

## **ROLE DESCRIPTION**

### **Role Title: Governor**

#### **Overall Responsibilities:**

- Collectively as part of the Board of Governors, to be accountable to the community, to set the strategic direction of the College and to monitor the College's progress towards strategic aims in accordance with the Instrument and Articles and College Code of Conduct as amended from time to time.

#### **Main Duties:**

1. Attend Board and Committee meetings and contribute to these (typically four Board meetings and four Committee meetings per year).
2. Act as an ambassador for the College and Corporation, embodying the College's values and the Nolan Principles of Public Life (attached).
3. Engage with training opportunities such as regional networking meetings, e-learning and formal training.
4. In meetings work with fellow Governors and the College's Directors with accountability for the following main functions:
  - Setting and reviewing the College's strategic plan and objectives, including for example: curriculum, quality, financial, digital and estates
  - Monitoring the College's performance and achievement of the strategic objectives, and offering constructive challenge to the College's management team to continually improve the quality of teaching, learning and assessment, outcomes for students and outcomes for the community
  - Reviewing the College's equality and diversity plan and challenging the College's management team to monitor for and address disparities by protected characteristics in all College functions
  - Monitoring the use of resources and challenging the management team to use resources efficiently
  - Ensuring the College remains solvent
  - Setting and approving the College's revenue and capital budgets
  - Appointing and assessing the performance of the senior post-holders
  - Setting a framework for the employment of all other staff
  - Ensuring that the College is well managed and complies with all statutory requirements including health and safety
  - Appointing (and re-appointing) Governors to the Board based on their skills and contribution

**Statutory duties:**

- **Safeguarding**

To be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns in line with College procedures.

- **Equality and Diversity**

To be responsible for promoting equality and diversity in line with the College's values and the Equality and Diversity policy.

- **Health and Safety**

To be responsible for following health and safety requirements in line with College policy and procedures and to collectively approve the Health and Safety policy.

**March 2021**

# **The Seven Principles of Public Life (Nolan Principles)**

## **Selflessness**

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

## **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

## **Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

## **Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

## **Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

## **Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

## **Leadership**

Holders of public office should promote and support these principles by leadership and example.

**These principles apply to all aspects of public life. The Committee has set them out here for the benefit of all who serve the public in any way.**

## PERSON SPECIFICATION

In applications, potential governors are asked to evidence how they meet the skills requirements, with particular reference to their experience in a minimum of two of the areas named. We recognise each governor contributes different skills to the overall operation of the Board.

### Role Title: Governor

|                                       | Essential   | Desirable   |
|---------------------------------------|---|---|
| <b>Essential Special Requirements</b> | <ul style="list-style-type: none"> <li>• Ability to work within a framework of collective decision-making in the best interests of the College and the capacity to make objective decisions</li> <li>• Commitment to and interest in education and training in the local area</li> <li>• Commitment to the College and its role in the community</li> <li>• Ability to respect confidentiality</li> <li>• Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns</li> <li>• Willingness to continuously update skills and knowledge</li> <li>• Understanding how to promote equality and diversity within the role</li> <li>• Willingness to work in line with the Nolan Principles of Public Life (attached) and Code of Conduct</li> <li>• Willingness to obtain DBS at enhanced level and to provide evidence of the right to live and work in the UK</li> </ul> | <ul style="list-style-type: none"> <li>• Willingness to attend occasional regional meetings with other governors</li> <li>• Knowledge of and links with community groups served by the College</li> </ul> |

|                                  |   |   |
|----------------------------------|---|---|
| <b>Knowledge/<br/>Experience</b> | <ul style="list-style-type: none"> <li>• <b>Recent experience of leadership and or formulating strategy</b></li> <li>• <b>Experience of working effectively with people from diverse backgrounds</b></li> <li>• <b>Experience of constructively challenging others</b></li> <li>• <b>Experience of advising and / or scrutinising on matters relating to any of the following;</b> <ul style="list-style-type: none"> <li>- <b>Internal control and risk management</b></li> <li>- <b>Financial reporting</b></li> <li>- <b>Data Quality</b></li> <li>- <b>Digital communications</b></li> <li>- <b>Change management</b></li> <li>- <b>Governance</b></li> <li>- <b>Value for money</b></li> <li>- <b>Procurement / Purchasing</b></li> <li>- <b>Performance management and development</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Experience of working as a Board member</b></li> <li>• <b>Understanding and experience of current educational policy</b></li> <li>• <b>Knowledge/skills/experience in finance or audit (to include an accounting/auditing qualification)</b></li> </ul> |
|----------------------------------|---|---|

|                         |  |  |
|-------------------------|--|--|
| <b>Skills/Abilities</b> | <ul style="list-style-type: none"><li>• <b>Ability to work in line with our Values of<br/>Student Focus<br/>High Performance<br/>Respect, Openness, Honesty<br/>and explain how this relates to the role</b></li><li>• <b>Ability to make a positive contribution to the team, valuing and respecting others' expertise and contribution</b></li><li>• <b>Ability to examine evidence and complex documentation and take an independent and unbiased view</b></li><li>• <b>Ability to promote our excellent reputation and behave appropriately and professionally in meetings</b></li><li>• <b>Ability to communicate effectively and confidently face to face, on the telephone and in writing</b></li></ul> |  |
|-------------------------|--|--|

