



JOB DESCRIPTION AND PERSON SPECIFICATION FOR TRUSTEES

(INCORPORATING ROLE AND RESPONSIBILITIES)

Job title:	Trustee (also known legally as a Director) of the Agora Learning Partnership serving on the Trust Board
Location:	<ul style="list-style-type: none">▪ Trust Board meetings are held in Hertfordshire▪ Site visits to the Trust's academies as necessary▪ Site visits to the Trust's registered office as necessary
Time commitment:	<ul style="list-style-type: none">▪ Up to six Trust Board meetings a year including one extended all day meeting▪ Up to four committee meetings per year, depending on Committee▪ Remote involvement via email/telephone▪ Regular review of reports and documentation▪ Induction and training as appropriate
Salary range:	Voluntary
Term of office:	Four years

Job purpose:

The Trustees oversee the management and administration of the Trust and the Academies run by the Trust.

VISION

Our vision is to be one of the highest performing and constantly improving Trusts in the country with capacity and capability to support others for the benefit of all children.

We aim to achieve our vision by bringing together a range of unique schools, each with their own ethos, strengths and areas for development to work together, learn together and succeed together in achieving the very best outcomes for every single child in every single academy.

Work together, learn together, succeed together

The Agora Learning Partnership aims to be a cutting edge Trust, at the forefront of educational thinking, employing experienced and effective staff with vision and an appetite for innovation that can maximise learning and transform children's lives.

As the employer of all staff across the Trust, we want to drive improvement further and faster and to also improve the efficiency of our academies through shared resource and collective procurement. Our drive is to ensure every academy in our Trust is judged as good or outstanding and provides a well-planned, broad and balanced curriculum that equips all pupils with the confidence, ambition and team working skills to succeed throughout their lives.

The Agora Learning Partnership's Members and Trustees are accountable for the educational outcomes of every child in every academy in the Trust, and the overall combined success of the MAT, including its financial viability, sustainability and integrity. We ensure that our Trust's sense of responsibility and accountability for every child's success permeates through all our academies, every department, every Academy Governing Board (AGB) and every member of staff.

UNDERPINNING PRINCIPLES

The HfL MAT adheres to the principles of:

1. Putting children first to ensure all children educated within the trust enjoy school and receive the best education possible
2. Ensuring that every school within the trust performs to a level that is good or outstanding and remains consistently viable both in outcomes for children and financial stability
3. 'Incubating innovation' - ensuring that there is a commitment by all schools within the trust to work in a collaborative way; sharing ideas and expertise and encouraging research and innovation
4. Ensuring opportunities to develop and motivate staff through CPD and career progression pathways
5. Respecting each school's individuality, ethos and autonomy so that local decision making is at the heart of school improvement and ensuring that intervention by the trust board is in proportion to each school's performance

GOVERNANCE

The corporate management and “trustee” responsibility for the Trust is vested in the “Trustees”, who are also the company directors registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the Academies and are accountable to the Members of the Trust, the Secretary of State for Education and the wider community for the quality of the education received by all pupils of the Academies and the expenditure of public money. The Trustees are required as trustees and pursuant to the Funding Agreements **to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust.**

The Trustees are appointed according to the requirements outlined in the Trust’s Articles of Association and to a process agreed by Members and Trustees.

SPECIFIC RESPONSIBILITIES OF THE TRUST BOARD AND THE TRUSTEES

The role of the Trust Board and the Trustees collectively is to:

Strategic oversight and overall performance

- provide strategic leadership and governance and determine the strategic vision and overarching strategic plan of the Trust
- ensure the agreed underlying principles of the Trust are consistently adhered to
- undertake recruitment and performance management of the CEO and other senior leaders
- support and promote the development and building of leadership and governance capacity across the Trust
- provide challenge and support to senior leaders including the CEO and the Executive
- develop and agree strategic and operational policies and monitor their impact
- ensure policy and procedures are followed with regard to any complaints or appeals and act as final decision maker where appropriate
- develop effective links within the Trust’s schools and communities, communicating regularly and openly; and ensuring clear flows of communication across the Trust and with external partners
- ensure that all Academies meet their responsibilities to serve their community’s needs in relation to the safeguarding and education of all pupils
- ensure the development of staff training programmes and a range of opportunities for professional and career development for all staff employed by the Trust
- promote collaboration between the Academies to actively seek opportunities for the Academies to work together to benefit from
 - sharing and implementing best practice and evidence based research findings

- shared services and resources where appropriate
- a broader range of opportunities for children creating the conditions for innovative thinking and incubation of new ideas

Accountability for educational standards and outcomes

- determine curriculum priorities
- set expectations through performance benchmarks and key performance indicators for educational standards; regularly monitoring progress and providing challenge, support or determining levels of intervention
- ensure regular analysis and reporting of a wide range of progress data takes place across the Trust and that any mitigating actions are implemented with pace
- monitor and oversee the implementation of Trust action plans focussing on school improvement

Accountability for financial standards, financial viability and risk management

- set the overall Trust budget and approve Academy budgets, ensuring financial viability of individual academies and the overall Trust
- ensure the Trust and the Academies comply with their legal obligations, all ESFA policy and procedures, and requirements for financial reporting of charities
- ensure all financial accounting processes and procedures are robust and adhered to, and that the scheme of delegation is in place, adhered to and kept under review
- determine the Trust's reserves/contingency policy
- ensure appropriate insurance or risk cover is put in place
- monitor and oversee the implementation of any Academy financial action plans
- approve site and asset management strategies
- oversee any significant capital expenditure and building projects
- approve all funding applications
- develop and implement a risk management strategy, commissioning internal audit work as appropriate

CORE COMPETENCIES

The following are the core competencies and skills expected of the Trustees:

- to work as a team
- to attend meetings and be prepared to contribute to discussions and commit to agreed actions
- to be respectful of the views of others and to be open to new ideas and thoughts

- to treat all confidential information confidentially
- to act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy
- to develop a deep understanding of the vision and ethos of the Trust and its Academies and the roles played by all individuals in fulfilment of the Trust's mission
- understand the policies and procedures of the Trust and how these operate consistently across the Trust
- to support the Trust in any public forum and act as an ambassador of the Trust and the Academies
- to commit to training and skills development
- to be focussed on problem solving and be ready to learn from past experiences

Personal qualities and values:

- A desire to create positive change for young people
- A commitment to the principles, aims and objectives of the Trust
- A willingness to devote time and effort
- An ability to work effectively in a team while contributing an independent perspective
- An ability to build productive and supportive professional relationships and be ready to ask pertinent questions
- A commitment to the Nolan's seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- A commitment to equal opportunities and anti-discriminatory practice
- A commitment to safeguarding young people
- Reliability and integrity

Knowledge:

- An understanding and acceptance of legal duties, responsibilities and liabilities of trusteeship
- An understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of a school
- An understanding of financial and workforce data

Skills:

- Strategic vision
- An ability to think creatively
- Good, independent judgement

LEGAL REQUIREMENTS

Individuals who are not able to make the following declarations may not serve as a Trustee:

- I am not disqualified from acting as a charity trustee
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as “spent”)
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance
- I am not an undischarged bankrupt
- I have not made compositions or arrangements with my creditors from which I have not been discharged
- I have not been removed from serving as a charity trustee, or been stopped from acting in a management position within a charity
- I have not been disqualified from serving as a company director
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of a school
- I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children