

DIOCESE OF
ST ALBANS
MULTI-ACADEMY TRUST

11th September 2017

Dear Parents/members of the local community

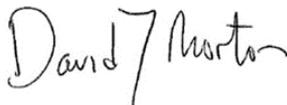
I am writing to thank you for your support of Manshead Church of England Academy and to welcome you to the start of a new school year. We are excited about the potential that this year holds for each of our academies.

I would like to remind you of an opportunity that has arisen for you to apply to serve as a member of the newly formed Academy Council that will support both Manshead CE Academy's leadership and the Diocese of St Albans Multi-Academy Trust.

Academy Councils (Local Governing Bodies) are the bodies that replace a school's Governing Body when it becomes an Academy. DSAMAT is wanting to build strong, vibrant Academy Councils that will support, develop and challenge the work of academies in the Trust in areas such as safeguarding, Christian ethos, community relationships and aspects of performance and pay review. The process of appointing members to the new Academy Councils has already begun, with further members being appointed by 1st January 2018.

If you are interested in applying, please collect an application pack from the school office or download a pack from the Governance section of the school website www.mansheadschoo.co.uk Completed applications should be returned to the school by 30th September 2017.

With best wishes.



David Morton
Chief Executive Officer
Diocese of St Albans Multi-Academy Trust

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Academy Council

JOB DESCRIPTION

1. The Responsibilities of an Academy Council

- To **support** the trustees/directors in the governance of the academy according to the Scheme of Delegation and as a committee of the DSAMAT Board of Trustees/Directors
- To **support** the trustees/directors in their 3 core functions:
 - Ensuring clarity of vision, ethos and strategic direction
 - In good/outstanding academies holding executive leaders to account for the educational performance of the academy and its pupils and the performance management of staff; and
 - Overseeing the financial performance of the academy and making sure its money is well spent.¹
- Acting as representative stakeholders of the local community and the academy
- Ensure that safeguarding is effective for all children and staff

The Academy Council terms of reference and scheme of delegation set out the key responsibilities and therefore any aspect of this job description may be limited by the scope of delegation at any point in time.

2. A member of the Academy Council is expected to contribute to strategic discussions about:

- i. maintaining and developing the Christian ethos of the academy.
- ii. the vision of the academy within the overall vision of DSAMAT;
- iii. clear and ambitious strategic priorities and targets for the academy;
- iv. ensuring that all children, including those with special educational needs, have access to a broad and balanced curriculum;
- v. the academy's budget, including the expenditure of the pupil and sports premium allocation;
- vi. the academy's staffing structure;
- vii. the principles to be used by leaders to set other academy policies;
- viii. ensuring acceleration of pupil progress and achievement, particularly for the most disadvantaged pupils, SEND and the more able;
- ix. how the plans and policies are being followed through reporting on monitoring visits, the protocols for which are set out in the monitoring and visits policies.

3. Act as critical friend to the academy's senior leadership team by:

- i. agreeing the outcomes from the academy's self-evaluation and ensuring they are used to inform the priorities in the academy development and SIAMS plans;
- ii. considering all relevant data and feedback provided on request by school

¹ DfE Governance Handbook, January 2017

- leaders, DSAMAT and external sources on all aspects of academy performance;
- iii. asking challenging questions of academy leaders;
 - iv. ensuring senior leaders have arranged for required audits to be carried out and receiving the results of those audits to inform planning;
 - v. ensuring senior leaders have developed the required DSAMAT and other policies and procedures and the academy is operating effectively according to those policies;
 - vi. acting as a link member (if appointed) on a specific area (see below), making appropriate enquiries of the relevant staff, and reporting to the academy council on the progress of the relevant academy priority; and
 - vii. listening to and reporting to the academy's stakeholders: pupils, parents, staff, and the wider community, including local employers.

4. When requested by DSAMAT or Chair of the Academy Council

Academy council members may serve on panels to:

- a. appoint the Headteacher (and possibly other senior leaders);
- b. appraise the Headteacher;
- c. hear the second stage of formal complaints, grievances and disciplinary matters;
- d. hear appeals about pupil exclusions;
- e. any other statutory and non-statutory panels as required.

5. Skills and attributes and training

In order to perform this role well, an academy council member is expected to:

- i. always act in the interests of DSAMAT and the academy, being aware of the principles of corporate responsibility;
- ii. get to know the academy, including by visiting occasionally during academy hours, and gain a good understanding of the academy's strengths and weaknesses;
- iii. attend induction training and regular training and development events run by or recommended by DSAMAT;
- iv. attend and actively participate in academy council meetings and read all the papers before the meeting;
- v. provide apologies for any absence to the clerk in advance of a meeting offering appropriate reasons;
- vi. act in the best interests of all the pupils of the academy; and
- vii. behave in a professional manner, as set down in DSAMAT academy council code of conduct and the Nolan principles
- viii. always to act in strict confidence and according to the principles of collective responsibility.

6. Declaration of potential conflicts of interest

All academy council members must complete and keep up-to-date all declarations of potential conflicts of interest which will be published on the academy website.

7. An Academy Council Member does NOT:

- i. write school policies;
- ii. undertake audits of any sort – whether financial or health & safety - even if the member has the relevant professional experience;
- iii. spend much time with the pupils of the academy – if you want to work directly with children, there are many other voluntary valuable roles within the school;
- iv. fundraise – this is the role of the PTA – the academy council should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- v. undertake classroom observations to make judgements on the quality of teaching – the academy council monitors the quality of teaching in the academy by requiring data from the senior staff and from DSAMAT staff and external sources;
- vi. do the job of the academy staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the academy council needs to consider and make recommendations to the DSAMAT Board to rectify this;
- vii. act out of self-interest or of their own children but for the good of the whole school community.

8. Particular Lead Roles

Members of the academy council will usually be identified as having a particular lead role or responsibility. The main purposes of these are about:

- i. building good relationships with key staff;
- ii. developing a link between the academy and academy council;
- iii. liaison with an appropriate staff member regularly;
- iv. understanding reports etc. that are being presented to members and being able to present and/or speak to them;
- v. better equipped to ask challenging questions;
- vi. provide support in the specific area;
- vii. monitor the specific area and report to the academy council.

To fulfill their lead role members should:

- i. access specific training and mentoring (regardless of previous experience/training);
- ii. make their own arrangements to visit the school through the Headteacher and meet with the appropriate staff member in accordance with the Visits Policy.
- iii. remember they are accountable for their Lead Role and have no delegated powers unless and until given such by a decision of the academy council.

Lead Roles include:

- i. Special Educational Needs and Disabilities (SEND) – *required*
- ii. Safeguarding – *required*
- iii. Health & Safety and premises
- iv. Curriculum
- v. Data
- vi. Finance

PERSON SPECIFICATION

This is a brief guide. The skills audit includes a wide range of desirables and will be used in the process of appointment.

SPECIFICATION	ESSENTIAL	DESIRABLE
Commitment	<ul style="list-style-type: none"> • to the distinctively Christian Church School ethos of DSAMAT and the academy • to integrity, objectivity, honesty etc. and a willingness to act in the public interest • to improving quality and raising standards 	<ul style="list-style-type: none"> • Understanding of current national education policy and the local education context • Daytime availability • Availability to meet Ofsted Inspectors and others who carry out reviews
Training	<ul style="list-style-type: none"> • Ready to develop a knowledge and understanding of the role by attending training courses and briefings • Examples of commitment to personal professional development in other spheres 	<ul style="list-style-type: none"> • Experience of working in partnership with other academies and schools • Experience of governance in a church school or academy • Experience of monitoring in the classroom • Experience of managing significant change in an organisation • Safer recruitment training •
General skills and abilities to have – or be willing to develop <i>(All desirable skills are identified on the skills audit)</i>	<ul style="list-style-type: none"> • Work on your own initiative • Work positively with others and to contribute as a member of a team • Critical listening and questioning skills • Read, understand and develop a critical eye on a range of documents • IT literate • A willingness to: <ul style="list-style-type: none"> - get to know the school: its needs, strengths and areas of development - visit the school during teaching hours and to attend evening meetings 	<ul style="list-style-type: none"> • Analytical and problem solving abilities. • Report writing • The ability to: <ul style="list-style-type: none"> - think strategically - make a contribution to reasoned decisions • Experience of working in or visiting a school/academy in the past as a governor

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<p>For a Chair (in addition to the above)</p>	<ul style="list-style-type: none"> • Clear vision and passion for Church Schools • Proven experience of chair of a board • Strategic thinker • Decisive • Team builder and inclusive • Personable and approachable • Good communicator • Integrity • Impartial and objective critical friend • Appropriate IT Skills • Availability to meet Ofsted Inspectors and others who carry out reviews • Continued Christian commitment 	<ul style="list-style-type: none"> • Proven experience of school governance • Proven experience of charitable trusts • Financial acumen • Management qualifications or experience • Understanding of current education issues • Daytime availability
<p>For a member with responsibility for Special Educational Needs and Disabilities</p>	<ul style="list-style-type: none"> • To urgently undertake training for the role of SEND member • Practical experience of meeting the needs of vulnerable people • Patience with bureaucratic processes • Availability to meet Ofsted Inspectors and others who carry out reviews 	<ul style="list-style-type: none"> • Already received up to date SEND training • Experience of working with staff responsible for SEND
<p>For a member with responsibility for safeguarding (not a parent or staff member)</p>	<ul style="list-style-type: none"> • To urgently undertake training for the role of Safeguarding member • Compassionate, organised and realistic • Ability to discuss and support strategies with senior leaders • Daytime availability for monitoring • Availability to meet Ofsted Inspectors and others who carry out reviews • Ability to maintain absolute confidentiality 	<ul style="list-style-type: none"> • Already received up to date Safeguarding training