



GOVERNOR LINK ROLE PROFILE

STEM, DIGITAL & CAREERS

AGB

THE ROLE OF AN AGB LINK GOVERNOR

A key role of the AGB is providing support and challenge to hold senior leaders to account for the performance of the school. This cannot be achieved by any one governor alone. It needs each governor on the board to have a specialist area, where they build their knowledge & understanding, and can more closely offer this support and challenge. With each governor on the board working on their specific areas we ensure each key area does have scrutiny by the Board.

As a link governor you will be required to:

- Act as the lead governor for the AGB in this area
- Monitor the performance of the subject/provision through scrutiny of board papers but also importantly through meetings with the link staff member for your area. It is recommended that you meet with them 2 or 3 times a year, face to face or via video call. Visits should have a clear focus around the improvement plan for the area. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Monitor the implementation of the school's performance and improvement strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.
- Make sure the school has suitable and relevant policies in place for your link area
- When reading papers, pay particular attention to the data relevant to your area and ask questions accordingly
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to governor questions resource and resources such as 'Governor Hub'.
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Develop knowledge in their specialist area and take part in relevant training

Be the link to the Governing board

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

What you should focus on

- Understanding the Schools current performance in your link area
- Understand the statutory requirements or Ofsted framework requirements for your area and challenge if they are sufficiently in place
- Understand and challenge any decisions made around these areas; i.e. why does the school insist on language GCSE for all pupils, or why does school spend Pupil Premium money in that way
- Know the plans to improve the area/provision in the school
- Ensure your knowledge of the quality of delivery and impact for pupils in your link area

Ways to monitor

- Regular meetings with the relevant staff member(s) (this can be via teams or in person)
- Visits to the school to see subject/provision in action and culture within the school
- Review performance data from school through AGB reports, as well as reviewing information from external and internal reporting such as QA reports and Ofsted reports
- Attend meetings which give you first hand observations of the application of policies, procedures and culture within the school such as GDCs, staffing disciplinarys and complaint hearings.
- If relevant seek feedback through talking to pupils or looking at parent and staff surveys

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DUTIES & RESPONSIBILITIES

A Thinking School is unique in their focus to share with its students the tools to become a life-long learner, and to develop the best possible habits for success in life. As the link Governor, you will support the schools in ensuring students are equipped with tools and skills from STEM subjects and digital learning which will support them in their life journey. In addition, Secondary schools have a statutory obligation to offer a broad careers provision which also contributes to supporting our pupils in preparing for their lives when they leave our schools.

- To work with STEM lead(s) in the school to ensure their strategies and actions are raising young people's engagement and achievement in STEM subjects. Including the review of pupil groups such as SEND, PP, boys and girls.
- Conduct a STEM focussed visit, visit classrooms, watch activities, look at displays and talk to the children and young people.
- Raise the profile of STEM in Governors meetings, giving focus and challenge around pupil outcomes in these subjects and how the school SIP & SEF include STEM.
- Challenge STEM lead(s) to ensure they are taking advantage of wide resources and funding opportunities available.
- To have a strategic interest in Digital learning and Digital literacy across the school and conduct a visit with the school lead to quality assure the implementation of the Trust wide Digital Learning and Technology Strategy 2025-2030.
- To challenge how the school is using digital learning strategies to improve pupil outcomes and to challenge how the school is equipping students and staff with digital literacy skills so they can access and deliver the learning.
- To ensure the digital strategy in the school is sustainable and that it meets the needs of all pupils including SEND and disadvantaged pupils.
- To have a strategic interest in careers education and guidance and encourage employer engagement for careers.
- Ensure the school is constantly reviewing its practice to ensure that there is a coordinated approach to careers and implementing the 8 Gatsby benchmarks across the school. (*More information on Gatsby benchmarks are available in the useful links below*).
- Explore the success and impact of the school's careers provision on a regular basis through meetings with the Careers lead, talking to pupils and reviewing data.
- Assist the school in exploring opportunities for increased employer engagement and work-related learning, seeking to open up opportunities within professional networks known by all of the Governors.
- Be the AGB lead on the review and sign off of the Careers Education Information & advice guidance policy.

ROLE PROFILE

CURRICULUM & ENRICHMENT LINK ROLE

MEETING SUPPORT

Academy Policies

It is important that each policy the AGB sign off is reviewed fully by Governors to ensure that the policy is in line with the strategy and vision for the school. Each policy should be assigned to a particular link governor so that more detailed review can be complete by that governor. Your Link governor role is specifically linked to:

- Careers Education Information and Advice Guidance Policy

Good questions to ask in Governor Meetings or through Governor Visits:

1. PRIMARY: How well do your pupils achieve in Science and Maths? Do different groups of pupils make equally good progress in Science and Maths? How do Science and Maths fit into the wider curriculum? How are the schools Science and Maths curriculums developed to provide pupils with a risk and broad learning experience?
2. SECONDARY: How do you monitor the quality of teaching in Science and Maths? How many teachers in Science and Maths have relevant qualifications to the subjects they teach? How do results in Science measure up against other subjects in the school and nationally? What opportunities do students have to find out about further and higher education or careers they could follow in STEM? What Science and Maths related extra-curricular or enrichment opportunities are available to students?
3. How do leaders empower staff to use technology and EdTech purposefully, effectively and efficiently? How is the impact of using technology to aid learning monitored? How do you ensure that all pupils have access to digital learning, regardless of their individual circumstances?
4. Is your digital strategy sustainable? How do you consider Staff CPD and your internal policies to ensure the strategy is being delivered and ensure it is having the desired effect?
5. What careers support do we offer? How is it and how often is it monitored so that we know it is effective and has a positive outcome for all pupils? Are there any barriers to meeting the improvement priorities of objectives for the careers provision?
6. Is careers guidance/work experience opportunities accessible for all pupils? Are all groups considered when providing careers guidance e.g., SEND pupils, high attainers etc.?
7. SECONDARY ONLY – Can you evidence how you have adopted the Gatsby Benchmarks and how you are fulfilling your statutory duties in relation to careers guidance?

RESOURCES

USEFUL RESOURCES

[STEM Governor's website](#)

(It is our recommendation that you sign up to this free website so you can access useful STEM resources which are linked below)

[STEM Governor factsheet and visit guidance](#)

[Support for governors - secondary \(stem.org.uk\)](#)

[Questions for Governors: Downloadable guides for both Primary and Secondary Governors with example questions for STEM](#)

[STEM Governor - Governors for Schools](#)

[SecEd Guide: The future of digital learning](#)

[Technology and education: the opportunities, the challenges, and the role of governors](#)

[Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges \(page 7 onwards\)](#)

[The Careers Strategy: Guidance for Governors](#)

[Careers guidance: statutory requirements](#)

[Link Governor for Careers and Work-Related Learning Secondary – role description](#)

[Career Strategy example questions for Governors](#)