



## Role description for the Chair of the School Advisory Board

The Chair facilitates the School Advisory Board (SAB) working as a team to provide support, challenge and a critical friendship in the context of the Trust's strategic vision and values and the school's culture. As well as leader of the SAB, the Chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach.

### Role Purpose: Leading governance within a Trust School

To provide leadership to the SAB and ensure that SAB members fulfil their functions for the proper governance of the school

### Leading governance in schools

To ensure the SAB members;

- know the school and represent equally all pupils/students and staff
- understand and apply Trust Policy and the Scheme of Delegation
- are custodians of the vision, values, ethos and reputation of the Trust
- serve as ambassadors of the school and the Trust
- engage with stakeholders, pupil's families and the wider community
- contribute to school improvement and self-evaluation
- monitor the headteacher's implementation of the school SIP
- have a shared sense of purpose and work as a cohesive group

### Leading and developing the team

To ensure;

- all SAB members receive appropriate induction, ongoing training as needed and have a thorough understanding of their role
- all members of the SAB act reasonably and in line with the Trust's agreed code of conduct
- SAB members feel valued and encourage their development.

### Holding the Headteacher to account

The Chair will

- build a professional relationship with the headteacher which allows for honest conversations, acting as a sounding board
- have an active role in the Trust committee structure, ensuring an effective link with the Trust Board.
- meet regularly with the Headteacher
- support the Headteacher of the School and being a critical friend
- ensure that complaints made to the SAB are dealt with in a timely and effective manner
- represent the SAB in its dealings with external partners and be an advocate for the school

## Leading the School Advisory Board

The Chair will:

- Ensure that safeguarding requirements are implemented effectively
- Work with the Trust and School to ensure that policies and any annexes meet local requirements
- Monitor the quality of education, behaviour and attitudes, and outcomes of the school.
- Support and challenge school leaders so that leadership and management is effective.
- Ensure that the SAB structure is appropriate, that members have the necessary skills to carry out their obligations and that they reflect the diversity of its stakeholders
- Ensure that all members of the SAB receive appropriate induction on their appointment and that they continue to receive appropriate training and information
- Work to secure positive engagement with the school's community and key stakeholders e.g. parents/carers, pupils/students and staff
- Support and monitor the work of the SAB Safeguarding and SEN Link so the identified School Improvement Plan areas are monitored effectively
- With the Clerk and the Headteacher, plan for meetings, ensuring that agendas focus on the SAB's key responsibilities and strategic priorities
- Chair meetings effectively and promote an open culture that allows ideas and discussion to thrive whilst ensuring clear decisions are reached quickly
- Ensure that decisions taken at the meetings of the SAB are implemented

## Other

- Ensure own training is relevant and up to date and attend Trust training sessions
- Work with the Trust to ensure there is effective information sharing
- Attend school functions (plays/sports days/prize giving) as appropriate and encourage other SAB members to do so

Candidates for Chair should be able to demonstrate a good selection of the skills/attributes:

- Commitment to the school and the Trust
- Commitment to ethical and values-led leadership
- Good understanding of the environment in which the school is operating and wider education policy
- Understanding of up-to-date requirements of Ofsted, DFE, ESFA
- Personal integrity
- Negotiation and diplomacy skills
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise and delegate
- Ability to chair meetings well and to build and get the best out of a team
- Ability to have courageous conversations
- Capacity to process information quickly and understand relevant data
- Ability to be transparent and ask for help if required