



GOVERNOR ROLE DESCRIPTION AND PERSON SPECIFICATION

Role description

Duties

Our governors' insights, experience and ideas widen the college's strategic perspective and help to shape the college's future development. Governors are members of the college's Governing Body (GB) who share collective responsibility for:

- a) determining the educational character and mission of the college and overseeing its activities
- b) approving the overall quality strategy
- c) ensuring effective and efficient use of resources, the college's solvency and safeguarding its assets
- d) approving the annual budget
- e) appointing and determining the conditions of service of the Senior Post Holders
- f) setting the framework for the pay and conditions of service of all staff
- g) approving the policy for tuition and other fees that students pay to the college.

Governors are also expected to learn more about the college and their role by undertaking training, visiting the college to engage with staff and students and taking on committee and link roles.

Time commitment

GB is the college's ultimate decision-making body and as a governor, you are expected to prepare and participate in most of each of the following in a typical year

- at least 3 full meetings of the GB - 9 hours plus reading and preparation time
- 6-8 meetings of GB committees - 16 hours plus reading and preparation time
- 1 GB strategy event - 8 hours (usually one full day and two half days)
- 6 hours of induction activities, spread over the first six months from appointment
- 5 hours of mandatory training as required by the college
- 8 hours of college engagement attending college events or link governor duties
- occasional GB task groups or task and finish groups that draw on individual governors' particular skills, interests, and experience
- keeping up to date with the sector by subscribing to Association of colleges' weekly newsletters and briefings.

Between meetings, you will also be requested to respond in a reasonably timely way to requests for comment from the Director of Governance, the Chair of Governors, Chairs of GB Committees, and members of the Executive Leadership Team.

Remuneration

Being a governor is a voluntary role so there is no remuneration other than reasonable out of pocket expenses.

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Legal liability of governors

As above, governors are legally responsible for safeguarding the college's assets and its solvency. The law relating to the personal liabilities of governors is complex and its interpretation is ultimately a matter for the courts, therefore the following points are for general guidance. A governor should:

1. be satisfied that any course of action is in accordance with the college's Instrument and Articles of Government and other relevant regulatory documents
2. ensure they do not commit the college to action it cannot carry out
3. ensure that the college does not continue to operate if it is insolvent
4. register their disagreement if they are concerned that any action would be contrary to any of the above
5. act honestly, diligently and in good faith, taking professional advice in appropriate circumstances
6. avoid putting themselves in a position of conflict between their personal interests and those of the college.

Code of Conduct for governors

Governors are required to follow the college's Code of Conduct and should

1. support the aims and objectives of the college and promote its interest and those of its students in the wider community.
2. work in the best interests of the college.
3. acknowledge that differences of opinion may arise in discussion of issues, but, when a majority decision of the GB prevails, all members should support the outcome.
4. base their views on an honest assessment of the available facts, unbiased by representative views.
5. acknowledge that they have no legal authority outside the meetings of the GB and its committees.
6. understand they cannot make statements or express opinions on behalf of the governors unless by prior agreement.
7. not use the position of governor to benefit themselves or other individuals or agencies.
8. declare immediately any personal conflict of interest in relation to matters that they consider as governors.
9. respect the confidentiality of marked items of business.
10. participate in training and development programmes to increase their effectiveness as a governor and their knowledge of the college.
11. give priority, as far as practicable, to attendance at meetings of the GB and its committees.
12. be aware of the need to promote public accountability for the actions and performance of the GB.
13. adopt the 'Seven Principles of Public Life' as recommended by the Nolan Committee: selflessness, integrity, objectivity, accountability, openness, honesty, leadership.

Note: the college has legal liability insurance cover in respect of its governors and officers.

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Governor person specification

Successful candidates are expected to demonstrate in their application and at interview that they have the core attributes of governorship of The Sheffield College and will add value to governing the college through specific skills, occupational knowledge and/or stakeholder links.

Personal circumstances

Must be willing and able to accept the duties of a charity trustee and must **not**:

1. be an undischarged bankrupt or subject to a current arrangement with creditors
2. have been convicted of any offence within the last 5 years and had a sentence of imprisonment passed (whether suspended or not) for a period of more than 3 months without the option of a fine*.
3. have been disqualified from acting as a charity trustee under the Charities Act 2011.

*the role is subject to an enhanced Disclosure and Barring Service check.

Must be willing and able to commit the time required to your duties as a college governor (see Time Commitment)

Core attributes of governorship (essential)

- **Committed:** with a strong commitment to The Sheffield College, its role in improving education and training within the City Region and ambitious to achieve best possible outcomes for learners. Someone who appreciates technical education and is willing to spend time with learners. This also involves commitment to devoting the required time and energy to the role, being prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance and be an ambassador for the college in their networks.
- **Confident:** of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.
- **Strategic thinker:** possessing an enquiring mind and an analytical approach someone who appreciates the bigger picture and understands the value of meaningful questioning.
- **Challenging:** being able to challenge without giving offence, understanding the value of critical friendship, which enables both challenge and support, not taking information or data at face value and always driving for improvement.
- **Team Player:** prepared to listen to and collaborate with others, understanding the importance of building strong working relationships in the board and with executive leaders, staff, parents and carers, students, the local community and employers.
- **Willing and able to learn:** self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness, with a strong sense of the importance of effective governance processes.
- **Creative:** able to challenge conventional wisdom and be open-minded about new approaches to problem solving; recognising the value of innovation and creative thinking to organisational development and success.

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Knowledge and experience

- Familiarity with the City of Sheffield, the City Region and one or more of the following:
 - local public sector organisations
 - schools and other educational establishments
 - Higher Education
 - Sheffield City Region business community
 - local community organisations and faith groups
 - relevant professional and trade organisations.
- Experience of a management role with a broad appreciation of issues that affect senior leadership and management roles.
- Experience of being a trustee or board member or equivalent experience (desirable)
- Expertise/experience that matches any specifics indicated in the call for expressions of interest to which you are responding.

Skills and Abilities

Literacy and numeracy:

Able to understand performance reports and statistical data.

Communication:

- An ability to express ideas clearly and to listen and learn from others.
- An ability to communicate about the college within your own networks.

IT skills:

The college communicates with governors via email and electronic communications and therefore you should be confident in using IT to read electronic documents and use email.

Other

Be committed to the college's policies and objectives relating Equality and Diversity.

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