



RICHMOND HOUSE SCHOOL

Where children are happy to learn

Application Pack

School Governor



**Richmond House School,
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Leeds,
LS16 5LG
0113 275 2670**

www.rhschool.org

RICHMOND HOUSE SCHOOL

Richmond House School is one of the region's leading non-selective independent schools for children from 3 to 11 years of age. It is a friendly and welcoming environment where "children are happy to learn". With a family feeling and a strong community emphasis, Richmond House School has an ethos of creating a positive learning environment, encouraging children to learn inside and outside of the classroom.



The school is situated in a high profile location on the A660 Otley Road, a major arterial route to the north of Leeds. It is located in Far Headingley, close to the Leeds Beckett University campus. Whilst situated on a busy route into Leeds city centre, the school benefits from 10 acres of playing fields which accommodate rugby, football, tennis, hockey, netball, cricket and, more unusually, petanque and crown green bowls on our own specific playing areas.

The school was established in 1935 by Miss Davies on this site and, despite short evacuation of pupils during World War II, the school has remained at this well-established location.

In our most recent ISI Inspection in 2013, we achieved the highest grade of "Excellent" in all categories, and we passed our Compliance Inspection in 2017 in all areas. Our next inspection is due when the current Covid-19 lockdown has been lifted.

Academic excellence is a critically important factor in our ongoing success and contributes to our high pass rate at 11+ examinations, with all pupils attending the school of their choice. We are non-selective and currently have 209 children on roll.

The school has a wide catchment area and children travel from a 10 mile radius to the school. We operate pre and after school care from 7.30am until 6.00pm daily and, additionally, have in place a school holiday club available for children from age 3.

After school activities are extensive and include mindfulness club, cookery, rugby, netball, chess and tennis, to name but a few, all within the school and its grounds.

Sport

The school has a strong sporting culture, both the Brownlee brothers are Richmond House School “old boys”. The extensive outdoor space allows a perfect opportunity for a variety of sporting pursuits, including cross country, football, rugby, hockey, lacrosse, netball, rounders and cricket. The school operates an inclusive sports policy whatever a child's ability. The opportunity for every child to participate with fun, from Nursery to Year 6, is paramount and enormous emphasis is placed on involvement in activity and encouragement of others. Our teams regularly compete against other schools in a wide variety of fixtures and tournaments with frequent success.



Drama and Music

The school enjoys a strong culture of music and drama and each year creates opportunities for the whole school to come together to deliver outstanding performances. These performances include a Year 6 play, Harvest Festival, Christmas concerts and nativities and Prize Day performances. The school has its own jazz choir and choir, both have performed with the Yorkshire Philharmonic Choir.

Academic Success

The staff are committed to giving each child the opportunity to develop into confident individuals prepared for the academic challenges ahead after Year 6 and beyond. We offer a challenging and varied curriculum, which includes French, Spanish and Drama, as well as all of the National Curriculum subjects one would expect to see.

Academic performance of each individual child is monitored on a regular basis and tracked through formative and summative assessments.

We offer SENDCo support throughout school and our SENDCo works alongside classroom and subject specialists to deliver a joined up and personalised approach for each pupil that requires additional support.

Pastoral Care

We believe that to be successful, we must be a happy school and we work closely with staff, parents and pupils to ensure the wellbeing and progress of all our pupils.

We do not confine learning to the classroom and we incorporate many activities to complement our academic curriculum. We have recently introduced Outdoor Learning as part of our curriculum, making full use of our outside space and Yurt.



Governing Body

There is a strong relationship between the school and the Governing Body. The Governors, who are all committed to delivering the best governance for the school, have a broad range of experience and backgrounds.

Investments in School

The school continues to develop. Recent development include a new car park and drop off area and an outdoor classroom facility, which includes a yurt, outdoor percussion area and external learning spaces. In 2018 we secured planning permission to develop our Early Years provision which was completed and opened in 2019. We also have planning permission to build a new Sports and Performance Hall and we are currently project and resource planning for this major capital investment programme.

Role Description and Person Specification

School Governor – Marketing and Communications

1. Purpose of the role of School Governor

The role of a School Governor is to contribute to the work of the Governing Board to secure the agreed vision and aims of Richmond House School. The role operates at the most senior strategic level but the transition of strategy into action is the responsibility of paid employees of the school.

Once appointed all governors must operate in the best interests of the children and the school. The role of the governor is essentially a thinking and questioning role, not a doing role.

A governor **does not**:

Write school policies

Undertake audits

Spend excessive time with the children in school

Undertake classroom observations

Do the job of school staff

Governors have three strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher and Senior Leadership Team to account
- Overseeing the financial performance of the school and ensuring its money is well spent

2. Principal Accountabilities

a. Vision, ethos and strategic direction

- Provide leadership and direction and play a key role in determining the vision, values and ethos of Richmond House School
- Set clear and ambitious strategic priorities and targets for Richmond House School
- Establish the principles to be used by school leaders when setting school policies and making operational decisions
- Provide an independent view and challenge and scrutinise appropriately
- Shape the future of Richmond House School, protecting its assets and reputation

b. Hold the Headteacher and Senior Leadership Team to account

Work with other members of the Governing board to:

- Ensure Senior Leaders have developed the required policies and procedures and
- Richmond House School is operating effectively according to those policies
- Ask challenging questions of school leaders
- Consider all relevant data and feedback provided by, or requested from, school leaders and external bodies of school performance
- Listen to and report accordingly to parents, staff and the wider community

c. Financial performance and resources

Work with other members of the Governing Board to:

- Ensure that all resources are allocated in line with strategic priorities
- Secure best value for money from the school budget
- Make full use of Richmond House assets and efficient use of financial resources

d. Other requirements

In order to perform their role well a governor is expected to:

- Attend any induction training and regular relevant training and development events
- Attend meetings and read all papers before them
- Get to know the school, visiting occasionally during school hours
- Act in the best interests of the children and Richmond House School
- Behave in a professional manner including acting in strict confidence as required

3. Time Commitment

The Governing Board meet 4 times per year in the evenings. The meetings last approximately 2-3 hours. The role also includes being a member of the Marketing and Communications sub-committee which meets once a term with appropriate liaison with the School Business Manager/Bursar and others as required in between meetings.

The other current sub committees include: Academic, Health and Safety, Building Development and Finance.

If you are employed then you are entitled to “reasonable time off” to undertake public duties; this includes school governance. However, you will need to negotiate any time off with your employer.

4. Person Specification

The ideal candidate will:

- Bring qualities to the Governing Board that enhance effectiveness, including independence, impartiality, professional integrity and the ability to make an effective contribution
- Be numerate and able to interpret data, including financial data
- Have effective communication skills, including an ability to listen and communicate with clarity
- Have a pragmatic approach and the ability to compromise
- Have common sense, good judgement and diplomacy
- Show demonstrable expertise/necessary qualifications to provide advice and guidance as part of the Board of Governors
- Be passionate about, and committed to, the vision, ethos and values of Richmond House School

Specific Skills

The ideal candidate will also have skills in one or more of the following areas:

- IT strategic development
- Marketing and communications
- Financial management including budgeting, management accounts and statutory accounts

5. Application process

If you are interested in becoming a School Governor at Richmond House School, then please complete the Governor application form which is available on our website www.rhschool.org and return by email to ahavard@rhschool.org or by post to Clerk to the Governors, Richmond House School, 168-172 Otley Road, Leeds, LS16 5LG

Where there is evidence of relevant skills, you will be invited to attend a meeting with the Chair of Governors along with the Headmaster, another Governor and/or Bursar.

If successful we will perform the required checks and you will be invited to attend a Governing Body meeting before becoming a member.

6. Exclusions:

A person is **not eligible** to serve as a school governor if:

- They are under the age of 18
- They are at any time during their period of office detained under the mental Health Act 1983(c);
- They have failed to attend the governing body meetings for a continuous period of six months, without the consent of the governing body
- Their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or they are the subject of a bankruptcy restrictions order
- They are subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- They are disqualified in acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision)
- They have been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in the administration of the charity for which they were responsible or to which they were privy, or by which their conduct contributed to or facilitated.
- They are included on the list of teachers or workers prohibited or restricted from working with children
- They are disqualified from working with children
- They are disqualified from being an independent school proprietor, teacher or employee