



GOVERNOR LINK ROLE PROFILE

**RECRUITMENT, WORKLOAD, DIVERSITY &
WELL BEING**

RGB

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)

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DUTIES & RESPONSIBILITIES

As a Trust, 'our people' are our biggest tool in achieving our vision for pupils and transforming their life chances. As the link Governors for these four key areas, it not only ensures we recruit the right people, it also ensures that we provide them with the tools, time and support to perform at and deliver the best for our pupils.

- Be a member of the RGBs Finance & Staffing Committee, using reports and data provided to monitor and challenge the school's management of staff, recruitment, staff retention, attendance and wellbeing.
- Ensure the Trust wellbeing strategy is applied within the schools, advocate for staff wellbeing on the governing body and challenge the impact of the wellbeing provision.
- Act as a support to the Headteacher & Director of Education to check on their wellbeing
- Support and challenge the school with recruitment ensuring they are using tools and techniques to attract the highest quality candidates, that the recruitment process is rigorous and that it meets the needs of the diversity & inclusion strategy for the Trust and schools.
- To challenge and ensure that schools are following safer recruitment processes by receiving the termly safer recruitment audit outcomes for your schools and challenging practices and procedures highlighted within it.
- Support and challenge the school with strategic planning in relation to recruitment e.g. forecasting future staffing needs, internal promotion etc.
- Ensure the school provide a happy, safe and secure working environment in which everyone feels respected and the 'Be your Best Self' strategy is in place for staff.
- Ensure the school considers diversity and inclusion in all aspects of the school. Examples areas of focus include new staff recruitment, the school curriculum, accessibility of school resources/extracurricular clubs etc.
- To ensure the schools have an Equality policy in place and suitable targets which are reviewed annually. Be the RGB lead on the school's Equality Policy and objectives.
- To support and challenge the school in considering and managing the workload of all staff.
- To be the voice at RGB meetings who considers impact on staff, wellbeing, workload, diversity and inclusion of initiatives, changes and news
- Complete governor visits within the schools, taking time to talk to staff to triangulate information from policies and reports. You may also find it useful to meet with the HR Business Partner as part of the visit. (please refer to suggested questions below)
- Attend staff disciplinary panel hearings where needed (On line governor training can be accessed via teams)

RESOURCES

USEFUL RESOURCES

[DfE: Teacher Recruitment and Retention Strategy](#)

[DfE: Staffing and employment advice for schools](#)

[TSAT Recruitment and DBS policy](#)

[Safer recruitment: role of the governing board](#)

[Safer Recruitment guide for Governors](#)

[Diversity Governor role](#)

[Diversity and inclusion in schools](#)

[British Council: Guidelines for Inclusion and Diversity in Schools](#)

[TSAT Equality Policy](#)

[DfE: The Equality Act 2010 and schools](#)

[The Key – Monitoring and supporting staff workload and wellbeing](#)

[Questions to ask about Wellbeing](#)

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

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