

UCL Academy Governing Body

Governor Job Description

Each Governor of the UCL Academy is a Director of the Academy Trust and a charity Trustee. Governors are registered as directors as Companies House. Governors are accountable to the members of the UCL Academy Trust, as appointed by UCL.

The UCL Academy Governing Body:

1. Ensures clarity of vision, ethos and strategic direction

Governors:

- safeguard the vision and ethos of the school, in line with the aspirations and expectations of the sponsor;
- set clear and ambitious strategic priorities and targets for the Academy;
- ensure all children have access to a broad and balanced curriculum;
- monitor the school's budget, including pupil premium expenditure;
- monitor the school's staffing structure and approve key staff policies;
- monitor the principles that underpin other school policies.
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for the next stage of their lives
- determine how the school's performance will be monitored and reported to governors and the wider community

2. Holds senior leaders accountable for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety

Governors do this by:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
- considering all relevant data and feedback on all aspects of school performance, including quality of teaching, pupil achievement, and pupil behaviour and safety;
- providing support and challenge to school leaders;
- ensuring the school has effective audit processes in place;
- building strong relationships with the Academy's stakeholders - pupils, parents, staff, and the wider community, including local employers – to ensure their views inform the school's strategic planning;
- reporting, through the Chair, to the school's sponsor, UCL.

Each UCL Academy Governor acts as a link governor on at least one specific issue, reporting to the governing body on progress.

2. Oversees the financial performance of the school and ensures it makes best use of its resources.

Governors do this by:

- Ensuring the school staff have the resources and support they require to do their jobs well,

- Drawing on all available expertise, including external advice where necessary;
- Monitoring issues with the Academy premises that may impact on the school's ability to educate and support its students.

4. When required, governors serve on panels of the governing body to:

- appoint the headteacher and other senior leaders;
- appraise the headteacher;
- set the headteacher's pay and agree the pay recommendations for other staff;
- hear the second stage of staff grievances and disciplinary matters;
- review the head's decisions about exclusions where this is required by law;
- hear appeals about pupil exclusions.

To perform this role well, governors are expected to:

- get to know the school, including by visiting the school occasionally during school hours
- develop a understanding of, and commitment to, the ethos and vision set by the sponsor;
- develop a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend meetings and read all the papers before the meeting;
- act in the best interest of all the pupils of the school; and
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Time commitment

You can expect to spend around 10 days a year on your governing responsibilities. The Chair and others with key roles, such as chairs of committees, are likely to spend around 20 days a year (or the equivalent of half a day a week in term time). There may be periods when the time commitment may increase, for example, when recruiting a Principal.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed. There is no requirement in law that you are paid by your employer for this time off.

Expenses

Governors can receive out-of-pocket expenses, to cover travel and childcare, but not loss of earnings.

Accountability

All governors are registered with Companies House as directors of the Academy Trust, and have a limited liability, capped at £10 each.

Directors are accountable to the members of the Academy Trust, a small group of senior UCL staff who have been appointed by UCL to represent the sponsor's interests.

UCL Academy Governor

Person Specification

Knowledge

- An understanding of the role of an Academy Governor (Director)
- An understanding of the ethos of the school and the aspirations of the sponsor for that school
- An understanding of the role of the Governing Body in school improvement

Sponsor-appointed community governors should have a good knowledge of the local community, either as an employee / employer of a firm based in Camden, or as a local resident.

Experience

Sponsor-appointed Governors should have had professional experience of at least one of the following:

- Strategic planning in a large, complex institution;
- Educational psychology;
- Primary or secondary education in the UK;
- Community outreach and engagement, particularly between schools and a university;
- Business planning;
- Law;
- Financial planning and budget analysis;
- PFI contracts and premises management

Abilities

All governors should be able to:

- Scrutinise high-level written reports and complex data-sets and use this information to hold senior leaders to account;
- Share ideas and contribute effectively to discussion and debate;
- Establish good working relationships with governors and staff at all levels;
- Work effectively within a team;
- Maintain full confidentiality;
- Recognise where challenge is necessary and deliver this effectively and constructively;
- Remain objective and supportive when dealing with sensitive or high-profile matters

Training and Development

All governors undertake a shared programme of development as part of the meetings cycle. Individual training is available as required. Governors should be committed to developing their understanding of school improvement and the role of the governing body in securing the best outcome for every child.