

Policy Reference: 2

GOVERNING BODY CONSTITUTION POLICY

Version: 1



Name and Designation of Policy Author(s)	Nina Chwastek, Headteacher		Is this a Statutory Document	
			Yes	
Approved By (Committee / Group)	Full Governing Body			
Date Approved	7 th July 2016			
Date Ratified by FGB	7 th July 2016			
Date Published	Sept 2016	Is this to be published publicly on the school website?	Yes	
Review Date	Summer 2019			
Target Audience	Governors, staff, parents			
Links to Other Strategies, Policies, Procedures, etc.	Governing Body Visit Guidelines, Acceptable Use Agreement, Governing Body Eligibility Form, Code of Conduct			

Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
June 2016	1	Nina Chwastek, Headteacher	New policy, no previous version

Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
This policy is available on the School Website	100%	Audit of school website	Chairs Committee	Annually	Chair of Governors
Membership of the Governing Body fulfils the requirements of this policy	100%	Minutes of meetings scrutinised to ensure Governing Body structure and work complies with policy	Chairs Committee	Annually	Chair of Governors

1. Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

2. Purpose

Governing bodies, Diocesan and local authorities must have regard to the statutory guidance from the Department for Education when carrying out duties relating to the constitution of governing bodies in maintained schools. This policy follows the guidance sent out in 'The Constitution of Governing Bodies of Maintained Schools 2015'.

This guidance contains information about the constitution of governing bodies and their size, membership and skills. It also explains the arrangements for the constitution of governing bodies of maintained schools constituted under the School Governance (Constitution) (England) Regulations 2012.

3. Main Constitutional Principles

The DfE guidance document 'The Constitution of Governing Bodies of Maintained Schools 2015' defines the main considerations when formulating the constitution. This states:

- A. Governing bodies should be no bigger than necessary to secure the range of skills they need. Smaller governing bodies are likely to be more cohesive and dynamic.
- B. A key consideration in the appointment and election of all new governors should be the skills and experience the governing body needs to be effective.
- C. Governing bodies should use a skills audit to identify any specific gaps that need to be filled in the skills, knowledge and experience of existing governors.
- D. Before being nominated for election or appointment, all prospective governors should be helped to understand the role of a governor and the governing body's code of conduct.
- E. Anyone appointing governors to the governing body must appoint someone they believe has the skills to contribute to effective governance and the success of the school. Their decisions should be informed by interviews and references.
- F. Governing bodies and Diocesan and local authorities should take steps to inform governor elections so that the electorate understands the extent to which the nominated candidates possess the skills the governing body ideally requires.

- G. Foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents, but otherwise every governor's role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.
- H. Meaningful and effective engagement with parents, staff and the wider community is vital. It is not the role of governing bodies to provide this through their membership. They need to assure themselves that specific arrangements are in place for this purpose.
- I. Governing bodies should review their effectiveness regularly, including the extent to which their size and structure is fit for purpose and their members have the necessary skills.
- J. Governing more than one school can generate a more strategic perspective and more robust accountability through the ability to compare and contrast across schools.
- K. Governing bodies should publish on their websites information about their governors, including relevant business and pecuniary interests.

Categories of Governor

Parent Governors

Parent governors are elected by other parents at the school. Any parent, or carer, of a registered pupil at the school at the time of election is eligible to stand for election as a parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.

Schools must make every reasonable effort to fill parent governor vacancies through elections. However, the Regulations make provision for the governing body to appoint parent governors where:

- not enough parents stand for election,

Governing bodies may only appoint as a parent governor a parent who has, in their opinion, the skills to contribute to effective governance and the success of the school.

Elected parent governors cannot be removed from office – even if it becomes apparent that they are unable to develop the skills to contribute to effective governance or behave in a manner befitting the role. Every effort should therefore be made upfront to avoid potential difficulties later by informing prospective candidates of the nature of the role and securing their agreement to a clear set of expectations for behaviour and conduct – as set out in a code of conduct. The 2012 Roles, Procedures and Allowances regulations set out the basis on which governing bodies may suspend governors, including parent governors.

Staff Governors

Teaching and support staff who, at the time of election, are employed by either the governing body to work at the school under a contract of employment, are eligible to be staff governors.

Staff governors are elected by the school staff. They cease to hold office when they cease to work at the school.

It is important that prospective staff governors understand the nature of the role of a governor – and specifically that their role will not be to represent staff, nor to stand alongside the headteacher in being held to account by the governing body, but to operate as part of the governing body to provide strategic leadership and to hold the headteacher to account.

As with elected parent governors, staff governors cannot be removed from office. Clear expectations of role and conduct should therefore be communicated and agreed upfront.

If no candidates are forthcoming, the position on the governing body remains vacant and an election should be held as soon as an eligible candidate is identified.

The Headteacher

The headteacher is a member of the governing body by virtue of their office.

The headteacher may at any time resign as a governor, and withdraw their resignation, in both cases by notifying the clerk in writing.

Local Authority Governors

Local authority governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any eligible person as a local authority governor, but it is for the governing body to decide whether their nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. Local authorities should therefore make every effort to understand the governing body's requirements and identify and nominate suitable candidates.

An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

Foundation Governors

Foundation governors are either appointed or take the role by virtue of an office that they hold. Where appointed, the appointment is made by the person identified in the instrument of government, in the case of St. Catherine's R.C. Primary School, this is the Bishop of Salford. A foundation governor is someone who has the skills to contribute to the effective governance and success of the school, and who is appointed for the purpose of securing:

- in all cases, that the school's character, including religious character is preserved and developed; and
- that the school is conducted in accordance with the foundation's governing documents.

In appointing a foundation governor, the Bishop, or a person authorised to act on his behalf, should seek to understand and take into account the skills and experience the governing body identifies that they need.

If an ex-officio foundation governor is unwilling or unable to act as a governor or has been removed from office under regulation 21(1) then a substitute governor can be appointed.

Co-opted Governors

Co-opted governors are appointed by the governing body. They are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Associate Members

Associate members are appointed by the governing body to serve on one or more governing body committee. They may also attend full governing body meetings. They are not governors and therefore do not have a vote in governing body decisions, but may be given a vote on decision made by committees to which they are appointed. Associated members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school. The definition of associate member is wide. Subject to the disqualifications set out in the Regulations, the governing body may appoint a pupil, school staff member, or any other person as an associate member so that they can contribute their specific expertise. This can help to address specific gaps identified in the skills of governing body members, and/or help the governing body respond to particular challenges that they may be facing.

Governor Eligibility

Qualifications and disqualifications

Grounds for disqualification fall into three broad categories:

- general grounds;
- grounds that apply to particular categories of governor; and
- grounds that arise because of particular failings or actions on the part of the governor.

All the grounds for disqualification apply also to associate members except that associate members can be registered pupils at the school and can be under 18.

General grounds

Registered pupils cannot be governors.

A governor must be aged 18 or over at the time of election or appointment.

A person cannot hold more than one governor post at the same school at the same time.

Grounds that apply to particular categories of governor

A person is disqualified from being a parent governor if they are an elected member of the local authority or paid to work at the school for more than 500 hours (i.e. for more than one-third of the hours of a full-time equivalent) in any consecutive twelve month period (at the time of election or appointment).

A person is disqualified from being a local authority governor if they are eligible to be a staff governor at the school.

Grounds that arise because of particular failings or actions on the part of the governor

A person is disqualified from being a governor of a particular school if they have failed to attend the meetings of the governing body of that school for a continuous period of six months, beginning with the date of the first meeting they failed to attend, without the consent of the governing body. This does not apply to the headteacher or to foundation governors appointed by virtue of their office.

A foundation, local authority or co-opted governor at the school who is disqualified for failing to attend meetings is only disqualified from being a governor of any category at the school during the twelve month period starting on the date on which they were disqualified.

A person is disqualified from holding or continuing to hold office if that person:

- is the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- has been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body
- is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people
- is barred from any regulated activity relating to children
- is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008

- is disqualified from working with children or from registering for child-minding or providing day care
- is disqualified from being an independent school proprietor, teacher or employee by the Secretary of State
- has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor
- has received a prison sentence of two years or more in the 20 years before becoming a 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 governor
- refuses a request for the clerk to apply to the Disclosure and Barring Service for a criminal records check.

Anyone proposed or serving as a governor who is disqualified for one of these reasons must notify the clerk to the governing body.

Term of office

The term of office for all categories of governor is a fixed period of four years, but:

- the instrument of government may specify a shorter term of office (being at least a year) for a particular category of governor;
- the instrument of government may specify that the term of office for an individual governor within a category of governor may be between one year and the maximum term the governing body has set for that category, as determined by the appointing body at the time of appointment;
- a headteacher or an ex officio foundation governor stops being a governor when the position which entitles them to be a governor comes to an end;
- an additional governor appointed under Part 4 of the Education and Inspections Act 2006 holds office for such period as the appointer determines up to a maximum of four years; and
- a substitute governor's term of office is dependent on the return or replacement of the original governor.
- A governor may be elected or appointed for a further term.
- Associate members are appointed for a period of between one and four years, as determined by the governing body on appointment, and may be reappointed.

Any governor may at any time resign by giving written notice to the clerk.

Removal of Governors

Foundation governors may be removed from office by the Bishop, or a person authorised to act on his behalf. This person must give written notice of the removal to the clerk to the governing body and to the governor concerned.

The governing body may remove any ex-officio foundation governor if requested by the Bishop, or a person authorised to act on his behalf. That person must give the clerk and the governor concerned written reasons for the request.

Local authority governors may be removed from office by the local authority that nominated them. The local authority must give written notice of the removal to the clerk to the governing body and to the governor concerned.

The governing body may remove co-opted governors.

The governing body may also remove an appointed, but not an elected, parent governor. (A parent governor is considered to be elected if they stood for election for parent governorship; whether or not a ballot took place is irrelevant for this purpose).

The governing body may not remove any staff governor.

Procedure for Removal of Governors by the Governing Body

Removal by a governing body of a co-opted governor, partnership governor, ex officio foundation governor or appointed parent governor is effected by resolution of the governing body but only if:

- the removal is confirmed by a resolution passed at a second meeting of the governing body not less than 14 days after the first meeting;
- the removal of the governor has been specified as an item on the agenda of both meetings; and
- the following additional conditions are satisfied.

Where the governor concerned is an ex-officio foundation governor, the additional condition is that the governing body considers the reasons for removal and gives the governor concerned the chance to respond.

Where the governor concerned is a co-opted governor or an appointed parent governor, the governor proposing the removal must at the meeting give reasons for the proposal and the governor concerned must have the chance to respond.

Appendix 1:

St. Catherine's R.C. Primary School

Instrument of Government

1. The name of the school is St. Catherine's R.C. Primary School.
2. The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with Canon Law and the teachings of the Roman Catholic Church, and in accordance with the Trust Deed of the Diocese of Salford and in particular:
 - a) religious education is to be in accordance with the teachings, doctrines, discipline and general particular norms of the Catholic Church;
 - b) religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.
3. The school is a Voluntary Aided school.
4. The name of the governing body is "the governing body of St. Catherine's R.C. Primary School"
5. The governing body shall consist of:
 - a. 2 parent governors
 - b. 1 LA governor
 - c. 1 staff governor
 - d. 1 headteacher
 - e. 7 foundation governors
6. Total number of governors 12.
7. Foundation governors shall be appointed and may be removed by the Bishop of Salford (or any other person exercising jurisdiction on his behalf).
 - a) the holder of the following office shall be a foundation governor ex officio:

The parish priest of St Catherine's, Didsbury
 - b) The foundation body or person named in paragraph 7 shall be entitled to appoint a foundation governor to act in the place of the ex officio foundation governor whose governorship derives from the office named in (a) above, in the event that that ex officio foundation governor is unable or unwilling to act as a foundation governor, or has been removed from office under

regulation 21(1) of the Regulations.

8. This instrument of government came into effect on 31st August 2015.
9. This Instrument of Government was approved by the Diocese of Salford on 3rd August 2015 and made by order of Manchester City Council Local Authority.
10. A copy of the instrument must be supplied to every member of the governor body (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Appendix 2:

St. Catherine's R.C. Primary School

School Governor Confirmation of Eligibility Form

Name	
School	St. Catherine's R.C. Primary School

No-one may serve as a Governor who is under 18 years of age or who:

- fails to attend the governing body meetings – without the consent of the governing body – 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;
- is subject to:
 - a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986
 - a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989
 - a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002
 - 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 any body;
- 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 governor or since becoming a governor;
- has received a prison sentence of 2.5 years or more in the 20 years before becoming a governor;
- has at any time received a prison sentence of 5 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 governor;
- refuses to allow an application to the Criminal Records Bureau for a criminal records certificate.

Parent Governor

You cannot become a Parent Governor if you are:

- An elected member of the city council

And/or

- Was employed by the school for more than 500 hours in any consecutive 12 month period at the time of the Parent Governor election

I declare none of the above circumstances will disqualify my eligibility to continue in the role of governor.

Signed		Date	
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Appendix 3:

St. Catherine's R.C. Primary School

School Governor Code of Conduct

1. The purpose of the governing body

The governing body is the accountable body for the school. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being. Over the past decade the responsibilities of governing bodies have grown and schools are now accountable for children's health and wellbeing in the community and for a wide range of extended services provision out of school hours.

The governing body:

Sets the strategic direction of the school by:

- setting the values, aims and objectives for the school
- agreeing the policy framework for achieving those aims and objectives
- agreeing targets
- agreeing the school improvement strategy, including approving budgets and agreeing the staffing structure.

Challenges and supports the school by monitoring, reviewing and evaluating:

- the implementation and effectiveness of the policy framework
- progress towards targets
- the implementation and effectiveness of the school improvement strategy
- the budget and the staffing structure.

Ensures accountability by:

- signing off the self-evaluation document
- responding to school improvement officer/consultant and Ofsted reports when necessary
- holding the head teacher to account for the performance of the school
- ensuring parents and pupils are involved, consulted and informed as appropriate
- making sure information available to the community.

Appoints and performance manages the head teacher who will:

- deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the governing body.

For governing bodies to carry out their role effectively, governors must be:

- prepared and equipped to take their responsibilities seriously;
- acknowledged as the accountable body by the lead professionals;
- supported by the appropriate authorities in that task; and
- willing and able to monitor and review their own performance.

2. The role of a governor

In law the governing body is a corporate body, which means:

- no governor can act on her/his own without proper authority from the full governing body;
- all governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. parents, staff, Local Authority, foundation), the overriding concern of all governors has to be the welfare of the school as a whole.

3. A general statement of our governing body principles

- We understand the purpose of the governing body and the role of the head teacher as set out above.
- We are aware of and accept the Nolan Committee seven principles of public life.
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the 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 fulfil 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 governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

4. 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 governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend submit our apologies in advance and explaining in full why we are unable to attend.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the head teacher.
- 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 head teacher.

5. 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 head teacher, staff and parents, the local authority and other relevant agencies and the community.

6. Confidentiality

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

7. Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the 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.

8. Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair who will then investigate. In the case of a complaint against the Chair, the Vice Chair will investigate.
- We understand that following an investigation if any allegation of a material breach of this code of practice by any governor is felt to be substantiated, the matter shall be raised at a meeting of the governing body. If a majority of the governors present at the meeting agree that a breach of the code has occurred, this shall be minuted.
- Breaches of this code can lead to consideration of suspension of a governor by the governing body, however, the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;
- We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role of school governor (held as a separate document)

Governors will sign their individual declaration for the code at the first governing body meeting of each school year.

Signed		Date	
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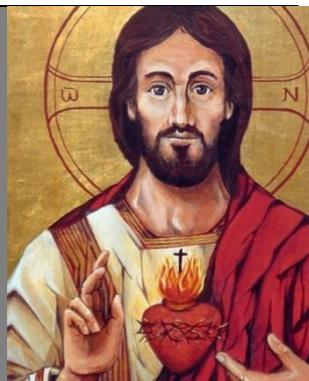
Appendix 3: Diocesan Skills Audit



Department for Formation
Office for Education

Diocese of Salford Governor Skills Audit

'Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.' (Canon 806, part ii)

Catholic Leadership			
<p><i>"...in Catholic schools...the much-discussed Catholic ethos...needs to inform every aspect of school life. This extends far beyond the self-evident requirement that the content of the teaching should always be in conformity with Church doctrine. It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church's mission may be served effectively, and the young people may discover the joy of entering into Christ's 'being for others' (Spe Salvi, 28)".</i> Pope Benedict, September 2010.</p>			
Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Evidence, including any training attended	Any training required
Strategic planning			
Self-evaluation and/or impact assessment			
Data analysis			
Experience of staff recruitment			
Knowledge of financial management			
Performance management			
Knowledge of legislation			
ICT and/or management information systems			
Chairing			
Leadership			
Clear understanding of the Mission and Vision of the school			

Knowledge of how the Diocese/LA support the school			
Project management			
Quality assurance			

Welcome

“Jesus welcomed them, He told them about the Kingdom of God and He healed those who needed healing”. (Luke 9:11)

“Members of a community should pray for this gift of welcome. For it is truly a gift. Our hearts must be opened to welcome. This gift is love, and love for the different and the unexpected. And this love comes from the Father. We must ask for this love and expect it to be given. Genuine welcome is an energy of peace felt and appreciated. And of course we can only welcome someone as a gift of God if we have come to the awareness that we too are loved by God just as we are; that we too are a gift for the community.” Vanier, Jean (1979)



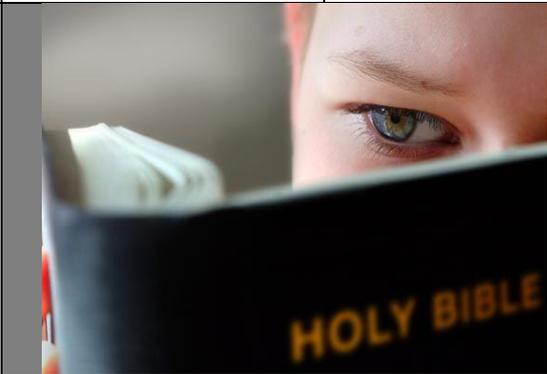
Area of expertise	Level of experience: ‘None, basic, moderate, extensive’	Evidence, including any training attended	Any training required
Knowledge of the local community			
Community relations			
Knowledge of Special Educational Needs and Disabilities			
Knowledge of PR and marketing			
Human Resources expertise			
Premises and facilities management (environment)			
Primary schools and Nursery sector Secondary sector			

Welfare

“...the Catholic school has continued to share responsibility for the social and cultural development of the different communities and peoples to which it belongs, participating in their joys and hopes, their sufferings and difficulties, their efforts to achieve genuine human and communitarian progress” (Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium, 5).



Area of expertise	Level of experience: ‘None, basic, moderate, extensive’	Evidence, including any training attended	Any training required

Health and safety			
Safer recruitment			
Negotiation and mediation			
Communication skills, including listening			
Problem solving and/or creativity			
Handling complaints, grievances or appeals			
Risk assessment			
Parent’s perspective: current of school			
Children’s and young people’s services or activities (in any sector)			
Health services (particularly relevant in special schools)			
Word			
<i>“Something which has existed since the beginning, that we have heard, and we have seen with our own eyes; that we have watched and touched with our hands: the Word, who is life – this is our subject. That life was made visible: we saw it and we are giving our testimony, telling you of the eternal life which was with the Father and has been made visible to us. What we have seen and heard we are telling you so that you too may be in union with us as we are in union with the Father and with his Son Jesus Christ. We are writing this to you to make our own joy complete” (1 John 1:1-4).</i>			
Area of expertise	Level of experience: ‘None, basic, moderate, extensive’	Evidence, including any training attended	Any training required
Knowledge of sources of relevant information/data			
Knowledge of the local/regional economy			
Knowledge of the National Curriculum			
Knowledge of the RE Curriculum			

Worship

“But the hour will come-- in fact it is here already-- when true worshippers will worship the Father in spirit and truth”. (John 4:23)

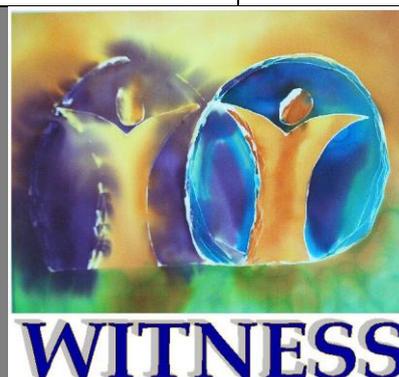
*“We know that prayer works miracles....when we don't pray, what we're doing is closing the door to the Lord. And not praying is this: closing the door to the Lord, so that He can do nothing. On the other hand, prayer, in the face of a problem, a difficult situation, a calamity, is opening the door to the Lord so that He will come. So that He builds things, He knows to arrange things, to reorganize things. This is what praying is: opening the door to the Lord.”
(Pope Francis, Homily, 7th October 2013)*



Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Evidence, including any training attended	Any training required
Pupil leadership and Chaplaincy			
Worship, Liturgy and celebration			
Involvement in Sacramental preparation			

Witness

*“...we must remember that teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that ‘it depends chiefly on them whether the Catholic school achieves its purpose’”
(Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium,19).*



Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Evidence, including any training attended	Any training required
Ability to articulate the Mission and Vision of the school			
Procurement and purchasing			
School and Parish working together			
Knowledge of work placements and career planning			

Other: please specify			
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No individual is going to have all these skills! The way in which this exercise is introduced is crucial so that no governors feel undermined; it is important to value all perspectives. The governing body is a team, and we need to ensure that between us, all the necessary skills and knowledge are covered around the table. Governors are not there to provide pro-bono professional services. If a skills gap is identified, then the next vacancy which occurs should be used if at all possible to fill that gap. If you don't have local connections, you should approach School Governors One-Stop Shop. This same list of criteria could also be used during the recruitment purposes to ascertain if the applicants do have the skills being sought.