Author	Clerk
Date created	September 2023
Approved by	Governing Body
Date of review/approval	11.10.2023
Review frequency	Annual
Next review date	September 2024

Lead Governor Role Descriptions

Social and Climate/ Environmental Justice – Lead Governor Role Description

The role and responsibilities of the SCEJLG are framed by the Purpose, Vision, Mission and Values of Fircroft.

Purpose: For the public benefit, provide and promote adult, further and higher education including, without limitation, the provision of residential education.

Vision: Learning to become a better world.

Mission: To promote social and climate/environmental justice by providing adults with an excellent learning environment for personal, professional and political development.

Values: Supportive; collaborative; anti-racist, empowering, brave and authentic.

1. The SCEJLG plays an important role, on behalf of the Governing Body, in providing support, oversight and scrutiny of Fircroft's Strategy and strategic actions in relation to Social and Climate/ Environmental Justice
2. The SCEJLG will need to develop and maintain a special interest in Social and Climate/ Environmental Justice through development and training, experience and involvement with College activities
3. The SCEJLG is not as an expert, an inspector and must not become involved in the day-to-day management of climate and environmental matters within the College
4. The SCEJLG role does not have operational responsibility
5. The SCEJLG has no individual authority and cannot approve any decisions or proposals on behalf of the Governing Body.

The SCEJLG shall work collaboratively with the Principal and the College wide cross-cutting teams, including the Green Team and Race 4 Justice Team on the following areas (non-exhaustive):

1. Ensuring that Social and Climate/Environmental Justice remains a College wide strategic priority. This will include a sustainability strategy that is regularly reviewed, which sets out College wide environmentally sustainable practices to maximise the effective use of the College estate and to reduce the College's environmental impact to net zero (in the longer term)
2. Progression on the development of the College's Climate Action plan
3. Ensuring that Social Justice is championed and embedded throughout the College (e.g. as an employer, provider of education and as a public body)
4. Ensuring that there is focus on actions and impact rather than just declarations of intent
5. Ensuring that the College reports on energy use and carbon dioxide emissions and makes progress against reduction targets
6. Ensuring that the staff have the necessary skills to implement the Strategy
7. Supporting the development of a curriculum offer which embeds sustainability, and Social and Climate/Environmental Justice
8. Supporting the development of the curriculum offer which continues to widen participation and empower students to transform their lives and the lives of communities
9. Ensuring that students understand how their study interrelates with sustainable development and have the skills, knowledge, values, attitudes and abilities to contribute positively to Social and Climate/Environmental Justice including by challenging inequalities in all its forms
10. Ensuring that students have access to learning and other support to increase their confidence and willingness to engage in learning, improve their health and well-being, and to achieve
11. Providing students with enrichment activities and a whole-College experience (including residential) that is rooted in Social and Climate/Environmental Justice and which inspires and empowers them to continue with this mission beyond College including through activism
12. Supporting the training and development of all governors on Social and Climate/ Environmental Justice through sharing of information and knowledge (including during Strategy sessions)
13. Promoting a composition of the Governing Body that is diverse in both Equality, Diversity and Inclusion characteristics, and thought
14. Ensuring that policies and reporting are in place for key legal, and other requirements, including Equality, Diversity and Inclusion; and strategic actions and objectives
15. Promote a culture in which the Governing Body exceeds its statutory obligations
16. Providing leadership and ensuring that Governing Body decision-making considers College Values, and Social and Climate/ Environmental Justice implications (e.g. in investment policy, reserves policy, procurement rules, value for money, use of the College estate, provision of food and catering, risk-management, and governors' training and development etc)
17. Pursuing where appropriate sustainability accreditations

18. Being an ambassador for this work by increasing the reputation of Fircroft through net-working events by sharing the work being done to deliver Climate and Environmental Justice

The SCEJLG shall submit a short annual report to the Governing Body outlining their work and engagement with the College.

The Role will have an initial term of office of one year which may be renewed each year by the Governing Body.

Education - Lead Governor Role Description

Section A: The Education Lead Governor

1. The role

The role and responsibilities of the ELG are framed by the Mission and Values of Fircroft.

Mission: *To promote social and climate/environmental justice by providing adults with an excellent learning environment for personal, professional and political development.*

Values: *Supportive; collaborative; anti-racist, empowering, brave and authentic.*

1. The ELG plays an important role in ensuring oversight and scrutiny of Fircroft's education provision, curriculum and quality policies, procedures and practice on behalf of the Governing Body.
2. The ELG role strengthens the capability of the Governing Body to fulfil its responsibilities in relation to the content and quality of the (residential and non-residential, online and face to face) adult learning delivered at Fircroft College.
3. The ELG will be the Governing Body's usual first point of reference for the Principal/Vice-Principal/Head of Curriculum on matters relating to education.
4. The ELG can be a source of support and a critical friend to the College but not act as an expert, an inspector or become involved in the day-to-day management of education.
5. The ELG role does not have operational responsibility.
6. The ELG has no individual authority and cannot approve any decisions or proposals on behalf of the Governing Body.
7. The ELG will need to develop and maintain a special interest in adult education, curriculum and quality and make themselves familiar with the College's work in these areas.
8. The ELG will need to develop a good knowledge of Fircroft's Self-Assessment Report (SAR).
9. The ELG will need to develop a good understanding of the relevant inspection framework, currently the Education Inspection Framework.
10. The role of the ELG includes liaising with the Vice-Principal and Head of Curriculum about education issues within the College and as such help ensure reports are received

by the Governing Body in respect of themes and issues within the College/locality to enable governors' oversight and understanding. Such reports should contain information on:

- What is taught and learned at Fircroft, why it is taught and how the teaching and learning takes place.
- How what is taught at Fircroft contributes to local, regional and national priorities.
- What aspects of teaching and learning look like in practice.
- Improvement priorities relating to education including improvement plans.
- How particular subjects and courses are assessed.
- How it is known if students are making good progress and achieving.
- How students who are not on track with their learning are supported and how it is known if this support is working.
- Additional support for vulnerable students.
- How it is known that there are high expectations of all learners.
- Comparative standards of achievement, internal and external.
- How careers advice is provided to students and its impact.
- The impact is of internal monitoring such as peer observations and learning walks.
- Tutor workload, development and reflection.
- Whether tutors have the right knowledge and skills to deliver the curriculum effectively.
- CPD opportunities for tutors and other staff involved in learning delivery.
- Information and intelligence that informs curriculum development.
- Student engagement with different subjects and courses.
- Feedback from students, tutors and relevant survey results.
- Ant barriers to achieving planned improvements, objectives and targets.
- How Fircroft's Mission and Values are embedded and reflected in the teaching and learning within the College, along with key safeguarding messages.
- How British values of 'democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs' are met.

2. **Training and support**

11. The ELG will have opportunities for training and support appropriate to the role. These will be included in the Governing Body's training and development plan. The ELG will also liaise with the Clerk to help ensure other governors attend appropriate training.
12. Efforts will be made to find an appropriate external mentor if that is identified as helpful to the role.
13. The ELG's role will be supported by an introductory and thereafter termly meeting/conversation with the Vice-Principal and Head of Curriculum.

14. The purpose of such meetings is for the ELG to be informed about Fircroft's educational policies and practices and how the curriculum and its delivery fit into the College purpose, values, mission, strategy and development plans.

15. Regular contact with the Vice-Principal and Head of Curriculum will also provide opportunities to identify any difficulties in implementing policies adopted by the Governing Body.

16. A link visit (actual or virtual, depending on the circumstances) to the College each year and opportunities for class observation (virtual or face to face) will help the ELG to understand more about adult teaching and learning and how quality is ensured.

17. Virtual alternatives will be arranged if face-to-face engagement is not appropriate.

3. Reporting

18. The ELG will report on their meetings and visits to the Governing Body at its next meeting and give a verbal report alongside management's regular reports to the Governing Body on education. The purpose of the ELG's reports is to:
    a. highlight any matters of particular relevance to the Governing Body's responsibilities and interests, not to replicate operational and staff matters;
    b. advocate/raise the profile of education, curriculum and quality within the Governing Body;
    c. help the Governing Body understand, develop and monitor the curriculum on offer at the College; and
    d. help the Governing Body develop positive links with staff and maintain its profile within the College.

19. The ELG's engagement and reports will help the Governing Body focus on matters of key interest (such as curriculum planning, responsiveness and development, tutor development, practitioner research, SAR monitoring and review) and strengthen its capability to hold the Principal and the senior team to account for educational direction, quality and improvement. This is an important facet of the role as the Governing Body should lead the drive for improved standards in teaching and learning.

4. Duration

20. The ELG role will have an initial term of office of one year which may be renewed each year by the Governing Body, considering the collective responsibility of the Governing Body for determining what education and training the College will provide and the strategy for delivering it.

Section B: The role the Governing Body

This section covers the main responsibilities of the Governing Body (GB) in relation to educational provision. It is here to provide context for the ELG role and makes clear that the

ELG's activities are simply to support the GB in fulfilling these responsibilities. It does not replace them.

1. Ensure that the appropriate policies, systems and procedures are in place to cover all aspects of the education agenda (including the curriculum and quality aspects) and all Governing Body responsibilities are met.
2. Understand the strengths and weaknesses of the educational provision at the College and provide challenge and hold senior leaders to account for improving the quality of learning and the effectiveness of performance management systems.
3. Ensure that the curriculum is ambitious, appropriate to the Mission and Values of Fircroft, relevant to local and regional social and employment needs, and designed to give adult learners the knowledge and skills they need to succeed in life.
4. Monitor appropriate policies including the curriculum and quality improvement plan to ensure continuous and sustainable improvement of educational performance.
5. Understand and help ensure the curriculum's intent, implementation and impact.
6. Monitor at a strategic level subject and curriculum delivery.
7. Monitor at a high level the attainment and progress of students.
8. Understand at a high level the impact of interventions.
9. Monitor at a strategic level that the College's resources are appropriately targeted towards the delivery of high-quality education.
10. Ensure there is a suitably qualified, trained and supported Head of Curriculum.
11. Ensure there is a robust system for recording, storing and reviewing student concerns about the education they receive.

Safeguarding - Lead Governor Role Description

The Safeguarding Lead Governor (SLG) plays an important role in ensuring oversight and scrutiny of the safeguarding policy, procedures and practice on behalf of the Governing Body.

The role as SLG is to:

1. Maintain a special interest in safeguarding.
2. Keep abreast of local and national developments that affect safeguarding.
3. Act as 'critical friend' to the College, in order to ensure that the appropriate policies, systems and procedures are in place to cover all aspects of the safeguarding agenda (including the Prevent agenda) and all statutory governing body responsibilities are met.
4. Monitor appropriate policies, including the safeguarding and whistle blowing policies.
5. Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues, along with their team.

6. Keep in regular contact with the DSL and discuss with relevant staff any perceived difficulties in implementing policies adopted by the Governing Body.
7. Ensure there is a robust system for recording, storing and reviewing student welfare concerns.
8. Liaise with the Principal/DSL about safeguarding issues within the College and as such be able to ensure reports are received by the Governing Body in respect of themes and issues within the College/locality to enable adequate oversight, understanding and development of solutions. Such reports should contain information on:
9. How safe students feel in College
10. How the voice of students is truly heard and appropriately acknowledged
11. How the College constantly reviews and considers its curriculum in order that key safeguarding messages and lessons run throughout the College
12. How the College works with other agencies available to support students and families
13. How the safeguarding agenda is embedded in the ethos of the College
14. How progress is monitored against any internal or external reviews of safeguarding
15. How and when staff are trained
16. How sub-contractors are monitored to ensure they have safeguarding procedures in place and are aware of their Prevent duty
17. How British values of 'democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs' are met.
18. Attend safeguarding training at least every 3 years and other training as appropriate to the role and relevant to issues within the College/locality.
19. Ensure other governors attend appropriate safeguarding training.
20. Ensure at least one governor on the recruitment and selection panel for senior post-holders has successfully completed accredited Safer Recruitment training.
21. Have oversight for the single central record and ensure it is up to date and maintained in line with guidance.
22. Ensure an annual report on safeguarding is submitted to the Governing Body.
23. Ensure that the annual report includes how the College and its staff have complied with the policies and action plans on safeguarding, any relevant training that staff and governors have undertaken, and any incidents which have been referred to the local authority/police/external agencies.
24. Ensure that safeguarding is monitored under the Risk Register.
25. Act as an advocate/raise the profile of safeguarding within the Governing Body.
26. Help the Governing Body to develop positive links with the staff and maintain a visible and professional profile within the College.

The SLG will be the Governing Body's usual first point of reference for the DSL/Principal/Vice-Principal on matters relating to safeguarding and Prevent. The SLG will not act as an expert and will not become involved in the day to day management of safeguarding or have operational responsibility. The SLG should make themselves

familiar with the College's work relating to safeguarding through a termly meeting/conversation with the DSL including one link visit to the College each year. This should include discussion about any safeguarding requirements with regard to residential provision and a visit to residential areas of the College. The purpose of such meetings is for the SLG to be updated regarding safeguarding and Prevent practice in the College, actions being taken and the most prevalent issues. The SLG will report any matters arising from their meetings to the Governing Body at its next meeting and give a verbal report alongside management's annual safeguarding report to the Governing Body. Where any matter demands urgent attention, the SLG should inform the Chair/Vice-Chair and, where it relates to the adequacy and effectiveness of the College's governance framework or risk management, the Chair of the Audit Committee, who will consider the best way of informing and involving other governors. The SLG has no individual authority and cannot approve any decisions or proposals on behalf of the Governing Body.

The SLG role will have an initial term of office of one year which may be renewed each year by the Governing Body, considering the collective responsibility of the Governing Body for oversight of safeguarding and Prevent and relevant statutory regulation and guidance.

Technology - Lead Governor Role Description

The Technology Lead Governor (TLG) plays an important role in ensuring oversight and scrutiny of the policy, procedures and practice on behalf of the Governing Body.

The role as TLG is to:

1. Maintain a special interest in technology.
2. Keep abreast of local and national developments in technology that affect the further education sector.
3. Act as a 'critical friend' to the College, in order to ensure that the appropriate policies, systems and procedures are in place to cover all aspects of the College's use of technology and all statutory governing body responsibilities are met.
4. Monitor appropriate policies and delivery of strategic objectives, including the IT Security Policy and Digital Strategy.
5. Ensure there is a suitably qualified, trained and supported Head of Business Infrastructure (HBI) with responsibility for overseeing the College's strategic and operational use of technology and management of associated risk.
6. Keep in regular contact with the HBI and discuss with relevant staff any perceived difficulties in implementing policies or strategies adopted by the Governing Body.
7. Ensure there is a robust system for identifying, assessing and managing technology risk, including cyber security risk.
8. Liaise with the Principal/HBI about the College's use of technology and as such be able to ensure reports are received by the Governing Body in respect of themes and

issues within the College/locality to enable adequate oversight, understanding and development of solutions. Such reports should contain information on:

9. Performance of the College's outsourced service provider, including, but not limited to: service availability, customer satisfaction, security (e.g. patch and vulnerability management, external posture, outcomes of penetration tests etc.), change management, issue and problem management
10. Progress against delivery of strategic plans and the annual change programme
11. Horizon scanning to identify the impacts, both positive and negative of new and emerging technologies on the College's ability to meet its objectives
12. Completion of improvement activities arising from any internal or external audits
13. Effectiveness of controls to ensure the availability, integrity and confidentiality of College information, data and systems
14. Ensure an annual report on the management and performance of the College's technology is submitted to the Governing Body
15. Act as an advocate/raise the profile of technology within the Governing Body.
16. Help the Governing Body to develop positive links with the staff and maintain a visible and professional profile within the College.

The TLG will be the Governing Body's usual first point of reference for the Head of Business Infrastructure /Principal/Vice-Principal on matters relating to technology risk. The TLG will not act as an expert and will not become involved in the day-to-day management of technology risk or have operational responsibility. The TLG should make themselves familiar with the College's approach to managing technology, and technology risk, through a termly meeting/conversation with the Head of Business Infrastructure including one link visit to the College each year. The purpose of such meetings is for the TLG to be updated regarding the management of technology in the College, actions being taken and the most prevalent issues. The TLG will report any matters arising from their meetings to the Governing Body at its next meeting and give a verbal report alongside management's report to the Governing Body. Where any matter demands urgent attention, the TLG should inform the Chair/Vice-Chair and, where it relates to the adequacy and effectiveness of the College's governance framework or risk management, the Chair of the Audit Committee, who will consider the best way of informing and involving other governors. The TLG has no individual authority and cannot approve any decisions or proposals on behalf of the Governing Body.

The TLG role will have an initial term of office of one year which may be renewed each year by the Governing Body, considering the collective responsibility of the Governing Body for oversight of technology and relevant statutory regulation and guidance.