



Governor Pen Portraits

	<u>Why did you want to be a Governor at Windsor</u>	<u>What strengths do you bring to the Governing Body</u>
Stephen Jones	I was looking for an opportunity to become a governor and use my skills, knowledge and experience from DFE to help and support a school, I spoke with the head and was immediately impressed with the ethos, staff, pupils and support from parents and carers.	I have worked for the Department for Education or its agencies for over 20 years, working with colleges, Local Authorities, SEN providers and private training providers delivering post-16 education. I head at team within Skills Group in DFE that covers Cumbria, Lancashire and Liverpool City Region, which ensures providers in that area have strong financial health and are delivering high quality provision through effective governance and leadership, whilst taking account of Government priorities and local skills needs. I also maintain a strategic oversight of place, liaising with local stakeholders and other government departments to ensure skills needs are aligned to local delivery plans. On a practical level, I review detailed financial information, quality improvement plans as well as accountability agreements and strategic plans.
Martin Davies	I became a governor to contribute to the school and its local community and to provide challenge and support to school leaders so the children get the very best the school can provide.	Having been a Head teacher for 22 years in two schools I have developed considerable breadth of knowledge and skills which I am able to use in my governor role. These include all school related matters.
Kowsar Farah	To work with the school improve the life chances of children who sometimes come from challenging backgrounds.	Having worked in education establishments for many years, I have a strong interest in education and the wellbeing of children.
Paul McKenna	Working in the education sector gives me a good insight into school life. I wanted to become a governor of a local school where I could have input and generate outcomes that will make a difference for the children and ensure they get the best out of the time at school.	My background in finance, health and safety, and human resources within the education sector has provided me with a strong knowledge base and a comprehensive understanding of the daily operations of a school. Combined with my first-hand experience in a school environment, this enables me to effectively address the needs, support, and requirements of the School. Being born and raised in Liverpool 8 has given me a deep understanding of the community's needs and a strong motivation to support the school in its mission to provide children with everything they require—and more.



Lucy Fiori	As a parent Governor, having lived and worked in the local area for 20 years, I wanted to be involved in the governance of the school helping strengthen ties between the school and the local community, creating a better environment for all. I also wanted to be a parent voice to raise any concerns or suggestions to improve and strengthen the pupil and parent experience of Windsor.	I have worked in the arts in Education for over 20 years with a wide demographic of the community in various educational settings. I have a passion for therapeutic artistic work that contributes to positive health and well being. I find that I am well placed on the safeguarding committee as children's mental health and wellbeing is paramount to children thriving at Windsor.
Sarah Murphy	I am passionate about children's education, development and safeguarding as well as staff wellbeing. My daughter benefitted from schooling right through Windsor. Becoming a governor was my opportunity to give back and commit to being a critical friend to ensure the high standards the Head expects and achieves are maintained with support.	I work as a Counsellor and trainer at NSPCC Childline for over 9 years so have a wealth of experience in child development, teaching and safeguarding. I hold skills that can benefit working and supporting directly both children and adults. I am compassionate, empathetic and have professional curiosity to explore areas for development.
Jennie Karkoszka	To act as a voice for the staff at Windsor and support decision making to ensure our pupils, parents, staff and community are considered.	Having taught at Windsor for 20 years, I am passionate about sharing the vision of the school and supporting everyone in our Windsor family to thrive.