



**Tettenhall
Wood
School**

Local Governor

Unpaid/Voluntary

Job Description & Person Specification

Welcome from the Chair of Trustees

I have been involved in Governance at Aldersley High School and the Amethyst Trust for a number of years. I was appointed as Chair of the Trust Board when Aldersley High School first became an academy and I am proud to be the Chair of this very successful organisation.



The Trust has grown from strength to strength from its inception and is recognised as a leading Multi Academy Trust of choice by many students and their parents and carers. We are delighted that in 2023 two specialist provisions within Wolverhampton joined the Trust, expanding our strong inclusive family of schools to incorporate children from 3-19.

We have worked hard to ensure a successful collaboration between the operational and governance side of the Trust to ensure all our energy is put into educational outcomes. I am proud of our dedicated workforce of teachers and staff who are motivated to provide the very best. Our finances give us the flexibility to provide the very best staff and we continually look for improvements in educational outcomes. We invest heavily in enrichment activities for our students something we feel is necessary alongside the academic curriculum. This has ensured that our young people really can choose their own destiny whether that is University or higher level apprenticeships. I am proud to be the Chair of the Trust Board and feel that governance makes a real difference.

Welcome from the CEO

Welcome to Amethyst Academies Trust and thank you for considering joining our Trust.

At Amethyst, every member of staff has the opportunity to continue their own professional development through the Amethyst Academies Pathways offer. Our bespoke courses are written and facilitated by outstanding practitioners, leaders, SLE's and LLE's. They aim to evolve current practices, meet whole school initiatives and ensure that our students gain the greatest experiences in the classrooms of our schools. Our Pathways also offer support for non-teachers, teachers and leaders in schools enhance their own professional development.



One of my key priorities has been to ensure that our Trust has a strong school improvement infrastructure. As part of our Central Team, we now have three experienced school leaders focusing on all aspects of School Improvement and CPD in a full-time capacity for both specialist and secondary education.

Our headteachers meet weekly as part of the Executive Team to support strategic development and policy and we pride ourselves in the support network that has developed. Our knowledge- rich curriculum and supportive pedagogy enables all students to achieve high academically. However, we also pride ourselves in enriching our curriculum with a wide range of extra-curricular activities from Trust performances to gold Duke of Edinburgh expeditions.

We use our DfE Capital Development Grants to full effect which, alongside careful financial management of other monies, ensures that every school, and therefore every student, in our Trust benefits from improved facilities, be it a new Sixth Form build or refurbished dining and Sports facilities.



Tettenhall Wood School



All about Tettenhall Wood School;

Address	Regis Road, Tettenhall, Wolverhampton, West Midlands, WV6 8XF
Local authority	Wolverhampton (336)
Headteacher/Principal	Mr Ross Ashcroft
Age range	4 to 19
Gender of entry	Mixed
Ofsted rating	No data available
School capacity	120
Special classes	Has Special Classes
Type of SEN provision	ASD - Autistic Spectrum Disorder

A note from the Headteacher;

At Tettenhall Wood School we recognise that children spend approximately 1,000,000 minutes in education through primary school, secondary school and 6th form. As an all through Autism Specialist School, many of our pupils spend their entire educational school life with us, every single one of those 1,000,000 minutes, so it's imperative we make sure every minute counts. We take that responsibility seriously and ensure our pupils learn more and can do more than ever before.

This commitment has been recognised by the National Autistic Society by granting the school Advanced status in the Autism Specialist Awards. This is just one of the amazing achievements our staff have earned through their hard work and commitment to our pupils.

Tettenhall Wood School is devoted to becoming a nationally recognised leader in specialist education, and we are looking for people to bolster and strengthen our existing team to achieve this aim.



Ross Ashcroft
Headteacher





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Wood
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The School is looking to appoint at least two Board Governors who will play a critical role in realising the School's ambitions, helping us to recognise future opportunities, and to tackle challenges with confidence and agility, by providing appropriate challenge and support to the School's executive team.

For one Board position we are looking for candidates with Special School academic experience in the Specialist education sector. We are also seeking interest more widely from those with relevant and contemporary skills and experience from across the private, public, and not-for profit sectors, particularly strategic level experience in/of the regulated industries and customer experience.

The School would very much welcome board-level experience but demonstrable understanding of the nuances between the role of an executive and non-executive is essential. The successful candidates will have character, resilience, and a desire to learn. Above all, applicants will be able to provide scrutiny and robust challenge and will be unafraid to ask the difficult questions where necessary. They will be able to provide a broad strategic view on the variety of matters which come before the Board. Applicants will appreciate the context in which the School operates, share its community-based values, and view issues with an eye to both the education of young people, and the benefit of the communities which it serves.

We are proud of our open and inclusive culture and our Governors are passionate about the School's work and the positive impact we have on the lives of our students. The School welcomes applications from those who have a passion for education, and is particularly keen to further the diversity of the Board through these appointments.

Terms of appointment - Our governance documents set out the maximum tenure for any governor which is four years. There are three formal Board meetings per year in addition to Committee meetings, with governors usually assigned to a committee on appointment. In addition, there will be one away day per academic year and other ad hoc events. Board meetings will take place at school, while Committee meetings may operate more remotely at times.

Remuneration - This role is not remunerated but reasonable, pre-agreed domestic travel expenses will be reimbursed in line with our Governor Expenses Policy.

Induction – Successful candidates will be offered a full induction, with support and mentorship over a 12-month period to allow gentle development into the Governance role.



School Governor: The Role

A Member of the Board of Governors will be expected to play a key role in ensuring that the necessary business of the Board is carried out efficiently, effectively, in a manner consistent with the School's constitution and observing the highest standards of governance, transparency and accountability in the conduct of public business.

Scope of our Governing Board

The Board's main responsibilities are:

- To approve the mission and strategic vision of the School, long-term business plans, key performance indicators (KPIs) and School Improvement Priorities, and to ensure that these meet the interests of stakeholders.
- To ensure the establishment and monitoring of systems of control and accountability, including ethical governance; financial and operational controls and risk assessment; and procedures for handling complaints and for managing conflicts of interest.
- To monitor institutional performance against plans and budgets and approved KPIs, which should be, where possible and appropriate, benchmarked against other comparable schools.
- To engage with parents and the local communities to ensure that students are supported to learn and the school is serving the needs of the local community To fulfil all
- statutory and regulatory responsibilities.
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Governors have a key role to play in ensuring effective risk management in relation to future strategy and current operations. Governors are expected to contribute debate, to make their knowledge and expertise available to the Board as opportunity arises, and to accept collective responsibility for Board decisions once they have been reached.

Person Specification

Key skills	Narrative
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role of The school within the local community and region.
Commitment to safeguarding young people and vulnerable adults	Able to demonstrate an understanding of the importance of safeguarding young people and a commitment to maintaining up-to-date safeguarding knowledge. Please note that the successful applicant will be required to complete a Disclosure and barring check (DBS).
Interpersonal and team work	Able to work positively with others and debate whilst maintaining a constructive atmosphere. Able to contribute collegiately to group discussion and decision-making and to respect the complementary skills and experiences of colleagues. Able to analyse facts, make reasoned judgements and constructively challenge.
Communication and ability to influence	Able to express ideas and plans in a clear manner and to listen actively to other views. Able to communicate effectively.
Planning and organisation	Able to establish quickly an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the School/Trust.
Drive to achieve and determination	Able to generate the required energy, enthusiasm and commitment necessary to be effective and have the tenacity to overcome obstacles.
Strategic perspective	Able to develop a broad-based view of issues and events and perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and rationalise appropriately. Able to think laterally and arrive at a pragmatic solution
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others
Experience	<p><u>Essential</u></p> <p>Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the seven principles of public life</p> <p>Full training provided</p>
	<p><u>Desirable</u></p> <p>Expertise in a range of sectors, e.g. private, public, not for profit</p>
Qualifications	No specific qualifications but a commitment to lifelong learning and ongoing development is essential

Circumstances	Available to prepare fully for and attend scheduled meetings of the Governing Body and its committees. Minimum attendance of 80% at formal meetings is expected.
Equal opportunities	Committed to equal opportunities
Diversity	The School positively welcomes applications from persons who can add to the diversity of the and Governing Board.

Application Process

We welcome visits from prospective Governors to meet with the Headteacher and Senior Leadership team to discuss the role in more detail. If you would like to explore this governance vacancy further please contact Lauren Jones (Governance professional) via email ljones@aatrust.co.uk to arrange an exploratory chat and/or school visit.

If you wish to apply for a governor position please send a short expression of interest (no more than 500 words) via email to Lauren Jones via email ljones@aatrust.co.uk

Your expression of interest should cover the following:

- The reason why you wish to support the School as a Governor
- Any experience or skills you feel will assist you within the Governance role
- Any other information you feel relevant to share.

If you want to make a positive difference to our young people, we would love to hear from you!

