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.
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| **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
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| **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?
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| **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)  |