

Thank you for considering becoming a Community Governor at the Wilnecote School



As a Governor you would be part of the School Standards Committee (also known as the Local Governing Body) for The Wilnecote School, which is part of the Community Academies Trust (CAT). Below is a brief introduction to the role, and to the appointment process.

What does the role of governor entail?

We are looking for people who have the skills and experience to act as a 'critical friend' to the school; to ask constructive and challenging questions about how well it is doing; and to support the school in addressing its aims. As a governor, you would be consulted on the strategic plan for the school, and on the objectives within it; over the course of the academic year you would monitor how the plans are being put into place, and on the staffing needed to make those plans happen. You would help to evaluate the school's success by focusing on progress and outcomes (within CAT, this is known as being 'Guardians of Standards'); to do this you would monitor the quality of education and care that the school provides, and the difference that this makes for our students. This monitoring role includes a focus on teaching and learning, behaviour and attendance, safeguarding, personal development, special educational needs, and on the school's approach to reducing disadvantage (its Pupil Premium Strategy). There is also an important 'pastoral' function, paying attention to the health and well-being of the school, its students and its staff.

How do governors work?

You would carry out your role through four main meetings across the year, in which we review progress on development priorities, and consider how well the school is carrying out its essential roles. Alongside these meetings governors can operate through a range of other possible contacts including meetings with key staff, walkabouts with senior leaders to get a feel for behaviour and learning, reading through policies and progress reports, attending events such as awards evenings, and annual productions. We hope you could volunteer perhaps 10 hours per term including preparation, and we would try hard to be flexible about when and how you contribute, so as to make best use of your time.

You do not need to be a parent of a pupil at the school, only to live or work in the local community and be committed to the governance and success of the school. No prior knowledge is needed – training and support is offered and available to all new and existing governors, through the Trust and through fellow governors.

Next Steps

We hope this brief description has begun to answer some of your questions about what is expected of a governor at Wilnecote. Also attached is the Trust's Governance Charter, which introduces you to the Trust and its values, and outlines how local governors work alongside Trust officers, the Trust Board, and the school.

The other document attached is the application we need you to complete: it asks you to write a brief statement about yourself and what you might bring to the governor role, and then to complete a simple skills audit. We would be grateful if you could return this to Rachel Tracey, at the Wilnecote School. She is copied into this email so you have her contact details.

The final step in the process will be a short interview with a governor, a member of the school's leadership, and a Trust officer.



Mike Howell
Chair of Governors

* Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all governors to share this commitment and to undergo appropriate checks, including DBS checks and Section 128 checks. Governors must also satisfy Right to Work in the UK checks.