



The Olympus Academy Trust Governance Framework Appendix C(ii) Person Specification for Board and Committee Members Policy

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Amendment History

Version	Amendment Date	Author	Amendment Summary
3	5 February 2013	EO	<ul style="list-style-type: none"> Updated terminology only Approved by the Board of Trustees
4	23 April 2014	AD	<ul style="list-style-type: none"> Reviewed Jan 14 – no change Approved by the Board of Trustees
5	May 2017	RR	<ul style="list-style-type: none"> Trustees to trustees, federation to trust. Amendment from individual performance review to annual self-evaluation. Approved by the Board of Trustees
6	Feb 2020	SWi	<ul style="list-style-type: none"> No amendments Approved by the Board of Trustees

1. **Introduction**

1.1 This person specification is in three parts:

- A set of core qualities expected of all trustees, governors and committee members.
- A set of skills, knowledge, and experience that The Trust needs to have amongst the membership of the board of trustees and the board committees.
- A set of core behavioural competencies that trustees, governors and committee members will be reviewed against at least once a year to identify any development and training needs.

1.2 All trustees, governors and committee members are encouraged to undertake training and other learning opportunities in order to expand their skills, knowledge and experience and to develop their competencies in order that they may fulfil their role and responsibilities as effectively as possible.

2. **Core Qualities required of all Trustees, Governors and Committee Members**

2.1 To have and demonstrate a commitment to:

- The success of The Trust as an educational facility, the welfare and progress of students and the development of sustainable communities.
- Meeting the needs of vulnerable student groups.
- Working effectively with other trustees / governors / committee members and with staff.
- The Trust's vision and mission, and to its strategic goals and objectives.
- The Trust's values.
- The involvement of students at a strategic level within The Trust.
- Promoting equality, diversity and inclusion.

2.2 To have and demonstrate a sufficient standard of learning to enable the proper assimilation of information presented to the board and committees; to be able to raise relevant questions about them; and to reach informed decisions.

2.3 To have personal circumstances that enable:

- Attendance at induction training in the first 3 months following appointment.
- Effective preparation for, attendance at and participation in 6 - 12 formal meetings per year (plus panels, working groups and any special meetings called as and when required).
- Attendance at an AGM during January, governance development programme events and related training activities.
- Ad hoc discussions and electronic contact to be held between meetings to help inform and develop excellent governance practice.
- Attendance at events to support the staff and students and engage with parent/carers and other stakeholders

2.4 To have an ability to:

- Work effectively in groups.
- Understand the concepts of strategic planning, budgeting and monitoring financial performance.
- Understand the strategic issues affecting the education sector and the implications for The Trust as an education provider.
- Contribute to the development and setting of standards in relation to the corporate, governance and operational arrangements across The Trust.
- Take responsibility as a major employer of staff.
- Take rational decisions on the basis of the information available.
- Use information technology in conducting their business as a trustee, governor or committee member.

3. **Skills, Knowledge and Experience**

3.1 All appointments are made on the basis that individuals bring skills, knowledge and experience which contributes to the collective capabilities of the board or committee to which they are appointed. The essential and desirable skills required on the board of trustees and board committees are set out in an annex to this person specification. They may be updated from time to time by the board of trustees.

- 3.2 Each trustee, governor or committee member is expected to contribute at least one or more of the essential areas of skills, knowledge and experience required on the board, or committee as appropriate.
- 3.3 The board of trustees will also look for individuals who can contribute any of the desirable areas of skills, knowledge and experience.
- 3.4 Any gaps in the skills, knowledge and experience on the board or committees will be a consideration when carrying out succession planning and recruiting new trustees, governors and committee members.

4. **Core Competencies for all Trustees, Governors and Committee Members**

- 4.1 The performance of all trustees, governors and committee members will be monitored by the relevant chair with support from the company secretary and where necessary a one- to-one review meeting will be arranged in order to provide an opportunity to give positive feedback, discuss and address any concerns relating to performance.
- 4.2 The core competencies are:
 - Thinking strategically
 - Providing effective challenge and support
 - Teamwork
 - Learning and improving
- 4.3 Core competencies are used to measure personal effectiveness in the ability to lead, inspire and add value to the governance of The Trust.
- 4.4 The Board and each Committee complete a self-evaluation exercise annually. The core competencies will be used as a tool to guide the process.

E = Essential

D = Desirable

	Board of Trustees		School Improvement Committee		Finance and Resources Committee		Audit and Risk Committee		Remuneration and Nominations Committee		Education Strategy and Standards	
	E	D	E	D	E	D	E	D	E	D	E	D
Skills, knowledge and experience												
Organisational development & change management	✓			✓		✓	✓		✓			✓
Stakeholder engagement and communication strategies	✓		✓			✓		✓			✓	✓
Corporate governance and regulation	✓		✓			✓	✓		✓			✓
Strategic leadership & business planning	✓			✓	✓		✓				✓	✓
Human resources and training	✓			✓	✓			✓	✓			✓
Employment law		✓		✓	✓			✓			✓	✓
Financial management or accountancy	✓			✓	✓		✓		✓			✓
Internal audit		✓		✓		✓	✓				✓	✓
Risk management	✓			✓	✓		✓				✓	✓
Treasury management, investment planning & funding		□		✓	✓			□			✓	□
Marketing, public relations & corporate communications	✓			✓		□		□			✓	□
Capital build or construction		□		✓		□		□			✓	□
Property repairs & maintenance		□		✓	✓			□			✓	□
Health & safety	✓		□		✓		✓				✓	□
Contract negotiation & procurement		□		✓	✓			□			✓	□
Safeguarding	✓		□		✓		✓				✓	□
Working with young people	✓		□			□		□			✓	□
Supporting vulnerable young people&/or special needs groups	✓		□			□		□			✓	□
Learning and Teaching	✓		□			□	✓				✓	□

Working strategically within the education sector	✓		☐		✓		✓		☐		☐	
Student behaviour, safety & well-being	✓		☐			☐	✓			✓	☐	
Analysis of, and providing challenge in relation to, strategic reports, presentations and data	✓		☐		✓		✓			✓		☐