



**GOVERNOR LINK ROLE PROFILE**

**MENTAL HEALTH & PUPIL ENGAGEMENT**

**AAB**



# THE ROLE OF A LINK GOVERNOR

The role of governors in providing support and challenge to senior leaders is more important now than it ever has been. Schools are currently facing a great deal of uncertainty and their success in navigating through this period depends on strong and informed leadership.

## **As a link governor you will be required to:**

- Make pre-arranged visits/calls to the school, with a clear focus. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to resources such as 'The Key' or ask the Headteacher for questions to ask. You may need to read applicable school policies which will be available on their website.
- Develop knowledge in their specialist area and take part in relevant training
- Make sure the school has relevant policies in place
- Monitor the implementation of the school's strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.

## **Work closely with the relevant member of staff**

Set up regular meetings with the relevant staff member so you can monitor what the school's doing. These may include activities such as learning walks and meetings with students and staff.

## **Be the link to the board**

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

## **How to monitor the subject/provision**

We recommend you either meet your link staff member, or visit your school, at least **once a term, three times per year**. Establish a focus for each meeting or visit - these should be linked to any priorities on the schools 'SIP'. If your link area(s) are not on the SIP, work with school leaders to decide a focus for the visit based on their action plans.

## **What you should focus on**

- Plans to improve the subject/provision
- The quality of delivery and impact for pupils
- Subject/provision uptake or student interaction
- Pupil and parent engagement
- Teacher/staff member workload and development

## **Ways to monitor**

- Regular meetings with the relevant staff member(s)
- Visits to the school to see subject/provision in action
- Talking to pupils, parents and staff (or doing a survey)
- Reports from the relevant staff member(s)

# ROLE PROFILE

## MENTAL HEALTH & PUPIL ENGAGEMENT

### AAB

#### DUTIES & RESPONSIBILITIES

Pupil engagement encompasses how pupils interact in the classroom and lesson as well as pupil's engagement with the wider school including their day-day attendance and extracurricular enrichment activities. Pupil voice ensures pupils' views are heard by the leadership of the school and pupils feel their opinions are acted on, building engagement. Ensuring that schools are supporting pupils' mental health improves their engagement with the school, their learning and most importantly their mental wellbeing.

The Mental Health & Pupil Engagement Governor will:

- Support and monitor the school's implementation of mental health support and strategies for students, challenging the impact that they are having.
- In line with the school improvement plan, support and monitor how the school is working on improving pupil engagement, particularly focussing on individually targeted plans for disengaged pupils.
- Review school data to measure the success of its Pupil Voice and whether students engage with the various communication channels to allow their voice to be heard. Work closely with the school leadership team to ensure students have every opportunity to raise concerns and suggest ideas to improve student engagement and the overall mental health of all students.
- Work with the school to ensure parental and student engagement is strong, through reviewing parent and student surveys, forum discussions, focus groups and Pupil Voice minutes.
- Conduct school visits with a focus on pupil engagement and mental health.
- Attend School council/Pupil Voice meetings where appropriate and ensure that the Academy Advisory Board receive regular feedback on these meetings and what the students are saying.
- To be the representative of mental health and wellbeing of pupils and staff at Governor meetings.

# RESOURCES

## TRAINING RESOURCES

[Video: Peer on Peer Abuse and Harmful Sexual Behaviour – Natalie Sheppard](#)

Briefing on the recent paper from Ofsted on sexual abuse in schools.

[Video: Student Matters – Mandy Gage](#)

Governors' role in SEN, safeguarding, attendance, behaviour & PP covering key terms, how to read the data and what to ask on visits.

## USEFUL RESOURCES

[Video: How and why school governors should support staff mental health and wellbeing](#)

[Video: Mentally healthy schools – the whole school approach](#)

[Questions to ask about Mental Health and Wellbeing](#)

[Post Covid Questions about Mental Health and Wellbeing](#)

[How Governors can help and protect wellbeing of LGBT pupils](#)

[Promoting positive mental health in schools](#)

[7 ways to improve pupil engagement](#)

[DFE: The engagement model](#)

[Pupil Voice: Example questions for Governors](#)