Name of candidate	Candidate Statement
Mr Aneurin Smith	I would be delighted to have the opportunity to contribute to the school as a parent governor. Professionally, I am the UK Managing Director of an international beauty brand, with responsibility for strategy, financial performance, organisational leadership and a sizeable team. I am used to balancing long-term strategic thinking with robust oversight of performance, asking constructive and sometimes challenging questions, and working collaboratively with people across different disciplines, cultures and perspectives. I believe this experience would translate well to the responsibilities of the governing body. As a parent, I care enormously about creating an environment in which every child has the opportunity to thrive, both academically and personally. Coming from a mixed-heritage family also gives me a personal appreciation of the importance of inclusion, belonging and ensuring children grow up understanding and valuing different perspectives. I would bring a genuine parent perspective while recognising that a governor's responsibility is to the whole school community. I would approach the role with curiosity, commitment and an open mind, and hope to make a practical and positive contribution to the school's continued success and development.
Dr Olamide Todowede	My name is Dr Olamide Todowede. I am a public health researcher at the University of Birmingham and a mother of two daughters, one of whom attends The West Bridgford School. My work involves understanding people's needs, evaluating evidence, and working with communities to improve services and outcomes. I want to become a parent governor because I am passionate about helping young people grow into confident, responsible and compassionate individuals who contribute meaningfully to their communities. Education shapes how young people see themselves, relate to others and understand their place in the world. I want to support the school in nurturing that development, helping pupils discover their strengths, pursue their ambitions and recognise the difference they can make. Having a daughter at the school strengthens my connection to this purpose. I understand the trust families place in a school and value an environment where children feel safe, understood and encouraged to think independently. My commitment would extend to every pupil, recognising that children's different needs and circumstances can affect their opportunities to participate and succeed. Leading projects, supervising colleagues and working with diverse communities have taught me to listen carefully, consider different perspectives and make informed judgments. These skills would help me support school performance, contribute to discussions about priorities and resources, and assess whether decisions are improving pupils' experiences and outcomes. I am comfortable asking challenging questions respectfully while recognising the expertise and dedication of others. I would offer school leaders constructive challenge and support, and be willing to learn from staff and fellow governors. My research background would also inform my contributions to discussions on wellbeing, fairness, and inclusion.

	I recognise that effective governance requires preparation, confidentiality and sustained commitment. I would bring a parental perspective while exercising independent judgment in the interests of the whole school. I am prepared to dedicate time to meetings, training and additional duties, and to develop my understanding of school governance and financial oversight. Above all, I would bring care, curiosity and a clear sense of purpose: helping The West Bridgford School equip young people to achieve their potential, care about others and contribute positively to the communities they belong to.
Mrs Barisa Fathima Khaleel Ahmed	As a parent, I care deeply about making sure children have the best possible education and opportunities to thrive. I would be delighted to bring this personal commitment, alongside my experience in school governance, public service and community involvement, to the governing body and play an active role in supporting the school and its pupils. I have worked as a civil servant for over 11 years, during which I have developed strong skills in decision-making, communication, leadership, teamwork and working within structured governance and accountability frameworks. My roles have required me to consider complex information, assess evidence objectively, manage competing priorities and make balanced decisions. I believe these skills would enable me to contribute constructively to governing body discussions, particularly when reviewing information, considering school performance and supporting effective oversight. I also have direct experience of school governance, having served as a parent governor at another secondary school for three years between 2021 and 2024. This gave me a good understanding of the responsibilities that come with being a governor and the importance of looking at issues from a whole-school perspective. I understand that a parent governor brings valuable parental insight but is not there simply to represent individual parents. The role requires governors to consider what is in the best interests of all pupils and the wider school community. Alongside my professional experience, I am a trustee within the Tamil community. This has strengthened my understanding of community engagement, inclusion and the importance of listening to different perspectives. It has also developed my ability to work collaboratively with people from different backgrounds and contribute to decisions responsibly. If elected, I would bring curiosity, integrity and a willingness to both support and appropriately challenge the school's leadership. I am comfortable asking questions, examining information carefully and listening to different viewpoints before reaching a conclusion. I would always approach discussions constructively, respectfully and with the interests of pupils at the centre of my contribution. I recognise that being an effective governor requires a genuine commitment of time as well as enthusiasm for the role. I am prepared to attend full governing body meetings and additional meetings when required, undertake relevant training and keep my knowledge and skills up to date. I would also be willing to take on additional

	responsibilities, including developing knowledge in particular areas of school life, participating in working groups or panels, and carrying out other governor duties where appropriate. Having previously served as a parent governor, I understand that good governance is not about becoming involved in the school's day-to-day management. It is about contributing to its strategic direction, providing appropriate challenge and support, and helping ensure there is effective accountability for educational and financial performance. Above all, I would bring a strong commitment to the school and its pupils. I would use my professional, governance and community experience to make a positive contribution to the future work of the governing body and support the school in continuing to improve outcomes and opportunities for every child.
Mrs Lindsay McCalla	I bring over 20 years of experience in education, beginning my career as a secondary English teacher before specialising in Special Educational Needs and Disabilities (SEND). My professional experience includes working as an Autism Specialist Advisory Teacher for both Leicestershire and Nottingham City, and I currently serve as Service Manager for the Autism Specialist Team. In this role, I work strategically and operationally with primary and secondary schools across Nottingham City to support inclusive practice, improve outcomes for pupils with additional needs, and develop effective whole-school approaches to SEND. I can offer governors extensive knowledge and expertise in: • SEND legislation, policy and statutory processes, including EHCP processes, allocation of specialist placements and current and emerging DfE SEND reforms • The Ofsted inclusion framework and its implications for school improvement • Autism, neurodivergence and the full range of special educational needs and disabilities • Ordinarily Available Provision and inclusive classroom practice • Alternative curriculum pathways and provision • School exclusions, attendance and equality legislation • Training and professional development for school staff • Partnership working with schools, families and multi-agency services • School policy and frameworks Alongside my technical knowledge, I am an excellent communicator who quickly builds positive and productive relationships. I am highly experienced in working collaboratively with school leaders, staff, families and external professionals, and I understand both the opportunities and challenges that schools face in delivering high-quality education for all pupils. As a parent governor, I would bring a strategic perspective, strong educational expertise and a genuine commitment to supporting West Bridgford School to continue delivering outstanding opportunities and outcomes for every young person.
Mrs Helen Holmes	I would love to be considered for the role of parent governor at The West Bridgford School, bringing with me 25 years of experience in education, a strong understanding of school leadership and governance, and a personal connection to the school and its community. Throughout my career, I've worked in a range of educational roles and developed extensive knowledge and experience in senior leadership, including special educational needs and

	disabilities, safeguarding, pupil outcomes and staff recruitment. I currently work in special educational needs and disabilities, supporting schools across the county. It's a role that continues to strengthen my understanding of the challenges and opportunities facing children, families and schools. I would welcome the opportunity to use this expertise to support the school's strategic development, challenge and support school leaders, help to ensure the best possible outcomes for all pupils, and promote the wellbeing of pupils and staff. Becoming a governor would be particularly meaningful to me because of my personal connection to WBS. I attended the school as a child and my daughter is now in Year 7, with my son currently in Year 5 at a feeder primary. Having experienced the school as a former pupil and now as a parent, I feel a strong connection to its community and would value the opportunity to contribute to its continued success. I believe my professional expertise, practical experience of school leadership and knowledge of school governance would enable me to make a positive and informed contribution to the governing body.