

# Farsley Farfield Governors

## Ruth Fain, Chair of Governors

Co-opted Governor, appointed by the Governing Body

I initially became a parent governor back in 2018 – mainly to get to know more about the school that I'd been so impressed with as a prospective parent.

Since then, I've explored many of the statutory governor roles, supported Mr Harris and the senior leaders during the COVID lockdowns, input into the recent Ofsted inspection, developed a love of school cross country and an understanding of just how vast and important an undertaking running Farfield is. I have learnt so much about this brilliant, resilient, inclusive and adventurous school and never fail to be amazed by the dedication and care shown by the teachers and support staff, parents and children alike. Farfield is a true community and I am honoured to be able to support it in a small way as Chair of Governors.



## Howard Bradley, Vice-Chair of Governors

Co-opted Governor, appointed by the Governing Body

My name is Howard Bradley, and I became a school governor 10 years ago because I wanted to play a role in helping the school to continue to thrive at the heart of our community.

My key interests as a governor have been supporting the Children's Centre, safeguarding, and ensuring the school continues to be a welcoming, vibrant place for families and young people.

Over the years I've served as vice Chair of Governors and have had the privilege of being involved in two Ofsted inspections—both experiences were admittedly a little nerve-wracking but also inspiring to see how good our school is! I'm always struck by the commitment, care, and expertise of our staff, parents, and governing team, and I feel proud to play a part in supporting such a brilliant school community.



## Rebecca Aberdeen

Co-opted Governor, appointed by the Governing Body

I became a school governor in 2017 when my eldest daughter joined Farsley Farfield in Reception. My key focus is to be the best Governor I can be for the school and the school community and therefore I take an interest in all aspects of the running of the school and the full remit of the governing role.

I take my Governor role seriously in advocating all aspects of the Governing Board's responsibilities, from championing all Farfield children through their primary school experience through to working with the Leadership team and supporting all the staff employed at Farfield. I like to bring the benefit of my years of experience as a Human Resources (HR) professional to the Governing team, for example, in supporting the school during recruitment campaigns to ensure that we hire the best teaching talent. I pride myself on my rounded contribution as a school Governor at Farfield, promoting the best possible early years education and development of our children.



## Ali Bowstead

Parent Governor, elected by parents

I became a school governor in 2023 because I'd been a parent at the school for 6 years and wanted to give something back to show my appreciation to all the staff in this amazing school. My key focus areas as a governor are Early Years Foundation Stage (EYFS) and Staff wellbeing.

I thoroughly enjoy being a school governor but this last year or so has been extremely challenging, through no fault of the school's. It's easy to feel powerless because of government decisions and the resulting financial challenges, as well as the impact of the pandemic on children, but anything I can do to support the school and the people in it, is worth it.



## Nikol Fletcher

Parent Governor, elected by parents

I became a governor in October 2024 to support the school, as I felt I had something to give. My key focus areas are finance and data administration. So far I have learnt a lot, and I am very keen to put that learning into practice to benefit the school. The experience so far has been both interesting and worthwhile.



## Emma Fox

Co-opted Governor, appointed by the Governing Body

I'm an Assistant Headteacher for Teaching and Learning at a Leeds Secondary School. I became a school governor in 2024 because I wanted to utilise my experience in education to contribute to the well-being and futures of young people in the community where I have lived for the past 13 years. This year, my son moved into year 2, so I have the additional insight of being a parent within the school community.

As an English teacher with over 15 years of experience, one of my main focus areas as a governor is the teaching of phonics and literacy and ensuring pupils leave Farsley Farfield with the skills they need to succeed in their next educational chapter.

I feel it is a privilege to have the opportunity to work strategically with school leaders and the wider governing team, to ensure that the school meets the needs of all its pupils and delivers on its mission to create an environment where every child can achieve their best.



## Gayle Goldsmith

Parent Governor, elected by parents

I became a school governor in 2024 because I want to contribute toward making a difference for future generations in the area I govern. I also want to be part of a wider community and be more involved with it.

My key focus area as a governor is resources and policies. It has been insightful to see the amount of time, effort, and thought which is put into our school and children's education, and I have found the process by which the school is resourced to do this very interesting. I hope to help the school to continue to be as resource-efficient as possible and assist with the review of our school policies.

## Liam Hunsdale

LA Governor, appointed by the Governing Body

I became a school governor in 2023 because I wanted to provide support in developing the school, both as having experience within education and as a parent. My key focus areas as a governor are chairing the Pupil Support committee as well as leading on attendance.

I really like the greater oversight of what goes on at Farsley Farfield that being a governor brings. Also, we get to see first-hand the great work that goes on behind the scenes towards the education of the young people that attend the school.



## David Pawson

Co-opted Governor, appointed by the Governing Body

I became a governor in 2024 because I wanted to make a positive input into school. My key focus areas are health and safety, upkeep of the building and resources, and ensuring the school has adequate funding. This has included reaching out to our local MP to try and secure more funding that schools should be entitled to.

## Lucy Swindlehurst

Co-opted Governor, appointed by the Governing Body

My name is Lucy Swindlehurst and I became a governor in September 2019 due to being a member of staff. I have now had a career change after 26 years working in schools for Leeds City Council, but I wanted to continue being a part of Farsley Farfield.

I enjoy being part of the experienced and knowledgeable governing body at Farfield, helping the school continually develop and move forward.



## Robin Woollam

Parent Governor, elected by parents

I chair the Teaching & Learning Committee, and I'm also the SEND lead on the Governing Body. I became a parent governor in 2022 – I have two kids at Farsley Farfield. Being a governor is a real privilege – it gives you an insight into the way the School works, and a chance to support and influence aspects of how the School is run through our role as being 'critical friends'. It can also be frustrating, since we also see how restricted the School is in what it can do due to insufficient funding – we're permanently trying to help the School find ways to do more with less. But ultimately, it's really rewarding and something I'd encourage anyone to consider volunteering for.



Also on the Governing Body:

- Peter Harris - Head Teacher
- Helen Smith - Deputy Head Teacher and SENDCo
- Kathryn Lace - Assistant Head Teacher
- Alex Galbraith - Staff Governor and Class Teacher

