

THE ROLES AND RESPONSIBILITIES OF LYMM HIGH SCHOOL GOVERNORS

The Lymm High School governing body has adopted the following description of the role and responsibilities of governors. It should be read in conjunction with the Lymm High School Charter which sets out the school's enduring values and mission; the Memorandum and Articles of Association of Lymm High School Academy Trust which sets out the constitution and governance arrangements of the Trust and the governing body; and the Lymm High School [Code of Conduct](#) for Governors.

The role of the governing body

- The day-to-day management of the school is the responsibility of the Headteacher. Governors should understand the purpose of the governing body and the role of the headteacher. The governing body should actively support and challenge the headteacher.

The Governing Body has three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction
 - This may be achieved by:
 - Setting the vision, values, and objectives for the school
 - Agreeing the school improvement strategy with priorities and targets
 - Meeting statutory duties
2. Holding the Headteacher to account for the educational performance of the school and its students, and the performance management of staff
 - This may be achieved by:
 - Monitoring progress towards targets
 - Performance managing the headteacher
 - Engaging with stakeholders
 - Contributing to school self-evaluation

And

3. Overseeing the financial performance of the school and making sure its money is well spent
 - This may be achieved by:
 - Setting the budget
 - Monitoring spending against the budget
 - Ensuring value for money is obtained
 - Ensuring risks to the organisation are managed

Specific responsibilities of the governing body include:

- helping to shape the school's future direction and setting the school's aims and values;
- promoting high standards of education and achievement;
- making sure the school provides for all of its students (including those with additional needs);
- deciding how the school can encourage students' spiritual, moral and cultural development;
- monitoring and reviewing the performance of the school;

- making decisions about the school's budget and staffing;
- appointing senior staff, including the Headteacher.

In executing these responsibilities, Governors have a duty to act fairly and without prejudice, and in so far as the governing body may have responsibility for staff, it should fulfil all that is expected of a good employer. In addition, Governors should encourage open government, and act appropriately.

The role of the school governor

All governors have a collective responsibility to fulfil the responsibilities of the governing body set out above. To this end, individual governors should aim:

- to get to know the school: its needs, strengths and areas for development. This may entail visiting the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher;
- to prepare for, attend and participate fully in meetings (full governing body, committees and working groups). Governors should make full efforts to attend all meetings and where attendance is not possible, explain in advance the circumstances;
- to work collaboratively as a member of a team;
- to speak, act and vote in the best interests of the school as they perceive them. Governors should always be mindful of their responsibility to maintain and develop the ethos and reputation of the school. Governor actions within the school and the local community must reflect this.
- to represent the perspectives of constituencies, where appropriate. Governors should consider carefully how governing body decisions may affect the community and other schools;
- to respect all governing body decisions and to support them in public. Governors must accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that Governors should not speak against majority decisions outside the governing body meeting;
- to act within the framework of the policies of the governing body and legal requirements. Governors must accept that they have no legal authority to act individually, except when the governing body has delegated authority to do so, and therefore individual Governors only speak on behalf of the governing body when they have been specifically authorised to do so.
- to commit to participating in training and development opportunities and maintaining their knowledge and competencies as a school governor.

Expectations of school governors

Before taking on the role of school governor, prospective applicants for appointed positions or candidates for elected positions should be fully aware of the normal expectations and commitments of governors. All governors are expected to:

- attend and play an active part in meetings of the full governing body (approx 6 per annum held 5pm-7.30pm weekdays; and an annual governing body and SLT awayday usually held over a weekday afternoon and evening)
- be a member of at least one of the three main committees (3-6 meetings per annum for each committee held 8am-10am weekdays); including making any appropriate support visits during the school day. Each Governor should involve themselves actively in the work of the governing body, and accept a fair share of responsibilities, including service on committees or working groups;

- attend school events such as school performing arts events, open evenings, sporting events, Founders Day and other services, etc. Governors are asked to attend at least three major events a year;
- undertake training as appropriate including regular training sessions provided for the full governing body, specific courses, or time spent with a member of SLT on an area which is particularly relevant to the experience and interests of an individual governor. We will consider seriously our individual and collective needs for training and development, and will undertake relevant training;
- keep up to date with national policy and changes in the education sector, the regulatory framework including OFSTED and the law for governors.

Those who are employed (full or part time) should consider consulting their employers about the provision of reasonable time off to fulfil their responsibilities as governors (under section 50 of the Employment Rights Act 1996).

In addition individual Governors may be asked to take a role in a number of other activities. In considering which of these Governors participate in, the particular expertise, experience and interests of individual Governors will be important:

- be a member of the Academy Trust;
- chair one of the main subcommittees;
- be a member of a working group other than a subcommittee, or of other committees and panels such as those dealing with admissions, staff disciplinary and grievance matters, complaints, pupil disciplinary matters etc;
- take a lead link role and work with a member of SLT or other school staff to assure the Governing Body on a particular area of responsibility such as Health and Safety, Safeguarding, etc; including making any appropriate support visits during the school day
- play a role in the community to promote the school and represent it;
- other activities as requested by the Chair and/or Headteacher in areas where they have particular expertise.
- Be a member of staff interview panel as appropriate

Person specification

This person specification outlines the competencies and contributions expected of Lymm High School governors. It does so in three areas – skills and expertise; personal qualities; and commitment.

1. Personal qualities

- An interest in the education of children
- Fairness
- An active promotion of equal opportunities
- A determination to ensure the best education outcomes for young people
- Tact and diplomacy
- The ability to work as a member of a team
- Ability to respect confidentiality
- A willingness to participate in training and self evaluation

2. Skills and expertise

- High level of literacy skills/expertise
- Sound communication skills both in listening and expression
- Assimilation skills to help absorb and make use of wide range of information and data
- Specific skills to strengthen the skillbase of the governing body (eg recruitment skills, finance skills, performance management skills, etc)
- The capacity to develop specific knowledge and understanding of the school and its community with particular reference to the committees on which you serve
- An understanding of governance or a willingness to learn about it

3. Commitment

- Prepare for meetings by reading papers beforehand
- Attend meetings promptly, regularly, and for the full time
- Take their fair share of work/positions of responsibility as governors
- Engage with the school and its community by attending school events
- Engage with specific areas of the school's work by assuming and fulfilling the role of link governor
- Take responsibility for their own learning and development as a governor including attending training
- Must fully comply with the LHS Code of Conduct for Governors

CODE OF CONDUCT FOR GOVERNORS

This code sets out the expectations of and commitment required from school governors and trustees in order for the governing body of Lymm High School to properly carry out its work within the school and the community. It should be read in conjunction with the Lymm High School Charter which sets out the school's enduring values and mission; and the Memorandum and Articles of Association of Lymm High School Academy Trust which sets out the constitution and governance arrangements of the Trust and the governing body.

As individuals on the governing body, in addition to complying with the expectations set out in the "Roles and Responsibilities for LHS Governors" document we agree to the following:

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will be prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

The following principles were originally published by the Nolan Committee: The Committee on Standards in Public Life which was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.