Please note this must be tailored to fit the circumstances of your school and governing board.

**[GOVERNING BODY OF NAME OF SCHOOL]**

**Governor Role Descriptions:**

**These role descriptions apply to the following designated (link) governor roles:**

* Safeguarding Governor
* SEND Governor
* Pupil Premium Governor
* Lead governor for Looked After Children
* Health and Safety Governor
* Attendance lead governor (coming shortly)
* [any others]

**The expectations and requirements common to all designated governor roles:**

1. The governor will undertake regular school visits in relation to their designated governor role, with frequency as specified in the relevant section of this document.
2. The main objectives of any designated governor visit will be:
   1. to monitor the school’s progress in relation to targets in the school’s development plan and to have the opportunity to ‘see for themselves’ the school’s strategies in action. Please also see the GB’s **Governor Visits Policy and Protocol**.
   2. to monitor on behalf of the GB in respect of compliance with statutory requirements
3. The governor will produce a written report for the GB following each visit. There are specific templates for the following:

- Safeguarding governor visits

- SEND governor visits

- Attendance lead governor visits [*coming shortly*]

For other designated governor visits, the governor will use our standard governor visit report (available at Appendix 1).

1. The governor agrees to attending regular updates and training as required to ensure their up-to-date knowledge and understanding of governance in their designated area.
2. In addition to reporting for their designated governor visits, the governor will take a lead role during any relevant discussion at governor meetings, to help inform the board’s strategic direction.

**Role descriptions/functions delegated are listed separately below for:**

1. Safeguarding governor See page x
2. SEND governor See page x
3. Pupil Premium governor See page x
4. Lead governor for looked after and previously looked after children See page x
5. Health & Safety governor See page x
6. Attendance lead governor (coming soon)
7. *[etc – please tailor to fit your GB, including that some roles may be combined]*

**Approved by the Governing Board on ……………………**

**Next review date: *……………………***

**1. The Safeguarding governor role / functions delegated:**

To hold termly meetings with the Designated Safeguarding Lead, and as appropriate with other staff, in order to monitor the school’s culture of safeguarding and child protection. This includes the following specific functions:

* To take the governance lead when relevant school policies and procedures are under review, including the safeguarding & child protection policy, online safety policy and whistleblowing policy.
* To ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues.
* To ensure that the DSL adequately supervises and supports the work, development and wellbeing of the deputy safeguarding lead(s), and any other staff with delegated additional safeguarding responsibilities, in order for there to exist clear lines of accountability.
* To monitor and ensure the school has a robust system for recording, storing and reviewing safeguarding and child welfare concerns, and for sharing information where required.
* To liaise, on behalf of the governing board, with the school leadership on broader child protection and safeguarding issues, to be able to support the board’s strategic discussion in respect of emerging themes and common issues within the school/locality, thus enabling effective governance oversight and understanding and supporting development of solutions.
* To monitor whether all safeguarding related training for staff and volunteers is up to date, and in line with current statutory and ‘good practice’ requirements.
* To ensure and monitor that new governors undertake appropriate safeguarding training, including online safety, as part of their induction and that governors receive regular training updates.
* To ensure and monitor that appropriate members of the governing board understand their role in respect of any allegations made against staff.
* To ensure and monitor that at least one member on the recruitment and selection panel for school staff has successfully completed accredited Safer Recruitment training, and that the school’s safer recruitment policy and practice is being followed.
* To have oversight of the single central record to ensure it is being maintained in line with guidance.
* To ensure and monitor that the voice of pupils is truly heard and appropriately acknowledged, and to take account of how safe pupils feel when in school.
* To monitor that the school considers and keeps under review its curriculum, in order that key safeguarding messages and learning is embedded throughout.
* To monitor that the school does not operate in isolation and has an awareness of the agencies available to support children and families.
* To monitor that the safeguarding agenda is embedded in the ethos of the school.
* To monitor progress against any outstanding actions on the school’s safeguarding audit and/or key priorities on the development plan.
* To undertake ‘Safeguarding governor role’ training and/or updates at least annually.
* To deliver a termly written report using the GB’s Safeguarding Governor Report proforma, on the agenda of the relevant FGB meetings, to ensure that all governors are up to date in respect of the school’s Safeguarding culture and compliance with statutory requirements.

**2. The SEND governor role / functions delegated**

# To take the lead governance role in understanding the governing board’s responsibilities under the special educational needs and disability (SEND) Code of Practice and related legislation.

# To hold termly meetings with the SENCo, and as appropriate with other staff, together to scrutinise the impact of the school’s strategies and provision for the school’s pupils with SEND.

# To ensure the board gives appropriate focus to the needs of the school’s pupils with SEND during the GB’s strategic discussion, for example relating to attendance and behaviour, and during budget planning. The role includes the following specific functions:

* To monitor progress being made towards achieving any targets relating to the school’s SEND provision, as detailed in the school’s development plan.
* To ensure that the school has appointed a suitably qualified SENCo with sufficient time, training, and resources to carry out their role.
* To monitor that the school’s staff are being trained and allocated time and resources as appropriate to enable them to achieve best impact from the provision they are delivering.
* To monitor that the school makes appropriate provision for any pupil with SEND including introducing reasonable adjustments where appropriate, in line with the Equality Act 2010.
* To monitor that the school keeps up-to-date and accurate records relating to its SEND provision and the progress of pupils with SEND.
* To ensure and monitor that the voice of pupils with SEND and their parents is truly heard and appropriately responded to.
* For the school’s current pupil cohort - to monitor how effective the school’s strategies are in overcoming barriers to learning and inclusion for pupils with SEND.
* To monitor progress of pupils with SEND, using anonymised case studies as appropriate, to be able to report to the board on positive impact of strategies and provision.
* To monitor the school’s culture for inclusivity and equal participation in co-curricular activities and trips.
* To monitor that the school has a suitable and up-to-date SEN information report and SEND policy; and that they are published on the school’s website.
* To monitor that the school does not operate in isolation and has an awareness of the agencies available to support children and families.
* To undertake ‘SEND governor role’ training and/or updates at least annually.
* To deliver a termly written report using the GB’s Safeguarding Governor Report proforma, which will be on the agenda of the relevant FGB meetings, to ensure that all governors are up to date in respect of the school’s inclusion culture, SEND provision and compliance with statutory requirements.

**3. The Pupil Premium governor role / functions delegated**

# To take the lead governance role in monitoring the effectiveness of the school’s Pupil Premium strategy and PP Grant expenditure, and the impact it’s having on overcoming barriers and improving outcomes for disadvantaged pupils. To ensure the board gives appropriate focus to the needs of the school’s disadvantaged pupils during the GB’s strategic discussion, for example relating to attendance and inclusion, and during budget planning. The role includes the following specific functions:

* To monitor the progress being made towards achieving any targets relating to the disadvantaged group (Pupil Premium) as detailed in the Pupil Premium strategy and school development plan.
* To ensure that the school leadership has sufficient time, training and resources to set the strategy, implement it and evaluate its impact on overcoming the barriers for learning and improving the outcomes for the school’s disadvantaged pupils.
* To monitor that training and resources are deployed across the school to achieve the best impact from the provision being delivered in accordance with its strategy.
* To monitor that the school keeps up-to-date and accurate records and case studies relating to the progress of disadvantaged pupils, thus evidencing the positive impact of the strategy.
* To monitor that the Pupil Premium strategy is updated annually, with the update for the previous academic year being published on the school’s website before 31st December.
* To monitor that the school does not operate in isolation and has an awareness of local, borough and national initiatives available to support disadvantaged children and families.
* To deliver a Pupil Premium governor report to the GB following each visit.

**4. The lead governor for Looked After Children (LAC) role / functions delegated**

To take the lead governance role on monitoring the effectiveness of the school’s provision for its LAC and previously LAC, and the impact this provision and strategies are having, and reporting this to the GB.  
  
To ensure the board gives appropriate focus to the school’s LAC and previously LAC cohort during the GB’s strategic discussion, policy setting and monitoring of data, and during budget planning.

The role includes the following specific functions:

* To be familiar with the DfE’s statutory guidance on ‘[The Designated Teacher for Looked After and Previously Looked After Children](https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children)’ and the system for Pupil Premium Plus (PP+) funding.
* Where the school has looked after or previously looked after children, to monitor the impact of the school’s provision on the children’s outcomes.
* To monitor that the designated teacher has sufficient time, training and resources to provide leadership and influence decisions about the teaching and learning needs of looked-after and previously looked-after children at the school.
* To deliver a lead governor visit report to the GB following each visit.
* To attend the Virtual School’s lead governor training (at least annually) and report to the board.

**5. The Health & Safety governor role / functions delegated**

To monitor the school’s culture of Health and Safety and report on findings to the GB.

NOTE: Governors do not have the remit to conduct health and safety checks themselves: it is the GB’s role to assure itself that the school leadership has sufficient and timely access to competent professional expertise to conduct checks and audits (eg via the borough’s Health & Safety Advisor) and that these checks and audits are carried out.   
  
The role includes the following specific functions:

* To monitor the school’s compliance with its health and safety-related, medical & first-aid related and fire-safety related policies and procedures; and to monitor that these policies and procedures are kept constantly under review, and are communicated effectively, both as part of staff induction and to pupils, staff and visitors during the daily operation of the school.
* To monitor that the school has an effective system for updating employees, pupils and visitors when there has been a change policy or procedure.
* To monitor that the school has an effective risk assessment process for the school’s activities, including off-site activities.
* To monitor that the school has risk assessments in place for certain higher-risk activities, with advice being sought from the borough’s Health & Safety Advisor as appropriate.
* To monitor that staff, pupils and visitors receive appropriate instruction and/or training before carrying out those activities which require it, and to monitor that the school leadership has a system in place for assuring that this instruction / training is effective.
* To monitor that the leadership undertakes any specific training as has been advised, and that the leadership seeks advice as required to ensure it is up-to-date on training needs.
* To monitor that the school keeps accurate records – for example, of any incidents or near misses, so that trends and patterns can be evaluated, and improvements made where appropriate.
* To monitor that the school’s fire, emergency evacuation and lockdown procedures (including personal evacuation and lockdown plans) are kept constantly under review and regularly tested.
* To monitor that the school commissions (and where relevant carries out) audits and checks - in-line with the requirements in its policies and statutory requirement, and that records are kept.
* To monitor that the school acts swiftly and appropriately to redress any failings and to address any findings from internal checks and/or external audits.
* To monitor that the school has systems in place to risk assess for workplace-related stress and wellbeing.
* To deliver a lead governor visit report to the GB following each visit.
* To attend health & safety governance training and briefings and report key updates and information gained to the board.

**6. Attendance lead governor role / functions delegated**

*(coming soon)*

APPENDIX 1 – Designated / lead governor visit report proforma

|  |  |
| --- | --- |
| Name: | Date: |
| Designated / lead governor role: | Met with: |
| Key objective(s) for this visit: | |
| Visit outline / summary of key points: | |
| Any aspects for GB discussion at the next appropriate meeting: | |
| Next visit to be [date/term] and the key objective(s) will be: | |