



**Governor at St  
John's College,  
Chair of  
Residential  
Chair Sub-  
Committee**



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**Ambitious  
about Autism**

# 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 learners to flourish and grow. Everything we do is underpinned by our determination that every learner 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 social care, 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 aged 19-25 years who are autistic and have learning disabilities.

The college curriculum is comprised of four key learning areas relevant in the preparation for adulthood:

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

Learners make full use of our well-resourced on-site 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.

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.

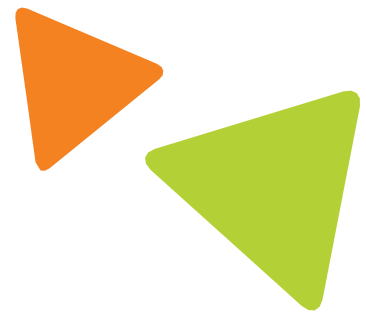
Learners also benefit from a range of enrichment activities such as drama productions, music gigs, open mic nights, dance, swimming, horse riding and art exhibitions.

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

The college offers residential provision for a number of learners, which provides them with opportunities to gain experiences and learn skills outside the college environment and enjoy a full life as members of the local community.

The college is regulated by Ofsted and CQC, for the residential provision.

# 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.

## About autism

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



<b>Job title</b>	Governor (Chair of Residential Care Sub-Committee)	<b>Team</b>	St Johns College GB
<b>Job band</b>	Volunteer	<b>Reporting to</b>	Chair of Governing Body
<b>Hours</b>	Minimum commitment over the academic year includes: <ul style="list-style-type: none"> <li>• Termly Governing Body (GB) meetings</li> <li>• Annual GB development meeting</li> <li>• Termly Twilight governors training</li> <li>• Termly visits/virtual meetings</li> <li>• Termly residential care sub-committee meetings</li> </ul>	<b>Line manages</b>	n/a

## Role purpose

We are seeking a Governor to join the St John's College Governing Body and chair the residential care sub-committee. The candidate will have experience in residential care provision and be familiar with Care Quality Commission (CQC) regulations.

## The role of the Governor and Chair of the sub-committee is to:

- Lead the Governing Body's residential sub-committee and ensure that it meets all its legal responsibilities;
- Be well informed about education and social care issues, both locally and nationally, and should share this understanding and knowledge with the Governing Body;
- Be well trained and should continue to engage in regular, relevant training;
- Make sure that all members have the opportunity to contribute during sub-committee meetings;
- Provide critical challenge to senior leadership team and act as sounding board;
- Monitor and evaluate the work of the college and residential homes;
- Ensure all young people at the college and residential homes have access to broad and balanced curriculum which is suitable to age, aptitude and ability, which prepare them for adult life;
- Ensure the health and safety of young people and staff at the college and residential homes;
- Have a positive impact on the effectiveness of the governing body and college;
- Determining the aims and priorities of the college and residential homes by setting clear targets;
- Attend Termly Governing Body meetings plus an annual development day;
- Have regular visits to the College and attend key events and Ofsted or CQC inspections;

## Key accountabilities and dimensions of the Governing Body

The Governing Body has a range of people with the knowledge, skills and experience needed to support effective governance, including parents/carers. Governors meet regularly and visit the settings to review and monitor their performance. The Governing Body is a sub-committee of the Education & Care Committee that oversees performance across all of our settings.

The Governing Body does not have responsibility for managing College finances, property or equipment, nor does it have responsibility for employing staff etc. Instead, the Governing Body works within the strategy, policy and planning framework established by the Charity and informed by advice and recommendations from the joint Education Committee.

Good governance is key to the success of St John's College. We are proud to have such a committed Governing Body. Our Governors' 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 overall purpose is to support the charity's Board of Trustees in ensuring effective oversight of St John's College by:

- Ensuring learners achieve excellent progress, attainment and outcomes;
- Promoting the health, welfare and safety of learners;
- Ensuring the College complies with relevant legislation and guidance;
- Ensuring development of the College and its overall effectiveness;
- Ensuring high standards of professional practice;
- Ensuring compliance with Group and/or Charity policies as required;
- Supporting and holding senior leaders to account;
- Ensuring the College's work is, where possible, evidence based;
- Maximising the reach and impact for the benefit of autistic young people and their families;
- Delivering high levels of satisfaction to learners, their families and other stakeholders;
- Maintaining and enhancing the reputation of the College and the Charity;
- Ensuring appropriate appointments to the Governing Body and high standards of governance.

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

We offer 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. Experience as a governor, trustee or committee member or supporting an executive level.
3. Experience of acting as an ambassador for an organisation internally and externally.
4. Ability to commit to at least one day per month to the role, including in-person meetings and visits to the college.
5. To have experience in social care and be familiar with CQC regulations.
6. To have an understanding of FE education provision.

## Personal Attributes

1. Commitment to the mission, vision and values of Ambitious about Autism.
2. Ability to support the development of strategic plans.
3. Ability to communicate effectively and sensitively, engage with a range of audiences, encourage full participation and instil confidence in a group.
4. Ability to interpret complex information and data.
5. Good organisational skills.
6. Willingness and ability to learn about the needs of young people with special educational needs and education policy and legal frameworks.

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 Head of Governance and Compliance, at [plindsley@ambitiousaboutautism.org.uk](mailto:plindsley@ambitiousaboutautism.org.uk)

To apply for the 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](mailto:plindsley@ambitiousaboutautism.org.uk)

**Closing date: Monday 3<sup>rd</sup> June 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.



# We are Ambitious about Autism

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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.

## Contact us

The Pears National Centre for Autism Education  
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☎ 020 8815 5444

✉ [info@ambitiousaboutautism.org.uk](mailto:info@ambitiousaboutautism.org.uk)

🌐 [ambitiousaboutautism.org.uk](http://ambitiousaboutautism.org.uk)

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Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.