

The role of Governor

Achieve More; Challenge Thinking; and Shape Futures



Welcome

Thank you for your interest in the role of governor within the University of Chichester Academy Trust.

The Trust Board understands how vital the role of Governor is, and how rewarding it is too. As a Governor you can use your skills, knowledge and experience to make a real difference to our children, young people, staff and local communities. We value the work and commitment of our Governors and as a Governor you would gain new skills, knowledge and experience within an educational environment, enjoying healthy and lively debate.

The Trust Board is accountable for all aspects of the Trust, although has chosen to delegate some responsibilities to each of our local governing bodies. This is a different governance structure from a local authority maintained school.

The Trust aims to add powerful momentum to the progress of its family of academies through a shared aspirational vision and inclusive ethos, where pupil progress and development of outstanding teachers are at the heart of its work. The Trust's approach is that all schools are different and can take different routes on their journey to excellence.

We are looking to appoint individuals who can bring vision, passion for their local community and experience to our local governing bodies.

We expect the time commitment to be approximately 10 days per year; this will include at least 6 governing body meetings a year plus attendance at school events e.g. Open Days, OFSTED meetings and visiting the school. The precise time commitment will be determined with the clerk at each academy.

Sarah Speller, Trust Governance and Compliance Manager (unicat@chi.ac.uk), would be delighted to hear from you and provide further information about the role. You will also find how to express your interest on page 9.

Make a difference – become a Governor

You don't have to be a parent or member of staff to be a governor – applications are appreciated from all with an interest in the local community and from those who share a passion for children's learning. School governors come from all walks of life and specialist knowledge is not always needed. What IS essential is a desire to get involved in children's education and make a difference to their lives.

Why become a governor?

Many Governors find the role enormously rewarding, say they benefit from the chance to gain and improve skills, take on an exciting and challenging role, meet new people and work together towards a common goal. Governors also report great satisfaction that, by providing a few hours of their time every term, they can help make a real difference to children's futures.

We see governors playing a key role in providing strong local governance in our academies. Our governing bodies are smaller than many maintained school governing bodies, so we are careful to ensure that each governor is supported to make a difference to the academy in some way.

LGBs and the local knowledge they bring about their schools are an important part of the governance of the Trust. Good governance is dependent on knowing the school you serve and in MATs that means being clear on the strengths and weaknesses as a whole, while being well informed on your schools.

Our vision for our family of academies is to see each rooted in its community, contributing richly to local life and benefiting in turn from connections with the wider neighbourhood. An important opportunity to develop these links is through an energetic LGB that includes people with a diverse range of skills, interests and involvement in different areas of the community.

What do governors do?

Collectively, governors make influence the strategic direction of an academy; for example, on the curriculum, school improvement, pupil targets, health and safety and the management of premises. A full induction, with on-going development and support, is provided and new governors are partnered with a 'buddy' – a trusted and more experienced colleague on the governing body – who initially acts as their mentor.

Governors offer a strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community. Governors are collectively responsible for decisions, with an emphasis on collaboration across the school community.

Governors are expected to really know the academy and so they make regular visits, both informally and to act as a peer reviewer and critical friend of a part of the school. In addition, there are two governing body meetings per term; each meeting lasting two hours. Governors are expected to take advantage of the development opportunities available to them in order to make the most of the role.

Celebrating the unique context of each of our communities

Although we share the same vision and values, each of our schools have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and retaining governance at the local level to ensure the schools reflect the community in which they serve, with trustees and officers sharing this strongly held view.

The Trust has a strong belief that an academy should be strongly grounded in its own community and the scheme of delegation and the Trust vision and objectives, reflect this key driver. The LGB is a sub-committee of the Board with a two-way flow of communication. GovernorHub is used as the portal for governance communication, with resources provided centrally and best practice drawn from links with agencies expert in Multi Academy Trust (MAT) governance. The Chairs of Governors attend termly meetings or workshops, including with the Trust's leadership team, strengthening the contribution of governance across the Trust.

What we offer

- Access to GovernorHub Resources to inform latest thinking
- Comprehensive Induction Programme
- Networking opportunities to meet other governors across the Trust
- Access to a wide range of online developmental courses
- Resources and development to meet your stage of being a governor
- Subscription to the National Governors' Association offering advice, resources, newsletter, events and training

Our Leadership and Governance Structure

Members

The Members are akin to the shareholders of a company. There are currently four members, one of whom is also a Trustee.

Trustees (the Board)

The Board has overall responsibility and ultimate decision-making authority for all the Trust's work, including the establishing and running of academies. The Board has chosen to delegate some responsibilities to governance tiers across the Trust which is set out in a Scheme of Delegation. Focused on a strategic role, Trustees avoid routine involvement in operational matters. The Board hold the Executive Leader, who is responsible for implementing the strategic framework, to account.

Executive Team

Led by the Chief Executive Officer, the Executive team are responsible for the strategic view of school effectiveness. Ensuring the impact of academy leaders, academies and SCITT, the Executive offer critical but supportive challenge to ensure the academy is centred within and knowledgeable of, its local community.

Leadership Team

The Trust's Leadership Team is led by the Chief Executive Officer and is made up of the senior members of the Trust's Central Team and the Headteachers from the Trust's academies and the Principal of the SCITT.

Local Governing Bodies (LGBs)

All of our academies have a local governing body, or where beneficial, share a local governing body (LGB). The Trust supports and values local governors who are on LGBs. The LGB is a sub-committee of the Trust Board with communications flowing to and from the Board. The LGB provides critical but supportive challenge to ensure the academy is centred within, and knowledgeable about, the local community in which it serves.

Our Strategic aims

Our strategic intention is to build a Multi-Academy Trust of between 20 and 30 academies in clusters, geographically spread across our partnership area so that the maximum travelling time between any of our academies, in a given cluster, is no more than 30 minutes. These academies will all be good and outstanding and on a journey to excellence. They will be vital in their local community, meeting the challenges of their particular context and ensuring that all their pupils make better than expected levels of progress as a result of consistently excellent teaching. They will serve their own communities and collaborate with each other to share expertise and benefit from the experience of others. They will be supported by both the academic and professional services of the University and will be working tirelessly to raise aspirations of all children.

Our three core messages are:

Achieve More - Inspire students and staff to reach their full potential by raising aspirations, celebrating diversity, and cultivate leadership and agency at all levels

Challenge Thinking - Cultivate critical thinking and diverse perspectives, grounded in evidence-informed practices, to drive thoughtful and impactful approaches across the trust

Shape Futures - Through collective endeavour and collaboration, build a vibrant, inclusive community that transforms life changes, ensuring every young person and adult thrives.

OUR TRUST VALUES

- Aspirational
- Evidence Based
- Inclusive and Diverse
- Collaborative
- People and Equality focused
- Sustainable

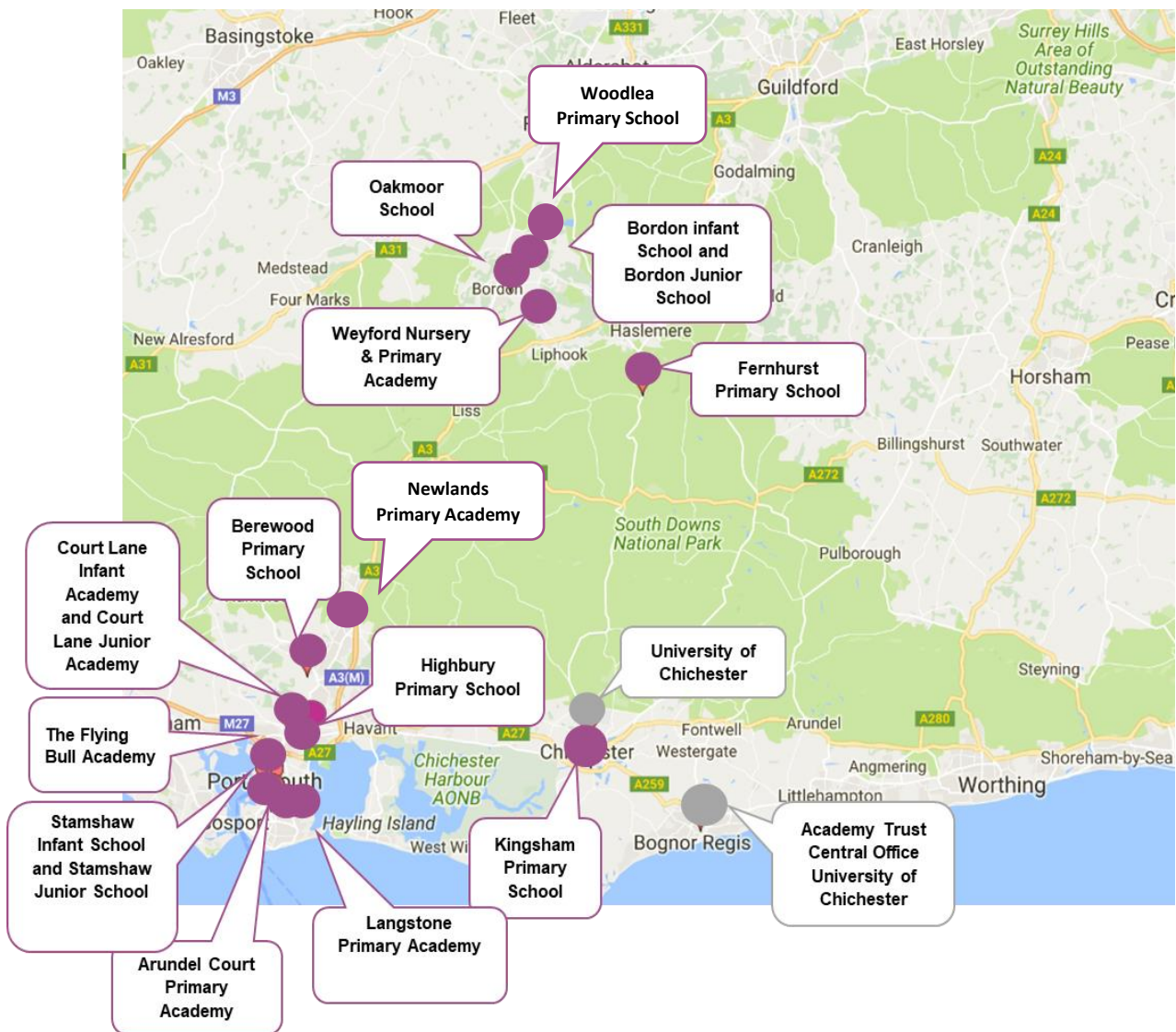
THE TRUST VISION

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

THE TRUST MISSION

To create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching, learning and leadership.

Our Academies



How to Apply

We are open for everyone and particularly would like to hear from those individuals with strong local community connections. If you are interested in becoming an academy governor please contact Jo Halfpenny, Central Team Administrator, at the University of Chichester Academy Trust on 01243 793502 or email unicat@chi.ac.uk for further information and an expression of interest form. Please advise if you have a preference of school. There is no deadline; expressions of interest are welcomed at any time.

All successful applicants, in accordance with safeguarding guidelines, will be required to complete a DBS check.

Receipt of Expression of Interest Form

Expression of interest forms are acknowledged by email within three working days of receipt. If you do not receive an acknowledgement within this time or if you would like to receive this information pack in an alternative format, please email j.halfpenny@chi.ac.uk.

Equality, Diversity and Inclusion

At the University of Chichester Academy Trust, we believe that diversity drives creativity, innovation, and excellence. We are committed to providing equality of opportunity, fostering an inclusive culture, and creating a community where everyone feels they belong. We particularly welcome applications from individuals who are underrepresented within our workforce, including people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ individuals, and women (particularly for senior leadership roles).

Privacy Statement

The information you provide will be used to inform the selection process and, if successful, will be held on file in line with the Trust's retention policy available online, or held for up to one year. The legal basis for processing your personal data is that it is necessary for the performance of the appointment of an individual as a governor for the Trust to comply with its legal obligation. You have some legal rights in respect of the personal information we collect from you. Please see the Trust's website for further details and to view the Data Protection Policy. You can contact the Trust's Data Protection Officer at unicat.org.uk if you have a concern about the way the Trust collects or uses your data.

“The Trust’s vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust’s officers, governors and headteachers.”

Ofsted review of the Trust



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