



Role description – School Governor

School governors make a valuable contribution to children's education, opportunities and futures. Being a school governor is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people, give something back to your local community and use and develop your skills in a board-level environment. You will also be joining the largest volunteer force in the country: there are over a quarter of a million volunteers governing state funded schools in England.

Schools need a governing body that have a balance and diversity of knowledge, skills and experience to enable it to be effective. Ofsted (the national inspection body for schools) has repeatedly noted that the most effective schools demonstrate effective leadership and management - including by the governing board.

Anyone aged 18 or over can be a governor (but there are some exceptions) and you do not need to be a parent. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. There is plenty of training available to help you learn about education. Schools needs and benefit from a range of professional knowledge on their governing board including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

Purpose of Post

In accordance with the Department for Education's Governance Handbook, the purpose of governance is to 'provide confident and strong strategic leadership, which leads to robust accountability, oversight and assurance for educational and financial performance'.

All boards, no matter what type of schools or how many schools they govern, have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.'**

The individual governor has a responsibility, working alongside other members of the governing body, to the staff and pupils of the school, the school's wider community and, where they are representatives, to their particular constituency (parents; staff; teachers; church; etc).

Parent Governors - Representation

- Parent governors are *representative* members of the parent body rather than *representatives of* parents
- Parent governors do not have to try to represent the views of all parents
- They should communicate with them about issues that arise, but only in so far as is reasonable

- When decisions are made by the GB, each parent governor is free to vote in accordance with their own views
- Governor first; Parent second

Responsibilities include:

- developing the strategic plan for the school
- determining aims, policies and priorities of the school
- setting statutory and non-statutory targets
- monitoring and evaluating the work of the school
- appointment of staff and ensuring the implementation of a range of personnel procedures
- management of the budget
- securing high levels of attendance and good standards of pupil behaviour
- ensuring that all children in the schools have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life.
- ensuring the health and safety of pupils and staff

Tasks include:

- to get to know the school: its needs, strengths and areas for development.
- to attend meetings (full governing body, committees and working groups).
- to work as a member of a team
- to speak, act and vote in the best interests of the school as one perceives them.
- to represent the perspectives of constituencies, where appropriate.
- to respect all governing body decisions and to support them in public.
- to act within the framework of the policies of the governing body and legal requirements.
- to commit to training and development opportunities

As a governor, you will be able to:

- Use your own experience of education and life beyond school to inform conversations
- Develop and utilise your skills in a board-level environment
- Make a valuable contribution to education and your community
- Support and challenge the school so that it improves for pupils and staff
- Bring your unique experiences, perspectives and insights in to decision-making in the interests of the school community

Governors set the aims and objectives for the school and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress the school is making and act as a source of challenge and support to the headteacher.

In action, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay
- Managing budgets and deciding how money is spent
- Engaging with pupils, staff, parents and the school community
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment
- Looking at data and evidence to ask questions and have challenging conversations about the school

Governors must be prepared to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Governors should also be committed to their role and to young people; confident in having courageous conversations; curious with an enquiring mind; able to challenge the status quo to improve things; collaborative to build strong relationships; critical to improve their own work and that of the board; and creative in problem solving and being innovative.

What will be expected of me?

The average time commitment is five to eight hours per month, although it will vary depending on the needs of the school and the role. This includes meetings, background reading and school visits.

Like magistrates or members of a jury, school governors and trustees have a right to reasonable time off work for their public duties, although this may be unpaid. Your company's HR department will be able to tell you about its policy.

The term of office for our governors is four years. Our Governors have often chosen to serve multiple terms, however as a volunteer you can resign before your term is finished if your circumstances change.

Governance is a voluntary role and therefore it is not paid.



Self-nomination

I would like to nominate myself as a parent governor. I am currently a parent/carer of a registered child at the school.

Signed _____

Print name _____

Name/Year Group of Child _____

Seconded

I would like to second the nomination

Signed _____

Print name _____

Name/Year Group of Child _____



Application form for a Parent Governor at Archbishop Runcie Church of England First School

Please complete in capital letters

At Archbishop Runcie CE First School, we are committed to the safeguarding and welfare of young people. All governors are subject to a DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Title	
First name	
Surname	
Address	
Postcode	
Email	
Telephone	

1. Do you have time to attend meetings and visit school, including during school hours? Yes ☐ No ☐
2. Do you have time to attend full governing body meetings which are held 4 times a year, at 6:00pm? Yes ☐ No ☐
3. Are you prepared to undertake appropriate governor training? Yes ☐ No ☐

For questions 4 and 5 below, please answer the questions **as fully as you can** as this information will be shared with parents in the event of a ballot and used to ensure your skills are utilised appropriately within the governing body. (If completing as a hard copy please continue on a separate sheet if necessary.)

4. Why are you interested in becoming a school governor?

5. What skills/experience do you have which you feel will benefit the governing body (with specific reference to three key skills identified via your completed skills audit)? **Max 500 words**

6. If you were successful in becoming Parent Governor, what suggestions would you make to further support the work of the Governing Body, in order to continue to build on our strengths?

7. I certify that I am not disqualified by any of the regulations below. I have also read the attached code of conduct and I am willing to abide by it.

I also give my permission for the School to make arrangements to carry out any checks they deem necessary in relation to this appointment (for example, Enhanced Disclosure and Barring Service check (*required by law from 1 September 2016))

Signed

Date

Please read the following disqualifications and sign above to certify that you are eligible to serve as a Governor

Who cannot be a school governor?

A governor must be aged 18 or over at the time of election /appointment and cannot hold more than one governor post at the same school at the same time. Registered pupils cannot be governors. A person is disqualified from holding or from continuing to hold office as a governor if they:

- are the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestered and the sequestration has not been discharged, annulled or reduced
- are subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429 (2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- have been removed from the office of charity trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body
- are included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- are barred from any regulated activity relating to children
- are subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008
- are disqualified from working with children or from registering for child-minding or providing day care
- are disqualified from being an independent school proprietor, teacher or employee by the Secretary of State
- have been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor
- have received a prison sentence of two years or more in the 20 years before becoming a governor
- have at any time received a prison sentence of five years or more
- have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor
- refuse a request by the clerk to make an application to the Disclosure and Barring Service for a criminal records certificate
- have failed to attend governing body meetings for a continuous period of six months, beginning with the date of the first meeting they failed to attend, without the consent of the governing body (this does not apply to ex-officio governors).

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Reference

Please complete in capital letters

First name

Surname

Job Title

Organisation,
address &
postcode

Relationship to
you

Email

Telephone