



ETHOS Academy Trust

Chair of Trustees

Recruitment Pack

Contents

About Ethos Academy Trust 03

Vision, Mission & Core Values 04

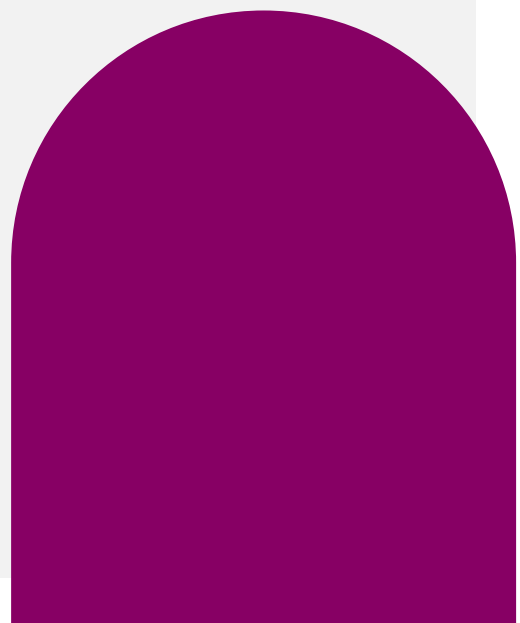
Advert 05

Our Story 06

Role Description 07

Appendix 1: Seven Principles of Public Life 10

Appendix 2: Academy Trust Governance Code 11



About Ethos Academy Trust

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. Our academies provide caring, stimulating, safe and welcoming environments where learning is enjoyable, and teaching is personalised to the needs, aspirations and interests of individuals. Pupils are supported to fulfil their academic potential alongside making strong social and emotional progress.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

Our outstanding staff teams are skilled at working with young people with wide ranging special educational needs. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met, preparing them effectively for the next stage of their lives.

The Trust currently comprises six Academies spanning three local authorities: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy. We have high aspirations for future growth, with plans for two new special free schools serving Leeds and Sheffield / Barnsley on the horizon.



Vision, Mission & Core Values

Vision

Our vision at Ethos Academy Trust is to create nurturing inclusive learning communities.

Mission

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.

Underpinning our mission and vision are our core values. which permeate our ideology, conversations and practice across our teams.


Core Values

Leading
with integrity



- Championing honesty and transparency
- Building trusting relationships

Thinking
innovatively



- Finding creative solutions
- Meeting individual need

Encouraging
freedom and responsibility




- Working collaboratively
- Investing in effective partnerships

Celebrating
achievement



- Improving academic progress
- Enriching personal development

Improving
continuously



- Raising standards
- Developing strong and effective leaders

Are you passionate about making a genuine difference to improving outcomes for children and their families?



Do you have a commitment to inclusion?

If the answer to these questions is yes, could you be our next Chair of Trustees?



Our talented and dedicated Trustees are aspirational and optimistic about the future of Ethos Academy Trust. We are proud of what the Trust has achieved since its formation in 2018 and we are currently preparing for a new and exciting phase of growth and development, with the opening of two new special free schools over the years ahead. Our current Chair is moving on from the role after six successful years in post and we are therefore seeking to appoint a new Chair of Trustees.

We have recently developed a new Strategic Development Plan which will launch in September 2024, providing clear direction for the Board and Executive Leaders as we plan for the future.

As a Trust, we are committed to supporting your development. We provide a thorough induction in the Trust's systems and processes, alongside access to our

Governance Support Handbook and high quality training and networks through organisations such as CST, Forum Strategy and the NGA.

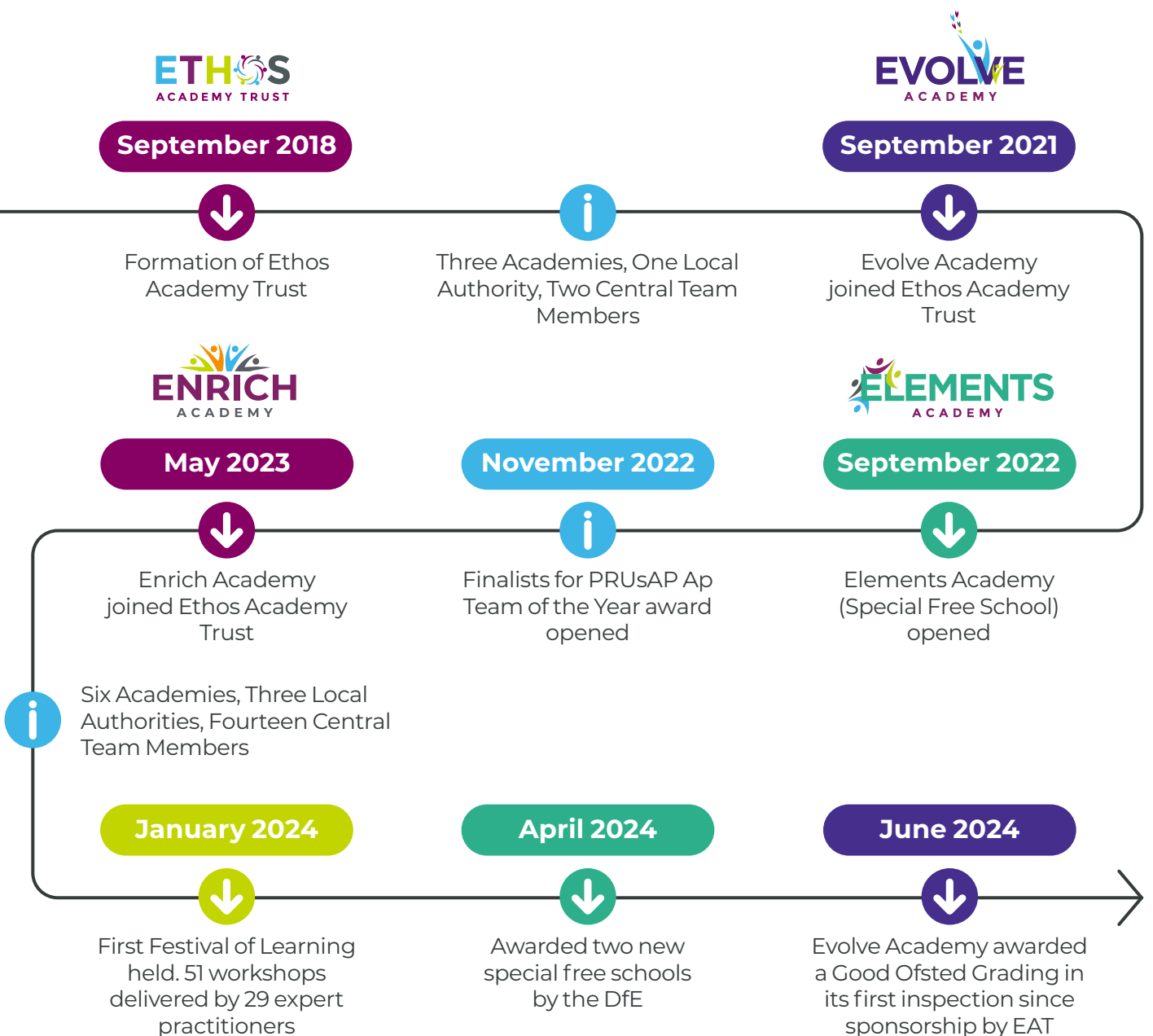
If this opportunity is of interest, please visit our **website** to find out more about Governance at Ethos Academy Trust. Within this link you will find an Expression of Interest form which we request that you complete. Alternatively, if you would prefer to have an initial informal conversation about the role, please contact Victoria Del Giudice (Current Chair) on **vdelgiudice@eat.uk.com** or Jayne Foster (CEO) on **jfoster@eat.uk.com**. We look forward to hearing from you.

Our Story

Our story began in 2018 when our three founding schools (Ethos College, Reach Academy and Engage Academy) came together to form Ethos Academy Trust. Since then, the Trust has doubled the number of academies, whilst quadrupling in pupil numbers.

We are a mixed community of alternative provisions and special schools, operating across three local authorities within West and South Yorkshire. Our work extends beyond our academies to add value to the wider system through the offer of wide-ranging support to other schools and wider services.

We celebrate and support the uniqueness of our schools in meeting the needs of their local communities. Our nurturing ethos, underpinned by our clear mission, vision and core values, enables our pupils, their families and our staff teams to thrive.



Role description: Chair of Trustees at Ethos Academy Trust

Introduction

The chair of Ethos Academy Trust Board has a vital role in setting the highest expectations for professional standards of governance and accountability and providing confident, visionary strategic leadership to the trust. They lead by example, setting the tone from the top. They are the key link between the trustees, with legal and strategic responsibility for the trust, and the chief executive and senior team who are responsible for day-to-day operations.

The chair leads on setting and championing a clear strategy that aligns with the trust's charitable objects, covers all pillars of **trust quality** and, where applicable and appropriate, sets out its aspirations for growth over time.

The trust's articles of association set out how the chair is appointed and removed, and their usual term length.

This document sets out some of the key qualities for a good chair of an academy trust board.

The role description draws extensively on:

**Department for Education's
Competency Framework for
Governance (January 2017)**



**Academy Trust Governance –
Structures and Role Descriptors
(October 2020)**

**Annex A – Trust Quality Descriptions
(July 2023)**

Academy Trust Handbook (July 2023)

**Academy Trust Governance Code
(October 2023)**



Role Description

Strategic leadership

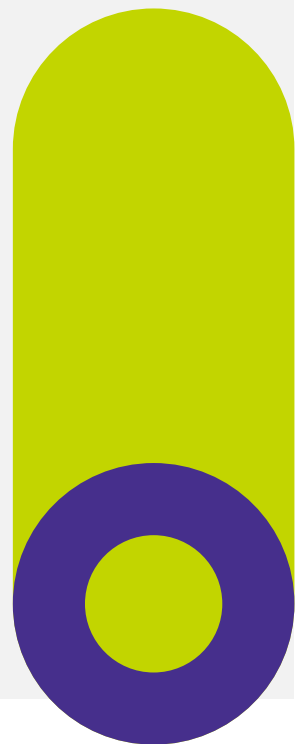
- Knowledge of national and regional educational priorities and the implications of these for the board and the trust.
- Ability to think strategically about the future direction of the trust and to identify the steps needed to achieve goals.
- Ability to provide effective leadership of organisational change even when this is difficult.
- Ability to lead board meetings in a way which embodies the culture, values and ethos of the trust.
- Ability to ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.
- Ensure the board seeks guidance from executive leaders and from the trust's governance professional before the board commits to significant or controversial courses of action.
- Ensure meaningful engagement with stakeholders to inform decision making and ensure the trust is anchored in the needs of the communities it serves and the wider educational system.
- Ability to communicate clearly with colleagues, parents and carers, partners and other agencies and check that their message has been heard and understood.
- Ability to lead the board and challenge leaders appropriately in setting risk appetite and tolerance.
- Lead by example to avoid, declare and manage conflicts of interest.
- Ability to work closely with trustees, the governance professional and accounting officer to plan an efficient and effective programme of work leading to well-informed and well-considered decisions.

Educational standards, financial performance and performance management

- Ability to understand and promote the importance of data interrogation to hold executive leaders to account.
- Ability to ensure the board holds executive leaders to account for financial and business management, in order to deliver educational outcomes.
- Confident in providing strategic leadership to the board during periods of scrutiny.

Structures and compliance

- Understand the importance of non-executive leadership roles, with the ability to lead discussions and decisions about what functions to delegate.
- Ability to set sufficiently high expectations of the trust's governance professional, ensuring the board is compliant with the regulatory frameworks for governance and charity and company law.
- Ensure the board receives appropriate training and development.



People

- Enable the board to work as an effective team by developing strong working relationships between trustees and creating a culture where differences are aired and resolved.
- Understand the importance of succession planning to the ongoing effectiveness of both the board and the trust.
- Ability to ensure new trustees are helped to understand their non-executive leadership role, the role of the board and the vision and strategy of the organisation, enabling them to make a full contribution.
- Set high expectations for conduct and behaviour for all those in governance and be an exemplary role model in demonstrating these.
- Create an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom and create a sense of inclusiveness where each trustee understands their individual contribution to the collective work of the board.
- Promote and foster a supportive working relationship between the board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders.

Self-evaluation and performance management

- Ability to lead on effective, purposeful and developmental management of the accounting officer, setting clear objectives and ensuring high performance.
- Ability and willingness to actively invite feedback on their own performance as chair.
- Ability to put the needs of the board and trust first, with a willingness to step down or move on at the appropriate time.
- Ability to set challenging development goals and work effectively with the board to meet these goals.
- Ability to lead performance review of the board and its committees.
- Ability to have open and honest conversations with board members about their performance and development needs, and if appropriate, about their commitment or tenure.



Appendix 1: Seven principles of public life

The seven principles of public life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies, and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources.

The principles also apply to all those in other sectors delivering public services, including the trustees and executive leaders of school trusts.

Selflessness

Holders of public office should act solely in terms of the public interest.

Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Holders of public office should be truthful.

Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Appendix 2: Academy Trust Governance Code

The **Academy Trust Governance Code** is a voluntary code developed by the sector that draws upon the Seven Principles of Public Life, the Charity Governance Code and relevant Department for Education guidance. It sets out the principles, desired outcomes, and recommended practice for effective governance.

Fundamental Principle

The Academy Trust's Directors are aware of and meet 'The Seven Principles of Public Life', understand the legal, regulatory and contractual obligations they must meet, and have regard to the statutory guidance issued by the Secretary of State.

Principle 1: Delivering the Academy Trust Charitable Objects

The Academy Trust's Articles of Association set out the Academy Trust's charitable Objects and how those must be fulfilled. The Board is clear about its aims and ensures that they are being delivered effectively and sustainably.

Principle 2: Leadership

The Academy Trust is led by an effective Board that provides strategic governance in line with the aims and values of the Academy Trust and engages effectively with its Members.

Principle 3: Integrity

The Board acts with integrity, adopting values and creating a culture which helps achieve the Academy Trust's charitable Objects. The Board is aware of the importance of public confidence and trust in Academy Trusts and their Schools, and the Board undertakes its duties accordingly.

Principle 4: Decision making, risk and control

The Board ensures that its decision-making processes are evidence informed, rigorous and timely and that effective delegation, control, risk assessment and management systems are set up and monitored. There is effective reporting at all levels of Academy Trust governance to ensure decisions are taken at the correct level in accordance with the Articles of Association and Scheme of Delegation.

Principle 5: Board effectiveness

The Board works as an effective team, using the appropriate balance of knowledge, skills, experiences and backgrounds to make informed decisions.

Principle 6: Equality, diversity and inclusion

In ensuring the effective achievement of the Academy Trust's charitable Objects, the Board has a clear, agreed and effective approach to advancing equality, diversity and inclusion throughout the Academy Trust.

Principle 7: Openness and accountability

The Board leads the Academy Trust in being transparent and accountable. The Academy Trust is open in its work, unless there is good reason for it not to be.

The logo for Ethos Academy Trust features the word 'ETHOS' in large, multi-colored letters (E: blue, T: purple, H: green, O: grey, S: dark grey) with a circular icon of stylized figures in the center of the 'O'. Below it, 'ACADEMY TRUST' is written in a smaller, purple, sans-serif font.

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

