

TERMS OF REFERENCE

Wellbeing Link Governor Role



Education South West Local Governing Body

Approved By:	Full Governing Board
Date Approved:	September 2025
Appointed Governor:	<i>Tbc</i>
Cycle Review:	Annually
Date of Next Review:	September 2026

1. Summary of Role

The Wellbeing Link Governor is to monitor and help embed a wellbeing culture within the school. You are not expected to be an expert on mental health and wellbeing. You will use regular check ins with members of staff to gather insights you need to hold staff to account and drive school improvement in this area. You will ensure the school has given thorough thought to how mental health and wellbeing can be embedded in the curriculum and other school activities.

The time commitments required to deliver this role during the school year are:

- Attendance at Full Governing Board Meetings each half term
- 2 x meeting with the Headteacher/ Wellbeing and Mental Health lead teacher
- Where possible, informal drop in visits with staff

2. Operating Strategically

The Wellbeing Link Governors will ensure that they operate strategically. Link governors should not involve themselves in day-to-day management of the school or carry out staff roles on an unpaid basis. You may find out about potential wellbeing initiatives, or what other schools are doing, and suggest them to the Headteacher/ Wellbeing lead but it is for school leaders to decide whether, and how, to implement them.

3. Development and Training

Link governors will ensure they undertake all appropriate training to fully understand and deliver their role, including where possible and appropriate joining relevant staff training.

4. Monitoring

Establish a focus for each visit. This should be linked to any wellbeing priorities on the School Improvement Plan (SIP) or planned alongside the Headteacher/ Wellbeing Lead prior to your visit.

Not everything to do with wellbeing can be measured with data, but there are sources of evidence you can look at to see the impact of wellbeing initiatives in the school.

These might include

- Results from staff, pupil and parent surveys
 - The number and severity of behaviour incidents
 - Staff and pupil absence rates
 - Seeing a wellbeing initiative in practice on a learning walk around the school
 - Attending the Parent Forum
 - Conducting a wellbeing audit
-

APPENDIX 1

Questions to ask the mental health/wellbeing lead

General

- ♦ How are you?
- ♦ How are you managing your current workload?
- ♦ Is there anything I can do to support you further?
- ♦ How do you know there are clear systems and processes in place for identifying possible mental health problems in school?

Wellbeing initiatives

- ♦ What initiatives do we have in place for wellbeing (both for pupils and staff)?
- ♦ What is the evidence that this new initiative is needed?
- ♦ What progress has/is being made towards this initiative and our wider wellbeing objectives/vision?

Staff wellbeing

- ♦ How are staff doing? How do you know?
- ♦ How are you monitoring staff wellbeing?
- ♦ How many staff are on support plans and how are they being actively supported?
- ♦ How are staff consulted when it comes to big changes or new initiatives?
- ♦ How do you help to model a healthy work-life balance?

Staff turnover

- ♦ Why is our staff turnover rate X%?
- ♦ Do we know why staff leave (for example, is it due to high workload)? Is asking the reasons for leaving part of our exit interview process?
- ♦ Do we need to review any job descriptions/list of duties as a result?

Pupil wellbeing/the curriculum

- ♦ How is wellbeing promoted and nurtured in the curriculum and other activities? How
 - ♦ are pupils taught about mental health and wellbeing?
-