

27th September 2023

Dear Parents/Carers,

Would you like to be a Governor for Royd and St John’s? Deepcar Primary Partnership are looking for additional governors to fill vacancies at the schools. Currently we have two areas of vacancy on the Governing Body; Parent Governor and Foundation Governor.

Parent Governor

All people who have parental responsibility for a child at the schools are eligible to stand for election as a Parent Governor.

Foundation Governor

To be a foundation governor you must be willing to support and preserve the religious character of the school.

This is a chance for you, as a governor, to have an influence over the education the Schools provide for all its children. Governors make decisions regarding many aspects including curriculum, staffing and School’s finances.

The term of office is four years and there will be training available and support from experienced Governors to help you understand the role.

As a Governor, you will be expected to attend at least three full meetings of the School Governing Body each year plus meetings of Committees of the Governing Body. You will take an active interest in the School and the children.

Please note that there are certain restrictions which prevent a person from standing for election as a Governor. The restrictions are as follows;

* A person cannot stand for election as a Parent Governor if they are an elected member of the Local Authority or if they work at the school for more than 500 hours in a school year.
* People who are bankrupt may not serve as Governors
* People who have in the previous five years been sentenced to three months or more in prison without the option of a fine, people who have been sentenced to a period of more than two and a half years of imprisonment may not stand within twenty years of that conviction and anyone who has been sentenced to a period of imprisonment of five years or more is totally disqualified.
* People who are disqualified from working with children may not hold office as a Parent Governor.

Should you require further information on the roles please do not hesitate to contact me. If you are interested, please complete the attached skills matrix and return it with the slip below by no later than Friday 6th October 2023. Thank you.

Yours sincerely,



Louise Jones

Head Teacher

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**Parent Governor Register of Interest September 2023**

I am interested in becoming a School Governor.

I am interested in the parent governor role

I am interested in the foundation governor role

Name…………………………………………………………..

Signed …………………………………………………………

**Parent of : Class :**



YOUR NAME : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| **Experience, skills and other attributes** | **Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills |
|  | **1** | **2** | **3** | **4** | **5** |
| **Essential for all governors/trustees** |
| Commitment to improving education for all pupils |  |  |  |  |  |
| Ability to work in a professional manner as part of a team and take collective responsibility for decisions |  |  |  |  |  |
| Willingness to learn |  |  |  |  |  |
| Commitment to the school’s vision and ethos |  |  |  |  |  |
| Basic literacy and numeracy skills |  |  |  |  |  |
| Basic IT skills (i.e. word processing and email) |  |  |  |  |  |
| **Should exist across the governing body** |
| **Understanding and/or experience of governance** |
| Experience of being a board member in another sector or a governor/trustee in another school |  |  |  |  |  |
| Experience of chairing a board/ governing body or committee |  |  |  |  |  |
| Experience of professional leadership |  |  |  |  |  |
| **Vision and strategic planning** |
| Understanding and experience of strategic planning |  |  |  |  |  |
| Ability to analyse and review complex issues objectively |  |  |  |  |  |
| Problem solving skills |  |  |  |  |  |
| Ability to propose and consider innovative solutions |  |  |  |  |  |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) |  |  |  |  |  |
| Understanding of current education policy |  |  |  |  |  |
| **Holding the head to account** |
| Communication skills, including being able to discuss sensitive issues tactfully |  |  |  |  |  |
| Ability to analyse data |  |  |  |  |  |
| Ability to question and challenge |  |  |  |  |  |
| Experience of project management |  |  |  |  |  |
| Performance management/appraisal of someone else |  |  |  |  |  |
| Experience of being performance managed/appraised yourself |  |  |  |  |  |

|  |  |
| --- | --- |
| **Experience, skills and other attributes** | **Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills |
|  | **1** | **2** | **3** | **4** | **5** |
| **Financial oversight** |
| Financial planning/management (e.g. as part of your job) |  |  |  |  |  |
| Experience of procurement/purchasing |  |  |  |  |  |
| Experience of premises and facilities management |  |  |  |  |  |
| **Knowing your school and community** |
| Links with the community |  |  |  |  |  |
| Links with local businesses |  |  |  |  |  |
| Knowledge of the local/regional economy |  |  |  |  |  |
| Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people) |  |  |  |  |  |
| Understanding of special educational needs |  |  |  |  |  |

