



Local Authority Governors

Responsibilities, expectations and person specification

The role of a school governor is to contribute to the work of the governing body in raising standards of achievement for all pupils. This involves providing a strategic view for the school, acting as a critical friend and ensuring accountability.

LA governors, once appointed, are part of a corporate body which means they cannot act on school business unless they have been properly delegated to do so. Governors make collective decisions and, for all of them, the school comes first, no matter whom they represent.

The role of the LA governor is to provide the governing body with an understanding of the current East Sussex policy and approach for school improvement.

Responsibilities of an LA governor

Responsibilities of all Governors include:

- determining the aims, policies and priorities of the school;
- developing the strategic plan for the school;
- monitoring and evaluating the work of the school in ensuring the progress and attainment of pupils;
- appointing the Head Teacher and ensuring the implementation of a range of personnel procedures including staff evaluation;
- strategic management of the budget;
- securing high levels of attendance and good standards of pupil behaviour;
- ensuring that all children in the school have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life;
- ensuring the health and safety of pupils and staff.

In addition the responsibilities of an LA governor include:

- bringing to governing body discussions, the perspective of the wider provision of education;
- being able to point out how decisions the school makes;
 - might impact on other schools and;
 - fit with the LA's current priorities.
- being able to help governors take a wider view.

Expectations of an LA governor

Expectation of all school governors is to:

- get to know the school: its needs, strengths and areas for development;
- attend meetings promptly, regularly and prepare by reading papers beforehand;
- proactively support the work of the governing body outside of full governing body meetings (committees and working groups)
- recognise that all governors have the same rights and responsibilities unless particular responsibilities are conferred on them by the full governing body;
- work as a member of a team at all times and be loyal to collective decisions made by the governing body, supporting them in public;
- speak, act and vote in the best interests of the pupils at the school having considered the views and advice of the Local Authority.
- act within the framework of the policies of the governing body and legal requirements;
- be sensitive to the pressures under which headteachers work.
- take responsibility for their own learning and development as a governor including undertaking training and development opportunities;

In addition, the expectation of LA governors is to:

- read or attend briefings provided for governors;
- familiarise themselves with LA policy and, where necessary, be able to explain LA policy to other governors on the governing body.
- act as the Training Link Governor for the Governing Body unless the Governing Body collectively decides to allocate this role to another Governor.

LA Governors are not there to promote local authority policies or report back to the LA on the deliberations of the Governing Body.

Person Specification

Local Authority Governor

	Essential Criteria	Desirable Criteria
Key Skills & Abilities	<ul style="list-style-type: none"> • Analytical skills and the ability to understand and question written and numerical information; • The ability to establish good working relationships with Governors and staff at all levels within the school 	
Knowledge	<ul style="list-style-type: none"> • An understanding of the role of School Governors • An understanding of the role of the local authority in school improvement 	<ul style="list-style-type: none"> • An understanding of how schools performance is measured • An understanding of schools finance • An understanding of the key issues and priorities facing schools.
Experience		<p>At least one of the following:</p> <ul style="list-style-type: none"> • Business planning and monitoring of progress against targets • Effective performance management of staff • Budget analysis in order to understand the costs associated with particular services, projects and programmes. • Analysing complex performance data and information and forming recommendations for action; • Health and Safety management • Premises management • Safeguarding
Personal Attributes	<ul style="list-style-type: none"> • An interest in the education of children • An enquiring mind and desire to understand how the school is impacting the performance of pupils • Self motivated and dependable • Persistent and able to work with other Governors and school leaders in difficult circumstances 	

	Essential Criteria	Desirable Criteria
	<p>and to remain objective.</p> <ul style="list-style-type: none"> • Effective team worker, able to share ideas and make best use of resources; • Able to understand and interpret sensitive information and apply appropriate levels of confidentiality 	
Other	<ul style="list-style-type: none"> • A commitment to the demands of the role • A commitment to developing skills and knowledge through training and taking up briefings and networking opportunities • Commitment to equal opportunities and anti-discriminatory policies 	