



**BECOME A SCHOOL
GOVERNOR. HELP
SHAPE THE FUTURE
OF OUR SCHOOLS.**

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THE ROLE OF A SCHOOL GOVERNOR Within the Red Kite Learning Trust

Making a difference for all our children

I would like to welcome you to the Red Kite Learning Trust and thank you for your interest in finding out more about the role of Governors in our schools.

The Red Kite Learning Trust is a family of schools who work together for the good of all children within our Trust. We believe that together we are stronger. The structure that holds us together is that of a 'Multi-Academy Trust' or MAT, this is legal body set up with the Department of Education (DfE). The Trust has an executive team led by the Chief Executive Officer (CEO), but they are held to account by a governance structure that is vital to the health of the Trust.

Our governance model has three parts, Members, Trustees and Local Governing Bodies (LGB's). We often refer to the Members as being responsible for the 'soul' of the Trust in that their duty is to make sure we keep to our values and deliver our charitable aims as set out in our funding agreement with the government. They do not get involved in the day-to-day work of the Trust but are there as a safety net should things go wrong, they are the ones that appoint the trustees to the Board.

The Trustees carry the legal responsibility for all of the schools in the Trust, they are the Directors of our charitable company. The Board of Trustees needs to have people with the right skills and experience around the table do its job properly. Trustees are therefore appointed to the Board by the members based on their skills and how they compliment those of the other Trustees.

Trustees do all the vital regulatory work and also set the vision, values and objectives for the Trust as a whole. Trustees have responsibility for the technical work on financial management, compliance, safeguarding, estates management and Human Resources. This gives LGB's more time to devote to focusing on the quality of education provided by the school and ensuring the school is listening to pupils, parents, staff and the local community.

Being a member of an LGB does not require any particular set of skills or experiences just a real interest in supporting the school to do its very best for all the children it cares for. Often parents will step forward to be on the LGB, when appointed they have a duty to work in the best interests of every child and not just their own. Governors who bring in new ideas and fresh perspectives are always welcome, and we positively encourage and celebrate diversity across our LGB's. What we do insist on is that people who join our LGB's share our values and are committed to working ethically and positively in the best interests of everyone in their school and the Trust as a whole.

What governors are not expected to do is be experts in schools and education or spend time in school, helping to manage the provision.

Most of our schools will have a Local Governing Body, there are occasions when the LGB might be shared between two or more schools or rare instances where a school might be governed directly by the Trustees. LGB's are focused on the quality of education, curriculum, culture and student and staff wellbeing in their school. All LGB's work within the values and policies set out by the Trust but also work with the leadership of the school to develop the unique nature of each school, tailored to meet the needs of its community.

The Trust has a 'Scheme of Delegation' [Scheme of Delegation](#) that makes clear who is responsible for what in our governance model. Everybody in our Trust has a duty to ensure safeguarding is a priority and we all have keeping children safe as our first priority.

Governors and senior leaders must carry out their roles in accordance with the seven principles of public life, the “Nolan Principles” [The Seven Principles of Public Life](#)

Being a school governor is a hugely rewarding role alongside the ‘day job’. You will attend 5 full meetings each academic year along with any sub committees if required. Governors review the strategic aims and objectives of the school, monitoring and evaluating the progress the school is making towards its aims by providing effective support and challenge to the Headteacher and Senior Leadership Team. They also bring valuable insights and ideas from their own experiences that enrich our schools. The term of office for a school governor is four years.

Becoming a Governor will:

- Help to develop your existing and new skills
- Develop your board level skills
- Build your experience in strategic planning and development
- Give you experience of working with a diverse team
- Give you a greater awareness of the education system

What are the Expectations of a School Governor?

We expect our Governors:

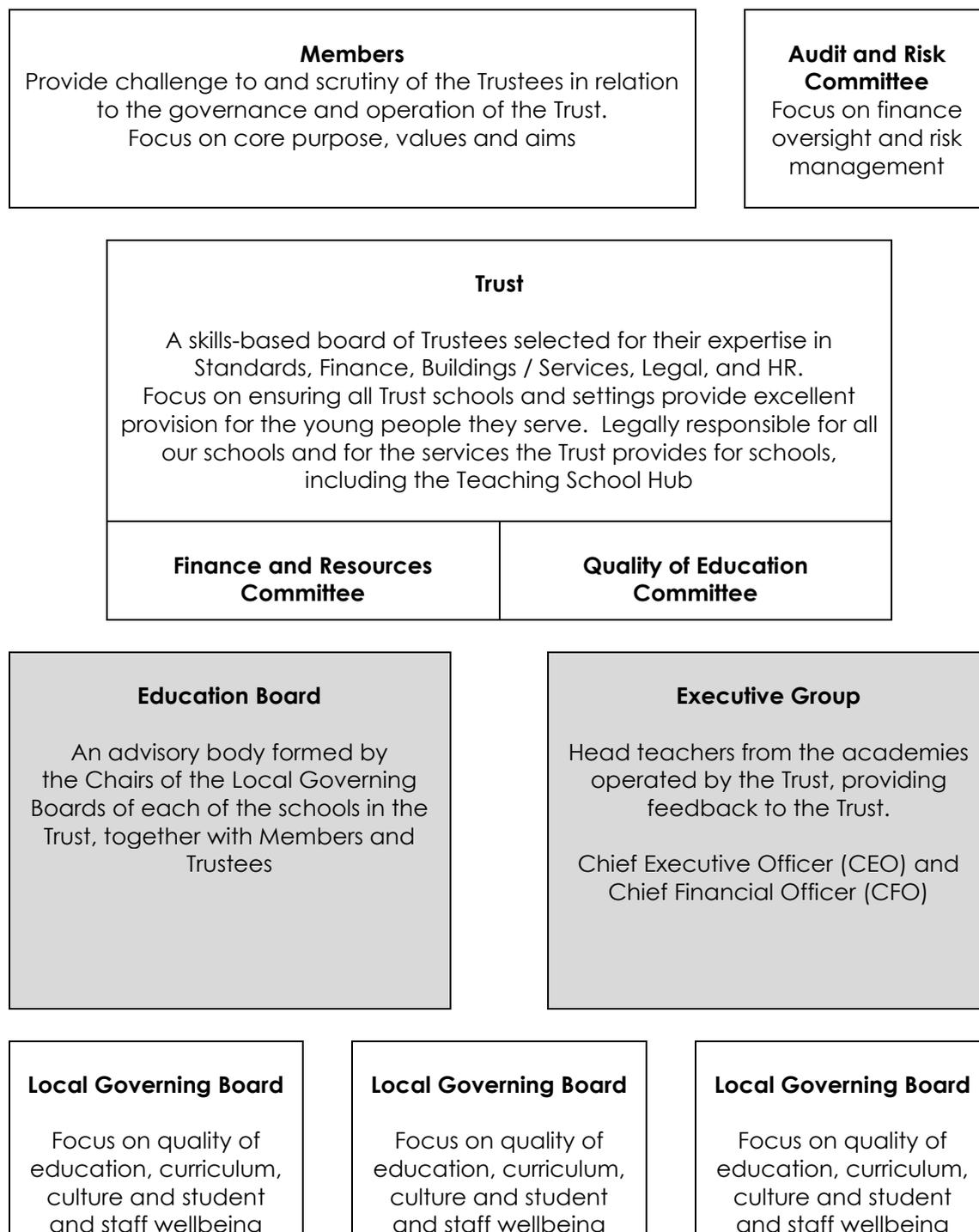
- To be interested in education and children’s development generally but especially in our Trust schools
- To be mindful of the health and wellbeing of pupils and staff at the school
- To have an open and enquiring mind
- To respect confidentiality
- To show a willingness to listen and make informed judgements
- To ask questions and challenge
- To be able to work well with others as part of a team
- To attend 5 ‘Full Governing Body’ meetings during the year.
- To attend ‘Governor Induction’ training, and further relevant training, either inhouse to cover an area or as provided by external services
- To keep up with changes in Government/Ofsted expectation
- To be positive advocates for our children and their schools

What can you expect if you apply to become a Governor?

- To be welcomed as part of a team, whatever your background or previous experience, who are committed to putting the progress and well-being of all our children first
- The support of our school leaders, Trustees and Members
- Free training on a variety of topics to support you in your role
- A chance to develop new skills, or enhance previous experiences and build a strategic view of the school
- To be involved in the self-assessment of the school’s provision and understand its strengths and areas that need to be developed and work together to support these developmental areas
- Share in the joy and optimism that comes with working with and for children and young people

Governors do not do what the paid, school leaders do, governance is about listening and questioning, thinking not doing.

RKLT governance structure



For further information regarding the Trust please visit our website – www.rklt.co.uk