**APPLICATION TO SERVE AS AN AUTHORITY GOVERNOR**

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| 1. **Surname** |  |

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| 1. **First name(s)** |  |

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| --- | --- |
| 1. **Title (Mr/Mrs/Ms/Miss/Rev/Dr or other)** |  |

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| --- | --- |
| 1. **Address** |  |
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| 1. **Contact number (home)** | |  | | | **(work)** |  |
| **(mobile)** |  | | **Email** |  | | |

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| 1. **I am interested in being a governor of (please indicate as appropriate)** |

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| --- | --- | --- | --- | --- | --- |
|  | **a primary school** |  | **a secondary school** |  | **a special school** |

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| --- | --- | --- |
|  | **a particular school** (please state which one) |  |

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| 1. **If you are applying for a particular school**    1. **What is your interest in/knowledge of the school?** |
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| * 1. **Have you a past or present association with the school? If so, what is it?** |
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| 1. **I am interested in the following area of Leicester (please indicate)** |
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| 1. **Are you a governor at another City School?** | |  | **YES** |  | **NO** |
| **If YES, please give details** |  | | | | |

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| 1. **Have you any previous experience as a governor?** | |  | **YES** |  | **NO** |
| **If YES, please give details** |  | | | | |
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| 1. **Please outline any experience of working/helping in schools or educational settings (eg volunteer helper, member of PTA etc)** |
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| 1. **Please outline any experience at home, work or elsewhere which may be relevant to you becoming a governor:** |
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| 1. **Please set out below why you would like to become a governor:** |
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| 1. **Governing body meeting times vary across the City. Please indicate what time of day you would be available/able to attend:** |

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|  | Morning (8.30 am/9.00 am start) |  | Afternoon (3.30pm/4.00 pm start) |

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|  | Twilight (4.30 pm – 5.30 pm start) |  | Evening ( 6.00 pm onwards) |

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| 1. **Eligibility to Serve as a Governor**   Please complete and sign the eligibility form - all governors are required to sign the attached declaration of eligibility. |

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| 1. **Please complete the attached Skills Audit (Appendix 1)** |

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| 1. **Declaration**   I confirm that the information I have provided on this form in support of my application for nomination as an Authority Governor is full and accurate.  I agree to notify the Local Authority of any change to my circumstances which might disqualify me from holding office as a school governor. |

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| Signed |  | Dated |  |

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| (**May 2018)** |

Please email the completed form to [education.governor.services@leicester.gov.uk](mailto:education.governor.services@leicester.gov.uk) or send to

Governor Services Team, Leicester City Council, 4th Floor Halford Wing, City Hall, 115 Charles Street, Leicester, LE1 1FZ

**APPENDIX 1**

**NOMINATION FOR AN AUTHORITY GOVERNOR – SKILLS AUDIT**

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| **Knowledge, experience, skills and behaviours** | **Level of knowledge or skills/behaviour: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Strategic Leadership** |  | | | | |
| Commitment to improving education and welfare for all pupils |  |  |  |  |  |
| Understanding of current national education policy and the local education context |  |  |  |  |  |
| Experience of charity law and governance |  |  |  |  |  |
| Experience of being a governor in another school |  |  |  |  |  |
| Experience of chairing a governing body/committee |  |  |  |  |  |
| Experience of strategic planning |  |  |  |  |  |
| Commitment to the school’s vision and ethos |  |  |  |  |  |
| Ability to question and challenge, working as part of a team to identify viable options through collective decision making |  |  |  |  |  |
| Ability to work in a professional manner, avoiding conflicts, acting with transparency and integrity |  |  |  |  |  |
| Confidence in identifying when to seek independent/professional advice |  |  |  |  |  |
| Experience in stakeholder engagement including communicating with and taking account of the views of parents and pupils |  |  |  |  |  |
| Experience in promoting community cohesion |  |  |  |  |  |
| Experience of school sector risk management |  |  |  |  |  |
| **Accountability** | | | | | |
| Understanding of the importance of high quality data and experience using data to interpret/evaluate performance |  |  |  |  |  |
| Awareness/knowledge of the curriculum, school assessment and progress/attainment |  |  |  |  |  |
| Experience of working with leaders to establish expectations for improvement and outcomes |  |  |  |  |  |
| Experience of agreeing the range and format of information and data needed to hold leaders to account |  |  |  |  |  |
| Experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety |  |  |  |  |  |
| Understanding of the governing body’s duties in relation to safeguarding including Prevent |  |  |  |  |  |
| Understanding of special educational needs and disability (SEND) |  |  |  |  |  |
| Financial management expertise – funding allocation, budget monitoring and financial self-evaluation/efficiency |  |  |  |  |  |
| Experience in basing funding decisions on organisational priorities and ability to interpret financial data & question financial performance against strategic priorities |  |  |  |  |  |

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| **Knowledge, experience, skills and behaviours** | **Level of knowledge or skills/behaviour: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Accountability** |  |  |  |  |  |
| Experience of procurement/purchasing |  |  |  |  |  |
| Experience of property/estate management |  |  |  |  |  |
| Experience of HR policy and processes including employment legislation, recruitment, performance management and pay |  |  |  |  |  |
| Experience of school sector HR policy and processes |  |  |  |  |  |
| Experience of change management/organisational review |  |  |  |  |  |
| Experience of inspection and oversight |  |  |  |  |  |
| **People** |  | | | | |
| Willingness to give time and energy to the duties and responsibilities of a governor |  |  |  |  |  |
| Strong communication skills and a commitment to building strong collaborative relationships |  |  |  |  |  |
| Ability to discuss sensitive issues |  |  |  |  |  |
| Ability to demonstrate a commitment to ethical behaviour, values and honesty |  |  |  |  |  |
| Commitment to equal opportunities and the promotion of diversity |  |  |  |  |  |
| Willingness to reflect, listen and learn from a diversity of views, to receive feedback and accept impartial advice |  |  |  |  |  |
| **Structures** |  | | | | |
| Knowledge of the role, responsibilities and accountabilities of the governing body and its three core functions |  |  |  |  |  |
| Understanding of the strategic nature of the governing body |  |  |  |  |  |
| **Compliance** |  | | | | |
| Experience of complying with legal, regulatory and financial frameworks and statutory guidance |  |  |  |  |  |
| Understanding the importance of adhering to organisation/school policies (eg parental complaints) |  |  |  |  |  |
| Confidence and ability to speak up when concerned about non-compliance |  |  |  |  |  |
| **Evaluation** | | | | | |
| Awareness of own strengths and weaknesses and committed to personal development |  |  |  |  |  |
| Experience of evaluating governing body decisions and a willingness to contribute to self-review |  |  |  |  |  |
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**(based on the published National Governance Association Skills Audit 2017)**