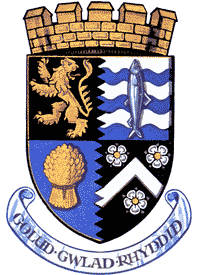
**CYNGOR SIR CEREDIGION COUNTY COUNCIL**

**GWASANAETH YSGOLION – ADRAN Y LLYWODRAETHWYR /**

***SCHOOLS SERVICE – GOVERNORS SECTION***

**FFURFLEN MYNEGI DIDDORDEB / *EXPRESSION OF INTEREST FORM***

**Diolch am fynegi diddordeb mewn dod yn Llywodraethwr Ysgol Ceredigion. A wnewch chi lenwi'r adrannau isod a'u hanfon yn ôl at llywodraethwyr@ceredigion.gov.uk. Byddwn yn cysylltu gyda chi i drafod yr opsiynau sydd ar gael yn fuan.**

*Thank you for expressing an interest in becoming a Ceredigion School Governor. Could you please complete the sections below and return this to* [*Governors@ceredigion.gov.uk*](mailto:Governors@ceredigion.gov.uk)*. We will be in contact soon to discuss available options.*

**1. Dethol Llywodraethwr** / *Governor Selection*:

|  |  |
| --- | --- |
| **Ticiwch pa fath o Lywodraethwr yr ydych yn mynegi diddordeb ynddo:**  *Please tick which type of Governor you are expressing an interest in becoming:* | **✓** |
| **Llywodraethwr Tymor Llawn** / *Full Term Governor* |  |
| **Llywodraethwr Cyswllt /** *Associate Governor* |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nodwch os oes gennych chi ddewis am fath/lleoliad** **ysgol**:  *Please state if you have a preference for a type/location of school:* | | | | | | |
| **Gynradd /** *Primary* |  | **Uwchradd** / *Secondary* | |  | **Syth-drwyddo /** *All through* (oed 3-16/3-19 *age*) |  |
| **Gogledd /** *North* |  | **Canolbarth** / *Mid* | |  | **De** / *South* |  |
| **Ysgol(ion) Penodol /** *Specific School(s):* | | |  | | | |

**2. Manylion Personol** / *Personal Details*:

|  |  |  |
| --- | --- | --- |
| **Teitl /** *Title:* |  | (hy/*ie*: Cyng/Cllr, Mr, Mrs, Miss, Dr, ayyb/*etc* |
| **Enw llawn /** *Full**Name:* |  | |
| **Cyfeiriad /** *Address:* |  | |
| **Côd post /** *Post code:* |  | |
| **🕿 Gartref /** *Home:* |  | |
| **🕿 Symudol /** *Mobile:* |  | |
| **🕿 Gwaith /** *Work:* |  | |
| **E-bost /** *E-mail:* |  | |
| **Dosberithir pob gohebiaeth drwy ebost /** *All correspondence will be distributed via email* | | |

3. Monitro Cyfle Cyfartal / Equal Opportunities Monitoring:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rhyw / *Gender*: | Gwryw / *Male* |  | | Benyw / *Female* | | | | | | |  | | | Gwell gennyf beidio â dweud / *Prefer not to say* | | | | | | | | | | |  |
| I ba grŵp oedran rydych yn perthyn iddo? *What age group do you belong to?* | | | | | | 18-25 | |  | | | | 26-35 | | | |  | | 36-45 | | |  | 46-55 |  | 55+ |  |
| A ydych yn ystyried fod gennych anabledd? / *Do you consider that you have a disability?* | | | | | Ydw / *Yes* | |  | | | Nac ydw / *No* | | | | | | |  | | Gwell gennyf beidio â dweud / *Prefer not to say* | | | | | |  |
| A oes gennych anabledd a ddiffiniwyd gan y Ddeddf Gwahaniaethu ar Sail Anabledd? / *Do you have a disability as defined by the Disability Discrimination Act?* | | | | | | | | Oes / *Yes* | | | | | | |  | Nac oes / *No* | | | |  | Gwell gennyf beidio â dweud / *Prefer not to say* | | | |  |
| Sut byddech chi’n disgrifio’ch cenedligrwydd? / How would you describe your nationality? | | | Cymreig / *Welsh* | | | | | |  | | | | Seisnig / *English* | | | | | | | |  | Prydeinig / *British* | | |  |
| Albanaidd / *Scottish* | | | | | |  | | | | Gwyddelig / *Irish* | | | | | | | |  | Arall / *Other* | | |  |

**4. Profiadau a Sgiliau Peronol** / *Personal skills and experience****:***

|  |  |
| --- | --- |
| **Galwedigaeth /** *Occupation***:** |  |
| **Diddordebau /** *Interests***:** |  |
| **Rhowch fanylion bras o’ch cefndir, a chrynodeb o’ch profiad a’r nodweddion personol sydd, yn eich tyb chi, yn eich gwneud yn Llywodraethwr addas. Dim mwy na 120 o eiriau**  *Give brief details of your background, and a summary of your experiences and personal attributes which you consider make you a suitable Governor. No more than 120 words.* | |
| **Llofnod / *Signature*:** | |

**Sgiliau a gwybodaeth**

Er mwyn gwneud y gorau o’ch profiadau a’ch sgiliau i fudd y Corff a’r ysgol, a fedrwch gwblhau’r isod i ddynodi eich dealltwriaeth o’r pynciau:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Sgiliau, gwybodaeth a phrofiad generig*** | **Dim** | **Sylfaenol** | **Cymhedrol** | **Helaeth** |
| Llywodraethu ysgol |  |  |  |  |
| Cynllunio Strategol |  |  |  |  |
| Hunan werthuso ac / neu asesiad effaith |  |  |  |  |
| Dadansoddi data |  |  |  |  |
| Profiad o recriwtio staff |  |  |  |  |
| Rheolaeth perfformiad (staff / trefniadaeth) |  |  |  |  |
| Cysylltiadau cymunedol |  |  |  |  |
| Cadeirio / Arweinyddiaeth |  |  |  |  |
| Hyfforddi / mentora |  |  |  |  |
| Trafod a chyflafareddu |  |  |  |  |
| Trafod cwynion, anghydfodau, apeliadau |  |  |  |  |
| Asesu/Rheoli risgau |  |  |  |  |
| ***Gwybodaeth Leol*** | **Dim** | **Sylfaenol** | **Cymhedrol** | **Helaeth** |
| Gwybodaeth am yr ysgol |  |  |  |  |
| Gwybodaeth am y gymuned leol |  |  |  |  |
| Gwybodaeth am ffynonellau o wybodaeth/data perthnasol |  |  |  |  |
| Gwybodaeth am yr economi a busnes lleol / rhanbarthol |  |  |  |  |
| ***Gwybodaeth neu brofiad arbenigol*** | **Dim** | **Sylfaenol** | **Cymhedrol** | **Helaeth** |
| Rheolaeth ariannol / cyfrifeg |  |  |  |  |
| Rheoli newid sefydliadol |  |  |  |  |
| Rheolaeth ystadau ac adeiladau |  |  |  |  |
| Arbenigedd Adnoddau Dynol |  |  |  |  |
| Gwasanaethau Caffael a Chontractio |  |  |  |  |
| Rheoli Prosiectau |  |  |  |  |
| Cyfreithiol |  |  |  |  |
| TGCh ac / neu systemau gwybodaeth rheolaeth |  |  |  |  |
| Cysylltiadau cyhoeddus a marchnata/profiad masnachol |  |  |  |  |
| Iechyd a Diogelwch |  |  |  |  |
| ***Gwybodaeth neu brofiad sy'n gysylltiedig ag addysg*** | **Dim** | **Sylfaenol** | **Cymhedrol** | **Helaeth** |
| Addysgu ac addysg |  |  |  |  |
| Anghenion Dysgu Ychwanegol |  |  |  |  |
| Gwasanaethau neu weithgaredd plant a phobl ifanc |  |  |  |  |
| Gwasanaethau Iechyd |  |  |  |  |
| Diogelu |  |  |  |  |
| Ysgolion Cynradd |  |  |  |  |
| Ysgolion Uwchradd |  |  |  |  |
| Sicrwydd Ansawdd |  |  |  |  |
| Arall (nodwch os gwelwch yn dda): |  |  |  |  |
|  | | | | |

**Skills and Knowledge:**

In order to utilise your experience and skills to the best possible benefit of the Governing Body and school, could you please complete the table below to indicate your particular strengths:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Generic skills, knowledge and experience*** | **None** | **Basic** | **Moderate** | **Extensive** |
| School governance |  |  |  |  |
| Strategic Planning |  |  |  |  |
| Self-Evaluation and / or impact assessment |  |  |  |  |
| Data analysis |  |  |  |  |
| Experience of staff recruitment |  |  |  |  |
| Performance management (staff / organisation) |  |  |  |  |
| Community relations |  |  |  |  |
| Chairing / Leadership |  |  |  |  |
| Coaching / mentoring |  |  |  |  |
| Negotiation and mediation |  |  |  |  |
| Handling complaints, grievances, appeals |  |  |  |  |
| Risk assessments/management |  |  |  |  |
| ***Local Knowledge*** | **None** | **Basic** | **Moderate** | **Extensive** |
| Knowledge of the school |  |  |  |  |
| Knowledge of the local community |  |  |  |  |
| Knowledge of sources of relevant information / data |  |  |  |  |
| Knowledge of the local / regional economy and business |  |  |  |  |
| ***Specialist knowledge or experience*** | **None** | **Basic** | **Moderate** | **Extensive** |
| Financial management / accountancy |  |  |  |  |
| Organisational change management |  |  |  |  |
| Property & Estates management |  |  |  |  |
| Human resources expertise |  |  |  |  |
| Procurement and contracting services |  |  |  |  |
| Project Management |  |  |  |  |
| Legal |  |  |  |  |
| ICT and / or management information systems |  |  |  |  |
| PR and Marketing / commercial experience |  |  |  |  |
| Health and Safety |  |  |  |  |
| ***Education related knowledge or experience*** | **None** | **Basic** | **Moderate** | **Extensive** |
| Teaching and pedagogy |  |  |  |  |
| Additional Learning Needs |  |  |  |  |
| Children and Young Peoples services or activities |  |  |  |  |
| Health services |  |  |  |  |
| Safeguarding |  |  |  |  |
| Primary Schools |  |  |  |  |
| Secondary Schools |  |  |  |  |
| Quality Assurance |  |  |  |  |
| Other (please specify): |  |  |  |  |
|  | | | | |

Cyfyngiadau ar Deilyngdod:

* Ni all unrhyw un fod yn aelod o fwy na dau gorff llywodraethol.
* Ni all unrhyw un dan ddeunaw oed adeg ei benodi neu ei ethol, fod yn llywodraethwr.
* Llywodraethwr sydd, heb ganiatâd y corff llywodraethol, wedi methu â mynychu cyfarfodydd o’r corff llywodraethol am gyfnod o chwe mis o ddyddiad y cyfarfod diwethaf.
* Unrhyw un sydd wedi’i ddyfarnu’n fethdalwr tan iddo/i gael ei r/rhyddhau o’r methdaliad.
* Unrhyw un sydd wedi derbyn Gorchymyn Datgymhwyso o dan Ddeddf Datgymhwyso Cyfarwyddwyr Cwmnïau 1986 neu sydd wedi methu â gwneud taliadau yn unol â Gorchymyn Gweinyddu Llys Sirol o dan y Ddeddf Methdaliad 1986.
* Unrhyw un sydd wedi’i ddiswyddo o elusen trwy Orchymyn y Comisiwn Elusennau neu’r Uchel Lys oblegid camreolaeth neu gamymddygiad wrth weinyddu elusen yr oedd ef/hi yn gyfrifol amdani.
* Athrawon neu rai sy’n gweithio gyda phlant neu bobl ifanc sydd â’u henwau wedi ymddangos ar restr y rhai sydd â’u cyflogaeth wedi’i gwahardd neu’i chyfyngu.
* Unrhyw droseddwr sydd:
  + o fewn y pum mlynedd diwethaf wedi’i garcharu, heb yr opsiwn o dalu dirwy, am gyfnod o dri mis o leiaf;
  + o fewn yr 20 mlynedd diwethaf wedi’i ddedfrydu am gyfnod o 2½ mlynedd o garchar o leiaf;
  + ar unrhyw adeg wedi’i garcharu am gyfnod o bum mlynedd o leiaf;
  + wedi’i ddedfrydu am greu niwsans ar eiddo ysgol wladol o dan Adran 547 y Ddeddf Addysg 1996.
* Unrhyw un sydd wedi’i ddyfarnu’n anaddas i fod yn berchennog o ysgol annibynnol neu’n athro mewn sefydliad o’r fath o dan Adran 470 neu 471 y Ddeddf Addysg 1996.
* **FALLE BYDD ANGEN GWIRIAD DATGELU GWYBODAETH (DBS) YN EICH RÔL.**

Eligibility Limitations:

* No person can be a member of more than two governing bodies.
* No one under the age of 18 at the time of appointment or election may be a governor.
* A governor who, without the consent of the governing body, has failed to attend a meeting of the governing body for a period of six months from the date of the last meeting.
* Anyone who has been adjudged to be bankrupt until he or she has been discharged from bankruptcy.
* Anyone who is subject to a disqualification order under the Company Directors Disqualification Act 1986 or who has failed to make payments required by the county court administration order under the Insolvency Act 1986.
* A person who has been removed from the office of a charity by order of the Charity Commission or the High Court because of mismanagement or misconduct in the administration of a charity for which he or she was responsible.
* Teachers or workers with children or young persons whose names appear in the list of those whose employment is prohibited or restricted.
* Any person with a criminal conviction who:
  + within the last five years has received, without the option of a fine, a sentence of imprisonment of not less than three months;
  + within the last 20 years has received a sentence of not less than 2½ years imprisonment;
  + at any time has received a sentence of imprisonment for not less than five years;
  + who has been convicted or making a nuisance on the premises of a maintained school under S547 of the Education Act 1996.
* Any person who has been declared unsuitable to be a proprietor of or teacher at an independent school under S470 or S471 of the Education Act 1996.
* **A SATISFACTORY DISCLOSURE CHECK (DBS) MAY BE REQUIRED TO CARRY OUT YOUR ROLE.**

Egwyddorion Ymddygiad ar gyfer Llywodraethwyr Ysgolion Cymru:

Mae saith egwyddor bywyd cyhoeddus, o’r enw egwyddorion Nolan, sydd yn safonau moesegol a ddisgwylir gan ddeiliaid swydd gyhoeddus, yn sail ardderchog i lywodraethwyr ysgolion eu dilyn.

1. **Anhunanoldeb** - Dylai deiliaid swyddi cyhoeddus weithredu er lles y cyhoedd yn unig.
2. **Uniondeb**

Rhaid i ddeiliaid swyddi cyhoeddus osgoi rhoi eu hunain o dan unrhyw rwymedigaeth i bobl neu sefydliadau a allai geisio dylanwadu arnynt yn amhriodol yn eu gwaith. Ni ddylent weithredu na gwneud penderfyniadau er mwyn cael buddion ariannol neu fuddiannau perthnasol eraill iddynt hwy, eu teulu, neu eu ffrindiau. Rhaid iddynt ddatgan a datrys unrhyw fuddiannau a pherthnasoedd.

1. **Gwrthrychedd**

Rhaid i ddeiliaid swyddi cyhoeddus weithredu a gwneud penderfyniadau yn ddiduedd, yn deg ac yn ôl teilyngdod, gan ddefnyddio'r dystiolaeth orau a heb wahaniaethu neu ragfarn.

1. **Atebolrwydd**

Mae deiliaid swyddi cyhoeddus yn atebol i'r cyhoedd am eu penderfyniadau a'u gweithredoedd a rhaid iddynt gyflwyno eu hunain i'r craffu sy'n angenrheidiol i sicrhau hyn.

1. **Bod yn Agored**

Dylai deiliaid swyddi cyhoeddus weithredu a gwneud penderfyniadau mewn modd agored a thryloyw. Ni ddylid gwybodaeth cael ei ddal nol o’r cyhoedd oni bai bod rhesymau clir a chyfreithlon dros wneud hynny.

1. **Gonestrwydd**

Dylai deiliaid swyddi cyhoeddus fod yn onest

1. **Arweinyddiaeth**

Dylai deiliaid swyddi cyhoeddus arddangos yr egwyddorion hyn yn eu hymddygiad eu hunain. Dylent hyrwyddo a chefnogi'r egwyddorion yn gadarn a dylent fod yn barod i herio ymddygiad gwael lle bynnag y mae'n digwydd.

Mae llywodraethwyr ysgolion yng Nghymru yn gyfrifol am ymddygiad yr ysgol gyda golwg ar hyrwyddo safonau uchel o gyflawniad addysgol. Fel bod cyrff llywodraethu yn gallu cyflawni eu dyletswyddau a’u cyfrifoldebau yn effeithiol ac effeithlon. Mae’r egwyddorion canlynol wedi cael eu haddasu, a ddylai llywodraethwyr:

* ymrwymo eu diddordeb, brwdfrydedd a’u hamser i’r tasgau ddaw yn sgîl bod yn llywodraethwr;
* rhoi buddiannau personol o’r neilltu i sicrhau bod eu gweithredoedd yn adlewyrchu yr hyn a ystyrir yn fuddiannau gorau’r ysgol a’i disgyblion;
* ar ôl eu penodi / ethol, ymgyfarwyddo gyda gwaith yr ysgol a chadw’r wybodaeth hon yn gyfredol. Fe fydd hyn yn cynnwys derbyn y dogfennau perthnasol a ddarperir gan yr ysgol a’r corff llywodraethu;
* arddangos ymrwymiad i’w datblygiad proffesiynol parhaus eu hunain drwy gynnal eu gwybodaeth o bolisi, rheoliadau a chanllawiau addysgol cyfredol ac ymestyn eu sgiliau drwy gymryd rhan mewn rhaglenni hyfforddi yn cynnwys hyfforddiant i’r corff llywodraethu llawn a digwyddiadau perthnasol eraill;
* Arddangos ymrwymiad i gyfle cyfartal ac adlewyrchu hynny wrth ddatblygu a chymhwyso'r polisïau y mae'n ofynnol i'r ysgol eu cael mewn perthynas â rhyw, gogwydd rhywiol, statws priodasol neu bartneriaeth sifil, ailbennu rhywedd, hil, crefydd neu gred, anabledd neu oedran (fel y diffinnir yn y Ddeddf Cydraddoldeb 2010);
* gweithredu fel ffrind beirniadol gyda’r rhai hynny sydd â chyfrifoldebau proffesiynol yn yr ysgol, gan gofio cyfrifoldeb y corff llywodraethu ei hun i hybu cyflawniad addysgol o safon uchel. Mae hyn yn cynnwys cefnogi’r ysgol ond hefyd herio a gofyn cwestiynau am sut mae’r ysgol yn gweithio, y safonau a gyflawnir, monitro gweithrediad polisi i greu gwelliannau;
* bod yn ymwybodol o, a gweithredu o fewn, cyfyngiadau cyfrifoldebau’r corff llywodraethu a, ble bo angen, chwilio am a rhoi ystyriaeth ddigonol i wybodaeth, cyngor a chanllawiau proffesiynol;
* parchu’r cyfrifoldeb sydd ar y pennaeth i wneud penderfyniadau o ddydd i ddydd i reoli’r ysgol;
* ufuddhau i gyd gyfrifoldeb trwy gefnogi penderfyniadau democrataidd y corff llywodraethu, hyd yn oed os ydy hyn yn gwahaniaethu oddi wrth eu barn eu hunain;
* parchu hawl y corff llywodraethu i drin rhai materion yn gyfrinachol, gan gyfyngu trafod y fath faterion, naill ai o fewn neu’r tu allan i gyfarfodydd y corff llywodraethu yn unig, i gyd lywodraethwyr ac mewn achosion addas o fewn pwyllgorau’r corff llywodraethu yn unig;
* deall eu cyfrifoldeb cyfreithiol i ymarfer eu swyddogaethau gyda golwg ar ddiogelu a hyrwyddo llesiant disgyblion yr ysgol; a chanolbwyntio eu cyfraniad i drafodaethau’r corff llywodraethu ar yr hyn sydd er lles gorau’r disgyblion, a bod yn ymwybodol y dylai llesiant y disgyblion ddod yn gyntaf bob amser;
* annog a chyfranogi mewn systemau sy’n darparu cyfathrebu agored ac effeithiol, gan helpu i sefydlu gweledigaeth eglur o ddatblygiad yr ysgol;
* bod yn ymwybodol bod pob llywodraethwr yn gyfartal a pharchu barn eraill ac adlewyrchu hynny yn ei ymddygiad wrth ddelio gyda chyd lywodraethwyr;
* bod yn ymwybodol eu bod yn atebol i rieni ac eraill yn y gymuned leol a cheisio dyfeisio deialog effeithiol gyda phawb sydd â diddordeb yng ngweithrediad a safonau’r ysgol;
* bod yn ymwybodol ac ystyried effaith penderfyniadau a wneir ar randdeiliaid allweddol yn yr ysgol e.e. disgyblion, rhieni, staff, cymuned;
* ufuddhau i bob protocol a gweithdrefn a gytunir gan y corff llywodraethu;
* bod yn agored, gonest, gwrthrychol, teg a diduedd ac yn barod i wynebu’r rhagfarnau personol a all amharu ar wneud penderfyniadau gwybodus gan gynnwys gwrthdaro buddiannau.
* gyda’r cynnydd ym mhoblogrwydd safleoedd rhwydweithio cymdeithasol fel Facebook a Trydar,dylai llywodraethwyr gofio eu bod yn gynrychiolwyr y corff llywodraethu ac yn rhan o gorff corfforaethol. Mae’n synhwyrol felly i lywodraethwyr gynnal lefel neilltuol o arwahanrwydd ar safleoedd rhwydweithio cymdeithasol, gan y gallai hyn greu gwrthdaro/sefyllfaoedd anodd yn y dyfodol.

Principles of Conduct for Governors of Schools in Wales:

The seven principles of public life, known as the Nolan principles[[1]](#footnote-1), which are the ethical standards expected of public office holders, are an excellence basis for school governance to follow.

1. **Selflessness** - Holders of public office should act solely in terms of the public interest.
2. **Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

1. **Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

1. **Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

1. **Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

1. **Honesty**

Holders of public office should be truthful

1. **Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Governors of schools in Wales are responsible for the conduct of the school with a view to promoting high standards of educational achievement. In order that governing bodies may discharge their responsibilities and duties effectively and efficiently, Governors should:

* commit their interest, enthusiasm and time to the tasks that being a governor brings;
* put personal interests aside to ensure that their actions reflect the considered, best interests of the school and its pupils;
* on appointment / election, familiarise themselves with work of the school and keep this knowledge up to date. This will include the receipt of relevant documents provided by the school and governing body;
* demonstrate a commitment to their own continuous professional development by maintaining their knowledge of current education policy, regulations and guidance and extending their skills by participating in training programmes including whole governing body training and other relevant events;
* demonstrate a commitment to equality of opportunity and reflect this in developing and applying the policies the school is required to have in respect of sex, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, disability or age (as defined in the Equality Act 2010);
* act as a critical friend towards those with professional responsibilities in the school, bearing in mind the governing body’s own responsibility to promote high standards of educational achievement. This includes supporting the school but also challenging and ask questions about how the school works, the standards it achieves, monitoring policy implementation to bring about improvements;
* be conscious of, and act within, the limits of the responsibilities of the governing body and when necessary, seek and give due consideration to professional information, advice and guidance;
* respect the responsibility of the headteacher for the day-to-day decisions in the management of the school;
* observe collective responsibility by supporting, once determined by democratic means, the decisions of the governing body, even if this differs from their own view;
* respect the governing body’s right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside governing body meetings, solely to governor colleagues and in appropriate cases solely to discussion within governing body committees;
* understand their legal responsibility to exercise their functions with a view to safeguarding and promoting the welfare of the school’s pupils; and focus their contribution to governing body decisions upon what is in the best interests of pupils, and be conscious that the welfare of pupils should always come first;
* encourage and participate in systems which provide for open and effective communication, helping to establish a clear vision of the school’s development;
* be aware that all governors are equal and respect others’ views and behave accordingly in dealings with governor colleagues;
* be aware of their accountability to parents and others in the local community and seek to devise effective dialogue with all those interested in the conduct and standards of the school;
* be aware of and consider the impact of decisions made on key stakeholders at the school e.g. pupils, parents, staff, community;
* observe all protocols and procedures agreed by the governing body;
* be open, honest, objective, fair and impartial and prepared to confront the personal prejudices that may hinder informed decision-making including conflicts of interest.
* With the rise in popularity of social networking sites such as Facebook and Twitter, governors should remember that they are a representative of the governing body and part of a corporate body. It is therefore sensible for governors to maintain a certain level of separation on social networking sites, as this may create a conflict / difficult situation in the future.

|  |  |
| --- | --- |
| **Yr wyf i yn cytuno/cadarnhau:** | **I agree/confirm:** |
| 1. I dderbyn yr enwebiad i wasanaethu fel cynrychiolydd fel y dangosir ar y Corff Llywodraethol | 1. *To accept the nomination to serve as the indicated representative on the Governing Body* |
| 1. Fy mod yn cwrdd â’r maen prawf cymhwyster | 1. *That I meet the eligibility criteria* |
|  |  |
| 1. I dderbyn a dilyn egwyddorion ‘Ymddygiad ar Gyfer Llywodraethwyr Ysgolion yng Nghymru’. | 1. *To accept and adhere to follow the ‘Principles of Conduct for Governors of Schools in Wales’.* |
|  |  |

Enw / Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Llofnodwyd/Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dyddiad / Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Llenwch y cais yma a’i anfon at y Pennaeth Gwasanaeth Ysgolion (Adran y Llywodraethwyr) Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, Ceredigion, SY23 3UE cyn 10 o’r gloch y bore ar y diwrnod cau.

*Please complete this application and return to Head of Schools Service(Governors Section), Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, Ceredigion, SY23 3UE before 10 am on the morning of the closing date.*

1. <https://www.gov.uk/government/publications/the-7-principles-of-public-life> [↑](#footnote-ref-1)