**Archbishop Benson Primary School**

**Governor Application Form**

**Schools need Governors who:**

* Are interested in the wellbeing of children.
* Bring appropriate skills and experience
* Will commit time and energy to the work of the governing board.
* Will visit the school during the working day occasionally.
* Will work as part of a team.
* Will attend training.
* Will work for the benefit of the school as a whole, and uphold its values.

**The key task for governing boards is to promote high standards of educational achievement.**

Governing boards work in partnership with the head teacher and staff of their schools and with the Local Authority. Support is available to ensure that governors have the necessary skills and knowledge. Once appointed, governors have access to a comprehensive programme of training and guidance.

**The completed, signed (electronic typed signature acceptable), form should be emailed to: Michael Williams** **clerk@archbishop-benson.cornwall.sch.uk**

**or** **by post to:**

Michael Williams

Clerk to Governors

Archbishop Benson Primary School

Bodmin Road

Truro

TR11 1BN

**Governor Recruitment Protocol**

The protocol for appointing Appointed Governors at Archbishop Benson Primary School is as follows:

* Expression of interest in becoming a governor is made known and the individual is invited to have an informal discussion with the Headteacher and a governor
* If the individual would like to take the process further then an application pack is emailed to them by the Clerk
* Application pack is completed and returned to the Clerk
* Application pack is reviewed and considered against the skills audit by two governors, who then confirm the applicant’s eligibility
* Application is presented to the FGB for recommendation to Members
* A written recommendation is sent to Members, giving the option for them to meet with the candidate if they wish, within an agreed timeframe. Members inform Clerk of their decision
* Candidate is informed of the outcome

**QUALIFICATIONS AND DISQUALIFICATIONS**

**Governors and Associate Members**

The Articles of Association of the Academy Trust Company covers the qualifications and disqualifications of governors.

A governor must be aged 18 or over at the time of his or her election or appointment and cannot be a registered pupil at the school. This does not relate to associate members.

A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a governor or associate member if he or she:

• fails to attend the governing board meetings – without the consent of the governing body – for a continuous period of six months, beginning with the date of the first meeting missed (not applicable to ex officio governors);

• is subject to a bankruptcy restriction order, an interim bankruptcy restriction order, a debt relief order or an interim debt relief order;

• has had his or her estate sequestrated and the sequestration order has not been discharged, annulled or reduced;

• is subject to:

i) a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986

ii) a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989

iii) a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002

iv) an order made under Section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order);

• has been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of any body;

• is included in the list of people considered by the Secretary of State as unsuitable to work with children;

• is disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002;

• is disqualified from registration for childminding or providing day care;

• is disqualified from registration under Part 3 of the Childcare Act 2006;

• has received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a governor or since becoming a governor;

• has received a prison sentence of two-and-a-half years or more in the 20 years before becoming a governor;

• has at any time received a prison sentence of five years or more;

• has 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;

• refuses to allow an application for a Disclosure and Barring Service check.

A governor must not also be a clerk to the governing board at which he or she is a governor.

**Self Nomination Form for Appointment as a School Governor**

Title: **……………………………**

First name: **………………………………………………………………………….…………………..**

Last name: **………………………………………………………………………………….…………..**

Address: **…………………………………………………………………………………………………**

 **…………………………………………………….………**Postcode: **…..…………………...**

Date of Birth **……………………………………….**

Tel: (H**)…………………………………………………..**

Tel: (W) **…………………………………………………**

Tel: (M) **………………………………………………….**

Email**:** **………………………………………………………………………………….**

Length of residence in the area: **……………………………………………………..**

Do you have any children at school? Y/N If yes which school(s) do they attend?

**……………………………………………………………………………………………..**

|  |
| --- |
| Occupation  |
| If a teacher please state the name of the school: |
| If a retired teacher, please state former school and date of retirement:  |
| If a CC employee please state department: |
| If you are related to a teacher, an employee or governor at any school please give details: |
| **Current Governorships** Please identify type of school, i.e. LA, Independent |
| **Previous Governorships** Please give dates of service |
| Reasons for Applying |

**What would make you a good school governor?**

At the end of this application form is our most recent Governing Board Skills Audit.

Please complete this sheet and outline how you can contribute to our current skills base particularly where we may have gaps. You can also use this sheet to outline if you have a new or different expertise or skills range to offer the school: (please continue on further sheet if necessary):

* **Relevant Skills:**

**e.g.** Good communication skills, analytical skills.

* **Experience:**

**e.g.** Experience of being a governor, performance management of staff, budget monitoring etc.

* **Personal Attributes:**

**e.g.** Interest in the education of children, time commitment, willingness to learn and develop skills.

* **Working in collaboration within a team:**

**e.g.** working to common objectives, able to establish good relationships.

* **Other**

**I can confirm that I am not disqualified from being a Governor (see page 3).** □

**I understand that I may be subject to a Disclosure and Barring Service (DBS) check, in line with regulations, if I am appointed.** □

**I understand that I may be required by the school to supply referees.**  □

**Signed**:**……………………………………………….. Date**: **…………………………………….**

**(electronic typed signature acceptable)**

**Referees**

Please provide names and addresses of two referees. These can be business (including your employer if you are in work) or personal, and ideally have known you at least 2 years

|  |  |
| --- | --- |
| **Referee 1:** | **Referee 2:**  |
| **Address: (Include Postcode and Email if known)** | **Address: (Include Postcode and Email if known)** |

| Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours | Level of knowledge or skills/behaviour, rate on scale of:No 🡪 🡪 🡪 Yes |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. Strategic leadership
 |
| I am committed to improving education and welfare for all pupils. |  |  |  |  |  |
| I understand current national education policy and the local education context. |  |  |  |  |  |
| I have previous experience of being a board member in another sector or a governor/trustee in another school.  |  |  |  |  |  |
| I have experience of chairing a board/governing board or committee. |  |  |  |  |  |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. |  |  |  |  |  |
| I am committed to the school’s vision and ethos of the trust. |  |  |  |  |  |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. |  |  |  |  |  |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. |  |  |  |  |  |
| I am confident I can identify when to seek independent/professional advice.  |  |  |  |  |  |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.  |  |  |  |  |  |
| I have experience of promoting community cohesion. |  |  |  |  |  |
| I am proficient in prioritising, assessing and mitigating risk.  |  |  |  |  |  |
| I have experience of school sector risk management, including managing conflicts of interest/loyalty.  |  |  |  |  |  |
| 2. Accountability |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. |  |  |  |  |  |
| I have expertise in curriculum development, school assessment and progress/attainment. |  |  |  |  |  |
| I have experience of working with leaders to establish expectations for improvement and outcomes.  |  |  |  |  |  |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.  |  |  |  |  |  |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. |  |  |  |  |  |
| I have an understanding of the board’s duties in relation to safeguarding including Prevent.  |  |  |  |  |  |
| I have an understanding of special education needs and disabilities (SEND). |  |  |  |  |  |
| I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives. |  |  |  |  |  |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.  |  |  |  |  |  |
| I have experience of procurement/purchasing. |  |  |  |  |  |
| I have experience of property and estate-management. |  |  |  |  |  |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay. |  |  |  |  |  |
| I have experience of school sector HR policy and processes. |  |  |  |  |  |
| I have experience of change management (overseeing a merger or an organisational restructure). |  |  |  |  |  |
| I have experience of preparing for and responding to external oversight.  |  |  |  |  |  |
| I have experience of inspection and oversight in the school sector.  |  |  |  |  |  |
| 3. People |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.  |  |  |  |  |  |
| I am a strong communicator and committed to building strong collaborative relationships.   |  |  |  |  |  |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. |  |  |  |  |  |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.  |  |  |  |  |  |
| I am committed to equal opportunities and the promotion of diversity. |  |  |  |  |  |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.  |  |  |  |  |  |
| 4. Structures |
| I am familiar with the strategic nature of the board’s functions and how this differs from and works with others including senior leaders.  |  |  |  |  |  |
| I have experience of reviewing governance structures.  |  |  |  |  |  |
| 5. Compliance |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.  |  |  |  |  |  |
| I understand and accept the legal duties, responsibilities of a governor/trustee. |  |  |  |  |  |
| Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.  |  |  |  |  |  |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.  |  |  |  |  |  |
| I have the confidence and ability to speak up when concerned about non-compliance.  |  |  |  |  |  |
| 6. Evaluation |
| I am aware of my own strengths and weaknesses and committed to personal development. |  |  |  |  |  |
| I have experience of evaluating board decisions and am willing to contribute to board self-review.  |  |  |  |  |  |

**Existing governors/trustees only**

What contribution do you feel you have made to the governing board over the past year?

|  |
| --- |
|  |

Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board’s responsibilities to which you would like to contribute in the future?