



# Chair of Trustees

**CANDIDATE INFORMATION**

Winning Hearts, Inspiring Minds.



## What's included within this pack?

Within this pack you will find both information and advice on applying for a role with the Learning without Limits Academy Trust including:

- Welcome from the Trust CEO
- About the Trust
- LwLAT governance Structure
- Our Vision and Ethos
- Our Values
- Pupil Context in our Academies
- Schools Summary
- Role Description
- Application Process and Timeline

# Welcome from the Trust CEO

Dear Applicant,

Thank you for interest in the role of Chair of Trustees.

We are at an exciting point in the development of our Trust and as standards improve across all of our schools, we are seeking a Chair of Trustees to support the Board through the next phase of their development.

We are a Trust that was born out of necessity in the City of Leicester and through a desire to support the local school improvement agenda we took on a number of challenging schools very early on in our life. These schools have moved a long way since joining us in 2016, however there is still a significant body of work to be undertaken to move the schools to good and beyond. We have strong leadership in place within all of our schools and we have developed effective and impactful school improvement activity over the last few years.

We are a Trust that works collaboratively, both between our own schools and also across the wider area. We are gaining a reputation as the Trust of choice for many teachers, support staff and parents, and we are always seeking new ways to improve, develop and grow. We create a climate that allows people to perform to the best of their abilities and we really value the relationships that we foster across the Trust at all levels. We work closely with our communities and encourage them to play a key role in the life of our schools.

Our Board of Trustees are clear about our direction of travel and hugely supportive of the challenges our schools face. With their support we constantly strive to seek out new ways of approaching the challenges we face. The Chair of Trustees will play a key part in this governance leadership work by supporting and leading the Board in order to ensure the Executive Leadership of the Trust maintain the direction and pace required to improve our schools.

Although this is a non executive voluntary role, you will be given the opportunity to grow professionally and personally and you will have access to many opportunities for continuous development.

If this role within our Trust is of interest to you, we look forward to receiving your application.

Yours faithfully

John Henrys  
**Chief Executive Officer**



# About the Trust

LwLAT is a multi-academy Trust that formed in 2016, set up to serve the communities of Leicester City and the surrounding areas. Originally born out of Babington Academy in the North-West of Leicester, the Trust now supports five schools, across both primary and secondary phase.

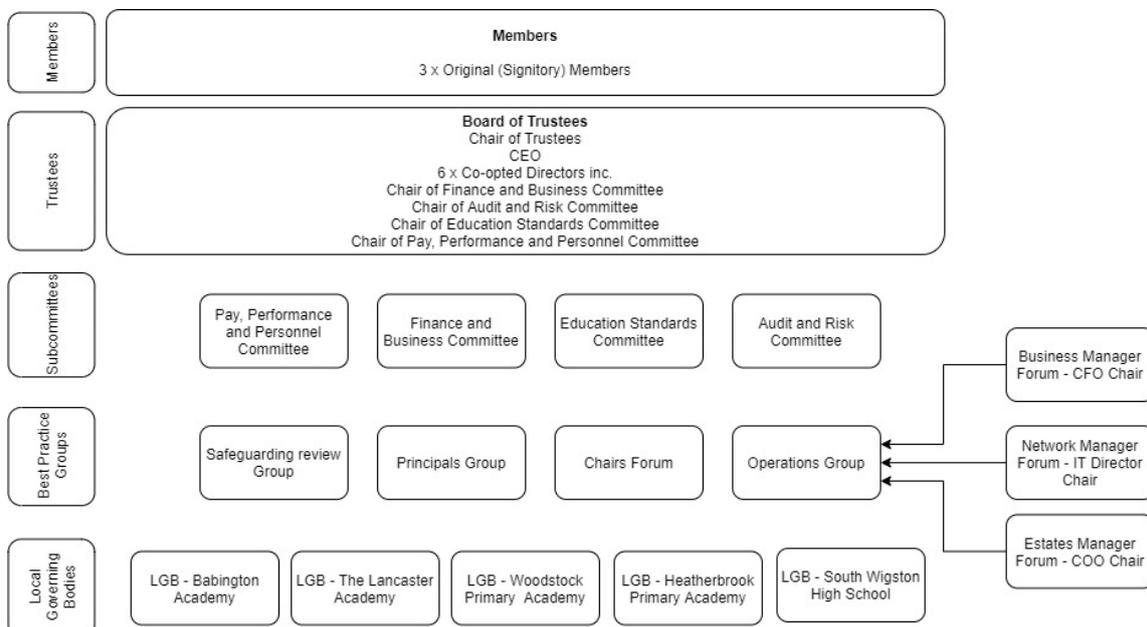
Our schools work closely with one another and benefit greatly from these relationships. The close geographical location of our schools means that we can easily share opportunities and experiences that greatly improve the life chances of our students. It is our belief that our collaborative approach to school improvement gives our schools the tools necessary to improve, and sustain this improvement over time. This school improvement strategy not only benefits from the relationships we have with local Teaching School Hubs, but in addition we now also have a team of two Directors of Teaching and Learning and a Director of Education that work across our schools to impact directly on standards in the classroom. We work tirelessly to meet our own ambition for our 3,500 students and the diverse communities that we serve.

We are dedicated to providing our staff with a range of opportunities that develop their own skills which allow them to thrive in the education setting. This investment results in our students benefiting from a highly motivated, dedicated and professional team of staff.

In the ever-changing world of education, it is always pleasing to see how well our students develop and grow into confident and responsible citizens, prepared for their next steps.

We pride ourselves in our professionalism and welcome like-minded people to join us and support our young people on their journey through education.

## LwLAT Governance Structure



# Our Vision and Ethos

## Winning hearts, inspiring minds

Our vision at Learning without Limits Academy Trust is to ensure that all our pupils are heard and have what they need to succeed in life.

Both inside and outside the classroom, we work to educate, inspire and support. We create opportunities and broaden horizons, so that those we teach have great ambitions and the confidence to pursue them.

We respect every pupil as a person in their own right, so that each is visible, has a voice and is valued. This is how we celebrate their diversity. We are passionate and determined about doing the best by them, so that so they can achieve more than they ever thought possible.

Our strength comes from collaboration and the emphasis on winning hearts and inspiring minds. We know that we achieve more by working together. We are a family and a team. There are no limits to how high we aim, and to what our children and young people, academies and communities can accomplish.

Our Trust is built upon strong and considerate relationships within our schools, and between staff, pupils and their families. Community is at the heart of what we strive to achieve, and we pride ourselves in serving our communities through everything we do.

We provide the foundation for our academies to succeed, with a balanced focus on academic achievement, character development and the wellbeing and safety of everyone within our school community. Our Trust's support underpins the skills and resources the academies need to achieve great results.

Our quest for improvement is constant and determined - both in the education we provide and in the life chances we create for the children and young people we teach.

## Aims

- **For our children and young people** - We will inspire our pupils, keep them safe and give them the knowledge, skills, experiences, character and confidence to aim higher and succeed in life.
- **For our staff** - We will inspire and develop our staff, support their wellbeing and extend their skills, enabling them to provide an excellent education for all our pupils.
- **For our academies** - We will provide leadership and resources to improve our family of academies, working with them so they can focus on achieving high standards in the classroom.
- **For our communities** - We will place our diverse communities at the heart of everything we strive to achieve, working with them to make a positive difference.

## Values



### **COLLABORATION**

We work together to build strong and respectful relationships between academies, staff, pupils and parents. We share a passion for doing the very best for our children and young people - and as a family of schools, we know that together we achieve more.

### **INSPIRATION**

We broaden horizons and remove barriers so that our pupils enjoy learning through high-quality teaching, have great ambitions and develop the confidence to pursue their dreams. We want them and their families to see that there are no limits to what they can accomplish.



### **DIVERSITY**

We build upon the foundations of our pupils' experiences and backgrounds, ensuring that each one is visible and has a voice, is proud of their identity, and has the knowledge and character to succeed in life.

### **COMMUNITY**

Our schools are at the heart of our communities. We pride ourselves on serving them and engaging with them for the benefit of all.



## Pupil Context in our Academies

- The proportion of pupils eligible for free school meals is much higher than average ranging from 31.6% to 48%.
- The proportion of pupils who speak English as an additional language in our Leicester City schools is generally higher than average ranging from 25.7% to 53.9%.
- The proportion of pupils who have special educational needs or disability is generally above average ranging from 7.5% to 25.7%.

# Our Schools - 2019-20 Summary

## Primary Phase



| % | Reading 71 | Writing 76 | Maths 81 | Sept - March Attendance 95.7 |
|---|------------|------------|----------|------------------------------|
|---|------------|------------|----------|------------------------------|

Heatherbrook had a successful year in 2019-20 with improvements across all areas of the curriculum. The most significant gains were made within reading, with a 25% increase on 2018 - 19 results. This in turn supported the improved outcomes in combined subjects (reading, writing and mathematics) with 67% of pupils achieving expected level. The academy underwent an Ofsted inspection in October 2019 where it achieved Requires Improvement with elements of Good. In order to address the deficit in reading skills and phonics, Accelerated Reader and a new phonics scheme have been implemented, and with the capital investment across the estate, Heatherbrook continues to develop at a rapid rate.

Principal - Jen Mitchell

Ofsted Grade RI - Oct 2019



| % | Reading 66 | Writing 76 | Maths 76 | Sept - March Attendance 95.8 |
|---|------------|------------|----------|------------------------------|
|---|------------|------------|----------|------------------------------|

Woodstock had a successful year in 2019-20, making strong gains when compared to 2018-19 results. The biggest impact can be seen in reading and combined subjects (reading, writing and mathematics) where the school has improved its outcomes by 12%. The Academy secured Requires Improvement with elements of Good in its September 2019 inspection and this laid the foundation for ongoing improvements throughout the year. The curriculum has developed at a rapid rate, particularly across the foundation subjects and the school has successfully implemented its new phonics scheme. Woodstock continues to be a popular and well regarded school within the community.

Principal - Dan Edwards

Ofsted Grade RI - Sept 2019

# Secondary Phase



Progress 0.36

Attainment 43.07

Basics 32%

Sept - March Attendance 94.5

Babington made great strides forward with attainment outcomes for students in 2019-20, with an average of 1/2 grade increase across all subjects. The number of students achieving a pass in English and mathematics increased by 18% whilst the number of students achieving the highest grades in English and mathematics increased by 11%. The academy engaged in a variety of school improvement initiatives across the year and was the first school in the Trust to engage with Challenge Partners. There are a number of middle leaders from the academy that chair the best practice network hubs and the school continues to engage in school improvement activity across the Trust.

Principal - Sara Fletcher

Ofsted Grade Outstanding - March 2013



Progress -0.53

Attainment 35.72

Basics 26%

Sept - March Attendance 94.2

Lancaster performed well in 2019-20 with improved attainment outcomes that moved it a significant step towards national averages. The number of students achieving a pass in English and mathematics increased by 11% with more students than ever before having achieved the higher grades in these subjects. The overall quality of teaching has continued to strengthen throughout the year and this had an impact on student engagement in lessons. The improved quality of teaching also positively impacted on behaviour around the school. There has been significant work to develop the curriculum and the school is currently looking to refine this further with a focus on business skills development. The Ofsted inspection in February 2020 confirmed the self assessment of the school leaders and moved the school to Requires Improvement.

Principal - Anna Fisher

Ofsted Grade RI - Feb 2020



Progress -0.09

Attainment 42.52

Basics 57%

Sept - March Attendance 94.3

South Wigston strengthened its outcomes in 2019-20 with 57% of students achieving a pass in English and mathematics. The school benefited from the DfE uplifting a significant number of grades as a result of performance in previous years which helped move the school towards a national average progress score. The school staffing has continued to be stable and this has had a positive impact on behaviour around the school. The school continued to engage with the support that has been on offer and is starting to see the impact of this in lessons. There has been significant work undertaken to develop the curriculum and this is also impacting on standards in lessons. The school continues to be a popular choice for local families and is held in high regard in the local community.

Principal - Sue Webb

Ofsted Grade RI - April 2019

# Role Description

The Chair of the Board of Trustees is a leadership role that provides clear direction to the Board who work as a team to challenge, support and contribute to the strategic leadership of the Trust.

## **Boards should focus on their core functions:**

- ensuring there is clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils
- overseeing the financial performance of the organisation and making sure its money is well spent
- Supporting the executive leaders to analyse and manage risk across the organisation
- ensuring the voices of stakeholders are heard

## **Strategic Leadership Responsibilities**

The chair provides strategic leadership that allows trustees to fulfil their functions by:

- ensuring that there are transparent and effective processes for recruiting, benchmarking and setting remunerating and inducting a new Chief Executive
- ensuring appropriate trustee involvement in the recruitment of executive leaders
- ensuring the Board has good knowledge of the school(s) and has mechanisms in place to obtain and listen to the views of parents, pupils and staff
- ensuring that there is effective communication between the Board and the Local Governing Bodies
- ensuring that the Board sets a clear vision and strategy for the Trust
- ensuring that the Board and schools have a shared vision and sense of purpose
- leading the Board in monitoring the chief executive's implementation of the strategy
- setting the culture of the Board, balancing and valuing both the support and challenge responsibilities
- ensuring the Board acts as a team

## **Developing the Team**

Boards need a range of skills and knowledge to carry out their functions effectively. It is the responsibility of the board's chair to:

- ensure the Board has the required skills and commitment to govern well, and that appointments made fill any identified skills gaps and ensure a diverse team
- ensure all members of the Board have a thorough understanding of their role and receive appropriate induction and ongoing development as required
- ensure that Board members are involved, feel valued and encourage their development
- ensure the Board act reasonably and in line with the Trust's agreed code of conduct
- develop a good working relationship with the vice chair, keeping them fully informed and delegating tasks as appropriate

## **Working with School Leaders**

The Chair and Chief Executive of the Trust must develop effective working practices which are mutually supportive. It is the responsibility of the chair to:

- ensure that the Board fulfils its duty of care to the Chief Executive, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their wellbeing
- ensure all Board members concentrate on their strategic role and hold the Chief Executive to account
- build and encourage a professional relationship with the Chief Executive which allows for honest conversations, acting as a sounding Board and ensuring there are no surprises at meetings
- meet regularly (normally fortnightly) with the Chief Executive
- oversee and participate in the Chief Executive's performance review, ensuring that appropriate continuing professional development (CPD) is provided
- ensure that the Chief Executive provides staff with an understanding of the role of the Board and acts as link between the two

## **Influencing Improvement and Achieving Outcomes**

The board's activities should be focused on Trust improvement and achieving the best outcomes for pupils. The chair of the Board is expected to:

- ensure the Board is involved at a strategic level in the Trust's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the strategic priorities
- collaborate with executive leaders to ensure the Board has the information it needs to monitor the implementation of policies; pupil attainment and progress and the financial health and sustainability of the Trust
- evaluate and question information in order to identify appropriate actions, modelling this approach for other Board members
- take the lead in representing the Board at relevant external meetings with agencies such as Ofsted, the DfE and the local authority

## **Leading Board Business**

Chairs are responsible for the smooth and effective running of Board meetings and so are required to:

- ensure that a development and appraisal process is in place for the clerk that includes a conversation about the pay and remuneration they receive
- work with the clerk and the Chief Executive to plan for Board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reduce unnecessary paperwork
- collaborate with the clerk to establish effective working procedures and sound committee structures
- ensure that decisions taken at the meetings of the Board are implemented
- ensure that complaints made to the Board are dealt with in a timely and effective manner through the adopted complaints procedure

## **Wider Leadership Responsibilities**

The chair has wider leadership responsibilities associated with the role and status of lead trustee on the Board, such as:

- being a first point of contact and playing a leading role in employment matters as required by the adopted procedures of the Trust e.g. grievance, disciplinary, capability
- where required, acting as a first point of contact and respondent in matters raised with the school or Trust by external bodies e.g. LA, DfE, ESFA
- where required, representing the Board in its dealings with external partners and be an advocate for the Trust
- attending Trust events as appropriate and encourage other governors to do so



# Application Process and Timeline

**Closing date** - Midday - Friday 2nd July 2021

**July Interviews** - 8th July 2021

**To apply** - please submit your CV along with a covering letter to Karon Wilford, Administration and Finance Assistant, Learning without Limits Academy Trust either by email:

[kwilford@lwlat.org.uk](mailto:kwilford@lwlat.org.uk)

**or by post:**

Karon Wilford  
LwLAT  
c/o Lancaster Academy  
Knighton Lane East,  
Leicester,  
Leics,  
LE2 6FU



**Trust Head Office:**  
Learning without Limits Academy Trust, C/O  
Lancaster Academy, Knighton Lane East,  
Leicester, Leicestershire, LE2 6FU

**Tel:** 0116 2746330  
**Email:** [info@lwlat.org.uk](mailto:info@lwlat.org.uk)  
**Web:** [www.lwlat.org.uk](http://www.lwlat.org.uk)

