

*Leicester 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. This job description and person specification are intended to ensure that potential Governors have a better understanding of the role of a Governor.*

### **JOB DESCRIPTION**

#### **1. Purpose of the Role**

1.1. The role of a governor is to contribute to the work of the Board as set out below:

- The Board, led by the Chair, provides checks and balances to the operational Executive Leadership Team (ELT) led by the Principal.
- The Board is accountable for its stewardship of public funds to deliver a high-quality service and for the performance of its legal and statutory duties.
- The Board will set the strategic direction of the College and monitor College performance by setting targets and agreeing key performance indicators.

1.2. Collectively, individual Governors contribute their professional, specialist and general management skills to the Corporation and through its committees in a non-executive role. In the conduct of their responsibilities and duties, governors need to ensure 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.

1.3. An appointment as a governor of this College is a public appointment. All governors are required to abide by the Board's Code of Conduct, which is based on the seven principles of public life (the 'Nolan' principles): selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

#### **2. Duties**

2.1. The primary duties of Governors are to:

2.1.1. 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 financial plans
- the monitoring of achievement against objectives
- the development of plans to address major weaknesses.

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

- overseeing the management of financial, human and physical resources
- listening and responding to the Student Voice
- monitoring the College's approach to risk management
- commissioning and reviewing internal audits and other external reviews as part of the assurance framework
- the development of senior post holder pay policy and the framework for the pay and conditions of service of all other staff
- development and on-going improvement of the College estate by overseeing the College's Estates Strategy
- the recruitment of new governors and ensuring the Board works to governance best practice
- monitoring and oversight of the College's curriculum offer including how it meets local skills needs.

2.1.3. Contribute to the regular monitoring of the financial health of the College.

2.1.4. Comply with the Instrument and Articles of Government, the Corporation's Standing Orders and Code of Conduct, the Nolan principles, and any other related governance policies and procedures.

2.1.5. Contribute to the business of the Corporation in an effective, efficient, open and transparent manner.

2.1.6. Comply with the relevant legislation. Board members are charity trustees and must comply with charity legislation and case law.

2.1.7. Attend Corporation meetings, governor training and induction events as required.

2.1.8. Get to know the College through discussion with the Principal and other senior staff, reading relevant papers, visiting the College and participating in events.

2.1.9. Always act in the best interests of the College.

2.2. Governors have collective responsibility for the areas listed above and no Governor has the authority to speak or act on the Corporation's behalf unless specifically delegated to do so.

2.3. Governors must be 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 which are not held by them personally; governors can make a valuable contribution to the College in terms of their skills and expertise but cannot lobby on behalf of any group.

2.4. Governors should avoid and should be willing to highlight any potential conflicts of interest arising from their personal and professional lives which could, or could be seen to, influence their decision-making ability.

## PERSON SPECIFICATION

### Core Elements

All Governors should be able to demonstrate:

- Active interest in further and higher education.
- Commitment to lifelong learning and the role of the College as a major provider of education and training.
- Commitment to promoting equality, diversity and inclusion.
- Commitment to high quality and raising standards.
- Willingness to promote the College within the community it serves.
- Ability to work positively with others and to contribute as a member of a team.
- Ability to agree policies and strategies and ensure these can be monitored and implemented.
- Ability to make reasoned decisions and to act honestly, diligently and in good faith.
- Ability to contribute to establishing performance targets and the monitoring of performance against these.
- Commitment to attend Board Meetings, Committees and other governor events and training sessions.
- Commitment to abide by the Board's Code of Conduct and the seven principles of public life (the 'Nolan' principles): selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

### Generic Skills

Other skills required include:

- Strategic thinking and vision and the ability to anticipate and plan for future threats or opportunities.
- Ethical leadership, an awareness of standards in public life, public accountability and a determination to abide by them.
- Ability to develop effective relationships with a range of stakeholders.
- Emotional and social intelligence and the ability to work collaboratively with other Board members and senior staff.
- Financial awareness and ability to interpret information to inform decisions.
- Analytical and problem-solving abilities and the ability to ask probing questions.
- Ability to maintain and respect the difference between management and governance.
- Ability to work within a framework of collective decision-making in the best interests of the Board and College.
- Communication skills and the ability to influence.
- A commitment to the promotion of the College's Values, strategies and policies.

### Competencies and Behaviours

In addition to these core elements and generic skills all governors will need to display a range of competencies in areas including **leadership, values and behaviours** and **technical skills**. These will vary according to the background and the specific roles and responsibilities of individual governors. Further information about the competency frameworks for FE college governors is set out the [Education and Training Foundation Competency Frameworks](#).