



## **GOVERNOR LINK ROLE PROFILE**

**RECRUITMENT, WORKLOAD, DIVERSITY &  
WELL BEING**

**AGB**

# THE ROLE OF AN AGB LINK GOVERNOR

A key role of the AGB is providing support and challenge to hold senior leaders to account for the performance of the school. This cannot be achieved by any one governor alone. It needs each governor on the board to have a specialist area, where they build their knowledge & understanding, and can more closely offer this support and challenge. With each governor on the board working on their specific areas we ensure each key area does have scrutiny by the Board.

## **As a link governor you will be required to:**

- Act as the lead governor for the AGB in this area
- Monitor the performance of the subject/provision through scrutiny of board papers but also importantly through meetings with the link staff member for your area. It is recommended that you meet with them 2 or 3 times a year, face to face or via video call. Visits should have a clear focus around the improvement plan for the area. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Monitor the implementation of the school's performance and improvement strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.
- Make sure the school has suitable and relevant policies in place for your link area
- When reading papers, pay particular attention to the data relevant to your area and ask questions accordingly
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to governor questions resource and resources such as 'Governor Hub'.
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Develop knowledge in their specialist area and take part in relevant training

## **Be the link to the Governing board**

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

## **What you should focus on**

- Understanding the Schools current performance in your link area
- Understand the statutory requirements or Ofsted framework requirements for your area and challenge if they are sufficiently in place
- Understand and challenge any decisions made around these areas; i.e why does the school insist on language GCSE for all pupils, or why does school spend Pupil Premium money in that way
- Know the plans to improve the area/provision in the school
- Ensure your knowledge of the quality of delivery and impact for pupils in your link area

## **Ways to monitor**

- Regular meetings with the relevant staff member(s) (this can be via teams or in person)
- Visits to the school to see subject/provision in action and culture within the school
- Review performance data from school through AGB reports, as well as reviewing information from external and internal reporting such as QA reports and Ofsted reports
- Attend meetings which give you first hand observations of the application of policies, procedures and culture within the school such as GDCs, staffing disciplinarys and complaint hearings.
- If relevant seek feedback through talking to pupils or looking at parent and staff surveys

# ROLE PROFILE

## RECRUITMENT, DIVERSITY, WORKLOAD & WELL BEING LINK ROLE

### DUTIES & RESPONSIBILITIES

As a Trust, 'our people' are our biggest tool in achieving our vision for pupils and transforming their life chances. As the link Governor for these four key areas, it not only ensures we recruit the right people, it also ensures that we provide them with the tools, time and support to perform at and deliver the best for our pupils.

**As the link Governor for these areas, you will:**

- Using reports and data provided, to monitor and challenge the school's management of staff, recruitment, staff retention, attendance and wellbeing.
- Ensure the Trust 'People Strategy' is applied within the schools, advocate for staff wellbeing on the governing body and challenge the impact of the wellbeing provision.
- Act as a support to the Headteacher to check on their wellbeing.
- Support and challenge the school with recruitment ensuring they are using tools and techniques to attract the highest quality candidates, that the recruitment process is rigorous and that it meets the needs of the diversity & inclusion strategy for the Trust and schools.
- To challenge and ensure that schools are following safer recruitment processes by receiving the termly safer recruitment audit outcomes for your schools and challenging practices and procedures highlighted within it.
- Support and challenge the school with strategic planning in relation to recruitment e.g. forecasting future staffing needs, internal promotion etc.
- Ensure the school provide a happy, safe and secure working environment in which everyone feels respected and how this is being monitored.
- Ensure the school considers diversity and inclusion in all aspects of the school. Examples areas of focus include new staff recruitment, the school curriculum, accessibility of school resources/extracurricular clubs etc.
- To ensure the schools have an Equality policy in place and suitable targets which are reviewed annually.
- Explore how the school handles staff underperformance i.e., failed probations, support plans etc. to mitigate the impact on pupils learning and considering the workload and pressures for other staff and leaders.
- To support and challenge the school in considering and managing the workload of all staff.
- To be the voice at AGB meetings who considers impact on staff, wellbeing, workload, diversity and inclusion of initiatives, changes and news.
- Complete governor visits within the schools, taking time to talk to staff to triangulate information from policies and reports. You may also find it useful to meet with the HR Business Partner as part of the visit.
- Attend staff disciplinary panel hearings where needed (On line governor training can be accessed via teams).

# ROLE PROFILE

## RECRUITMENT, DIVERSITY, WORKLOAD & WELL BEING LINK ROLE

### MEETING SUPPORT

#### **AGB Workbook/Policies:**

At each AGB meeting, the Headteacher will prepare and present a workbook which covers every aspect of the school. The areas are broken down into different tabs on the excel workbook.

When reading this document, your focus should be on the areas which relate to your link Governor Role and you should come prepared with questions to ask about the information on the relevant tabs.

- **Recruitment, Workload, Diversity & Wellbeing relevant tabs:** Staff data, Staff Survey

#### **Good questions to ask in Governor meetings or through governor visits:**

1. To what extent do leaders take into account the workload and well being of staff when making whole school decisions?
2. How (and how often) do you gather staff voice? Can you provide examples of when leaders have taken action to improve either work load or wellbeing based on feedback from staff voice? How do you encourage staff to share their ideas or concerns?
3. Do staff feel like leaders help them develop as teachers/in their role? How do you know? Do all staff have all the necessary resources and equipment they need to do their job effectively?
4. How do you make sure that the activities that have the biggest effect on staff workload also have the biggest impact on pupils?
5. How do you promote and celebrate Diversity in your school?
6. How do you run your recruitment process to ensure that it is fully inclusive and that you appoint the highest quality candidates? Are there any recruitment concerns for this or next academic year?
7. Do staff know how to access the counselling and support services offered by the Trust? Is it easy for staff to access this information when they need it?

# RESOURCES

## USEFUL RESOURCES

[DfE: Teacher Recruitment and Retention Strategy](#)

[DfE: Staffing and employment advice for schools](#)

[TSAT Recruitment and DBS policy](#)

[Safer recruitment: role of the governing board](#)

[Diversity Governor role](#)

[Diversity and inclusion in schools](#)

[The Key – Monitoring and supporting staff workload and wellbeing](#)

[Questions to ask about Wellbeing](#)

[Questions to ask about Mental Health and Wellbeing](#)