

YOU can be a school governor

300,000 people across the country are already school governors, why not join them?

Thank you for expressing an interest in joining the Greenshaw Learning Trust as a school Governor.

Please read through this recruitment pack.

If you wish to apply to become a school governor with the Greenshaw Learning Trust, please complete and submit our application form and monitoring form, preferably online, available at:

- www.greenshawlearningtrust.co.uk > Join us > Governors and Trustees.

You can find further information about the Trust on our website at:

- www.greenshawlearningtrust.co.uk

If you have any questions or would like to discuss the role of school governor in the Greenshaw Learning Trust, please contact Rebecca Lewis, GLT Senior Governance Officer:

- email rlewis@greenshawlearningtrust.co.uk
- telephone 07562 669075

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YOU can be a school governor

300,000 people across the country are already school governors, why not join them?

School governors make a real impact on the success of schools, supporting children and young people in their local community, and applying their knowledge and skills to ensure the school does the best for all its pupils; and they learn about aspects of education and gain experience that can positively impact on other parts of their life.

The Greenshaw Learning Trust is a successful and growing academy trust, supporting and improving primary and secondary schools in the Sutton, Croydon, Godalming, Bracknell, Newbury, Bristol, Gloucester, Yate, Forest of Dean and Plymouth areas.

Our schools are welcoming and inclusive, at the heart of their local community. We are ambitious for our schools and their students and we believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

Strong local governance plays an important part in the success of our schools.

Each school in the Trust is overseen by a governing body, which monitors the school's performance and challenges and supports the school's headteacher and senior leadership team. The governing body is a committee of the Board of Trustees, which is the governing board of the Trust as a whole.

We want our governing bodies to reflect the diversity of our schools' populations and local communities and welcome interest from people of all ages and backgrounds. No particular qualifications are required and support and training is provided.

Being a school governor is an important and rewarding role.

We are always on the lookout for people who share our vision and would like to join us and help us enable all young people to achieve their potential.

If you are interested or want to find out more go to:
www.greenshawlearningtrust.co.uk > Join us > Governors and Trustees.

Or contact the Rebecca Lewis, GLT Senior Governance Officer:
email rlewis@greenshawlearningtrust.co.uk or telephone 07562 669075.

About the Greenshaw Learning Trust

The Greenshaw Learning Trust

The Greenshaw Learning Trust is an 'Academy Trust' - a charitable company with the sole purpose of maintaining and developing academy schools that provide education for the public benefit, funded by the Department for Education.

The Greenshaw Learning Trust is a family of like-minded schools that share essential values and a common ethos and vision for education and learning, and collaborate to provide mutual support, share their good practice and learn from each other. Our schools are welcoming and inclusive, at the heart of their local community.

The Greenshaw Learning Trust is a successful and growing multi academy trust – an academy trust responsible for more than one school - supporting and improving primary and secondary schools in the Sutton, Croydon, Godalming, Bracknell, Newbury, Bristol, Gloucester, Yate, Forest of Dean and Plymouth areas.

Greenshaw Learning Trust Mission Statement

- We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.
- We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.
- We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Governance and leadership

Each Greenshaw Learning Trust school retains and develops its own distinct character, led by its Headteacher, leadership team and governing body, and supported by the other schools in the Trust and the Trust's shared services.

Being part of the Trust provides the schools with the support and infrastructure they need to enable them to develop and improve and for the school leadership and governing body to achieve their objectives for their school.

The Trust as a whole is governed by the Board of Trustees, which is legally responsible for the operation and performance of all schools in the Trust. The Board delegates responsibilities for governance of a school or group of schools in the Trust to a Governing Body – which is a committee of the Board.

Each school in the Trust has its own headteacher who has the responsibility to lead their school under the oversight of their Governing Body and with the guidance and line management of the appropriate Trust Director of Education.

Each Greenshaw Learning Trust school collaborates closely with and receives support from other schools in the Trust and with the Trust Shared Service, which provides effective and efficient school improvement and support services.

Introduction to governance in the Greenshaw Learning Trust

The Greenshaw Learning Trust (the Trust) is an ‘academy trust’ – a company limited by guarantee and an exempt charity with the sole purpose of maintaining and developing academy schools, to provide comprehensive and inclusive education for the public benefit, funded by the Department for Education.

The governance of the Trust is overseen by the **Members**; the Members appoint the **Trustees** – who are the trustees of the charity and the directors of the company.

The Board of Trustees is the ‘governing board’ of the Trust, and is responsible for the operation and performance of all schools in the Trust. The Board of Trustees can delegate powers to committees including governing bodies, but retains legal accountability for:

- Formal accountability for the statutory functions of the Trust.
- Ensuring clarity of vision, ethos and strategic direction of the Trust as a whole.
- Oversight of the financial and educational performance of all the schools in the Trust.
- Holding the Chief Executive Officer (CEO) and Trust senior leaders to account.
- And for any decisions taken by committees including governing bodies.

The Board of Trustees has established a **governing body** for each school (or group of schools) in the Trust, to which it delegates powers and functions for the governance of the school(s). Each governing body, normally of between 7 and 13 governors, is responsible for:

- Holding the Headteacher(s) and school leaders to account for the educational performance of the school(s) and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school(s) and making sure that money is well spent.
- Ensuring that the school(s) operates in accordance with the policies and procedures of the Trust.

Ad hoc committees of the governing body will be established as required to consider matters relating to a specific individual, such as Headteacher appointments, pupil exclusions and complaints in relation to the schools under its oversight. The Board of Trustees has a number of Committees with delegated authority to carry out specific functions on its behalf, including monitoring and reviewing the implementation of Trust policies, taking decisions on pay and performance of the CEO and Trust senior leadership, and overseeing audit and risk. Ad hoc committees are established as required to consider matters relating to a specific incident in relation to the Trust as a whole. Membership of committees can be supplemented by people with the appropriate skills and experience who aren’t Trustees or governors.

Governors and Trustees act collectively with other governors/Trustees in the governing body/Board and take equal responsibility for the decisions it takes. They must abide by, and ensure that the governing body/Board and school/Trust is operated in accordance with, the Trust’s Articles of Association and its policies and procedures. They must act at all times with honesty and integrity, in accordance with the Nolan principles of public life; and must protect the assets, property and good name of the school and the Trust. Governors and Trustees will not get involved in the day-to-day running of the Trust or its schools.

See also the GLT Governance Structure diagram.

The formal legal basis of the governance arrangements of the Greenshaw Learning Trust is defined in its **Articles of Association**. The structure and operation of the governance of the Trust is set out in the **Scheme of Delegation** and further described the associated governance documents, which can be found on the Trust website - www.greenshawlearningtrust.co.uk.

Requirements for being a school governor

1 Eligibility and disqualification

There are a number of legal restrictions and requirements on a person becoming, or continuing as, a school governor, as defined in legislation and government statutory guidance.

1.1 Age: To be a school governor a person must be over 18 and cannot be a current student of any school in the Greenshaw Learning Trust.

1.2 Disqualification to serve as a company director or charity trustee: A person shall cease to hold office or be disqualified from holding office as a governor if they:

- a. Become incapable by reason of mental disorder, illness or injury of managing their own affairs.
- b. Have been declared bankrupt and/or their estate has been seized from their possession for the benefit of their creditors and the declaration or seizure has not been discharged, annulled or reduced.
- c. Are the subject of a bankruptcy restrictions order or an interim order.
- d. Are disqualified by a provision of the Company Directors Disqualification Act 1986, the Insolvency Act 1986, the Companies Act 2006 or the Charities Act 2011.
- e. Have been removed from office as a charity Trustee by the Charity Commission, Scottish Charity Regulator or High Court on the grounds of misconduct or mismanagement.

1.3 Suitability to work with children: A person shall be disqualified from holding office as a governor if they:

- a. Are included in the list kept by the Secretary of State of people unsuitable to work with children or young people.
- b. Are disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000.
- c. Are barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006).
- d. Are subject to a direction under section 142 of the Education Act 2002.
- e. Have been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section section 178 of the Charities Act 2011.

1.4 Criminal records check: Before their appointment as a school governor, a person is required to provide to the Trust the information required for an enhanced criminal records (DBS) check to be carried out. If they are already registered with the DBS Update Service, an existing certificate may be accepted.

If the CEO, in consultation with the Chair of the Board of Trustees, believes the certificate shows the person is unsuitable to work with children they will not be able to serve as a governor.

2 Interest in the Trust and Local Authority influence

There are limits to the numbers of particular categories of people who can be members of a governing body, including staff of the Trust and people 'under the influence of' a local authority. Any person wishing to become a school governor must state if they are an employee of the Trust or a parent of a pupil at any school in the Trust, or about to join or considering joining the Trust, or if they are a 'local authority influenced person' (see below); this would not automatically prevent them becoming a governor.

You are a 'local authority influenced person' if any of the following apply:

- You are, or have been in the last 4 years, an elected member of any local authority;

- You are an officer or employee of any local authority; or
- You are both an employee and either a director, manager, secretary or other similar officer of a company which is under the control of any local authority.

3 Conduct

All governors must abide by the **GLT Role description for the school governor**, the **GLT Code of Conduct** and the seven Nolan Principles of Public Life, and act in accordance with the Trust's Articles of Association and the policies and procedures of the Board of Trustees.

All governors are required to register potential interests in the work of the Trust and its schools and to declare business and personal interests in matters that come before the governing body, in accordance with the **GLT Declaration of Interests Policy** (relevant interests will be made available to the public).

Any governor may be removed from office by the GLT CEO, in consultation with Chair of the Board of Trustees, if they have acted in breach of the Articles of Association and/or Governance Procedures and/or Code of Conduct of the Greenshaw Learning Trust, or if they are absent without the permission of the governing body from all its meetings held in a period of 6 months.

4 Information that needs to be provided

The Trust is required by legislation to collect and keep up-to-date appropriate information about all its school governors, to provide certain information to the Department for Education, and to publish a specific subset of this information. In addition, in accordance with the Greenshaw Learning Trust Equalities Policy and to fulfil its responsibilities under the Equality Duty, the Trust collects and monitors appropriate information about governors to assess the diversity of its governance.

The personal information collected is stored securely and is used only for the purposes for which it was collected and to enable the Trust to carry out its responsibilities, in accordance with the GLT Data Protection Policy, the General Data Protection Regulation (2016) and relevant data protection legislation.

Before a person can be considered for appointment as a school governor they need to provide to the Trust:

- Information required for identification and contact purposes: full name, home address, email address, telephone number(s) date of birth and nationality.
- A declaration that they are eligible and not disqualified from being a school governor, as set out in 1.
- A declaration whether or not they fall into any of the categories set out in 2.
- A brief statement or cv stating how they would contribute to the governing body.
- Monitoring information, on the Trust Equality Monitoring Form.

Before a person is appointed as a school governor they need to provide to the Trust evidence of a satisfactory enhanced criminal records (DBS) certificate and Section 128 check.

Before a person's appointment as a school governor is confirmed they need to:

- Have completed an enhanced criminal records (DBS) check.
- Complete the **GLT Register of Interests** in accordance with the **GLT Declaration of Interests Policy**.
- Complete the **GLT Skills Audit**, to record relevant skills and experience.
- Agree to use a provided GLT email address and the Trusts online access system for communication with the Trust regarding their role.

Note: References to 'governor' apply equally to Trustees, and to members of the Trust Panel in relation to any committee they are appointed to serve on; except that removal of a Trustee in 3 is a decision of the Board, not the CEO.

Role description for the school governor

School governors in the Greenshaw Learning Trust (the Trust) play a vital role in the governance of the school(s) and of the Trust as a whole, helping to ensure that every young person in the care of their school(s) receives the best possible education and has the opportunity to fulfill their potential.

The Board of Trustees has delegated powers and responsibilities for the governance of the school (or schools) to the Governing Body, which is a committee of the Board.

All school governors, as members of their Governing Body:

- Perform a 'non-executive' function – a thinking role, not a doing role.
- Bring their own individual perspectives, views and experiences, to contribute to the diversity of the governing body.
- Have equal status, regardless of how they came to be a governor, and are not a 'representative' of any particular stakeholder or group of stakeholders.
- Act as the local 'eyes and ears' of the Board and as 'proxies' on behalf of the Trustees.
- Are answerable to the Board of Trustees and to other stakeholders with an interest in the decisions that the Governing Body takes.

School governors should not get involved in the day-to-day running of the school(s).

Each school governor will act collectively with other members of the Governing Body to:

- Uphold the values of the school and the Trust, protect their assets and good name, and promote the best interests of all the students and pupils in the school.
- Provide strategic oversight of the operation and performance of the school.
- Hold the Headteacher(s) and school leaders to account for the educational performance of the school(s) and its pupils, and the performance management of staff.
- Oversee the financial performance of the school(s) and make sure that money is well spent.
- Ensure that the school(s) operates in accordance with the policies and procedures of the Greenshaw Learning Trust.
- Evaluate, question and challenge evidence and advice from a range of sources, and contribute to the Governing Body or Governing Body committee as part of a team, drawing conclusions from that and reaching appropriate decisions within their remit.

Each school governor will at all times:

- Abide by the Greenshaw Learning Trust Code of Conduct and the seven Nolan Principles of Public Life.
- Act in accordance with the Governance Procedures and the policies of the Governing Body and the Greenshaw Learning Trust.
- Take account of any advice given to them by the Chair of the Governing Body, the Governing Body Clerk, the Board of Trustees and/or the GLT CEO.

- Be an advocate for their school and the Trust, and its students, families and staff.
- Work cooperatively as part of a team with other school governors and school leaders, and with school governors, Trustees and Trust leaders across the Trust.
- Abide by the principle of collective decision-making, taking equal responsibility for the decisions of and confidentiality of the governing body, even when their own view differs.
- Be willingly open to challenge from other governors, the Board of Trustees and other stakeholders with an interest in the decisions of the governing body and its committees.
- Maintain effective and courteous relationships with other governors, Trustees, school and Trust staff and other stakeholders as appropriate to their role.

Each school governor should:

- Attend and actively contribute to Governing Body meetings, in person, or online where that is not possible.
- Give their views openly and honestly and ask challenging questions whilst being receptive to and showing respect for the views of others.
- Engage with school staff, visit the school and attend school and governing body events.
- Get to know their school and keep up-to-date with developments in education.
- Take on specific roles such as being a link governor.
- Serve, when required, on committees to consider matters related to specific incidents or individuals, including staff appointments, grievances, complaints and student exclusions.
- Keep up-to-date with developments in the school, and in the Trust and in education more widely.
- Develop and maintain their skills and knowledge, and participate in appropriate skills audits, training and development activities and undertake online training.
- Engage with other Governing Bodies in the Trust and, where appropriate, the Board of Trustees.

Governors are welcome to visit the school; but must remember that helping out in school, using skills pro bono, engaging with school staff and making suggestions outside of a Governing Body or committee meeting, is volunteering not governing.

Governors must act in good faith and reach a reasonable decision based on the evidence, in accordance with this role description, the Code of Conduct and the policies and procedures of the Trust – and if they do that they will not be personally liable if a decision of the Governing Body is challenged.

Further information about the rules and procedures for the operation of the governing body and carrying out specific governor roles can be found in the GB Governance Procedures and associated documents which can be accessed on GovernorHub and the Governors & Trustees Google Drive.