



## Wood Green School

### Election of Parent Governor

We have received five nominations for the post of Parent Governor. As there are two posts available we are holding a ballot. Any parent or carers of registered pupils at Wood Green School are entitled to vote. Each parent can only submit one ballot paper, regardless of the number of children they have attending the school. The ballot is open until **4pm on Thursday 10th December 2020**.

Due to the current COVID-19 restrictions we are enabling parents and carers to vote online and we are managing this through Insight. Please login as normal and click on the header 'Parent Governor Election' to register your vote. Alternatively you may vote by hardcopy as usual. You may vote for **TWO** candidates from the five parent candidates listed. If you vote for more than two candidates your vote will not be counted (you may not vote for the same candidate twice).

If you wish to vote via Insight, please ensure that you have voted by **4pm on Thursday 10th December 2020**; if you are voting by hardcopy please complete the attached ballot form and return to the school office before **4pm on Thursday 10th December 2020**.

You will notice that we are asking for your child's name and tutor group on the voting forms. The names have only been requested in order to cross-check online votes against hardcopy submissions, and we have been advised to do this by the National Governor Association. Please be aware that the process will still be carried out in a highly confidential manner. Only the returning officer (The Clerk to the Governing Body) will have access to the votes cast and, once the relevant cross-checking has been completed, the pupil names will be removed from the recorded dataset.

We do hope that as many parents and carers as possible will participate in the election process.

Please see the brief profiles from each candidate attached below.

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#### Candidates' Resumes

##### **1. Lydia Armes**

Wood Green School is at the heart of the community that I live in and I have a daughter who is a pupil and a son who will hopefully attend in a few years. I don't under estimate the huge commitment and effort it takes to run a school, especially during these challenging Covid times. Which is why I'm applying to be a School Governor.

In my work life I've been a Human Resources professional for 25 years. My job involves a wide range of people related activities, from interviewing and career advice to designing company structures and wellbeing programmes. Currently I work in the scientific research sector with scientists who are contributing to amazing research around life sciences, including viruses. I have a passion for encouraging STEM subjects in school to create the brilliant scientists of the future.

But it's also important to me that everyone has the opportunity to reach their potential. Providing a great learning environment can make all the difference to young people. One that reflects the world

we live in, embraces inclusion and diversity and looks after their wellbeing. That's no easy task, so I hope that my skills and experience could be put to good use and I have the opportunity to give something back to the school.

## **2. Rachael Hawkins**

I am writing to express my interest in the position of parent governor at Wood Green School. I have a daughter in Year 7 and previously taught at the school as part of the science faculty. I am now Head of Services for Aesop, a national arts and health charity based in Witney. As part of my role I am designated safeguarding lead for the organisation and have responsibility for the writing and implementing both safeguarding and our diversity and inclusion policies.

I have long had an interest in holistic approaches to both education and now health as ways to address issues with emotional and social wellbeing. I oversee the data collection and analysis aspect of our flagship Dance to Health programme which directly uses validated measure of wellbeing, social isolation and loneliness to evaluate the impact of the programme. The first school I ever taught in had a radical approach to supporting vulnerable students on a very disadvantaged estate. I am particularly keen to see the needs of overlooked students addressed by wellbeing initiatives, and would draw on the training and experience I have on inclusivity for LGBT, ethnic minority and disabled groups to ensure their specific needs were being met by the schools admirable wellbeing policies.

Wood Green School was our first choice for secondary school and the clear commitment to student wellbeing was a decisive factor in that decision, I would be excited to be a part of your continued efforts to develop these important areas.

## **3. Marie Mills**

So what is my interest in Diversity and Inclusion?

I was an unconventional child lucky enough to experience an experimental primary education that valued me for who I was and nurtured in me a love for learning that colours my life still. I then went on to an ordinary secondary school where I found myself butted up against the limitations other people wanted to impose upon me. I was a girl and in those days it was considered acceptable to limit subject choices according to gender.

These early experiences were formative. I went on to work in education, starting at the age of thirteen when two of us took on a Sunday School class. I have taught all ages from babies right through to properly grown-up grown-ups in their fifties and worked in many different settings both here and abroad, incorporating facets from all of these into my work.

Far from wrong, it is difference that creates the richness in our community. Which languages are represented within the school community? Which cultural backgrounds? What activities do students take part in outside school?

What challenges do they face? Physical disability can be easy to spot, but other challenges such as dyslexia, autism or anxiety may go unnoticed unless we look carefully. We need to look more carefully. Perhaps you cannot develop a system that suits every child, but you can develop one that identifies and supports those who find the system more challenging, and that values them for who they are.

## **4. David Parry**

I qualified as a solicitor over 30 years ago and have spent my whole professional life in Oxfordshire, the last 6 years based in Witney. Throughout that time, I have specialised in employment law, advising mainly businesses but also individuals. I have significant experience of advising governing bodies of establishments in the education sector, including academies and maintained schools. These are professional skills and experiences that I would be pleased to share with the governing body to assist in the consistent, fair and effective management of staff issues.

I have built my reputation on exercising sound professional judgement, advising in complex areas of the law in plain English, whilst adopting a pragmatic approach.

I am also a qualified workplace mediator, assisting parties to resolve disputes without the need for formal disciplinary/grievance procedures and subsequent litigation.

Until I established my own practice six years ago, I was a partner in a large solicitors' firm in Oxford with over 100 employees. The experience of dealing with the many and various issues that face business owners would also, I believe, stand me in good stead in being a governor.

I have two children at the school, in years 12 and 9 respectively. Like all parents and carers, I have witnessed first hand the effect of the Covid pandemic on our children's education, especially in terms of dealing with the inability to sit exams. I am keen to do what I can to help in these extraordinary times.

#### **5. Peter Wright**

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world". I have benefited greatly from my education and wish to contribute for the benefit of the next generation such as my son, a year 7 at WGS.

At school I was a 'middle-of-the-road' pupil who behaved and did homework. Perhaps understandably, I got little attention from teachers because of this. This led to disengagement from school as I didn't see the value in learning. Only parental expectation led me to attend university. There I saw how knowledge could be applied. This led to a passion for connecting knowledge with application. I went on to obtain a PhD in Chemistry having finally seen purpose in learning! This experience can help me as a governor at WGS to support focusing on the whole pupil e.g. via the WGS baccalaureate.

Professionally, I have led teams of ~15 for over five years and worked for over ten on two continents. I manage a multi-million pound budget, bringing understanding of working within constraints while maximising value. I have recruited extensively, modifying interview strategies to be more inclusive, led appraisals, holding individuals/teams accountable for their performance. One focus is removing barriers for underrepresented groups in STEM areas, in particular achieving leadership ambitions. I lead or am part of various leadership teams that deliver segments of the company's strategy. The trade-off between 'urgent' and 'important' is only too familiar; I have learnt strategies for keeping them in balance.