



GOVERNOR RECRUITMENT

“Learning Together, Shaping the Future”

15 May 2023

Dear Parent/Carer,

PARENT GOVERNOR ELECTION

I am writing to you to invite you to stand for election as a parent governor, or nominate another parent to do so.

Nominations can only be accepted from parents or carers who have children registered at the school on the day that nominations close.

Hall Green is a popular, vibrant and successful school with a track record of high standards and successful outcomes for pupils of all backgrounds and ability. The diversity of the school population enriches the lives of all the community, and has earned the school an enviable reputation for inclusion. Hall Green is a school that continually seeks to build on the successes of the past and adapt to the needs of the future and is committed to safeguarding and promoting the welfare of all its pupils. In a changing world, we continue to focus on the essentials that make Hall Green successful: the quality of our teaching and learning; personal pastoral care for every individual in the school; strong relationships with parents, carers and the wider community.

Our governors and staff are committed to providing the very best for the children in our care. Our aims are that:

- Every pupil makes outstanding progress.
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning.
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen.
- Every pupil shows care and respect for others.
- Every pupil values and celebrates diversity.
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

The role of the Governing Body

The Governing Body (GB), with the Headteacher, has overall responsibility for the running of the school. The role of a school governor is to contribute to the work of the Governing Body in ensuring high standards of achievement for all children and young people in the school by:

- ensuring clarity of vision, ethos and strategic direction;

- holding the Headteacher to account for the educational performance of the school, its pupils, and the performance management of staff; and
- overseeing the financial performance of the school and making sure its money is well spent.

Why be a governor?

The role of governor can be demanding but very rewarding. Many people want to give back to the community they live in and being a governor can provide this opportunity. We are not complacent in what we do and always believe in striving for improvements to ensure our pupils have the best possible opportunities. Our Governing Body play a vital role in shaping policy, providing strategic direction, and monitoring the effectiveness of the work of the school.

“Hall Green is a great school and the staff do an amazing job. I wanted an opportunity to work with them in providing the best education to young people.”

Member of the Governing Body

“Most importantly, as a mum to four great children, I know how important school is and that young people only get one chance at their school life. I am therefore passionate about every child’s’ right to a high-quality education both in school time and beyond.”

Member of the Governing Body

Expectations:

- Attending meetings of the Governing Body committees and sub-committees, usually outside of school hours and contributing to Governing Body business;
- Reading reports and papers and keeping up to date on the progress that the school is making;
- Willingness to take on a link governor role; and
- Visiting the school from time to time during the school day.

The following outline will help you to understand the time commitment to be a governor. Most governors are members of the full governing body and one committee:

- Full Governing Body – 6 meetings per year, approximately 2 hours each meeting;
- Pastoral and Curriculum Committee – 5 or 6 meetings per year, approximately 1.5 hours each meeting;
- Finance and General Purposes Committee - 5 or 6 meetings per year, approximately 1.5 hours each meeting.

You will be expected to sign a governors’ Code of Conduct, and to have:

- A strong commitment to the role and improving outcomes for children;
- The inquisitiveness to question and analyse;
- The willingness to learn;
- Good inter-personal skills;
- Appropriate levels of literacy in English; and
- Sufficient numeracy skills to understand data.

On-going training is available for all governors and the Governing Body has an expectation that those new to school governance attend the free induction training.

Appendix A summarises the circumstances under which someone cannot serve as a governor. In addition, parents/carers who have paid employment in the school for 500 or more hours in any consecutive twelve-month period, or who are elected members of the Local Authority are not eligible to stand in parent/carer elections.

If you would like to stand for election, please complete the enclosed nomination form and return it to the school for the attention of Mrs P Elliott, PA to the Headteacher no later than **Tuesday 6 June 2023**. You may also include a personal statement to support your nomination. There is no limit on the length of this statement. However, we encourage candidates to be succinct when setting out the skills, experience and attributes that they can bring to the Governing Body to support their nomination. Self-nominations will be accepted, but if you are nominating another parent please seek their prior consent.

If there are more nominations than vacancies the election will be by secret ballot. If a ballot is necessary, voting papers will be sent to all parents together with details of the ballot procedure.

We would encourage visits to the school to meet us and find out more about this important role.

Yours faithfully

A handwritten signature in black ink, appearing to read 'G Scott-Cook', written in a cursive style.

Mr G Scott-Cook
Chair of Governors



APPLICATION FORM
For the election of parent governor

Name: _____

Address: _____

Signature of person nominated: _____

Signature of proposer (if different to nominee): _____

Name and address in BLOCK letters of proposer for parent/carer applications (if different to nominee):

Child's name and class (if applicable): _____

Do you have any criminal conviction, including unspent, of have you been subject to any conditional discharge, bindovers, warnings or cautions?	If yes, please provide details:
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We take the safeguarding of children very seriously and therefore we are unable to appoint anyone who does not comply with the Disclosure and Barring Service Check (if required by the school), or whose check raises concerns.

Educational and Professional Qualifications (This can include GCSE's, A Levels, Degrees or any other relevant courses and training).	
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Please tell us about your most recent employment, as well as any past roles you feel may be relevant to the position of school governor, this may include voluntary positions.
Continue onto a separate sheet if necessary.

Employer	Start Date	End Date	Position Held	Main Responsibilities

<p>Experience or Knowledge of Education (if any).</p>	
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<p>Please tell us why you want to become a governor, what you will bring to the role and what you will gain from it.</p>	
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<p>How did you hear about being a governor?</p>	
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If you have any friends, family members or colleagues who would be interested in becoming a governor we would be delighted to send them more information. Please add their names and addresses here:

Personal Statement

There is no limit on the length of this statement, however, we encourage candidates to read the nomination letter carefully, to be succinct when setting out the skills, experience and attributes that they can bring to the governing body to support their nomination. For parent/carer governor elections, your personal statement will be provided to each person who is eligible to vote.

I wish to submit my nomination for the consideration of parent/carer governor. Yes / No

If yes:

I confirm: (i) that I am willing to stand as a candidate for election as a parent/carer governor and
(ii) that I am not disqualified from holding office for any of the reasons set out in the School Governance (Constitution) (England) Regulations 2012.

I wish to submit my application for the consideration of community governor. Yes / No

If yes:

I confirm: (i) that I am not disqualified from holding office for any of the reasons set out in the School Governance (Constitution) (England) Regulations 2012.

Signature*:

Date:

**If submitting electronically, a typed name is acceptable. Your actual signature will be gained at a later date.*

Governor Skills Matrix

Why is this important?

This skills check is a useful way of assessing the needs of the governing board, it is used to identify training needs, recruitment, assign committee members and succession planning. This model can be used to help identify any knowledge, experience, skills and behaviours the governing board still needs to deliver their functions effectively.

How Does It Work?

No individual is going to have all the skills listed. The governing body is a team, and the purpose is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

Knowledge, Experience, Skills and Behaviours	Level of experience/skill: rate on scale of 1 (limited) to 5 (extensive). Please tick.				
Strategic Leadership	1	2	3	4	5
Links with the local community and experience of promoting community cohesion.					
Experience of professional leadership.					
Experience of chairing a board/governing board or committee.					
Experience of applying strategic planning to set and preserve the culture of an organisation.					
An ability to work as part of a team, questioning and challenging to identify viable options and make collective decisions.					
An understanding of the principles of risk management and how they apply to education and the organisation.					
Experience of performance management and carrying out appraisals of other people.					
Experience of stakeholder management and engagement, including communicating with and taking into account the views of pupils and parents.					
Ability to identify viable options and the most likely to achieve the organisations goals and objectives.					
Knowledge and Experience	1	2	3	4	5
An understanding of key principles, drivers and cycle of school improvement.					

Knowledge and Experience continued	1	2	3	4	5
An understanding of the importance of collecting high quality data and experience of using data to interpret/evaluate performance and identify target improvement areas.					
Experience of financial management, including the monitoring of allocated budget and funding and contributing to financial self-evaluation and efficiency drives.					
Experience of property, estate and facilities management.					
An understanding of relevant national standards for the phase and type and how they are used for accountability.					
An understanding of the importance of a broad and balanced curriculum.					
An understanding of the requirements relating to the education of children with SEN, safeguarding or health and safety.					
People	1	2	3	4	5
A commitment to building strong collaborative relationships, with a willingness to listen, learn and reflect upon a variety of views.					
A commitment to equal opportunities and the promotion of diversity.					
Strong communication skills, with the ability to discuss sensitive issues in a tactful manner.					
Experience of conflict resolutions and influencing consensus.					
A willingness to learn with a commitment to self-development.					
A willingness to devote time, effort and enthusiasm to the responsibilities of a school governor.					
Structures	1	2	3	4	5
An understanding of the strategic nature of the boards functions and how this differs/complements the operational role of senior leaders.					
Ability to contribute to the design of governance/committee structures that are fit for purpose and adapt existing ones as required in light of new learning/experience.					
Compliance	1	2	3	4	5
An understanding of the importance in adhering to organisation policies (e.g. parental complaints, staff discipline issues).					

Compliance continued	1	2	3	4	5
A commitment to understanding and an acceptance of the legal duties and responsibilities of a school governor/trustee.					
Evaluation	1	2	3	4	5
A recognition of own strengths and areas for development and willingness to engage in support and training opportunities to improve knowledge and skills.					
Maintains a personal development plan and is open to training opportunities that benefit both the individual and the strategic aims of the governing body.					

Completed nomination forms should be returned to Mrs P Elliott, PA to the Headteacher
p.elliott@hallgreen.bham.sch.uk.

Appendix A - Qualifications and disqualifications to serve as a school governor

A governor must be aged 18 or over at the time of his/her election or appointment and 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 of a school at any time when the person is a registered pupil at the school.

A parent is disqualified from election as a parent governor if they are serving as a governor in another governor category at the same school unless they resign their current governor position.

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

- Is subject to a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order;
- Has had his/her estate sequestrated and the sequestration has not been discharged, annulled or reduced;
- Is subject to:
 - a disqualification order or disqualification undertaking under the Company Directors Act 1986;
 - a disqualification order under the Companies Directors Disqualification (Northern Ireland) Order 2002;
 - a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002;
 - an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a county court administration order);
 - a direction of the Secretary of State under section 128 of the Education and Skills Act 2008.
- Is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006;
- Has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or Commissioners or High Court on the grounds of any misconduct or mismanagement in the administration of the charity, or under section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from being concerned in the management or control of anybody;
- Is included in the list of people considered by the Secretary of State as unsuitable to work with children (under section 1 Protection of Children Act 1999);
- Is disqualified from working with children or subject to a direction under section 142 of the Education Act 2002;
- Is disqualified from working with children under sections 28,29, or 29A of the Criminal Justice and Court Services Act 2000;
- Is disqualified from registration under Part 2 of the Children and Families (Wales) Measure 2010 for child minding 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 3 months (without the option of a fine) in the 5 years before or since becoming a governor;
- Has received a prison sentence of 2½ years or more in the 20 years before becoming a governor;
- Has at any time received a prison sentence of 5 years or more;
- Has been convicted under section 547 of Education Act 1996 (nuisance or disturbance on school premises) or under section 85A of the Further and Higher Education Act 1992 (nuisance or disturbance on educational premises) during the 5 years prior to or since appointment or election as a governor;

- Is employed at the school for more than 500 hours in any twelve consecutive months if wishing to stand for parent governor at the same school;
- Is an elected member of the Local Authority;
- Has refused a request by the clerk to the governing body to make an application under section 113B of the Police Act 1997 for a criminal records certificate;
- Has been disqualified from holding office as a governor of this school due to failure to attend governing body meetings for a continuous period of six months without the consent of the governing body.

**ANYONE PROPOSED OR SERVING AS A GOVERNER WHO IS DISQUALIFIED
FOR ONE OF THE ABOVE REASONS MUST NOTIFY THE
CLERK TO THE GOVERNING BODY.**