



Guidance for the Appointment of Foundation Governors

*Inspiring schools to demonstrate the love of Christ as they
educate for life in all its fullness*

November 2023

Introduction

School governors are the largest voluntary body in the country providing a valuable service to the community by supporting the work of schools. There are approximately 5,000 Church of England schools across the country. At the heart of the [Church of England's Vision for Education](#) are the words spoken by Jesus:

*'I have come that they may have life,
and have it to the full'
John 10:10*

Church of England schools have their foundation in the Christian Gospel and are linked to one or more worshipping communities. Through its ethos and curriculum, the day to day life of a Church of England school should educate through wisdom, hope, community and dignity as set out in the Church of England Vision for Education.

Headteachers of Church of England schools, their leadership team and governors are responsible for providing an education underpinned by Christian distinctiveness.



What are the responsibilities of a school governor?

- To have strategic oversight of the school, including: monitoring pupil achievement and attainment; overseeing the quality of teaching and learning; reviewing staffing patterns; overseeing finances.
- To challenge and support staff in pursuit of excellence and continual improvement.
- To develop a detailed knowledge of the school community as a whole through focused visits.
- To be supportive of the school, its headteacher and staff.
- To attend meetings of the Governing Body and its committees (as appropriate).

What are the additional responsibilities of a governor in a CofE Foundation school?

- Preserving the foundation through through partnerships with the parish church, school and diocese.
- Taking an active role in the Statutory Inspection of Anglican and Methodist Schools (SIAMS).
- Participating in the Performance Management of the headteacher.
- Ensuring that collective worship and religious education follow the appropriate syllabus and are effectively monitored.
- Ensuring that the Christian ethos of the school is encouraged throughout its community and is reflected in its policies and protocols, the curriculum and activities.
- Reporting formally or informally to the PCC/deanery once a year about the school.
- Ensuring that their own attitudes and behavior in relation to the school reflect the school's Christian ethos.

What are the personal qualities required of a governor in a CofE Foundation School?

- Integrity and good interpersonal skills.
- A genuine interest in, and enthusiasm for education.
- A willingness and capacity to serve for four years.
- A willingness and capacity to learn.
- Transferrable skills (eg finance, HR, legal) to complement the skills of other governors.

Who should Foundation Governors be?

Foundation Governors represent the Church of England. Whilst it is not essential that they are all communicant Anglicans, it is important that a number of Foundation Governors within each school have Christian commitment to be able to monitor and develop the denominational RE and Collective Worship. If sufficient candidates cannot be found from the Anglican parish in which the school/academy is linked, then suitable candidates should be sought from other nearby Anglican parishes or from local churches of other Christian denominations.

Many parents choose a CofE school because it is the local school. Parents may be Christians, members of another faith group or of no faith. When nominating Foundation Governors, the parish should encourage appropriately skilled volunteers from the wider community in addition to members of their worshipping community, whilst ensuring that there is a majority of Foundation Governors with Christian commitment to monitor and develop the Church of England Foundation.

When seeking potential governors, the parish should work with the worshipping community, school, and other community groups to identify local people with the skills, experience and passion to contribute to the governance of the local CofE school. When completing the Foundation Governor application form, applicants who are not worshipping Christians should provide details of their skills, experience and connection to the local community in place of their pattern of worship. All Foundation Governors should also articulate how they will develop the Christian distinctiveness of the school. In this way CofE schools will continue to be 'deeply christian, serving the common good'¹ for all children and families in the parish.

Coventry DBE values the contribution made within its schools and academies by over 280 local volunteers who share a passion for providing education for 'life in all its fullness'. We aim to fill all Foundation Governor seats within our CofE schools and academies from the local church and community, in partnership with the founding parishes as the nominating bodies.

During the recruitment process PCCs should ensure that all candidates:

- demonstrate an understanding of the importance of upholding the Christian character and Anglican foundation of the school;
- demonstrate the skills needed to understand and develop a Christianly distinctive vision;
- are willing to work in partnership with the parish and other Foundation Governors;
- understand and are able to contribute actively to the Section 48 inspection process.

Who nominates Foundation Governors?

In maintained schools Foundation Governors are nominated by the Parochial Church Council (PCC) and appointed by the DBE. The school's Instrument of Government (maintained schools) will identify how many Foundation Governors are required and how they should be appointed.

In Church of England academies, Foundation Governors are nominated by the PCC and consent is given by the DBE for the academy trust to appoint them. The Articles of Association will identify how many Foundation Governors are required.

In a CofE school usually one Foundation Governor vacancy, the Ex-officio Foundation Governor, will be for the incumbent of the school's parish/benefice. This role is by virtue of office. The appointment process for Ex-officio Foundation Governors is explained in Appendix A.

What happens when a Foundation Governor vacancy arises?

The PCC will be asked to identify nominees. The PCC and school may wish to advertise (Appendix B). Potential candidates are required to complete an Application Form (Appendix C) The form includes questions about the candidate's church, school, or community involvement. Candidates are asked to reflect upon the responsibilities of a Foundation Governor and how they feel they are suited to the role. They are also asked to complete a personal skills audit to enable the Chair of Governors to consider how the new governor fits into the skill set of the governing body and plan appropriately for governor CPD. The PCC should verify information provided and carry out safer recruitment checks before completing a PCC Nomination Form (Appendix D).

¹ Church of England [Our Hope for a Flourishing Schools System](#)

Where the PCC have been unable to identify any potential candidates within a reasonable time period the school or academy trust may work with the Ex-officio Foundation Governor or the DBE to identify potential candidates from outside the local community. Once a nominee has been identified in this way the PCC will carry out the normal recruitment process. These potential candidates must be able to commit to working with the PCC and local clergy to continue to develop the Christian distinctiveness of the school and the relationship with the parish church.

What is the PCC's responsibility when nominating a Foundation Governor?

The PCC should be satisfied the person they are nominating:

- has the required Christian commitment, or a clear commitment to upholding the ethos of the school working in partnership with the Parish;
- has the relevant skills and experience that will give breadth and strength to the governing body for the benefit of the school;
- has the time and commitment to undertake the role;
- will be committed to supporting the school;
- will ensure that the governing body is inclusive;
- is over 18;
- is not disqualified from serving as a school governor;
- has been supported by an appropriate referee.

Safer Recruitment - What is the process for appointment?

The PCC should:

- assess applications and carry out informal interviews (see Appendix E);
- request two references either in writing (Appendix F), or verbally (using information from Appendix F to guide the conversation);
- select the most appropriate candidate in consultation with the Chair of Governors;
- complete the nomination form (Appendix D), signing to confirm that an informal interview has taken place and satisfactory references have been obtained;
- send the completed nomination form and candidate application form to the DBE for approval.

Summary of the Nomination and Appointment Process for Foundation Governors

1. Clerk to the governing body identifies Foundation Governor vacancy and determines which Foundation Parish, Endowment Trust etc is eligible to nominate a candidate.*
2. Clerk notifies the relevant PCC, Trust etc and the DBE of the vacancy and also of the skills required.
3. The Chair of Governors or Foundation Governor should attend the PCC or Trust meeting where the vacancy is discussed in order to outline the requirements of the Foundation Governor role.
4. The PCC or Trust advertise the vacancy and provide the application form and information about the role to interested parties.
5. A PCC representative and the Chair of Governors or a Foundation Governor should arrange an informal interview with applicants.
6. Two references should be sought for the successful applicant.
7. The PCC complete a nomination form for the successful applicant.
8. The PCC nomination form and candidate's application form are sent to the DBE.
9. A sub committee of the DBE Board review the information provided about the applicant.
10. The DBE sends an appointment letter, copied to the PCC, the Chair and the Clerk.

*For advice please contact helen.gibson@coventrydbe.org

How are Ex-Officio Foundation Governors and Substitute Ex-officio Foundation Governors Appointed?

An Ex-officio Foundation Governor is normally the incumbent or priest in charge of the parish church(es) – for maintained schools this will be specified in the Instrument of Government. For academies this information can be obtained from the DBE. Incumbents or priests in charge of the relevant church(es) do not need to be appointed by the DBE as they have a legal right to take up the Ex-officio Foundation Governor position and automatically serve for the duration of their tenure.

In situations where the incumbent or priest in charge is not able, for whatever reason, to serve as Ex-officio Foundation Governor, the Diocesan Director of Education and the Archdeacon, acting jointly, can appoint a Substitute Ex-officio Foundation Governor for a period of up to four years. PCC/deanery involvement in the appointment is preferable but not absolutely necessary.

A Substitute Ex-officio Foundation Governor may or may not have some official standing in the local church. Such a nominee will usually, of course, enjoy a considerable measure of the incumbent's and/or the PCC's confidence, and must secure the confidence of the Diocesan Director of Education and the Archdeacon. The same personal qualities are required for Ex-officio Foundation Governors and Substitute Ex-officio Foundation Governors as for other Foundation Governors. Their role and responsibilities are essentially the same. However, the Diocesan Board of Education will regard the Ex-officio, or Substitute, as the 'lead' Foundation Governor and will liaise with them with regard to church school matters.

Ex-officio Foundation Governors

The DBE and Clerk to Governors will assume that a new incumbent or priest in charge will take up their Ex-officio role following their licensing. Their term of office commences immediately and lasts until they leave their post.

Substitute Ex-officio Foundation Governors

Where the incumbent or priest in charge does not wish to take up their Ex-officio role they should write to the DBE and/or the Archdeacon setting out the reasons. The DBE will then ask the PCC/deanery to identify a suitable individual to be appointed as Substitute Ex-officio. The normal Foundation Governor appointment paperwork (Appendix C and D) should be completed and returned to the DBE and it should be made clear that the appointment is for a Substitute Ex-officio Foundation Governor. The information will then be put before the Diocesan Director of Education and the Archdeacon who will decide whether they wish to make the appointment. In situations where a PCC/deanery is unable to recommend a suitable individual, the Diocesan Director of Education and the Archdeacon may bring forward their own nominee.

The appointment of a substitute Ex-officio Foundation Governor will be communicated in writing to the nominee with a copy to the PCC Secretary, Chair of Governors and Clerk to Governors. The term of office will terminate either at the licensing of the new incumbent or at the end of four years.

Advert for Foundation Governors

FOUNDATION GOVERNOR NEEDED!

CHRISTIAN MINISTRY takes many forms and church school governance is a rewarding part of the church's mission. Candidates don't need to be Anglicans – other denominations are welcome.

Our Church of England School needs a committed Christian – are you called to serve in this way?

What is involved....

- ✚ A willingness to commit to the role;
- ✚ Reading papers and researching ahead of meetings;
- ✚ Questioning in a professional and respectful way in order to hold the school to account;
- ✚ Challenging and supporting in equal measure;
- ✚ Ensuring children within the school develop both academically and spiritually within a distinctively Christian ethos;
- ✚ Using your skills to support the school team.

For an application form and further information more please email helen.gibson@coventrydbe.org

You don't need to be an educationalist!
School Governance needs the experience of people from many walks of life. Training is available in all aspects of governance.

Coventry Diocesan Board of Education is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All post holders are expected to share this commitment.

All appointments will be subject to acceptable pre-appointment checks which will include a satisfactory DBS check.

Foundation Governor Application Form

Coventry Diocesan Board of Education is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.

All post holders are expected to share this commitment.

All appointments will be subject to acceptable pre-appointment checks which will include a satisfactory DBS check (carried out by the school/academy)

Foundation Governor Role Description			
<i>Foundation Governors are nominated by the Foundation Parish to secure compliance with the school's trust deed and to work in partnership with them to preserve and develop the Christian Distinctiveness of the School. Foundation Governors ensure that the school is managed in accordance with the foundation's governing documents.</i>			
Name of School/Academy	Click or tap here to enter text.		
Name (in capitals)	Click or tap here to enter text.	Title	Click or tap here to enter text.
Previous name(s)	Click or tap here to enter text.		
Address	Address Line 1. Address Line 2. Address Line 3. Postcode.		
Phone No	Click or tap here to enter text.		
Email	Click or tap here to enter text.		
Occupation <i>If retired occupation before retirement</i>	Click or tap here to enter text.		

Are you the parent of a child at the school?	Choose an item.
Is this your first term of office as a governor?	Choose an item.

Are you related to any other member of the governing body or employee of the school?	Choose an item.
If yes, please provide name and relationship	
Click or tap here to enter text.	

Are you or have you been a governor at any other school?	Choose an item.
If yes please give name of school and dates	
Click or tap here to enter text.	

First Referee	
Name	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Phone Number	Click or tap here to enter text.

Second Referee	
Name	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Phone Number	Click or tap here to enter text.

What is your experience of schools / education?

Click or tap here to enter text.

Please provide details of your church involvement and/or how are you related to this parish and school?

(This could include details of your pattern of worship and/or involvement with community activities in the foundation parish such as volunteering in the CofE school, or participating in other community groups or activities.)

Click or tap here to enter text.

How will you work with the parish to develop the Christian distinctiveness of the school and strengthen relationships with the local church(es)

Click or tap here to enter text.

Skills Audit

Please complete the skills audit below to give an indication of how your skills will complement the skill set of the governing body. **PLEASE CLICK IN THE APPROPRIATE BOX TO SELECT IT**

Knowledge, experience, skills and behaviours	Level rating				
	No	→	→	→	Yes
	1	2	3	4	5
Strategic Leadership					
I am committed to improving education and welfare for all pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand current national education policy and the local education context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have previous experience of being a board member in another sector or in another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of chairing a board/governance board or committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to the school's vision and ethos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working as part of a team, I am able to question and challenge in order to identify viable options through collective decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident I can identify when to seek independent/professional advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of promoting community cohesion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am proficient in prioritising, assessing and mitigating risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of school sector risk management, including managing conflicts of interest/loyalty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience in curriculum development, school assessment and progress/attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of working with leaders to establish expectations for improvement and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an understanding of the board's duties in relation to safeguarding including Prevent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an understanding of special needs and disabilities (SEND).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of procurement/purchasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of property and estate management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of school sector HR policy and processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of change management (merger or organisation restructure).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of preparing for and responding to external oversight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge, experience, skills and behaviours	Level rating				
	No	→	→	→	Yes
I have experience of inspection and oversight in the school sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am used to thinking and discussing about the interface of faith and social issues such as education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I bring strong links with a local church and/or the Diocese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to sign the declaration on the application form with integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be committed to upholding the Christian ethos and values at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People					
I am willing to devote time, enthusiasm and effort to the duties and responsibilities of a governor/trustee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a strong communicator and committed to building strong collaborative relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could be described as a listener, and have patience when dealing with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement. <i>See Nolan Principles below.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to equal opportunities and the promotion of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more of an activist – preferring to do rather than wait.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can always be depended upon to fulfil any promise or duty even at a cost to myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am known as someone who is able to keep a confidence and recognise the importance of confidentiality in this role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of reviewing governance structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to personal and professional development and have a record of attending relevant training for the roles I have undertaken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand and accept the legal duties, responsibilities of a school/academy board member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board will be responsible for ensuring the school/academy complies with a whole range of legal responsibilities. I have experience of ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of adhering to organisation policies, eg on parental complaints or staff discipline issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the confidence and ability to speak up when concerned about non-compliance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation					
I am aware of my own strengths and weaknesses and committed to personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have experience of evaluating board decisions and am willing to contribute to board self-review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nolan 7 Principles of Public Life

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

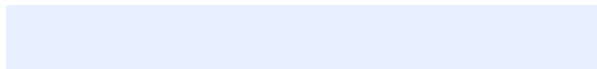
7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

I am willing to serve as a Foundation Governor for a term of four years from the date of my appointment, if approved by the Diocesan Board of Education.

- I agree to support and maintain the Christian Foundation and Voluntary Status of this school and to support the principles underlying the school's Trust Deed, by ensuring the school is distinctively Christian, and that Christian values, principles and beliefs are central to its ethos, curriculum, relationships and work.
- I agree to do all I can to familiarise myself with my duties as a Governor, and with the whole life and work of the school.
- I confirm that I am willing to attend Continuous Professional Development (CPD) courses arranged by the Diocesan Board of Education and the Local Authority to support and develop my role and duties as a Governor.
- I declare that, under the School Governance (Constitution) (England) Regulations 2007, I am eligible for, and not disqualified from, appointment as a Governor see 'Qualifications and Disqualifications for Role of Governor' (supplied on the next page)
- If at any time I consider I can no longer be bound by the terms of this declaration, I confirm that I will immediately submit my resignation.
- I agree to work within the Nolan Principles.
- I agree to adhere to the school (academy/trust) rules, policies and procedures as set out in relevant documents and law;
- I agree to a Disclosure and Barring Service check being carried out by the school.
- I agree that Coventry Diocesan Board of Education may make the details on this form available to others involved in governor matters within the Diocese of Coventry.
- I am eighteen years of age or above.
- I confirm that to the best of my knowledge the information I have provided on this form is correct and I accept that providing deliberately false information could result in my dismissal/termination of my role as a volunteer.

Signed



Date

Click or tap to enter a date.

A scanned original handwritten signature is required

Qualifications and Disqualifications for Role of Governor

A 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 governor role at the same school. A person is disqualified from holding or from continuing to hold office as a governor or associate member if he or she:

- 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 the subject of a bankruptcy restrictions order, an interim order, a debt relief restrictions order, or an interim debt relief restrictions order;
- has had his or her estate sequestrated and the sequestration has not been discharged, annulled or reduced;
- 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 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 anybody;
- is included in the list of people 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 by the clerk to make an application to the Disclosure and Barring Service for a criminal records certificate.

A person is disqualified from election or appointment as a parent governor if they are an elected member of the LA or if they work at the school for more than 500 hours in any school year. In addition a person may not be **appointed** as a parent governor unless they are:

- a parent of a registered pupil at the school, or
- a parent of a former pupil of the school*, or
- a parent of a child of or under compulsory school age*, (Special Schools only - and with special educational needs for which the school is approved), or
- a parent with experience of educating a child with special education needs - Special Schools only

**For academies, appointments will only be made if the parent has a child registered at the school/academy.*

Full details of the Regulations covering the disqualification criteria can be found in [The School Governance \(Constitution\) \(England\) Regulations 2007](#) or [The School Governance \(Constitution\) \(England\) Regulations 2012](#).

Foundation Governor Nomination Form

Please read the information below prior to completing this form

Church of England schools and academies are legally bound to their historic trust deeds. This protects Foundation Governor places on the governing body for the vicar, representatives of the foundation parish(es) and representatives of endowment trusts. **To determine that the current vacancy is being allocated lawfully please contact helen.gibson@coventrydbe.org**

Coventry Diocesan Board of Education (DBE) wishes to work in partnership with Parochial Church Councils, Deaneries, Christian Churches and other organisations with knowledge of the local school and its community. In accordance with the information outlined in the above paragraph, the DBE invites the Incumbent, PCC Secretary or representative of a Christian Church or other Christian organisation to nominate a suitable candidate by completing this form. The person nominated should complete a Foundation Governor Application Form.

At a meeting of	
on	
it was agreed to nominate	
to be appointed as	Choose an item.
at (name of school/academy)	

<i>Please click in the appropriate box to select it:</i>	
<input type="checkbox"/>	to replace (name)
<input type="checkbox"/>	for a further term of office

<i>In the case of a new appointment, the PCC confirms that an interview, led by a PCC representative and a Governor, has been carried out and that two satisfactory references have been received for the nominee.</i>	
Signed – a scanned original handwritten signature is required	<div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div>
Date	Click or tap to enter a date.
Please select your position from the drop-down menu	Choose an item.
If 'Other' please provide details below	

This form will be shared internally within the Diocesan Board of Education as part of the process for approval of Foundation Governor appointments. It will not be shared externally without your consent. Details of our privacy policy are available upon request.

Suggested Questions for a Foundation Governor Interview

Questions in red are essential in order to meet safeguarding requirements

1. What is your motivation for working in a school?
2. Have you worked in a previous role involving children?
3. Do you know of any issues that may affect your ability to carry out the role?
4. Why do you think education is important?
5. What do you know about the ethos of our school?
6. Why would you like to become a governor at this school?
7. Are you able to attend regular governing body meetings?
8. Would you be comfortable deciphering statistical data?
9. Do you have experience of budget-holding?
10. Can you provide examples of your effective communication with stakeholders?
11. Do you have experience of working in a team?
12. Would you be willing to take part in governor-related training?

Suggested Letter for a Foundation Governor Reference

Dear

Reference Request for a Foundation Governor for a Church of England School

We have received an application from *(name of applicant)* to become a Foundation Governor at *(name of school)*. We require a reference for this appointment and you have been nominated as a referee for the post.

Governors play a key role in ensuring that the children of our community develop both academically and spiritually within a distinctive Christian ethos. We are looking for people who are able to support the school in its understanding and development of the Christian aspects of its work and are willing to commit time and effort to supporting the educational development of the children in the school. Foundation governors do not have to be educational experts as training is available on all aspects of school governance. What is important is a willingness to commit to the role and an ability to ask questions whilst working with others to ensure the best outcomes for the children by challenging and supporting school leaders in equal measure. School governance uses the experience of people from many walks of life to make a valuable contribution to the work of the school. An interest in education is important.

I should be grateful if you would let me have your candid assessment of the applicant's suitability to become a school governor using the enclosed form. I would also appreciate it if you could indicate if you have any reservations about their ability to undertake the role of school governor.

Thank you in advance for your assistance.

Yours sincerely

Foundation Governor Reference Form

Applicant's Name	
Name of school/academy	
Referee's Name	
Referee's Address	
How long have you known the applicant?	
Capacity known	
Your Occupation	

I believe the applicant will make a good school governor **YES / NO**

Please make comments on the applicant using the headings below (all must be completed):

Reliability
Confidentiality
Areas of potentially relevant experience
Ability to be an effective and efficient member of a team

Communication skills, both written and oral	
Any other comments	
Do you know of any reason why this person should not be allowed to work in a setting where there are children or young people?	YES / NO
Are you happy for us to disclose this reference to the applicant if requested?	YES / NO

Name (please print)

Signed **Date**.....

Note to the PCC

There is no need to submit this document with the application form but the PCC should keep the document as evidence that a reference was sought to fulfill safer recruitment guidance. The DBE may request sight of the document.



*I have come that they may have life,
and have it to the full* John 10:10



Helen Gibson, Executive Assistant

***Inspiring schools to demonstrate the love of Christ as they
educate for life in all its fullness***

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