



Governor Application Form
Name:
Diamond Academy

Improving Education **Together.**



Governor Category:

Parent Teaching Staff Support Staff Community

Section 1: Personal details

Surname: _____ Title: (Mr, Mrs, Miss, Ms or other) _____
Forename (s): _____ Previous names: _____
Address: _____
Email address: _____
Telephone number: _____
Mobile number: _____

Section 2: Background Information

Occupation: _____
Current Employer: _____
Previous Occupations: _____
Voluntary Work: _____
Hobbies: _____

Section 3: Training / Qualifications / Experience

It is important that within each Local Governing Body there are Governors with a range of skills and experience. Governors are **not** expected to be able to tick all the boxes below, but there should be at least one Governor on every Local Governing Body with experience or knowledge for each area.

	Industry Experience	Professional Qualification	Read Legislation applicable to academies	Attended Governor Training
Governance				
Key stage 1 and 2 curriculum (Primary Schools)				
Key Stage 3 and 4 curriculum (Secondary Schools)				
Equal opportunities				
Finance				
HR				
Health & Safety				
Special Education Needs (SEN)				
Looked after Children (LAC) / Children in need				
Safeguarding / Child Protection				
Pupil Premium				
Ofsted Inspections				

Please list below details of your training, qualifications and experience relevant to governance:

Data Protection

The personal information that you provide on this form will be held on a computerised database maintained by the Academy Transformation Trust Governance Department and the Clerk to the Local Governing Body. Your data will be used in accordance with the principles set out in the Data Protection Act 1998, which protects the right to privacy of individuals whose personal details are held by us. If you have any concerns regarding the way in which we handle personal information please contact: Governance Team, Academy Transformation Trust, Room 501, One Victoria Square, Birmingham, B1 1BD.

Section 4: Belbin Team Roles

It is good to have a mixture of different personalities within each team. Below is the Belbin team roles test. This test determines which team roles best suit you. For each pair of activities or qualities below, choose the one which best fits you. Please tick the box (left or right for each pair). If both apply to you, you should choose the one that best fits your personality.

Gregarious	<input type="checkbox"/>	<input type="checkbox"/>	Challenging	Solidarity	<input type="checkbox"/>	<input type="checkbox"/>	Individualistic
Practical	<input type="checkbox"/>	<input type="checkbox"/>	Critical	Sober	<input type="checkbox"/>	<input type="checkbox"/>	Emotional
Orderly	<input type="checkbox"/>	<input type="checkbox"/>	Communicative	Visionary	<input type="checkbox"/>	<input type="checkbox"/>	Expert
Curious	<input type="checkbox"/>	<input type="checkbox"/>	Respectful	Diligent	<input type="checkbox"/>	<input type="checkbox"/>	Conscientious
Impatient	<input type="checkbox"/>	<input type="checkbox"/>	Sensitive	Disciplined	<input type="checkbox"/>	<input type="checkbox"/>	Task-focused
Sensible	<input type="checkbox"/>	<input type="checkbox"/>	Agreeable	Talk	<input type="checkbox"/>	<input type="checkbox"/>	Study
Networking	<input type="checkbox"/>	<input type="checkbox"/>	Controlling	Prudent	<input type="checkbox"/>	<input type="checkbox"/>	Driven
Systematic	<input type="checkbox"/>	<input type="checkbox"/>	Diplomatic	Objective	<input type="checkbox"/>	<input type="checkbox"/>	Specialist
Extrovert	<input type="checkbox"/>	<input type="checkbox"/>	Independent	Intelligent	<input type="checkbox"/>	<input type="checkbox"/>	Worrisome
Organise	<input type="checkbox"/>	<input type="checkbox"/>	Improvise	Serious	<input type="checkbox"/>	<input type="checkbox"/>	Open-minded
Concrete actions	<input type="checkbox"/>	<input type="checkbox"/>	Be original	Cheerful	<input type="checkbox"/>	<input type="checkbox"/>	Reserved
Scientific	<input type="checkbox"/>	<input type="checkbox"/>	Impulsive	Rational	<input type="checkbox"/>	<input type="checkbox"/>	Concerned
Fantasize	<input type="checkbox"/>	<input type="checkbox"/>	Convey	Ambitious	<input type="checkbox"/>	<input type="checkbox"/>	Stick to procedures
Innovate	<input type="checkbox"/>	<input type="checkbox"/>	Analyse	Energetic	<input type="checkbox"/>	<input type="checkbox"/>	Skillful
Ambitious	<input type="checkbox"/>	<input type="checkbox"/>	Harmonious	Bring together	<input type="checkbox"/>	<input type="checkbox"/>	Being responsible
Coordinating	<input type="checkbox"/>	<input type="checkbox"/>	Autonomy	Consensus	<input type="checkbox"/>	<input type="checkbox"/>	Caring
Restless	<input type="checkbox"/>	<input type="checkbox"/>	Friendly	Troubled	<input type="checkbox"/>	<input type="checkbox"/>	Defensive
Wide interest	<input type="checkbox"/>	<input type="checkbox"/>	Avoid conflict	Imagine	<input type="checkbox"/>	<input type="checkbox"/>	Listen

Office use only

Belbin Team Role:

Please give brief details on why you want to become a Governor (Election Statement for Parent/Staff Governors):

It is important that your responsibilities as a Governor are appropriate to the time you have available. Please tick the boxes below to give an indication your availability for:

Attendance at Governor meetings (usually held after school):

Monthly Twice per term Termly

Time to review documentation e.g. policies

> 1 hour per week >1hour per month <1 hour per month

Visits to the academy during school hours:

Monthly Twice per term Termly

Attendance at events e.g. prize giving:

Regularly Occasionally Rarely

Additional information on availability e.g. unable to attend meetings on Tuesdays:

Declaration

I have read the summary of regulations in Appendix 1 and confirm that I am not disqualified from serving as an academy governor and that in the event that I am appointed to the Local Governing Body, I will notify the Clerk to the Local Governing Body immediately should I become disqualified during my term of office. I understand that it is an offence to serve as an academy governor whilst disqualified.

I have read the Code of Conduct for Academy Transformation Trust Governors in Appendix 2 and agree to abide by the Code of Conduct.

I have read the Academy Transformation Trust Vision Statement in Appendix 3 and agreed to support the Principal in delivering it.

I agree to the information given on this form being recorded and used by the Academy Transformation Trust Governance Department in accordance with the Data Protection Act 1998 and confirm that it is correct and complete to the best of my knowledge and belief.

Signed _____

Date _____



Section 6: Nominations

Two signatures should be obtained in support of your application

Parent Governor - Two parents of children currently in attendance at the academy.

Staff Governor – Two paid members of staff at the academy.

Community Governor – Two current members of the Local Governing Body (any category of Governor, including the Principal)

Signature 1: _____

Name: _____

Address _____

Signature 2: _____

Name: _____

Address _____

For Community Governors only

Academy Transformation Trust approval

Signature: _____

Name: _____

Position: _____

Date: _____

Appendix 1

Disqualification from membership

A person is disqualified from holding or from continuing to hold office as a Governor or associate member if they:

- Are under the age of 18 at the time of their appointment;
- Are detained under the Mental Health Act 1983;
- Have failed to attend meetings for six months;
- Are bankrupt;
- Are subject to a disqualification order or disqualification undertaking under companies legislation or an order concerning insolvency;
- Have been removed from the office of trustee for a charity on grounds of misconduct or mismanagement or from being concerned in the management or control of any body;
- Have been disqualified from being the proprietor, or teacher, or employee of an independent school;
- Are subject to a direction of the Secretary of State under section 142 of Education Act 2002;
- Have been prohibited, or restricted, from working with children, or young people;
- Have 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 governor or since becoming a Governor;
- Have received a prison sentence of 2.5 years or more in the 20 years before becoming a Governor;
- Have at any time received a prison sentence of five years or more;
- Have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a Governor;
- Refuse to make an application for a criminal records certificate.

Appendix 2

Code of Conduct for Academy Transformation Trust Governors

The below Code of Conduct details the expectations and commitment required from individual academy Governors in order for the Local Governing Body, as a whole, to carry out its work within the academy and local community to the required standard.

The purpose of the Local Governing Body

The Local Governing Body is accountable to Academy Transformation Trust. It is responsible for the conduct of the academy and promoting high standards in all areas of academy life. It is the aim of the Local Governing Body to ensure that pupils are attending a successful academy which serves to provide them with a good education in addition to supporting their general well-being.

For Local Governing Bodies to carry out their role effectively, Governors must be:

- Both prepared and equipped to take their responsibilities seriously;
- Supported by the appropriate authorities in that task;
- Willing and able to monitor and to review their own performance.

The role of the Governor

In law, the Local Governing Body is a corporate body, which means:

- No Governor can act on her/his own without proper authority from the full Local Governing Body;
- All Governors carry equal responsibility for decisions made, and
- Although appointed through different routes, the overriding concern of all Governors has to be the welfare of the academy as a whole.

1. General

- We understand the purpose of the Local Governing Body and the role of the Principal as set out above.
- We accept that we have no legal authority to act individually, except when the Local Governing Body has given us delegated authority to do so, and therefore we will only speak on behalf of the Local Governing Body when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfill all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the Local Governing Body or its delegated agents. This means that we will not speak against majority decisions outside the Local Governing Body meeting.
- We will consider carefully how our decisions may affect the local community and other academies/schools.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy and Academy Transformation Trust. Our actions within the academy and the local community will reflect this.
- In making or responding to criticism or complaints affecting the Academy, we will follow the procedures established by the Local Governing Body.

2. Commitment

- We acknowledge that accepting office as a Governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Local Governing Body, and accept our fair share of responsibilities, including service on Sub- Committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full to the Clerk why we are unable to.
- We will get to know the academy well and respond to opportunities to involve ourselves in academy activities.
- Our visits to the academy will be arranged in advance with staff and undertaken within the framework established by the Local Governing Body and agreed with the Principal.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We are committed to actively supporting and challenging the Principal.

3. Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other Governors.
- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other Governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the Principal, staff and parents, Academy Transformation Trust and other relevant agencies and the local community.

4. Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside academy.
- We will exercise the greatest prudence at all times when discussions regarding academy business arise outside a Local Governing Body meeting.
- We will not reveal the details of any Local Governing Body vote.

5. Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the Local Governing Body's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

6. Breach of this Code of Conduct

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Local Governing Body should only use removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- We understand that any allegation of a material breach of this code of practice by any Governor shall be raised at a meeting of the Local Governing Body, and, if agreed to be substantiated by a majority of Governors, shall be minuted and can lead to consideration of removal from the Local Governing Body.

7. Undertaking

- As a member of the Local Governing Body, I will always have the well-being of the students and reputation of the academy at heart. I will do all I can to be an ambassador for the academy, publicly supporting its aims, values and ethos. I will never do anything publicly that will embarrass the academy, the Local Governing Body, Academy Transformation Trust, the Principal or its staff.



Appendix 3

Academy Transformation Trust Vision Statement

Academy Transformation Trust and its academies believe that all pupils deserve and should receive a first class education so that they leave each stage of their education well prepared for the next phase, be it education, training or the world of work. Integral to this, is the commitment to every pupil to support them to acquire the core skills of numeracy, literacy and ICT along with high public examination standards in all subjects as well as in the core. We believe that all academies can and should become outstanding. We are committed to supporting and challenging our academies to become outstanding.

Academy Transformation Trust believes in the concept that every child does matter. We believe that every child has unique skills and talents and should be given the opportunity to develop them. In addition we will ensure, through appropriate academic and vocational pathways and in learning opportunities in a range of different contexts, that every individual's interests and potential can be both met and also successfully developed. We recognise our role in supporting all pupils in their social, moral and spiritual development in such a way as they will emerge as independent, responsible, cooperative and well-presented young people, ready to be good citizens and able to make a positive contribution to society.

Academy Transformation Trust is committed to raising and sustaining the aspirations, expectations and confidence of pupils, working with staff and indeed the whole community in order to address the key challenges of assisting pupil personal development and enhancing parent and pupil perceptions of what can be achieved. Each academy is fully inclusive ensuring every pupil follows a personalised pathway, which enables them to progress at an appropriate pace and level of challenge at all times. Using imaginative and innovative teaching and learning approaches, Academy Transformation Trust will ensure all pupils gain satisfaction through achievement and excellence.

Our academies nurture a "Can Do" culture. Through inspirational leadership and management, academies foster a culture of commitment, excellence and an approach that recognises that failure is not an option and that we always seek to address and overcome significant barriers to success that may exist, resulting in raised achievement in all key indicators for all pupils.

We believe in striving to provide inspiring and stimulating environments for learning, so that all pupils are able to access innovative and varied ways in which to learn and extend their horizons. Through capital build programmes when possible, as well as imaginative use of existing buildings, maximising their potential through creative display, effective space planning and resources, we believe Academy Transformation Trust pupils will access environments which are safe and add value to their learning experience.

We understand that we are preparing pupils for a world which no one can yet clearly see. The effective use of new learning technology will underpin all Academy Transformation Trust academies. Not only will this enable academies to offer new ways of accessing learning, it will also ensure all Academy Transformation Trust pupils will leave with an exceptional appreciation of new technologies and their place in the society of the future.



Academy Transformation Trust is committed to working through collaboration, consultation and partnership with parents and the wider community. Cooperation and collaboration with all stakeholders creates an enhanced community pride in each academy. All our academies are an integral part of an existing community, including other schools. We will celebrate outstanding community involvement already in place in our academies and find ways to continue and enhance this involvement as part of our joint commitment to the pupils within our care. We believe the pupils themselves are an essential part of this collaborative approach. The pupil voice will be valued both within individual academies and across the network of Academy Transformation Trust academies to ensure they become active partners in their learning.

We acknowledge the importance of high quality, committed teaching and support staff, who share our ethos and are recognised and rewarded for excellence. We are committed to providing continuous professional and personal development, along with personalised professional development pathways for staff. Our goal is for staff to see their future and commitment within the Academy Transformation Trust network, working with us to provide excellence for all those within our care.

Academy Transformation Trust believes all achievement should be recognised and rewarded. We are committed to recognising achievement and excellence in all parts of our network. In communities, academies, individual staff and pupils, we will identify, praise and reward what is achieved. We will celebrate success in all its forms, sharing across the network and maximising achievement by and for all.

A key function of the Local Governing Body is to support the Principal to deliver the vision