



## The Olympus Academy Trust Governance Framework Appendix Q(ii) Person Specification for the Chair of Trustees

### Document Summary

<b>Document Owner:</b>	L Day
<b>Version:</b>	<b>V7</b>
<b>Document Status:</b>	<b>Approved</b>
<b>Date Last Approved:</b>	December 2019
<b>Date of Next Review:</b>	December 2023
<b>Review Frequency:</b>	Every four years (or more frequently if circumstances change)
<b>Owner: (Olympus or School)</b>	Olympus
<b>Governing Committee:</b>	Board of Trustees
<b>Statutory or Optional policy:</b>	Optional
<b>Appendices:</b>	
<b>On Trust Website?</b>	Yes
<b>On School Websites?</b>	n/a

### Amendment History

<b>Version</b>	<b>Amendment Date</b>	<b>Author</b>	<b>Amendment Summary</b>
<b>3</b>	6 November 2013	AD	<ul style="list-style-type: none"> <li>Reviewed, no amendments.</li> <li>Approved by Board of Trustees.</li> </ul>
<b>4</b>	25 March 2015	VFi	<ul style="list-style-type: none"> <li>Reviewed, no amendments.</li> <li>Approved by Board of Trustees..</li> </ul>
<b>5</b>	18 October 2017	RSI	<ul style="list-style-type: none"> <li>Approved by Board of Trustees.</li> </ul>
<b>6</b>	6 December 2018	RSI	<ul style="list-style-type: none"> <li>Individual appraisal for Chair of Trustees replaced with 360°</li> <li>Approved by Board of Trustees.</li> </ul>



<b>7</b>	June 2020	RSI / DBa	<ul style="list-style-type: none"><li>• Reviewed May 2020.</li><li>• Approved by Board of Trustees.</li></ul>
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## 1. Introduction

1.1 This person specification is in three parts:

- A set of core qualities expected of the chair of trustees
- A set of skills, knowledge, and experience that the board of trustees needs to have amongst its membership and to which the chair of trustees must contribute
- A set of core behavioural competencies that the chair of trustees will be reviewed against at least once a year to identify any development and training needs

1.2 The chair of trustees is encouraged as are all trustees 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 of the Chair of Trustees

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 staff.
- The Trust's mission, vision, strategic goals and objectives.
- The Trust's values.
- The involvement of students at a strategic level within The Trust.
- Promoting diversity and inclusion.

2.2 To have and demonstrate a high standard of learning, training and board experience to:

- Be able to analyse complex information and data.
- Raise pertinent questions and challenge assumptions.
- Reach informed decisions.
- Understand sensitivities and risks.
- Guide the Chief Executive Officer and members of the executive management team in forming recommendations which will be acceptable to the board of trustees.
- Support trustees as individuals and the board collectively to reach informed decisions.

2.3 To have personal circumstances that enable the following guideline commitments:

- Attendance at 2 days induction training in the first 3 months following appointment.
- 3 days familiarisation with the Trust over the first 3 months.
- Effective preparation for, attendance at and participation in 6 formal meetings of the board of trustees and potentially 6 board committee meetings a year.

- Effective preparation for, attendance at and participation in 3-5 other meetings including panels, working groups and any special meetings called as and when required.
- Preparation, attendance and chairing of the AGM during January each year.
- Preparation and attendance at governance development programme events and related training activities – estimated at 6 evenings a year.
- One-to-one meetings with the Chief Executive Officer to include agenda planning estimated at 12 meetings a year.
- Ad hoc discussions and electronic communications to be held between board and committee meetings with the Chief Executive Officer, trustees, governors, committee members and staff to help inform and develop the work of The Trust – estimated at 12 days a year.
- Preparation and attendance (including occasional speaking) at Trust events to support the staff and students and engage with parent/carers and other stakeholders – estimated at 6-8 events a year.
- Ad hoc participation in other events such as board and executive recruitment, meetings with regulators, etc – estimated at 4-5 events a year.

### **3. Skills, Knowledge and Experience**

- 3.1 Each trustee member, including the chair of trustees, is expected to contribute to at least one or more of each of the essential skills required on the board of trustees as referenced in the role profile for trustees, governors and committee members.
- 3.2 The board of trustees will also look for individuals who can contribute any of the desirable skills for the board of trustees as referenced in the role profile.
- 3.3 Any gaps in the skills, knowledge and experience on the board of trustees will be a consideration when recruiting trustees and succession planning.

### **4. Core Competencies of the Chair of Trustees**

- 4.1 Core competencies are used to measure personal effectiveness in the ability to lead, inspire and add value to the governance of The Trust.

#### 4.2 The chair of trustees must have the ability to:

- Take a leadership role within the board of trustees and to plan and chair meetings effectively.
- Be self-motivated in contributing their skills, knowledge and experience to maximum effectiveness.
- Motivate, encourage and support trustees to contribute and use their skills, knowledge and experience to maximum effectiveness.
- Create consensus on complex issues drawing together diverse views and positions.
- Work effectively as part of a team of people with diverse backgrounds.
- Demonstrate a good understanding of the concepts of business planning, budgeting and monitoring financial performance.
- Understand the strategic issues around the provision of education services for 4-18 year olds.
- Contribute to the development and setting of standards in relation to the operational, corporate and governance arrangements within the Trust.
- Focus on performance management, setting targets and monitoring performance across a range of high level indicators affecting all aspects of the business of The Trust.
- Lead a panel of Trustees to appraise the performance of the Chief Executive Officer and tackle ineffective behaviours if necessary.
- Take responsibility and be accountable for the board of trustees as an employer of staff.
- Take rational decisions on the basis of the information available.
- Be proficient in the use of information technology in conducting their business as the chair of trustees.
- Assess and be aware of the political environment at a local and national level.
- Communicate clearly, both orally and in writing, in public and in private settings.
- Foster a positive working culture between the board of trustees, the Chief Executive Officer and the rest of the senior management team.

- Embrace creativity and innovation.
  - Demonstrate high levels of probity and personal integrity.
- 4.3 In terms of assessing the effectiveness of the chair of trustees, the required levels of competency expected are grouped under 4 headings.
- Thinking strategically.
  - Providing effective challenge and support.
  - Teamwork.
  - Learning and improving.
- 4.4 Core competencies are used to measure personal effectiveness in the ability to lead, inspire and add value to the governance of The Trust.
- 4.5 The Chair will complete a 360° feedback exercise annually, with the core competencies in 4.3 used as a tool to guide the process.