

Governor Profile

Katherine Parsons

I became a co-opted Governor in summer 2014, but have become much more involved since I became Chair of the Behaviour, Welfare & Safety committee in 2015 and also Vice Chair in 2016. Whilst I am local to the area, I have no children at the school and no other connection so I feel my impartiality is useful to the role of governor.

Currently, I work in marketing and student recruitment at York St John University, part of my role entails travelling the country visiting schools and colleges promoting the university to prospective students, usually in Year 12 or 13. The aspect of my role that I enjoy the most is working with younger students, some as young as Year 6, to raise their educational aspirations in general and also show them that going to university now is a real, achievable option for most young people, regardless of what background they are from. This fits with the Government's much reported agenda of achieving social mobility through education.

I became a governor as I felt that after 12 years working with children and young people in a variety of settings, I had a knowledge base that may be beneficial and I also wanted to, as clichéd as it may sound, make a contribution to my local community. Both of my parents were school governors throughout my time at primary and secondary school, so I was aware of the role prior to signing up, and although the demands and responsibilities have increased slightly over the years, holding the position is a great privilege and enjoyment of mine.

My time as a governor so far has coincided with considerable change in the educational policy landscape, so much so that it has helped inspire me to go back into education myself! I am currently working towards a Master's Degree in Education. I am hopeful of Elloughton Primary School benefiting from the knowledge I acquire as a result, and my role as a governor helping to inform my studies.

My hopes for the school in the future are that as well as all pupils making progress in the necessary academic areas and achieving desired outcomes, they have an exceptional school experience, feel safe, happy, supported and inspired throughout their time here and leave for secondary school as confident, motivated individuals who hold the view that education is not something to be dismissive of, but embraced and celebrated.