



## GOVERNOR RECRUITMENT PACK

Together we will...

Pioneer | Inspire | Achieve | Collaborate | Create

## Welcome

Thank you for your interest in becoming a governor with Venn Academy Trust. We are looking to grow our governing bodies and would welcome your application. We hope that the information contained within this pack provides sufficient background and helps you to decide if you want to apply.

The trust was formed in 2015 as a small but perfectly formed organisation of four schools. Since then we have grown our family of schools across Yorkshire and the Humber region, with others interested in joining. Venn comprises special, alternative provision and mainstream academies, this includes a hybrid/alternative provision free school.

We have a strong track record of developing and improving schools; underpinned by effective central systems and school improvement strategies that lead to developing confident pupils who work hard, enjoy school and achieve significant positive outcomes.

Our expertise reflects our vision and together with the local authorities, schools and community partnerships provide outstanding support. Venn is a pioneering academy trust, where all pupils are inspired to become lifelong learners to achieve the very highest standards possible. Collaborating with all partners, the trust works with its settings to create world class learning experiences for all.

The trust has substantial proven expertise in delivering outstanding provision. This has been achieved through high quality expertise, practice and training. We have created a positive behaviour culture with clear intent on the curriculum; reinforced by our effective implementation strategies leading to successful, positive outcomes. Our special and mainstream provision is pupil focused, effectively linked into an appropriate and challenging learning programme enabling pupils to have positive progression throughout their school years. Venn is known for its expertise in supporting pupils with SEMH.

Venn is committed to providing the best educational support and provision for our young people. School governors make a positive contribution to children's education.

We are looking for enthusiastic and dedicated people who can offer supportive challenge to the leadership of our schools. School governors work as a team and come from a wide variety of backgrounds to add value to school life by offering their skills, expertise and time. School governing bodies need skilled people to help them run effectively, but you do not need leadership or education experience, just a desire to give back to the school and its community.

If you would like to become a governor, please complete the application included as the end of this recruitment pack.

Best wishes  
Dr Simon Witham  
Trust Lead and Accounting Officer

A unique  
family of schools  
that place a vision  
of inclusion  
at its core

## Our Vision and Values

Our Vision and Values put pupils, staff and our communities at the heart of what we do.

### Together we will...

**Pioneer** to provide a curriculum of the highest standards with a clear international dimension to meet every pupil's needs.

**Inspire** our young people to become resilient learners who embrace excellence and challenge to become confident and courageous learners.

**Achieve** the highest standards with progress that enriches students' personal development.

**Collaborate** with our families and communities to place every young person at the heart and to serve them well.

**Create** a culture where all our students of all abilities are equally welcome and supported to achieve their full potential.

Venn is a pioneering academy trust, where all pupils are inspired to become lifelong learners to achieve the very highest standards possible. Collaborating with all partners, the Trust works with its settings to create world class learning experiences for all.





Bridgeview Special School (EHCP). Pupils aged 5-12. Hull.  
 Euler Academy (SEMH). Pupils aged 5-11. Hull.  
 Griffin Primary School. Mainstream primary academy. Pupils aged 3-11. Hull.  
 Mountbatten Primary School. Mainstream primary academy. Pupils aged 3-11. Hull.  
 The Sullivan Centre. Medical alternative provision unit. Pupils aged 11-18. Hull.  
 Venn Boulevard Centre. Alternative provision. Pupils aged 10-18. Hull.  
 Thorpepark Academy. Mainstream primary academy. Pupils aged 2-11. Hull.  
 Whitehouse Pupil Referral Unit. Pupils aged 5-11. Hull.  
 The Boulevard Nursery. Early years provision for children entitled to 2 year old funding. Hull.  
 Brooke Primary Academy. Mainstream primary academy. Pupils aged 3-11. Doncaster.  
 Marshland Primary Academy. Mainstream primary academy. Pupils aged 2-11. Doncaster.  
 New Pastures Primary School. Mainstream primary academy. Pupils aged 3-11. Mexborough.

### Venn Academy Trust Hull Office:

The Venn Suite  
 Bridgeview / Whitehouse Site  
 262A Pickering Road  
 Hull  
 HU4 7AD  
 01482 505030  
[info@vennacademytrust.org](mailto:info@vennacademytrust.org)

### Venn Academy Trust Doncaster Office:

Brooke Primary Academy  
 Wike Gate Road  
 Doncaster  
 DN8 5PQ  
 01405 812200  
[info@vennacademytrust.org](mailto:info@vennacademytrust.org)

## WHAT IS INVOLVED IN BEING A GOVERNOR?

You will work with the local governing body to develop the school's vision and priorities, review educational performance and make strategic decisions. The local governing body plays a key role in:

- setting targets for raising standards of educational achievement
- monitoring progress towards meeting these targets
- supporting and challenging the performance of the head of school
- deciding policy and future development plans

The governing body meets at least three times per year. You will also have the opportunity to take on link roles and look at specific areas. To help support governors everyone has access to further training to help build on existing skills or develop new ones.

## WHAT WE CAN OFFER...

- a chance to develop skills in strategic management
- the opportunity to work with our team of governors and staff in improving our schools and the education provision for the pupils
- a sense of achievement in making a difference to our schools
- the pleasure of helping pupils reach their potential

## NEXT STEPS...

If you are interested in becoming a governor at one of our schools and would like an informal discussion please contact the governance professional, Helen Turner on 01482 505030 or email: [hturner@vennacademy.org](mailto:hturner@vennacademy.org).

Venn Academy Trust is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Our Trust is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants.

[vennacademytrust.org](http://vennacademytrust.org)

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## GOVERNOR ROLE DESCRIPTION

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 should seek the advice of the clerk to the governing board and other professional advice 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 mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- 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
- setting the school’s budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school’s staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

## 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 strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

## PANELS AND COMMITTEES

When required, governors are expected to serve on panels or committees in order to:

- appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

## CONTRIBUTION TO THE GOVERNING BODY

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

- attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- 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



PRIVATE AND CONFIDENTIAL

GOVERNOR APPLICATION FORM

Please note: This application should be completed, signed and dated then returned to Venn Academy Trust.  
References may be contacted if applications are successful.  
On appointment as a Governor a Disclosure and Barring Service (DBS) check will be undertaken.

NAME:

ACADEMY YOU WISH TO BE  
CONSIDERED FOR AS A GOVERNOR:

PLEASE TELL US HOW YOU  
BECAME AWARE OF THIS VACANCY:

Please return the completed application form to the governance professional: Mrs H Turner  
Email: hturner@vennacademy.org  
Post: Mrs Helen Turner  
Venn Academy Trust  
The Venn Suite  
Bridgeview / Whitehouse Site  
262A Pickering Road  
Hull  
HU4 7AD

GOVERNOR APPLICATION FORM

PERSONAL DETAILS

TITLE	
FORENAME(S)	
SURNAME	
FORMER NAME(S)	
DATE OF BIRTH	MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
ADDRESS	
EMAIL ADDRESS	
TELEPHONE (HOME)	
TELEPHONE (WORK)	
TELEPHONE (MOBILE)	
PRESENT JOB TITLE	
PRESENT EMPLOYER	
1. REFERENCE CONTACT DETAILS	NAME:  EMAIL:
2. REFERENCE CONTACT DETAILS	NAME:  EMAIL:

PERSONAL DETAILS

WHY DO YOU WANT TO BECOME AN ACADEMY GOVERNOR?

ARE YOU CURRENTLY, OR HAVE YOU BEEN, A GOVERNOR AT ANOTHER ESTABLISHMENT?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

HAVE YOU EVER BEEN REMOVED FROM MEMBERSHIP OF A GOVERNING BODY OR BOARD OF DIRECTORS FOR ANY REASON?  
*IF YES, PLEASE PROVIDE DETAILS OF THE ESTABLISHMENT AND THE REASON FOR YOUR REMOVAL:*

YES ☐ NO ☐

DO YOU HAVE ANY CRIMINAL CONVICTIONS?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

IS THERE ANYTHING IN YOUR PERSONAL OR PROFESSIONAL LIFE THAT MAY BRING VENN ACADEMY TRUST OR THE SCHOOL INTO DISREPUTE?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

PERSONAL DETAILS

ARE YOU, OR HAVE YOU BEEN:  
A PARENT OR CARER OF A CHILD IN A VENN ACADEMY?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

AN EMPLOYEE OF A VENN ACADEMY?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

A CONTRACTOR OR SUPPLIER TO A VENN ACADEMY?  
*IF YES, PLEASE PROVIDE DETAILS:*

YES ☐ NO ☐

PERSONAL DETAILS

STATEMENT		Enter a score (1 to 4) below 1 = strong disagreement 4 = strong agreement
01	I have governing experience in a school or in a different sector	
02	I am/have been chair of a board or committee	
03	I have experience and expertise in developing a strategy	
04	I know what the school's strategic priorities are	
05	I can identify key risks and evaluate their potential impact	
06	I am aware of how the school is funded and what the funding is spent on	
07	I can interpret budget monitoring reports and ask relevant questions	
08	I understand how the school's curriculum meets the needs of all pupils	
09	I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions	
10	I feel confident being part of the panel that conducts headteacher appraisal	
11	I know how to build the knowledge I need to be effective in my governance role	
12	I can build positive, collaborative relationships with members of my board	
13	I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other	
14	I know what the governing board's core functions are	
15	I understand how the board delegates its work	
16	I feel confident being part of a panel to make decisions (such as on pupil exclusions or complaints)	
17	I know how the board meets its legal and compliance responsibilities	
18	I feel able to speak up if I am concerned about non-compliance and unethical behaviour	
19	I can identify when independent, expert advice may be required	
20	I know and empathise with the community served by the school	
21	I understand the legal responsibilities of governing boards in relation to equalities	
22	I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policies and practices)	
23	I have knowledge, experience or training that will help me to promote diversity and inclusion.	
24	I can recognise and challenge behaviour, attitudes, policy and practice which go against the inclusive culture we want for our school.	
25	I understand how to use relevant data and insight to identify and resolve issues relating to inequality.	

PERSONAL DETAILS

STATEMENT	Insert comments below:
26 Is there any support or training you would like to engage in to help you promote equality and diversity in your school?	
27 What are the areas you feel you need to prioritise to develop your governance knowledge and skills?	
28 Are there any additional areas of the board's responsibilities which you would like to contribute to in the future?	
29 OPTIONAL: Do you have any further comments on your development needs and or your continuing contribution to the governing board?	

DECLARATION OF ELIGIBILITY TO BECOME A VENN ACADEMY TRUST GOVERNOR

Please put a X in the boxes:

I am aged 18 or over

☐

I do not already hold governorship of the same academy.  
*Please note that if you are applying for re-appointment, this information relates to the period when your current term of office ends*

☐

I am not liable to be detained under the Mental Health Act 1983

☐

I am not a bankrupt or subject to a disqualification order 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 a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous provisions) (Scotland) Act 1990, from being concerned in the management or control of any body

☐

I am not included on the barred list of teachers and workers with children or young persons whose employment is prohibited or restricted

☐

I am not disqualified from being the proprietor or any independent school or from being a teacher or other employee in a school

☐

I have not, in the twenty years prior to applying to be a governor, been previously convicted of any offence and had passed on me a sentence of imprisonment for a minimum of two and a half years

☐

I have not, at any time, had passed on me a sentence of imprisonment for a minimum of five years

☐

I have not, in the five year prior to applying to become a governor, been fined for causing a nuisance or disturbance on education premises

☐

I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000

☐

My estate has not been sequestrated

☐

I am not the subject of a bankruptcy restrictions order or an interim order

☐

SIGNED

PRINT

DATE

DISQUALIFICATION STATEMENT

A trustee/governor must be aged 18 or over at the time of his or her election or appointment and cannot be a registered pupil at the school. A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a trustee/governor or associate member if he or she:

- fails to attend governing board meetings, without the consent of the governing board, for a continuous period of six months, beginning with the date of the first meeting missed (not applicable to ex officio governors);
- is subject to a bankruptcy restriction order, an interim bankruptcy restriction order, a debt relief order or an interim debt relief order;
- has had his or her estate sequestrated and the sequestration order has not been discharged, annulled or reduced;
- refuses to complete the Disqualification Declaration form on an annual basis or fails to inform the Trust of any changes which may affect their role as a trustee/governor
- is subject to:
  - i) a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986
  - ii) a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989
  - iii) a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002
  - iv) an order made under Section 429(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order);
- has been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of anybody;
- is included in the list of people considered by the Secretary of State as unsuitable to work with children;
- is disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002;
- is disqualified from registration for childminding or providing day care;
- is disqualified from registration under Part 3 of the Childcare Act 2006;
- has received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a trustee/governor or since becoming a trustee/governor;
- has received a prison sentence of two-and-a-half years or more in the 20 years before becoming a trustee/governor;
- has at any time received a prison sentence of five years or more;
- has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a trustee/governor;
- refuses to allow an application to the Disqualification and Barring Service for a criminal records certificate

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)

The Academy Trust 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, 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.



## **National Governance Association (NGA)**

All of our governors are given membership of the National Governance Association (NGA), including their e-learning link. 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

## **Trust/academy website**

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

- name
- category of governor
- term of office
- names of committees the governor serves on
- 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

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

