Diocese of Norwich Education and Academies Trust

Diocese of Norwich St Benet's Multi Academy Trust

Governor
Recruitment Pack



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Diocesan House, 109 Dereham Road, Easton. Norwich, NR9 5ED

Welcome

Thank you for your interest in becoming a Governor.

The purpose of Multi Academy Trusts is to deliver consistent and continuous improvement in schools. Both the Department for Education and the Diocese of Norwich share the conviction that every child deserves an excellent education in order to provide the best possible prospects for fulfilment in adult life.

As a local governor within a Diocese of Norwich Multi Academy Trust, you will be joining a team that is committed to promoting the vision and values of the Trust and the Diocese. We believe that the child must always be at the heart of our work and that our Christian ethos is instrumental in delivery of the best possible educational offer and outcomes.

Our Governors are asked to agree to uphold the ethos of the Multi Academy Trust however we welcome applications from individuals of all faiths and none, of all ages and levels of experience and from all backgrounds. Knowledge of education and the education system or board experience are not necessary - your skills, attitude and commitment are more valuable.

The Trusts are a key part of the Diocese of Norwich and play an important part in making the Diocesan vision for education a reality in the schools and communities we serve. The Diocesan Education vision statement, based on Ephesians 3; 20-21, is:

Immeasurably more than we can imagine!

Our passion and ambition are to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see Norfolk, and our schools in North East Suffolk, and its education system acknowledged as a place of aspiration, achievement and hope whether living in a rural area, coastal community, market town or the city of Norwich.

We look forward to meeting you.

Hannah Monk
Head of Governance



How to Apply

To apply to become a Governor complete the form in this pack and return it to governance@donesc.org. Please also use this email address if you would like to discuss the role prior to making an application.

Once your application or email is received you will be contacted by a member of the Governance team:
Hannah Monk – Head of Governance
Tara Burrows – Trust Clerk, St Benet's MAT
Dawn Knights – Trust Clerk, DNEAT

You will be invited to attend an interview with the Governance team and the Chair of Governors at the School or Federation where you would like to volunteer. Don't worry if you're not sure which school you would like to volunteer with, we will discuss that with you. The interview will be an opportunity to expand on the reasons you have for wanting to become a Governor and to ask any questions.



After interview, if you decide you'd like to continue with your application, your appointment will be proposed to the Trust Board for approval.

Benefits

Being a school Governor or Trustee is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people, give something back to your local community and use and develop your skills in a board-level environment. You will also be joining the largest volunteer force in the country: there are over a quarter of a million volunteers governing state funded schools in England.

Schools need governing boards that have a balance and diversity of knowledge, skills and experience to be effective. Ofsted (the national inspection body for schools) has repeatedly noted that the most effective schools demonstrate effective leadership and management – which includes the governing board.

As a governor you will be able to:

- use your own experience of education and life beyond school to inform conversations
- develop and utilise your skills in a board-level environment
- make a valuable contribution to education and your community
- support and challenge the school so that it improves for pupils and staff
- bring your unique experiences, perspectives and insights to decision-making in the interests of the school community

We encourage the academies to employ a professional clerk and they and the central Governance team support and guide the Local Governing Bodies.

We encourage new Governors to ask their employers whether their new Governor role would be supported by the employer's corporate social responsibilities. Being a Governor is also a valuable addition to your CV.

The Trust may reimburse some Governor expenses.

Role Description

Term of Office
The standard term of office for a Governor is four years. However, we recognise that four years can seem like a long commitment so we will consider a minimum commitment of two years which we will discuss with you. If you decide at the end of your first term that you would like to continue, you will be welcome to apply for reappointment, or you could become a Governor at a different school in the Trust.

Time Commitment
Local Governing Bodies in our MATs meet once per six-week half term and each of the three Committees (Resources, Standards and Ethos) meet once per twelve-week term. It is usual for meetings to take place in the early evening and can be in person or virtual depending on the requirements of the time.

Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors in the Multi Academy Trusts can seek the advice of the clerk to the governing board and the Trust Governance Team as appropriate.

Governing body strategic responsibilities
Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the vision for the school and working with senior leaders to develop a strategy for achieving the vision
- deciding the principles that guide school policies, approving key policies and adopting Trust issued policies
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- monitor expenditure against budget on a regular basis
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance
Governors monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives by asking questions of the school leaders and evaluating data
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- visiting the school to monitor implementation of the strategy and reporting back to the board
- ensure provision of Religious Education in line with the Trust's Religious Education policy

Panels and committees

When required, governors may be asked to serve on panels or committees in order to:

- contribute to annual performance management processes
- select and appoint members of the school leadership, teachers and non teaching staff
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaint

Support for all such panels and committees is provided by the Trust with training available for Governors and specially trained Clerks provided to guide the processes.

Contribution to the governing body

We ask Governors to make a positive and meaningful contribution to the governing body by:

- attending meetings as scheduled, reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board which includes providing reasonable notice of non-attendance at meetings
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis



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Application Form

Name of Academy/Local Governing Body	

Basic Information	
Title	
First Name	
Last Name	
Previous Surname (if none, please state 'None')	
Date of Birth	
Nationality	
Country of birth	

Contact Information	
Address	
Postcode	
Home Telephone	
Work Telephone	
Mobile Telephone	
Email	
Preferred form of contact	

Data Protection

Under the General Data Protection Regulations 2018, we have a legal duty to protect any personally identifiable information we collect from you. We do not pass on your details to any third party unless you give us permission or if the Trust is legally obliged to do so. Our website contains a copy of the Trust Data Protection Policy.

These details will be held on computer and registered under the General Data Protection Regulations 2018, in compliance with its principles. All information will be destroyed if your application to become a governor is unsuccessful.

Please note it is mandatory for information about governors to be shared with the Department for Education (DfE) via the 'Get Information About Schools' database – please see page 14.

Employment Information	
Employment Status	Employed / Self-Employed / Retired / Unemployed
Occupation (if retired/ unemployed, please provide previous occupation)	
Employer Name	
Work Postcode	

Qualification Information	
Qualification (Highest)	
Subject	
Institution	

Are you a parent of a pupil at a DNEAT or St Benet's MAT Academy? **If Yes, please state which Academy**	Yes / No
Are you a Governor/Trustee at any School or Academy? **If Yes, please state where**	Yes / No
Are you related to a member of staff at a DNEAT or St Benet's MAT Academy? **If Yes, please state name and which Academy**	Yes / No

Why would you like to become a Governor at a DNEAT or St Benet's MAT Academy?

Why do you think your skills and experience will make you an effective Governor at a DNEAT or St Benet's MAT Academy?

Skills Analysis

Effective governance requires a board with a range of skills. These skills enable governors and trustees to ask the right questions, analyse data and have discussions which create robust accountability for school leaders. This skills audit is based on the six features of effective governance that are referred to in the DfE's competency framework. No individual will have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

The skills audit consists of a series of statements. Rate your level of agreement with each statement on a scale of 1-5, with 1 indicating strong disagreement, and 5 indicating strong agreement.

	Knowledge, experience, skills and behaviours	1=Strongly Disagree 5=Strongly Agree
	1. Strategic Leadership	
1	I am/have been a governor or trustee in another school or board member in another sector	
2	I am/have been chair of a board or committee	
3	I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)	
4	I have experience of the school's local community	
5	I understand the difference between strategic and operational decisions	
6	I have experience and expertise in strategy development	
7	I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from parents and staff to support the decision-making process	
8	I understand the principles of risk management: how to prioritise, assess and mitigate against risks	
	2. Accountability	
1	I have worked with leaders to establish expectations for improvement	
2	I understand the elements that make up a broad and balanced school curriculum	
3	I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development	
4	I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes	
5	I have experience of financial planning: budgeting, monitoring and compliance	
6	I understand how the financial efficiency of schools is measured and compared to similar schools	
7	I know how staff are recruited to schools	

8	I understand how staff pay decisions impact the school's budget	
9	I have experience of preparing for and responding to inspection and oversight	
10	I understand the national performance measures that are used to monitor school performance	
3. People		
1	I regularly refer to professional advice to inform my own judgements	
2	I know how to build the knowledge I need to be effective in my governance role	
3	I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict	
4	I can build consensus through clearly presenting my views	
5	I have built strong collaborative relationships with members of the board	
4. Structures		
1	I understand how the strategic role of a governing board differs from the management responsibilities carried out by senior leaders in schools	
2	I understand the distinct responsibilities of the board's committees	
5. Compliance		
1	I am aware of the legal duties and responsibilities of a governor/trustee, e.g. the safeguarding of children and in respect of pupils with special educational needs and disabilities	
2	I feel able to speak up if I am concerned about non-compliance	
6. Evaluation		
1	I have identified the areas where I need to develop my knowledge and skills as a governor/trustee	
2	I seek out opportunities to improve my practice (attending training, learning from others)	
7. Christian Ethos		
1	I have an understanding of the distinctiveness of church schools	
2	I have links with the Church of England or other religions	
3	I understand how the Church of England and the Diocese of Norwich contribute to the enrichment of education in the Trust.	
4	I am enthusiastic about promoting the value of a Christian Ethos in education with the Trust's staff, pupils and families.	

Declaration

- I declare that I am not disqualified from serving as an Academy Governor (please see disqualification criteria overleaf)

- I give informed consent to my information being shared with the Department for Education, GovernorHub and the NGA, and published on the academy website as outlined on page 8

- I agree to uphold the Christian ethos of the Trust

Signed	
Date	

This form must be returned to:

Governance Office, DoNESC,
Diocesan House, 109 Dereham Road, Easton Norwich NR9 5ES

governance@donesc.org

Tel: 07542847815

Disqualifications (Scheme of Delegation, Section 5)

- No person shall be qualified to serve on the LGB unless he is aged 18 or over at the date of his election or appointment. No current pupil or student of the Academy shall be entitled to serve on the LGB.
- A person serving on the LGB shall cease to hold office if they becomes incapable by reason of illness or injury of managing or administering their own affairs.
- A person serving on the LGB shall cease to hold office if they are absent without the consent of the Chair of the LGB from three consecutive full meetings of the LGB and the LGB resolves that their office be vacated.
- A person shall be disqualified from serving on the LGB if:
    - their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or
    - they is the subject of a bankruptcy restrictions order or an interim order.
- A person shall be disqualified from serving on the LGB at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
- A person serving on the LGB shall cease to hold office if he would cease to be a director by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).
- A person shall be disqualified from serving on the LGB if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.
- A person shall be disqualified from serving on the LGB where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 (persons disqualified from being charity trustees or trustees of a charity) of the Charities Act 2011.
- After the Academy has opened, a person shall be disqualified from serving on the LGB if he has not provided to the Directors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Headteacher confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
- Where, by virtue of this Scheme, a person becomes disqualified from serving on the LGB; and he was, or was proposed, to so serve, he shall upon becoming so disqualified give written notice of that fact to the Directors.
- This clause 5.6 [and paragraph 2 of Appendix One] shall also apply to any member of any committee of the LGB who is not a member of the LGB.

Anyone proposed or serving as a governor who is disqualified for one of these reasons must notify the clerk to the local governing body.

If your application to be a governor is successful, the information on this application form will be shared with the following parties:

Department for Education (DfE)

From September 2016 the Academies Financial Handbook requires academy trusts to provide information about their members and trustees as well as those sitting on any local governing bodies that may be in place. The data which is collected in 'Get Information About Schools' (GIAS) and made publicly available is:

- full name (including title)
- appointing body (eg board, foundation, parents etc)
- date of appointment
- date term of office ends / ended if in last year
- whether they are a trust member, a trustee, the chair of trustees, or a local governor on a local governing body

In addition, for all these individuals. the DfE will collect within GIAS, but not publish, a range of information to help them to identify specific individuals:

- postcode
- date of birth
- previous names
- nationality and country of birth
- direct email address for DfE Governance communication

This governance data that is not publicly available will be encrypted within the system and access will be restricted to a small number of users who need it to fulfil their official responsibilities. The email address of the chair of the board will be made available to regional schools commissioner offices on request where they need direct contact with the chair. Subject to successful pilots, the DfE will also use the email address to send to chairs information about the issues that national performance data suggests the board needs to address with its senior leadership team.

GovernorHub (Ortoo Technologies Ltd)

GovernorHub is the website which DNEAT uses to manage governance at Trust and Local level. All governors are expected to use GovernorHub. The information from this form which we will share with GovernorHub is:

- First and Last name
- Email address

National Governance Association (NGA)

All of our governors are given membership of the National Governance Association (NGA). In order for you to receive the weekly newsletters from NGA and the magazine (if applicable), the information from this form which we will share with the NGA is:

- Title
- First and Last name
- Address and Postcode
- Email address

Academy Website

It is a DfE requirement that the following information is published on the academy website for each governor and any associate member who has served at any point in the past 12 months:

- Name
- Category of governor
- Term of Office
- Names of committees the governor/member serves on
- Attendance record at full LGB meetings the previous academic year
- Pecuniary and Personal Interests
    - Relevant business interest of governors and details of any other educational establishments they govern
    - Relationships between governors and members of the school staff including spouses, partners and relatives

The Diocese of Norwich Education and Academies Trust places data protection requirements on third party processors to ensure data is processed in line with governors' privacy rights.

By submitting your application to be a governor, you are giving informed consent to sharing your information with the Department for Education, GovernorHub, NGA and being published on the academy website as outlined above.

Equality and Diversity Form

The Trust wants to meet the aims and commitments set out in its equality policy. This includes not discriminating under the Equality Act 2010 and building an accurate picture of the make-up of the workforce, both employed and voluntary, in encouraging equality and diversity. The Trust needs your help and co-operation to enable it to do this, but filling in this form is voluntary.

We collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. This information is kept confidentially by DoNESC and access is strictly limited in accordance with the Data Protection Act 2018 and The UK General Data Protection Regulation (GDPR).

Name	
LGB	

Age	
	18-30
	31-45
	46-60
	61-75
	75+
Do you have a disability?	
	Yes
	No
	Prefer not to say
Gender	
	Male
	Female
	Transgender
	Prefer not to say
	If you prefer to use your own term, please write it here

Religion or belief	
	Buddhist
	Christian
	Hindu
	Jewish
	Muslim
	Sikh
	No religion or belief
	Prefer not to say
	Other (please write in)
Sexual orientation	
	Bi-sexual
	Gay man
	Gay woman
	Heterosexual
	Prefer not to say
	Other (please write in)

Ethnicity	
	White: British/English/Welsh/Northern Irish/Scottish
	White: Irish
	White: Traveller of Irish Heritage
	White: Gypsy / Roma
	Any other White background
	Mixed: White & Black Caribbean
	Mixed: White & Black African
	Mixed: White & Asian
	Mixed: Any other mixed background
	Asian or Asian British: Indian
	Asian or Asian British: Pakistani
	Asian or Asian British: Bangladeshi
	Asian or Asian British: Chinese
	Any other Asian background
	Black or Black British: Black -Caribbean
	Black or Black British: Black -African
	Any other Black Background
	Other ethnic group: Arab
	Other ethnic group: Chinese
	Prefer not to say
	Other