

Governor Recruitment and Succession Planning Policy

Richmond upon Thames Board recognises that to function well it needs a diverse mix of talented people who understand the key role they play as governors, whose commitment and contribution to the organisation is developed and whose performance collectively and individually is the subject of self-assessment. It aims to keep a balance between refreshing its membership, maintaining experience and knowledge and having the right people on board to fulfil the College's strategy and goals at a particular time. It will keep its recruitment, membership and succession under regular review for these purposes. This policy document sets out how this intention will be put into practice and will itself be kept under review.

Purpose:

This policy is designed to:

- Ensure that there are strategies in place to provide current governors with training and support to fulfil their roles and move into key governance roles if desired when the opportunity arises
- Ensure that vacancies are publicised in transparent and appropriate ways to make them known as widely as possible
- Attract governors of a suitable calibre and diversity to support the College's business and inform and enrich debate

Principles:

The RuTC Board is committed to reflecting the diversity of people and communities the organisation serves, to ensure it has the breadth of insight and experience needed to govern a genuinely inclusive and successful organisation. As part of the Board's succession planning policy, governors will be drawn from a wide range of backgrounds, with an appropriate balance of skills, gender, race and ethnicity, age, disability, religion and sexual orientation sought. Governance practices, including meeting arrangements and communications, will strive to reflect best practice to ensure inclusion and remove any barriers to participation.

For existing members:

- Seeking appropriate levels of expertise including institutional memory by adopting a flexible approach to appointments
- Put in place training and regular briefings to support existing governors
- Use of a skills audit to ensure a diversity of skills and experience to support the College vision and mission and ensure good governance

New appointments:

- are made following governance best practice models of appointment and abide by the Nolan Principles
- will be based on skills and experience

- going forward will use positive action to address any imbalance in equality such as gender, ethnicity and other protected characteristics

We will:

- be clear in our recruitment publicity that the College is committed to transparent recruitment to the Board
- recognise the potential that less experienced candidates may offer
- make clear the support that is available to new appointments
- make clear that there is equal opportunity for all candidates

Recruitment

1. The Head of Governance will maintain a membership statement which shows current membership, terms of office, a summary of individual skills, background, offices held and any other relevant information. The Search, Remuneration and Performance (SRP) Committee will use this at each meeting to review the membership position, vacancies and any future dates at which there may be changes to key offices such as Chair, Vice-Chair and Committee Chairs
2. The SRP Committee will consider the skills, experience, background and protected characteristics for filling any vacancy
3. The Head of Governance, Principal and members of the Committee as appropriate will pursue possibilities for new members based on this needs assessment. Personal contacts, advertising, approaches to professional, trade or community organisations, the use of volunteer bureaus and governor recruitment agencies will all be considered for use
4. Vacancies will be publicised in transparent and appropriate ways to make them known as widely as possible
5. A statement about the role of a governor will be kept up to date and will be provided to those interested in becoming a governor. Information about becoming a governor will be placed on the College website
6. A person under consideration to join the Board will be asked to provide a CV and will meet with the Chair, Principal, and another governor from the SRP Committee and the Head of Governance to discuss the role prior to their name being put forward to the Board
7. Recruitment procedures for the Chair and Vice Chair are explained in the Board's Standing Orders at item 6 <https://www.rutc.ac.uk/images/pdfs/Policies/standing-orders-rutc-2020.pdf>
8. Staff and student governors are elected in line with constitutional rules

Induction

1. All new governors will be provided with an induction to the role and to the College via the Head of Governance, involving other college staff as appropriate
2. Specific induction training will be provided to student and staff governors, tailored to their needs
3. There will be a discussion about which committees a member will join and activities that they will become involved in to best use their skills and experience and for their development

4. A new member will be given the name of another governor who will be available as a mentor to give peer support for their first year

Training and development

1. All governors will be invited to attend induction sessions with new governors as a refresher, should they wish
2. An annual programme of activities for internal governor training will be prepared by the Head of Governance and agreed by the SRP
3. Governors will be encouraged to register to receive Association of Colleges (AoC) Governance briefings
4. Governors may request an annual individual session with the Chair or Vice-Chair, supported by the Head of Governance to discuss their development and aspirations as a governor
5. An annual appraisal by the Chair will be undertaken which will include an opportunity to identify how the governor would like to develop their role and what support would be useful.

Renewals

1. Governors are eligible to join the Board for a maximum two terms of four years of office. When considering renewals the SRP Committee will look at a number of areas including skills and experience appropriate to the business of the College, engagement and contribution to the Board, institutional memory, commitment and attendance at Board and Committee meetings, board profile and reference to the skills audit and skills gaps identified.

Version	Effective from	Summary of change	Prepared by	Approved by
1	22.09.20	First version	Sarah Connerty	SRP – 22.09.20