



## The Olympus Academy Trust Governance Framework Appendix S(ii) Person Specification for the Chair of Board Committee

### Document Summary

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<b>On School Websites?</b>	n/a

### Amendment History

<b>Version</b>	<b>Amendment Date</b>	<b>Author</b>	<b>Amendment Summary</b>
<b>1</b>	23 October 2013	EO	<ul style="list-style-type: none"> <li>• New Document.</li> <li>• Approved by Board of Directors.</li> </ul>
<b>2</b>	5 February 2013	EO	<ul style="list-style-type: none"> <li>• Updated terminology only.</li> <li>• Approved by Board of Directors.</li> </ul>
<b>3</b>	11 February 2015	TW	<ul style="list-style-type: none"> <li>• No amendments.</li> <li>• Approved by Board of Directors.</li> </ul>

<b>4</b>	9 December 2015	KSt	<ul style="list-style-type: none"> <li>• Change reference from federation to Trust.</li> <li>• Added an extra bullet point to Section 4.2 about working with Clerk.</li> <li>• Amended references to incorporate all through Trust ages 4-18.</li> <li>• Approved by Board of Directors.</li> </ul>
<b>5</b>	February 2020	SWi	<ul style="list-style-type: none"> <li>• Change of wording to reflect the new Governance structure.</li> <li>• Approved by Board of Trustees.</li> </ul>

## 1. Introduction

1.1 This person specification is in three parts:

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

1.2 The chair is encouraged, as are all Trustees and committee members, 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.

1.3 This person specification applies to chairs of the board committees.

## 2. Core Qualities of the Chair of a Board Committee

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 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 lead member(s) of staff for the board committee in forming recommendations which will be acceptable to the meeting
- Support the committee members as individuals and the board committee 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 business over the first 3 months
- Effective preparation for, attendance at and participation in 6 formal meetings of the board committee (and 6 formal meetings of the board of Trustees) 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 and attendance at governance development programme events and related training activities – estimated at 6 evenings a year
- One-to-one meetings or telephone conversations with the lead member(s) of staff for the board committee to include agenda planning – estimated at 6 meetings/conversations a year
- Ad hoc discussions and electronic communications to be held between meetings with the lead member(s) of staff, governors or committee members and other staff to help inform and develop the work of board committee – estimated at 4-6 days a year
- 1-2 days a year to undertake/contribute to the appraisals of governors or committee members and be appraised as a chair
- 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 1-2 events a year
- Ad hoc participation in other events such as board and executive recruitment, meetings with regulators, etc. – estimated at 2-3 events a year.

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

3.1 Each governor or committee member, including the chair, is expected to contribute to at least one or more of each of the essential skills required on the board committee 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 committee referenced in the role profile.

3.3 Any gaps in the skills, knowledge and experience on the board committee will be a consideration when recruiting governors or committee members and succession planning.

### 4. **Core Competencies of the Chair of a Board Committee**

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 must have the ability to:

- Take a leadership role within the board committee and to plan and chair meetings effectively.
- Be self-motivated in contributing their skills, knowledge and experience to maximum effectiveness.

- Motivate, encourage and support governors or committee members 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 as they affect the business of the board committee.
- Understand the strategic issues around the provision of education services for 4- 18 year olds.
- Focus on performance management, setting targets and monitoring performance across a range of high level indicators affecting the business of the board committee.
- Appraise the performance of governors or committee members and tackle ineffective behaviours at all times.
- 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.
- 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 committee and the board of Trustees, and members of the executive management team.
- Embrace creativity and innovation
- Demonstrate high levels of probity and personal integrity
- Work with the Clerk to ensure Clerking duties are delivered effectively

4.3 In terms of assessing the effectiveness of the chair, 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 performance of the chair will be assessed annually. The core competencies expected of the chair will be used as a tool to guide the process. Further information about the core competencies and how they are used to review performance is set out in the individual performance review scheme.