



## **Appendix C: Job Description for the Post of Local Governor within a CMAT**

All those elected or appointed to local governing bodies should fulfil their duties in line with the seven principles of public life (the [Nolan principles](#)). They should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people.

All local governors will be required to sign the *Code of Conduct* annually and there is an expectation that governors attend meetings regularly.

In addition, all those involved in governance should be:

**Committed** - Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

**Confident** - Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the local governing body.

**Curious** - Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

**Challenging** - Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

**Collaborative** - Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the Diocese, the local parish community and employers.

**Critical** - Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

**Creative** - Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.



### **The Catholic Character of the School**

- Preserve and develop the Catholic and educational character, mission or ethos of the school in collaboration with the headteacher
- Champion the CMAT's vision, ethos and strategic direction in the school
- Ensure the spiritual wellbeing of pupils at the school
- Ensure that the school has a medium to long-term vision for its future viability as a Catholic school and that there is a robust strategy in place for achieving its vision
- Establish and maintain relationships with the parish priest, local Church and parish community to work with them as they contribute to the Catholic formation of the pupils at the school
- Establish and maintain relationships with parents of pupils attending the school to support them in their role as primary educators
- Establish and maintain a relationship with members of the wider local community, including assisting the principal to build relationships with other schools, agencies and businesses in the community to enhance the quality of Catholic education provided for pupils
- Comply with any denominational inspections pursuant to s.48 and any additional canonical inspections and visitations of the Bishop

### **Standards**

- Receive information regarding the monitoring of the KPI figures reported from the headteacher relating to standards and report any issues to the Executive Team
- Monitor the impact of the school development plan reporting any issues to the CMAT executive team/Directors
- Monitor the quality assurance of teaching and learning, the curriculum inclusion and the sharing of good practice across the school and take action where issues arise
- Ensure that inclusion involves challenging all vulnerable groups within the school
- Carry out monitoring visits to the school
- Challenge the headteacher and leaders regarding the progress of all pupils in the school

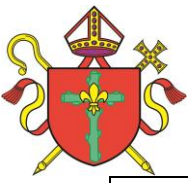


### **Leadership and Governance**

- Support the headteacher to develop the school development plan, monitor its implementation and report on progress to the CMAT Directors
- Assist the headteacher to tailor CMAT wide policies for the school
- Appoint (and remove) from its number: chair, vice-chair (to be approved by the Board) and local governors with specific responsibilities for SEND and safeguarding
- Review and amend the policies of the school in line with any CMAT wide policies
- With the headteacher, establish and develop pupil, parent and staff voice and monitor the same, reporting any issues or other matters to the executive team/CMAT Directors as appropriate
- Performance manage the chair of the LGB – 360 review
- Carry out the annual self-evaluation of the LGB and report findings to the CMAT executive team/Directors as appropriate
- Succession plan for local governance and senior leadership in conjunction with the CMAT
- Support and work with other LGBs in the CMAT
- Provide appropriate levels of support and challenge to the headteacher
- Comply with any other education inspections, e.g. s.5 as required by law
- Contribute to the review of the CMAT, its leadership, central team and services and support provided to schools

### **Curriculum**

- Approve the curriculum proposed by the headteacher (to the extent that it is consistent with the CMAT wide policy)
- Ensure that the curriculum of the school, including all the subjects of the National Curriculum, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of its pupils
- Ensure that RE is in accordance with the Curriculum Directory and the Bishop's policy and that it constitutes 10% of the weekly timetable in the academy in accordance with the tenets and norms of the Catholic Church (or 5% for post 16 level)
- Ensure that the headteacher is complying with the requirement to provide a daily Act of Collective Worship in accordance with the rites, practices, disciplines and liturgical norms of the Catholic Church and take action to address any issues, as appropriate
- Ensure that relationships and sex education (RSE) is taught in accordance with the social and moral teachings of the Catholic Church having regard to any diocesan requirements
- Review information regarding the quality assurance of teaching and learning, the curriculum, inclusion and ensure actions are in place to address any issues that arise



### **Pupil Issues**

- Monitor the implementation of a behaviour policy for the school in line with Trust wide policies
- Review any exclusion of a pupil
- Review the overall pattern of exclusions at the school and report to the executive team/Directors
- Review pupil attendance
- Monitor the impact of the pupil premium in the school and advise executive team/Directors
- Monitor the impact of the sports premium in the school and advise executive team/Directors
- Implement the diocesan complaints policy
- Ensure effective arrangements are in place for pupil support and representation at the school
- Support the CMAT and the headteacher in the extended school provision in the school

### **Communication**

- Ensure the effective implementation of the data protection policies and procedures in the school
- Ensure systems in place are in line with the CMAT's strategy at the school for effective communication with pupils, parents or carers, staff, parish priests, diocese and the wider community including the support of a local parent teacher association (if established)
- Review annually the academy website ensuring that it is compliant with all requirements as set out by the ESFA and the advice provided by the NRCDES and the CMAT

### **SEND**

- Appoint a local governor responsible for SEND, LAC and inclusion
- Review and maintain the Trust's SEND and LAC policy
- Provide oversight of the implementation of the policy within the school and compliance with the legal requirements relating to disability and report to the CMAT executive team/Directors

### **Safeguarding**

- Appoint a designated governor for safeguarding
- Ensure that at least one governor on any recruitment panel has up to date safeguarding and safer recruitment training
- Review and maintain a safeguarding and child protection policy for the school (consistent with the CMAT wide policy)
- Monitor the completion of the single central record (SCR) and its regular updating

