



**OWLS ACADEMY TRUST**  
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## Directors/ trustees: OWLS Multi-Academy Trust

*An exciting opportunity to join our Multi-Academy Trust is being offered as we are currently looking to recruit Directors/ Trustees to help deliver outstanding education. The Trust currently comprises of five Academies – Langmoor, Glenmere, Little Hill, Fernvale and Hinckley Parks all Primary Academies – and are led by Peter Merry CEO, National Leader of Education (NLEs) with ‘Outstanding’ experience in school leadership.*

*The academies believe in excellence for all – Learning from the best. All children, regardless of circumstance, have an entitlement to a world class education. The Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.*

*All five academies are located locally with in Leicestershire and its leaders are passionate about the difference education can make to children’s lives. The Trust is seeking Directors/ Trustees to support and help shape the future in delivering the best possible outcomes for its pupils and communities. Board meetings will be held in Leicestershire.*

## **Directors/ Trustees**

Trustees, who are also Directors of the Company, will support the Trust, CEO and Leadership in delivering the strategic vision of the Trust. They will develop and review strategic plans; ensure the operation of the trust complies with its legal requirements and that it delivers a high quality curriculum, using resources efficiently and effectively, to deliver outstanding education and outcomes for its pupils and communities.

There will also be an opportunity for Trustees to work alongside our Local Governing Bodies. This would be a commitment of six meetings a year at Trust level. It is anticipated that these meetings will last no more than two hours.

The key responsibilities of the Trustees include:

- ensuring the quality of educational provision;
- challenging and monitoring the performance of the Trust and its leaders;
- ensuring excellent financial management and probity;
- supporting the leadership in management of staff.

**Trustees will meet six times a year in Leicestershire. Each meeting is expected to last two - three hours (max) and directors/ trustees should factor in some preparation time.**

## **Core competencies**

The Trust is seeking talented individuals who have the ability to work strategically with experience of leadership at senior management or director level. Applications will be welcomed from individuals with education, public sector or business backgrounds; but particularly from individuals with the following areas of expertise.

- HR;
- Legal and compliance;

- Finance and business management;
- Facilities and property management.

## About the Trust

The Trust was developed in 2012 and has grown steadily over the last five years. During this period, the five academies have established strong working relationships. The academies are led by the CEO –Peter Merry and Trustees. (Peter is a designated National Leader in Education and has a proven track record of raising standards and aspirations.)

Dr Jonathan Tedds is the chair of Trustees. This synergetic relationship of our academies developed from a desire to improve outcomes for children, whilst driving efficiencies and gaining better value for money.

In the summer of 2015, Glenmere Primary School were rated as outstanding by Ofsted, joining Langmoor and Little Hill with this rating. Fernvale and Hinckley Parks Primary School are currently rated good and striving for outstanding status.

## How to apply

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If you are interested in applying for this role please send your CV a short covering letter and complete our application form and Skills Audit below to [ceo@owlsacademytrust.co.uk](mailto:ceo@owlsacademytrust.co.uk) 0116 2712776. The **closing date** for trustees application will be **Monday 22<sup>nd</sup> October 2018** with interviews planned for **Friday 2<sup>nd</sup> November 2018**.

If you have not heard from our Trust by the interview date your application has not reach our interview stage.

Dear

**Nomination for Member/ Trustee/ Governor**

Thank you for requesting an application pack for our vacancy. Contained in this pack are a number of documents that you will need to read and a form which must be completed and returned to Mr Merry - CEO.

Please read the guidance notes for prospective governors and the qualification and disqualification criteria carefully to ensure you are able to serve as a parent governor. The governing body operates a code of practice which sets an ethos of professionalism and high expectations of governors. This is provided within the pack and should be returned, signed, along with the election form.

Once you have completed section 1 of the Form please proceed to then complete all other sections appropriate including to referees.

It is recommended that all candidates supply a statement of a MAXIMUM of 500 words for circulation to voters if a ballot is required. Your statement should set out:

- evidence of the extent to which you possess the skills and experience the governing body desires – see the guidance notes for prospective governors;
- your commitment to undertake training to acquire or develop the skills to be an effective governor;
- if seeking re-election, details of your contribution to the work of the governing body during your previous term of office; and
- how you plan to contribute to the future work of the governing body.

Statements longer than 500 words, for the sake of fairness to all candidates, will have to be reduced. No other information should be circulated to parents at the school in support of your nomination.

Any queries relating to this process should be made to the CEO who is the Returning Officer.

Yours sincerely

CEO and Returning Officer.

<b>Section One – To be completed by the candidate</b>	
School Name:	OWLS Academy Trust
Title:	Surname:



**What is your ethnic group? Choose one section from (a) to (e) then tick the appropriate box to indicate your cultural background or complete the Any Other section:**

(a) White:  <input type="checkbox"/> British  <input type="checkbox"/> Irish	(b) Mixed  <input type="checkbox"/> White/Black Caribbean  <input type="checkbox"/> White/Black African	(c) Asian/Asian British  <input type="checkbox"/> Indian  <input type="checkbox"/> Pakistani	(d) Black/Black British  <input type="checkbox"/> Caribbean  <input type="checkbox"/> African	(e) Chinese  <input type="checkbox"/> Chinese
Any other – please specify:				

**Section Two – To be completed by the person nominating the candidate (who must not be the spouse or partner of the candidate)**

Forename:	Surname:
Address:	
Signature:	

**Section Three – To be completed by the clerk or their representative at the end of the appointment process**

Please tick if governor is:				
Chair of Governor		Vice Chair		Training & Development Governor
<b>Date of appointment/election:</b>				
Name:		Date:		
Email:		Contact No:		
Any other information:				

**Guidance for Prospective Governors**

Being a school governor is both a rewarding and challenging experience. Governors provide strategic leadership and work in partnership with the executive /head teacher and senior leaders in schools to ensure that every child gets the best possible education.

The demands on governors and governing bodies have changed dramatically in recent years and this guidance has been written to help aspiring governors understand the expectations and demands of the role.

## **Becoming a Governor**

This guidance is particularly directed at parents and staff members who are thinking of becoming a governor. Hopefully this provides you with a good overview, the commitment required and the expectations of the role. If after reading this you would like to find out any more information please contact Mr Merry.

## **The Role of the Governing Body**

The governing body is responsible for the conduct of the school and must promote high standards of educational achievement at the school. In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a) Ensuring clarity of vision, ethos and strategic direction;
- b) Holding the executive / head teacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c) Overseeing the financial performance of the school and making sure its money is well spent.

In order to do this, governors need to gain knowledge of how their school operates through attending meetings, reading school documentation, analysing data and engaging in regular visits to the school.

The role of the governing body is one of oversight and it is not involved in the day to day management of the school. The executive /head teacher role includes the educational performance of the school and operational responsibility lies with them.

Different governing bodies operate in different ways, but governors will be expected to do far more than merely attend meetings. Effective governors attend the school regularly to see and understand how the school operates. They undertake governor visits for a particular purpose and produce reports for their governor colleagues. Governors will be expected to receive and understand reports from the executive / head teacher and senior leaders so that they can question, challenge and support, thereby improving the quality of the whole educational provision.

The governing body operates a code of conduct which sets an ethos of professionalism and high expectations of governors. You will be provided with this as part of your induction into the school and will be expected to work within it, since a governing body operates as a corporate entity with corporate responsibility.

## Skills and Experience

Governing bodies rely on a range of skills and experiences. You will need a strong commitment to the role, the inquisitiveness to question and analyse, and the willingness to learn. Good inter-personal skills, a basic level of literacy in English and sufficient numeracy skills to understand basic data are essential.

What is equally important to us is that you have a willingness to learn and undertake whatever training or development activity is needed to fill any gaps in the skills you have to contribute to effective governance.

## Training and Support

The governing body is committed to developing the skills and experience of governors to promote success in the role. As a new governor you will attend induction training and a programme of further training to help you fulfil the role.

Please read the following list of disqualifications and qualifications for being a parent governor. If you are eligible, complete the parent governor election form and sign it to confirm your eligibility. If you are **not** eligible, you are unable to be considered for appointment/election as a governor.

▪ Registered pupils cannot be governors
▪ A governor must be aged 18 or over at the time of election or appointment
▪ A person cannot hold more than one governor post at the same school at the same time
▪ Elected members of the LA cannot be a parent governor
▪ Staff paid to work at the school for more than 500 hours in any consecutive twelve month period (at the time of election or appointment) cannot be a parent governor
▪ A person is disqualified from holding office if that person:
▫ is the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced
▫ is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)



<ul style="list-style-type: none"> <li>▫ has been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body</li> </ul>
<ul style="list-style-type: none"> <li>▫ is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people</li> </ul>
<ul style="list-style-type: none"> <li>▫ is barred from any regulated activity relating to children</li> </ul>
<ul style="list-style-type: none"> <li>▫ is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008</li> </ul>
<ul style="list-style-type: none"> <li>▫ is disqualified from working with children or from registering for child-minding or providing day care</li> </ul>
<ul style="list-style-type: none"> <li>▫ is disqualified from being an independent school proprietor, teacher or employee by the Secretary of State</li> </ul>
<ul style="list-style-type: none"> <li>▫ has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor</li> </ul>
<ul style="list-style-type: none"> <li>▫ has received a prison sentence of two years or more in the 20 years before becoming a governor</li> </ul>
<ul style="list-style-type: none"> <li>▫ has at any time received a prison sentence of five years or more</li> </ul>
<ul style="list-style-type: none"> <li>▫ has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor</li> </ul>
<ul style="list-style-type: none"> <li>▫ refuses a request by the clerk to make an application to the Disclosure and Barring Service (DBS) for a DBS check</li> </ul>

### **Failure to attend meetings**

If you fail to attend meetings, without the consent of the governing body, for a continuous period of six months you are disqualified from continuing to hold office as a governor at that school.

### **Notification to Clerk**

You must notify the clerk if you are disqualified from holding, or from continuing to hold, office as a governor of the school.

### **More information**

Details of the above restrictions may be found in The School Governance (Constitution) (England) Regulations 2012.

## **NGA's Code of Practice for School Governors**

This code sets out the expectations on and commitment required from governors in order for the governing body to properly carry out its work within the school and the community. It can be amended to include specific reference to the aims and ethos of the particular school.

### **The purpose of the governing body**

The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being.

### **The governing body:**

- Sets the strategic direction of the school by:
  - Setting the values, aims and objectives for the school
  - Agreeing the policy framework for achieving those aims and objectives
  - Setting targets
  - Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure
- Challenges and supports the school by monitoring, reviewing and evaluating:
  - The implementation and effectiveness of the policy framework
  - Progress towards targets
  - The implementation and effectiveness of the school improvement strategy
  - The budget and the staffing structure
- Ensures accountability by:
  - signing off the school's own self-evaluation report
  - responding to Ofsted reports when necessary
  - holding the headteacher to account for the performance of the school
  - ensuring parents and pupils are involved, consulted and informed as appropriate
  - making available information to the community
- Appoints and performance manages the headteacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the governing body.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously;

- Acknowledged as the accountable body by the lead professionals;
- Supported by the appropriate authorities in that task; and
- Willing and able to monitor and review their own performance.

### **The role of a governor**

In law the governing body is a corporate body, which means:

- no governor can act on her/his own without proper authority from the full governing body;
- all governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. parents, staff, Local Authority community, foundation), the overriding concern of all governors has to be the welfare of the school as a whole.

### **General**

- We understand the purpose of the governing body and the role of the headteacher as set out above
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

### **Commitment**

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.

- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We are committed to actively supporting and challenging the headteacher.

### **Relationships**

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

### **Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

### **Conflicts of interest**

- We will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

### **Breach of this code of practice**

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the governing body should only use

suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;

- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate;
- We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body.
- We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor, Schedule 6 of the School Governance (Constitution) (England) Regulations 2007 and Schedule 4 of the School Governance (Constitution) (England) Regulations 2012, relating to the disqualifications from the role of school governor (held as a separate document)

**The Trust / Governing Body of The OWLS Trust adopted this code of practice and reviews this annually on September 1<sup>st</sup>.** Governors will sign the Code at the first governing body meeting of each school year.

**Undertaking:**

As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

Signed ..... Printed name .....

Date: .....

**Appendix 1: The Seven Principles of Public Life**

*(originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).*

**Selflessness**

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

**Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership**

Holders of public office should promote and support these principles by leadership and example.

<b>1. Summary of Experience, Skills, Knowledge and Competencies</b>
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Please tell us about your relevant experience, skills, knowledge and competencies which you feel make you the best person for this position. Always give examples of things you have done in your work / home life to fulfil the Person Specification. Please continue on an additional sheet if necessary.
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<b>2. References:</b>
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1.	2.
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Address:	Address:
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Postcode:	Postcode:
Email address:	Email address:
Telephone No:	Telephone No:
Title/Position	Title/Position
Relationship to applicant:	Relationship to applicant:

## Trustee of a multi-academy trust – Knowledge, experience, skills and behaviours

**Level of knowledge or skills/behaviour: rate on scale of**  
No → → → Yes  
Mark with an **X**

**Trustee name:**

**1 2 3 4 5**

### 1. Strategic leadership

I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have previous experience of being a board member in another sector or a governor/trustee in another school.					
I have experience of charity law and governance.					
I have experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries.					
I have experience of chairing a board/governing board or committee.					
I am committed to the organisation's vision and ethos.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I have experience of working with executive leaders to agree and monitor operational plans.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I understand school sector risk management including conflicts of interest/loyalty.					
I am proficient in prioritising, assessing and mitigating risk.					
I have experience of agreeing organisation expansion plans and conducting due diligence on other organisations prior to signing a legally binding contract.					

### 2. Accountability

I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have experience of curriculum development, school assessment and progress/attainment.					
I have experience of working with executive leaders to establish expectations for improvement and outcomes.					

I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I understand the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise including funding allocation/budget monitoring, and financial solvency. I am able to contribute to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience ensuring that organisational financial obligations are met and adequate financial controls are in place, including submission of annual returns and accounts.					
I have business development experience/expertise.					
I have experience of procurement/purchasing.					
I have experience of property and estate-management.					
I have experience of HR policy and processes including employment legislation, executive recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of marketing, media and PR.					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
<b>3. People</b>					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a trustee including duties of compliance, care and prudence.					
I'm a strong communicator and experienced in building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
<b>4. Structures</b>					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.					
I have experience of designing/reviewing/adapting governance structures appropriate to the size and complexity of the organisation, reflecting the diversity of stakeholders.					
<b>5. Compliance</b>					
I have you have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities and liabilities of trusteeship.					
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					



I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues.					
I am able to speak up when concerned about non-compliance.					
<b>6. Evaluation</b>					
I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience evaluating board decisions and am willing to contribute to board self-review.					

OWLS Academy Trust is an exempt charity and a company limited by guarantee, registered in England. Company Number:  
8537140 ; Registered office: Kenilworth Drive Oadby, Leicester, LE2 5HS.