



North Ferriby C of E Primary School

Co-opted Governor

**Further information and
application details**

January 2018



North Ferriby C of E Primary School Governing Body is looking for a Co-opted Governor

Could you help to support your successful village school?

The role of the school's governing body is to ensure children leave North Ferriby school with high standards of achievement and a broad range of life skills.

We are looking for a co-opted governor with the skills and experience to complement those of the current governors. You may have gained these through both professional and/or voluntary work.

If you are interested please fill in the forms at the back of this pack and return them to the **school office** (care of Sue Hoggard) before the end of **Thursday 8th March 2018**.

If you would like any further information regarding the role before returning the forms then please contact:

Allette Garnett, Chair of the Finance Committee on 632191

What does a governor do?

Role of a school governor:

To contribute to the work of the governing body in ensuring high standards of achievement for all children in the school by:

- setting the school's vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the school and its pupils; and
- overseeing the financial performance of the school and making sure its money is well spent.

School governors provide strategic leadership and accountability in schools. Governors appoint the head teacher and deputy headteacher. It is governors who hold the main responsibility for finance in schools, and it is governors who work with the headteacher to make the tough decisions about balancing resources.

Each individual governor is a member of a governing body, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing body; decisions are the joint responsibility of the governing body.

The role of the governing body is a strategic one; its key functions are to:

- set the aims and objectives for the school
- set the policies for achieving those aims and objectives
- set the targets for achieving those aims and objectives
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- be a source of challenge and support to the headteacher (a critical friend)

The headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing body.

Activities: As part of the governing body team, a governor is expected to

1. Contribute to the strategic discussions at governing body meetings which determine:

- the vision and ethos of the school;
- clear and ambitious strategic priorities and targets for the school;
- that all children, including those with special educational needs, have access to a broad and balanced curriculum;
- the school's budget, including the expenditure of the pupil premium allocation;
- the school's staffing structure and key staffing policies;
- the principles to be used by school leaders to set other school policies.

2. Hold the senior leaders to account by monitoring the school's performance; this includes:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
- asking challenging questions of school leaders;
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies;
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.

3. Ensure the school staff have the resources and support they require to do their jobs well including, the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.

4. When required, serve on panels of governors to:

- appoint the headteacher and other senior leaders;
- appraise the headteacher;
- set the headteacher's pay and agree the pay recommendations for other staff;
- hear the second stage of staff grievances and disciplinary matters;
- hear appeals about pupil exclusions.

The role of governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- write school policies;
- undertake audits of any sort - whether financial or health & safety - even if the governor has the relevant professional experience;
- spend much time with the pupils of the school - if you want to work directly with children, there are many other voluntary valuable roles within the school;
- fundraise - this is the role of the PTA - the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- undertake classroom observations to make judgements on the quality of teaching - the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- do the job of the school staff - if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This document does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.

In order to perform this role well, a governor is expected to:

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;

- attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting;
- act in the best interest of all the pupils of the school; and
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Time commitment:

Under usual circumstances, you should expect to spend between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about half a day per week in term time, is most relevant to the chair and others with key roles, such as chairs of committees. Initially, we would expect your commitment to be nearer 10 days a year. However, there may be periods when the time commitment may increase, for example when recruiting a headteacher. Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Expenses:

Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor, and NGA recommends that a governing body should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

This is an extract from *Welcome to Governance 6th Edition* - the essential guide for newly appointed governors of state schools, published by the National Governors Association © 2014

Skills Audit – North Ferriby CE Primary School Governors

A governing body needs to have people with a wide range of skills and experience. No one governor is expected to have all the skills required.

Below is a list of skills/experience the governing body as a whole needs to have. When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role. This means that governors should have the skills, knowledge and experience to look at all the information provided by the school leaders and ask the right questions to ensure that the best possible education is being provided for the children.

Area of expertise	Level of experience: 1. None, 2. Basic, 3. Moderate 4. Extensive	Evidence, including any training attended	
Generic skills, knowledge and experience			
Experience of governance (including in other sectors)			
Strategic planning			
Self-evaluation and/or impact assessment			
Data analysis			
Experience of staff recruitment			
Performance management a) Staff b) Organisation			
Community relations			
Chairing			
Leadership			
Coaching/mentoring or CPD			
Negotiation & mediation			
Communication skills, including listening			
Problem solving &/or creativity			
Ability to influence			
Handling complaints, grievances or appeals			
Risk assessment			
Knowledge of this school			
Parent's perspective: current of school			

Knowledge of the local community			
Knowledge of sources of relevant information/data			
Knowledge of the local/regional economy			
Specialist knowledge or experience			
Essential for GB as a whole: Financial management/ accountancy			
The following are useful or in some case desirable, but not necessarily essential for a GB to contain. These are useful in order to be able to challenge, monitor and scrutinise effectively. They are <u>not</u> required in order to carry out operational tasks or to take the place of external expertise.			
Premises & facilities management			
Human resources expertise			
Procurement/purchasing			
Legal			
ICT &/or management information systems			
PR & marketing			
Work placements/career planning			
Teaching & pedagogy			
Special educational needs			
Children's & young people's services or activities (in any sector)			
Health services (particularly relevant in special schools)			
Safeguarding			
Primary schools – Nursery sector			
Secondary – FE and HE			
Project management			
Health & safety			
Quality assurance			
Surveying, consultation &/or research			
Other: please specify			

Name (printed)

Signed

Date

East Riding of Yorkshire Council

North Ferriby C of E School

Church Road
NORTH FERRIBY
HU14 3BZ



Tel/Fax: 01482 631200
E-mail: northferriby.primary
@eastriding.gov.uk

Headteacher: Mr Russ Orr

Co-opted Governor- January 2018

Applicant details

Name

Address

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.....

Postcode

Telephone number

Mobile number

E-mail address

On the back of this form please write why you would like to be a governor at North Ferriby CE Primary School.

Signed

Date