

GLOUCESTERSHIRE COLLEGE BOARD OF GOVERNORS

JOB DESCRIPTION AND PERSON SPECIFICATION FOR BOARD MEMBERS (GOVERNORS)

Purpose of the role

The Board of Governors aims to set and take forward an ambitious vision for the College which equips its learners for their future lives and meets the needs of the community, employers and the Gloucestershire economy whilst maintaining the College's financial health.

The role of the governor is to contribute to the work of the Board as follows:

- The Board sets the strategic direction of the College and monitors College performance by setting targets and agreeing key performance indicators.
- The Board, led by the Chair, provides checks and balances to the operational Executive Team led by the Principal/CEO.
- The Board is accountable for its stewardship of public funds to deliver a quality service and for the performance of its legal and statutory duties.

The College values its governors' breadth of experience and skills and recognises the contribution that governors make to the success of the College. It also wants its governors to feel that the job they do is rewarding and satisfying.

The Board recognises the benefits to the Board and the College of a diverse membership and acknowledges the skills and abilities of all individuals regardless of their background. The Board uses its best endeavours to ensure diversity of membership, including diversity of thought, whilst ensuring that it has the level of skills and experience it needs.

The following job description and person specification have been developed to help ensure that potential governors have a better understanding of the role of a governor at the College and the type of person who may be suitable.

Duties of a governor

The duties of the Board of Governors are specified in the Instrument and Articles of Government of the Corporation (the Board), the Further and Higher Education Act 1999 and Sections 18 and 19 and the Education Act 2011.

Since the College is an exempt charity, governors must also comply with the duties of a charity trustee.

Collectively, individual governors contribute their professional, specialist and general management skills to the Board (including its committees) in a non-executive role.

Governors are required to provide strategic oversight of the College and its business and to act as a 'critical friend' to the College's leadership team. They should not interfere with the day-to-day management of the College.

- **Governors are responsible for:**

- Determining and periodically reviewing the educational character and mission of the College.
- Approving the College's strategic priorities and plans including the College's quality strategy.
- Articulating the College's vision, mission and values and strategic direction.
- Overseeing and monitoring the College's activities.
- Safeguarding the College's assets, maintaining its solvency and using its resources effectively and efficiently, including approving financial strategies, forecasts, and annual budgets.
- The appointment, grading, suspension, dismissal, appraisal and determination of the pay and conditions of the Principal/CEO, Senior Post Holders, and the Governance Professional.
- Setting a framework for the pay and conditions of service of all other staff.

- **All governors are expected to:**

- Always act in the best interests of the College.
- Be an active advocate for and promote the College.
- Put the interests of learners at the heart of their decision-making.
- Comply with the Instrument and Articles of Government, the Board of Governors' Standing Orders and Code of Conduct, and any other related governance policies and procedures.
- Avoid conflicts of interest, disclose any interest in any matter under discussion and keep the Register of Interests updated.
- Act with due care and prudence and manage risk.
- Comply with and promote the College's health and safety policy and practices.
- Comply with and promote the College's equality, diversity, and inclusion policy and practices.
- Comply with and promote the College's safeguarding policy and practices.
- Promote and support the College's sustainability policies and practices.
- Contribute to the business of the Board in an effective, efficient, open, and transparent manner.
- Attend Board and committee meetings.
- Complete governor induction and ongoing learning and development activities as required.
- Get to know the College through contact with the Principal/CEO, the Governance Professional, the Executive Team, members of staff and students and by reading relevant papers, visiting the College, and participating in events.
- Foster a team ethos and help new governors understand their role.

Governors have collective responsibility for all the above functions, but no governor has the authority to speak or act on the Board's behalf unless specifically delegated to do so.

The composition of the Board (as required under the Instrument and Articles) includes several members nominated by other bodies, e.g. staff members and student members. All members of the Board are treated equally.

Governors must be always free to speak and act in what they believe to be the best interests of the College. They cannot be mandated by any group to express views that are not held by them personally. In other words, governors must act according to their own conscience, and must not lobby on behalf of any group.

Appointment as a governor of the College is a public appointment. All governors are required to abide by the Board's Code of Conduct, which is based on the ethical standards expected of people in public life (the Nolan '7 principles of public life'): selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

Support is provided for new governors in the form of a comprehensive induction programme, mentoring or buddying if required, and ongoing training and development.

All governors, including staff and student governors, carry out their role on a voluntary basis. The College will meet reasonable out-of-pocket expenses incurred by governors in the performance of their duties, for example travel expenses and help with childcare costs incurred in attending external training courses or meetings.

Eligibility and conflicts of interest

Appointment is subject to satisfying eligibility criteria as set out in the Board's Eligibility Policy and to satisfactory pre-appointment checks including right to work, references and Disclosure and Barring Service (DBS) criminal record checks.

Governors are required to make an annual declaration of eligibility and of interests. The Register of Interests is held by the Governance Professional and is made available to members of the public.

Person specification

In seeking to fill any vacancy, the Board of Governors endeavours to maintain a balance of backgrounds, skills, and experience amongst its membership. The following is a specification for all governors in general. Certain types of vacancy may require additional skills and expertise (e.g. audit, finance, legal).

Links with the College's key stakeholders, such as employers and local community groups, are particularly desirable.

The further education (FE) competency framework for governors, outlines and defines a range of competencies that are required to perform effectively as a member of a further education college board.

https://www.et-foundation.co.uk/wp-content/uploads/2023/12/ETF_Compentency_Framework_Governors.pdf

Key Skill	Narrative
Commitment to education and the College	<ul style="list-style-type: none"> • An active interest in further and higher education. • A commitment to lifelong learning and to supporting the role of the College, as a major provider of education and training, in improving the county's skills base. • Share and work to the College's aims and values.

Interpersonal and teamwork	<ul style="list-style-type: none"> • Able to work positively with others in a collaborative environment and to debate constructively. • Able to interact with the Board, the Executive Team, and key stakeholders.
Communication and ability to influence	<ul style="list-style-type: none"> • Able to communicate effectively. • Able to express ideas/plans in a clear manner, to listen actively and critically and to appraise other views.
Planning and organisation	<ul style="list-style-type: none"> • Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets.
Commitment to quality and drive to achieve and determination	<ul style="list-style-type: none"> • Commitment to quality and raising standards. • Able to create the required energy/enthusiasm and commitment necessary to be effective. • The tenacity to overcome obstacles.
Strategic perspective	<ul style="list-style-type: none"> • Strategic awareness • Able to develop a broad-based, high-level overview of issues and events and perceive their long-term impact. • Able to be visionary for the future of the College.
Intellectual and technical ability	<ul style="list-style-type: none"> • Strong intellect with ability to absorb and analyse complex information and rationalise appropriately. • Financial awareness • Able to bring objective judgement to bear on strategy, finance, performance, and resources and to make reasoned decisions. • Able to think laterally and arrive at an appropriate solution.
Leadership	<ul style="list-style-type: none"> • Able to establish credibility. • Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others. • Willingness to probe and challenge constructively.
Integrity	<ul style="list-style-type: none"> • Able to deal with issues with an open mind and without prejudice. • Able to understand and accept shared corporate responsibility. • Act honestly, diligently and in good faith, without self-interest.
Equality, Diversity, and Inclusion	<ul style="list-style-type: none"> • Committed to equality of opportunity for all. • Promote equality, diversity, and inclusion.
Experience	<ul style="list-style-type: none"> • Experience at a senior level within an organisation, business, or community and/or an appreciation of issues that affect senior leadership roles. • Strong background/expertise in a field which is of relevance to the oversight of the affairs of the College. (Some vacancies may require specific qualifications or a particular skill or experience of a relevant sector which fills the Board's skills gaps/future needs.) • Good understanding of corporate governance.

Circumstances	<ul style="list-style-type: none"> • Availability and commitment to attend meetings of the Board and its committees. • Willingness to sit on at least one committee and to assume a Link Governor role, if required. <p><i>A minimum target of 75% attendance at meetings has been set by the Board.</i></p>
Time commitment	<ul style="list-style-type: none"> • Seven full Board meetings each year, plus any additional strategic planning sessions. • Committee meetings held at least once a term. • Preparation, reading and communication time. • Attendance at learning and development activities and College events such as the HE Awards Ceremony. <p><i>Time commitment may vary depending on committee membership and current issues affecting the College but is estimated to equate to 2-3 days per month.</i></p>

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