

## Expression of Interest Form

**Becoming a Local Authority School Governor, Interim Executive Board member or Associate Governor in Wolverhampton**

**Improving School Leaders —————> Improving schools**

“All children and young people in Wolverhampton’s schools achieve outcomes which exceed expectations by attending outstanding schools, where every governing board drives improved outcomes for young people through effective strategic leadership, challenge and support to the school.”

|   |  |                    |  |
|---|--|--------------------|--|
| <b>Name</b>   |  |                    |  |
| <b>Address</b>  |  |                    |  |
| <b>Mobile No.</b>   |  | <b>Daytime No.</b> |  |
| <b>Work Email</b>   |  |                    |  |
| <b>Home Email</b>   |  |                    |  |
| <b>Occupation</b>   |  |                    |  |
| <b>Name &amp; Address of Employer</b>                           |  |                    |  |
| <b>Where did you find out about becoming a school governor?</b> |  |                    |  |
| <b>Have you been a governor before? If so, where?</b>           |  |                    |  |
| <b>DBS Number: (if known)</b>                                   |  |                    |  |

**You can apply to be:**

**A Local Authority Governor**

A Local Authority Governor is nominated by the Local Authority and appointed by the school’s Governing Board (usually for a period of 4 years) and works alongside all governors, strategically with the Headteacher and Senior Leadership Team to ensure all pupils receive the best possible education (meeting at least 3 times each year).

**An Interim Executive Board (IEB) Member**

An IEB is a highly professional governing board appointed for a temporary period (usually a maximum of 12 months) in exceptional circumstances with the specific task of ensuring rapid school improvement. The IEB replaces the governing board of a school and meets more frequently (usually every 3-4 weeks) in order to secure a sound basis for future improvement in the school.

**An Associate Governor**

Associate members are people who contribute specifically on issues related to their area of expertise (e.g: Finance, HR, Health and Safety etc.), thus giving volunteers the opportunity to contribute whilst often requiring a lesser time commitment. They are not governors, and do not have a vote at full governing board meetings, however, they are entitled to attend those meetings and to be sent the papers for them.



**In expressing an interest in becoming a Local Authority Governor I sign up to:**

- ✓ Champion outcomes for all children and young people in Wolverhampton
- ✓ Consider national and local priorities and challenge decisions that could be detrimental to other schools or young people
- ✓ Set high expectations through promoting Wolverhampton as a place that children and young people can be proud of
- ✓ Focus on challenging your school(s) to close gaps in attainment and progression and exceed national averages, particularly for vulnerable groups such as looked after children, children with special educational needs or children from minority ethnic groups
- ✓ Maintain an understanding of, and communicate the council's priorities and developments at governing board meetings by attending termly LA events
- ✓ Maintain an awareness of the school's local area, community and local priorities
- ✓ Promote the absolute expectation that to be retained as a governor who can effectively drive school improvement, **the core training offered by the LA will be taken up** by all appropriate governors.

Signature:

Date:

**Please provide the name and address of a referee whom you have known for at least two years.**

This should not be a family member.

|                                |  |
|--------------------------------|--|
| <b>Name</b>                    |  |
| <b>Occupation</b>              |  |
| <b>Address</b>                 |  |
| <b>Telephone Number</b>        |  |
| <b>Email</b>                   |  |
| <b>Capacity in which known</b> |  |

Thank you for completing this form and expressing an interest in becoming a school governor in Wolverhampton. Please return your completed form to [rebecca.fletcher@wolverhampton.gov.uk](mailto:rebecca.fletcher@wolverhampton.gov.uk) or post to:

Becky Fletcher  
School Governance and Workforce Coordinator  
Education  
First Floor, Civic Centre  
St Peter's Square  
Wolverhampton  
WV1 1RR

For more information, please call 01902 550966

## Appendix 1: Role Description

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### The Role of the School Governor

Governors provide their time to help the school on a voluntary basis and come from a range of different backgrounds. There are a variety of different roles within the governing board but ultimately it involves working with the head teacher and senior leadership team to make sure that the pupils at the school receive the best possible education.

Governors are a mixture of elected and appointed individuals. The constitution of the Governing Board is made up of parent governors, who are elected by parents at the school, co-opted governors who are elected by the Governing Board and one local authority governor who is nominated by the Local Authority. The Headteacher, a teacher and another non-teaching member of staff are also represented.

A governor's aim is to work towards a vision that the children at the school will get the best possible education, that they will be happy and safe and enjoy their time at school. They will support the head teacher and the dedicated team of staff, but also will challenge rigorously where necessary to ensure that we deliver our objectives.

The governing board has a strategic role and sets policy, whereas the head teacher has an operational role and is responsible for delivery of the policies that are agreed. Governor's decisions are made following informed discussion, whereas the head teacher uses professional judgement.

### Key Relationships

As a Governor, several key relationships are formed with:

|                                 |                                   |
|---------------------------------|-----------------------------------|
| The pupils of the school        | Parents                           |
| Teaching and non-teaching staff | The School Senior Leadership Team |
| Department for Education        | Ofsted                            |
| Local Authority                 | The local and wider community     |
| Members of the Governing Board  | Regulatory Boards and Government  |

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## Role Description

Role Title: **Member of the Governing Board**  
Salary: **This is a voluntary role**  
Base: **[Insert School Name]**

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## Terms and Conditions of Service

Appointment Status: This is a fixed term appointment for four years from the date of appointment

Hours: This will vary with the cycle of the school year but is anticipated to equate to approximately 1 day per half term, including both school time and evening engagements (subject to agreement in advance). These hours will likely be split in to several activities across the period.

Salary: This is a voluntary and unpaid appointment

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## Role Summary

The governing board has 3 key roles:

1. To set the strategic direction
2. To hold the headteacher account for the educational performance
3. To oversee the financial effectiveness of the school, making sure the money is well spent.

A governor's aim is to work towards a vision that the children at the school will get the best possible education, that they will be happy and safe and enjoy their time at school. They will support the head teacher and the dedicated team of staff, but also will challenge rigorously where necessary to ensure that we deliver our objectives.

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## Core Functions

As a member of the Governing Board each individual will share responsibility as part of the team to ensure that the school exercises its functions effectively, efficiently and with good governance in accordance with the terms of the constitution as agreed by its members. The member will bring their unique perspective, informed by their expertise and experience. This will support decisions made by the Governing Board and will help ensure that:

- The interests of all stakeholders and the community remain at the heart of discussions and decisions

- The Governing Board and the wider School Leadership acts in the best interests of the pupils at all times
  - That the school delivers the highest quality education and best possible outcomes for all their pupils within their resource and budget allocation
  - Good governance remains central at all times and in-line with the Governance Handbook and any future amendments.
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### **Key Specific Responsibilities:**

- The Governing Board has to comply with regulations set out by the Department of Education and is required to appoint a chair and vice chair.
- The Governing Board is required to meet 3 times a year at 'full Governor meetings' which generally take place near the beginning of each new term.
- As well as attending a termly Full Governors meeting it is expected that individual Governors will actively participate in the work of at least one committee and an additional area of responsibility to contribute to the fair distribution of the work undertaken by the Governing Board. These responsibilities will be agreed and assigned on an annual basis and expect to have half termly commitments in time and execution, which is likely to be both during school time and some time out of school time.
- The responsibilities of the Governing Board include setting targets for pupil achievement, managing the school finances, making sure that the curriculum is balanced and broadly based, appointing staff and reviewing staff pay and performance.
- In addition to the broad role of the Governing Board and its appointed committees we are working with the school to support in specific areas to enhance the delivery of the school improvement plan. Link Governors work with a school appointed champion to understand and support the development of the school and act as a conduit to the wider world to enhance the delivery of the whole school experience for the children of the school.
- The school aims to maintain the goodwill and confidence of its staff, pupils and wider stakeholder community. To assist in achieving this objective it is essential at all times for Governors to carry out their duties in a courteous and sympathetic manner.
- Every Governor is expected to establish and maintain positive interpersonal relationships with other members. Positive relationships are characterised by trust, open communication and respect.
- Governors are expected to attend and participate in collective and individual training and development opportunities, including off site training and online e-learning.

- Governors must not disclose, either during or after the termination of your appointment, any information of a confidential nature relating to the organisation, its staff, its pupils or any third party, which may have been obtained in the course of the appointment. Such information must be handled securely at all times, including home and remote working.
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### **Key General Responsibilities:**

- The post holder must be aware of and comply with all policies and procedures relevant to their work area.
- All duties and responsibilities must be undertaken, at all times, in compliance with the County & School HR Policies and Procedures.
- All staff must be aware of the responsibilities placed upon them under the Health & Safety at Work Act (1974) to ensure that the agreed safety procedures are carried out to maintain a safe environment for pupils, employees and visitors.
- The duties of this post are subject to review and changes may be made to this role description and person specification as appropriate in response to organisational changes, service changes and guidance and instructions received from other organisations such as the, Local Authority or the Department for Education
- This role description is not exhaustive and may include other responsibilities which are appropriate to the post. As a minimum the role description and person specification will be reviewed annually as part of the annual appraisal process.
- We aim to ensure that nobody receives less favourable treatment on the grounds of sex, marital status, disability, religion, creed, colour, race, nationality, ethnic origins or social background, or are disadvantaged by conditions or requirements that cannot be shown to be justifiable.
- The organisation takes its responsibility to safeguard and protect the welfare of children and adults very seriously. The Post Holder in conjunction with the Designated Person will identify the relevant competencies necessary for this role and ensure they are competent to undertake any appropriate duties or requirements to safeguard children and adults.
- The post holder must be familiar with and comply with the Code of Conduct.

## Person Specification, Specific Attributes and Competencies

| Person Specification    |  | Essential                       | Desirable   |
|-------------------------|--|---------------------------------|-------------|
| Qualifications          | <ul style="list-style-type: none"> <li>• An interest in the education of children.</li> <li>• High level of literacy skills/expertise.</li> <li>• Live or work within the local community or be able to demonstrate how you are otherwise able to bring that perspective to the Governing Board.</li> </ul>  | ✓<br>✓<br>✓                     |             |
| Skills                  | <ul style="list-style-type: none"> <li>• Sound communication skills</li> <li>• Assimilation skills to help absorb and make use of a wide range of information and data.</li> <li>• Ability to drive improvement by supporting and challenging others.</li> <li>• Specific skills to strengthen the skills base of the governing body (e.g. recruitment skills, finance skills, HR or business)</li> <li>• Experience of chairing and running effective meetings.</li> </ul>  | ✓<br>✓<br>✓                     | ✓<br>✓      |
| Knowledge and Expertise | <ul style="list-style-type: none"> <li>• The capacity to develop specific knowledge and understanding of the school and its local community.</li> <li>• An understanding of the resource allocations devolved to schools, and general knowledge of the education system.</li> <li>• Knowledge and understanding of school data and <i>Analyse School Performance</i></li> <li>• Appreciation of the Ofsted monitoring and inspection regime.</li> </ul>  | ✓                               | ✓<br>✓<br>✓ |
| Personal Qualities      | <ul style="list-style-type: none"> <li>• Fairness, tact and diplomacy</li> <li>• A commitment to equal opportunities</li> <li>• A commitment to ensuring the best education for children and young people in Wolverhampton</li> <li>• Ability to respect confidentiality</li> <li>• A willingness to work constructively as part of a team</li> <li>• A willingness to participate in training and self-evaluation</li> <li>• Able to establish credibility with all stakeholders and partners, especially pupils, parents, teaching professionals and the wider stakeholder community.</li> </ul> | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓ |             |