



GOVERNOR LINK ROLE PROFILE

STEM, DIGITAL & CAREERS

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

A Thinking School is unique in their focus to share with its students the tools to become a life-long learner, and to develop the best possible habits for success in life. As the link Governor, you will support the schools in ensuring students are equipped with tools and skills from STEM subjects and digital learning which will support them in their life journey. In addition, schools have a statutory obligation to offer a broad careers provision which also contributes to supporting our pupils in preparing for their lives when they leave our schools.

- To work with STEM lead(s) in the school to ensure their strategies and actions are raising young people's engagement and achievement in STEM subjects. Including the review of pupil groups such as SEND, PP, boys and girls.
- Conduct a STEM focussed visit, visit classrooms, watch activities, look at displays and talk to the children and young people.
- Raise the profile of STEM in Governors meetings, giving focus and challenge around pupil outcomes in these subjects and how the school SIP & SEF include STEM.
- Challenge STEM lead(s) to ensure they are taking advantage of wide resources and funding opportunities available.
- To have a strategic interest in Digital learning and Digital literacy across the school and conduct a visit with the school lead to quality assure the implementation of the Trust wide digital strategy.
- To challenge how the school is using digital learning strategies to improve pupil outcomes and to challenge how the school is equipping students and staff with digital literacy skills so they can access and deliver the learning.
- To ensure the digital strategy in the school is sustainable and that it meets the needs of all pupils including SEND and disadvantaged pupils.
- To have a strategic interest in careers education and guidance and encourage employer engagement for careers.
- Ensure the school is constantly reviewing its practice to ensure that there is a coordinated approach to careers and implementing the 8 Gatsby benchmarks across the school. (*More information on Gatsby benchmarks are available in the useful links below*).
- Explore the success and impact of the school's careers provision on a regular basis through meetings with the Careers lead, talking to pupils and reviewing data.
- Assist the school in exploring opportunities for increased employer engagement and work-related learning, seeking to open up opportunities within professional networks known by all of the Governors.
- Be the RGB lead on the review and sign off of the *Careers Education Information & advice guidance policy*

RESOURCES

USEFUL RESOURCES

[STEM Governor's website](#)

[STEM Governor factsheet and visit guidance](#)

[A framework to facilitate discussions between governors and school leaders](#) *(note you must have signed up to the STEM Governor's website above to access this)*

[SecEd Guide: The future of digital learning](#)

[One:one devices scheme at The Portsmouth Academy.](#)

[Technology and education: the opportunities, the challenges, and the role of governors](#)

[Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges](#) *(page 7 onwards)*

[Providing an effective careers programme: The role of governing boards in the secondary phase](#)

[The Careers Strategy: Guidance for Governors](#)

[Careers guidance: statutory requirements](#)

[Link Governor for Careers and Work-Related Learning Secondary – role description](#)

[Career Strategy example questions for Governors](#)