



The Bishop Konstant Catholic Academy Trust

Learning Communities, Inspired by Faith

BKCAT Chair Role Description

The Chair of the Trust Board is a leadership role that provides clear direction to the Board who work as a team to challenge, support and contribute to the strategic leadership of the organisation.

Trust Boards should focus on their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

This role description draws extensively on, and is closely aligned with the Competency Framework for Governance, DfE, July 2017.

Knowledge, skills and behaviours

The Chair of the Trust Board provides confident, strategic leadership to the Trust. She or he leads by example, setting the tone from the top.

Strategic leadership

1. Knowledge of national and regional educational priorities and the implications of these for the board and the Trust.
2. Ability to think strategically about the future direction of the Trust and able to identify the steps needed to achieve goals.
3. Ability to provide effective leadership of organisational change even when this is difficult.
4. Ability to lead board meetings in a way which embodies the culture, values and ethos of the Trust.
5. Ability to ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.
6. Ensures the board seeks guidance from executive leaders and from the clerk/governance professional before the board commits to significant or controversial courses of action.
7. Ability to communicate clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood.



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8. Ability to lead the board and challenges leaders appropriately in setting risk appetite and tolerance.

9. Leads by example to avoid, declare and manage conflicts of interest.

Educational standards, financial performance and performance management

10. Ability to understand and promote the importance of data interrogation to hold executive leaders to account.

11. Ability to ensure the board holds executive leaders to account for financial and business management, in order to deliver educational outcomes.

12. Able to undertake leadership appraisal.

13. Confident in providing strategic leadership to the board during periods of scrutiny

People

14. Understands the importance of succession planning to the ongoing effectiveness of both the board and the Trust.

15. 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.

16. Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these.

17. Creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom and creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the board.

18. Promotes and fosters a supportive working relationship between the board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders.

Structures and compliance

19. Understands the importance of non-executive leadership roles and is able to lead discussions and decisions about what functions to delegate.

20. Ability to set sufficiently high expectations of the clerk/governance professional, ensuring the board is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law.

21. Ensures the board receives appropriate training and development.

Evaluation

22. Ability and willingness to actively invite feedback on their own performance as chair.



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23. Ability to put the needs of the board and Trust first and is willing to step down or move on at the appropriate time.
24. Ability to set challenging development goals and work effectively with the board to meet these goals.
25. Ability to lead performance review of the board and its committees.
26. Ability to have open and honest conversations with board members about their performance and development needs, and if appropriate, about their commitment or tenure.