



GOVERNOR RECRUITMENT PACK



ABOUT US

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. This makes our school a vibrant, exciting and truly special place to be.

We pride ourselves on offering a broad and balanced curriculum which empowers the children to directly influence the direction of their learning. Providing rich experiences, both inside and outside of the classroom, creates a buzz and an excitement around it. Teachers respond to the interests and ideas of the children whilst guiding them to ensure key skills are developed.

Our aim is that during their time at Laurance Haines, our children fulfil their academic and social potential. In doing this, they can reap the rewards and benefits of being caring, confident, enquiring and independent individuals, able to take their place as active citizens in a multi-cultural society.

At Laurance Haines School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

A nurturing ethos drives all aspects of school life which alongside our curriculum helps prepare children for life in a rapidly developing world, whilst ensuring academic success.

In February 2017, we were the first school in the UK to receive the National Nurturing Schools award in recognition of the outstanding and inspirational work that our staff do in embedding nurturing principles.

Our School Motto:

'For a better future!'

We believe in nurturing our community, providing keys to unlock opportunities and a better future for all.

We promise that our Laurance Haines community will:

- Nurture and be nurtured
- Respect and be respected
- Trust and be trusted
- Innovate and be innovative
- Inspire and be inspired
- Be given opportunities for choice

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:

- 2 community governors with relevant community knowledge and/or experience of managing academic standards/primary outcomes. A primary education or business sector background would be desirable.

ROLES AND RESPONSIBILITIES

Local Governors work together to carry out core functions as delegated by the Trust. The Local Governing Committee. 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
- 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 gaps in mental health, wellbeing and social learning in order to get pupils back on track after Covid lockdown
- To implement strategies for Personal, Social and Emotional development of the whole child across the curriculum
- To understand and support the reduction of gaps in academic learning in order to get pupils back on track after Covid lockdown



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 objectives
- ensuring the school is operating effectively in line with these policies
- holding the senior leaders to account for standards, and compliance with agreed policies
- evaluating relevant data and feedback provided by the Headteacher and reporting to the Trust on aspects of School performance
- asking challenging questions of the Headteacher in order to hold them to account

GOVERNOR CONTRIBUTION

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

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



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 Laurance Haines 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 governor
- willingness to consider different views and then support the agreed collective decisions made.



Aptitude and skills:

- understanding and acceptance of the legal duties, responsibilities and liabilities of governorship
- 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 Trust
- 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:

- 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. 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 needs.

LOCATION OF MEETINGS

Laurance Haines School, Vicarage Road, Watford, WD18 0DD

APPLICATION PROCESS

If you are interested in applying for the role please send a short expression of interest to Mike Dobner, Chair of Governors, chair@lhaines.herts.sch.uk by the 12th March 2021.



Tel
01923 233146

Email
admin@lhaines.herts.sch.uk

Web
admin@lhaines.herts.sch.uk

Twitter
LHS_Watford

Facebook
Laurance Haines School

INCLUSIVE | MAT