

**ROLE DESCRIPTION – GOVERNOR**

**Updated March 2026**

<b>Governor</b>	
<b>Responsibilities of a Governor</b>	<p>Collectively, Governors contribute their professional and general skills and knowledge to the School in a non-executive role to:</p> <ul style="list-style-type: none"> <li>• Define the mission, vision, and strategic priorities of the School, and monitor performance against these goals.</li> <li>• Consider, contribute to and approve the School’s strategic direction and plan.</li> <li>• 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.</li> <li>• Provide constructive challenge and direction to the Senior Leadership Team of the School.</li> <li>• Oversee the appointment, grading, suspension, dismissal and determination of pay and conditions of service of senior post holders.</li> <li>• Set the framework for the pay and conditions of service of all other staff.</li> <li>• Ensure the financial health of the School and approve the annual estimate of income and expenditure.</li> <li>• Make effective and efficient use of resources and safeguard the School’s assets.</li> <li>• 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.</li> </ul>
<b>Qualities</b>	<p>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.</p> <p>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.</p>
<b>Training</b>	<p>Attend appropriate Governor induction and training sessions as required, in order to appropriately fulfil the role. As much notice as possible will be provided.</p> <p>Propose training and development topics as appropriate.</p>

	Contribute to the self-assessment review of governance.
<b>Time commitment</b>	Approximately 30-40 hours per annum, which includes attendance Full Board meetings and allocated Committee meetings.  Attendance at one Board and Breakfast per year.  Attendance at School events, wherever possible.

### Person Specification – Governor

	Essential	Desirable
<b>General</b>		
A commitment to education and the needs and success of learners.	✓	
A commitment to strong, transparent governance and the ability to work in line with the Governors' Code of Conduct, the Seven Principles of Public Life (the Nolan Principles), and the Board of Governors' rules and by-laws.	✓	
<b>Experience</b>		
Experience of working at board level (or equivalent) in either the public or private sector.		✓
<b>Skills</b>		
Ability to think and act strategically.	✓	
Financial awareness.	✓	
A commitment to equality, equity, diversity and inclusion.	✓	
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 and execute confidentiality.	✓	
The ability to learn and develop as a Governor through training and self-evaluation.	✓	
<b>Specific Skills</b>		
Specific skills to strengthen the skill base of the Board of Governors as outlined for each vacancy.	✓	