

Monday 13th May 2024

Dear Parents/Carers,

Re: Parent Governor Vacancy

We will shortly be seeking nominations from Parents or Carers of pupils at Woodlands Academy to fill a Parent Governor vacancy.

Ideally candidates will be able to bring at least one of the following skills to the Governing Body:

Project Management

Finance and Budget Management

Work experience in an educational setting

Interest in Inclusion and Diversity.

However the most important attribute is having a passion for education and for helping the school to raise standards.

The Governing Body is made up of 13 Governors, 2 of whom are Parent* Governors elected by their fellow parents. As a Parent Governor your role would be to bring a parental perspective to our decision making and to use your skills and passions to work in a team to support the school in achieving its aims.

Before we ask for formal nominations Ms Hasker, Headteacher and I would welcome the opportunity to meet with any Parents or Carers who may be interested in putting their names forward so that we may explain the role of a Parent Governor and the time commitment.

I have attached a brief description of the role of a governor to assist you in your decision as to whether to consider applying.

The Full Governing Body meets in the evenings at least four times a year, and all Governors are expected to join one of the two working committees which meet at least once each term via Googlemeet, normally in the late afternoon or early evening.

Additionally, Governors are encouraged to visit the school termly during school hours and observe policy in action either in the classroom, the playground or in and around the school. There is also a programme of training to develop the skills of Governance and all Governors are expected to attend sessions which are relevant to them including the training provided by the Local Authority for new governors.

If you are interested in finding out more about becoming a Parent Governor, I would ask that you **complete this Google Form <https://forms.gle/mxAcvLbdHFd9YRjRZ>** , **before Friday 24th May**, and then **join Ms Hasker (Headteacher) and I on Tuesday 4th June at 9am** to discuss the school priorities and the role of a parent governor in more detail. **If you are not able to make this date**, please let Ms Chamberlain know your availability for the week commencing 3rd June 2024. She can be contacted either by phone on 020 8 998 2479 or by e-mail: office@woodlands.ealing.sch.uk

Please note that you do not have to have attended this meeting in order to put your name forward for the parent governor vacancy when the nomination papers are sent out but it would be useful for you to understand more about the role before you make a commitment.

After our meeting and if you decide to put in your formal nomination, you will be asked to complete a simple statement explaining why you wish to become a Parent Governor. If we have more than 1 nomination these statements will be circulated to all parents together with the ballot papers for the Parent Governor Election.

Yours faithfully

SAWright

Shirley Kenworthy-Wright
Chair of Governors
Woodlands Academy

*The Education Act 1996 extends the definition of "parent" to include others who have "parental responsibility" for, or care of, a child or young person.

What Does a Governor Do?

The role of any school governor is to contribute to the work of the governing board (GB) in ensuring high standards of achievement for all young people and children in the school by ensuring:

- that the vision, ethos and strategic direction of the school are clearly defined.
- that the headteacher performs their responsibilities for the educational performance of the school.
- the sound, proper and effective use of the school's financial resources.

The governing body also has legislative responsibility and strategic oversight for the school's safeguarding arrangements.

A governing body and its governors must, as required by [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, regulation 6\(2\)](#):

- act with integrity, objectivity and honesty and in the best interests of the school.
- be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties..

The Governing Body works as a team and takes collective decisions to fulfil its role. individual governors are either elected or co-opted onto the governing body to meet the skills required to develop an effective team.

Our Governing Body delegates some of its powers to specific committees namely the resources, curriculum and pay committees. The terms of reference for these committees are agreed each year by the whole governing body. The Governing Body (GB) also sometimes uses working groups to look at specific projects and report back to either a committee or the full GB.

Governor Roles:

Parent Governor: A parent governor is elected by the parents/guardians of all the pupils of the school. They are expected to bring a parental viewpoint to the collective decision making of the Governing Body (GB) and to use the skills they have acquired in their life to support the work of the GB. Their role is NOT to represent groups of parents, the parent body or individual pupils and parents. Issues concerning the education of their own children or other children in the school should not be brought to the attention of the governing body but dealt with using the schools parental complaints procedure.

Staff Governor: A staff governor is elected by all members of staff in the school, including teaching and non-teaching staff. They are expected to bring a staff viewpoint to the collective decision making of the GB and to use their experience of working in school to inform and contribute to discussions. Their role is NOT to represent the staff, or individual groups of staff. This is the role of the union representatives.

Co-Opted Governor: These governors are co-opted onto the GB to fulfil specific skills identified at the time that vacancies occur. They are subject to a selection process including an interview and then the whole GB makes the decision to co-opt them. Their role is to bring a breadth of skills to the team to enable the GB to fulfil its duties effectively.

Headteacher Governor: The head teacher is a member of the GB team and works with the GB to assist in its decision making. The head teacher provides a termly report to Governors at committee and FGB meetings about all aspects of school performance. Governors use this, together with the School Development plan to inform their monitoring visits.

Constitution of the Governing Board at Woodlands

The MAT has a board of Trustees which our “local “governing board are accountable to. They delegate responsibility to us through a scheme of delegation.

Woodlands Academy Governing Body is made up of:

2 parent governors, up to 2 staff governors, the head teacher and up to 8 co-opted governors.

All Governors are expected to:

- Get to know the school, including visiting occasionally during the school day and to 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 board and committee) and read all the relevant papers before the meeting.
- Act in the best interest of all pupils in the school.
- Behave in a professional manner as set out in the governing board’s code of conduct, including acting in strict confidence.
- spend between 10 and 20 hours a year performing their role. However some of the specific roles such as chair of governors or chairs of committees may need more time to be highly effective and there may be special circumstances such as the recruitment of senior leaders where extra time commitment is needed.

Appendix A

The following information is based on the National Governors Association Guidance about the activities governors are expected to undertake.

Activities: as part of the Governing Body team, a governor is expected to:

1. Actively 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 shown in the school development plan

- That all children, including those with with special education needs, have access to a broad and balanced curriculum
- The schools budget, including the expenditure of the pupil premium allocation
- The schools staffing structure and key staffing policies
- The principles to be used by school leaders to set other school policies.

2. Hold the Headteacher to account by monitoring the school's performance. This includes:

- Agreeing the outcomes of the schools self evaluation and ensuring they are used to inform the priorities in the school development plan
- Considering all relevant data and feedback provided by the 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 to receive the results of those audits
- Ensuring the senior leaders have developed the required policies and procedures and the school is operating effectively according to these policies.
- Acting as a link governor on a specific issue, making relevant enquiries of the relevant staff and reporting to the governing body on progress on the relevant school priority
- 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 as required, effective appraisal and CPD (continuous professional development) and suitable premises. Monitor and evaluate that the way in which these resources are used has a positive impact on the school's and pupils' performance.

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

- Appoint the head teacher and other senior leaders
- Appraise the head teacher
- Set the head teacher's pay and decide on pay recommendations for other staff
- Hear the second stage of staff grievances and disciplinary matters

- Hear appeals about pupil exclusions

The role of a 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 and Safety – even if the governor has the relevant professional experience
- Spend much time with pupils but will talk to pupils when they do a school visit.
- Fundraise - this is the role of the PTA- governors should consider income streams and potential for income generation
- Undertake classroom observations to make judgements on the quality of teaching – the GB monitors the quality of teaching in the school by requiring data from the senior leaders and 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 GB need to consider and rectify this.