

Academy Council Governor Role Description

The following summarises the role of a Governor within an Academy Council and gives some examples about how this works in practice. The same role applies to Staff, Parent and Community Governors. It will help governors to be clear about how they are involved and what is expected of them.

Full details are given in the Nexus Scheme of Delegation.

Action to be Undertaken	Example in Practice
Appoint local governors	New governors are sought and proposed by the Nexus Trust and Headteacher and proposals are taken to the Academy Council for them to approve and ratify.
Carry out an annual review of effectiveness	Every governor is asked to carry out a self-assessment against National Governance Association criteria. This is called the Skills Audit. All the results are collated by the Nexus Trust and analysed by each school, board or committee. This informs the Trust about the effectiveness of its governance and enables gaps in skills and knowledge to be addressed through learning & development sessions.
Plan for Succession	All governors are appointed for a 4-year term of office, although they are free to resign at any time. It is good practice to plan ahead and seek to either re-appoint a governor or to recruit a new governor to ensure that there are always the right number of different types of governor represented (as detailed in the Nexus Scheme of Delegation)
Provide Pupils and Family Voice	All governors are expected to represent the voice of pupils and families. A parent governor for example, must not only represent their own views, but those of the wider audience.
Engage with stakeholders	You can feed into the pupil and family voice by actively engaging in activities and discussions with other stakeholders that are involved in the school and local community.
Determine the school's vision and strategy	Each school has an ethos, vision and values related to its day to day activities and these should be translated and embedded throughout the school. This might be

	through the policies and curriculum to enable every pupil to be the best they can be and to achieve the best possible outcomes.
Monitor the performance of the school	The Headteacher will produce a self-evaluation of the school against key performance indicators. This is called a self-evaluation framework (SEF) Alongside this they will also produce a school improvement plan (SIP) which determines the actions that will be carried out to achieve the necessary improvements. This is scrutinised and reported through the layers of governance to the Standards Committee and Trust Board. Local governors are able to discuss and challenge the SEF and SIP at the Academy Council meetings.
Provide Advice & Support to those responsible for decision making	Example in Practice
Feed information into the Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured	<p>The Trusts vision, strategy and priorities are determined by the Members and Directors of the Trust. These are informed by the dialogue which takes place in the Academy Councils, Staff and Pupil Voice mechanisms.</p> <p>The Trust Board uses its delegated powers to hold officers to account and to ensure that its priorities are being met.</p>
Inform the appointment and dismissal of Academy Headteacher	The appointment and dismissal of a Headteacher is determined by the Chief Executive Officer, a power which is delegated to them by the Trust Board within the approved Trust policies. The Chair of the Academy Council may be involved in the recruitment process and in the event of a Headteacher dismissal, would be informed of the proposal as a matter of courtesy in advance of the actual dismissal.
Support the delivery of school key priorities through budget planning.	Each school has its own budget and manages this on a day to day basis. They work closely with the Trust's Finance Team who support them and also hold them to account in order to meet financial regulations and legal requirements. Budget reports are produced on a monthly basis and are reported on at each level of governance. The school budget is a regular

	agenda item for each Academy Council meeting.
Inform the agreement of the school staffing structure	Each year the school staffing structure is reviewed to ensure that the school is able to meet its objectives. Staff turnover may highlight areas of concern and this is discussed at the Summer Term Academy Council Meeting.
Feed into the performance management of the Academy Headteacher	There are several ways that staff are held to account and the Nexus Trust hold each Headteacher to account for their performance. This is informed by the discussions held at Academy Councils when the school's SEF and SIP are discussed.
Feed into the teaching staff appraisal procedure and pay progression	Local governors receive the Headteacher's report, review and agree the recommendations made. This takes place on an annual basis Academy Council Autumn Term meeting.
Other Duties	
Attendance at Meetings	<p>Academy Council meetings must meet the requirements of the Scheme of Delegation and governors are expected to attend every meeting in the annual calendar. These dates of the meetings are planned and shared in advance of each academic year. Each meeting should be quorate – meaning a minimum number of governors must be present in order to proceed.</p> <p>Whilst there may be occasions when attendance isn't possible, every effort should be made to achieve 100%.</p> <p>Attendance is monitored and reported on, with individual attendance reported and published on the school website.</p>
Register of Business and Pecuniary Interests	Good governance is underpinned by the principles of public life. In order for our governance to be fully open & transparent and to avoid conflicts of interest, we collect information on governor and officer business and financial interests. Like the governor attendance, this has to be published for each individual governor. We refresh this information as and when changes are made and at the very least annually.

Safeguarding KCSIE	<p>All governors need to have a basic awareness of safeguarding and the DfE Keeping Children Safe in Education legislation. Some schools like to have a governor who has a more in-depth knowledge. The Chair of the Trust's Standards Committee is the designated lead governor for Safeguarding.</p>
Pupil Exclusion Panels	<p>The Nexus Trust has an Exclusions policy which all schools use. Headteachers will endeavour to exhaust all alternatives before arriving at a decision to suspend or permanently exclude a pupil.</p> <p>If a permanent exclusion is unavoidable to Headteacher will write to the pupil's parents to advise them of the decision and process to be followed.</p> <p>The Trust's Governance and Policy Team will arrange for a hearing to take place and this must consist of a panel including school governors.</p> <p>All governors therefore, need to have an understanding of the school's Behaviour Policy and the Trust's Exclusions Policy.</p>
Governor Learning Walks	<p>When a new governor is appointed to the Academy Council the Headteacher will arrange for them to come into the school and have a guided tour.</p> <p>Headteachers will periodically hold Learning Walks for all of the governors on the Academy Council. These are designed to keep governors abreast of school activities in between the Academy Council meetings.</p>
Supporting the school in various ways	<p>Governors may want to become involved in other ways, such as fundraising, attending end of term events and celebrations etc. Each Academy Council will have a Governor Action Plan which will be discussed at the Academy Council meetings.</p>