



Better Never Stops – Mastery Curriculum in the Pursuit of Excellence

Penn Wood Role Description: Governor(s) with responsibility for specific groups of children

General:

The role of the Governor(s) responsible for specific groups of children, working alongside other governors, is to ensure that all children in specific groups make optimum progress and attainment through access to a broad and balanced curriculum, which is delivered through mastery approach and prepares them for adult life:

- the school leadership team is held to account for the educational performance of the specific groups of children
- the school has a compliment of staff to ensure that there is sufficient expertise to support and challenge children with specific needs
- statutory school policies with reference to children with specific needs are in place and adhered to
- statutory responsibilities are met
- ensure that a register of children is kept with reference to their specific vulnerabilities
- that progress from the latest data regarding vulnerable pupils monitored, evaluated and used to plan for future learning
- that the Health & Safety needs of vulnerable groups are met
- the school is supported and challenged in to ensure that all stakeholders involved with vulnerable groups are involved in and kept informed of the progress and well-being of vulnerable children ensuring that their pastoral needs are met

Tasks include:

- to get to know the school and its needs in relation to the numbers of children in specific groups and the nature of their needs
- knowing about the actions and impact in relation to work undertaken by the school to address the needs of vulnerable groups
- to undertake and report back to the GB with reference to training and development of specific role of the governors with responsibility for vulnerable groups
- to ensure that staff who undertake training are held to account for the implementation of their learning and ensure that new/successful practices are implemented through the development of their peers
- act as an advocate for children within specific groups
- monitoring as above and approving targets for vulnerable groups
- ensuring that the school focuses on current local/national priorities e.g. new national curriculum and British Values

Note:

The role of governor is largely a thinking and questioning role, not a doing a role.

A governor does **NOT**:

- Write school policies
- Undertake audits of any sort – whether financial or health & safety – even if the governor has the relevant professional experience
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks
- Undertake classroom observations to make judgement on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.