



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)



We require 1 parent to join our Governing Body

Please contact the school office
for further details by
Thursday 19th September 2019.

If you are interested in the role—the nomination form deadline is
Monday 23rd September 2019 before 3pm



'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

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Website: www.stpaulinuscps.org.uk

17th September 2019

Dear Parent/ Guardian,

The Headteacher and Governors of St Paulinus Catholic Primary School are seeking a new parent Governor to volunteer and join our successful team.

What are we looking for?

Our school Governing body is made up of Governors from all walks of life. They bring different background, experiences, and skills but they are all volunteers who work together for the benefit of the School and help to be part of the link between the School and the Community it serves.

We want you -

As stated above we are currently looking for a new parent governor and would be delighted to hear from anyone who has:

- An interest in the performance of the School
- A desire to positively contribute to and represent the community
- An open and enquiring mind
- The ability to look at issues objectively
- The confidence to ask questions and join in debates
- A willingness to listen and use the information they are given to make informed decisions.
- The ability to work with the Headteacher, staff and other Governors
- Time to spare to attend all governor meetings and to spend time in school when necessary.
- A child or children currently attending the school.
- An ability to represent all children across the school
- An ability to maintain confidentiality in all circumstances.

If you match the above description, you may be the very person to become a Governor at St Paulinus Primary. Everyone has something to offer and we want people from as many backgrounds and with as wide a range of interests as possible.

What can we offer?

The role is on a volunteer basis and the successful candidates term will last for 4 years. As such, it is important that we outline what you can gain from being a governor.

- A chance to develop skills in strategic management.
- The opportunity to work with our team of governors and staff in improving our school.
- A sense of achievement in making a difference to our school.
- The pleasure of helping students reach their potential.

What is the Governing Body's role?

The Governing body at St Paulinus is made up of the Headteacher, foundation governors, parent governors and a staff governor. The Governing body of our school plays a key role in:

- Setting targets for raising standards in educational achievement.
- Monitoring the progress towards meeting these targets.
- Supporting, and when appropriate, challenging the Headteacher and senior leaders
- Deciding on policies and future development plans.
- Monitoring how the budget is spent
- Monitoring the impact of actions taken by the school to improve learning for pupils.

As well as attending all Governor meetings, Governors are also asked to look at specific areas of the school's work in more detail. To help support governors in understanding their role, everyone has access to further training to help build their knowledge and understanding.

If you are interested, please complete the attached form, with a brief description about yourself and why you would like to join the Governing body. If there is more than one suitable candidate a poll will occur and parents will have a vote on who they wish to be the successful candidate. The brief description provided on the form will be shared with parents for their consideration.

I look forward to hearing from any interested parties. The deadline for applications is 3pm on Monday 23rd September 2019. If you would like any more information, please pop into the office if you have any questions or would like a print out of the information.

Thank you for your continued support,

A handwritten signature in black ink, appearing to read 'Miss Hayes', with a stylized flourish at the end.

Miss Hayes and the Governors of St Paulinus.

Appendix V

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 and young people 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.

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 (eg. as a chair of 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 near 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 beyond 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 a 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.

The DfE recently updated the Governance Handbook and Competency framework for school governors. The 'Competency framework for governance' sets out the knowledge, skills and behaviours that school and academy governing boards need to be effective. For further information please have a look at the link below:

<https://www.gov.uk/government/publications/governance-handbook>



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The Governing Body of St. Paulinus Catholic Primary School

THE ELECTION OF ONE PARENT GOVERNOR TO SERVE FOR A PERIOD OF FOUR YEARS STARTING IN THE AUTUMN TERM 2019.

NOMINATION FORM

NAME OF CANDIDATE

NAME OF CANDIDATE'S CHILD WHO IS A PUPIL AT THE SCHOOL:-
.....

ADDRESS
(of candidate)
.....

Email address:

Telephone : Work Home.....

Signature of Proposer Parent of
(Pupil's Name)

Signature of Seconder Parent of
(Pupil's Name)

DECLARATION BY THE CANDIDATE: (please tick as appropriate)

Are you paid to work at the School? **Yes** **No** (See Legal Background, Section 1.4)

Are you related to any current employed staff or governor at the School? **Yes** **No**

I agree to stand in the above-named election, have read the expectations on being a school governor and have completed and returned with this form the skills analysis

In the event I am unsuccessful in this election, I am willing to consider another school

Signed Date

To be valid the fully completed nomination form must reach the Returning Officer by the close of school on Tuesday 24th September 2019.

In this election the Returning Officer is: Miss S Hayes

The teller(s)/scrutineer(s) is/are: Mrs L Massey

The candidate is asked to provide the Returning Officer with not more than half a side of A4 paper with information about him/herself which shall be published on the ballot paper, e.g. information about the candidate's interests and feelings about any particular aspect of the school and how they would conduct themselves as a Governor. If the candidate fails to do so the Returning Officer is obliged to note the fact on or with the ballot papers.

In the event of more than one suitable candidate, the school will hold a ballot. Ballot papers will be given to the eldest child in each family and returned to school for the vote.

Date of Issue 17.9.19.

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Governors Skills audit

| Experience, skills and other attributes | Level of experience/skill: rate on scale of 1 (none) to 4 (extensive) Do remember to think about all the situations in which you may have developed/used these skills | | | |
|---|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| Essential for all governors/trustees | | | | |
| Commitment to improving education for all pupils | | | | |
| Ability to work in a professional manner as part of a team and take collection responsibility for decisions | | | | |
| Willingness to learn | | | | |
| Commitment to the school's vision and ethos | | | | |
| Basic literacy and numeracy skills | | | | |
| Basic IT skills (i.e. word processing and email) | | | | |
| Should exist across the governing body | | | | |
| Understanding and/or experience of governance | | | | |
| Experience of being a board member in another sector or a governor/trustee in another school | | | | |
| Experience of chairing a board/governing body or committee | | | | |
| Experience of professional leadership | | | | |
| Vision and strategic planning | | | | |
| Understanding and experience of strategic planning | | | | |
| Ability to analyse and review complex issues objectively | | | | |
| Problem solving skills | | | | |
| Ability to propose and consider innovative solutions | | | | |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) | | | | |
| Understanding of current education policy | | | | |
| Holding the head to account | | | | |
| Communication skills, including being able to discuss sensitive issues tactfully | | | | |
| Ability to analyse data | | | | |
| Ability to question and challenge in a supportive way | | | | |
| Experience of project management | | | | |
| Performance management/appraisal of someone else | | | | |
| Experience of being performance managed/appraised yourself | | | | |

| Experience, skills and other attributes | Level of experience/skill: rate on scale of 1 (none) to 4 (extensive) Do remember to think about all the situations in which you may have developed/used these skills | | | |
|--|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| Financial oversight | | | | |
| Financial planning/management (e.g. as part of your job) | | | | |
| Experience of procurement/purchasing | | | | |
| Experience of premises and facilities management | | | | |
| Knowing your school and community | | | | |
| Links with the community | | | | |
| Links with local businesses | | | | |
| Knowledge of the local/regional economy | | | | |
| Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people) | | | | |
| Understanding of special educational needs | | | | |
| Knowledge | | | | |
| Key Stage 1 and 2 curriculum (Primary Schools) | | | | |
| EYFS curriculum | | | | |
| School financial management | | | | |
| Best Value | | | | |
| Awareness of sources of information about the school ie, LA analysis packs (if provided), FFT, data dashboards, external reviews and internal monitoring information | | | | |
| The Ofsted inspection process | | | | |
| The strengths and weaknesses of the school | | | | |
| Current state of the school buildings and the maintenance required | | | | |
| The short and long term priorities of the school | | | | |

Interests:

It would be helpful if you could record your particular interests in education, for example, early years, mathematics teaching, creative arts, extra-curricular, etc.

Please return, along with your notification of interest form, to: Miss Hayes

By: Monday 23rd September 2019 before 3pm