

## **Role Description – ACET Parent/Carer Governor**

**September 2023**

### **Role Purpose**

The trust board provides:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Responsibilities are delegated to Local Governing Bodies (LGBs) to help the Trust Board fulfil this purpose, to strengthen MAT governance and to be compliant with the approved governance structure across ACET.

### **Responsibilities**

NGA [research](#) highlights the ‘4Ss’ (safeguarding, SEND, standards and stakeholder engagement) detailed below as the minimum functions typically delegated to the local tier of governance (the LGB):

#### **Safeguarding**

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the academy.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the academy.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Receive assurance reports from the Estates Team regarding site security (at ACET, Estates arrangements are a Trust Board responsibility).

#### **SEND**

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific academy context where necessary.
- Seek assurance that staff are trained to implement pupil/student strategies and support plans.
- Ensure pupils/students with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils/students with SEND are well-supported and included in all aspects of academy life.
- Monitor the overall effectiveness of the academy’s SEND provision, referring to pupil/student outcomes and other relevant data.

## **Standards**

- Ensure that the trust's vision, ethos and strategy is adopted and applied by academy leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor academy performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil/student progress, to ensure that the academy is meeting its targets.
- Ensure that the academy's curriculum is being provided to pupils/students in an appropriate manner for the academy's context.
- Ensure that the required policies and procedures are in place and that the academy is operating effectively in line with these policies.
- Establish a strong relationship with the principal in order to provide effective support and challenge in a non-threatening way, working in partnership with the principal and leadership team to move the academy forwards.

## **Stakeholder Engagement**

- Consult stakeholders such as parents/carers, staff and pupils, (through communication channel agreed by the LGB) and share these insights with the principal and wider LGB to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the Trust Board with insight (through agreed communication channels) into the challenges and opportunities faced by the academy's local community.

## **Panels and Committees**

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to suspend/permanently exclude pupils/students

## **Contribute to the LGB**

Local governors should ensure that they are making a positive and meaningful contribution to the committee by:

- Attending meetings, reading papers, and preparing questions for senior leaders in advance
- Establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- Getting to know the academy, including visiting the academy occasionally during school hours
- Undertaking induction training and engaging in ongoing development.

**At ACET, it is compulsory for all governors to sign and consent to the ACET Governor Code of Conduct at the point of completing the required Disclosure and Barring Service application form.**



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