|  |  |
| --- | --- |
| Title:  | Surname:  |
| Previous Names:  | First Name:  |
| Date of Birth:  | Gender:  |
| Home Address: | Work Address:  |
| Tel No:  | Tel No:  |
| Email Address:  | Email Address:  |
| Occupation:  |
| If a teacher, please state name of the Educational establishment:   |
| If a retired teacher, please state name of former establishment and date of retirement:  |
| If you are related to a staff member at Shooters Hill Sixth Form College, then please provide details:  |

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| **Current Governorships:** *Please identify type of school i.e. Local Authority / Independent* |
|  |
| **Previous Governorships:** *Please give dates of service* |
|  |
| **Reasons for Applying:***Please outline your reasons for showing an interest in becoming a Trustee / Member. Include details of personal qualities, experience or skills you feel you could bring to the college Board of Trustees. Please continue on a separate sheet if necessary.* |
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| **References:** *Please provide names and addresses of 2 referees. These can be business (including your employer if you are in work) or personal, and have known you for 2 years* |
| Name:  | Name:  |
| Address:  | Address:  |
| Email Address:  | Email Address:  |
| Please list how many (if any) children you have of school age and schools attended:  |
| Date from which you can serve as a Trustee Member:  |

**Ethnicity**

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong. Please tick the appropriate box

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| **White** |
| *British*  | *English*  | *Irish*  | *Northern Irish* |
| *Welsh*  | *Gypsy or Irish Traveler*  | *Prefer not to say*  |
| *Any other white background, please write in:*  |
| **Black/ African/ Caribbean/ Black British** |
| *British*  | *Caribbean* | *African*  | *Prefer not to say* |
| *Any other Black/African/Caribbean background, please write in:*  |
| **Mixed/multiple ethnic groups** |
| *White and Black Caribbean* | *White and Black African* | *White and Asian* |
| *Prefer not to say* |
| *Any other mixed background, please write in:*  |
| **Asian/Asian British** |
| *Indian* | *Pakistani* | *Bangladeshi* | *Chinese*  |
| *Prefer not to say* |
| *Any other Asian background, please write in:*  |
| **Any other ethnic group** |
| *Arab* | *Latino* | *Prefer not to say* |
| *Any other ethnic group, please write in:*  |

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| **Do you consider yourself to have a disability or health condition?** (please tick one)*The equality Act 2010 defines disability as ‘a physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day to day activities.* |
| *Yes*  | *No*  | *Prefer not to say*  |
| What is the effect or impact of your disability or health condition on your ability to give your best at work? Please write in here: |

**SELF DECLARATION**

I confirm that I have no criminal convictions and have not been involved in bankruptcy or other such proceedings as detailed in the School Governance (Constitution) (England) Regulations 2003 (schedule 6) that would render me liable for disqualification as a Trustee Member (please see disqualification criteria).

I confirm that the above details are correct:

 **Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please note that the criminal convictions prescribed by regulation 10 of the 2003 Regulations as disqualifying a person from holding office of governor include convictions that would otherwise be regarded as spent under the Rehabilitation of Offenders Act 1974. By virtue of the rehabilitation of Offenders Act (exemptions) Order 1975 all convictions must be disclosed. For further guidance, please contact the HR Department on 020 8319 9725

**Completed forms should be returned electronically to** **HRTeam@shc.ac.uk**

**Skills Audit**

No individual is going to have all the skills listed in the audit. The Board of Trustees is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one Trustee / Member around the table.

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| ***Essential for all Trustees / Members*** | ***Level of experience 1-5******1 (none) 5 (extensive)*** |
| Commitment to improving education for all students |  |
| Ability to work in a team and take collective responsibility for decisions |  |
| Willingness to learn |  |
| Commitment to the College vision and ethos  |  |
| Basic literacy and numeracy skills  |  |
| Basic IT skills  |  |
| ***Should exist across the Board of Trustees***  |
| **Understanding / experience of governance**  |
| Experience of being a board member in another sector or a governor / trustee in another school |  |
| Experience of chairing a board / governing body or committee  |  |
| Experience of professional leadership  |  |
| **Vision and strategic planning**  |
| Understanding and experience of strategic planning  |  |
| Ability to analyse and review complex issues objectively |  |
| Problem solving skills  |  |
| Ability to propose and consider innovative solutions  |  |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) |  |
| Understanding of current education policy  |  |
| **Holding the Principal to account**  |
| Communication skills, including being able to discuss sensitive issues tactfully |  |
| Ability to analyse data  |  |
| Ability to question and challenge  |  |
| Experience of project management  |  |
| Performance management / appraisal of someone else  |  |
| Experience of being performance managed / appraised yourself  |  |
| **Financial oversight**  |
| Financial planning / management (e.g. as part of your job)  |  |
| Experience of procurement / purchasing  |  |
| Experience of premises and facilities management  |  |
| **Knowing your college and community**  |
| Links with the community  |  |
| Links with local businesses |  |
| Knowledge of the local/regional economy  |  |
| Working or volunteering with young people (e.g. teaching / social work / youth work/ sports coaching / health services for young people)  |  |
| Understanding of special educational needs  |  |