



## **JOB DESCRIPTION AND PERSON SPECIFICATION FOR GOVERNORS**

Woodhouse College values its governors' breadth of experience and skills and recognises the contribution that they make to the success of the College. It also wants its governors to feel that the job they do is rewarding and satisfying.

The following job description and person specification have been developed to help ensure that potential governors have a better understanding of the role of governors, and the type of person who may be suitable.

### **A) ROLE OF A GOVERNOR**

Governors of sixth form colleges operate as overseers and advisers.

As overseers, their role is to ensure that Woodhouse develops appropriate strategies and policies and then operates in accordance with them. Governors also maintain watching briefs over academic and financial performance and are active in checking compliance across all aspects of college business.

As advisers, governors lend their expertise and experience to the College. The Board consists of accountants, lawyers, educators and other professionals and business people who complement the resident skills of the management team.

Governors are not managers. They stand above and apart from the day-to-day activities of the College and intervene only when specific policies require them to do so or when asked by management to become involved.

### **B) DUTIES OF A GOVERNOR**

The duties of the Governing Body are specified in the Instrument and Articles of Government. Collectively, individual governors contribute their professional, specialist and general management skills to the Governing Body (and its committees) in a non-executive role.

Governors are required to be as flexible as possible in the conduct of their responsibilities and duties, ensuring that the oversight of the College and its business is seen as a positive contribution that does not interfere with the day-to-day management of the College.

The main duties of governors are to:

- play an active role in the high-level strategic planning process of the College by contributing to:
  - the development of the College's mission, vision and educational character;
  - the development of strategic priorities;
  - the setting of measurable targets to support the College's development and budget;
  - the monitoring of achievement against objectives;
  - the development of plans to address major weaknesses;
  
- play an active role in one or more of the following, as required:
  - oversight of the management of financial, human and physical resources;
  - internal audit processes;
  - quality assurance;
  - the development of senior post holder pay policy and the framework for the pay and conditions of service of all other staff;
  - the recruitment of new governors;
  - College governance
  - contribute to the regular monitoring of the financial health of the College;
  - attend Governor meetings, Governor training, induction and other events as required;
  - get to know the College through discussion with the Principal and/or Chair of Governors and /or Clerk to the Corporation and the staff, reading relevant papers, visiting the College and participating in events;
  - help new governors understand their role.
  
- Conduct themselves so as to:
  - comply with the Instrument and Articles of Government, the College's Governance Protocol and Code of Conduct and any other related governance policies and procedures;
  - contribute to the business of the Governing Body in an effective, efficient, open and transparent manner;
  - represent and act in the best interests of the College at all times.

Governors have collective responsibility for the above but no governor has the authority to speak or act on the College's behalf unless specifically delegated to do so.

Governors must be free at all times to speak and act in what they believe to be the best interests of the College. They cannot be mandated by any group to express views that are not held by them personally. In other words, governors can make a valuable contribution to the College in terms of their skills and expertise, but cannot lobby on behalf of any group.

### **C) SELECTION PROCESS, WORKLOAD AND COMMITMENT OF A GOVERNOR**

Except where parents, staff and students choose their designated governors, the College's Search & Governance Committee oversees the selection of governors against an agreed list of required skills and a regular gap analysis. Candidates are sought by public advertisement, networking and circular letter to parents/guardians, shortlisted and interviewed to ensure a two-way

understanding of the individual and the role. On selection as a governor, a training programme is initiated and a mentor assigned.

The Governing Body transacts its business on a Monday evening as a rule, with meetings beginning at 6.00 or 6.30pm. During an academic year, it follows the following timetable:

- 4 Full Board meetings - October, December, March, July
- At least 1 meeting per term for each of its Standing Committees: Audit, Finance & Operations, Quality & Standards, Remuneration, Search & Governance, and Strategy
- At least, 1 Strategy and Training Evening, in January.

It is expected that governors join one of these committees on appointment.

Around ten days prior to every meeting, governors receive a set of materials for pre-reading. It is an essential element of being a Governor that these are read carefully to ensure that participation in meetings is optimised.

#### D) GOVERNORS' PERSON SPECIFICATION

In seeking to fill any vacancy, Woodhouse College endeavours to maintain a balance of skills and experience amongst its membership. The following is a specification for governors in general and certain types of governor may require additional skills.

<b>Key skills</b>	<b>Narrative</b>
Commitment to education	Able to demonstrate an interest in public service in general and of Woodhouse College in particular
Interpersonal and team work	Able to work positively with others and debate whilst maintaining a constructive atmosphere
Communication and ability to influence	Able to express ideas and plans in a clear manner and to listen actively to other views. Able to communicate effectively
Teamwork	Able to contribute collegiately to group discussion and decision-making and to respect the complementary skills and experiences of colleagues
Drive to achieve and determination	Able to generate the required energy, enthusiasm and commitment necessary to be effective and have the tenacity to overcome obstacles
Strategic perspective	Able to develop a broad-based view of issues and events and perceive their long-term impact
Intellectual and technical ability	Able to absorb sometimes complex information and rationalise appropriately. Able to think laterally and arrive at a pragmatic solution
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others
Experience	<ul style="list-style-type: none"> <li>▪ Experience of a senior management role in at least a medium-scale organisation and/or an appreciation of issues that affect the senior management role, and/or</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Expertise in a field, which is of relevance to the oversight of the affairs of the College. (Some vacancies may require specific qualifications or a particular skill or experience.)</li> <li>▪ Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the seven principles of public life. <b>(see Appendix 1 - attached)</b></li> </ul>
Circumstances	Available to attend scheduled meetings of the Governing Body and its committees
Equality and Diversity	Committed to equality of opportunity to become a governor and diversity within the Governing Body

## APPENDIX 1

Public concern about the financial probity of members of parliament and other holders of public office led to the setting up in 1994 of the Committee on Standards in Public Life (chaired by Lord Nolan and later Lord Neill).

The Committee drew up seven principles of public life as a yardstick against which public service may be measured:

- **Selflessness:** Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families 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, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
- **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 this.
- **Honesty:** Holders of public office have a duty to declare any private interest relating to their public office 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.