

Leathersellers' Federation of Schools



A brief overview of governing boards and what they do

Governors bring a range of experience and interests from many walks of life. They work as a team with the Executive Headteacher, Headteachers and staff to help the schools provide a good quality education. Raising educational standards is their key priority.

Key three core functions of governors:

- To ensure clarity of vision, ethos and strategic direction
- To hold the Executive Headteacher and Headteachers to account for the educational performance of the schools and their pupils, and the performance management of staff
- To oversee the financial performance of the Federation and make sure its money is well spent

Who can be a Governor?

They are a delegate of the governing board not a representative. Individual governors have no power, they may not act independently of the rest of the governing body. Decisions are the joint responsibility of the governing board.

At The Leathersellers' Federation of Schools we are keen to reflect our diverse community on our governing board. We are mindful of Lord Nash's speech in 2013 to the NGA where he advocated attracting highly talented people to volunteer as governors and the need to have a 'dynamic body'. To this aim we would encourage people with key strategic skills to apply. The role does require commitment and you do need to be able to work as part of a team as well as care about education. You also need time to attend meetings, reply to emails, to get to know the Federation's schools and to undertake training. As a governor of The Leathersellers' Federation of Schools you will be agreeing to attend regular training on top of meetings and induction training is an essential part of that.

Why have governing boards?

To help schools provide the best possible education for their pupils by:

- Thinking and working strategically to help to raise standards
- Monitoring and evaluating progress towards the school's priorities and targets
- Supporting the Executive Headteacher, Headteachers and staff as well as challenging their expectations
- Accounting to all stakeholders for the schools' overall performance and for the decisions they have made.

The responsibilities and powers have to be exercised in partnership with the Executive Headteacher, Headteachers and staff. Governors should not intervene in the day-to-day running of the schools, they include;

- developing the strategic plan for the school
- determining aims, policies and priorities of the school
- setting statutory and non-statutory targets
- monitoring and evaluating the work of the schools

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- appointment of staff and ensuring the implementation of a range of personnel procedures
- strategic management of the budget at board level
- securing high levels of attendance and good standards of pupil behaviour
- ensuring that all children in the schools 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, making sure school buildings are welcoming and safe

Tasks include:

- to get to know the schools: their needs, strengths and areas for development.
- to attend meetings (full governing board, committees and working groups) and to have read circulated documentation in advance of the meeting.
- to work as a member of a team
- to speak, act and vote in the best interests of the Federation as one perceives them.
- to respect all governing board decisions and to support them in public.
- to act within the framework of the policies of the governing board and legal requirements.
- to commit to training and development opportunities

Time needed

The dates and times of meetings of The Leathersellers' Federation of Schools are published on the Federation's website at the start of each academic year.

Meetings last approximately two hours. Governors also need the time to attend school events and any appropriate training. The Federation buys into the training provided by Lewisham and this is free. Governor's term of office is usually four years.

School governor code of conduct:

Governor conduct is underpinned by the following key principles:

- to act in the best interests of the Federation - this may require balancing short and long term issues, Federation and community issues etc.
- to recognise that all governors have the same rights and responsibilities unless particular responsibilities are conferred on them by the full governing board.
- to understand that no governor can act alone except in exceptional circumstances prescribed in the regulations - the power of the governing board rests in it acting as a single body.

Governors must:

- respect confidentiality.
- listen to and respect the views of others.
- express their own views clearly and succinctly.
- take their fair share of work/positions of responsibility.
- know, understand and work within the prescribed regulatory framework. Report any evidence of fraud, corruption or misconduct to an appropriate person or Authority.

And should:

- prepare for meetings by reading papers beforehand.
- take responsibility for their own learning and development as a governor including attending training
- attend meetings promptly, regularly, and for the full time.

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This documentation should be read in conjunction with the other guidance on the Federation's website.



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