



Governor Support Service

Email: office@governor.support

Phone: 01895 717321

APPLICATION TO BECOME A GOVERNOR

Thank you for your interest in becoming a governor with a local school. We want to be sure that we match you with the right school, so that your skills, interests, and commitment are well used.

Governor nominees will be strongly advised to attend appropriate training within the first year of their appointment including the Introduction to Governance courses. This is deemed necessary for governing boards to operate effectively.

Please use the application form to provide examples of the skills you identify when you complete the skills matrix (Pages 5 & 6).

If you have any questions, please contact us on 01895 717321.

Please return this application form by email to: office@governor.support

CANDIDATE DETAILS

Title i.e., Mr, Miss, Ms, Dr	
Name	
Address	
Postcode	
Telephone Number	
Email Address	

Do you have any criminal conviction, including unspent, or have you been subject to any conditional discharge, warnings, or cautions?	If yes, please provide details:
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We take the safeguarding of children very seriously and therefore we are unable to recommend for appointment as a governor anyone who does not comply with the Disclosure and Barring Service Check (if required by the school), or whose check raises concerns, or anyone who does not comply with the need for two references, or whose references raise concern.

<p>Educational and Professional Qualifications (This can include GCSE's, A Levels, Degrees or any other relevant courses and training).</p>	
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Please tell us about your most recent employment, as well as any past roles you feel may be relevant to the position of school governor, this may include voluntary positions.
 Continue onto a separate sheet if necessary.

Employer	Start Date	End Date	Position Held	Main Responsibilities

<p>Experience or Knowledge of Education (if any)</p>	
<p>Please tell us why you want to become a governor, what you will bring to the role and what you will gain from it.</p>	
<p>How did you hear about being a governor?</p>	
<p>Please tell us which school, if any, would be your preferred choice, any others that you would be interested in, and why. Please also tell us whether there are any types of school you would not want to be a governor at,</p>	

i.e., an academy, a junior school etc.	
Are you the parent/carer of a pupil attending a London Borough of Hillingdon School?	
Do you work for a London Borough of Hillingdon school?	No If yes, please state which one/s & in what capacity.
<p>If you have any friends, family members or colleagues who would be interested in becoming a governor we would be delighted to send them more information.</p>	

Please give the names and contact details of two people who have known in for at least two years and who will be willing to write a reference relating to your suitability to be a governor.

<p>Reference One</p> <p>Name Address</p> <p>Email Phone Number</p>	<p>Reference Two</p> <p>Name Address</p> <p>Email Address Phone Number</p>
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Thank you for completing this form. We would appreciate it if you would complete the following Skills & Experience Check. This will be passed on to schools which are looking for governors to help them to decide if you will meet their needs.



Governor Skills Matrix

Why is this important?

This skills check is a useful way of assessing the needs of the governing board, it is used to identify training needs, recruitment, assign committee members and succession planning. This model can be used to help identify any knowledge, experience, skills, and behaviours the governing board still needs to deliver their functions effectively.

How Does It Work?

No individual is going to have all the skills listed. The governing board is a team, and the purpose is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

Knowledge, Experience, Skills and Behaviours	<i>Level of experience/skill: rate on scale of 1 (limited) to 5 (extensive). Please tick.</i> 				
	1	2	3	4	5
Strategic Leadership					
<i>Links with the local community and experience of promoting community cohesion.</i>					
<i>Experience of professional leadership.</i>					
<i>Experience of chairing a board/governing board or committee.</i>					
<i>Experience of applying strategic planning to set and preserve the culture of an organisation.</i>					
<i>An ability to work as part of a team, questioning and challenging to identify viable options and make collective decisions.</i>					
<i>An understanding of the principles of risk management and how they apply to education and the organisation.</i>					
<i>Experience of performance management and carrying out appraisals of other people.</i>					
<i>Experience of stakeholder management and engagement, including communicating with and considering the views of pupils and parents.</i>					

<i>Ability to identify viable options and the most likely to achieve the organisations goals and objectives.</i>					
<i>An understanding of key principles, drivers, and cycle of school improvement.</i>					
<i>An understanding of the importance of collecting high quality data and experience of using data to interpret/evaluate performance and identify target improvement areas.</i>					
<i>Experience of financial management, including the monitoring of allocated budget and funding and contributing to financial self-evaluation and efficiency.</i>					
<i>Experience of property, estate, and facilities management.</i>					
<i>An understanding of relevant national standards for the phase and type of school and how they are used for accountability.</i>					
<i>An understanding of the importance of a broad and balanced curriculum.</i>					
<i>An understanding of the requirements relating to the education of children with SEN, safeguarding or health and safety.</i>					
People					
<i>A commitment to building strong collaborative relationships, with a willingness to listen, learn and reflect upon a variety of views.</i>					
<i>A commitment to equal opportunities and the promotion of diversity.</i>					
<i>Strong communication skills, with the ability to discuss sensitive issues in a tactful manner.</i>					
<i>Experience of conflict resolutions and influencing consensus.</i>					
<i>A willingness to learn with a commitment to self-development.</i>					
<i>A willingness to devote time, effort, and enthusiasm to the responsibilities of a school governor.</i>					
Structures					
<i>An understanding of the strategic nature of the boards functions and how this differs/complements the operational role of senior leaders.</i>					
<i>Ability to contribute to the design of governance/committee structures that are fit for purpose and adapt existing ones as required in light of new learning/experience.</i>					
Compliance					
<i>An understanding of the importance in adhering to organisation policies (e.g., parental complaints, staff discipline issues).</i>					
<i>A commitment to understanding and an acceptance of the legal duties and responsibilities of a school governor/trustee.</i>					
Evaluation					
<i>A recognition of own strengths and areas for development and willingness to engage in support and training opportunities to improve knowledge and skills.</i>					
<i>Maintains a personal development plan and is open to training opportunities that benefit both the individual and the strategic aims of the governing board.</i>					