



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

Director





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WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

ABOUT THE ROLE

Overview

The Board of Directors manages the business of the Academy Trust and focuses on the three core functions of governance:

- ❖ Ensuring clarity of vision, ethos, and strategic direction.
- ❖ Holding executive leaders to account for educational performance and staff management.
- ❖ Overseeing financial performance to ensure money is well spent.

The Trust Board of Inspire Education Trust has established Local Governor Committees (LGCs) for each academy within the Trust. The Trust Board decides which, if any, governance functions are delegated to these committees.



We are constantly reviewing our needs, and the composition of the Board as the Trust grows and the needs of governance evolve. If you believe you can contribute and would relish the challenges and opportunities that being a Director brings, we would love to speak to you.

Independence and Objectivity

To maintain objectivity, there should be a clear separation between the LGCs and the Trust Board. If local governors also serve on the Trust Board, it could compromise the Board's ability to exercise impartial judgment. While local governors may have a strong interest in the specific schools they represent, Directors of the Trust must prioritise the interests of all schools within the Trust. Therefore, it is recommended that most Directors be independent of local governance.

The Directors of Inspire Education Trust are currently looking to recruit to the Trust Board and are particularly interested in hearing from individuals with skills and experience at a strategic level in the following areas:

- ❖ Accounting and Finance
- ❖ Education
- ❖ Human Resources
- ❖ Audit & Risk

Composition and Membership

Directors are not school-specific but have an overarching and strategic view of all schools within the Trust. Directors ensure compliance with the Trust's charitable objects and with company and charity law. They also sign off on the annual accounts and are responsible for ensuring adherence to the Trust's funding agreement with the Secretary of State.

In contrast, each LGC must include elected representatives: two parents of current pupils, one staff member from primary schools, and two staff members (one teaching and one support staff) from secondary schools. The total membership should be sufficient to carry out the committee's responsibilities effectively, with a maximum of 9 members in primary academies and 12 in secondary academies.

Meetings and Leadership

Directors meet up to six times a year for board or committee meetings, in addition to a strategy day and an Annual General Meeting (AGM). Adequate time must be allocated to prepare for these meetings by reading papers and formulating challenging



questions. Directors are also expected to attend training to expand their knowledge of governance.

LGCs meet four times a year. The Chair and Vice Chair of each LGC are elected annually by committee members, subject to Trust Board approval. The LGC appoints other members with support from the Head of Education, and all appointments require Trust Board approval, except for Diocesan/Foundation representatives, who are appointed by the Diocesan Board of Education.

Terms and Conduct

Although the position of Director is voluntary, it is rewarding, allowing individuals to make a real difference in the lives of young people within the community. Directors gain new skills and experience and have the chance to meet and work with others who are equally passionate about improving educational outcomes.

LGC members serve up to two four-year terms but may resign earlier by submitting a written notice. Members may also be asked to leave by the Directors if they fail to adhere to the Code of Conduct.

Responsibilities

Directors must ensure the Trust's accountability to Parliament and the Secretary of State as the Principal Regulator of academies, which are exempt charities. Their duties include signing off on financial documents, ensuring the proper use of funds, and monitoring the educational performance of all schools in the Trust.

LGCs, on the other hand, play a crucial role in the Trust's governance by:

- ❖ Assuring the Trust Board and external bodies, such as Ofsted, that the academy's performance is being scrutinised and policies are followed;
- ❖ Being accountable for decisions made within the scope of the Trust's policies on complaints, exclusions, admissions appeals, and staff disciplinarys;
- ❖ Participating in collaborative development, quality assurance activities, and decision-making processes, such as appointing a new Headteacher or during an Ofsted inspection;
- ❖ Ensuring that the committee has the right membership and balance of skills;
- ❖ Engaging with the community, championing the Trust and the academy, fostering positive attitudes toward learning, and connecting the classroom with the outside world through professional networks.

Differences Between LGCs and Directors



There are key differences in the roles and responsibilities of Local Governor Committees (LGCs) and Directors of the Trust:

1. Scope and Focus:
 - LGCs are focused on individual academies within the Trust, ensuring that school-level performance is monitored and standards are maintained.
 - Directors have a broader, strategic role that encompasses all schools within the Trust. They are responsible for setting the vision and direction for the entire Trust, ensuring compliance with legal obligations, and overseeing the financial and operational performance of all academies.
2. Governance Function:
 - LGCs scrutinise academy performance and provide assurances to the Trust Board and external bodies like Ofsted that policies are being followed. Their role is school-specific, focusing on governance at a local level.
 - Directors manage the business of the Academy Trust and ensure compliance with charity and company law, as well as the Trust's funding agreements. They oversee educational performance across all academies and hold executive leaders accountable for overall Trust performance.
3. Decision-Making Authority:
 - LGCs make decisions related to complaints, exclusions, admissions appeals, and staff disciplinarys, within the framework of Trust policies. They are involved in specific processes such as appointing a Headteacher or participating in Ofsted inspections.
 - Directors exercise all powers of the Trust, including financial oversight and strategic decision-making. They hold ultimate responsibility for the Trust's accountability to Parliament, the Secretary of State, and regulatory bodies. Directors sign off on the annual accounts and ensure the Trust's adherence to its charitable objectives.
4. Meetings and Commitments:
 - LGCs meet four times a year and primarily focus on the local school context.
 - Directors meet up to six times a year, in addition to a strategy day and an AGM, and are required to prepare thoroughly for these meetings by reviewing relevant materials and asking probing questions. Directors are also expected to commit to ongoing training to enhance their governance skills.
5. Independence and Objectivity:
 - LGC members are often directly connected to the school they represent, such as parents or staff members, which can limit their independence in certain matters.



- Directors must maintain independence from local governance to prioritise the interests of the entire Trust over any individual academy. This separation ensures that Directors can exercise impartial judgment across all schools.

Additional Considerations

Directors hold executive leaders to account for the performance of the organisation as a whole, ensuring the Trust's long-term strategic goals and its financial health.

LGCs, however, should not duplicate the work of the Trust's executive functions, particularly in the performance management of the academy's senior leadership. Their role is to scrutinise, not to hold to account.

School Governors

School governing bodies - also known as Local Governing Committees or LGCs - are committed to ensuring their school does the best possible job for the children and advocate for the school.

Governors get to know their school in depth, monitoring and evaluating performance and engaging with the school community. They ensure excellence in:

- The curriculum
- Student and staff welfare and wellbeing
- Parental engagement and feedback
- Health and safety
- Safeguarding

They promote and support the trust's vision and values and report to the trustees confirming effective development plans are in place. Governors form a link between the school community and the trustees, holding both the school and the trust to account.

Individual governors may have a specific area of responsibility such as Safeguarding, known as a 'link governor'. School staff and parents are represented on the governing body, elected by their peers.

Directors (Trustees)

The board of trustees have responsibility and ultimate decision-making authority for all the work of the organisation, including establishing and running schools.

This is largely exercised through strategic planning and the setting of policy, holding the executive team to account and the oversight of financial control. It is managed through business planning, monitoring of budgets, performance appraisal, the setting and monitoring of standards and the implementation of quality assurance processes. Trustees oversee the local governing committees, holding leaders to account and ensuring effective governance across the trust.

Core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent.



ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



Inspire Education Trust

Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

- Arley Primary School, New Arley, Warwickshire (2024)
- Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
- Clifford Bridge Academy, Binley, Coventry (2015)
- Frederick Bird Primary School, Hillfields, Coventry (2024)
- Hearsall Community Academy, Earlsdon, Coventry (2017)
- Stockingford Academy, Nuneaton, Warwickshire (2019)
- Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
- Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"

OUR TRUST

- Arley Primary Academy
- Blue Coat Church of England School & Music College
- Clifford Bridge Academy
- Frederick Bird Primary School
- Hearsall Community Academy
- Stockingford Academy
- Walsgrave Church of England Academy
- Whittle Academy

KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

3,800 PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES

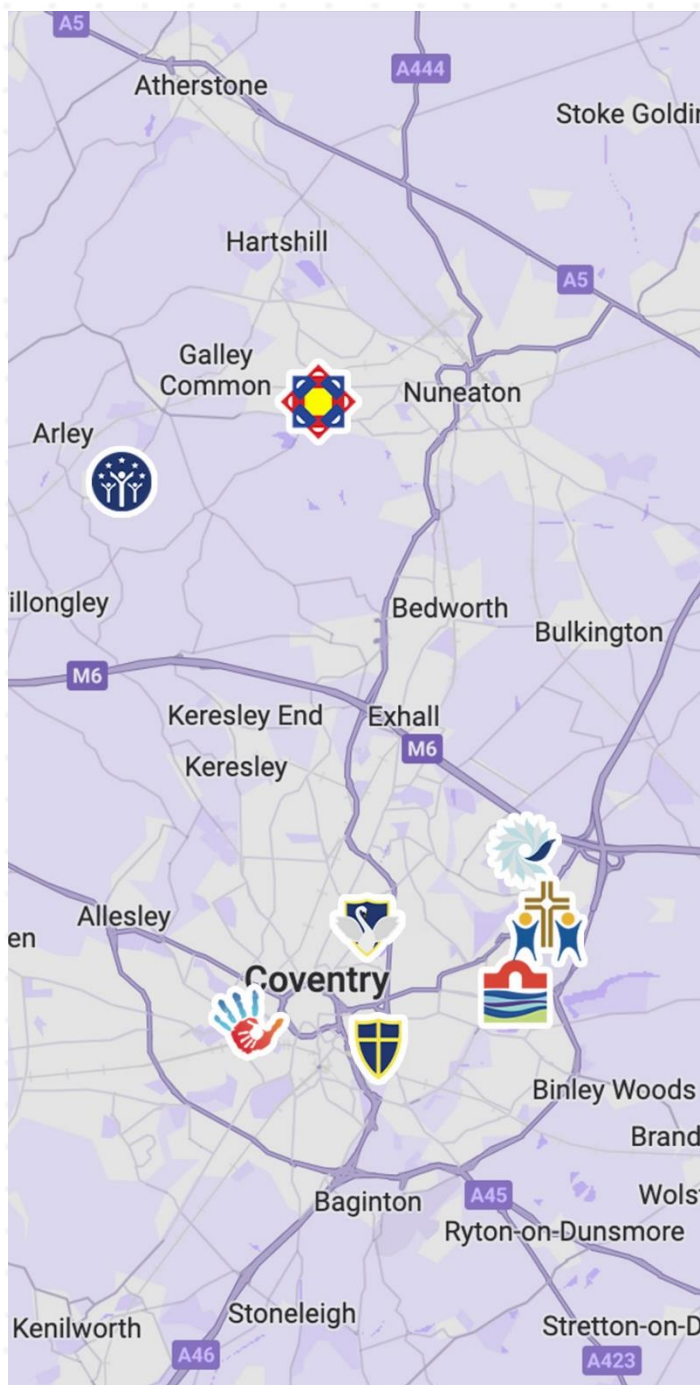


The mission statement for our Trust is “Together we achieve, individually we grow’. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that “**Expectations Shape Outcomes**” and we expect the very best for all members of our school’s communities.





OUR VISION

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported, and developed. Together, we will live life in all its fullness.

This Vision sets the aspiration for everything we do.

For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

OUR SCHOOL'S VISION

ARLEY PRIMARY ACADEMY	BLUE COAT SCHOOL	CLIFFORD BRIDGE ACADEMY	FREDERICK BIRD ACADEMY	HEARSALL COMMUNITY ACADEMY	STOCKINGFORD ACADEMY	WALSGRAVE ACADEMY	WHITTLE ACADEMY
							
New beginnings, endless possibilities	Living life in all it's fullness.	See you at the top	Aspire and achieve	Reach your true potential	Nuturing hearts, Inspiring Minds, Shaping Futures.	Together we thrive	Soaring Beyond What We Imagine Possible



OUR VALUES

Our values drive our behaviours, decision making and ambitions:

Inclusive: We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture: We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

Servanthood: We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership: We work collaboratively, recognising we achieve more together than on our own.

Integrity: We are open, honest and have strong moral principles which we use to guide us.

Respect: We show care, consideration, and courtesy for ourselves and all around us.

Excellence: We always strive to be better in order to become first class in all we do





MAKING AN APPLICATION

The closing date for applications is midday on **Friday 25th October 2024**.

Applicants are advised to contact **admin@ietrust.org** if they wish to organise a visit to the school.

If you have any questions relating to the Director role and application process, please email admin@ietrust.org

We look forward to hearing from you.





STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."



"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."



"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "





"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."



"I feel always cared for by school. It is a really lovely nurturing caring place to work."

"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."



RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



Inspire Education Trust

Together we achieve, individually we grow

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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