

# Woodlands Academy Governing Board

## Meeting 13 September 2018

### **Item 13: Lead roles**

#### **1. Recommendation**

Governors are invited to approve the creation of the lead roles set out at 4-7 below and to appoint named governors to each of them.

#### **2. Background**

The ESFA Governance Handbook [GH] recommends that all governing bodies should have “*at least one person*” with the skills, expertise and background to perform the roles set out below. The ESFA Competency Framework [CF] sets out the knowledge, skills and behaviours required to perform each role.

The text from these documents is used to define each of the roles below, summarising where necessary.

#### **3. The purpose of the Lead roles**

The holders of these roles are not empowered to make decisions or exercise powers on behalf of the Governing Body or its Committees, although school leaders may wish to use them as a first point of contact with the governing body in their specialist areas.

The Leads are there to develop a thorough understanding of the field generally and the school’s performance in particular, so that they can interpret data for governors, assist governors in their discussions, and help the governing board hold school leaders to account.

#### **4. Lead on Educational Performance and SEN**

GH: “One person with the skills to understand and interpret the full detail of the educational performance data available. This individual should make sure that the Board has a correct understanding of the school’s performance as presented and explained by school leaders.”

“An individual on the board with specific oversight of the school’s arrangements for SEND. [To oversee compliance with] legal duties under the Children and Families Act 2014 and statutory guidance on the SEND Code of Practice.”

CF: “*Skills and effective behaviours* - reviews and analyses a broad range of [education performance] information and data in order to spot trends and patterns.”

“*Knowledge* - the detailed requirements relating to the education of children with Special Educational Needs and Disabilities (SEND).”

#### **5. Lead on finance**

GH: “One person with the skills to understand and interpret the full detail of the financial data available. This individual should make sure that the board has a correct understanding of the school’s finances as presented and explained by executive leaders.”

CF: *“Knowledge - the organisations’ current financial health and efficiency and how this compares with similar organisations both locally and nationally.”*

*“Skills and effective behaviours - uses their detailed financial knowledge and experience, which is appropriate for the scale of the organisation, to provide advice and guidance to the board.”*

## **6. Lead on Safeguarding and Pupil Welfare**

GH: *“[An individual] ... to take leadership responsibility for the organisation’s safeguarding arrangements including the Prevent duty.”*

*“[An individual to oversee] ... the duty on boards to promote wellbeing ... and ... good behaviour among pupils.”*

CF: *“Knowledge - the requirements relating to the safeguarding of children in education including the Prevent duty.”*

*“Knowledge - the duties and responsibilities in relation to health and safety in education.”*

*“Skills and effective behaviours - is confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils/students.”*

## **7. Lead on HR and Equalities**

GH: *“[An individual] ... to take leadership responsibility for compliance with employment law generally and with the public sector equality duties of the Equality Act 2010 including the specific education sections (part 4) of the Act.”*

CF: *“Knowledge - human resource (HR) education policy and the organisation’s processes in relation to teachers’ pay and conditions and the role of governance in staffing reviews, restructuring and due diligence.”*

*“Skills and effective behaviours - Monitors the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and checks processes operate fairly.”*