if your circumstances change.

### **Expenses**

Local governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.