

**Governor Recruitment and Retention Policy and Procedure**

**Introduction**

Governing boards are an integral part of school leadership and are drawn from different stakeholders involved with schools. Governing boards set the ethos of the school, drive continuous improvement by supporting, challenging and holding to account the Headteacher and other members of the school’s leadership team. The role that governors undertake in Wolverhampton’s schools is crucial and the commitment and support that they give is greatly appreciated.

This document has been written to support our vision that:

*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.*

Included in this document is:

* Local Authority Governor Recruitment Policy
* The application Procedure
* Appendix 1: Role Description
* Appendix 2: Expression of Interest Form

**Policy**

**The role of the local authority**

The local authority has a duty to promote educational excellence as set out in section 13a of the education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. The Education and Inspections Act 2006 further defined the strategic role of the local authority in the school improvement process:

* As champion of the needs of children and young people and their families
* In the planning, commissioning and quality assurance of educational services and
* In challenging schools and, where appropriate, to commission support and if necessary, intervene in the management and governance of the school

**Recruitment and retention of local authority governors**

The Local Authority is committed to working with employees, and the wider community to develop a pool of prospective Local Authority Governors and Interim Executive Board members recruited from a broad professional field with wide ranging skills.

**The Local Authority Nominations Panel**

All expressions of interest must be submitted to the Local Authority for consideration by the nominations panel

Membership of the Panel consists of:

* Assistant Director for Education Standards
* School Workforce and Governance Manager
* School Workforce and Governance Coordinator

The Panel will meet as required to consider vacancies, expressions of interest and nominations, working closely with schools to identify how skills gaps in their existing membership might be filled through appointments or developed through further support.

**Criteria for appointments**

Anyone interested and committed to the requirements of becoming a governor, and to whom none of the disqualification criteria detailed below apply, can submit an expression of interest for consideration. A person nominated for authority governor positions should normally reside or work within the boundaries of Wolverhampton.

As a local authority governor in Wolverhampton you are a representative of the Local Authority. You are not a delegate of the Local Authority and, as such, cannot be mandated to take any particular course of action or vote in a specific way at meetings.

Whilst you represent the Local Authority you are not chosen to represent any one political view. You are expected to behave, in an appropriate manner and not bring the reputation of the Council into disrepute. You must act in the best interests of the school and wider community and cannot be mandated to take a particular stance on issues.

Awareness and understanding of council priorities and policies, communicated through termly council run events, will enable you to inform the debate and priorities at school level.

**Term of office**

Your appointment as an authority governor is for a term of four years unless the schools’ Instrument of Government has specified a lesser period of time.

You may resign at any time by giving written notice to your clerk and chair of governors.

You are disqualified from holding office if you fail to attend governing board meetings without the consent of the governing board for a continuous period of six months beginning with the date of the first meeting missed.

Removal of governors in respect of non-attendance at governing board meetings would be dealt with by the governing board in accordance with Schedule 6 Regulation 5(2) of the 2007 Constitution regulations Schedule 4 Regulation 9(2)

**Safeguarding**

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to ensure they are not unsuitable. The Council must act reasonably in making decisions about the suitability of the prospective volunteer based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

**Equal Opportunities**

The council is committed to equal opportunities and welcomes expressions of interest from any underrepresented groups.

**Local Authority (LA) support and development for governors**

The LA will provide support through forums, training and other resources for our members of governing boards to ensure all governors are fit for purpose and can effectively support and challenge schools’ Senior Leadership Teams and act as a conduit for information between the LA and schools.

**Declaration of interests**

All governors are required to fill out a business and pecuniary interests form on an annual basis. In order to ensure that there is no likelihood of a conflict of interest arising, governors should inform the clerk to the governors of the following when completing the form

* Employment with a local or public authority
* Private practice of any profession
* Engaging in trade or business

Every committee or full governing board (FGB) meeting will have, as an agenda item, an opportunity for attending governors to declare an interest in any of the items on the particular agenda.

**Time commitment**

The Council expects all Local Authority governors to attend full governing board meetings and committee meetings each term as well as keeping up to date with emerging policy and practise through Local Authority Governor Forums and training as appropriate.

School governors are entitled to “reasonable time off “for public duties. This can either be paid or unpaid and whilst “reasonable “ is not defined, if governors are in work they should contact their employer to negotiate time needed and whether this will be paid.

**Attendance at meetings**

A record is kept by the clerk of governors of attendance which can be reported to the Full Governing board (FGB). It is an expectation that apologies are given when not attending a meeting with the reason provided. The meeting will decide whether or not to accept the apology.

Failure to attend and to give an acceptable apology results in the absent governor being recorded as a non-attendee. Such events are counted against the governor in certain circumstances, potentially resulting in the governor being suspended.

**Removal of authority governors**

The removal of authority governors from office is infrequent but it is important to be aware that there are procedures in place in order that such circumstances can be applied consistently. It is expected that these procedures would be used for example, where the governor concerned no longer represent the Local Authority or where there is evidence that the governor concerned has breached their governing board Code of Conduct.

Before the LA begins a formal process of removal the nominations panel may offer some form of reconciliation, if appropriate to seek to resolve the situation. Where there is no effective remedy, then the governor may be removed from office, or the Local Authority may withdraw their nomination.

**Qualifications and disqualifications**

A full list of qualifications and disqualifications is included in the School Governance (Constitution) (England) Regulations 2007 and 2012. The following is a summary:

People may not serve as Local Authority governors if they:

* Can be compulsorily detained under the Mental Health Act 1983
* Are bankrupt or disqualified under the Company Directors Disqualifications Act 1986
* Have been removed from a charity trusteeship by the Charity Commissioners or High Court on the grounds of misconduct or mismanagement
* Are included in the list of teachers or workers prohibited or restricted from working with children or young persons
* Have in the previous five years or since becoming a governor been sentenced to three months or more in prison(whether this was suspended or not) without the option of a fine
* Have in the previous 20 years been sentenced to imprisonment for two and a half years or more
* Have 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
* Are the governing board clerk
* Are eligible to stand as a staff governor.

**Procedure**

**The appointment process**

**We require all applicants (new, and those wishing to re stand) to complete and submit the LA’s expression of Interest form (see appendix 2) and provide at least one reference.**

**In the case of governors requesting re appointments the panel will also consider the candidate’s prior attendance, evidence of their commitment to maintaining up to date training and their role in supporting the School.**

**The nominations panel will consider the application and wherever possible match the candidates’ interests, skills and experience with any vacancies, and the needs, ethos and criteria of schools, before deciding whether to recommend the nomination to the governing board (in certain circumstances the candidate may be called to interview).**

**The Governing Board of the school will consider any nominations and successful applicants will be invited to take up their posts.**

**Should the Governing Board decide not to appoint the recommended applicant, there is no appeal process.**

Where the school has **not** reconstituted their governing bodies under the terms of the 2012 Constitution Regulations the Local Authority is the appointing body

**We look forward to hearing from you…**

If you would like to be a part of this exciting and rewarding volunteer profession, please complete the attached expression of interest form and send it into the School Governance and Workforce Coordinator: [rebecca.fletcher@wolverhampton.gov.uk](mailto:rebecca.fletcher@wolverhampton.gov.uk).

**Appendix 1: Role Description**

**Section 1 – 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 two parent governors, who are elected by parents at the school. There are four co-opted governors which are elected by the Governing Board and one local authority governor. The Headteacher, a teacher and one other 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**

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 Professional Boards

Regulatory Boards and Government

**Section 2 - Role Description**

Role Title: **Member of the Governing Board**

Salary*:* **This is a voluntary role**

Base: **[Insert School Name]**

**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 1day per half term, including both school time and evening engagements (subject to agreement in advance). These hours will likely be split in to a number of activities across the period.

Salary: This is a voluntary and unpaid appointment

**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.

**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.

**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.

**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.

**Section 3 – Person Specification, Specific Attributes and Competencies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Person Specification** | | **Essential** | **Desirable** |
| Qualifications | * An interest in the education of children. * High level of literacy skills/expertise. * 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. | √  √  √ |  |
| Skills | * Sound communication skills * Assimilation skills to help absorb and make use of a wide range of information and data. * Ability to drive improvement by supporting and challenging others. * Specific skills to strengthen the skills base of the governing body (e.g. recruitment skills, finance skills, HR or business) * Experience of chairing and running effective meetings. | √  √  √ | √  √ |
| Knowledge and Expertise | * The capacity to develop specific knowledge and understanding of the school and its local community. * An understanding of the resource allocations devolved to schools, and general knowledge of the education system. * Knowledge and understanding of school data and RAISEonline * Appreciation of the Ofsted monitoring and inspection regime. | √ | √  √  √ |
| Personal Qualities | * Fairness, tact and diplomacy * A commitment to equal opportunities * A commitment to ensuring the best education for children and young people in Wolverhampton * Ability to respect confidentiality * A willingness to work constructively as part of a team * A willingness to participate in training and self-evaluation * Able to establish credibility with all stakeholders and partners, especially pupils, parents, teaching professionals and the wider stakeholder community. | √  √  √  √  √  √  √ |  |

**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.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  | **Occupation** |  | |
| **Address:** |  | **Name & Address of Employer** |  | |
| **Mobile/**  **Daytime Tel’** |  | **Work E mail**  **Home E mail** |  | |
| **Where did you find out about becoming a school governor?** | | | |
| **Have you been a governor before? If so, where?** | | | |

**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.

|  |  |  |
| --- | --- | --- |
| **Please indicate below by ticking the appropriate category (s) if there is a particular school or type of schools you would be interested in supporting, in what capacity (s) and explain why:** | | |
| **Capacity** | **Tick** | **Brief Reason and/or School Name** |
| Local Authority Governor |  |  |
| Interim Executive Board Member |  |  |
| Associate Governor |  |  |
| **Category** | **Tick** |  |
| Nursery |  |  |
| Primary (including Infant and Junior) |  |  |
| Secondary |  |  |
| Special |  |  |
| No Preference |  |  |

**What would make you an effective governor?**

*Please consider the Personal Specification and Role Description (Appendix 1) when framing your response.*

***Please continue on a separate sheet if necessary***

|  |  |
| --- | --- |
| **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. | | | |
| **Name** |  | **Tel’ No.** |  |
| **Address** |  | **E mail** |  |
| **Capacity in which known** |  | | |

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:

Rebecca Fletcher

Schools Standards

Education

First Floor

Civic Centre

St Peter’s Square

Wolverhampton

WV1 1RR

*Please note that completeon of this form does not guarantee you a governor appointment.*