



# GOVERNOR RECRUITMENT & APPOINTMENT POLICY & PROCEDURE

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**Policy owner:**

**Board of Governors**

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**Policy agreed on:**

**February 2019**

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**Policy reviewed on:**

**June 2023**

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**Policy to be reviewed on:**

**June 2025**

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## DOCUMENT CONTROL TABLE

<b>Status</b>	Live	
<b>Policy owner</b>	Board of Governors	
<b>Statutory/Recommended</b>	Recommended	
<b>Date approved</b>	February 2019	
<b>Review period</b>	2Years	
<b>Latest review date</b>	June 2023	
<b>Next review date</b>	June 2025	
<b>Linked documents and policies</b>		
<b>Version</b>	<b>Date</b>	<b>Comments</b>
1	February 2019	Policy Written
1	June 2023	No changes

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## 1. DEFINITIONS

<b>Board</b>	The board of governors of Doha College.
<b>Chair</b>	The chairperson of the Board, as defined in the Constitution.
<b>Clerk</b>	The clerk of the Board, as defined in the Constitution.

Doha College, a British-curriculum primary and secondary school registered in the State of Qatar.

The Constitution and Instrument of Governance of Doha College as it is amended from time to time.

**Eligibility Criteria** As defined in the Constitution.

**Eligible Proposer** In relation to proposing.

- a. Governor-Elected Governors, any two of the Governors, Parents and / or Employees.
- b. Parent-Elected Governors, any two Parents except:
  - i. A Parent who is an employee, or is a direct family relative to either the applicant or the other proposer; or
  - ii. A Parent who is formally in dispute with the College, with such dispute being established by way of evidence of written correspondence by either the Parent or the College, or their respective representatives, which reasonably indicates a dispute, disagreement or similar, or the engagement of lawyers by either party in relation to a matter between them.
- c. Staff Governors, any two employees such that teachers from primary and secondary school may only propose a teacher from primary and secondary school respectively, and employees who are not Teachers may only propose another Employee who is not a teacher, all as defined in the Constitution. Applicants may not propose their own application.

**Eligible Voter**

In relation to elections for:

- a. Governor-Elected Governors, any Governor;
- b. Parent-Elected Governors, any Parent; and

- c. Staff Governors, any Employee such that Teachers from primary and secondary school may only vote for a teacher from primary and secondary school respectively, and employees who are not Teachers may only vote for another Employee who is not a teacher, all as defined in the Constitution. Applicants may not vote for their own application.

<b>Employee</b>	A permanent, direct-hire employee of the College, as defined in the Constitution.
<b>Governor</b>	A member of the Board with voting rights, as defined in the Constitution.
<b>Governor Application Pack</b>	As defined in Clause 3.4.
<b>Governor-Elected Governor</b>	A Governor elected by the Board, as defined in the Constitution.
<b>Interview Panel</b>	<p>A group of no less than 3 Governors, one of whom shall be nominated as the Chair of the Interview Panel, appointed by the Chair of the Board to oversee the Governor-Elected Governor interview process, including:</p> <ol style="list-style-type: none"><li>Reviewing relevant, valid application forms.</li><li>Short-listing applicants to be interviewed.</li><li>Interviewing applicants; and</li><li>Proposing an Ordinary Board Resolution recommending the acceptance or rejection of each of the applicants.</li></ol>
<b>Ordinary Board Meeting</b>	Any Board Meeting other than an extraordinary board meeting, as defined in the Constitution.
<b>Ordinary Board Resolution</b>	A Board Resolution proposed at an Ordinary Board Meeting, as defined in the Constitution.

Parent Means:

- a biological parent of a student.
- a person who has legal custody or guardianship of a student; or
- a person standing in loco parentis to a student.

Does not include a parent of a student where another parent or person has legal custody or guardianship of the student to the exclusion of that parent, all as defined in the Constitution.

**Parent-Elected Governor** A Governor elected by the Parents, as defined in the Constitution.

<b>Principal</b>	The duly appointed head of the College, as defined in the Constitution.
<b>Staff Governor</b>	A Governor elected by Employees, as defined in the Constitution.
<b>Student</b>	A child registered as a student with the College, as defined in the Constitution.
<b>Teacher</b>	An Employee who is a member of the teaching staff of the College, as defined in the Constitution; and
<b>Vice-Chair</b>	The vice-chairperson of the Board, as defined in the Constitution.

## 2. POLICY STATEMENT

The aim of this Policy and Procedure is to facilitate the orderly and efficient functioning of the Board by providing a straightforward, efficient, consistent, and transparent Governor recruitment and selection process.

## 3. ADMINISTRATION

The Chair shall be responsible for ensuring that the number and composition of the Board are maintained in line with the requirements of the Constitution, and that there is sufficient experience, expertise, and diversity within the Board to ensure its orderly and efficient functioning. Such responsibility shall also include directing the Clerk to issue Governor recruitment notices.

For the avoidance of doubt, the notice period, voting period, if applicable, and the regularity of recruitment rounds, are all subject to the discretion of the Chair.

Governor recruitment notices shall be in the form of an email to all Governors and Parents, except in the case of Staff Governor recruitment, in which case notices shall be in the form of an email to all Employees only, by way of notification on the College website, and / or any other mass communication channels in use by the College and as deemed appropriate by the Chair.

The Clerk shall email a Governor Application Pack upon request to any prospective applicant consisting of, as a minimum:

1. An application form, requiring (i) two Eligible Proposers, with one as the proposer and the other as the seconder, and (ii) the consent of the applicant.
2. Governor job description (Appendix 1).
3. Code of conduct;

4. Conflict Of Interest form; and
5. Information about the College.

All submitted application forms shall be addressed to the attention of the Clerk.

For applications to be valid, applicants must continuously fulfil the relevant Eligibility Criteria, applications must be correctly and fully completed, and must be received before the stipulated deadline.

All applicants shall be informed by the Clerk of the receipt of their application form, an estimate of the time for a final decision to be made, and the Board's final decision regarding the acceptance or rejection of their application.

For the avoidance of doubt, an election for a Parent-Elected Governor or Staff Governor shall only be required if more valid applications are received than vacancies and will be determined as such by the Chair. The Clerk will inform relevant Eligible Voters should an election be required, including in such notice details of the accepted applicants, and voting procedures.

Eligible Voters are entitled to appoint another Eligible Voter as their proxy by written notice to the Clerk and, in the case of Governor-Elected Governor elections only, with a copy to the Chair; and

To ensure the transparency of the process, the Clerk shall provide the Board a summary report at the end of each period of recruitment detailing, as a minimum:

- a. The total number of applications received,
- b. The number of applications rejected subject to Clauses 3.6, 5.1 and / or 5.2, and the reason(s) for such rejection.
- c. As applicable, the number of Governor-Elected Governor applications forms not short-listed for an interview, attaching the Interview Panel's pre-selection criteria and reasons for rejection as a reference.
- d. As applicable, the number of Governor-Elected Governor applicants interviewed by the Interview Panel, with a reference to the Ordinary Board Resolution proposed by the Chair of the Interview Panel in Clause 4.5.
- e. As applicable, whether a vote of Parents and / or Staff was held, and the results of such vote; and
- f. Any discrepancies, anomalies and / or issues of concern arising from the recruitment process.

#### **4. GOVERNOR-ELECTED GOVERNOR SELECTION**

1. Relevant, valid application forms will be forwarded to the Chair of the Interview Panel by the Clerk, reviewed by the Interview Panel, against predetermined criteria, and a short-list of

suitable applicants will be invited for a panel interview with no less than two members of the Interview Panel.

2. For the avoidance of doubt, applicants may request further information or clarification from the Clerk prior to the panel interview. Responses to such requests may be provided, but in all cases only subject to the information not being confidential or prejudicing the selection process.
3. All applicants shall be asked broadly similar questions, and assessed using predetermined criteria, all as outlined in Appendix 2.
4. Each Interview Panel member shall provide feedback on the applicant's suitability against each of the predetermined criteria in their interview feedback form. The feedback of each Interview Panel member shall be collated, and an overall recommendation provided for each applicant; and
5. The Chair of the Interview Panel shall propose an Ordinary Board Resolution recommending the acceptance or rejection of each of the interviewed Governor-Elected Governor applicants, with each such recommendation based on, but not limited to, the following:
  - a) The applicant's adherence to the Eligibility Criteria.
  - b) Responses in the applicant's application form.
  - c) The Interview Panel member's interview feedback forms; and
  - d) Skills and experience of the applicant versus assessed needs of the Board.

## **5. GOVERNOR APPOINTMENT**

1. The Chair and / or Principal shall inform the Board if, in their reasonable opinion, there are any historical, current, or expected future matters that, in the reasonable opinion of either the Chair or the Principal, could prejudice the applicant's ability to serve as a Governor. Except in the case of legally confidential matters or safeguarding concerns, the Chair and / or Principal shall provide sufficient information to allow the Board to make an informed decision.
2. Notwithstanding Clause 5.1, the Chair shall have the right to reject a Governor-Elected Governor or Parent-Elected Governor application if, in the view of the Chair, the applicant has, or could have, a conflict of interest in accepting and / or performing a governorship; and
3. Governors shall be appointed to the Board as follows:
  - a) Governor-Elected Governors: Following the approval of an applicable Ordinary Board Resolution.



- b) Parent-Elected Governors: Following the approval of an Ordinary Board Resolution ratifying the results of the applicable Parent-Elected Governor Election or, in the case where elections are not conducted, valid applications; and
- c) Staff Governors: Following the approval of an Ordinary Board Resolution ratifying the results of the applicable Staff Governor Election or, in the case where elections are not conducted, valid applications.

## **6. REAPPOINTMENT OF GOVERNOR-ELECTED GOVERNORS**

1. The Clerk shall identify any Governor-Elected Governor with less than six months of their term remaining, and request written confirmation from them of their preference for their term to be nominated for extension, or not; and
2. An Ordinary Board Resolution to extend the term of such Governor-Elected Governor agreeing to be nominated shall be proposed by the Chair, or in the absence of the Chair, the Vice-Chair, and raised to the Board.

## **7. CODE OF CONDUCT**

For the avoidance of doubt, and notwithstanding Clauses 5.3 and 6.2, appointment and re-appointment to the Board shall be subject to the timely completion and / or acceptance of all applicable appointment or re-appointment forms, including the code of conduct.

## **8. GOVERNOR INDUCTION**

The Clerk shall ensure that all new appointees are provided with a Governor information pack within seven calendar days of their appointment, undergo the Governor induction program within six weeks, and complete any applicable training within twelve weeks of their appointment.

## APPENDIX 1 – GOVERNOR JOB DESCRIPTION

### A. Purpose of the Role

The Board shall be responsible for ensuring the Primary Objective of providing *“a world-class, internationally-recognised education in a safe learning environment for eligible children”* is achieved which shall include, but not be limited to, the following:

- Principles: Defining, periodically reviewing, embodying, and promoting the College’s guiding principles, including the vision, mission, and core values.
- Strategy: Defining, periodically reviewing, ensuring the implementation by the Principal of, and measuring performance of the Principal against, the College’s strategic plans.
- Regulatory compliance: Knowing, understanding, and ensuring the College’s compliance to Applicable Law.
- Policies and procedures: Ensuring the development by the Principal, periodically reviewing, approving, and ensuring the implementation by the Principal, of significant, operational policies and procedures including, but not limited to, safeguarding, health and safety, education, staff benefits and remuneration, training, equal opportunities and non-discrimination, and admissions.
- Delegation: Ensuring the proper delegation of management and operational functions to the Principal and reliance upon the advice and representations of the Principal on those matters.
- Financial and physical assets: Ensuring sufficient policies, procedures and personnel are deployed to ensure the protection, and efficient and accurate use, of financial and physical assets including, but not limited to, ensuring the financial accounts are audited at least once every year by a reputable firm of international auditors.
- Principal: Appointing, managing, and terminating the employment of the Principal.
- Clerk: Appointing, managing, and terminating the employment of the Clerk.
- Advisory: Advising, giving expert opinion and feedback to the Principal and, as necessary, the Business Development Director, on operational queries.
- Annual reporting: Reporting to the College community, at least once per academic year by way of written reports and / or face-to-face meetings. Such reports shall include

information on the general management of the College and academic performance of its students, and a summary of the audited financial statements.

- Record-keeping: Ensuring the maintenance by the Clerk of proper records of the Board and Board Sub-Committees including, but not limited to, minutes of meetings, resolutions, and the Governor Register; and
- Other: Any other activity as approved by the Board.

## **B. Main Duties**

To adhere to the Governor Code of Conduct and declare any interests which may conflict with your role as a Governor.

To prepare for, attend and actively contribute to Board meetings.

To serve on Board Sub-Committees and / or other working groups that may be established to progress the business of the Board.

To undertake training and development activities.

To take responsibility for background reading and research to keep abreast of policy and governance issues in the Further Education sector; and

To participate in the life of the College by attendance at daytime and evening events such as concerts, shows, open evenings and / or achievement celebrations.

## **C. Person Specification**

All Governors must meet the following essential criteria:

- Commitment to the College's guiding principles, including the vision, mission, and core values.
- Passion about education and the difference that it can make to individuals and communities.
- Ability to analyse and understand complex problems from various points of view; and
- Appreciation of the fundamental difference between governance and management.

In addition, Governors should be able to demonstrate that they meet the needs of the Board in terms of their skills and / or experience.

## **D. Term**

Governors are appointed for a term of two years with, subject to specific conditions being met, the possibility of re-appointment and / or extension.

## **E. Commitment**

At least one day a month, to include:

- A total of at least eleven Board and Board Sub-Committee meetings a year. Such meetings are generally held either at 5.30 PM on Mondays or 9.00 AM on Saturdays, and would last between two to three hours; and
- Additional training and College-based events as required.

## **F. Training & Support**

- Induction Program; and
- Introduction to Safeguarding Course (and periodic refresher courses).

## **G. Eligibility Criteria**

All Governors must:

- Be a resident of the State of Qatar.
- Be a person of good standing.
- Not be judged medically unfit to act as a Governor by a medical professional.
- Not be declared bankrupt or have applied for the benefit of the law for relief as an insolvent debtor; and
- Not be convicted of a criminal offence under any jurisdiction.

## APPENDIX 2 – STANDARD INTERVIEW QUESTIONS

1. Why are you interested in becoming a Governor at Doha College?

***Personal motivation • Expected impact / contribution • Understanding of the role • Knowledge of DC***

2. Can you provide examples of how you have (i) advised senior personnel on a sensitive issue, (ii) persuaded a colleague of an alternative, but contentious, view and (iii) critiqued the work of an employee in a different function?

***Speaking truth to power • How we work together • Respecting boundaries***

3. What would you envisage are the differences between the way a voluntary management committee operates versus a corporate Board? How would you describe the relationship between the Board of Governors and the management team of a school?

***Experience in the not-for-profit / voluntary sector • Understanding of the role • Knowledge of DC***

4. What would you consider to have been your main contribution as a Governor? How would your legacy be described? What did you learn from the experience? (If applicable.)

***Experience as a Governor • Self-awareness of strengths and weaknesses***

5. In this role, what conflicts of interest do you think could arise? What types of confidential information do you think you could be exposed to? What do you think the appropriate response(s) would be?

***Understanding of the role • Knowledge of DC • Self-awareness of strengths and weaknesses***

6. What do you think are DC's relative strengths and weaknesses? What do you think are the main opportunities and threats? In what ways do you think you can impact DC with respect to these (i.e., in honing its strengths, facing its threats etc.)?

***Knowledge of DC • Self-awareness of strengths and weaknesses***

# DOHA COLLEGE

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## About Doha College

### Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

### Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

### Core Values

Excellence and diligence  
Respect and Integrity  
Commitment and Accountability  
Perseverance and Honesty  
Fun and Enjoyment  
Challenge and reward

### Doha College

PO Box 7506,  
Doha, State of Qatar

+974 4407 6777

enquiries@dohacollege.com

www.dohacollege.com

