

## **The Role of Parent Governors**

All governors regardless of their constituency are elected or appointed with one common purpose – to govern the school in the best interest of pupils. Parent governors are no exception. They are not elected to represent their stakeholder group, but are elected in order to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school, contributing to strategic discussion, holding senior leaders to account by monitoring school performance and ensuring money is well spent.

Having board members who bring different perspectives and knowledge to the board strengthens it. Elections can provide a useful device for ensuring that not all members of the board are appointed and that those with different views are able to join the board. But irrespective of how governors are appointed, it is crucial that they are confident in their role, committed to asking challenging questions and equipped with the confidence to have the courageous conversations essential for good governance being achieved.

## **The Role of Local Governing Bodies (LGBs)**

The role of Local Governor within the Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision-making and that such responsibility matches the capacity of those assuming responsibility. The Local Governors are accountable to the Trust Board (which in turn is accountable to the Department for Education) as well as to the communities they serve.

The broad duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of Shires MAT in so far as it relates to the school, ensuring that the school achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of academies which stresses the importance of collaboration and mutual support;
- To develop, implement and review the strategic plan for the school, focussing on the school's performance and achieving sustained improvement and having regard to any locally agreed priorities identified by the Trust Board;
- To act as a critical friend to the school's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the school's performance;
- To oversee the management of the finances of the school, assessing the annual budget prepared by the school's Headteacher (with the support of the school's senior leadership team and the CEO/CFO) and submitting such for approval by the Trust Board, ensuring that the school works within its budget and the school's senior leadership team adopts and implements appropriate risk and financial management policies and practices;

- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;
- To support the school's Headteacher in the development and review (from time to time) of an appropriate staffing structure for the school, ensuring there is robust and accountable monitoring of the performance of staff and implementing all and any policies relating to staff adopted by the Trust Board;
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the academies, reporting any issues or concerns to the CEO and, if necessary, the Chair of the Trust Board;
- To promote within the organisation and externally the benefits of collaboration with the other academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the academies or identifying and implementing best practice;
- To develop effective links within the school's community, communicating openly and frequently as appropriate and ensuring that the school meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils;
- To engage fully and openly with any inspection of the school, whether by the Trust Board, Ofsted or any other appropriate public body to whom the school is accountable. Suggested terms of reference for LGBs are included in the appendices.