

Governor at St John's College



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**Ambitious
about Autism**

Welcome from Principal of College

Thank you for your interest in becoming a Governor at St. John's College. The college is a residential and day provision for learners aged 16 – 25yrs who are predominantly autistic with a range of complex needs and associated learning disabilities and/or co morbid conditions. All learners have an Education, Health, and Care Plan

Our college is a happy, calm, and inspiring place where our young people learn, thrive, and achieve. We provide a broad and stimulating curriculum that can be accessed by all learners. Residential learners benefit from our Waking Day curriculum. Individualised study programs are devised to meet the aspirations and interests of each learner and are responded to as their learning journey unfolds and hidden potential is unleashed.

Our learners are supported by a transdisciplinary team whose specialist expertise enables access to learning that improves their quality of life, helps them achieve individual goals and meets our vision to make the ordinary possible.

Learners achieve outcomes in accredited and non-accredited learning under 5 key areas Wellbeing, Communication, Skills, Independence and Employability with the aim of preparing each learner well for their adult lives.

Our young person's progress is robustly evaluated and scrutinized by the Governing Body, and we work in partnership with academic bodies and partners to develop and share our model and practice.

Governance is key in supporting and challenging the college to achieve the best it can be and ensure outstanding progress for its learners.

We are now seeking Governors with shared values, skills and a commitment to lead the Governing Body. This challenge is both exciting and significant and I hope very much that you will consider this opportunity to contribute to our future and the lives of autistic young people.

Karen Grist

Principal of College



Welcome from the Chair of Governing Body



I am very pleased to welcome you to our governance team.

I am fortunate to have recently been recruited to the position of Chair of St John's College governing body, at what is an exciting time in the life of the college.

Our core purpose is to work together sharing our range of skills for the benefit of the Executive Team, the staff, and students. I am enormously proud of what governors and the Executive team have achieved to date to enable students to flourish and grow. Everything we do is underpinned by our determination that every student deserves the very best education and opportunity to be the best they can be. Our high expectations and inclusive ethos permeate all our work.

What's in it for me, you may ask? Firstly, the contribution that would make as a college governor is invaluable. Using your skills, knowledge, and experience, be that in education, SEND, the local community, or business, the role enables you to scrutinise a college's performance, help shape a relevant and responsive college curriculum, and articulate the importance of a college's ethos. Secondly, it is a privilege to be able to make a positive difference to the life chances of our young people.

We hold board meetings in the college to ensure we meet staff and students on a regular basis and at the same time monitor the resources available. It is a privilege to be a governor at St John's College - giving individuals the opportunity to strengthen their chances in life and hopefully helping them find a greater confidence and the tools to meaningfully participate in the world at large.

Thank you for your interest and I look forward to working with you in the weeks to come.

Fiona Chalk

Chair of Governors

About St. John's College



Situated in the diverse city of Brighton, St. John's College offers an inclusive further education learning environment for young people with a diagnosis of autism and whose learning, social, emotional and/or communication difficulties are sometimes too complex for many mainstream educational settings.

We support young people from 16-25yrs who have an EHCP and who may:

- Find communication and interaction difficult.
- Have complex behaviours
- Struggle with their social and emotional functioning
- Require personalised support with their transitions to access community venues and activities.
- Require support with their personal identity and relationships.
- Require residential provision and support with the development of their life skills.

The college curriculum is comprised of 4 key learning areas relevant in the preparation for adulthood.

- Core skills – communication and interaction, Maths and English, digital skills, problem solving.
- Life Ready – choices, coping, prevention, belonging and behaviour
- Specialist Interests – drama, music, creative arts, eco college, sport and get active, creative media.
- Work Ready- internal and highly relevant external work experience placements. All learners have access to our own job centre and careers, information, and guidance.

Community access is a key aspect of the college provision where learners undertake travel training, interact with community groups, facilities, and local projects. We promote the learner voice using a range of support strategies so they can express their needs, wants and aspirations.

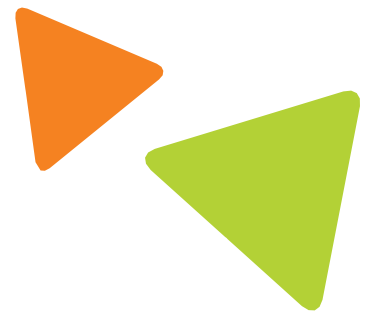
Learners also benefit from a range of enrichment activities such as drama productions, Flute Theatre performances, music gigs, open mic nights, dance, swimming, horse riding, art exhibitions, textile club

Learners receive support from a transdisciplinary team providing strategies to overcome barriers and effectively engage in their learning so that they maximise their skill development and reach their potential.

Learners make full use of our well-resourced onsite facilities including a theatre, music studio, fully equipped print shop, catering kitchens, basketball hard court area, outdoor gym, all weather pitch gardens, raised beds and areas in which to chill.



Our Story



Ambitious about Autism is the national charity standing with autistic children and young people. We believe every autistic child and young person has the right to be themselves and realise their ambitions. We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

We are proud of our pioneering approach, which started in 1997 when a group of parents set up the TreeHouse Trust to enable autistic children and young people to access the education they need and deserve. Since then, we have increased our reach and impact across the UK.

Despite our many successes, the sad fact is that autistic children and young people still face a lack of understanding of their needs and the right support. Their worlds have been turned upside down by the Coronavirus pandemic, and they need our support now more than ever.

We want to help even more autistic children and young people to improve their quality of life and secure a fulfilling and rewarding future.

In September 2023, Ambitious about Autism and St John's merged into one charity. This is an exciting time to join St John's College at this time of change.

About autism

Autism is a lifelong developmental disability that affects 1 person in 100 in the UK. Autism affects the way a person communicates and how they experience the world around them.

It is described as a spectrum condition because while autistic people share certain characteristics, they have individual interests, needs and preferences.

Autistic children and young people face enormous challenges due to a lack of understanding of their needs.

Some autistic people can live independent lives, but others may have additional needs, including learning disabilities. Early intervention, education and support are critical if autistic children and young people are to learn, thrive, achieve and lead fulfilling lives.



Role Description



Job title Job band Hours	Community Governor	Team	St Johns College GB
	Volunteer	Reporting to	n/a
	Minimum commitment over the academic year includes: <ul style="list-style-type: none">• Termly Governing Body (GB) meetings• Annual GB strategic meeting• Termly Twilight governors training• Termly visits/virtual meetings• There is the option to join the Quality Committee for the School, which meets termly	Line manages	n/a

Role purpose

Autistic children and young people are at the heart of everything that we do. We work in partnership with autistic children and young people and their families. We do this so we can make sure we reflect their lived experience when developing our work. We believe that inclusion is not simply about identifying what autistic people might contribute to their family, school, community or workplace, but about their fundamental right to a life of their choosing and equal access to the resources and networks needed to achieve this.

All Governors are expected to play their part in contributing to the overall work of St John's College's aims and goals in raising its standards for all. We are seeking Community Governors for St John's College Governing Body to play a vital part in supporting autistic children and young people.

We are looking for individuals that have experience in either special educational provision or adult social care provision. However we would encourage any individual applying for this role, if they are interested in becoming a Governor, as we will be able to offer a number of training.

The role of a Governor is to:

- Determine what education and training the college will provide.
- Agree the strategy for delivering it.
- lead the drive for improved standards in teaching and learning by ensuring good control systems.
- Challenge areas for improvement.

Key accountabilities and dimensions of the Governing Body

Each setting has a Governing Body comprising a range of people with the knowledge, skills and experience needed to support effective governance, including parents/carers. The Governors meet regularly and visit the settings to review and monitor their performance. Information on progress and outcomes is made available at annual reviews, to parents/carers and Local Authorities, and reported

termly to the Governing Bodies. We also have a board-level Education Committee that oversees performance across all our settings.

Our settings are subject to Ofsted inspections, which are published online, both on our website and by Ofsted.

Good governance is key to the success of St John's College. We are proud to have such a committed Governing Body. Our Governor's drive for quality is reflective of that of our staff. This is a winning combination and one we are determined to carry forward in our future strategy and college development.

St John's College's Governing Body is established as a sub-committee of the Board of Trustees and is responsible for supporting the Board of Trustees in ensuring effective oversight of St John's College by:

- Determining the aims and priorities of the service.
- Setting targets (statutory and where appropriate).
- Monitoring and evaluating the work of the service.
- Securing high levels of attendance.
- Ensuring that all young people in the services have access to a broad and balanced curriculum which is suitable for age, aptitude and ability, which prepares them for adult life.
- Ensuring the health and safety of young people and staff in the service.

Each individual Governor has a responsibility, working alongside other members of the Governing Body, to learners, staff of the school and the wider community.

The expectations of a Governor can be found in the table in the next section, including the expected time commitment for a Governor.

We offer all our Governors an in-depth induction, termly training sessions and a variety of online training courses to ensure they can make the most of their time on the Governing Body. In addition, there are opportunities for Governors to take on more responsibility as a Link Governor in a specific topic area they are interested in.



Person Description



If you are interested in becoming a Governor for Spring School, please do apply, see the next section on how to apply. We have put together some key attributes we look for in our Governors:

Knowledge, Experience & Skills

1. Ability to participate actively in group decision making.
2. Willingness to represent the organisation and services internally and externally.
3. Ability to attend late afternoon meetings, one full day meeting and termly twilight training session.
4. Ability to commit to at least one day per month to the school, over a number of meetings.
5. Previous experience of sitting on a Governing Body or in the Governance sector.
6. To have experience in either of the following fields: safeguarding, FE education experience, employability and transitions for young people.

Personal Attributes

1. Ambitious about Autism and Ambitious about Autism Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
2. Willingness and ability to learn about education and / or children's environment, policy and law
3. Be values driven, able to identify with the five values of the charity and be inclusive and ambitious
4. Basic understanding of autism and SEND

Please note that the role of Governor is voluntary although Governors are re-reimbursed all reasonable related expenses in accordance with the Expenses Policy.



How to apply



If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our Governance and Compliance Manager, at plindsley@ambitiousaboutautism.org.uk

To apply for a Community Governor role, please provide a statement on why you would like to apply and what relevant experience you have to make you suited to the role.

Please email your application to: plindsley@ambitiousaboutautism.org.uk

Closing date: 26th February 2024

After you have submitted your application, we shall be in contact regarding next steps in the application process.

We are committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.

Equal opportunities

Ambitious about Autism is fully committed to equality of opportunity and diversity, and we warmly welcome and encourage applications from all suitably qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.



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Contact us

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