

I believe I would be a useful addition to the School Governing board as I embody an irrepressible sense of curiosity about life, in particular the how and why of the status quo and I love to seek ever more creative ways to improve the workings of things, finding patterns or oversights to tweak that may enable an easy but fun way to improve the way a task is completed, or the end result. And of course if something just works, I have the wisdom and awareness of ego to leave well alone and let it be.

Some may say my approach to the former in this is akin to childlike, as I am not afraid to speak up and ask a question when things do not make sense to me. However I would counter the assumption of this as a negative thing, as I also have an open mind which is willing to learn and I don't assume I know it all, even in topics that I know well.

One of my favourite quirks or fascinations of life is that there is always more to be learnt, if you care enough to look for it. And it is often only in learning more that you find there is more to know.

I also have the useful addition of a plethora of lived experiences which help inform my approach. I have had a myriad of jobs in my time! From Saturday girl in a local cafe when I was 12, to being a pie maker in the Yorkshire Dales. And from assisting to lay flooring from screed to carpet, to hosting free art classes for kids at the Tetley under their Springboard initiative a few years ago - I am happy to try my hand at most things, just to see!

I believe that if there is a better, faster, easier way to do something and it is cost effective too, it should absolutely be either utilised or at the least, explored for suitability to the environment it applies too.

I think in a school situation, especially looking at it from a parent perspective, anything we can do to make it easier and more accessible for parents to engage with the school, we should be doing and this was the ethos that led me to want to be more involved with the PTA this year.

I spent my eldest sons first years at Highfield feeling a bit bamboozled by the goings on at school (though Covid was a factor here too in all honesty!) and so when my youngest also started and I realised I now had 2 sets of scholastic endeavours to remember, I felt passionate to be part of removing any feelings of gatekeeping and assumed knowledge that I felt had been there, for me and so perhaps others, before.

To this end and knowing that if nothing changes, nothing changes; I began going out of my comfort zone by getting organised (not faultlessly so, but heck I have improved!) and actively approaching the then PTA people to ask what help I could be.

I began reading the Headmasters letter, checking the website, actually opening the Iris app and actioning things I could action.

These may seem like small actions for another person, but for me they were huge as I struggle with Executive Function and I mention them to illustrate that when I have a goal in mind, I am not afraid to go and seek out how to achieve it.

It is my belief that this would be a useful quality to bring into a School Governing Body.

I have loved every opportunity that this has afforded me, such as helping out with Art Week, Decorating the hall, repurposing the inside notice board into something the children can enjoy and engage with - For me, becoming more involved with the school has had a snowball effect and I only want to do more - Qualifications and skill sets being the only barrier.

However! I don't like to let a thing such as the absence of a certificate of competency stop me, and so: My commitment to undertaking training that may prove useful to my involvement at school, found me over the summer break spending time thinking about and exploring ways I could assist the School.

I came across the School Improvement plan on the website and decided to see if I couldn't help achieve any or some of the 5 priorities I discovered there, Priority 2 being Art based - Perfect! I found an Arts initiative that I was excited about and emailed the link to Mr Feeley for perusal. This being a very busy couple of terms, and the Art's Award requiring monetary investment from the

School to achieve, I must confess I haven't chased it up much but it is still a viable option to me and it would be an incredible thing to be part of both personally and in terms of enriching what the School can offer the community.

It being a considerable time commitment for me, I would say it is the perfect example of my commitment to undertake any relevant training to be an effective (and always arty) Governor.

My future plans for the Board - (assuming I was offered the role)

- Find out more about the role, building on the job spec.
- Understand how I could be most useful here
- Once clarity is gained on what the GB aims are, work out how I can help drive these forward
- Create actionable points for myself to make sure I deliver
- Seek out creative ways to assist, if appropriate
- Continue to help/make the school notice boards a feast for the eyes
- Enjoy being a part of the mould that will help shape all those tiny little peoples futures and passions.

If I am not offered the role and continue as is with PTA:

- Find out more about the Governing Body's role at school
- Gain more clarity on the difference between PTA roles V GB roles.
- Explore whether there's any opportunity for melding the 2 at any points
- Keep an eye out for the next opportunity
- Continue feeling into the unpredictable beast that is the PTA and figuring out how to make it more fun and yet profitable
- - sticking these last 3 in for a reminder to myself, more than anything!
- Create actionable points for myself to make sure I deliver
- Seek out creative ways to assist, if appropriate
- Continue to help/make the school notice boards a feast for the eyes

In conclusion; I'm honoured just to be in a position where I feel its worth a shot at applying for this role.

Warm regards,

Katy Bavill