Note: This is a generic example role description. Edit the description to include the chosen organising structure and responsibilities as relevant.

The DfE expects all schools and colleges have a Climate Action Plan by 2025. A setting can choose to give this plan a different title such as Sustainability Action Plan.

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| **Post:**  **Date:**  **Reports to:** | Environmental Sustainability Link Governor  *XXXXX*  The Governing Body of *XXXX* School |
| **Purpose:** | To oversee the development and delivery of a whole school Climate Action Plan which supports the School Development Plan |
| **Structure:** | Ideally a Governing Body will appoint one person to this role to work with other named link governors and SLT where relevant.  Alternative structures are:   * A sustainability and climate sub-group with responsibilities included in the roles of finance, premises, curriculum and other link governors decided by the governing board. * Sustainability and climate responsibilities clearly included in a finance, premises and curriculum link roles. |
| **Responsibilities:** | * To support the process of the developing a sustainability statement or strategy and Climate Action Plan * To support the Action Plan delivery, working with people in the roles to be agreed by the Governing Body * To be aware of the   + DfE Sustainability and Climate Change Strategy (April 22),   + DfE four pillars for climate action planning   + NGA Greener Governance guidance and climate action   + LBWF support for schools and colleges * To be aware of the financial constraints on delivering on the Action Plan with particular view on capital works and site improvements. * To work with the Finance, Resources and/or Premises Link Governor to report on school estate works and to present information required for Governing Body decisions as required. * To work with the link governors responsible for Curriculum, Well-Being and Parent Voice or equivalent roles, to be aware of how sustainability and climate education is taught and acted on in the school * To have an active interest in, and develop an understanding of, climate education, decarbonising school operations and resilience to climate change impacts * To stay up to date on opportunities for the school including potential funding for the area of link responsibility * An ability to engage in/ encourage robust conversations with the schools SLT member leading on sustainability * To undertake termly link visits to the school to meet with the sustainability lead member of staff. Link visits should also engage the SBM, where possible include a meeting with children and staff with a view of gaining an insight into progress and outcomes of climate education and activities to improve the site * To provide written reports of each Link visit to the next meeting of the Governing Body |
| **Possible questions the Link Governor can ask:** | *Taken from the* [*NGA Environmental Sustainability Guide*](https://www.nga.org.uk/Knowledge-Centre/Vision-ethos-and-strategic-direction/Environmental-sustainability-a-whole-school-approa.aspx) *which includes a more comprehensive set of initial and in-depth questions.*  **Culture**   * Is there an eco-council/team? How are their views listened to and their initiatives supported to be successful? * Is there a role description and process for maintaining and supporting an eco/ sustainability lead member of staff? How is the role resourced? * Is sustainability and carbon reduction written into any SLT roles? * What happens at school level on a day-to-day to demonstrate a culture of caring about the planet and the need to act for sustainability * How do pupils develop positive attitudes and behaviours towards the environment?   **Curriculum**   * What and when do pupils learn about environmental and global sustainability? Does this go beyond science and geography for example? * How do pupils develop knowledge and understanding of their local environment? * Are all children given the chance to learn outdoors for example through forest school, local visits or residential trips? * Are climate/ environmental/ sustainability programmes accessible to all? * Do children learn about food production and nutrition? * Do careers programmes include ‘green jobs’?   **Community**   * Does the school/trust communicate with parents about what the school is doing (and why) and how they can contribute? * Does the school have any sustainability-focused activities or campaigns that involve the local community?   **Campus**   * Is energy use monitored and if not, how can we start to do this? * Have works to the building been accessed and carried out with a fabric first approach to improving building efficiency? * Have site improvement works been out with a consideration of climate resilience and biodiversity * Are there any works planned/ undertaken to specifically improve environmental sustainability or energy efficiency, i.e. LED lighting? * Could outdoor space be utilised for improving biodiversity or growing our own food produce? |
| **Reference documents** | [DfE Sustainability and Climate Change Strategy summary](https://schoolleaders.thekeysupport.com/administration-and-management/government-policies-and-legislation/changes-and-challenges-education/sustainability-and-climate-change-summary-dfes-strategy/)  [Sustainability Support for Education – DfE resource platform](https://www.sustainabilitysupportforeducation.org.uk/)  [NGA Environmental Sustainability Guide](https://www.nga.org.uk/Knowledge-Centre/Vision-ethos-and-strategic-direction/Environmental-sustainability-a-whole-school-approa.aspx) |