

Local Governing Body Governor Recruitment Information



September 2025

Contents

| | |
|---|-----------|
| Introduction | 2 |
| About Reach Academy Hanworth Park | 2 |
| Reach Schools' vision and values | 3 |
| Why volunteer to govern at Reach Academy Hanworth Park? | 4 |
| Governance at Reach Schools | 5 |
| Reach Academy Hanworth Park Local Governing Body | 6 |
| Person Specification | 7 |
| General experience, knowledge and skills | 7 |
| Specific experience, knowledge and skills | 7 |
| Eligibility What does the role involve? | 8 |
| Time commitment | 8 |
| Meetings | 8 |
| Link roles | 9 |
| School visits | 9 |
| Ad-hoc resolutions panels | 9 |
| Committing to a code of conduct | 9 |
| Committing to training | 10 |
| The voluntary nature of the role | 10 |
| Appointment term | 10 |
| Requirements on appointment | 10 |
| More information and how to apply | 11 |

Introduction

About Reach Academy Hanworth Park

Reach Academy Hanworth Park was founded to ensure we could help even more young people, regardless of background, achieve great things.

Reach Academy Hanworth Park was founded in 2024 by the same people behind Reach Academy Feltham; Rebecca Cramer, Ed Vainker OBE and Jon McGoh OBE. Both schools were founded with a team of committed governors and teachers. The school's vision is that every single pupil will leave us with the skills, attributes and academic qualifications to go on to enjoy lives of choice and opportunity.

Our goal is to provide all of our pupils with the opportunity to go to university if they wish and to live happy, healthy and productive lives. We have created a community of pupils, parents and teachers united by the highest expectations of what every young person can achieve, and by the commitment to help young people to excel.

Reach Academy Hanworth Park is a small school. They place meaningful relationships at the heart of everything that they do. They have designed a brand new school building (currently under construction), arranged the timetable and focus staff time on nurturing those strong relationships. Leaders and teachers ensure all of the children experience consistency and continuity through their school career; knowing more, doing more and developing socially and emotionally over time. The school staff work closely with families and experts to ensure that all children are able to thrive and lead healthy and happy lives both now and in the future. This includes not allowing mobile phones in school, ensuring healthy eating and regular exercise is promoted and enabled, and working with families to create healthy age-appropriate routines around things such as sleep.

This pack will give you more information about the role – please do contact Anna Machin, Governance Professional to Reach Schools, if you have any questions – anna.machin@reachacademy.org.uk.

Reach Schools' vision and values

Our core belief is that every child should be able to enjoy a life of choice and opportunity.

Our vision for each school is to transform the lives of all our pupils by giving them the skills, attitudes and academic qualifications to flourish in a career of their choosing and to live happy healthy lives. Our intended outcomes for pupils and young people are as follows:

- Achieve well academically
- Be safe and well supported
- Be healthy
- Build strong relationships and social networks

We believe that academic success is the foundation that enables a life of choice and opportunity - a core academic foundation will unlock opportunity for our young people enabling them to leave Reach with a clear vision for their future and a plan to achieve that vision. We believe that the other three outcomes complement this, ensuring that our pupils will flourish.

Reach Schools believe that relationships, leadership, coherence, community and rigour are key to a healthy learning environment. When placed at the centre of our schools, they provide stability and success. We commit to these pillars in all Reach Schools and prioritise them at every level of the organisation.

- We believe in our community
- We believe in the transformational power of relationships
- We believe in the power of 'all-through' education
- We strive for excellence in everything we do
- We embrace our role as community leaders

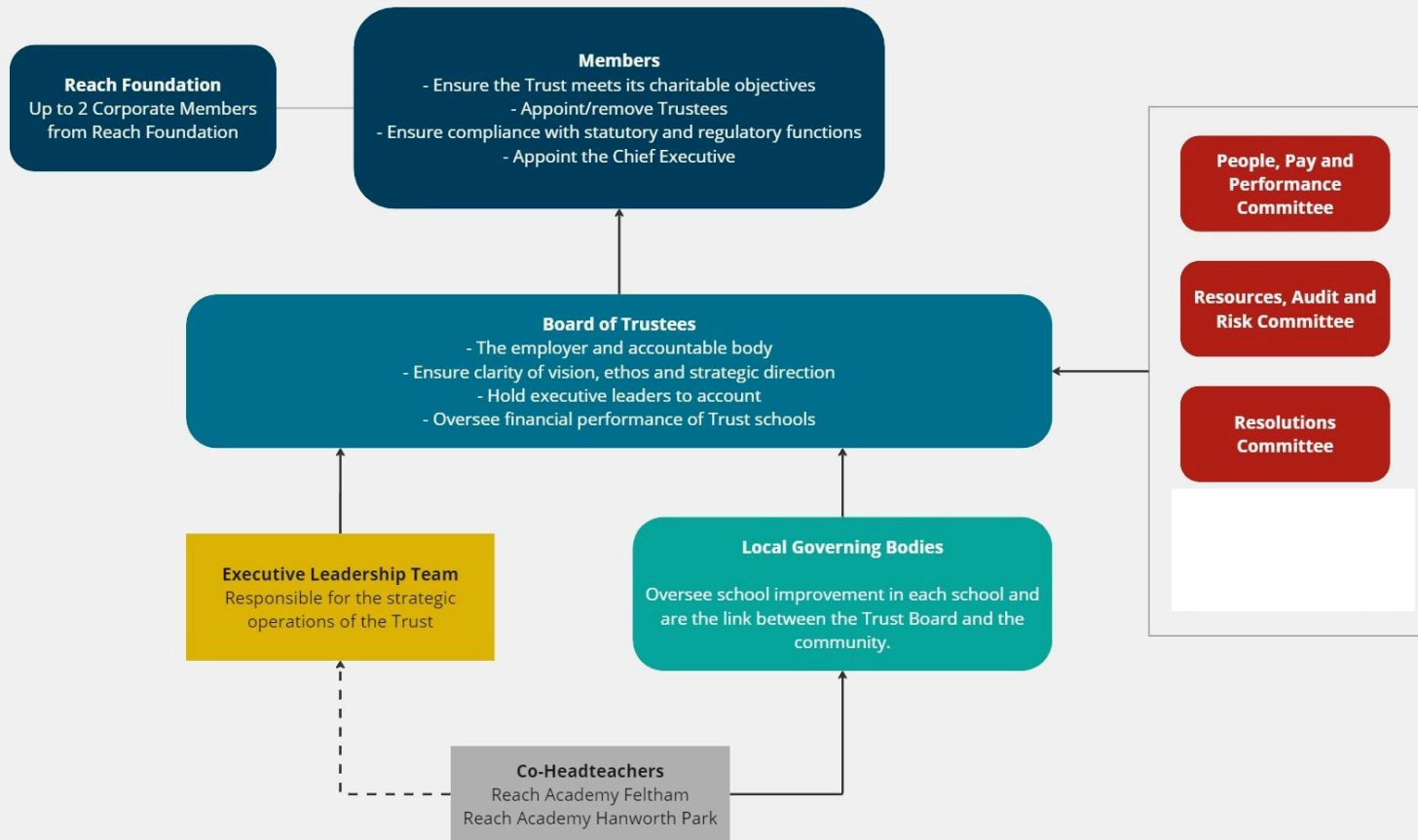
Why volunteer to govern at Reach Academy Hanworth Park?

To support us to deliver on our vision for young people, we are recruiting volunteers to help govern the school via membership of our local governing body. Taking part in the governance of a school will be challenging but also hugely rewarding and benefit you in several ways. Reasons you might want to volunteer for these roles include:

- you can ensure voices are heard at a strategic level
- you have the unique opportunity to support the opening and growth of a new school
- you have the chance to help build new relationships for the school
- you can help improve the lives of children and young people
- you will make the difference in your local community
- you can build your confidence and skills by working with others as part of a leadership team
- you can gain increased knowledge and experience of specific areas such as school improvement, finance, SEND provision and inclusion
- you can support your professional development



Governance at Reach Schools



Reach Academy Hanworth Park Local Governing Body

Reach Schools is governed by a Board of Trustees who are the legal entity with collective accountability and responsibility for the academy trust. They are supported in this role by a local governing body (LGB) in each school which is a crucial component of the Trust's governance structure. The LGB advises, supports and challenges school leaders and provides a focal point for building strong relationships in the interest of progressing the life chances of students at the school. In essence, the purpose of the LGB is to:

- Support and promote the school within its community
- Champion and contribute to the work of Reach Schools in developing and implementing its vision for education
- Offer appropriate support and challenge to the headteachers (or equivalent) to ensure that the school meets the needs of the pupils and families it serves
- Develop an understanding of the school's progress, performance and outcomes in order to assure the Reach Schools, other stakeholders and the public that it is providing high quality, effective and efficient education
- Provide information, feedback, advice and recommendations to Reach Schools in relation to the performance of the school.

As shown by the governance structure above, the LGB operates within several layers of governance at the Trust – the Trustee Board is legally responsible for the Trust's activities, whilst the LGB provides school-level challenge and support that is focused in particular on educational and pastoral outcomes.

In addition to the Board of Trustees, the Trust has five "Members" – Members play a limited but crucial role in safeguarding trust governance. The Reach Foundation is a "Corporate Member" and is a registered charity.

Person Specification

General experience, knowledge and skills

We are looking to appoint three co-opted (community) governors.

To be an LGB member, you should be confident, curious, challenging and creative. You should have:

- a strong commitment to the vision and mission of Reach Academy Feltham and Reach Schools
- a strong commitment to the school and to working with leaders to identify ways in which progress can be made
- a willingness to bring one's skills, perspective and experience to help the school develop
- ability to contribute to analysis and decision-making
- excellent interpersonal and relationship skills
- strong judgement and analytical skills
- willingness to work within the governance framework within which academy trusts operate
- keenness to work as a team and accept shared responsibility and accountability as well as undertake self-evaluation to remain effective

We are committed to an ethos of diversity and inclusion throughout our organisation. We would particularly welcome applications for governor roles from candidates from underrepresented backgrounds.

Specific experience, knowledge and skills

LGBs operate as a collective decision-making body where a range of skills and perspectives are represented. We are eager to hear from people with a range of skills from sectors such as law, marketing, HR, education and safeguarding.

community organisation. This list is not exhaustive, we want to involve people who have a shared passion for the vision and values of Reach, a willingness to work as a committed team focused on the development of a new school, and the ability to be a critical friend and provide a balance of support and scrutiny to the school leaders.

Eligibility

LGB members must meet the eligibility criteria for academy governors. Any governor must be at least 18 years old and not be disqualified according to Charity Commission guidelines. These include unspent convictions for specific offences, as well as financial and non-financial legal reasons. Any appointment will be subject to various recruitment checks, including a criminal records DBS check and a section 128 check to ensure an appointee is not prohibited or restricted from taking part in the management of a school.

What does the role involve?

The practical expectations of LGB members are outlined below:

Time commitment

The LGB will meet approximately six times a year. Governors will need to be available for approximately 6-8 hours per half term depending on the roles taken on. Many employers give time off to conduct governing duties so this may be something to check if you are in employment and considering the role.

Meetings

Meetings generally last two hours and it would be expected that LGB members would have read papers and be prepared to engage fully in the meetings (about the same length of time as the meeting generally). The chair will work with the LGB and leaders to decide whether they are online or in person – likely to be a combination. It will be important that there are some face-to-face meetings to enable LGB members to meet each other and build stronger relationships with key stakeholders.

Link roles

LGB members may be asked to take on a specialist link role e.g. SEND, careers, equality, diversity and inclusion, or wellbeing – taking on this role brings additional expectations around making link visits to scrutinise practice within the school and work with leaders to consider how to progress. Appropriate training will be provided.

School visits

LGB members are also expected to be visible ambassadors for the school within the community and time allowing, will be asked to attend school events to get to know staff and leaders within schools.

Ad-hoc resolutions panels

LGB members will also be asked to participate on the trust wide ad-hoc resolutions committee (conflicts of interest notwithstanding) which covers complaints, exclusions, disciplinary panels. These panel sessions are generally in the day and can last up to two hours. They can be in person or online. No prior experience is required to take part and training will be provided.

Committing to a code of conduct

LGB members are expected to commit to a code of conduct. This outlines the ethos of governance within the trust including:

- the importance of abiding by the [seven principles of public life](#): selflessness; accountability; integrity; objectivity; openness; honesty; and leadership
- how those governing fulfil their role and responsibilities
- the expected commitment to the role
- the importance of building and maintaining relationships
- and respecting confidentiality

Committing to training

LGB members bring significant experience to the table, and the local knowledge, insight, commitment and leadership they provide on an on-going basis will be hugely valuable. To strengthen the role of LGB members and their ability to lead the school, all are asked to participate in mandatory and optional training sessions, some bespoke for all those in governance of the trust whilst others will be online sessions provided by governance networks.

Mandatory training includes:

- Safeguarding and governance
- Exclusion and complaints panels (if participating in the resolutions committee)
- Cyber security and data protection

The voluntary nature of the role

The role is not accompanied by any financial remuneration, although reasonable travel expenses may be claimed in line with our Expenses Policy.

Appointment term

LGB members are invited to serve an initial term of four years, with the potential for a second term of four years if agreed as part of the term renewal process.

Requirements on appointment

As well as being asked to commit to the code of conduct and work collaboratively as a local governing body, in the summer term prior to the opening of the school, LGB members will be asked to make themselves available to participate in events promoting the school to new parents and the community, and to do an induction programme of training to help prepare them for the role. Prospective LGB members will be subject to the pre-appointment checks applicable to all members including signing the code of conduct and annual declaration form, as well as an enhanced DBS check and references.

More information and how to apply

If you would like to apply, please send your CV and a cover email, including 250 words explaining why you wish to apply to be a member of the LGB and why you believe you are suitable for the role. Applications should be sent to anna.machin@reachacademy.org.uk by 26th September 2025.

If you have any questions please get in touch, we would be delighted to have a preliminary conversation with you about the role.

We look forward to hearing from you!

