

## LINK GOVERNOR ROLE GUIDELINES

All governing bodies are encouraged to have a Link Governor whose role is defined as follows. Individual governing bodies may have particular additional roles, for example, to link between an infant and junior school, or link between a primary and secondary school. The role can be as wide or as narrow as the governing body wishes.

### **To be aware of the needs of the governing body and how it can be more effective, for example by ensuring that**

- governors (in particular new governors) are supported
- advantage is taken of training and other development opportunities
- governors share what they have learned with the rest of the governing body
- the governing body is aware of the skills and knowledge that its members bring from the outside world
- the work of governors and the governing body is valued and encouraged
- the governing body develops its own skills
- information and advice is received from the LEA to help the governing body be more effective
- liaison takes place with appropriate organisations and other schools to:
  - ❖ share experiences, ideas and problems
  - ❖ facilitate problem solving
  - ❖ benefit from the work done by other governing bodies
  - ❖ build confidence
  - ❖ reduce isolation

### **To advise the LEA on how the governing body could be more effective, for example on the:**

- development needs of the governing body
- range and quality of support being offered by the LEA. *Support includes training, information and advice services both on paper and on the BFBC Governors' Website*

### **To attend Link Governors' meetings arranged by the LEA**

- To feedback on your governing body's views
- To learn from the experience of other Link Governors
- ..... being a critical friend of the governing body!

Every link governor and governing body will have different ideas about how this role can be developed. The following are only suggestions – it is up to you to select the ones that are most appropriate to your governing body. You may find it helpful to discuss a 'job description' for what you are going to do, so that everyone is clear about the responsibilities you are taking on and can support you.

Particular tasks that you may like to undertake could be:

- Looking after new governors and arranging induction to the school as well as induction training;
- Introducing and organising a mentoring scheme for new governors;
- Money earmarked for governor training within the school budget is used effectively;

*“Encouraging and helping your governing body to develop and become more effective”*

- Ensuring that the governing body considers whether to sign the Service Level Agreement (SLA) for Governor and Clerks training, if so, return the forms on time;
- Organising an audit of your governors' skills, experience and interests;
- Reviewing the governor development programme and suggesting which courses you think individuals may like to attend;
- Discussing with the governing body the impact that training is having on their effectiveness;
- Ensuring that governors' needs are implemented and maintained on the school website;
- Commenting on the usefulness, content and presentation of the LEA's Governors' Website;
- Working with other governors or governing bodies to share experiences;
- Keeping a record of the training that has been undertaken;
- Supporting individual governors who are working for an award;
- Maintaining and updating a suitable resource collection for the governing body;
- Ensuring that the School Development Plan includes a strand on governor development;
- Putting together a handbook for your governing body;
- Co-ordinating governors' visits to school and the reporting back process;
- Ensuring that governing body development has a regular slot on the agenda at meetings;
- Assisting with recruitment to the governing body;
- Explaining terms and acronyms to the governing body.

(April 2004)