



## Co-opted and Parent Governor Vacancies

Whiston Worrygoose Junior and Infant School is seeking to strengthen and diversify the governing body with the appointment of new governors with a wide range of skills and experience.

We are looking for dynamic individuals from different backgrounds, who can offer strategic thinking and have a strong interest in the education of children. You will need to be able to have impact on the work of the Trust and will bring with you experience of working in the private, public or voluntary sectors and be able to demonstrate sound judgement, good communication and excellent team working skills.

Our skills analysis tells us that we need governors with specific skills including; Educational Governance, Leadership and Management and IT Infrastructure and Systems. All governors need to have the capacity to interpret data, policy and principles and apply this to have an impact on the continued development of our school to ensure that our pupils receive the best possible education.

The role of a governor is voluntary and provides a challenging, interesting and rewarding opportunity to contribute to the wellbeing and improved prospects for our pupils. We have vacancies for Associate Governors immediately who do not have to have a child in school and vacancies for 2 parent governor from March 2017.

If you would relish the prospect of becoming involved read the information pack provided, complete your expression of interest form and return to Chair of Governors c/o Whiston Worrygoose J and I, Hall Close Avenue, Rotherham S60 4AG or return it to the Headteacher as soon as possible. If you want an informal chat about the role with the Chair of Trust prior to applying, please email your name and telephone number to [Whiston-Worrygoose.Junior-Infant@rotherham.gov.uk](mailto:Whiston-Worrygoose.Junior-Infant@rotherham.gov.uk) and the Chair will contact you. We will consider your expression of interest and contact you to discuss further. If the expressions of interest from parents exceed the number of parent governor vacancies, a ballot of parents will take place.

If you are a parent and you want to support school but don't think Governance is for you why not volunteer on the Parent Teacher Association (PTA) at school. Please ask at the school office for further details.



## Expression of Interest - Governor

We encourage expressions of interest to become a governor from people from all walks of life so that we gain a wide variety of skills and experience to support and develop our school

### Personal Details

Title and Full Name		
Address including post code		
Telephone Number		
Email address		
Do you hold an Enhanced Disclosure and Barring Check (formerly known as CRB)	YES/NO	If yes, please provide: date of check: disclosure number:
Where did you hear about the governor vacancy		
<b>PARENT GOVERNORS.</b> Please state your child's / children's name(s), year group and school.		

### Current or Last Employer

Position Held	
Name and Address of Employer	
Dates employed (From, to)	
Reason for Leaving	

**References.** Please provide the details of two referees. Please note these people cannot be related to you, your spouse or civil partner. One should be your last or current employer.

<b>Reference 1</b>	
Name	
Email Address	
Postal Address	
Telephone Number	
Capacity in which they know you	

<b>Reference 2</b>	
Name	
Email Address	
Postal Address	
Telephone Number	
Capacity in which they know you	

**Skills / Experience Audit:** the school needs governors with a range of skills and experience to develop strategy, ensure sound financial performance, monitor risk and help to improve educational performance. Please indicate in the grid below which of the following areas you have skills or experience in.

	Yes/ No		Yes/ No
Business		IT Infrastructure or Systems	
Committees / Governance		Leadership / Management	
Communications		Legal	
Community / Voluntary Work		Negotiations	
Education / Curriculum Policy		Public Relations / Marketing	
Equality and Diversity		Purchasing and procurement	
Finance / Audit / Compliance		Quality / Performance Management	
Health and Safety		Research / Evaluation	
Human Resources		Working in teams / collaboration	

Please give a brief description of the level of experience / skill you have in the areas you have identified above and state how these will support the Trust.

Please give a brief description of other community / voluntary work or skills and expertise not listed that you have which would benefit the Trust?

Why do you want to become a governor?

Have you had any previous contact with Oakwood Learning Community Trust and if you have please give details of this?

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Please return this completed to form FAO Chair of Trust, c/o Whiston Worrygoose J and I, Hall Close Avenue, Whiston, Rotherham, S60 4AG or return it to the Headteacher.



## Governor Declaration Form

Name:	
Address:	
Postcode:	
Any Previous Names or Aliases:	Date of Birth:
Tel Mobile:	Tel Other:

Declaration	Please indicate Yes or No
I am aged 18 or over	
Are you currently or have you been a governor at another establishment? If yes, please provide details.	Details:
Have you ever been removed from membership of a governing body or board of directors (or charity trust) for any reason? If yes, please provide details of the establishment and the reason for your removal.	Details:
Do you have any criminal convictions? If yes, please provide details.	Details
Is there anything in your personal or professional life that may bring the school or White Woods Academy Trust into disrepute?	
I am not detained or liable to be detained under the Mental Health Act 1983.	
I am not subject to a bankruptcy restrictions order or an interim order under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the insolvency act 1986. Nor has my estate been sequestrated and the subsequent sequestration has not been discharged, annulled or reduced, in accordance with the Education (Disqualification Provisions: Bankruptcy and Mental Health) Regulations 2006.	
I have not, in the twenty years prior to becoming a governor, been convicted as aforesaid of any offence and has had passed on me a sentence of imprisonment for a period of not less than two and a half years.	
I have not, at any time, had passed on me a sentence of imprisonment for a period of not less than five years.	
I have not been fined, in the five years prior to becoming a governor, for causing a nuisance or disturbance on education premises	
I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000.	
I am not related to any governor or member of staff of the Trust.	

The information on this form is correct and complete to the best of my knowledge and belief.

Signature \_\_\_\_\_

Date \_\_\_\_\_



## Governor Information Pack

### Introduction

Whiston Worrygoose is a National Teaching School and a founding member school of the White Woods Academy Trust which was established in 2013. The Trust was formed on the basis of long standing close working relationships within the local area. The current Chief Executive is Mr John Henderson OBE.

### Ethos and Values

#### **Explore. Be Inspired. Learn.**

It really is that simple! We want our children to explore concepts, ideas and the world around them. We want them to have access to a curriculum that inspires them and encourages them to strive for excellence. Most of all, we want every member of our community to be a learner and we seek to encourage learners to become reflective so they are able to recognise the value of resilience and determination.

### Principles

*We remain committed to the principles of the Rotherham School Improvement Partnership Mission:*

- All children will make at least good progress
- There will be no underperforming cohorts
- All teachers will deliver at least good learning
- All schools will move to the next level of successful performance.

Additionally, we aim to:

- ✓ Ensure learners are curious about the world around them.
- ✓ Help children acquire knowledge, concepts and skills to allow them to make a positive contribution to society.
- ✓ Help children realise their full potential academically, physically and socially.
- ✓ Develop, in all children, positive attitudes towards work, learning and school.
- ✓ Create for children, a safe, secure, happy and stimulating environment.

Key School Improvement Priorities 2016/2017 include:

- a. Collaborative Learning
- b. Multi-functional learning spaces
- c. Cutting edge ICT
- d. Curriculum development
- e. Challenge for all pupils
- f. Staff Development
- g. Developing links with parents and other stakeholders

Underpinning the above is a desire to see **outcomes**, by all pupils and for all pupils, continue to **improve**.

## Notes

Central to the ongoing success of White Woods Academy Trust, and its pupils, is the development of governance, leadership, management and curriculum structures, to ensure the highest quality of learning and teaching experience for all of our children. We are committed to a partnership approach to improving outcomes and work across all the schools within the Trust to try and achieve this.

We know that there will be further challenges and the Academy Trust is positioning itself appropriately to meet those challenges. Whilst budgets are tightened, there is a need to improve outcomes; attainment and achievement. Our work today will allow us to position ourselves in such a way as to be able to move forward with strength and with confidence.

## Governance Roles

There are several voluntary roles within the MAT governance structure; Member, Director or Governor.

### Members

Are appointed by the Trust Executive. Any change in the Articles of Association or the company / trust requires, by special resolution, the approval of the members. The members must receive the audited financial statements.

### Directors

The Directors are responsible for the operation of the MAT. As set out above, the Directors may delegate powers and functions to the Local Governing Body. The Directors will delegate to the Headteacher or Head of School (via a scheme of delegation) the functions and powers necessary for the professional to lead, manage and take decisions on a daily basis within and for each component school. The demarcation of powers is set out usefully in the 'Code of Governance' document published by the DfE.

## Purpose of the Local Governing Body

The LGB's role is to exercise leadership on behalf of the Trust in the running of an individual Academy and to provide information to the Trust on the operation and performance of the Academy and to exercise its responsibilities and powers in partnership with the Headteacher, staff and the Trust's Directors.

The LGB and the Headteacher have full delegated responsibility for the strategic direction and day-to-day leadership and management of the Academy.

Each LGB has a key role to play in the overall development and success of the Trust and in contributing to joint working and sharing best practice between Academies in the Trust.

In line with the overall vision, strategy, ethos and broad policy framework of the Trust, the LGB will:

- ✓ Help the Academy to set high standards by planning for the Academy's future, set the direction for each Academy and agree targets for improvement, monitor and evaluate its performance

- ✓ Be a critical friend to and hold leaders to account for the pace and rate of improvement and the achievement of all pupils/students
- ✓ Set the Academy's standards of conduct and values
- ✓ Ensure sound management and administration of the Academy and ensure all staff have the appropriate qualifications, skills, experience and training to carry out their duties Ensure compliance with all financial, statutory and regulatory requirements
- ✓ Help the Academy respond to, and meet, the needs of parents and the wider local community
- ✓ Ensure all Governors are skilled in understanding, interpreting and comparing Academy performance, attendance, admissions and exclusions data and are kept fully apprised of the performance of the Academy at all times
- ✓ Ensure all Governors have the skills, knowledge and information to assess the Academy's financial performance

## Governance Roles and Responsibilities

- ✓ Determine and approve the Academy's mission, vision, strategy and long-term development plan – in line with the Trust's overall mission and vision Ensure that the Academy contributes significantly to the overall development and success of the Trust
- ✓ In consultation with the Board of Directors determine key performance indicators and targets for the Academy
- ✓ Approve the Academy's development/improvement plan.
- ✓ Monitor overall performance and the achievement of objectives, targets and key performance indicators, and ensure that plans for improvement are acted upon – report progress to the Board and provide all required data
- ✓ Following consultation, adopt and ensure the implementation of Trust-wide policies and procedures Determine and approve framework and Academy-specific policies and procedures, monitor their implementation, and evaluate their impact Determine any other constitutional matter in which the LGB has discretion.
- ✓ In line with the Trust's governance arrangements, policies and procedures, and Scheme of Delegation for the Academy: Recommend a Governor for appointment by the Board as the Chair of the LGB, annually Hold at least three LGB meetings and at least three meetings of each Sub Committee a year Appoint a Vice-Chair of the LGB annually
- ✓ Make arrangements for the election/appointment of parent and staff Governors: appoint these Governors in line with the Trust's arrangements and procedures
- ✓ Make arrangements for recruiting and appointing "Associate Governors" if required Appoint a Clerk and implement Clerking arrangements in line with the Trust's requirements
- ✓ Maintain and publish, through the Clerk, a Register of Governors' and Senior Members of Staff Business Interest and adhere to procedures for registering and managing conflict of interest
- ✓ Establish standing and ad-hoc Sub-Committees, groups and individuals
- ✓ Carry out and report on all duties and responsibilities delegated to the LGB by the Board
- ✓ Ensure the Academy complies with legal and statutory requirements
- ✓ Receive reports and recommendations from any Sub-Committee, group or individual to whom an action or decision has been delegated to agree the recommendation, ratify the decision, or consider whether any further action by the LGB is necessary
- ✓ Review and report to the Board on the effectiveness of delegation arrangements annually
- ✓ Appoint Governors with specific responsibilities for example, for Special Educational Needs and Disability (SEND) and in line with any statutory requirement

- ✓ Publish papers, minutes of meetings of the LGB and its Sub-Committees in line with the Trusts' arrangements
- ✓ Advise the Trust Board of Directors of any concerns about the running of the Academy that cannot be resolved by the LGB and of any suspicions of fraud and irregularity.

**You can access further information about the role of governors by reference to the following:**

- The Governors' handbook (September 2014) at <https://www.gov.uk/government/publications/governors-handbook--3>
- Academies financial handbook 2014 at <https://www.gov.uk/government/publications/academies-financial-handbook>
- Governance in multi academy trusts at <https://www.gov.uk/government/publications/governance-in-multi-academy-trusts>
- Recommended code of governance for schools (due to be updated Jan 2015) at [http://www.wellcome.ac.uk/stellent/groups/corporatesite/@msh\\_peda/documents/web\\_document/wtp041389.pdf](http://www.wellcome.ac.uk/stellent/groups/corporatesite/@msh_peda/documents/web_document/wtp041389.pdf)