



Candidate brief for the position of  
School Governor

**Bancroft's**  
Independent Co-educational Day School 7-18

# Bancroft's

Independent Co-educational Day School 7–18



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## The Role

The role of a governor is both interesting and challenging. It requires active engagement whilst remaining explicitly non-executive. The Governing Body is the legal guardian of the purpose for which the School have been established and is responsible for ensuring that the purpose of the School remains appropriate, relevant, and vital to the communities it serves. The Governing Body monitors the success of the School in fulfilling its purpose.

The remit of governors excludes parents of current pupils in the School.



## Responsibilities

**This stewardship involves ensuring:**

- that the School each have a well-developed strategy which is in tune with their ethos and purpose, responsive to external conditions, is realistically costed and will ensure the School's continued success;
- that the necessary staffing structures, policies, and risk management plans are in place to ensure, through the senior leadership team, high quality and sustainable operation of the School and the implementation of strategy;
- accountability for the financial well-being of the School, including capital assets, operating budgets, and fund raising;
- compliance with all statutory requirements and the management of risk.

The Chair is supported by a first class and committed Governing Body, with a wide range of professional skills. The Governing Body is assisted in all aspects of its role by an able senior leadership team. Meetings are designed to be efficient and productive.



The principal committees reporting to the Governing Body are the Finance Committee, the Estates Committee and the Education Committee.

Whilst the Chair runs the full GB meetings, the major committees have their own governor chairs. It is helpful if governors can visit the School to meet reasonably regularly with members of the senior leadership team, the Bursar, teachers, pupils and for some events. Much of a governor's commitment can be planned ahead. A governor's role requires a careful line to be drawn between governance and management - 'eyes on, hands off'. The Chair and the GB are responsible for the appointment of the School's Head.



## School Strategic Aims

This section sets out the chief objectives of the Governing Body for 2020/21 and subsequent years. It updates the document agreed in September 2020 and will itself be subject to annual revision.

The Governors' Objectives are set within the context of the five strategic aims agreed by the Head and Senior Management Team of the School. These Objectives seek to provide a governance structure to support those aims and take into account the School's six core values considered essential for the wellbeing of every child – curiosity, kindness, integrity, courage, balance and excellence:

- 1 To maintain the highest standards of teaching and learning with inclusive systems for individual support, welfare and personalized learning that is never less than outstanding.
- 2 To provide a broad, balanced, high-quality and flexible curriculum relevant to the aspirations of the students and their parents together with a wide-ranging programme of opportunities both within and outside the school day.
- 3 To build a strong and cohesive community and a strong partnership with parents, families and other major stakeholders.
- 4 To provide first-rate facilities, which encourage learning, both in and out of the classroom.
- 5 To provide inspirational leadership which will secure the long-term future of Bancroft's.



## Governors Objectives

### 1 The structure of governance:

1.1 to review from time to time the skills set, experience and gender and ethnic balance of the Governing Body and have a succession plan as governors' terms of office expire.

1.2 to maintain and review regularly governance policies and the terms of reference and membership of sub-committees.

1.3 to provide induction for new governors, regular training in regulatory developments and governance processes and up-to-date information on issues affecting preparatory, secondary and higher education and training.

### 2 Well-being, educational performance and co-curricular activities – as outlined in sections A, B, C, D of the School's Strategic Development Plan (2019-22):



2.1. to encourage and support management and staff in promoting the wellbeing of all pupils and staff

2.2 to ensure that the Governing Body is aware of, and monitors, the educational achievements of pupils in the light of both national norms and the local context.

2.3 to ensure that the Governing Body is aware of, and helps to support and develop, co-curricular activities to provide a rounded, excellent education for pupils.

### 3 Safeguarding and health & safety - as outlined in section B of the School's Strategic Development Plan (2019-22):

3.1 to ensure that the Governing Body has adequate oversight of safeguarding and health and safety issues through designated and trained governors in both the Prep and Senior Schools, who report regularly to the Governing Body.

3.2 to ensure that the central register is thoroughly maintained.

3.3 to ensure liaison with, and reports to the Board from the School's Designated Safeguarding Person.

3.4 to ensure oversight of all matters related to health and safety, including attendance by a designated Governor at the School's Health & Safety Committee.

### 4 Risk Assessment and Monitoring:

4.1 to identify and assess risks throughout the School, and support the Management in mitigating these risks.

### 5 Policy Monitoring:

5.1 to monitor the development and periodic updating of policies by the Senior Management Team over the broad range of the School's activities.

### 6 Finance and Infrastructure- informed by sections F of the School's Strategic Development Plan (2019-22):



6.1 to ensure financial stability by agreeing and monitoring financial strategies for both the short and longer terms.

6.2 to ensure that investment in all aspects of the School's infrastructure needs (including the School's estate, ICT and other resources and facilities) is planned and is adequate to support the School's educational aims.

6.3 to monitor and support the work of the Bancroft's Foundation and liaise with and encourage the Old Bancroftians' Association.

## 7 Involvement and communication - informed by sections E and G of the School's Strategic Development Plan (2019-22):

7.1. to involve governors appropriately in the life of the School, including an annual Governors' Day.

7.2 to communicate the role and work of the Governing Body to pupils, parents and staff.

7.3 to maintain links with external stakeholders, including the Drapers' Company and keep the Company informed of the School's activities and performance.

## 8 Staff recruitment, development and succession planning:

8.1. to work with the Head to ensure that appropriate recruitment procedures and suitable programmes of staff development are in place.

8.2. to ensure in coordination with the Head, that due processes are in place for succession planning for senior staff in the School.

8.3 through the Nominations and Remuneration Committee, to review the salary and emoluments of the Head and, with the Head, those of the other members of the senior team.

## 9 Inclusion - informed by sections F and G of the School's Strategic Development Plan (2019-22):

9.1 Inclusion refers to behaviours and social norms that make people feel welcome.



9.2 Governors celebrate the very diverse nature of the School's community and acknowledge the overriding importance of inclusion.

9.3 The Governing Body should be both vigilant and active in preventing racism or discrimination and promoting diversity in the School, and ensure that this is respected by all School policies.

The broad objectives outlined above will be taken forward by the sub-committees of the Governing Body, as appropriate, as well as by the Governing Body itself.

Professor Peter Kopelman  
*Chair of the Governing Body*

Mr Ed Sautter  
*Deputy Chair*



## Child Protection

Bancroft's School is fully committed to the safeguarding of children – ensuring that the wellbeing of the child is paramount. For pupils to feel that they are able to do their best and achieve their full potential, it is important that they feel safe and supported in the school environment. Everyone working at Bancroft's, whatever their role, is very aware that issues to do with the protection of children are of the highest importance. Trust underpins everything that that we do in schools. The parents of our pupils entrust the care of their children to us and together we are responsible for their wellbeing.



In relation to safeguarding, Bancroft's aims to 'prevent', 'protect' and support all its pupils by addressing child protection in the curriculum, pastoral activities and in the management of the school, and by empowering and enabling staff to be vigilant for vulnerable students through training and information dissemination.

Bancroft's has policies which deal with safeguarding, including child protection and safer recruitment, which comply with the Independent Schools Standards Regulations and with the DoE's safeguarding children and safer recruitment statutory guidance.

## Equal Opportunities

The School is committed to the principle of equal opportunities and opposes and avoids all forms of discrimination in line with the Equality Act 2021 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

The School takes every possible step to ensure that all employees are treated equally and fairly, including agency staff, consultants and volunteers who are not our employees, but who work at the School (collectively workers).

## Recruitment of Ex-Offenders

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. A criminal record will not automatically debar an applicant from employment. Instead, each case will be decided on its merits in accordance with the relevant objective assessment criteria.

The School recognises that all positions within the School will amount to "regulated positions" within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice



and Courts Services Act 2000), and therefore all applicants will be expected to declare all previous convictions (including those which would normally be considered "spent" under the Rehabilitation of Offenders Act 1974). A failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the ISA, DoE, the Department of Health and the Vetting and Barring Bureau of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm, or other serious acts of violence.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. If the School receives an application from a disqualified person, or is provided with false information in, or in support of an applicant's application, or the School has serious concerns about an applicant's suitability to work with children, it will report the matter to the Police, CRB and/or the DoE Children's Safeguarding Operations Unit. It is also the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any Class A drug related offences, robbery, burglary, theft, deception or fraud.

We hope that you find our pack useful and that it provides you with an insight into working at Bancroft's School.

