



Beacon Multi Academy Trust

LGB Governor

Recruitment Information Pack



Beal High School
Woodford Bridge Road
Ilford, Essex
IG4 5LP
☎ 020 8551 4954
✉ admin@bealhighschool.co.uk



The Forest Academy
Harbourer Road, Hainault,
Ilford, Essex
IG6 3TN
☎ 020 8500 4266
✉ admin@theforestacademy.co.uk



Beacon Business Innovation Hub
Woodford Bridge Road,
Ilford, Essex
IG4 5LP
☎ 020 8418 4760
✉ admin@bbih.org



North East London Teaching Alliance
Woodford Bridge Road,
Ilford, Essex
IG4 5LP
☎ 020 8551 4954 ext: 429
✉ admin@nelta.co.uk



National Support School
designated by

National College for
Teaching & Leadership

National Teaching School
designated by

National College for
Teaching & Leadership



Leading education
and social research
Institute of Education
University of London
IOE Specialist Partner: Initial Teacher Education



Leading education
and social research
Institute of Education
University of London
IOE Specialist Partner: Research and development





What is a Multi Academy Trust or MAT?

A multi-academy trust (MAT) is a single body that is established to undertake strategic collaboration across a number of schools. The MAT has responsibility for the governance across all schools however delegation of specific powers/decisions can be made by local governing bodies (LGBs). The MAT is accountable for the performance of all schools within the Trust.

Beacon Multi Academy Trust – Our Schools

The Beacon Multi Academy Trust consists of the following:

- Beal High School
- The Forest Academy
- NELTA SCITT
- Beacon Business and Innovation Hub

All schools of Beacon Multi Academy are committed to working in partnership to provide high quality learning experiences for all students.



Website Addresses for Schools

Please see below the website links/addresses for further information on the Trust and schools.

<https://www.beaconacademytrust.co.uk/>

<https://www.bealhighschool.co.uk/>

<https://www.theforestacademy.org/>

<https://bbih.org/>

<https://nelta.co.uk/>



Welcome message from the Chair of the Trust

I am very pleased to welcome you to our governance team. I have been fortunate to hold the position of Chair of BMAT for three years now and prior to that, I was a Trustee.

Our core purpose is to work together sharing our range of skills for the benefit of the Executive Team, the staff and students. I am enormously proud of our three schools and our school centred initial teacher training which continue to flourish and grow. Everything we do is underpinned by our determination that every child deserves the very best education and no child should be left behind.

Our high expectations inclusive ethos permeates all our work. We hold all our meetings in the schools to ensure we meet staff and students on a regular basis and at the same time monitor the resources available.

It is a privilege to be a trustee or governor at BMAT and to be able to make a positive difference to the life chances of our young people. Thank you for your interest and I look forward to working with you in the weeks to come.



Elizabeth Sidwell CBE

Chair of the Trust

Welcome to the Beacon Academy Trust from the CEO

It is my privilege to welcome you to the Beacon Multi-Academy Trust. We are proud of our values, non-negotiables, leadership development and our constant ambition to be exceptional. At Beacon, we work together, to raise standards in education for all; as we believe every young person deserves the best education possible.

In collaboration with Trustees, Governors and Leaders, we have created a simple, clear narrative for what the BMAT aspiration is by developing and promoting our shared vision and achievements and explaining the strategic journey for improvement.

Our open culture ensures that all Trust staff and students are motivated and supported to develop their own skills, supporting each other to be their very best to provide an exceptional educational experience.

Our extended partnership work with other schools through Initial Teacher Training and School 2 School Support is invaluable in its support of our continuous drive for school improvement and leadership development.

Our core purpose is simple: we want all students to reach their full potential; through high expectations inclusive practice; with our schools at the heart of the communities they serve.



Kathryn Burns

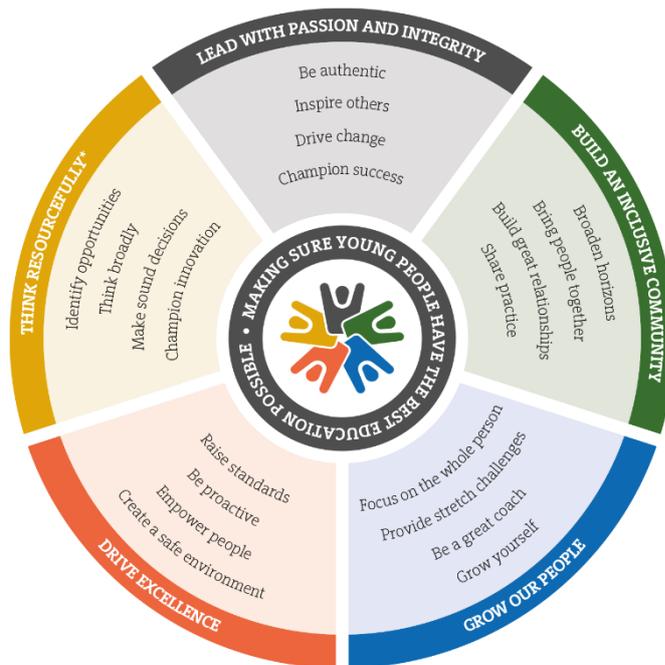
CEO BMAT/Executive Principal BHS



Beacon Multi Academy Trust Vision and Values

The Trust agenda is driven by:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the principals to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the schools and making sure its money is well spent.



LEAD WITH PASSION AND INTEGRITY

- Be authentic: role model desired behaviours and act with integrity and transparency
- Inspire others: communicate with passion and purpose in a timely and consistent manner
- Drive change: articulate a vision and energise others for improvement and change
- Champion success: engender a climate of possibility and celebrate success



BUILD AN INCLUSIVE COMMUNITY

- Broaden horizons: make connections beyond your role and context; create partnerships across and outside of the Trust
- Bring people together: build inclusive teams that embrace diversity and respect differences
- Build great relationships: foster trust, collaboration and camaraderie broadly and at all levels
- Share practice: foster an environment that encourages openness and learning from each other



GROW OUR PEOPLE

- Focus on the whole person: get to know individuals across the Trust and understand what success looks like for them
- Provide stretch challenges: create opportunities for people to build skills and capability; encourage measured risk-taking and active experimentation
- Be a great coach: help people to be successful by being approachable, accessible and by flexing your style to meet their needs
- Grow yourself: take responsibility for your own growth and development by pushing yourself to do your best; be knowledgeable in your field and embrace lifelong learning

DRIVE EXCELLENCE

- Raise standards: go above and beyond expectations; focus on improvements and high standards of excellence, ensuring consistent and high quality outcomes
- Be proactive: identify and willingly tackle presenting and potential issues; take ownership for outcomes and follow through to completion with resilience
- Empower people: make roles and responsibilities clear and encourage others to take personal accountability
- Create a safe environment: provide resources and implement policies so that students, staff and other groups are safe and well-cared for at all times



THINK RESOURCEFULLY

- Identify opportunities: scan the external environment to capitalise on opportunities and manage potential risks
- Think broadly: develop solutions based on deep insight into what drives student outcomes
- Make sound decisions: use a balance of intuition, experience and analytical rigour
- Champion innovation: create space for breakthrough thinking



The role of a governor

The role profile below is directly from the National Governance Authority, it details what would be required if you were to consider to become a governor for Beacon Multi Academy Trust.

Governors' work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day to day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively



Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

Model Governor Role Description

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The Nolan Principles of Public Life

1. The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1.1 Selflessness

Holders of public office should act solely in terms of the public interest.

1.2 Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

1.3 Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

1.4 Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

1.5 Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

1.6 Honesty

Holders of public office should be truthful.

1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Nolan Principles of Public Life

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Interested in becoming a Governor?

What you will need to do next:

1. Contact the clerk to the trust via email on Clerk@beaconacademytrust.co.uk
2. Send a copy of your CV and school preference to Clerk@beaconacademytrust.co.uk

What will happen next?

1. Your interest and CV will be forwarded on to the chair and headteacher of the LGB
2. If a suitable candidate an informal discussion will be arranged with the chair and headteacher of the LGB
3. If selected the recruitment process will begin in liaison with the clerk including forms, deceleration of interest and organising a DBS with the HR team

You can always contact the clerk if you require any further information or have any questions you would like answered, contact details are below:

Clerk@beaconacademytrust.co.uk

020 8551 4954 EXT 537

Beacon Multi-Academy Trust, Woodford Bridge Road,
Ilford, Essex IG4 5LP

