**APPLICATION TO BECOME A GOVERNOR**

Thank you for your interest in becoming a governor with Priorslee Multi Academy Trust.

Please use the application form to provide examples of the skills you identify when you complete the skills matrix (Pages 4 & 5).

If you have any questions please contact Miss Hart, [Joanne.Hart@taw.org.uk](mailto:Joanne.Hart@taw.org.uk). Please return to by email.

**CANDIDATE DETAILS**

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

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| **Do you have any criminal conviction, including unspent, of have you been subject to any conditional discharge, bindovers, warnings or cautions?** | **If yes, please provide details:** |

**We take the safeguarding of our 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.**

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| **Educational and Professional Qualifications**  **(This can include GCSE’s, A Levels, Degrees or any other relevant courses and training).** |  |

**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.**

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| --- | --- | --- | --- | --- | --- |
| **Employer** | **Start Date** | | **End Date** | **Position Held** | **Main Responsibilities** |
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| **Experience or Knowledge of Education (if any)** | |  | | | | |
| **Please tell us why you want to become a governor, what you will bring to the role and what you will gain from it** | |  | | | | |
| **Are you the parent/carer of a pupil attending a Priorslee Academy?** | |  | | | | |
| **Do you work for a Telford and Wrekin or Shropshire school?** | | No  If yes, please state which one/s & in what capacity | | | | |
| **Do you have any existing conflicts of interest i.e. friends of parents, related to staff etc.** | |  | | | | |
| 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. Please add their names and addresses here: | | | | | | |

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.

|  |  |
| --- | --- |
| **Reference One**  Name  Address  Email  Phone Number | **Reference Two**  Name  Address  Email Address  Phone Number |

Thank you for completing this form. We would appreciate it if you would complete the following Skills & Experience Check. This will used 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 body 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.

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| --- | --- | --- | --- | --- | --- |
| **Knowledge, Experience, Skills and Behaviours** | Level of experience/skill: rate on scale of  1 (limited) to 5 (extensive). Please tick. | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| **Strategic Leadership** | | | | | |
| Links with the local community and experience of promoting community cohesion. |  |  |  |  |  |
| Experience of professional leadership. |  |  |  |  |  |
| Experience of chairing a board/governing board or committee. |  |  |  |  |  |
| Experience of applying strategic planning to set and preserve the culture of an organisation. |  |  |  |  |  |
| An ability to work as part of a team, questioning and challenging to identify viable options and make collective decisions. |  |  |  |  |  |
| An understanding of the principles of risk management and how they apply to education and the organisation. |  |  |  |  |  |
| Experience of performance management and carrying out appraisals of other people. |  |  |  |  |  |
| Experience of stakeholder management and engagement, including communicating with and taking into account the views of pupils and parents. |  |  |  |  |  |
| Ability to identify viable options and the most likely to achieve the organisations goals and objectives. |  |  |  |  |  |
|  | | | | | |
| An understanding of key principles, drivers and cycle of school improvement. |  |  |  |  |  |
| An understanding of the importance of collecting high quality data and experience of using data to interpret/evaluate performance and identify target improvement areas. |  |  |  |  |  |
| Experience of financial management, including the monitoring of allocated budget and funding and contributing to financial self-evaluation and efficiency drives. |  |  |  |  |  |
| Experience of property, estate and facilities management. |  |  |  |  |  |
| An understanding of relevant national standards for the phase and type and how they are used for accountability. |  |  |  |  |  |
| An understanding of the importance of a broad and balanced curriculum. |  |  |  |  |  |
| An understanding of the requirements relating to the education of children with SEN, safeguarding or health and safety. |  |  |  |  |  |
| **People** | | | | | |
| A commitment to building strong collaborative relationships, with a willingness to listen, learn and reflect upon a variety of views. |  |  |  |  |  |
| A commitment to equal opportunities and the promotion of diversity. |  |  |  |  |  |
| Strong communication skills, with the ability to discuss sensitive issues in a tactful manner. |  |  |  |  |  |
| Experience of conflict resolutions and influencing consensus. |  |  |  |  |  |
| A willingness to learn with a commitment to self-development. |  |  |  |  |  |
| A willingness to devote time, effort and enthusiasm to the responsibilities of a school governor. |  |  |  |  |  |
| **Structures** | | | | | |
| An understanding of the strategic nature of the boards functions and how this differs/complements the operational role of senior leaders. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| **Compliance** | | | | | |
| An understanding of the importance in adhering to organisation policies (e.g. parental complaints, staff discipline issues). |  |  |  |  |  |
| A commitment to understanding and an acceptance of the legal duties and responsibilities of a school governor/trustee. |  |  |  |  |  |
| **Evaluation** | | | | | |
| A recognition of own strengths and areas for development and willingness to engage in support and training opportunities to improve knowledge and skills. |  |  |  |  |  |
| Maintains a personal development plan and is open to training opportunities that benefit both the individual and the strategic aims of the governing body. |  |  |  |  |  |