



## Department for Education

### APPOINTMENT OF FOUNDATION GOVERNORS

#### DIOCESAN POLICY TO BE BORNE IN MIND AND CRITERIA TO BE CONSIDERED WHEN NOMINATIONS ARE BEING FORWARDED

##### The Policy of the Diocese in Relation to the Appointment of Foundation Governors:

- Only someone who is a practising Catholic will be appointed as a Foundation Governor;
- In view of the statutorily reserved places for school staff on all governing bodies, employees of the school or college, whether in a teaching or support capacity, other than on a casual and limited hours basis **will not be appointed** as Foundation Governors;
- A former member of the school leadership team, unless a period of no less than 3 years has expired since leaving the school **will not be appointed** as a Foundation Governor;
- The spouse, parent, child or sibling of any member of the governing body whether elected or appointed **will not be appointed** as a Foundation Governor.
- The spouse, parent, child or sibling of anyone employed by the Governors of the school will not be appointed as a Foundation Governor because it might result in a conflict of interest.

##### Some Further Considerations in Relation to Nomination:

- Parochial commitment;
- Employment experience;
- Availability and willingness to attend meetings and undertake training and preparatory reading;
- Support for the Catholic education system.

**The Following are the kinds of qualities and skills which are desirable in a Foundation Governor:**

### **Qualities**

- Confidence in own ability to do the job, to play a full role;
- Humility – willingness to seek further training and improve skills;
- Cooperativeness – desire to work as a member of a team;
- Openness – to innovation, criticism;
- Commitment to see the school as part of the broader community and of the community of schools.

### **Skills**

- Observation – for example, internal and external perception of school's progress, ethos of the school, state of buildings;
- Asking appropriate and searching questions at Governors' meetings;
- Taking an active, informed part in meetings;
- Interviewing – participate in appointments, listen effectively and evaluate evidence;
- Supporting effectively school in the community;
- Visiting the school well prepared and with purpose;
- Using the appropriate and proper channels of communication.