

Governor Recruitment Toolkit

Governance Board
Appointment & Elections Guidance

April 2022

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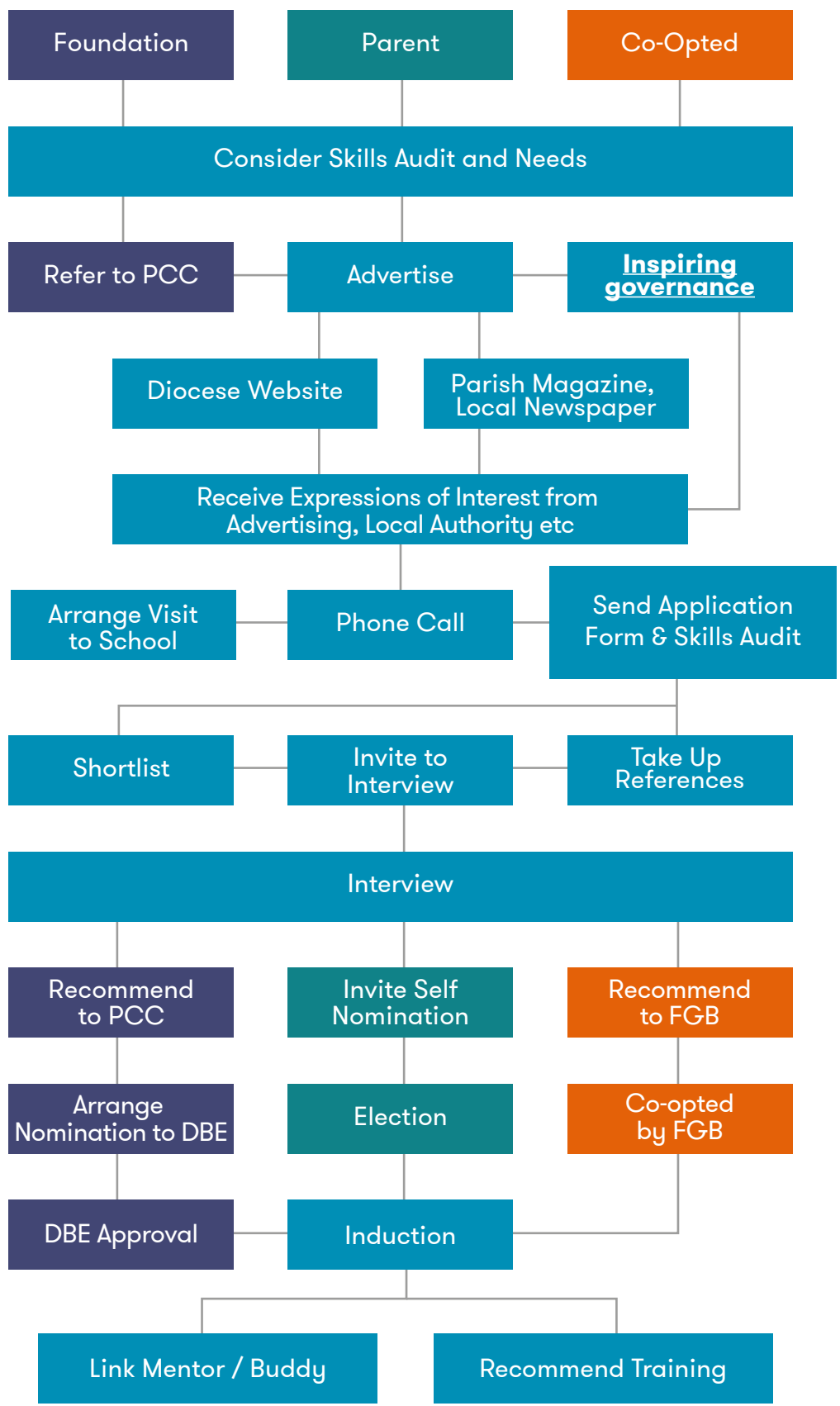
The Guidance in the attached documents sits alongside the Diocesan Board of Education Policy for Appointment of Foundation Governors

1. Vacancies for all categories of governors are an ongoing concern.
2. Adverts for Foundation Governor vacancies can now be submitted for posting on the [Diocese of Chichester website](#).
3. This guidance is intended to help governance boards develop a robust and effective process to the appointment of co-opted and election of parent governors.
4. This guidance enables those who are recruited for appointment or election have been supported in understand their suitability (appropriate skills) and the nature of their role.
5. This guidance highlights the need for all governors to collectively uphold the religious foundation of the school whilst not requiring church affiliation (as is the case for Foundation Governors who have a specific responsibility for this).
6. This is guidance and not mandatory, nor can it be imposed but offered in a spirit of support in managing the recruitment of people who will impact the life of a school for their term of office.
7. The Guidance contains:
 - a) Vacancy Flow Chart
 - b) Vacancy guidance (commentary on the flow chart)
 - c) Model Application Form for all governors except Foundation Governors
 - d) Model Skills Audit
 - e) Suggested interview questions

Mike Simmonds

Governance Development Officer

Vacancy / Succession Planning



■ For all potential governors
 ■ Foundation Governors
 ■ Co-opted by Governance Board
■ Parent Governors (also applies to Staff and LA Governors)

Guidance on the Recruitment Process for a Governor

Please refer to flow chart – these notes act as a commentary and guidance

Vacancy/Succession Planning

Whilst responding to vacancies as they arise it is ideal if:

- the clerk provides notice of expiring terms of office (at least 6 months)
- the chair understands the intention of those with expiring terms of office and others who may be thinking they will stand down.

This enables the recruitment process to take place in good time and allow potential or new governors to shadow them where that is appropriate. This applies to all categories of governor.

Step 1. Consider Skills Audit and Needs

The Chair (or his/her representative) should review the skills of the current governors. Consider not just the ‘professional’ skills but also the qualities and spiritual gifts you value. This ought to help consider what kind of person you are needing to recruit e.g., Someone with HR expertise and a compassionate practising Christian.

Step 2. Appointment Process

This guidance is provided to enable the practices of Safer Recruitment to be applied and followed through all stages before, at interview and after appointment or election.

Foundation Governor Vacancy

If a PCC nomination is required (refer to Instrument of Government) then this vacancy should be referred to the PCC, via the Incumbent or a Foundation Governor. Follow the process outlined in the ‘Appointment Process for NEW Foundation Governors’ downloadable [here](#).

Other Vacancies

Advertising the vacancy can be arranged in a variety of contexts as shown on the flow chart and specific to the context and type of vacancy e.g., Staff to Staff, Parent to parent body. It is recommended that you stress the kind of governor you ideally need (skills identified), the process, and seek ‘expressions of interest’. You may receive expression of interests from people who have contacted their Local Authority.

Using ‘**inspiring governance**’ or ‘**Governors for Schools**’ to try and locate governors is a suggestion. However, be aware that potential governors needing a Church connection may need careful adherence to the process below as their declared ‘faith’ criteria can be vague in the first instance.

Local Authority (LA) governor appointments are made through a separate process (available from your LA).

Step 3. Appointment & Election Process

The next steps, mirroring a safer recruitment process, are strongly encouraged.

Having received any expressions of interests and/or PCC suggested nomination(s) the following procedure will help to ensure the best candidate ultimately joins the board. NB this applies to preparing parents for self-nomination and election.

Phone Call

An initial phone or virtual call with a potential governor will help them to explore both the nature of the school and its governance board and open up a conversation about how they might ‘fit’ the needs of the governance board.

Discussion should include:

- a) The context of the Church school and governing board.
- b) Finding out what skills the person might bring to contribute to the effectiveness of the governing board and being part of the governance team.
- c) Ensure the Nominee is fully aware of the responsibilities, expectations and commitment required to be a foundation governor.

However, this is not an interview and is more starting a conversation and explaining the process. During this call a suggestion of arranging a school visit might be offered and then arranged.

Guidance on the Recruitment Process for a Governor

Application or Nomination Form/Skills Audit

The Chair of Governors or their representative will then discuss the suitability of the potential governor with the Headteacher and Ex Officio. Once it is decided to move forward to the appropriate process:

a) the Nominee can download or be provided with the Nomination Form and Chichester Diocesan Board of Education (DBE) Code of Practice from our website: schools.chichester.anglican.org/important-forms-documents/ The documents are available in both Word and pdf formats. A Skills Audit (attached) should also be provided. The Headteacher and Incumbent provide the appropriate references.

For other categories an Application Form (a model one is attached) and skills audit should be sent. Two referees are to be named and followed up once the application form has been received. Ideally one referee should be from outside the school community but not a relative.

Shortlisting

If you are fortunate to have multiple applications then the Chair (or their representative) and headteacher would shortlist. For the Parent Governor category all applications will still go to interview (a pre-nomination conversation) before proceeding to the election.

Interview

Bringing the shortlisted candidates to interview enables them to gain a better appreciation of the commitment, nature of the role and necessary training etc. needed. It enables the Chair and headteacher to understand more of the motivation and potential of each candidate. Suggested questions are attached.

For Foundation Governors this part might be unnecessary if known by the incumbent otherwise they should be on the 'panel'.

It is recommended that this interview be thought of as a professional conversation whereby discernment of suitability is considered by both the potential governor and the school.

Step 4. Proceeding to appointment

Having decided on whom to recommend for appointment or election:

a: Foundation Governor – Arrange nomination to DBE

Email michelle.perry@chichester.anglican.org with the nominees full name and contact email address. An electronic Nomination Form will be sent out using Adobe Sign. A separate form will also be sent to the Headteacher, Chair of Governors and Ex-officio Foundation Governor for their supporting statements. If this was a PCC nomination, the date this was agreed will also be required. Once all the information is collated, DBE approval will be sought.

b: Parent Governor – Invite self-nomination and election

Hold the parent governor elections following your normal process putting forward those who decide to progress their willingness to serve. Use paras 3.h and 3.i of the application in communication with the parent body.

c: Staff Governor – Invite self-nomination and election

If there is more than one application for the staff governor post, then an election will be required following your own normal process. Otherwise report the appointment to the governing board.

d: LA Governor – Confirm to LA

Notify the appointments office at the LA of the outcome of the process of selection and confirm the appointment.

e: Co-opted Governor – Recommend to FGB

The agenda of the next meeting should include a specific agenda item. The potential governor's application (in summary) should be presented to the governors, and they be invited to confirm the co-option.

Guidance on the Recruitment Process for a Governor

Step 5. Induction

Appointment, election, or co-option is not the end of the process. It is important to plan:

a: Induction

This might include providing your schools Governor Induction Pack or Handbook. This ought to contact useful contacts, details of responsibilities, links to the DfE Governance Handbook, specific policies relating to governance and your school's Code of Conduct (a DBE version of this can be found [here](#)). You might want to plan a more social introduction (e.g. coffee before the next FGB meeting). The headteacher may want to spend some time with the governor introducing them to such documents as the school development or improvement plan.

b: Training

Whilst it is not possible to make training mandatory it should be strongly encouraged and an expectation. The Diocese runs courses which will provide a Church School focus and are therefore a priority. In particular, the New to Church School Governance will be important to attend as soon as possible whichever category of governor. This and other courses should be attended during the first year.

Courses are also run by your Local Authority, and these should be signposted with a suggestion of those which might be attended as early as possible.

This guidance is recommended to ensure a fair and safer recruitment approach to governance. To discuss any details please feel free to contact Mike Simmonds, our Governance Development Officer at mike.simmonds@chichester.anglican.org

Model Governor Application Form

This form is for potential Parent/Staff/LA/Co-opted governors.
 For Foundation governor posts please use the specific Foundation Governor Nomination Form.
 A word version of this form is downloadable from the Governance pages of our [website](#).

| School Details | | | | | | |
|--|--------|-----------------|---------------|-----------------|----------------------|----------------------|
| Full Name of School or Federation | | | | | | |
| Location of School or Federation | | | | | | |
| Please tell us how you heard of this vacancy | School | Local Community | Church or PCC | Local Authority | Website - Which One? | Other, please state: |

| 1. Personal Details | | | |
|--|----------|----------|--|
| Surname | | Title | |
| Forename | | Known as | |
| School Address (do NOT provide your home address) | | | |
| | Postcode | | |
| Email (preferably a school allocated email address) | | | |

Model Governor Application Form Contd.

2. About any Church Connections [Church connection may be answered N/A, if not appropriate]

| | |
|---|--|
| Denomination | |
| Place of Worship | |
| Frequency of Attendance e.g. weekly, monthly, occasionally | |
| Contribution to Parish Life e.g. PCC member, help run Sunday School | |
| If your answers to the above are 'not applicable', what do you understand about and is your commitment to upholding the Christian foundation, vision and ethos of the school? | |

3. Governance

| | |
|---|--|
| a. Is this a re-appointment? If NO please continue to question 3e onwards. | |
| b. Please state the full date that your current term of office ends (dd/mm/yy) | |
| c. How long have you served on this governing body? | |
| d. What training / developments have you undertaken and what contribution have you made to the governing body during your term of office? | |

Model Governor Application Form Contd.

| | | |
|--|---|---|
| <p>e. Do you have a connection with this school? e.g. parent, past parent?</p> | | |
| <p>f. Please name any other schools / academies where you are currently a governor.</p> | | |
| <p>g. Have you previously been a governor at this or any other school or academy? Please give dates and details.</p> | | |
| <p>h. Why would you like to become a Governor?</p> | | |
| <p>i. What skills and contribution would you expect to make as a Governor to this governing body?</p> | | |
| <p>j. Please give the name, address, email address of two referees (one of whom is your employer if possible)</p> | <p>1. Name</p> <p>Address</p> <p>Email address</p> <p>Relationship:</p> | <p>2. Name</p> <p>Address</p> <p>Email address</p> <p>Relationship:</p> |
| <p>Having completed the above please return the form to the school having signed the declarations at the end of the document</p> | | |

Model Governor Application Form Contd.

| | |
|--|---|
| <p>Chair's Supporting Statement: What skills and strengths do you feel the nominee would bring to the governing body as a Governor?</p> <p>(If the nomination is for the current Chair then this section should be completed by the Vice Chair)</p> | <p>Chair's Name Date and Signature:</p> |
| <p>Headteacher's Supporting Statement: What skills and strengths do you feel the nominee would bring to the governing body as a Governor?</p> | <p>Headteacher's Name Date and Signature:</p> |
| <p>Supporting Statement by the Ex-Officio Foundation Governor or the Nominee's Local Priest / Minister (usually whoever knows the nominee best in the case of a new nominee. For re-appointments this should be completed by the ex-officio foundation governor)</p> <p>What skills and strengths do you feel the nominee would bring to the governing body as a governor?</p> | <p>Ex-Officio's Name Date and Signature:</p> |

** NOMINEE TO READ, SIGN & DATE THE TWO DECLARATIONS ON THE FOLLOWING PAGE **

Model Governor Application Form: Declarations

1) I would like to be a Governor of this school and if appointed/elected*:

* appointment is by the Governing body / Election is by the parent body or staff team

- **I will work** to sustain and develop the distinctive values of the school founded on Christian beliefs
- **I understand** that this appointment is made by the Governing Body or by election from the parent/staff body for a _____* year term of office which the Board may terminate earlier at its own discretion
- **I agree** to attend Diocesan and Local Authority training required within the first year of my appointment/re-appointment and to attend any other relevant training during my term of office
- **I will** keep myself up to date with current legislation and good practice
- **I have read and signed the governor declaration form below**
- **I have read and signed the schools Governors Code of Conduct and agree to abide by it.**

*Please check and complete number of years required.

Name & Signature of applicant/nomineeDate.....

(Date & Signature Required – scanned, electronic signature is acceptable but not typed)

2) I declare that I am not disqualified from serving as a school governor and that:

- **I am** aged 18 or over at the date of this election or appointment;
- **I am not** bankrupt or subject to disqualification under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986;
- **I have not** been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body;
- **I am not** included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- **I am not** disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school;
- **I am not** disqualified from working with children or from registering for childminding or providing day care;
- **I have not**, at any time received a prison sentence for a period of four years or more;
- **I have not** been fined, in the five years prior to becoming a governor, for causing a nuisance or disturbance on education premises;
- **I am not** subject to a disqualification order under the Criminal Justice or Court Services Act 2000;
- **I understand** that I will be required to apply for an enhanced DBS check within 21 days of my appointment, including Section 128 checks.

Name & Signature of applicant/nomineeDate.....

(Date & Signature Required – scanned, electronic signature is acceptable but not typed)

** Please be aware that a Governor is not officially appointed until CONFIRMED by the Clerk to governing body. **

Model Skills Audit for Governors of a Church of England School

Specific CofE section headed in purple

A word version of this form is downloadable from the Governance pages of our [website](#)

| | |
|--|--|
| Your Name | |
| School | |
| <p>Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. Although some of the questions refer to aspects of governance not part of the scheme of delegation to a Local Schools Board it is useful to have an awareness of your skills in those areas.</p> | |

| 1. Strategic leadership | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I am committed to improving education and welfare for all pupils. | | | | | |
| I understand current national education policy and the local education context. | | | | | |
| I have experience of charity law and governance. | | | | | |
| I have previous experience of being a governor/trustee in another school or being a board member in another sector | | | | | |
| I have experience of chairing a board/governing board or committee. | | | | | |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. | | | | | |
| I am committed to the school's vision and ethos. | | | | | |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. | | | | | |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. | | | | | |
| I am confident I can identify when to seek independent/professional advice. | | | | | |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils. | | | | | |
| I have experience of promoting community cohesion. | | | | | |
| I am proficient in prioritising, assessing and mitigating risk. | | | | | |
| I have experience of school sector risk management, including managing conflicts of interest/loyalty. | | | | | |

Model Skills Audit for Governors of a Church of England School Contd.

| 2. Accountability | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. | | | | | |
| I have expertise in curriculum development, school assessment and progress/attainment. | | | | | |
| I have experience of working with leaders to establish expectations for improvement and outcomes. | | | | | |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account. | | | | | |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. | | | | | |
| I have an understanding of the governance board's duties in relation to safeguarding including Prevent (if anything less than 5 you will need to commit to urgently undertaking training) | | | | | |
| I have an understanding of special education needs and disabilities (SEND). | | | | | |
| I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives. | | | | | |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities. | | | | | |
| I have experience of procurement/purchasing. | | | | | |
| I have experience of property and estate-management. | | | | | |
| I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay. | | | | | |
| I have experience of school sector HR policy and processes. | | | | | |
| I have experience of change management (overseeing a merger or an organisational restructure). | | | | | |
| I have experience of preparing for and responding to external oversight. | | | | | |
| I have experience of inspection and oversight in the school sector. | | | | | |

| 3. Church of England School | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I am used to thinking and discussing about the interface of faith and social issues such as education. | | | | | |
| I bring strong links with a local church and/or the Diocese. | | | | | |
| I will be committed to upholding the Christian ethos and values of the school, including in my participation at all times. | | | | | |
| I am able to sign and commit to the Governors Code of Conduct in every aspect. | | | | | |

Model Skills Audit for Governors of a Church of England School Contd.

| 4. People | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee. | | | | | |
| I am a strong communicator and committed to building strong collaborative relationships. | | | | | |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. | | | | | |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement. | | | | | |
| I am committed to equal opportunities and the promotion of diversity and equality. | | | | | |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice. | | | | | |

| 5. Structures | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I am familiar with the strategic nature of the governance board's functions and how this differs from and works with others including senior leaders. | | | | | |
| I have experience of reviewing governance structures. | | | | | |

| 6. Compliance | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance. | | | | | |
| I understand and accept the duties, responsibilities of a Governance Board member | | | | | |
| Governance Boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities. | | | | | |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues. | | | | | |
| I have the confidence and ability to speak up when concerned about non-compliance. | | | | | |

| 7. Evaluation | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I am aware of my own strengths and weaknesses and committed to personal development. | | | | | |
| I am prepared to undertake and attend (virtual and in-person) regular training | | | | | |
| I have experience in using virtual meeting platforms (enter Z for Zoom, T for Teams and O for other) | | | | | |
| I have experience of evaluating board decisions and am willing to contribute to board self-review. | | | | | |

Please sign and date at the end of the following page.

Model Skills Audit for Governors of a Church of England School Contd.

Experienced Governance Board Members only

| | |
|--|--|
| <p>What contribution do you feel you have made to the governance over the past year?</p> | |
| <p>Please give brief details of courses you have undertaken in the past year - include governance training, work based training/development and/ or any other development/training activities.</p> | |
| <p>Are there any additional areas of governance responsibilities to which you would like to contribute in the future?</p> | |

Signed

Date

Model Governor Interview Questions

A word version of these questions is downloadable from the Governance pages of our [website](#).

| | |
|-----------|--|
| Candidate | |
| Date | |

| | Asked by | Question | Notes |
|----|----------|---|-------|
| 1 | | Why would you like to become a governor at | |
| 2 | | What experience do you bring to the role? | |
| 3 | | This is a Church of England school. What do you understand that to mean and how would you contribute to this? | |
| 4 | | How do you understand the need to be personally committed, as a governor to upholding the Christian foundation, vision and ethos of the school? | |
| 5 | | How would you ensure the development of a positive, professional relationship between yourself and the Chair, HT, other governors? | |
| 6 | | What aspect(s) of the schools especially interests you? | |
| 7 | | What is your understanding of safeguarding in a school? | |
| 8 | | What training would you need/like/be available for? | |
| 9 | | How will you ensure you have capacity for the role and what time will be possible during the working day? | |
| 10 | | Any questions for us? | |
| 11 | | If you are offered this role, would you take it up? | |

Education Department

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