**Doncaster Deaf Trust Local Governing Board Governor Job Description**

**Job Title**: Doncaster Deaf Trust Local Governing Board Governor

**Salary Range**: N/A (Voluntary)

**Responsible to**: Doncaster Deaf Trust Board of Trustees

**Responsible for**: N/A

**Role of a DDT Local Board Governor**

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

* Setting the school’s vision, ethos and strategic direction,
* Holding the service area leads to account for the educational performance of the service area and its pupils/students/young people, and
* Overseeing the financial performance of the service area and making sure its money is well spent.

**As part of a local governing board team, a Governor is expected to:**

1. ***Contribute to the strategic discussions at local governing board meetings which determine:***
	* The vision and ethos of the service area.
	* Clear and ambitious strategic priorities and targets for the service area.
	* That all children/students/young people have access to a broad and balanced curriculum.
	* The service area’s budget.
	* The service area’s staffing structure and key staffing policies.
2. ***Hold the senior leaders to account by monitoring the school’s performance; this includes:***
	* Agreeing the outcomes from the service area’s self-evaluation and ensuring they are used to inform the priorities in the school development plans.
	* Considering all relevant data and feedback provided, on request, by service area leaders and external sources on all aspects of performance.
	* Asking challenging questions of service area leaders.
	* Ensuring senior leaders have developed the required policies and procedures and the service area is operating effectively according to those policies.
	* Acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority.
	* Listening to and reporting to the school’s stakeholders: pupils, parents, staff, and the wider community, including local employers.
3. ***Ensure service area staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has impact.***

**The Department for Education issued a Competency Framework for Governors in January 2017. This document provides a general overview of the skills and competencies required for Governors and Trustees (including those needed for a Chair/Vice Chair). You can download the document by** [**clicking here**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)**.**

**Expectations of a DDT Governor**

The average time commitment for a Governor is five to eight hours per month. This may vary depending on the Trust’s current need and any specific role you may have on the Trust (i.e. Chair, Vice, or link role) and includes meetings and background reading.

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| **Meeting/Committee/ Activity** | **Meetings per Academic Year** | **Equivalent Hours per Academic Year (attendance and preparation/reading prior to meeting)** |
| Local Governing Board | 3 Trust Board Meetings | 12 hours |
| Link Role | Approx. 2 Trust Visits | 6 hours |
| Trust visits, training (internal and external), and general meetings/discussions. | N/A | 12 hours |
| **30 hours (3.0 hours per month based on a 10-month calendar.** |

Governors who are still working have a right to reasonable time off work for their public duties, although this may be unpaid. Your company’s HR department will be able to advise you on their policy.

DDT Governors serve for four years. Governors will have the option to be re-appointed up to a maximum of nine years.

**Practicalities of the role of Local Governing Board Governor**

The role of a Governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

* Write school policies.
* Undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience.
* Spend much time with pupils/students/young people.
* Undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources.
* Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board needs to consider and rectify this.

In order to perform this role well, a Governor is expected to:

* Get to know the Trust and its services, including visiting occasionally during the daytime and gaining a good understanding of the services strengths and weaknesses.
* Attend induction training and regular relevant training and events.
* Read information provided by the Board or Trust in respect of national policy specific to governance and the aims and vision of the Trust as well as seeking your own information.
* Attend meetings (local governing board meetings) and read all the papers before the meeting.
* Act in the best interests of all the pupils/students/young people of the Trust.
* Behave in a professional manner, as set down in the local governing board’s code of conduct, including acting in strict confidence.