

## **Governing Body Role and Responsibility**

“The Governing Body is made up of volunteers and professionals who give their time to make sure that our school is providing its pupils with an excellent education. The Governors do not manage school life - that is the role of the Headteacher and the school’s senior leadership team - but they do oversee the school’s development and direction.

Their fundamental aim is to make sure that all pupils, of all abilities, are provided with the highest possible standards of education. They want every child to be given the opportunity to achieve their best through experiencing first-rate teaching in an environment that is happy, stimulating, and underpinned by Christian values.

The Governing Body works by focussing on three specific areas.

1. Ensuring the school has clarity of vision, ethos and strategic direction.
2. Challenging the Headteacher - the school’s manager - to account for the educational performance of the school and its pupils, and for the performance management of staff.
3. Overseeing the financial performance of the school. This is not just about balancing the books but making sure that school’s money is well spent!

The Governing Body constantly monitors, questions and analyses how well school is succeeding. Through regular meetings they identify and prioritise strategy, consider and review targets and objectives. Individually and collectively, the Governors evaluate - through learning walks, reviewing data, and meeting with school leaders - how school could develop and improve. They have a professional approach and attitude, work according to statutory rules and guidelines, and deploy personal skills in specific areas of concern from curriculum to finance, to safeguarding and to worship. In all of this they are at the service of and answerable to the school’s stakeholders: to the parents; to the school’s professional staff; to our foundation church; to the wider community. Most of all they are at the service of our learners - the children.”