



Governor Application Form

Introduction

Thank you for your interest in being a governor at Brinsworth Whitehill Primary School.

This form contains some introductory information about being a school governor and the level of commitment we expect from someone in this role. We also need you to provide some further information about yourself, so that we can ensure that our governing body contains a good mix of the skills, interests and expertise we need.

What does a governor do?¹

A school governor contributes to the work of the governing body by ensuring high standards of achievement for all children in the school by:

- setting the school's vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the school and its pupils;
- overseeing the financial performance of the school and making sure its money is well spent.

The role of governor is largely a thinking and questioning role, not a doing role. You are not there to manage the school, fundraise or do the jobs of school staff.

In law, the governing body is a corporate body which means that:

- no governor can act on his/her own without proper authority from the full governing body;
- all governors carry equal responsibility for decisions made; and
- the overall concern of all governors (whichever route they come from) must be the welfare of the school as a whole.

Seven principles of public life²

We expect all governors to uphold the seven principles of public life (the Nolan principles) which form the basis of the ethical standards expected of all public office holders: selflessness, integrity; objectivity; accountability; openness; honesty; and leadership.

Governor person specification

We expect all governors to be able to demonstrate the following essential qualities and attributes (adapted from the NGA skills audit checklist):

- commitment to improving education for all pupils;
- ability to work in a professional manner as part of a team and to take collective responsibility for decisions;
- willingness to learn and to engage in training and development;
- commitment to the school's vision and ethos and to the democratic values of freedom, tolerance and respect for the rule of law;
- literacy, numeracy and IT skills, sufficient to deal with governing body papers and school data.

¹ This is an edited extract from the National Governors' Association factsheet, with further details available at: http://www.nga.org.uk/getattachment/Be-a-Governor/What-do-governorsdo/What_does_a_governor_do.pdf.aspx.

² See <https://www.gov.uk/government/publications/the-7-principles-of-public-life> for further details.

Across the Governing Body as a whole, we are also looking to ensure that a range of specialist skills are covered (but we do not expect any individual governor to have all of these), including: understanding and experience of governance; strategic planning; human resources and performance management; data analysis; financial planning/budgeting; community engagement and volunteering; legal understanding; premises and property management; and experience of working in education/social care/health settings.

Time commitment

We expect a governor to be committed to regular attendance at, and contribution to, governing body meetings and associated committees. Typically, a governor will need to spend between 10 and 20 days each year on governor responsibilities. For new governors, the time commitment will be at the lower end of this range, while more experienced governors are likely to spend more time on the role.

Under Section 50 of the Employment Rights Act 1996, if you are employed you are entitled to reasonable time off to undertake public duties, including school governance. 'Reasonable time off' is not defined in law, so you will need to clarify with your employer how much time you will be allowed.

Training and development

We expect all governors new to the role to complete the induction training course. This is provided by Learners First and paid for by the school. In addition, we expect all governors to attend other relevant training and development sessions, including those provided as part of governor day meetings at the school.

The school also requires all governors to undertake a Disclosure and Barring Service (DBS) enhanced check.

Expenses

Governors may receive out of pocket expenses incurred as a result of fulfilling their role. This can cover incidental expenses such as travel or childcare, but not loss of earnings.

Information about you

Please provide the following information to assist us in our selection process.

Contact details

Title:	
First name:	
Surname/family name:	
Address:	
Postcode:	
Email:	

Employment

Details of your current or most recent employer and job role:

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Education

Please provide details of any educational qualifications you hold which you think are relevant to the role, including professional qualifications and membership of professional bodies.

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Supporting information and skills

Please outline why you wish to be a governor (100-300 words).

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Experience and Skills

Please tick your level of experience and skills for each of the following categories, where relevant. No governor is expected or required to have all of these skills, but we aim to ensure that the governing body as a whole contains a good mix of these. Please also note that you will not be required to use any specialist knowledge you have in a professional capacity within the school.

General skills, knowledge and experience	Basic level	Moderate	Extensive
Governance (including other sectors)			
Strategic planning			
Self-evaluation			
Data analysis			
Staff recruitment			
Performance management			
Community relations			
Leadership, including chairing meetings			
Negotiations &/or dealing with complaints/appeals			
Decision-making			
Challenging procedures			
Monitoring decisions/outcomes/performance			

Specialist knowledge, skills and experience	Basic level	Moderate	Extensive
Financial management/accountancy			
Human Resources			
Law			
Premises and facilities management			
ICT			
PR and marketing			
Fundraising			
Education sector experience (please specify level, e.g. primary/secondary/FE/HE)			
Volunteering/community sector			
Health sector			
Children and young people's services			
Health and safety			
Procurement/purchasing			

Please outline why you think your skills and experience would make you an effective governor, taking account of the skills checklist (up to 250 words)

References

Please provide details of one referee who we can contact about your suitability to be a governor. This could be a current or former employer, a colleague, or a person of standing within your local community.

Please do not use a family member or friend.

Referee name:	
Relationship to you (e.g. current or former employer, colleague etc.)	
Contact address:	
Telephone/mobile number:	
Contact email:	

Please forward the completed application form to:

Brinsworth-whitehill.primary@rotherham.gov.uk

Or post to:

Brinsworth Whitehill Primary School

Howlett Drive

Rotherham

S60 5HT