



3 February 2025

Dear Applicant,

The Governing Board of Pinner High School is seeking to appoint co-opted governors to join our friendly, dedicated team. I do hope you will consider applying for this rewarding and important role. As a co-opted governor, you will help to ensure we provide the best possible education and opportunities for all our students. You will work alongside other governors and the Headteacher to set the school's vision and strategic direction, hold the school to account for its performance, and ensure the effective management of resources.

Our governors come from a range of different backgrounds, skills and experience. Currently, we are particularly interested in hearing from individuals with experience in finance, law or education. However, we welcome applications from anyone who is passionate about the education and wellbeing of young people and committed to making a positive contribution to our school community. Enthusiasm, a willingness to learn and the ability to work as part of a team are essential qualities.

The role of a school governor is voluntary but it offers a unique opportunity to develop new skills, contribute to your local community and make a real difference in the lives of young people. The time commitment includes attending four governing board meetings per year and three sub-committee meetings per year.

You can find out more information about our school by visiting our website at <https://www.pinnerhighschool.org/>

The deadline for applications is **9am on Friday 28 February 2025**. We encourage you to submit your application as soon as possible. Shortlisted candidates will be invited for an interview. If you would like to apply for this fulfilling role or have any questions, please contact our Governance Professional, Mel Brown at mbrown@pinnerhighschool.org

Thank you for your interest.

Yours sincerely,

PP

Sue Hammond
Chair of Governors

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Co-opted Governor

Closing Date: 28 February 2028, 9am

We encourage you to read our website carefully and familiarise yourself with our prospectus and this information pack.

Pinner High School opened in September 2016 with 150 Year 7 students. We admit 180 Year 7 students each year. The onsite Sixth Form for up to 250 students, now has both Year 12 and Year 13 cohorts. **There will continued to be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is now a 4-form entry school.**

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011 and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing/regeneration project in Harrow on the site of the current Kodak site.

The Governance of Harrow Academies Trust includes:

A Board of Trustees that includes the Headteacher of Pinner High School, the Chair of Governors, Chair of Trustees and two community Trustees.

- A Local Governing Body for Pinner High School
- A Local Governing Body for Harrow View Primary School

Current arrangements for the LGB include:

- Termly Full Governing Body meetings
- Termly Committee meetings; currently Finance & Risk and Students, Standards & Achievement
- Governors are usually on one Committee

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In terms of time commitment, it is likely to be:

- Six meetings per year, which are in the evening
- Visit (as per schedule) into school as part of your Lead Governor role to meet with the relevant member(s) of staff
- Attendance at any agreed training sessions
- Attendance at any necessary Governor Panels (such as for staff or student matters). These are set up as required and are not expected to be required often
- The Headteacher may request attendance from Governors at school events for staff or students and Governors are encouraged to attend if possible (such as new parent evenings, school shows, staff training days)

The Role of a Governor

Applications from the community with backgrounds in Legal, Finance, HR or Education sector are particularly welcome.

The individuals on a Local Governing Body are called Governors (while the individuals on the Boards of Trustees are called Trustees).

The Local Governing Body is collectively accountable for decisions that it makes under delegated authority from the Trustees.

The role of the Local Governing Body is to:

- Develop the vision and strategy for the school
- Determine the policies and priorities of the school
- Ensure that the curriculum and teaching and learning strategies for the school comply with legal requirements and enable every student to make outstanding progress, in turn leading to successful outcomes
- Set targets for educational, operational and financial performance at the school
- Monitor and evaluate the educational, operational and financial performance of the school
- Approve the staffing structure for the school and appoint staff
- Ensure that children and staff are safe and healthy at school
- Maintain and improve the school environment
- Monitor and evaluate the effectiveness of the Local Governing Body and its impact upon school performance

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The role of a Governor is not to:

- Manage operations – that is the role of the Headteacher and senior staff. The role of Governors is to set strategy and hold the Headteacher to account for delivery of that strategy and performance.
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes. The role of Governors is to ensure that students are making appropriate progress and that educational and HR policies are appropriate and being implemented

Requirements of Governors

There are 3 key requirements for each Governor:

Be prepared

- Get to know the school through reading, discussion and meeting the Headteacher and Chair
- Read the legal framework for the school and the operations of Harrow Academies Trust by reading material issued to you (Articles of Association, Funding Agreement, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary
- Read educational news articles in the press
- Commit to training and development opportunities organised by or through the Local Governing Body or Trustees

Actively participate

- Attend meetings of the Local Governing Body and any committees or working groups that you are part of
- Read all papers for meetings in advance of the meetings and ask questions that are either clarifications or that further understanding of the issues and so help discussion about the decisions required
- Contribute at meetings, ensuring that you speak, act and vote in what you believe to be in the best interests of the school (while some Governors are elected by a particular part of our community, the responsibility of all Governors is to the school as a whole)
- Agree to undertake a 'Lead Governor' role and fulfil it diligently

Act appropriately

- Work as a member of a team
- Respect confidentiality of information and opinions and the need for the LGB to have in depth and private discussions
- Act within the framework of the policies of the Trustees, Local Governing Body and legal requirements
- Respect all Local Governing Body decisions and support them in public

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Person Specification

An effective Governor will demonstrate:

- A commitment to securing the best educational outcomes for all children
- A commitment to the vision, values and objectives of the school
- Strong communication skills in listening, speaking and writing
- An ability to evaluate and make use of a wide range of information and data
- The capacity to develop specific knowledge and understanding of the school and its community
- The ability to question in a manner that encourages reflection and helps move discussion forward
- A sense of fairness
- A commitment to equalities
- Tact and diplomacy
- An ability to work as a member of a team
- An ability to respect confidentiality
- A commitment to participate in training and self-evaluation