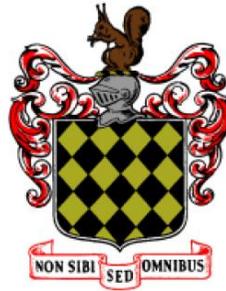


The Blue Coat Trust



**Governance recruitment
Information for applicants**



The Blue Coat Trust

Governance recruitment

Church Road
Wavertree
Liverpool L15 9EE
T: 0151 733 1407

Who we are

Non sibi sed omnibus – not for oneself, but for all

The Blue Coat Trust is a young and ambitious learning community committed to academic excellence.

We strive for ...

- ✓ Outstanding educational provision
- ✓ Exceptional workforce development
- ✓ Outstanding leadership of resources
- ✓ A renowned reputation of improved standards
- ✓ An aspirational vision for local children

We anticipate the trust being launched in 2019 and will sponsor the academies for which the trust is responsible. Initially there will be one partner school in our community, The Liverpool Blue Coat School, a selective academy situated in Wavertree, Liverpool.

The Blue Coat Trust has a growth plan that will see this expand over the course of time and in recognition of this we are seeking to appoint **Members** and **Trustees** who are excited about transforming educational provision with the knowledge, skills and behaviours that enable them to provide effective strategic leadership and accountability.

We are recruiting

Our governance structure has three levels: Members, Trustees and Local Governors, all of which are voluntary, unpaid roles. We are currently recruiting Members and Trustees which are both challenging but hugely rewarding roles and will give you the opportunity to make a real difference to the lives of young people, give something back to your local community and use and develop your skills in a board-level environment.

Members and trustees would normally live within reasonable travelling distance, have a genuine interest in the local region, a willingness to give time to the role and a capacity for working with other people.

We are looking for a range of people, from those seeking their first board-level experience through to those already holding a commercial non-executive director role. We can offer opportunities for those with experience in fields that include, but not limited to, finance, law, marketing, human resources, property, education, risk management and welfare.

Further information is available

Our intent
Structures of governance and leadership
The roles of Member and Trustee
Competency framework
Model Articles of Association
Governor Handbook
Partner school (Blue Coat School)
Application form

We look forward to hearing from you

For an informal conversation or further information, please contact the Clerk to Governors on d.rice@bluecoatschool.org.uk

Deadline for receipt of completed application forms Monday 3rd June 2019

The Blue Coat Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Governance posts are subject to enhanced disclosures being obtained from the Disclosure and Barring Service.



The Blue Coat Trust

Our intent

The Blue Coat School seeks to form a Multi-Academy Trust (MAT) where it can use its experience as one of the country's highest performing selective academy's to lead other academies in aspiring to and achieving the highest possible educational standards.

The MAT will serve primary, secondary and special schools in Liverpool and surrounding areas in the North West of England where there is an ongoing need to secure the leadership capacity required to face the current challenges within the educational landscape with confidence, positivity and optimism.

The MAT will promote the highest standards of educational provision that will achieve outstanding outcomes and development for children from all backgrounds. Education will be underpinned by The Blue Coat School's motto: 'Not for ones-self but for all' which will inspire children to achieve their very best so that they can positively contribute to local, national and global communities.

Academies in the MAT will benefit from a balance of sharply focussed schedule of core processes of accountability which will inform bespoke challenge and targeted school to school support in order to achieve:

- Outstanding education provision which secures consistent outcomes for all groups of children
- Exceptional workforce development to secure and sustain excellent educational provision by identifying, developing and retaining talent
- Outstanding leadership of resources which maximises spending directly on education as a result of tight and robust financial practices and controls
- A renowned reputation of improving standards through mutually respectful and beneficial partnerships across all academies in the MAT
- The most aspirational vision for local children which ensures all children from all backgrounds have equal access to provision which inspires an appetite for learning, development and success.

The MAT will sponsor one academy in its first year and two more academies in each of its second and third years.

Initially the MAT would target primary, secondary and special school provision in Liverpool and surrounding Local Authorities so that geographical proximity supports strong success and impact in the early years of the MAT. The MAT will include converter academies, existing single academy trusts and new free schools in its growth portfolio.

Beyond initial setup which will focus on ensuring the MAT benefits from reviewing and evaluating its systems, processes and practices, the MAT will continue a plan of growth towards a size of at least 10 academies.

The initial model of staffing the MAT will include a Chief Executive Officer, Chief Operating Officer and an Executive Assistant to provide the strategic functions and capacity to successfully pursue an ambitious and diverse growth plan.

To support additional strategic growth, the MAT will introduce a number of Director roles to support the CEO and COO by overseeing key responsibilities and improvement across all academies.

We will strive for... All academies in the MAT will have the opportunities to...

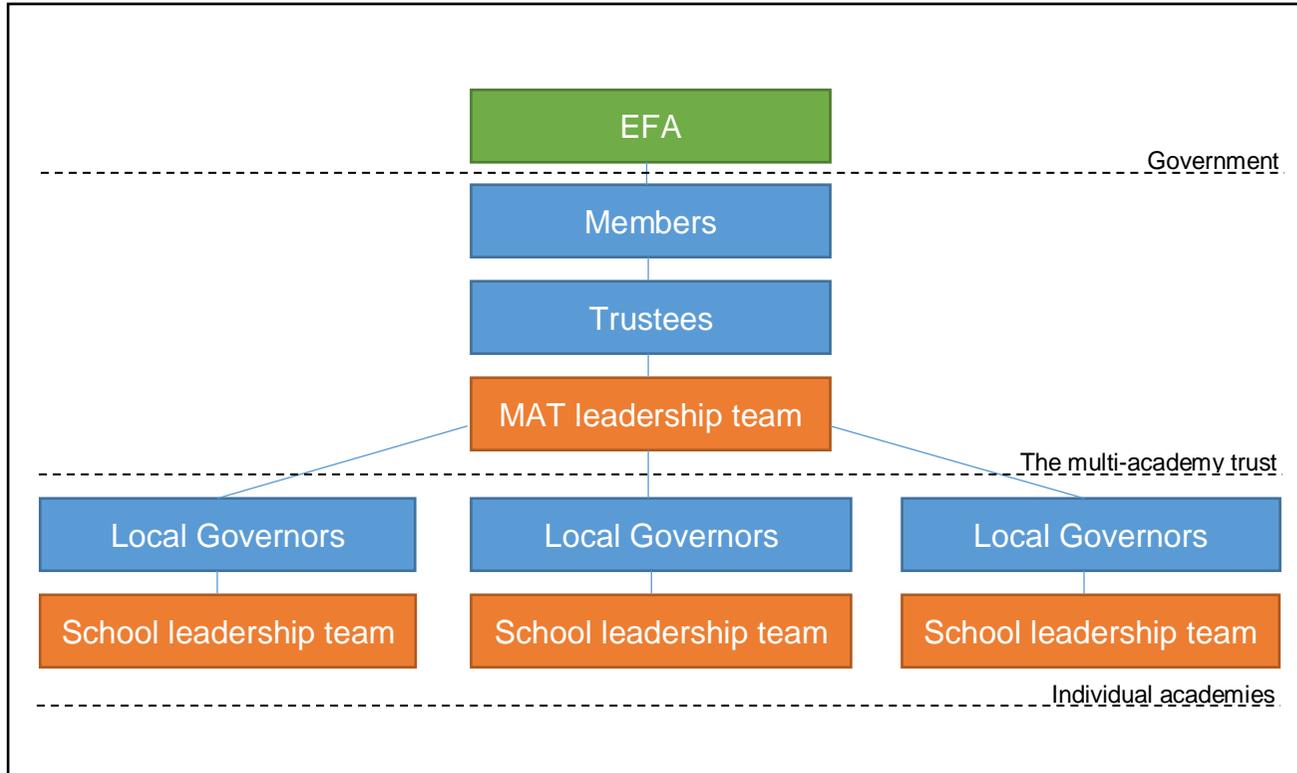
<p>Outstanding educational provision</p>	<ul style="list-style-type: none"> ▪ Work together to develop new and more innovative teaching strategies to support students learning ▪ Offer the widest possible range of subjects and study opportunities to students of all age-groups ▪ Provide the widest range of curriculum enhancement opportunities for students to participate in ▪ Share facilities that support new curricula and extra-curricula opportunities ▪ Benefit from direct access to school specific subject, pastoral and support team expertise ▪ Share and learn from each others skilled leadership of student mentoring, learning support and SEND provision
<p>Exceptional workforce development</p>	<ul style="list-style-type: none"> ▪ Secure ongoing improvements to provision because of staff access to a more varied range of good practices ▪ Participate in greater volume of career development opportunities for teachers, support staff and leaders that develop and improve provision for students ▪ Research, develop and improve provision for students in all areas because of a wider variety of staff development opportunities ▪ Secure and sustain outstanding provision because of increased opportunities for workforce development and retention of talent ▪ Establish and sustain even more aspiration and innovation across teaching, pastoral and support teams
<p>Outstanding leadership of resources</p>	<ul style="list-style-type: none"> ▪ Make even better use of finances to support students learning and development because of closer access to effective financial practices across all partner schools ▪ Use finances with more freedom to provide more opportunities for students because of better access to shared procurement arrangements ▪ Increase spending on teaching and learning as a result of financial savings brought about by economies of scale ▪ Generate more expendible income to support students development by pooling expert leadership of finances and resources on a larger scale
<p>A renowned reputation of improving standards</p>	<ul style="list-style-type: none"> ▪ Work collectively to improve the standard of learning and development for all students of all ages in all academies ▪ Collectively aspire to and support each other towards a community ethos of achievement that is 'not for ones-self but for all' ▪ Develop benefical and respectful relationships for students and staff across partner academies that support mutual improvements to educational provision, learning and the wider development of children and adults
<p>The most aspirational vision for local children</p>	<ul style="list-style-type: none"> ▪ Role model the importance and impact of embracing the future with strong and postive leadership ▪ Ensure that all children have access to and support for the highest levels of aspiration regardless of their ability, background or culture ▪ Work together to promote and secure a consistently outstanding appetite for learning, development and success for local children ▪ Develop mutually benefical partnerships, relationships and ways of working that support the highly aspirational aims of our educational vision



The Blue Coat Trust

Structures of governance and leadership

This document sets out the **structures of governance and leadership** within a well-run Multi-academy trust. It explains how each level of governance and leadership interacts with each other and outlines the essential tools: Articles of Association (AOA), Scheme of Delegation (SOD) and Terms of Reference (TOR) that are necessary to ensure there is clarity about the responsibilities, duties and roles of each level of leadership.



Members are similar to a company's shareholders – they sit above the board of trustees with a largely hands-off role. Their key responsibilities are:

- To be signatories and to amend for the AOA
- To appoint, remove and hold trustees to account
- To make significant changes to the trust

Trustees have legal duties as charity trustees and company directors. Their key responsibilities are:

- To undertake the duties set out in the DFE's Governance Handbook
- To ensure compliance with Charity Law
- To ensure compliance with Company Law
- To determine Terms of Reference (TOR) that set out the constitution, membership and proceedings of local governing bodies (LGB)
- To determine a Scheme of Delegation (SOD) that sets out clear responsibilities, duties and accountability between the MAT and LGB

MAT leadership team are the leaders centrally employed by the MAT to direct, oversee and hold schools within the MAT to account. The leadership team is comprised of directors with strategic oversight of key areas. Their key responsibilities are:

- Establish and promote the overall vision of the MAT
- Define MAT wide strategy
- Lead effective systems and processes to improve and hold schools to account

Local Governors are a group of school-specific committees that undertake some functions of governance. Individuals who sit on LGB are known as local governors, they may or may not be trustees of the MAT. Their key responsibilities are:

- Exercise local governance of the school in line with the TOR
- To undertake school governance in line with the Scheme of Delegation (SOD)

School leadership teams are the local teams of HT's, DHT's and AHT's within each school. Their key responsibilities are:

- To undertake the operational leadership and management of individual schools
- To work within MAT wide policies and systems to plan, implement, review, and evaluate provision

Articles of Association (AOA) is a document which forms the company's constitution, defines the responsibilities of the trustees, the kind of business to be undertaken, and the means by which the members exert control over the board of trustees. The articles set out the charitable purpose of the trust and its governance structure.

Schemes of Delegation (SOD) set out where responsibilities and accountabilities sit within the MATS structure. They provide clarity whether a task is the responsibility of trustees, the MAT leadership team, local governors or school leadership teams.



The Blue Coat Trust

The role of members

What are members?

Members are the equivalent of shareholders in a commercial company.
They 'own' the Academy Trust.
They can be thought of as: guardians of the governance of the academy trust.

What are the rights and responsibilities of members?

Members rights and responsibilities are set out by The Companies Act 2006 and in The Multi-Academy Trusts Articles of Association. They are:

1. The appointment and removal of members
2. The right to appoint and removal of trustees
3. The right to amend the Articles of Association
4. The right to appoint the auditors of the Multi-Academy Trust
5. The right to receive the annual accounts of the Multi-Academy Trust
6. The responsibility to ensure that members meet and execute their duties effectively
7. The responsibility to ensure that the charitable objective of the Multi-Academy Trust is fulfilled
8. The responsibility to ensure the success of the Multi-Academy Trust

What demands does the role of member entail?

Members role is one of oversight
It is a limited role that is distinct from the greater demands of trustees.
Members business is conducted at members meeting or by written resolution.
Typically members will only meet once a year at the Annual General Meeting.

How is the role different to that of trustees?

Trustees have a more demanding and time-consuming role.
They make the key decisions and conduct the business of the Multi-Academy Trusts across three core functions:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding leaders to account for educational performance of students and performance management of staff
3. Overseeing financial performance



The Blue Coat Trust

The role of trustees

What are trustees?

Trustees are both trustees of the charity and directors of the company limited by guarantee. They must have the best interests of the trust uppermost in their minds at all times, and have a duty of compliance, ensuring all relevant laws and regulations are followed.

Trustees have the ultimate responsibility for determining the overall strategic direction and development of the trust. They direct the affairs of the trust, ensuring that it is solvent, well run and delivering its charitable outcomes. Trustees control the administration and management of the charity and are known collectively as the Board of Trustees.

What are the rights and responsibilities of trustees?

As holders of a public office, trustees are expected to meet the standards of conduct detailed in the Department for Education Articles of Association and the Nolan principles of public life - selflessness, integrity, objectivity, accountability, openness, honesty and leadership. In addition, they must:

1. To undertake the duties set out in the Department for Education's Governance Handbook
2. Ensure compliance under funding agreements made with the Department for Education
3. Ensure compliance with charity law
4. Ensure compliance with company law
5. Determine terms of reference that set out the constitution, membership and proceedings of local governing bodies
6. Determine a Scheme of Delegation that sets out clear responsibilities, duties and accountability between the multi academy trust and local governing bodies.

What demands does the role of trustee entail?

Trustee positions are pro-bono and are not remunerated. Most appointments are made for a term of three to four years however, the length of terms are agreed on appointment and set out in Articles of Association. Trustees usually meet once per month for board meetings.

How is the role different to that of local governors?

- Trustees delegate governance functions to local governing bodies through an agreed Scheme of Delegation. In addition:
1. set the vision, ethos and strategic direction of the trust
 2. act as a critical friend to the Chief Executive and other trust leaders and hold them to account for the trust's performance.
 3. ensure financial probity throughout the trust



The Blue Coat Trust

Further information is available from:

If you would like to understand a little more you may be interested in reading the following documents	
Model Articles of Association	www.gov.uk/government/publications/academy-model-memorandum-and-articles-of-association
Governor handbook and competency framework	www.gov.uk/government/publications/governance-handbook
The Blue Coat School partner school information	www.bluecoatschoolliverpool.org.uk/
Governance recruitment application form	www.bluecoatschoolliverpool.org.uk/our-school/recruitment/