

Full Name: Alan Kennedy

Why I became a Governor (no more than 50 words)

Professional interest in the encouragement and development of local secondary schools. Also it seemed important that school governors should have academic as well as local knowledge.

How I support LBTS as a Governor (no more than 50 words)

I endeavour to attend as many meetings as possible not only of the main governing body, but also of the specialist committees. I visit the school when possible, and I hope that as a governor sharing my experience and expertise is useful at times.

Full Name: Petulah Bailey

Why I became a Governor (no more than 50 words)

I became a parent governor because I am a parent who cares about all the students at LBTS. A good education is fundamental to their future and is important to us as parents because, they are our future.

I also wanted to become a governor to help to sustain the positive work of the LBTS staff.

How I support LBTS as a Governor (no more than 50 words)

I support LBTS as a governor by attending meetings and contributing to ideas of ways to improve the school and needs of the children. I also support and needs of the children. I also support LBTS by attending curriculum meetings.

I also visited the school during the course of the day to introduce myself as a governor and to make them aware of what my role means.

Full Name: John Bazalgette

Why I became a Governor (no more than 50 words)

I had originally been a Governor of Vauxhall Manor and was co-opted onto Lilian Baylis. I accepted the first invitation because the head at the time was a distinguished and innovative head who I wanted to work with. I was delighted to work with Hazel Hardy, the then head because she was also an innovative head, so much so that the school won the prestigious Jerwood Award (value £100,000).

The school then ran into a series of management and leadership difficulties for about 7 years. I could not leave while that was the case because I felt that I had a contribution to make to the struggle to help the school recover. Since Gary has been head, I have been pleased to be able to make a contribution to the school regaining its reputation as one of the most innovative schools in London and probably Britain.

How I support LBTS as a Governor (no more than 50 words)

I have extensive experience and understanding of life in organisations, and I seek to offer this to the school in whatever way I can. This especially takes the form of leading the Curriculum Committee, being available for Disciplinary Committee meetings and other occasions when they occur. I also offer friendship and advice to staff and governors when asked.

I believe that the children who come to Lilian Baylis deserve the very best chance that can be offered them and I seek to play my part of giving them that.

I am proud to be associated with the school, especially after the recent Ofsted report.

Full Name: Lorraine Marshall-Corser

Lorraine Marshall Corser initially joined the Governing Body as an associate governor in 2005 and when a vacancy arose was appointed as a full LEA appointed governor in 2006. She lives within a short bus ride from the school and works for Kensington and Chelsea College

Why I became a Governor (no more than 50 words)

I was motivated to become a school governor both for professional and personal reasons. As I work in the Further Education sector it is important to keep close to what's happening in secondary schools but more importantly wanted to get involved in the heart of London life – young people and schools. My 2 sons have now left secondary school and I also wanted to maintain contact with a local school.

How I support LBTS as a Governor (no more than 50 words)

I contribute to the Curriculum Committee which means I meet with staff and students and get involved with the life of the school. On occasion I have been invited to meet with a small group of students to find out if the school is supporting them in their GCSE course work and enjoyed a hearty and healthy school lunch! I have also had the pleasure and enjoyment of attending school plays and presentations. Governing Body meetings foster participation in both a supporting and challenging way.

Full Name: Pamela Calder

Why I became a Governor (no more than 50 words)

I became a governor because of an interest and concern about education, both as a parent, as a matter of civic concern, as someone who lives locally and also as someone who works in Higher Education.

How I support LBTS as a Governor (no more than 50 words)

In addition to participating in the decisions of the full governing body, I am also engaged with the work of two of the committees, including the finance and general purposes committee and the welfare committee which is engaged with the social and emotional needs of the children in the school and their educational success.

Full Name: Jackie Powell

Jackie Powell lives near the school, with her deaf husband and two hearing sons, works for Croydon College as a British Sign Language (BSL) tutor, Voluntary Black Deaf Sistah Group (BDSG) Project Worker and BDSG Chairperson.

She has been a parent governor since 2006/7.

Why I became a Governor (no more than 50 words)

I became a governor because as a deaf parent. I feel like I need to make some sort of impact even in my son's life. I feel challenging with my role of Parent Governor. I look forward to go the Governor training programme.

How I support LBTS as a Governor (no more than 50 words)

I support LBTS as a Governor, because I target LBTS to improve their achievements and access to network with Parents and their children. I have to be my right access to LBTS provides British Sign Language (BSL) interpreters.

I support that School should encourage Parents to meet and include deaf Parents.