



GOVERNOR RECRUITMENT PACK



ABOUT US

We are a friendly, welcoming and inclusive school with high expectations for every child both academically and socially. Our school population is a reflection of the rich cultural diversity of the community. Our children originate from many different countries, speaking a large number of languages. We believe this makes our school a vibrant, exciting and special place to be.

At Beechfield, we are committed to safeguarding all members of our community. We believe that our school should provide a safe, caring, positive, and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual. At all times, we take notice of and adhere to the national and local policies and guidance in regards to keeping children safe in education.

We are fortunate to have enthusiastic staff, who are committed to high standards of education and behaviour. The school has a wonderful “family atmosphere” which gives children a secure and happy environment in which to learn and develop as young adults. The partnership between home and school is a vital one and mutual support is imperative, so we strive to work in close partnership with our parents, carers and families to do the very best for our children and our community. Our practice is rooted in our belief that all members of the community should be treated with respect and dignity and that everyone is of equal worth and has equal opportunity.

Beechfield's aims:

- To be a centre of educational and social excellence.
- To have a nurturing ethos that instils a sense of personal responsibility.
- To ensure everyone is kind and respectful towards themselves, others and their environment, developing responsible citizens for the future.
- To have a positive culture of collaboration and support where we praise, reward and celebrate so our school community is happy and confident.
- To value effort and teach resilience and perseverance when faced with challenges. To celebrate success when we work hard and give our best.
- To have happy children who are Inspired to have a love of learning through a rich, purposeful and creative curriculum

Our School Motto:

Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.

OUR TRUST

The Inclusive Multi Academy Trust was established in 2016 as a group of three primary schools working in collaboration as one charitable entity, to improve and maintain high educational standards and offer life opportunities for our children and the community as a whole.

Our schools all share the belief that a nurturing approach is at the heart of success. Happy children learn, happy staff thrive, happy parents build a community, and that is what we strive to achieve.

As a Multi Academy Trust, we place high value in the word ‘trust’ and take it to mean ‘have faith or confidence’. We want you to trust our Trust to inspire and nurture our children and their community to be the very best that they can be, to do this we offer some simple promises.

We promise that children in the Inclusive Multi Academy Trust will:

- feel welcome, valued and safe
- develop outstanding academic and social skills
- have fun whilst fostering an intrinsic love of learning
- respect and celebrate everyone's similarities and differences
- build lasting, healthy relationships and support networks
- engage with and contribute substantially to their local community.



CURRENT VACANCIES

Our Local Governing Board is looking to appoint the following:

- A community governor with relevant community knowledge and/or experience of managing academic standards/primary outcomes. A primary education or sociology/psychology background would be desirable.
- Support staff governor.

ROLES AND RESPONSIBILITIES

Local Governors work together to carry out core functions as delegated by the Trust. This responsibility is predominantly school level governance functions and includes:

- Implementing the vision, ethos, beliefs and promises of the Trust
- Building an understanding of how the school is led and managed
- Ensuring that the school is working within policies adopted by the Trust
- Meeting the agreed Trust targets
- Managing finances well within delegated powers
- Engaging with stakeholders
- Contributing in discussion via Governor Hub
- Being a point of consultation and representation

OUR PLANS FOR THE FUTURE

Our pupils have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Some of our pupils come from the most vulnerable and disadvantaged backgrounds and we know that these children will be among those hardest hit. The aggregate impact of lost time in education will be substantial. Our immediate short-term priority is focussing on this challenge.

Our school priorities are:

- To understand, and support the reduction in the gaps in mental health, wellbeing and social learning and support development to get back on track
- To close gaps, catch up and improve attainment for all pupils across the school
- To embed an inspiring subject specific curriculum



MONITORING AND EVALUATING SCHOOL PERFORMANCE

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its objectives
- ensuring the required policies and procedures are in place and the School is operating effectively in line with these policies
- holding the Headteacher to account for standards, and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting
- asking challenging questions of the senior executive leader in order to hold them to account

GOVERNOR CONTRIBUTION

Governors should ensure that they are making a positive and meaningful contribution to the board by:

- attending meetings (typically 4 full board meetings each year)
- reading papers and preparing questions for the leadership team in advance
- establishing and maintaining professional relationships with leaders and colleagues, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis



PERSON SPECIFICATION

Every Governor is expected to abide by the Trusts Code of Conduct and the seven principles of public life set out by Lord Nolan: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. The Board considers the following as essential skills and attributes:

Personal qualities:

- commitment to the ethos and values of the Inclusive Multi Academy Trust and Beechfield School
- commitment to the education and welfare of children and young people
- commitment to equal opportunities and the promotion of diversity
- independence of thought and sound judgment
- ability to work as part of a team
- commitment to seeking and taking account of the views of stakeholders (eg parents and pupils)
- respect for the work and views of other trustees, governors and staff
- willingness to devote time, enthusiasm and effort to the duties and responsibilities of a trustee
- willingness to consider different views and (then) support the agreed collective decisions made.



Aptitude and skills:

- understanding and acceptance of the legal duties and responsibilities
- ability to challenge current thinking, the method of governance and management of the school in a constructive manner and in the best interests of the school
- ability to evaluate and interpret management information and other data/evidence
- ability to play a strategic role to successfully effect change and meet the objectives of the school
- eagerness to reflect and learn

Desirable Knowledge/experience:

Specific professional knowledge and experience in at least one of the following:

- school governance
- educational leadership experience
- financial expertise of school education in England
- data analysis and/or research expertise
- change management
- monitoring and evaluating performance in the commercial and/or not for profit sectors
- recruitment and human resources expertise, including employment legislation
- business development experience/expertise
- risk management experience/expertise
- property and estate management
- marketing, media and PR

EXPENSES

Governors receive out of pocket expenses incurred as a result of fulfilling their role as Governor. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

TIME COMMITMENT

The average time commitment is five to eight hours per month, This includes meetings, background reading and school visits.

TRAINING AND SUPPORT

We have a strong induction process to help you get up to speed quickly, which includes access to all of the relevant and statutory training needed.

LOCATION OF BOARD MEETING

Beechfield School, Gammons Lane, Watford, WD24 5TY

APPLICATION PROCESS

If you are interested in applying for the role please send a short expression of interest to Lesley Adams, Chair of Governors, lesly.adams@beechfield.herts.sch.uk by the 12th March 2021.



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Beechfield School

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