

Glenleigh Park Primary Academy



Co-opted Local Academy Board Member Recruitment Pack





Our Local Academy Board Members are:

Chair: Dianne Ryan

Headteacher: Laylee Pocock

Co-opted Member: Liam Berriman

Co-opted Member: Tess Gale

Parent Member: Elly Gibson

Parent Member: John Lucas

Staff Member: Tracy Ramsden

Aurora Academies Trust



Mission

Aurora exists to provide opportunity and create success for all our pupils.

Vision

- ⇒ Aurora is dedicated to providing the best possible standard of education to pupils in our nursery, primary and secondary schools across the south-east of England.
- ⇒ As a trust, we are committed to doing everything we can to support our schools and pupils to achieve personal excellence.
- ⇒ We want pupils to leave our schools achieving their potential and enjoying learning with the ambition, resilience, curiosity and self-belief for success in life.
- ⇒ Our ambition is for all our schools to be excellent and inclusive schools serving their local communities with achievement levels above similar schools nationally.
- ⇒ Over the next five years Aurora plans to grow because we want to support more schools and pupils.

How we work together as a group of schools

Collaboration lies at the heart of the work of Aurora. Each Aurora school has its own unique identity and place in its local community. However, we have developed common approaches in key areas that contribute to our collective improvement.

The Aurora Approach

We asked our school leaders, staff and local academy boards what sort of trust we are and what it was like to work at Aurora, and this is what they said:

- ⇒ **We are ambitious as a trust** - we all share an aim to get better at what we do – this is shared by all staff working across the trust and driven from the top by trustees.
- ⇒ **We have a strong track record of impact** –all our schools are good schools. We have developed and agreed key elements of our school improvement approach that have worked in supporting our schools to improve.
- ⇒ **We focus on the children and communities we serve** – we are a civic institution that make a strong contribution to all the communities we serve from towns and cities to rural areas and coastal communities. We strive to provide fantastic pastoral care and extra-curricular opportunities to help pupils achieve excellence in all that they do.
- ⇒ **We believe in deep and purposeful collaboration** – we work together and learn from each other to make things better for our pupils, communities, and staff. We learn from other schools and trusts and our schools are all part of local partnerships.
- ⇒ **We support and challenge each other to improve** – we share a collective responsibility for the outcomes for all our schools and pupils; what goes with that is a genuine willingness to offer help and support whenever it is needed.
- ⇒ **We have developed shared and effective practice in key areas like the curriculum** - this common practice is reinforced through shared professional learning and development. At the same time, we recognise and respect the unique characteristics of our schools and they have lots of freedom to decide what works best for them.
- ⇒ **We are strongly committed to supporting and developing all of our staff** – including growing our own teaching assistants, teachers and leaders and there are lots of professional development opportunities for staff at all levels.
- ⇒ **We are part of a global partnership which gives opportunities to staff and students** - our sponsor, Pansophic Learning, runs schools internationally in the US, Dubai, Switzerland and Africa. This provides opportunities for professional and cultural development for our staff and students.

The role of a Local Academy Board Member

Purpose of the LAB Member Role

To contribute to the work of the LAB in ensuring high standards of achievement for all children in the school by holding executive leaders to account for the educational performance of the school and its pupils.

Ofsted expects that “those responsible for governance understand their role and carry this out effectively. They ensure that the



Activities

As part of the LAB team, a LAB member is expected to

1. Contribute to the strategic discussions at LAB meetings which determine:
 - the vision and ethos of the school
 - clear and ambitious strategic priorities and targets for the school
 - that all children, including those with special educational needs, have access to a broad and balanced curriculum
 - the principles to be used by school leaders to set other school policies
2. Hold executive leaders to account by monitoring the school's performance; this includes
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school improvement plan
 - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
 - asking challenging questions of school leaders
 - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
 - ensuring the school is operating effectively according to its policies
 - acting as a link LAB Member on a specific issue, making relevant enquiries of the relevant staff, and reporting to the LAB on the progress on the relevant school priority
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers

The role of a Local Academy Board Member

Activities continued

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises and that the way in which those resources are used has impact.

4. When required, serve on panels of LAB Members to:

- hear the third stage of parental complaints
- hear representations about pupil exclusions



The role of a LAB Member is largely a thinking and questioning role, not a doing role. A LAB Member does not:

- write school policies
- undertake audits of any sort – whether financial or health & safety - even if the LAB Member has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- fundraise – this is the role of the PTA . The LAB should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgements on the quality of teaching – the LAB monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff; if there is not enough capacity within the paid staff team to carry out the necessary tasks, the LAB need to consider and rectify this.

The role of a Local Academy Board Member

Time Commitment

A LAB member's term of office is four years.

LABs meet at five times per year, but a LAB may decide to hold additional meetings. The Trust also holds an annual Governance Conference.

In order to perform this role well, a LAB Member is expected to:

- get to know the school, including visiting the school occasionally during school hours and in agreement with the headteacher, and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- act in the best interests of all the pupils of the school

Expenses

The role of LAB members is voluntary and unpaid; however, LAB members may receive out of pocket expenses if incurred as a result of fulfilling their role, in line with the Trust's Trustee and LAB member Expenses Policy.

Safeguarding

LAB members will be required to undergo a DBS check and provide evidence of their identity.



We would love to hear from you if you can demonstrate a good number of the following:

Skills and attributes

- Commitment to the Trust and its vision and values
- Personal integrity
- Good understanding of the environment in which the school is operating
- Good understanding of the role and legal responsibilities of the board and its members
- Strong relationship-building and communication skills
- Negotiation and diplomacy skills with the ability to have courageous conversations
- Ability to think strategically and objectively, take the long view and prioritise
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk

Please contact the Trust's Governance Manager ruthali@auroraacademies.org for an application form, or phone 07804 530221 to discuss the role further



Thank you for your interest



We look forward to hearing from you.

