

Parent Governor application process

Please complete and return the form below. You will need to ask another parent/carer of a pupil at the school to sign the form: this may be done electronically, though the school reserves the right to check its authenticity with the signatory. Please be aware that regulations require everyone elected or appointed to a governing body to undergo a pre-appointment check which will include a criminal background check. This is to ensure the safety of the pupils. If you are elected and you subsequently decline to undergo such a check, you will disqualify yourself.

Please give brief details about yourself (not more than 100 words) on the form. If an election is needed these details will be copied and sent to all parents/carers with the ballot papers. Please note that the 100 word limit will be strictly enforced. If the number of nominations is the same as or less than the number of vacancies, then the people nominated will be deemed elected unopposed. All appointments to the Governing Body require the agreement of the Members of the academy trust and therefore they will be asked to review and approve the new appointment before any elected parent governor is confirmed in the role.

The Governing Body has determined that the term of office for a parent governor is four years. If you are elected you may serve the full term of office even if your child leaves the school before your term of office finishes.

If an election is necessary we will send out ballot papers. Only parents/carers of children registered at the school are entitled to stand or vote in the election. A parent/carer who is paid to work at the school for more than 500 hours in a school year or is an elected member of the LA may not stand for election. Each parent/carer will be sent one ballot paper regardless of how many children they have at the school, and each parent/carer will have one vote per vacancy. The ballot will be secret and you will be notified of the result as soon as possible afterwards.

GOVERNOR NOMINATION FORM

Your completed nomination form must be returned to the school office or emailed to admin@bishophatfield.herts.sch.uk by the given deadline

Your Name	(Mr/Mrs/Miss/Ms/Dr)
Address	
Telephone No.	
Email Address	
Name of Child	
<p>I have a child at the school and hereby nominate myself for election as a governor. I understand that if elected I will have to undergo a pre-appointment check. Biographical details (100 words maximum) for circulation with the voting paper are given below.</p> <p>Signature:</p>	
Seconded by: (the seconder must be a parent/carer of a pupil at the school)	
Name	(Mr/Mrs/Miss/Ms/Dr)
Address	
Name of Child	
Signature	
<p>Biographical details highlighting key skills and current employment (100 words maximum)</p>	

Categories and roles of school governors

Background

School governors are the country's largest voluntary group with around 300,000 contributing to strategic development and raising standards of achievement at more than 30,000 schools.

School governors are members of their school's governing body, which is known as a 'corporate body'. A corporate body has a legal identity that is separate from its members and as a result, individual governors are generally protected from personal liability as a result of the governing body's decisions and actions provided they act honestly, reasonably and in good faith.

Individual governors have no power or right to act on behalf of the governing body except where the whole governing body has delegated a specific function to that individual or where regulations specify a function is to be exercised in a particular way.

School governors are drawn from different parts of the community and can be parents and staff or from the local authority, the community and other groups. This helps ensure the governing body has sufficient diversity of views and experience but does not mean governors of a particular category represent that group on the governing body. For example, parent governors do not represent the parents at the school and do not report back to them.

Responsibilities

The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Its responsibilities include but are not limited to:

- setting targets for pupil achievement
- managing the school's finances
- making sure the curriculum is balanced and broadly based
- appointing staff
- reviewing staff performance and pay.

The governing body has considerable discretion as to how to discharge its responsibilities but is required to constitute itself in line with the regulations and to appoint a chair and vice chair. The governing body may delegate certain of its responsibilities to certain governors or committees of governors, although in general, it is not compelled to do so.

As well as full governing body meetings, there are two committees to which the governing body can delegate certain of its responsibilities; at BHGS we have two committees:

1. Curriculum & Standards
2. Finance & Resources (including Audit)

Further information and reading can be found on the National Governors' Association website.

Appointment of new governors

The appointment of new governors is at the discretion of the Members of the Academy Trust and therefore proposed appointments will be referred to them for confirmation.

Specific roles within the Governing Body

All of the below guidelines and information can be adapted for other specific roles e.g. curriculum area governor, health and safety governor, inclusion governor etc.

Example 1 - What is a curriculum area link governor?

The term "link governor" is also used for specific subjects e.g. English, Maths, RE, SEND, etc. This is not a statutory requirement, but is good practice.

It is of course, a matter for each Governing Body and Headteacher to plan their own guidelines on the role that they expect the "specific subject" link governor to undertake. A good working relationship between the subject specialist within the school and the subject link governor will enhance the success of this initiative.

As a model, the subject link governor, in support of the head of faculty or subject leader, could undertake some or all of the following:

- Become informed about relevant documents and legislation; OfSTED criteria for evaluating the subject provision; local and national issues impacting upon the subject.
- Liaise with the head of faculty or subject leader to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school improvement plan; assessment and recording procedures for the subject; which visits and visitors are planned.
- Establish and maintain effective lines of communication between the head of faculty or subject leader and the governing body; report back to governing body meetings.
- Help to keep parents and carers informed via the school prospectus, newsletter and meetings.

Example 2 - What could the role of an SEND governor entail?

Being a special educational needs and disabilities governor is about doing your best to make sure pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the school. As an SEND governor, you are the link between the governing body and the school in relation to pupils with SEND. It's your role to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school. You also help review the school's policy on provision for pupils with SEND and ensure that parents and carers have confidence in this provision.

There's certain basic information that every SEND governor should know:

- How the school identifies children with SEND - make sure you understand how the school identifies a pupil with SEND and what happens once a pupil has been identified.
- How SEND provision is funded, including any additional funds from the LA.
- The school's SEND policy - you should know your school's policy on SEND and make sure it's reviewed regularly. Regular reviews are vital to ensure that the SEND provision reflects the changing needs of the school, its circumstances, and the law.
- develop good relationships in the school - developing good relationships with the key people involved in the school is essential. It's particularly important to get to know the Headteacher and the SEND coordinator (SENDCO).