



REASEHEATH COLLEGE BOARD

GOVERNOR ROLE DESCRIPTION AND PERSON SPECIFICATION

Purpose of the Role

The Reaseheath College Board, led by the Chair, provides checks and balances to the operational executive team led by the Principal. Working with the Principal and the executive team, the Board sets the strategic direction of the College and monitors College performance by setting targets and agreeing key performance indicators.

The Board provides ongoing oversight to ensure that the college delivers a quality service to its students, apprentices, employers, and other stakeholders. It also ensures that public money is used appropriately that the college complies with its legal and statutory duties.

Responsibilities

These are set out in the constitution of the college - the Instrument and Articles of Government. The key responsibilities of college governors are summarised in the Department for Education Governance Guide as:

- Determining and developing the college's educational character
- Setting and communicating the college's strategy and goals
- Holding executive leaders to account for the educational performance and quality of the college and for the performance of staff
- Exercising effective control to ensure that funds and assets are protected, the organisation remains solvent and legal obligations are met

[Further education corporations and sixth-form college corporations: governance guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/governance-guide-for-further-education-corporations-and-sixth-form-college-corporations.pdf)

Eligibility

Governors are required to agree to follow a Code of Conduct which includes the Nolan Principles of behaviour in public office, to make a declaration of eligibility and to declare any business or personal interests. Governors should not have a teaching role or be a student at the college unless they are appointed as staff or student members. Governors are required to agree to DBS checks on appointment and to participate in the governance self-assessment programme as well as development and training activities.

Time Commitment

Governors will need to commit enough time to fulfil the role effectively. The time commitment differs depending on committee membership/Board membership. Meetings take place during the day. Preparation time is needed to ensure reports are read in advance of each meeting. Over a year, there are usually four Board meetings and three Board strategy/development sessions. Committees meet once per term. Link visits into college are encouraged every term and governors are invited to various college events and awards ceremonies. As an example, with membership of the Board and two

committees, the time commitment will be approximately 50-60 hours per year, depending on time spent on link visits etc.

Person Specification – Governor

(Based on the Education and Training Foundation Governor Competency Framework)

Core Values/Behaviours

Governors should be able to demonstrate: -

- **Collaboration** to be able to work with others with a range of skills to create a common vision to solve problems and achieve college objectives.
- **Inclusivity** to include the full range of perspectives from others to inform decision-making and maintain an inclusive culture throughout the college.
- **Transparency** to communicate with openness, clarity and honesty, to welcome feedback from students and other stakeholders and to encourage these principles throughout the college.
- **Critical thinking** to seek out different information sources and points of view and to ask questions to clarify ideas and check their validity.
- **Performance focused** to set challenging but achievable goals and standards for personal performance and the performance of others, with a focus on the achievement of college objectives.

Leadership

Governors should be able to demonstrate: -

- **Strategic Thinking** to contribute in a way that reflects a broad and future-focused perspective, anticipating risks and opportunities in setting objectives and priorities.
- **Ethical Leadership** to model the ‘Nolan Principles’ of public life in all college-related activities.
- **Stakeholder Relationship Oversight and Management** to understand and value the importance of building and maintaining effective relationships with key stakeholders and to proactively support the college to do so.
- **Emotional and Social Intelligence** to recognise their own and others feelings, to manage creative tensions between board members and relate effectively and constructively.
- **Effective Communication** to listen to other perspectives, be able to tailor ways of communicating to meet audience needs and to demonstrate openness in communicating with others.

Technical

Individual governors are not expected to have experience in all these technical competencies on appointment but collectively as a Board, these are the key technical competencies for effective governance of a college.

- **Oversight of Educational Experience and Quality**
- **Financial Oversight**
- **Human Resources Oversight**
- **Sustainable Estate Planning**
- **Risk Analysis and Management**