



### **Role Description and person specification for Governors**

The following role description and person specification has been developed to help to ensure that potential Governors have a better understanding of the role of Governors.

#### **a) Duties of a Governor**

The duties of FE Governing Bodies are specified in the Further and Higher Education Instruments and Articles, Articles clause 3 (1) a-f (I&AG) which sets out the responsibilities of the Governing Body. Collectively, individual Governors contribute their professional, specialist and general management skills to the Governing Body (and through its Committees) in a non-executive role. A Governor is required to be as flexible as possible in the conduct of his or her responsibilities and duties, ensuring that the balance of oversight of the College and its business is seen as a positive contribution that does not interfere with the day-to-day management of the College.

The primary duties of Governors are to play an active role in the high level strategic planning process of the College by contributing to:-

- the development of the College's mission, vision and educational character;
- the development of strategic priorities;
- the setting of measurable targets to support the College's development and budget;
- the monitoring of achievement against objectives;
- the development of plans to address major weaknesses;

Play an active role in one or more of the following, as required:

- overseeing the management of financial, human and physical resources;
- internal audit and risk management processes;
- the development of senior post holder pay policy and framework for the pay and conditions of service of all other staff;
- the recruitment of new Governors;

Other duties will include:-

- contributing to the regular monitoring of the financial health of the College;
- complying with the I&AG, the Governing Body's standing orders and Code of Conduct and any other related governance policies and procedures;
- contributing to the business of the Governing Body in an effective, efficient, open and transparent manner;

- allocating sufficient time to undertake Governor duties effectively by attending the following:
  - Governing Body meetings (5 x 3 hours),
  - Training sessions (5 x 45mins),
  - Committee meetings (3/4 x 2 hours),
  - Governor away day (one day),
  - Link Governor role, time allocation to be agreed between Governor and linked area
  - Governor Informal Visits (three per year)
  - Induction events as required.
  - Various training and development as available
  
- bringing knowledge and expertise to the table and support and challenge the executive by ensuring the students interests are put first;
  
- getting to know the College through discussion with the Principal and the staff, reading relevant papers, visiting the College and participating in events;
  
- participating in the Governor Link Scheme and other such scheme for example informal classroom/workshop visits;
  
- helping new Governors understand their role including mentoring if requested;
  
- acting in the best interests of the College at all times rather than selectively or in the interests of a particular constituency. Governors are seen as advocates of the College and must act with honesty, frankness and objectively taking decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
  
- Being an ambassador and advocate for the College in the local community.

Governors have collective responsibility for the above but no Governor has the authority to speak or act on the Governing Body's behalf unless specifically delegated to do so. Some aspects of the role are confidential.

## **b) Governors' person specification**

In seeking to fill any vacancy, the Governing Body endeavours to maintain a balance of skills and experience amongst its membership. The following is a general specification for Governors. External members may also require specific skills as determined by the annual skills audit.

<b>Key skills</b>	<b>Narrative</b>
Commitment to education	Able to demonstrate a commitment to lifelong learning.
Interpersonal and team work	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication and ability to influence	Able to express ideas/plans in a clear manner and to listen actively to other views. Able to communicate effectively.
Planning and organisation	Able to establish quickly an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the College.
Drive to achieve and determination	Able to create the required energy/enthusiasm and commitment necessary to be effective and have the tenacity to overcome obstacles.
Strategic perspective	Able to develop a broad-based view of issues and events and perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others.
Experience	Experience at a senior management level in at least a medium scale organisation and/or an appreciation of issues that affect the senior management role and/or Expertise in a field that is of particular relevance to the oversight of the affairs of the College. (Some vacancies may require specific qualifications or a particular skill or experience.) Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the 7 principles of public life*
Circumstances	Available to attend scheduled meetings of the Governing Body and its Committees.
Diversity and Inclusion /	Committed to Diversity and Inclusion. Governors to uphold the principles to safeguard the students

\*Public concern about the financial probity of members of parliament and other holders of public office led to the setting up in 1994 of the Committee on Standards in Public Life (Chaired by Lord Nolan and later Lord Neill). The Committee drew up 7 principles of public life as a yardstick against which public service may be measured and the Governing Body abide by. The principles are listed below:-

1. selflessness
2. integrity
3. objectivity
4. accountability
5. openness
6. honesty
7. leadership
8. plus confidentiality

Declarations of Interest – Governors will be asked to declare any interests at the beginning of each meeting. These are formally recorded annually on a declaration form and logged by the Clerk for scrutiny by the External Auditors.

#### **c) The Board's responsibilities**

Succession Planning – The Search & Governance Committee will ensure plans are in place for an orderly succession of membership to maintain an appropriate balance of skills and expertise with the progressive refreshing of key roles.

The Board has the power to remove any of its members from office and must do so if a member breaches the terms of his/her appointment.

Appraisal – Governors will be invited to an informal 1:1 meeting with the Chairman during the first year of their term of office. A formal evaluation will take place between the Governor and Chairman during their third year for consideration at the end of their four year term by the Search & Governance Committee.

**MidKent College's Mission is to challenge and support every student  
to be the best they can be.**

Corine Burkin (Clerk)

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