

Co-opted Governor Application Form

Name (in capitals).....Mr/Mrs/Miss/Other

Previous name(s).....

Address.....

..... Post Code

Telephone no..... Email

Occupation..... (if retired, occupation before retirement)

Are you a relative of a child at the school? **Yes / No**

Are you related to any other member of the
Governing Body or employee of the school? **Yes / No**

(If Yes, please provide name and relationship.....)

Are you (or have you been) a Governor in any other school? **Yes / No**

(If Yes, please give name of school and dates.....)

Please return completed application forms including the skills audit to the Clerk ^{c/o} the school office or email Auricchio.P@welearn365.com Completion of this application does not guarantee a place on the school's Governing Body. All applications will be considered against existing governor skills. All applicants will be informed by email of the success of their application.

Skills Audit

Please complete the following skills audit to give an indication of how your skills will complement the skill set of the governing body.

What is your experience of schools / education?

What is your experience of professional leadership?

Shottery St Andrew's Ce Primary falls within the Diocese of Coventry. How do you feel you could support our church ethos?

What do you think the role/remit of governors is within schools?

Why do you feel you would make a good governor?

Knowledge, experience, skills and behaviours	Level of experience/skill: rate on scale of 1 (none) to 4 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Strategic Leadership					
I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have previous experience of being a board member in another sector or in another school.					
I have experience of chairing a board/governance board or committee.					
I am committed to the school's vision and ethos of the school.					
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 as part of a team, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to see independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and 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.					
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 experience 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 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/ premises and facilities.					
I have experience of HR policy and processes, including employment legislation, recruitment, performance management of others 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.					

Knowledge, experience, skills and behaviours	Level of experience/skill: rate on scale of 1 (none) to 4 (extensive)				
	1	2	3	4	5
I have experience of inspection and oversight in the school sector.					
Church of England School/Academy					
I am used to thinking and discussing about the interface of faith and social issues such as education.					
I bring strong links with a local church and/or the Diocese.					
I am able to sign the declaration on the application form with integrity.					
I will be committed to upholding the Christian ethos and values, including in my participation at all times.					
People					
I am willing to learn and devote time, enthusiasm and effort to the duties and responsibilities of a governor/trustee.					
I am a strong communicator and committed to building strong collaborative relationships for example with other stakeholders, the community and businesses.					
I could be described as a listener, and have patience when dealing with people.					
I am able to discuss sensitive issues tactfully 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. See Nolan Principles below.					
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.					
I am more of an activist – preferring to do rather than wait.					
I can always be depended upon to fulfil any promise or duty even at a cost to myself.					
I am known as someone who is able to keep a confidence and recognise the importance of confidentiality in this role.					
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.					
I am committed to personal and profession development and have a record of attending relevant training for the roles I have undertaken.					
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 school/academy board member.					
The board will be responsible for ensuring the school/academy complies 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, eg. on parental complaints or staff discipline issues.					
I have the confidence and ability to speak up when concerned about non-compliance.					
Knowledge					
I have knowledge of the Primary School Curriculum					
I have experience of school financial management					
I understand Best Value					
I have knowledge and understanding of the sources of information about schools for example FFT, data dashboard, ASP					
I have experience of the Ofsted inspection process					
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.					

Nolan 7 Principles of Public Life

<p>1. Selflessness Holders of public office should act solely in terms of the public interest.</p>
<p>2. Integrity Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.</p>
<p>3. Objectivity Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.</p>
<p>4. Accountability Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.</p>
<p>5. Openness Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.</p>
<p>6. Honesty Holders of public office should be truthful.</p>
<p>7. Leadership Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.</p>

I am willing to serve as a Governor.

- I agree to support the Christian Ethos of this school and to support the principles underlying the school’s Trust Deed, by ensuring the school is distinctively Christian, and that Christian values, principles and beliefs are central to its ethos, curriculum, relationships and work.
- I agree to do all I can to familiarise myself with my duties as a Governor, and with the whole life and work of the school.
- I confirm that I am willing to attend Continuous Professional Development (CPD) courses arranged by the Local Authority in support of and for the development of my role and duties as a Governor.
- I declare that, under the School Governance (Constitution) (England) Regulations 2007, I am eligible for, and not disqualified from, appointment as a Governor see “Qualifications and Disqualifications for Role of Governor” information supplied on Page 6 of this form
- If at any time, I consider that I can no longer be bound by the terms of this declaration, I confirm that I will immediately submit my resignation.
- I agree to work within the Nolan Principles.
- I agree to a Disclosure and Barring Service check being carried out in respect of my nomination as a Governor.
- I am eighteen years of age or above.

Signed.....**Date**.....

Qualifications and Disqualifications for Role of a Governor

A governor must be aged 18 or over at the time of his or her election or appointment and cannot be a registered pupil at the school. A person 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 or associate member if he or she:

- fails to attend the governing body meetings – without the consent of the governing body – for a continuous period of six months, beginning with the date of the first meeting missed (not applicable to ex officio governors);
- is the subject of a bankruptcy restrictions order, an interim order, a debt relief restrictions order, or an interim debt relief restrictions order;
- has had his or her estate sequestrated and the sequestration has not been discharged, annulled or reduced;
- is subject to:
 - i) a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986
 - ii) a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989
 - iii) a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002
 - iv) an order made under Section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order);
- has been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustee 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 or young people;
- is barred from any regulated activity relating to children;
- is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008
- is disqualified from working with children or from registering for child-minding or providing day-care;
- is disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
- has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- has received a prison sentence of two years or more in the 20 years before becoming a governor;
- has at any time received a prison sentence of five years or more;
- has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- refuses a request by the clerk to make an application to the Criminal Records Bureau for a criminal records certificate.

A person is disqualified from election or appointment as a parent governor if they are an elected member of the LA or if they work at the school for more than 500 hours in any school year. In addition a person may not be **appointed** as a parent governor unless they are:

- a parent of a registered pupil at the school, or
- a parent of a former pupil of the school*, or
- a parent of a child of or under compulsory school age*, (Special Schools only - and with special educational needs for which the school is approved), or
- a parent with experience of educating a child with special education needs - Special Schools only

**For academies, appointments will only be made if the parent has a child registered at the school/academy.*

Full details of the Regulations covering the disqualification criteria can be found in [The School Governance \(Constitution\) \(England\) Regulations 2007](#) or [The School Governance \(Constitution\) \(England\) Regulations 2012](#).