

## **Becoming a Clarendon Parent Governor**

### **Governors and Clarendon**

Governors are volunteers who play a key role in the life of the school and are responsible for both the conduct of the school and for promoting high standards. This applies to the entire school and includes both the Clarendon Secondary and Primary Sites and also the Gateway Centre based at Twickenham School.

### **The Governing Body Role**

The governing body carries out its role by setting the vision for the school and working with the school's leaders and the wider Auriga Academy Trust to ensure that the school works efficiently and effectively towards achieving its vision. It does this by building a thorough knowledge of the school and its community, by both supporting and constructively challenging the school, and by ensuring compliance with statutory obligations, accountability and best value financially.

### **The Governing Body Composition**

The governing body of our school is made up of a wide range of stakeholders from across our community: parents (2), the headteacher, staff (2), Local Authority (1) and additional people co-opted from the wider community for their particular skills and experience (6). They all work as a team together with Mr Kipps and the rest of the school leaders to make sure that Clarendon really is 'A place of learning for everyone.'

### **Parent Governors**

Parent governor vacancies are notified to parents by the school and are elected by the parent body when there is more than one candidate for a vacancy. They are extremely valuable on the governing body for bringing their own skills and experience as well as a parental perspective and understanding to discussions. However, they are not there as parent delegates to speak and vote just on behalf of parents. The governing body always acts as a group with all governors expected to speak, act and vote in the best interests of the whole school, to support and abide by the democratically determined decisions and to play their part in the work towards those priorities.

### **Skills and Qualities Needed**

Governors need not be experts in education but do need some core skills and qualities to enable them to become active members of the governing body making a positive contribution to school life:

- An interest in the school and in the welfare of our children.
- Want to make a difference and have the time and willingness to get involved and learn.
- Good communication skills and the ability to build relationships with a range of people and to work constructively as part of a team.
- Basic IT skills and the ability to analyse and make connections between different types of information. (There is a lot of paperwork, usually accessed online, including reports and data, all of which need to be read in order to prepare for and participate in meetings.)
- Be willing and able to ask questions.
- Have the ability to convey information in brief written reports.
- A commitment to equal opportunities
- Integrity

## Support Provided

We recognise that it takes time to get to know any new role and we provide a package of measures to help new governors:

- An experienced governor is allocated as a mentor to provide support and answer any questions.
- Access to an induction pack of papers (including a jargon buster!) is provided with plenty of background information and recent reports which can be gradually worked through.
- A useful local, two evening, induction course is run termly by the local authority which all new governors are required to attend.
- There is additionally a wide range of courses available which are relevant to governors in their role.

## Responsibilities

A brief summary of the responsibilities and expectations of governors at Clarendon follows:

- To make a commitment to and sign the Clarendon Governing Body Code
- To attend and actively participate in the 3 termly meetings of the full governing body each year (Dates are set in advance for the full academic year)
- To attend and actively participate in the annual strategy day (Usually held in the summer term)
- To sit on and contribute to the work of at least one committee or alternatively take on one of the key lead governor roles.  
( Committees usually meet termly just either in the early morning or the early evening, lead governors meet with their respective school links again at least termly)
- To take on a link governor role monitoring one of the areas of priority for school development, visiting the school at least termly and providing a brief written report to the governing body.
- As far as possible undertake further visits to school classes and events over the course of the year, again reporting back in writing to the governing body
- To commit to attend training courses and perform additional research
- To respect and maintain confidentiality

For more information about the governing body at Clarendon there are more details and documents on the school website ([Clarendon School - Governors](#)). Alternatively, please contact our clerk Helen Bridge ([hbridge@aurigaacademytrust.org.uk](mailto:hbridge@aurigaacademytrust.org.uk)) with any questions.