

Monday 19th October 2026

Dear Parent/Carer



PARENT GOVERNOR ELECTION

I wrote to you on Thursday 8th October 2026 to invite nominations for one vacancy for parent governor.

I am delighted to say that there has been a good response and there are two candidates for the one vacancy. This means we must now hold a ballot.

Attached to this letter is:

- a ballot paper with the names of the candidates (in alphabetical order)
- a copy of the personal statements from the candidates who are, Sameeha Hussain and Aminah Nunes
- You may vote for up to one candidate. Each parent can only submit one ballot paper, regardless of the number of pupils you have attending the school. As indicated on the ballot paper (pg5) you should vote by marking an X alongside the name of the parent you support.

Once you have marked the ballot paper you should seal it in an envelope. This should then be placed in the ballot box, which can be found at the school reception by Friday 23rd October 2026, 12:00pm. If it is not possible for you to vote in person, you can either return to the following address: Queensbridge School, Queensbridge Road, Moseley, Birmingham, B13 8QB. FAO Mrs Smith. Or vote by clicking here [Parent Governor Elections](#)

Ballot forms are also available from the school reception.

The election will be decided by a simple majority of votes cast. In the event of a tie, lots will be drawn.

When the election has been completed, I will let you know the outcome. If in the meantime you have any queries, please let me know.

Thank you for taking the time to support this election.

Yours faithfully,

Miss S Taylor
Headteacher
Queensbridge School

1. Sameeha Hussain

Personal Statement

I am passionate about supporting children, strengthening relationships between schools and families, and ensuring that every child has the opportunity to thrive and reach their full potential.

Having previously served as a Parent Governor at Ark Tindal Primary Academy for three years, I have gained valuable experience in school governance, policy discussions, financial oversight and representing parents' views. I recently stepped down to give another parent the opportunity to take on the role, but I remain committed to making a positive contribution to children's education and the wider school community.

My professional background included working as Lecturer in Business and Finance, which has equipped me with strong communication, organisational and interpersonal skills. Through my teaching experience, I developed an understanding of the importance of recognising individual needs, adapting communication styles and supporting people in changing environments. I believe these skills are particularly valuable in education, where children and families face difficult challenges and require appropriate guidance and support.

During my time as Parent Governor, I actively participated in governor meetings and contributed to discussions around school policies, decision making and ensuring that parents' opinions and concerns were considered. I also gained an understanding of the school's financial position including its budget, how funding was allocated and the importance of using resources effectively to support pupils' learning, development and wellbeing.

In addition to my experience as a Parent Governor, I have undertaken safeguarding training relating to education. This has strengthened my understanding of the importance of keeping children safe, recognising potential concerns and ensuring that children's welfare remains a priority in educational settings. I understand the importance of safeguarding procedures, appropriate reporting and the responsibility schools have to provide a safe, secure and supportive environment for all pupils.

I have also sat on exclusion panels at some of the ARK secondary schools. This experience has provided me valuable insight into how schools manage challenging situations, apply behaviour policies and consider decisions related to pupil exclusions. It has also helped me appreciate the importance of fairness, consistency, appropriate procedures and taking individual circumstances into account when considering a child's behaviour and educational needs. Through this experience, I have developed a greater understanding of the challenges schools face in maintaining high standards of behaviour while ensuring that all pupils are given appropriate opportunities and support to succeed.

Attendance is another important area of education that I understand requires a collaborative approach between schools and families. I recognise the importance of identifying barriers to attendance, communicating effectively with parents and working towards solutions that encourage children to attend school regularly and engage positively within their learning.

Alongside my governance experience, I am actively involved in the Parent Teacher Association (PTA) at Ark Tindal Primary Academy, helping to organise and support activities and events that benefit children and bring families together. I believe that a positive school environment depends on strong partnerships between parents, teachers, governors and the wider community.

An important part of my community work involves supporting parents from diverse backgrounds, particularly those who do not speak English as their first language. I help parents understand school policies, their children's responsibilities and expectations, and where they can access support. I recognise that some families face barriers to engaging with schools and that clear communication, patience and an inclusive approach can make a significant difference to their confidence and their children's educational experiences. I am also interested in how changes in government guidance, school policies and technology affect children and families. I have been involved in discussions and efforts to help parents understand measures such as school mobile phone restrictions and the importance of online safety. This includes raising awareness of social media privacy settings, parental controls and the need to protect children from inappropriate content and potential online risks. I believe it is essential that parents and schools work together to help children develop responsible digital habits, remain safe and maintain a positive focus on their education.

My wider community involvement has given me experience of supporting disadvantaged families and understanding the additional challenges they may face. I am committed to ensuring that every child is treated fairly and has access to the support and opportunities they need, regardless of their family background, language or personal circumstances.

If appointed as Parent Governor, I would bring a combination of previous governance experience, professional teaching expertise, safeguarding awareness, experience of exclusion panels and a genuine commitment to improving outcomes for children. I would aim to ensure that parents' voices are heard, that school decisions consider the needs of the whole community and that the school continues to provide an inclusive, safe and supportive learning environment.

I understand that the role of a Parent Governor is not simply about representing my own opinions, but about listening to a wide range of perspectives, asking constructive questions and contributing to the school's strategic direction in the best interests of all pupils. I would welcome the opportunity to build on my previous experience and continue working collaboratively with school leaders, staff, parents and fellow governors to help every child flourish academically, socially and emotionally.

2. Aminah Nunes

Personal Statement

I am applying to be a Parent Governor at Queensbridge School. As the parent I have a personal stake in the school's success and a strong commitment to improving outcomes for every child. My preference for Queensbridge came from how committed the school is to working on children's individual potential and wellbeing, exposing them to Art, Music, Sports apart from normal curriculum.

I hold a BA (Hons) in Structural Civil Engineering and an MSc in Construction Project Management. I have worked as a Built Environment Lecturer and am now a High Voltage Tendering Engineer in the energy sector. This combination of teaching and industry experience gives me a practical understanding of how learners progress and how organisations are run, funded and held to account.

I studied Art and Music throughout primary and secondary school, which taught me to think creatively, take feedback, perform in front of others and persevere with practice. These experiences showed me that success is not measured by exam grades alone. I value the part the arts play in pupils' confidence, wellbeing and future options, and I would support Queensbridge in keeping them strong alongside STEM. Engineering design relies on creative problem-solving, so the two are closely linked.

Tendering means scrutinising specifications, costs, risks and compliance before decisions are made. I would bring the same constructive challenge to governance, asking the right questions of school leaders and testing evidence rather than accepting assumptions. I work daily with budgets, pricing models and performance data. I can interpret attainment, attendance and progress figures, spot trends, and judge whether spending delivers value for money.

As a lecturer, I explained complex ideas to students of differing abilities and supported their development. Today I work with clients, colleagues and subcontractors, building agreements where views differ. I write detailed technical reports and can communicate clearly with staff, parents and governors alike.

My career has moved from structural engineering to project management, then education, then energy. Each move meant mastering a new field quickly. I am keen to learn about school finance, safeguarding and Ofsted inspection, and I will complete all expected governor training.

My experience of project risk, procurement and building safety could support oversight of finance, premises and capital projects. I would also welcome the chance to help connect pupils with careers in engineering, construction and energy, and support expanding their views of career change and resilience.

I understand that governance is strategic: supporting the headteacher while holding the school to account, not managing day-to-day running. I am happy to undergo a DBS check, sign the Governors' Code of Conduct, attend meetings and take on a link governor role. I would be proud to serve the Queensbridge community and help every child achieve their potential.

Election of Parent Governors Queensbridge School

There is ONE vacancy for parent governor. Each parent or carer may vote for ONE candidate only. Each parent or carer can only submit ONE ballot paper (either electronic or paper submission), regardless of the number of children you have at the school.

Candidates

Election of parent governors – Queensbridge School

Candidate	Mark an 'X' to indicate your vote
Sameeha Hussain	
Aminah Nunes	

Please tick in the box to confirm you are only submitting One ballot. Either paper or electronic ☐