



Governor Recruitment to Local School Governing Boards

Bluebell Primary School

Dussindale Primary School

Hemblington Primary School

Hillside Avenue Primary and Nursery School

North Walsham Infant and Junior Schools

Thorpe St Andrew School and Sixth Form

The Yare Education Trust is seeking to appoint new Governors to the Local Governing Boards of its schools. We are recruiting potential Governors who have the philosophy, time and commitment to help us ensure every young person, whose education we are entrusted with, receives the best possible educational experience.

We are aiming to ensure every school is at least Ofsted rated 'Good', and that young people receive an education that not only delivers academic success but develops each individual ready with the skills they need to contribute positively to the community in which they will live and work.

Do you have the skills and commitment to help develop our future generations?

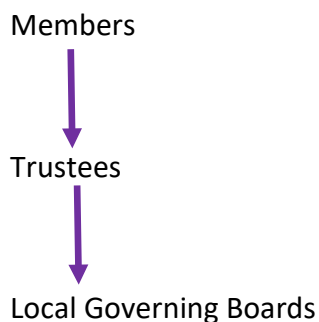
The Trust Philosophy

Whilst the Trustees are ultimately responsible for the Trust, they firmly believe that local community schools need Local Governing Boards to support and act as the 'critical friends' to the lead professionals running the day to day operation of the school. To this end, Local Governing Boards have a large degree of autonomy and flexibility in their decision making, based around the collective philosophy of the Trust.

More details on the Trust can be found at www.yareeducationtrust.org.uk

Local school websites are the best source of information about individual schools.

Structure



Commitment

Each school is unique and its Local Governing Board operates in its chosen style but broadly the time commitment is to:

- three Full Board meetings per year
- membership of one or two committee groups, each meeting up to three times per year
- time to monitor the school and support with other Local Governing Board requirements when needed and opportunities arise.

Application

If you would like to discuss the role in more detail, please contact the relevant school directly. To apply, please complete the Governor Application Form and Skills Audit and return to the school.

Role Description, Person Specification and Role Responsibilities for Governors

(including specific responsibilities of the Chair)

Role Title:	Governor serving on a Local Governing Board
Hours:	Up to three full Local Governing Board meetings a year and Committee meetings, as required Remote involvement via email/telephone Regular review of reports and documentation
Salary Range:	Voluntary
Term of Office:	Four years
Role Purpose:	<p>The Local Governing Board for a school or schools plays an active part in supporting the Headteacher/Principal of the school, liaising as appropriate with the Trust's Chief Executive Officer and the Trust Board more generally in relation to the oversight of the schools and the schools' Leadership Teams.</p> <p>Appointments to the Local Governing Board will be made by the Local Governing Board itself, subject to any ratification by the Trustees of The Yare Education Trust.</p>

Role Description

Governance Support and Local Accountability

The role of those serving on a Local Governing Board is an important one, ensuring there is local accountability for the performance of the Trust and the schools and that the schools serve their communities. Those serving on a Local Governing Board are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the schools and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

Specific Responsibilities

The specific tasks and responsibilities for Governors are as follows:

- Ensure implementation of the strategic vision of the Trust and the schools, in particular;
- Support the Trust Board in developing and maintaining effective links within the schools' communities, communicating openly and frequently as appropriate and ensuring that the schools meet their responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its students;
- Oversee and support the school's Leadership Team;
- Ensure the school works within its budget and implements the Trust's risk and financial management policies;
- Support the school's Leadership Team in the development and review of an appropriate staffing structure;

- Where appropriate, support the Headteachers in the recruitment and performance management of strategic personnel;
- Promote collaboration with the other Trust schools, actively seeking opportunities for the schools to work together either with the aim of improving economic efficiencies within the Trust or identifying and implementing best practice across all schools;
- Review delegated local school policies;
- Provide advice and feedback to the Trustees and reporting on all matters, responsibility for which has been passed to the Local Governing Board;
- Support the school's Leadership Team in relation to curriculum and budgeting priorities, determining any local priorities;
- Support the school's Leadership Team in monitoring student progress and analysing performance data, having regard to the performance benchmarks determined by the Trust across all schools;
- Ensure the implementation of any school plan, focussing particularly on school performance targets;
- Undertake all and any appropriate community consultation;
- Provide a point of contact for parents, carers and other members of the local community;
- Maintain effective links with the local community.

Core Competencies

The following core competencies and skills expected of Governors are to:

- Work as a team;
- Attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- Be respectful of the views of others and to be open to new ideas and thoughts;
- Treat all confidential information confidentially;
- Act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy;
- Develop a deep understanding of the vision and ethos of the Trust and its schools and the roles played by all individuals in fulfilment of the Trust's mission;
- Understand the policies and procedures of the Trust and how these flow down to the schools;
- Support the Trust in public and act as an ambassador of the Trust and the schools;
- Commit to training and skills development;
- Be ready to provide challenge;
- Be focussed on problem solving and be ready to learn from past experiences;
- Act in accordance with any authority delegated to him or her, including complying with any regulation or requirement of those from whom delegated authority is received;
- Adhere to the Nolan Principles in their conduct.

Person Specification

Personal Qualities and Values:

- A desire to create positive change for young people
- A commitment to the aims and objectives of The Yare Education Trust
- A willingness to devote time and effort
- An ability to work effectively as a team while contributing an independent perspective
- An ability to build productive and supportive professional relationships
- A commitment to the Nolan seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- A commitment to equal opportunities and anti-discriminatory practice
- A commitment to Safeguarding young people

Education and Training:

- A record of continuous professional development
- Educated to higher level in professional area of expertise

Experience:

- Experience of driving positive change
- Experience in leadership and management
- Professional experience in education / accountancy/ finance / business / HR / marketing / law

Knowledge:

- An understanding and acceptance of legal duties, responsibilities and liabilities of trusteeship
- An understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of a school
- An understanding of financial and workforce data

Skills:

- Strategic vision
- An ability to think creatively
- Good, independent judgement
- An ability to use financial and workforce data to inform decision-making

Legal Requirements:

Individuals who are not able to make the following declarations may not serve on the Local Governing Board:

- I am not disqualified from acting as a charity Trustee
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as “spent”)
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance
- I am not an undischarged bankrupt
- I have not made compositions or arrangements with my creditors from which I have not been discharged
- I have not been removed from serving as a charity Trustee, or been stopped from acting in a management position within a charity
- I have not been disqualified from serving as a company Trustee
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a Governing Board of a school
- I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children

The Chair's Specific Duties are to:

- Provide a clear lead and direction for the Governors, understanding the aims of the schools, the roles played by all those involved and the vision of the Trust in relation to its schools;
- Build an effective team, attracting Governors with necessary skills and experience promoting equality and diversity and ensuring priority is given to those who can make a positive contribution to driving school improvement and supporting their development to maximise the benefit of their contribution;
- Work closely with the Headteachers and the Leadership Team to ensure there is proper challenge and encouragement;
- Ensure that school improvement is the focus of all policy and strategy for the schools, reminding Governors of this as often as necessary;
- Hold Governors to account, ensuring the business of the Local Governing Board is conducted efficiently and effectively, chairing meetings and ensuring all members have the opportunity to contribute and are listened to with clear decisions being made when necessary.

Governor Application Form

Please consider the following information before you apply to volunteer as a school Governor.

To become a Governor, you must:

- Be over the age of 18.
- Not have been made bankrupt.
- Not be subject to a company director disqualification order.

Do you have a preference to serve on a particular school's Local Governing Board? **YES / NO**

If so, please state which school _____

Personal Details		
Surname:	Forename(s):	
Home address (including postcode):		
Preferred daytime contact number:	Preferred evening contact number:	
Email address:		
Current or Most Recent Employment		
Position or title:	Employer's name, address and telephone number:	
Dates of employment:		
Brief description of duties:		
Education and Qualifications		
Qualification and examination subjects	Results - grade or classification	School, college or university

Additional Training

Please give details of training and other continued professional development that may support your application.

Details	Outcomes	Dates	
		From	To

Experience of Governance

Please provide a brief summary of any previous governance experience you have:

Please describe any skills, hobbies or interests you have that may support you in the role of school Governor:

Please describe any other experiences you have had that may prepare you for the role and responsibilities of school Governor:

Reasons for Applying

Please outline your reasons for showing an interest in becoming a school Governor:

To support your application, please complete the Skills Audit and return it with the application form.

Confirmation Statement

I confirm that the information provided in this application form is accurate and that I have not and will not withhold information from any representative of the school/Trust or its Governing Board. I confirm that I am not disqualified from holding office for any of the reasons set out in The School Governance (Constitution) (England) Regulations 2015.

Signature:

Date:

How did you find out about the vacancy of Governor?

References

Please provide the names and addresses of two people who know you well and can provide confirmation of the information included in this application. Please include your current or last employer.

Referee name:		Referee name:	
Organisation:		Organisation:	
Address:		Address:	
Contact number:		Contact number:	
Email:		Email:	
Relationship to you:		Relationship to you:	
Length of relationship:		Length of relationship:	

The information collected on this form will be used in compliance with Data Protection regulations. By supplying information, you are giving your consent, if appointed, to the information being processed for all purposes as defined by statute. The information may be disclosed, as appropriate, to the Trustees, to the Department for Education and relevant statutory bodies. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

Governors, Trustees and 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 students/pupils.					
I understand current national education policy and the local education context.					
I have experience of charity law and governance.					
I have previous experience of being a Governor/Trustee in another school or being a board member in another sector.					
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 organisation's vision and ethos.					
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 students/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.					