



HALL GREEN SCHOOL – SCHOOL BOARD RECRUITMENT

“Learning with Compassion, Ambition, Responsibility, and Excellence”

I am writing to inform you know that we currently have a Parent/Carer School Board Member vacancy at Hall Green School. Applications can only be accepted from parents or carers who have children registered at the school on the day that the vacancy closes.

If you would like to apply, please complete the enclosed form and return it to the school for the attention of Mrs P Elliott, PA to the Headteacher no later than midday on Thursday 26 February 2026.

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 parent/carers, carers and the wider community.

Hall Green School is a founding member of West Midlands Academy Trust (WMAT). Formed in January 2025, WMAT brings together Hall Green, Kings Norton Girls', and Swanshurst School with the vision of "Achieving more together." WMAT focuses on high-quality education, ensuring strong academic progress, personal development, and well-being for all. The Trust fosters collaboration, mutual support, and high expectations across schools while respecting individual identities. Its operational model emphasises earned autonomy, efficient central services, financial sustainability, and school-led policies. With a commitment to continuous improvement and strategic growth, WMAT aims to create a brighter future for every student, ensuring both academic and personal success.

Principles of West Midlands Academy Trust (WMAT)

Mission

- Relentless focus upon delivering an excellent Quality of Education, resulting in strong progress and attainment for all groups of pupils.
- Emphasis upon personal development and well-being for staff and pupils.

Culture

- High ambitions and high expectations for all staff and pupils.
- Individual school identities matter - names, logo, uniform etc. - not a 'corporate look'.
- Staff focused culture - role of leaders is to facilitate outstanding provision, supporting and enabling all staff to perform exceptionally well and in pupils' best interests.

- Collaborative practice - in all aspects of the trust (peer review, policy development) - horizontal and vertical - collaboration within and between schools is the cultural norm and is built into quality assurance/review processes in all aspects of trust operations.
- Collective responsibility - an issue is everyone's issue, every pupil and staff member is of equal importance across the trust.
- Responsive to context, while strategic in approach - i.e. not one size fits all, but always looking towards the future implications or options.

Hall Green School's aims:

1. Develop a wide variety of high quality, inclusive academic, personal, and social opportunities to enable all pupils to achieve their full potential, developing **ambition** in their choices when they leave school.
2. Ensure those with barriers to success, whether due to internal or external factors, are provided with the support needed to be successful and achieve **excellence**.
3. Develop a Hall Green identity and feeling of belonging through developing pupils' sense of individual and collective **responsibility**.
4. Develop a culture focused upon positive pupil and staff wellbeing, encouraging **compassion** for all.

Hall Green School's values:

Compassion

- *We demonstrate kindness, empathy, and respect for all*
- *We help those in need of support, being charitable and generous to others*
- *We have due regard for other people's feelings, wishes, and rights*

Ambition

- *We enable pupils to have a positive vision for their future*
- *We work hard with a determination to succeed*
- *We work to develop self-belief and create a growth mind-set*

Responsibility

- *We understand the importance of being responsible for our actions*
- *We aim to be responsible in the decisions we take*
- *We encourage pupils to take up positions of responsibility*

Excellence

- *We strive for academic and personal excellence*
- *We lead through being positive role models for others*
- *We engage fully in opportunities for growth and development*

Legal framework and government policy

WMAT is a charitable company limited by guarantee. It is therefore subject to charity and company law, and to laws that affect all organisations (such as Health and Safety and employment law). As a charitable company that runs state-funded education, it is also subject (either directly

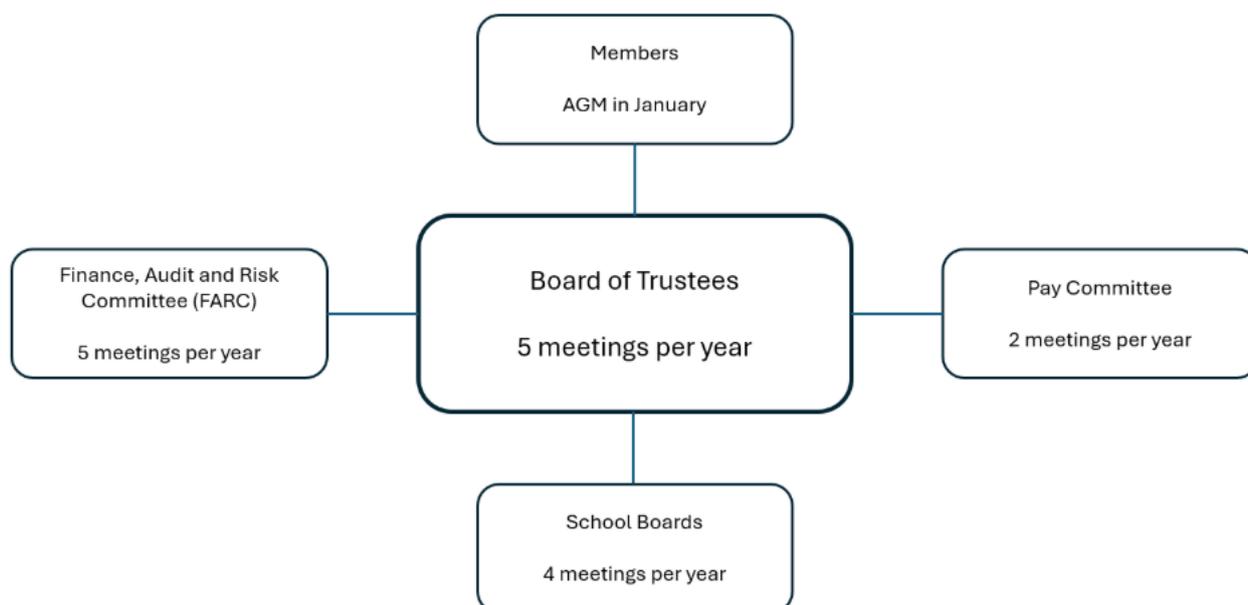
from legislation or through Funding Agreements) to various pieces of legislation relating to education and children and young people (including safeguarding). The Board of Trustees is the legal Governing Body/accountable body for all schools within WMAT.

The Trustees of WMAT are subject to the duties of trustees under charity law and of directors under company law.

The charitable Object of WMAT is “to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum” (Article 4 of the Articles of Association).

Governance structure

Our legal governing body is the WMAT Board of Trustees, made up of representatives from the three founding schools. Each school has a School Board that is made up of representatives from the school community.



Our Trustees, School Board members, and staff are committed to providing the very best for the children in our care.

Composition of School Boards

Each School Board would determine its composition in accordance with the following guidance:

Category	Requirement
Headteacher	1, ex-officio
Staff	2 (1 teaching and 1 support staff)
Parent/Carers	2
Community	4-8
Total	Between 9 and 13

Why be a School Board member?

The role of School Board member 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 School Board 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

Terms of Reference for School Boards

A School Board is to focus upon educational provision and performance, including ensuring that understanding of the community and its views informs the School Development Plan, and safeguarding.

A School Board is collectively accountable to the Trustees.

Duties

The duties of the School Board are to:

1. Champion and foster WMAT’s mission and principles in the school;
2. Support the implementation of the school’s vision, aims and objectives;
3. Establish procedures for receiving the views of the school community, and ensure that the self and external evaluation outcomes (supported by the views of the school community) inform the School Development Plan;
4. Contribute to and approve the school’s self-evaluation and School Development Plan;
5. Contribute to the development of the school budget and monitor the in-year financial position;
6. Support and challenge the performance of the school through receiving and considering:
 - Self and external evaluation outcomes;
 - Information about staffing;
 - Work supported by WMAT centrally funded resources and the impact of this;
 - Overview of the curriculum, its adaptation for cohort characteristics, its implementation and its impact (which may also be SDP priorities/Lead Governor roles);
 - Quality of Education including information/data regarding pupil progress and attainment (including KS4 and KS5 outcomes), attendance, and behaviour and attitudes for learning (including suspensions and exclusions), Safeguarding, SEN, and Careers Education Information Advice and Guidance (CEIAG);
 - Quality of Teaching;
 - Any MAT or external reviews or quality assurance;

- Information regarding the implementation and impact of the School Development Plan, including through Lead Governor roles and visits;
 - External reviews or assessments of school provision, including Ofsted reports;
7. Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required;
 8. Make and be involved in decisions in accordance with the Scheme of Delegation; and
 9. Provide feedback and challenge to the Board of Trustees as advocates for the school.

School Board members would be involved in Headteacher recruitment and Headteacher Performance Management (both processes led by the CEO). School Board members would be involved in Deputy Headteacher recruitment.

Decisions delegated to the School Board

1. Composition of the School Board within the framework set out above;
2. Appointments to the School Board;
3. Establishment, terms of reference, and disbanding of any Working Groups for the School Board;
4. Appointment of the Clerk to the School Board, unless the Board determines a trust-wide approach to clerking;
5. Appointments to the required Lead School Board Member roles (Chair, Vice Chair, Safeguarding, Inclusion/SEND, finance, Well-being, and Careers Education);
6. Identification of and appointment to other Lead School Board Member roles linked to the School Development Plan;
7. Approval of the vision, values and aims of the school;
8. Recommendation to the Board of Trustees if they wish to change the name of the school;
9. Approval of the School Development Plan;
10. Approval of the School Self-Evaluation;
11. Approval of the overall school curriculum, including subjects at KS3, KS4, and (where applicable) KS5, and the duration of KS3;
12. Approval of the admission policy (including admission appeals process) if there are no changes to Published Admission Number or over-subscription criteria; able to recommend changes to PAN and over-subscription criteria to the Board;
13. Involvement in any significant changes to the school that would require approval of the Secretary of State (such as expansion/contraction, SEND provision, gender, establishment/discontinuance of sixth form) (the Trustees would make the decision about whether to apply to Secretary of State);
14. Recommendation of the approval of school reserves (the Trustees would approve the usage as part of budget approval); and
15. Policy approvals as set out in the Scheme of Delegation.

Lead School Board Member roles

The Role Description for a School Board Member is provided in Appendix 1. Each School Board would have the following roles:

- Chair
- Vice Chair
- Safeguarding
- Inclusion/SEND
- Finance

- Health & Safety including cyber security
- Careers Education Information Advice and Guidance (CEIAG)
- Well-being of staff and pupils
- Other roles to link to the School Development Plan

Expectations

- Attending meetings of the School Board, including panel hearings, usually outside of school hours and contributing to School Board business;
- Reading reports and papers and keeping up to date on the progress that the school is making;
- Willingness to take on a link 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:

- School Board – 4 meetings per year, approximately 2 hours each meeting;
- Panel meetings as and when required e.g. disciplinary panels, permanent exclusion panels.

You will be expected to sign a Code of Conduct.

Person Specification for School Board Members

An effective School Board Member will demonstrate:

- A commitment to securing the best educational outcomes for all children;
- A commitment to the vision, values, and objectives of WMAT and the school(s) overseen by the School Board;
- Understanding of the role of a School Board Member and experience of non executive governance;
- A commitment to the legal duties, responsibilities and liabilities of being a member and adhering to Nolan's seven principles of public life;
- A willingness to devote the necessary time and effort to their duties as a School Board Member and to develop themselves and others to create highly effective governance;
- Effective communication and interpersonal skills, both in person and via electronic communication (including email and video / audio conferencing);
- An ability to evaluate and make use of a wide range of information and data, to question effectively in a manner that encourages reflection and helps move discussion forward
- Impartial and evidence based decision making;
- An independent mind, able to lead and contribute to courageous conversations;
- An ability to willingly express opinions and to play an active role on the board by providing appropriate challenge.
- An ability to listen and work in partnership with others, alongside an understanding of the importance of building strong working relationships within the board and with executive leaders, staff, parent/carers and carers, students and the local community.
- An ability to challenge conventional ideas and be open-minded about new approaches to problem-solving.
- An ability to recognise the value of innovation and creative thinking to organisational development and success.
- The capacity to develop specific knowledge and understanding of the school and its community;
- A sense of fairness;

- A commitment to equalities;
- Tact and diplomacy;
- An ability to work as a member of a team;
- An ability to respect confidentiality; and
- A commitment to participate in training and self-evaluation.

On-going training is available for all School Board members; there is an expectation that those new to school governance attend the free induction training.

Skills sets required

In this round of recruitment, we are specifically looking for applicants with experience/knowledge in the following areas:

- Education
- Health & Safety
- Law
- Estates
- HR

Recruitment and appointment of School Board members

Parent/carer School Board members shall be appointed by the following process:

- Seeking nominations from all parent/carers of pupils attending the relevant school at the closing date for nominations being sought. This would include an indication of skill sets that the School Board's skills audit and the school improvement plan indicate would be most beneficial to the school;
- If there are fewer nominations than vacancies, and if the nominees have appropriate skills sets, the nominees are appointed by the School Board following ratification from the Board of Trustees. If there remains a vacancy due to lack of nominees with appropriate skill sets, the School Board may hold the post vacant until the following term if the School Board considers this appropriate, such as to enable parent/carers of an incoming year group to be eligible, before seeking new nominations and following this process. If after two rounds there remains vacancy(ies) then the School Board may seek to appoint parent/carers with appropriate skills as parent/carer members to fill any vacancies in accordance with Articles 54 – 56 and the Trustees delegate the necessary powers to the School Board to make these appointments;
- If there are more nominations than vacancies, the School Board will develop a shortlist of the nominations who have appropriate skill sets (and this process may involve meeting nominees), and an election will be held where the parent/carers / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per vacancy per parent/carer) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the School Board following ratification from the Board of Trustees. If there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).

The term of office is four years.

All individuals will be eligible for re-election (if they continue to meet eligibility requirements) or re-appointment if they continue to meet the eligibility requirements for that category of School Board member. A School Board may decide to propose a former parent/carer Member as a Community Member if the individual has suitable skills and the School Board has a vacancy at the appropriate time.

Appendix B summarises eligibility requirements of a School Board member.

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 'K Slater', with a long horizontal flourish extending to the right.

Miss K Slater
Headteacher



APPLICATION FORM
For the Role of School Board member

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): _____

Type of role you are applying for:

Parent/Carer member: YES/NO

Community member: YES/NO

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

Experience or Knowledge of Education (if any).	
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<p>Please tell us why you want to become a School Board member, what you will bring to the role and what you will gain from it.</p>	
<p>How did you hear about being a School Board member?</p>	

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. Please note that in the event of more than nominations than the number of vacancies, your statement will be shared with the parent/carer/carer body.

I wish to submit my nomination for the consideration of parent/carer/carer School Board member:
 Yes/No

If yes, I confirm:

- (i) that I am willing to stand as a candidate for election as a parent/carer/carer School Board member and
- (ii) that I am not disqualified from holding office for any of the reasons set out in this document.

I wish to submit my application for the consideration of community School Board member: Yes/No

If yes, I confirm:

- (i) that I am not disqualified from holding office for any of the reasons set out in this document.

Signature*:

Date:

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

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 School Board is a team, and the purpose is to ensure that each skill below is covered by at least one of the members around the table.

Knowledge, Experience, Skills and Behaviours	Level of experience/skill: rate on scale of 1 (limited) to 5 (extensive). Please tick.				
	1	2	3	4	5
Strategic Leadership					
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.					
Strategic Leadership continued	1	2	3	4	5
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 parent/carers.					
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.					
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.					
Knowledge and Experience continued	1	2	3	4	5
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. parent/carer complaints, staff discipline issues).					
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.

Appendix A – Meet our School Board

Meet our Governing Body



I am a new member of the school board. I am an extremely engaging individual with a proven track record in achieving excellence and inspiring others. From an educational perspective, I excelled. During my PhD, I published a number of academic journal articles and presented at several conferences worldwide. Needless to say, I take education extremely seriously.

In terms of my own interests, I am a keen sportsman and recently represented Great Britain in the European Triathlon Championships in Madrid where I finished 8th. I believe that sport can play a pivotal role not just from a health perspective, but also from teaching a number of important life skills.

Colin Bailey

Community member



I am a new member of the school board. Supporting the school as a governor is a fantastic way to use my experience to help young people from my local community to thrive. From my board-level roles at Teenage Cancer Trust and Make-A-Wish, where I developed strategy and financial planning skills, to my degree at Oxford University and work as a communications manager, where I've honed strategy and communications skills, I've cultivated invaluable expertise in leadership, long-term strategy, and practical measures to support young people's education.

I am excited at the opportunity to work with staff, students and fellow governors to support the school community to flourish and to foster an environment where young people are empowered and supported. The role of a governor is an excitingly varied and engaging way to support my local community and contribute to a formative period in the lives of young people in Birmingham.

Kaleb Ells

Community member



I have been a Governor for Hall Green School for just over a year. I recognise the excellent potential the school and its pupils have. Through my interactions with teachers and with fellow parent/carers as well as observation of achievement levels, I am aware of the schools many strengths, and also the challenges it faces too. I bring valuable insights, energy, outlook and critical understanding that can be put to use by the school in its journey to excellence, which I very much want my children and myself to be a part of.

Dr Ajmal Hussain

Parent/carers member



Mahboob Hussain

I have been a Governor for Hall Green School for just over 3 years. The reason I joined as a Governor of the School was due to living in the area and understanding the challenges of young youths of this day of age. My son also went to the same school and achieved fantastic results and I felt a duty of care to support the school in the time we are living with drugs and bullying at its peak. My knowledge of the area and parent/carers who live in the area will support the school on how to communicate effectively.

Community member



Ismail Mohammed

I am a new governor to Hall Green School. I have always had strong interest in education and the development of young and supporting them in learning. With my knowledge, understanding, experience and commitment I feel that I can make a positive contribution as a Governor to support the school and the young people in their future development.

Community member



Vinod Patel

I have been a Governor for Hall Green School for 15 months. I have recently retired early from a large global IT company, where I was the Head of Programmes and Projects for the Defense and Public Sectors. I have worked and lived around the globe and recognise diversity makes us stronger. I have a wealth of experience that I can bring to the school. I'm passionate about social justice, community and the opportunity for all to have the same start in life that education provides.

Community member



Gregory Scott-Cook

I have been a Governor for Hall Green School for over 5 years. The reason I became a governor is that 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.

Chair of School Board



Manjit Shellis

I have been a Governor at Hall Green for over 12 years. The reason for becoming a governor was 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. Being a governor allows me to contribute to my local community using my educational strengths. Being a governor is my way of volunteering and providing service to my community.

Vice Chair of School Board



Isobel Simmons

I have been a Governor at Hall Green School for over 2 years. In 2021-2022 I decided to take a career break to study for an MA in Education (Leadership) at the University of Birmingham. This experience has broadened my knowledge from beyond the classroom and middle leadership into the global and national policies which shape the reality of education in the UK at the moment. Furthermore, it has cemented my commitment to work to reduce the level of social and economic deprivation in our society, but specifically in Birmingham. I would therefore like to offer my knowledge and hands on expertise to the governing body of Hall Green School.

Vice Chair of School Board/Community member



Sarah Skidmore

I am a new member of the school board. I have worked at Hall Green School for ten years and have built strong, collaborative relationships with teachers, pastoral staff, and support staff across all departments. My experience working closely with different areas of the school has given me a broad understanding of our community, and I'm eager to deepen that by learning more about the inner workings of how our school is run. I believe my insight and commitment can contribute positively to the board's decisions and help support the continued success of our students and staff.

Staff member (Support)



Zubina Ziebeck

I have been a Governor at Hall Green School for over 5 years. I love the inclusivity and individuality of Hall Green School. The school believes in the best outcomes for all its students and will promote these at all times.

Staff member (Teaching)

Appendix B

WMAT – Member, Trustee, and School Board Member Eligibility Declaration

1. **I was** aged 18 or over at the date of my appointment or election into WMAT governance;
2. **I do not** have any illness or injury that means I am incapable of managing or administering my own affairs;
3. **I have not** been declared bankrupt and/or had my estate seized for the benefit of creditors without that declaration of seizure being discharged, annulled or reduced;
4. **I am not** subject of a bankruptcy restriction order or an interim order;
5. **I have not** had my estate sequestrated (unless this has been discharged annulled or reduced);
6. **I am not** subject to a disqualification order or disqualification undertaking under the Company Director's Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
7. **I have not** ceased to be eligible to be a Director in accordance with any provision of the Companies Act 2006;
8. **I am not** disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision), including being convicted of any offence involving dishonesty or deception, or having been found in contempt of court under Civil Procedure Rules for making a false disclosure or causing one to be made, or being subject to the notification requirements of Part 2 of the Sexual Offences Act 2003;
9. **I have not** been notified that the Secretary of State considers my appointment to be unsuitable;
10. **I have not** been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which I was responsible or to which I was privy, or by which I by my conduct contributed to or facilitated;
11. **I am not** included in the list of people considered by the Secretary of State as unsuitable to work with children;
12. **I am not** disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002;
13. **I am not** disqualified from registration for childminding or providing day care;
14. **I am not** disqualified from registration under Part 3 of the Childcare Act 2006;
15. **I have not** been sentenced to 3 months or more in prison (without the option of a fine) in the five years before becoming involved in WMAT governance or since becoming involved;
16. **I have not** received a prison sentence of 2½ years or more in the 20 years before becoming involved in WMAT governance;
17. **I have not**, at any time, received a prison sentence of five years or more;
18. **I have not** been fined, in the five years prior to becoming involved in WMAT governance, for causing a nuisance or disturbance on education premises;
19. **I have not** refused and will not refuse an application being made to the Disclosure and Barring Service (DBS) for an Enhanced Disclosure Certificate under section 113B of the Police Act 1997.

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