



Background Information for Governors

Policy / Procedure	Background Information for Governors
Responsibility	Richard Atkinson Assistant Principal -Registry, Estates &Governor Services
Who is affected	Governing Body.
Number of Pages	6.

Impact Assessed	23 November 2009	1. Age	<input checked="" type="checkbox"/>
	23 November 2009	2. Disability	<input checked="" type="checkbox"/>
	23 November 2009	3. Gender	<input checked="" type="checkbox"/>
	23 November 2009	4. Race Equality	<input checked="" type="checkbox"/>

Approved by the Senior Management Team	7 December 2009.
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Posted on the Staff Intranet / Blackboard	Not Applicable.
Review Date	24 months.



Background Information for Governors

Middlesbrough 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.

The following background information has been developed to help ensure that potential Governors have a better understanding of the role of Governors and the type of person who may be suitable.

A Duties of a Governor

The duties of the Governing Body are specified in the Instrument and Articles of Government. Collectively, individual Governors contribute their professional, specialist and general management skills to the Governing Body (and through its committees) in a non-executive role.

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 College and its business is seen as a positive contribution that does not impede with the day-to-day management of the College.

The primary duties of Governors are to

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

- play an active role in one or more of the following, as required:
 - overseeing the management of financial, human and physical resources.
 - internal audit processes.
 - the development of Senior Post Holder Pay Policy and framework for the pay and conditions of service of all other staff.
 - the recruitment of new Governors.
- contribute to the regular monitoring of the financial health of the College.
- comply with the Instrument and Articles of Government, the Governing Body's Standing Orders and Code of Conduct and any other related governance policies and procedures.
- contribute to the business of the Governing Body in an effective, efficient, open and transparent manner.
- attend Governing Body meetings, Governor Training, Employer Liaison Boards (as appropriate) and induction events as required.
- get to know the College through discussion with the Principal / Chief Executive and / or Assistant Principal - Registry, Estates & Governor Services (Assistant Principal - Registry, Estates & Governor Services (Clerk to the Corporation)) and the staff, reading relevant papers, visiting the College and participating in events.
- help new Governors understand their role through a mentoring process from experienced Governors.
- act in the best interests of the College at all times.

Governors have collective responsibility for the above but no Governor has the authority to speak or act on the Governing Body's behalf unless specifically delegated to do so.

Governors must be free at all times 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 that are not held by them personally. In other words, Governors can make a valuable contribution to the College in terms of their skills and expertise, but cannot lobby on behalf of any group.

B Governors' Person Specification

In seeking to fill any vacancy, the Governing Body endeavours to maintain a balance of skills and experience amongst its membership. The following is a specification for Governors in general and certain types of Governor may require additional skills.

Key skills	Narrative
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role of Middlesbrough College in improving the nation's skills base.
Interpersonal and team work	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication and ability to influence	Able to express ideas / plans in a clear manner and to listen actively to other views. Able to communicate effectively.
Planning and organisation	Able to establish quickly an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the College.
Drive to achieve and determination	Able to create the required energy / enthusiasm and commitment necessary to be effective and have the tenacity to overcome obstacles.
Strategic perspective	Able to develop a broad-based view of issues and events and perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others.

Key skills	Narrative
Experience	<ul style="list-style-type: none"> • Expertise in a field, which is of relevance to the oversight of the affairs of the College. (Some vacancies may require specific qualifications or a particular skill or experience.) • Experience of a senior management role in at least a medium scale organisation and/or an appreciation of issues that affect the senior management role. • Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the seven principles of public life. (see Appendix 1 - attached).
Circumstances	Available to attend scheduled meetings of the Governing Body and Committees.
Equal opportunities / Investors in People	Committed to equal opportunities and to the Investors in People standard.



Appendix 1

Public concern about the financial probity of members of parliament and other holders of public office led to the setting up in 1994 of the Committee on Standards in Public Life (chaired by Lord Nolan and later Lord Neill).

The Committee drew up seven principles of public life as a yardstick against which public service may be measured:

- Selflessness Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families or their friends.
- Integrity Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- Objectivity In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
- Accountability Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- Openness Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.
- Honesty Holders of public office have a duty to declare any private interest relating to their public office duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- Leadership Holders of public office should promote and support these principles by leadership and example.