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## Governors' roles and responsibilities

### ? What are governors' roles and responsibilities in terms of Community Focused Schools?

*'The governing body has the ultimate responsibility for deciding whether the school should offer additional activities and services and what form they should take. Before making decisions, governors need to be aware of any additional responsibilities that may arise. As with existing school activities, governing bodies can delegate the practical delivery of services to others, but they keep ultimate legal responsibility. The governing body should identify one of its members to take lead responsibility for this area of work.'*

*Community Focused Schools, Circular No 34/2003,  
National Assembly for Wales*

As strategic leaders and managers, governors have a critical part to play in the development and delivery of Community Focused Schools. They can also offer vital continuity for the school's vision and links with the community when a new headteacher is appointed.

Legally, a governing body has the ultimate responsibility for deciding whether a school should offer additional activities and services, and how it should do this. The governing body has a duty to consult before establishing Community Focused Schools services. It also has a duty to abide by provisions that may be contained in the LEA's scheme for financing schools.

The governing body needs to think strategically about the how Community Focused Schools can support the school's priorities, as set out in the School Development/Improvement Plan. It is important that governors have clear strategic oversight of the school's community focused services and an understanding of how these relate to the core teaching and learning function of the school. This should be reflected in the regular completion of the self-evaluation report.

The governing body should also consider how the wider community will benefit from the development of a Community Focused Schools approach.



Other issues that governors will need to consider include:

- **staffing** – what implications do Community Focused Schools have for staffing structures, including the role of the headteacher?
- **allocation of school resources/funds** – how will the school/governing body manage the funding for activities and services?
- **remodelling/workforce reform** – what implications do Community Focused Schools developments have for changing the roles of teaching and other school staff, including lunchtime supervisors, teaching assistants and caretakers?
- **the make-up of the governing body** – how does/should the governing body change to reflect a broader variety of community stakeholders and increased multi-agency working?
- **buildings/premises** – what implications do Community Focused Schools developments have for the use of the school buildings before and after traditional school hours?
- **inspection** – how can the development of Community Focused Schools be recognised and presented to Estyn? This will include ensuring that community focused work is monitored and evaluated.

## ? How should I be involved as a governor?

How governors fulfil these roles and responsibilities will vary from school to school, and will depend on what governance structures are in place for managing Community Focused Schools work. For example, governors might be involved through:

- providing strategic leadership and direction for Community Focused Schools as a member of the full governing body, together with the headteacher;
- agreeing and developing appropriate governance structures for managing Community Focused Schools, including agreeing delegated responsibilities and powers;
- being involved in governance arrangements for managing Community Focused Schools developments, whether through the full governing body, or through a sub-committee or steering group;
- governance arrangements for cluster working;
- ensuring that there is a nominated governor with responsibility for leading on Community Focused Schools;
- acting as a 'critical friend' to the school's Community Focused Schools developments;
- ensuring that Community Focused Schools work is built into the School Development/Improvement Plan;
- helping to create the school's vision for Community Focused Schools and promoting this within the community;
- attending LEA governor training on Community Focused Schools;
- acting as a link between the school and the community, and considering how this can contribute to Community Focused Schools developments;

- asking the headteacher to include updates on Community Focused Schools developments in their regular report to the governing body;
- ongoing monitoring, evaluation and management of community focused services and activities;
- helping to secure additional funding;
- safeguarding the delegated budget;
- securing suitable insurance and appointing additional staff.

### **Further support**

- For more information on the role of the governing body and on managing Community Focused Schools developments, see 'Section 3: Leading and managing Community Focused Schools' in *Community Focused Schools: Making it Happen – a Toolkit*.
- For more information about governance arrangements, see section 3 of this guide: 'Managing Community Focused Schools'.