

# Role Profile – Trustee (Primary School Improvement focus)

<b>Job Title:</b>	Primary School Improvement Link Trustee	<b>Reporting to:</b>	Chair of Trustees
<b>Working with:</b>	Trust Leader; Trust School Improvement Lead; Heads/ LGCs	<b>Visits/ involvement expected per year</b>	One per Academy per year in person; various follow up meetings online with others as required

## Role of the Trustee

### Role purpose

Trustees work together to fulfil the purpose of the trust board:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board’s governance professional and other professional advice as appropriate.

### The trust board’s strategic responsibilities

The trust board works closely with the Trust Leader, Mandi Collins. The Trust Leader is responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the trust
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the senior executive leader and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust’s financial sustainability and ensuring effective resource management across the trust
- agreeing the trust’s staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

### Monitoring and evaluating trust performance

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the trust’s impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the senior executive leader to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of trust performance

- asking challenging questions of the senior executive leader in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

## Contribution to the trust board

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically 6 full board meetings each year), reading papers and preparing questions for the senior executive leader in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board of trustees
- getting to know schools within the trust, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

## Governance Structure

As a multi academy Trust, our governance structure consists of Members, Trustees and Local Governance Committees.

Members are the guardians of governance and appoint the Trust Board.

Trustees are accountable for the leadership and management of the Trust. Delegating responsibility for aspects of governance to Local Governance Committees at each academy through the Trust's Scheme of Delegation. As part of this the Trustees are responsible for:

- ensuring that the trust's governance structure meets the needs of the trust
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the Trust Leader/ wider executive team and the responsibilities of the board and academy committees
- ensuring effective communication channels are in place

Whilst noting that governance is not an individual responsibility, and the Trust Board shares that responsibility, Trustees do take on a wide range of other roles depending on their interests and expertise. Usually, each Trustee will be a link Trustee to one of the schools in the Trust and/or other responsibilities as agreed based on skill and expertise.



## Expenses

Trustees should receive out of pocket expenses incurred as a result of fulfilling their role and these are set out the Trust's expenses policy for governors. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

## Overview of Primary School Improvement link Trustee role:

Purpose of this link role:

As a Trustee Primary School Improvement link -

- Ideally current or ex primary headteacher or CEO overseeing at least one primary school within their current or recent remit, or local authority or trust recent or current employee with primary school improvement experience or linked experience
- Oversight of the performance of the Trust primary schools and ensuring that strategic Trust school improvement primary support is well directed and impactful
- Ability to question and hold to account around key school performance risks and trends
- Commitment to our mission of 'Building leadership and character together' while ensuring high performing and improving schools

Key qualities/personal skills:

- A background as Primary education, with proven track record of success at operational and strategic level.
- A knowledge of current educational practice and legislation
- Experience of system leadership/ peer review/ performance management
- Sound, independent judgement and ability to think creatively
- Excellent networking, influencing and communication skills.

**Ways in which the Link Trustee might carry out their role:**

- Work with senior leaders/ local governors/Heads to triangulate information round school improvement.
- To be a point of contact with the Trust Leader/ Trust Primary School Improvement Lead
- Support peer reviews
- To feed back to the Trust Board at Full meetings as appropriate

**Asking Questions / Visits / Actions:**

Potential questions to discuss:

- Review and sight of all key Trust and any local policies
- Ask about key works and current challenges, ensure that policy is upheld
- Ask about local impact against the School Improvement Plans

Potential activities for visits:

- Meet with group of staff for review of outcomes
- Support the Trust Leader/ School Improvement Lead

**Special Factors**

- The nature of the role may involve the Trustee carrying out follow up meetings outside of normal Trustee meeting pattern – which is usually around 10 meetings per year (6-8pm typical)
- The role requires for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 if not already in place, as it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**
- Right to work check also required for voluntary visits to site

This role profile sets out the possible ways to perform the role offered at the time when it was drawn up. Such activities may vary from time to time without changing the general character of the role.

AMW TOFO

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