

The Northern School of Contemporary Dance
The Board of Governors
ROLE DESCRIPTION AND PERSON SPECIFICATION
CHAIR OF THE BOARD OF GOVERNORS

1. The role of the Chair of the Board of Governors is to:

- 1.1. Lead the Board in an open and positive way, which supports and encourages all members to make a full contribution and work effectively as a team in its fulfilment of all aspects of its role and responsibilities.
- 1.2. Develop an effective partnership with the Senior Leadership Team to lead the School in meeting the needs of the learners and to continuously improve the services it provides to them.
- 1.3. Set the tone for excellent and constructive working relationships between the School and its funders, stakeholders and the Conservatoire for Dance and Drama (CDD).
- 1.4. Ensure the Board provides constructive challenge and direction to the Directorate.
- 1.5. Ensure the Board operates high standards of governance and probity and operates in accordance with its Code of Conduct and Rules and By Laws
- 1.6. Ensure the Board determines the educational character, mission and strategic direction of the School and has oversight of its activities.

2. Principle Duties include:

- 2.1. With the Principal and Clerk to the Governors, ensure that agendas for Board meetings enable the Board to discharge its responsibilities effectively.
- 2.2. Chair meetings of the Board and participate as appropriate in meetings of any committees or task-and-finish groups of the Board of which the Chair may be a member.
- 2.3. Represent the Board at public and private events including student awards ceremonies, performances, open days and other external events.
- 2.4. Lead an annual review of the work of the Board and its members to ensure that it works effectively and has a balance of appropriate skills and expertise.
- 2.5. Act on behalf of the Board between meetings on routine matters and matters specifically delegated by the Board and respond to requests for action in cases of urgency, in accordance with the Scheme of Delegation.
- 2.6. On behalf of the Board undertake the appraisal and performance management of the Principal and Clerk to the Governors.

3. Time Commitment

- 3.1. Approximately 80-120 hours per annum.

Person Specification – Chair of the Board of Governors

	Essential	Desirable
General		
Meets the essential criteria for being a governor at the School.	✓	
A commitment to education and the needs and success of learners.	✓	
Experience		
Experience of working at board level (or equivalent), ideally as Chair, in either the public or private sector.	✓	
Higher Education leadership/management experience at a senior level.		✓
Experience of undertaking an ambassadorial role.		✓
Experience of substantial transformation in a public or private sector organisation.	✓	
Experience of the performance management of senior professional staff	✓	
Skills		
Excellent leadership skills and the ability to inspire others.	✓	
Able to think, act and lead strategically.	✓	
Excellent chairing skills.	✓	
An inclusive and consultative approach	✓	
A commitment to equality and diversity.	✓	
Proven interpersonal, communication and people skills.	✓	
Able to lead a Board which can embrace challenge and differences of opinion but achieve consensus on key objectives.	✓	
Able to tackle difficult decisions, take responsibility and ensure resolution.	✓	
Able to ensure that the needs of students are at the heart of the School's governance.	✓	
Able to instil trust, confidence and respect.	✓	

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ROLE DESCRIPTION AND PERSON SPECIFICATION
GOVERNOR

1. Duties of a Governor

Collectively governors contribute their professional and general skills and knowledge to the School in a non-executive role to:

- 1.1. Determine the educational character and mission of the School.
- 1.2. Consider, contribute to and approve the School's strategic direction and plan.
- 1.3. Support the Principal to enable the School's students to shape the art form of the future and contribute to the development of dance locally, nationally and internationally.
- 1.4. Support the development of appropriate partnerships and ensure the School is responsive to the needs of the communities it serves and local and national strategic priorities.
- 1.5. Oversee the School's activities.
- 1.6. Set measurable annual targets and monitor the School's performance.
- 1.7. Make effective and efficient use of resources and safeguard the School's assets.
- 1.8. Ensure the financial health of the School and approve the annual estimate of income and expenditure.
- 1.9. Oversee the appointment, grading, suspension, dismissal and determination of pay and conditions of service of senior post holders.
- 1.10. Set the framework for the pay and conditions of service of all other staff.
- 1.11. Provide constructive challenge and direction to the Senior Leadership Team of the School.

2. Individual Governors are required to:

- 2.1. Operate high standards of governance and probity and operate in accordance with relevant statutes including charity law, the Governors Code of Conduct and Rules and By-laws.
- 2.2. Serve on appropriate committees, or other groups established as required by the Board of Governors.
- 2.3. Contribute to the self-assessment review of governance.
- 2.4. Attend appropriate governor induction and training days as required.

3. General

- 3.1. Governors are required to be as flexible as possible in the conduct of their responsibilities and duties ensuring that the balance of "oversight" of the School and its business is seen as a positive contribution that does not interfere with the day to day operation and management of the School.
- 3.2. Governors are required to regularly attend the meetings of the Board of Governors and any committees to which they are appointed.

4. Time Commitment

- 4.1. Approximately 30-40 hours per annum.

Person Specification – Governor

	Essential	Desirable
General		
A commitment to education and the needs and success of learners.	✓	
A commitment to high standards of governance and probity and the ability to operate in accordance with the Governors Code of Conduct, the Nolan Principles and the Rules and By-laws of the Board of Governors.	✓	
Experience		
Experience of working at board level (or equivalent) in either the public or private sector.		✓
Skills		
Ability to think and act strategically.	✓	
Financial awareness.	✓	
A commitment to equality and diversity.	✓	
Proven interpersonal, communication and people skills including critical listening and the ability to ask probing questions.	✓	
Ability to work positively with others and to contribute as a member of a team.	✓	
Ability to work within a framework of collective decision-making in the best interests of the School and the capacity to make objective decisions.	✓	
Assimilation skills to help absorb and make use of a wide range of information and data.	✓	
Analytical and problem solving skills.	✓	
Ability to respect confidentiality.	✓	
The ability to learn and develop as a governor through training and self-evaluation.	✓	
Specific Skills		
Specific skills to strengthen the skill base of the Board of Governors as outlined for each vacancy.	✓	

LEAD GOVERNOR ROLE DESCRIPTION – SAFEGUARDING

Safeguarding	
Aim	<p>To provide lead expertise within the Board of Governors in relation to its Safeguarding responsibilities.</p> <p>Please note the responsibility for Safeguarding remains collectively with the Board of Governors.</p>
Remit Outside of Governor Meetings	<p>To maintain an overview of the Safeguarding arrangements at the School on behalf of the Board of Governors.</p> <p>Lead on the oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the governing body.</p> <p>Act as a 'critical friend' to the School, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.</p> <p>To help maintain the continued knowledge and understanding of governors in respect of the requirements of Safeguarding.</p> <p>Act as the designated governor with responsibility for overseeing the liaison between agencies, e.g. police and social services in connection with allegations against the Principal or the Senior Designated staff member with lead responsibility. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.</p> <p>Attend basic awareness safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the School/locality.</p> <p>Attend in-house safeguarding meetings.</p>
Remit at Governor Meetings	<p>To lead on the scrutiny of Safeguarding reports and arrangements.</p> <p>To support other members of the Board of Governors to understand and carry out their Safeguarding responsibilities.</p> <p>Take a lead role in making sure the board ensures that:</p> <ul style="list-style-type: none">• NSCD has procedures and policies in place which are consistent with guidelines.• The Board of Governors considers the NSCD policy on Safeguarding annually.• Each year the Board of Governors is informed of how NSCD and its staff have complied with the policy, including a report on the training that staff have undertaken.• Monitor appropriate policies, including the Safeguarding and Whistle Blowing policies.
Authority	<p>The Lead Governor – Safeguarding has no individual authority and cannot approve any decisions or proposals on behalf of the Board of Governors.</p>
Reporting	<p>The Lead Governor – Safeguarding will make a verbal report to each meeting of the Board of Governors on any activities undertaken within the scope of the role since the previous meeting.</p> <p>The Lead Governor – Safeguarding will alert the Board to any risks to the School they have identified whilst undertaking the role.</p>

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ROLE DESCRIPTION AND PERSON SPECIFICATION
EXPERT MEMBER AUDIT COMMITTEE

The Northern School of Contemporary Dance is committed to ensuring and demonstrating good governance, and has established an Audit Committee as required by the Higher Education Funding Council for England (HEFCE) and in line with the good practice set out in the Committee of University Chairmen (CUC) Handbook for Members of Audit Committees in Higher Education Institutions.

1. Key Accountabilities

- 1.1. The role of the Expert Member of the Committee will be to independently assist the Audit Committee to effectively discharge its role by providing advice and scrutiny on matters relating to the School's arrangements for audit, risk management, value for money and control.

2. Aims and Role

- 2.1. To attend and participate in meetings of the School's Audit Committee.
- 2.2. To assist the Audit Committee to discharge its powers and functions as set out in its Terms of Reference.

3. Individual Expert Members are required to:

- 3.1. Operate high standards of governance and probity and operate in accordance with relevant statutes including charity law, the Governors Code of Conduct and Rules and By-laws.
- 3.2. Contribute to the self-assessment review of governance.
- 3.3. Attend appropriate induction and training days as required.

4. General

- 4.1. Expert Members are required to attend a minimum of three meetings of the Audit Committee per year.

5. Time Commitment

- 5.1. Approximately 12 hours per annum.

Person Specification – Expert member – Audit Committee

	Essential	Desirable
General		
A commitment to education and the needs and success of learners.	✓	
A commitment to high standards of governance and probity and the ability to operate in accordance with the Governors Code of Conduct, the Nolan Principles and the Rules and By-laws of the Board of Governors.	✓	
Experience		
Audit Committee experience (or equivalent) in either the public or private sector.		✓
Skills		
Proven interpersonal, communication and people skills including critical listening and the ability to ask probing questions.	✓	
Ability to work within a framework of collective decision-making in the best interests of the School and the capacity to make objective decisions.	✓	
Ability to examine evidence and complex documentation and take an independent and unbiased view.	✓	
Ability to assess issues relating to arrangements for audit, risk management, value for money and control, and to identify and evaluate solutions.	✓	
Ability and confidence to challenge and hold to account School managers and representatives of Internal and External Audit.	✓	
Knowledge/skills/experience in audit or finance.	✓	
Knowledge/skills/experience in risk management.		✓
Ability to respect confidentiality.	✓	