



Foxborough
Primary School



21st April 2026

Dear Parents/Carers

Vacancy for Parent Member of the Local Committee (Local Governing Body)

Can you help shape the future of our school?

We need parents of pupils registered at the school to make a difference in our school's community by volunteering to become parent governors.

Currently we have a vacancy for a parent governor on the governing body.

Your voice as a parent is very important to our school and it is vital that the governing body has good representation by our parents among its membership.

Information about the role

Once elected or appointed for a term of four years (you can resign at any time and if your child leaves the school you can continue as a parent member until the end of your term office), a parent governor takes on the role of a school governor, a public volunteer. All governors are equal; no category of governor is any more important or influential than any other. Parent governors exercise a strategic parental voice on the governing body.

I have included a more detailed information on the role of governors with this letter. Please read this as it is important to understand the role, expectations and commitment before applying.

We are seeking parents who have a real willingness to help, who can listen carefully, read important documents, ask questions, attend training and be able to actively contribute at meetings.

If you can spare approximately five to eight hours a month, during term time, then please consider nominating yourself for this interesting voluntary role.

What can you offer as a parent governor?

- Enthusiasm, time and commitment.
- Your local knowledge will be valuable: you will have a feel for what is important to people.
- Any professional or other skills you may have will be very helpful.
- An openness to learning and change, and wanting to make a difference.
- Governors also provide objectivity in debate and decision-making and can add further and different perspectives to school matters.

What are the benefits?

- Being a school governor is a privilege – you are a small but very important part in an educational system with a very long history.

- The knowledge that you have played a part in improving local children's education and supported the school's staff.
- A chance to develop new skills, to practice and strengthen existing ones, such as chairing a meeting, researching or leading on a key school issue.
- The opportunity to work as part of a team to make a real difference in the community.
- The opportunity to meet new people from all walks of life whom you probably would not have otherwise encountered.
- Knowing that the decisions you collectively make will have a huge impact on children's lives.
- You develop as a person and may even find that your experiences as a governor influence future career and life choices.

If you are interested in volunteering, here's what you should do ...

- 1) Please check that you are eligible to stand as a parent governor. The definition of "parent" includes:
 - all-natural parents, whether they are married or not; and
 - any person who, although not a natural parent, has parental responsibility for a child or young person; and
 - "Parent" is defined as including "any individual who has or has had parental responsibility for, or cares or has cared for, a child or young person under the age of 18". It includes a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child. The reference in the definition must be to someone involved in the full-time care of the child on a settled basis.

There are some criteria which can disqualify you from serving as any type of governor. This list is given in the nomination form. If you are applying, then you must confirm that you are not disqualified by those criteria.

- 2) Please nominate yourself by completing the attached parent governor nomination form.
- 3) Please ensure that your completed parent governor nomination form is returned to our clerk Viv Gibbons in electronic (vgibbons@pioneereducationaltrust.org.uk) or hard copy format, by **3:00pm on Monday 11th May 2026**.
- 4) If you are elected, you will be asked to complete a Disclosure and Barring Service check.

What happens after the nomination deadline has passed?

Any nominations received after the deadline will not be accepted.

If the school receives more nominations than there are vacancies, then we will hold an election and parents will be asked to take part in a secret ballot to vote for the candidate(s) they feel would be most suitable as a parent governor. The information you supply as part of your nomination will be circulated to parents to help them decide who to vote for. Your personal contact details will not be distributed. This is for governing body purposes only.

If the school receives the same amount of nominations as there are vacancies, then those nominees are deemed to be 'elected unopposed' and become parent governors without the need for an election.

If no parents nominate themselves by the deadline given above, then the governing body become responsible for appointing parent governors to fill the vacancies. If they can't find volunteers at our school, then they may seek parent volunteers from other schools.

If an election needs to take place then I will inform all nominees personally, and all parents in writing, providing the details of how to vote and the deadline for doing so.

If there are any questions or you need further information, please let me know as soon as possible.

Yours faithfully

Gill Knight
Chair of Governors



Foxborough
Primary School



Foxborough Primary School – Local Committee - Parent Member Information Sheet

Who are school governors and what do they do?

School governors are the largest volunteer force in the country and are there to ensure that schools are well run. They have an important part to play in raising school standards by working with the Head and senior leadership team to ensure pupils get a good education. Governors represent people from many walks of life: school staff, parents, and the local community. This means that school decisions are made by people with a wide range of experience and views.

Who are Parent members?

Parents with children at Foxborough Primary School are eligible to become a parent member of the school Local Committee, and can stand to be elected by other school parents. Elections are by secret ballot. If insufficient parents stand for election, the local governing body can appoint parent members.

Responsibilities of school governors:

Governors are appointed and elected to provide:

- strong links between the school and the community it serves
- a wide experience of the outside world
- an independent view
- a visible form of accountability for the Head and staff of the school
- a team focusing on long term development and improvement
- accountability to the community for the standards of teaching and learning in the school
- support for the Head and staff

The expectation of individual governors is that they will:

- take personal responsibility for their ongoing training and development
- prepare for meetings, so that they are well informed
- attend meetings and play an active part
- support the school stakeholders
- work in partnership with the Head and staff for the benefit of the school and its pupils
- recognise the concept of collective responsibility
- respect confidentiality and the need to act with circumspection
- act and take decisions that are in the best interests of the school and not those of self, individuals or groups.

All governors, once appointed, share the responsibilities and work as a team:

- Duties are carried out as part of the team
- Governors are not legally liable as individuals

The role of the Local Committee of Foxborough Primary School as part of the Pioneer Educational Trust (Pioneer):

In line with the Articles of Association of Pioneer, the Directors of the Trust may appoint committees (to be known as Local Committee) for each Academy within the Trust. The Directors may also delegate to any committee such powers or functions as they consider desirable. Each committee then reports back to the Directors in respect of any action taken or decision made. The areas of delegation from Pioneer to the Local Committee of Foxborough Primary School i.e. the areas of responsibility of the Local Committee of Foxborough Primary School are:

- Student Attainment
 - reporting on assessments and examination results
 - setting appropriate targets for pupil achievement
- Learning and the Learning Environment
- Curriculum and Standards of Performance
 - ensuring a strategic and systematic approach to promoting high standards of educational achievement
 - ensuring that the curriculum is balanced and broadly based, and that the National Curriculum and religious education are taught
 - policies – deciding how, in broad strategic terms the school should be run
- Day to day Health and Safety
- Student Discipline and Appeals
- Community Links

These are outlined in full in the [Scheme of Delegation](#).

It is important to note that school governors lead schools, they don't manage them. The day-to-day management of the school is the responsibility of the Head.

Specific responsibilities of the local governing body are:

- to make decisions collectively on matters such as performance targets, delegated school policies and the relevant aspects of school's improvement plan
- for governors to monitor the impact that the school's policies have on pupil outcomes
- to report to parents on the school's achievements and respond to inspection recommendations.
- to be involved in hearing appeals from pupils and staff and consider complaints
- to appoint, challenge and support the Head, drawing on their knowledge and experience

The Parent Governor – Additional information for potential applicants

(Summarised from the Advice and Guidance Document from the Governor Support Service)

Before applying to become a parent governor, it is strongly recommended that you understand the role of a governor. This additional information sheet is designed to support your understanding.

The role of school governing bodies (Local Committee)

Governing bodies have a vital role to play in making sure **every child gets the best possible education.**

The principles of school governance are the same in every school no matter whether the school is an academy, free school or maintained school. They are all state funded schools.

A governing body play a strategic role not an operational one. The Head is responsible for the day to day management of the school (operational) and the Head and staff are responsible for implementing plans and policies established by the governing body. Understanding what this means is probably the most important thing to learn about being a governor.

In exercising their strategic functions, the governing body shall:

- act with integrity, objectivity and honesty and in the best interests of the school; and
- be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties.

Much of the work of a governing body is conducted in meetings. Almost all of the powers and responsibilities of governing bodies are held collectively, and this means that the governing body has to meet to make its decisions.

A governing body acts as a single person with an identity separate from its members. Responsibility for the actions and decisions of the governing body lies with the whole governing body rather than individual members. This is known as corporate responsibility.

Governors must never carry out a duty in the name of the governing body without the consent of the governing body. Governing bodies must act as a group/corporate body. Individual governors have no power outside the governing body and cannot act on behalf of the governing body unless authorised to do so or, in special cases, where emergency action is needed (chair of governors).

The role of a school governor

This is an edited extract from Welcome to Governance 6th Edition, published by the National Governors' Association (NGA).

What does a governor do?

Role of a school governor is to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school.

Expectations of the role

As a governor you are expected to:

- Have a real interest in education and developing positive outcomes for all children
- Get to know the school: its needs, strengths and areas for development
- Prepare for, and attend meetings (full governing body, committees and working groups)
- Actively contribute as a member of a team
- Speak, act and vote in the best interests of the school
- Use your personal and professional skills to support the school
- Respect all governing body decisions and to support them in public
- Act within the framework of the policies of the governing body and legal requirements
- Observe and follow the governing body's code of conduct and confidentiality requirements
- Commit to training and development opportunities

Activities: As part of the governing body, a governor is expected to

1 Contribute to the strategic discussions at governing body meetings which determine:

- the monitoring of clear and ambitious educational targets for the school;
- that all children, including those with special educational needs, have access to a broad and balanced curriculum;
- the principles to be used by school leaders to set school specific policies.

2 Hold the senior leaders to account by monitoring the school's performance; this includes:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
- asking challenging questions of school leaders;
- ensuring senior leaders have arranged for the required analysis to be carried out and receiving the results of that analysis;
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies;
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.

3 When required, serve on panels of governors/Pioneer Trustees/Pioneer Executive Leaders to:

- appoint the Head and other senior leaders;
- hear staff grievance, capability and disciplinary matters;
- hear appeals about pupil exclusions.

The role of governor is largely a thinking and questioning role, not a doing role. This means that it is a strategic role, not an operational role in school.

A governor does NOT:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience;
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school;
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

Parent governors must act in the best interests of all pupils at the school. Parents should not apply for this role if they feel they have an issue with their child that need to be settled with the school. The governing body is not the correct route for this. Such matters are dealt with in school by appropriate school staff using specific agreed procedures.

Time commitment

Under usual circumstances, you should expect to spend up to 8 to 10 days a year on your governing responsibilities. However, there may be periods when the time commitment may increase, for example when recruiting a senior leader. Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Your main task is to attend meetings and contribute to the work of the governing body. Meetings of the governing body normally take place once or twice a term. Each school is different in respect of their schedule of meetings. You should clarify with your governing body the time commitment required.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Training

All governors are expected to undertake training to support them in their role. Each school has a budget which allows for this. Governors do not fund training from their own pocket. Your school may buy training and support for governors from a specific service provider, and they will provide detail of this to you if you join the governing body.

The ‘Seven Principles of Public Life’

It is vital that from the offset as a potential new governor that you understand that **all governors are public volunteers** and as such are subject to the same Nolan Committee rules on public life as Councillors and MPs. In Foxborough, our code of conduct includes the Ethical Leadership Commission’s *‘Framework for Ethical Leadership in Education’* – which builds on Nolan’s Seven Principles of Public Life:

Selflessness

Governors should act solely in the interest of children and young people.

Integrity

Governors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

Governors must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

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

Openness

Governors should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

Governors should be truthful.

Leadership

Governors 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Governors should show leadership through the following personal characteristics or virtues:

Wisdom

Governors use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness

Governors demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.

Justice

Governors are fair and work for the good of all children. We seek to enable all young people to lead useful, happy and fulfilling lives.

Service

Governors are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage

Governors work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism

Governors are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Trust

Governors are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Further sources of information:

Websites

- Dept. for Education <https://www.gov.uk/government/organisations/department-for-education>
- School Governors One Stop Shop (SGOSS) <https://www.sgoss.org.uk/>
- Governor Support Service (Hillingdon) www.governor.support
- National Governors Association (NGA) <http://www.nga.org.uk/>
- Inspiring Governors Alliance <http://www.inspiringgovernors.org/>

YouTube clips on the governor role;

- <https://www.youtube.com/watch?v=Hnm6BV5ft-8>
- <https://www.youtube.com/watch?v=GH8u5eOFjIE>
- <https://www.youtube.com/user/sgossorg>

Parent Governor Nomination Form

Name:

Address:

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Postcode:

Telephone Home:

Telephone Day time:

Telephone Mobile:

E-mail:

Please tell us the name of the child or children, and their class, for which you have legal parental responsibility for:

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Please tell us about yourself and specifically state your reasons for wanting to volunteer as a Foxborough Primary School governor. This description should not be more than 250 words long (any words in excess of this will be removed), and will be included with the notification letter if a ballot is held.

Signature _____
Nominee

Date: _____

Personal declaration

Our school welcomes every application regardless of gender, age, disability, sexual orientation, race, religion and belief. **Please read the criteria below and confirm that you are not disqualified from serving as a school governor because of these restrictions.**

A governor must be aged 18 or over at the time of their election or appointment and cannot be a registered pupil at the school. A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a governor 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 subject to a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order;
- has had their estate sequestrated and the sequestration order has not been discharged, annulled or reduced;
- is subject to:
 - i) a disqualification order or disqualification undertaking under the Company Directors 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 492(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 two-and-a-half 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 to allow an application to the Disclosure and Barring Service (DBS) for a criminal records check.
- And specifically, for **parent governors...**
 - i) A person is disqualified from election or appointment as a parent governor they are an elected member of the local authority or;
 - ii) If they work at the school for more than 500 hours in a school year (at the time of election or appointment).

☐

I confirm that I have read the criteria above and that I am not disqualified from serving as a parent governor (please tick ✓ the box).

I acknowledge and agree that the school can use my personal data in this form for the purposes of parent governor election and recruitment. All data is held in accordance with the Data Protection Act 1998. I confirm that the information that I have provided in this application form is accurate.

Signature _____

Date: _____