



**Ambitious
about Autism**
Schools Trust



Recruitment Information Pack

Chair of Rise School Governing Body and Board Trustee



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Introduction from Lesley Longstone, Chair of Board of Trustees

Dear Applicant

Thank you for your interest in becoming a trustee of the Board of the Ambitious about Autism Schools Trust and Chair of the Rise School Governing Body.

The Ambitious about Autism Schools Trust is a new multi-academy trust set up to support the development of new free schools to support children with autism to learn, thrive and achieve. Our first school, the Rise, opened in September 2014 and we have plans for further schools.

We are looking for a new trustee to join our Board of Trustees who will also be the Chair of the Rise School Governing Body. We are seeking an individual with expertise in education and/or children’s issues and experience of working at a leadership level in a service delivery or policy environment.

We have a strong, committed and professional team and Board of Trustees. The challenge is both exciting and significant. I hope very much that you will consider this opportunity to contribute to our future and the lives of children and young people with autism.

Yours faithfully,



Lesley Longstone
Chair of Board of Trustees



1. About Autism

Autism is a lifelong developmental disability which affects 1 in 100 people in the UK. It affects the way a person communicates and how they experience the world around them.

Autism is described as a spectrum condition. This means that while people with autism, including Asperger's Syndrome, share certain characteristics, they will be highly individual in their needs and preferences. Some people with autism are able to live relatively independent lives but others may face additional challenges, including learning disabilities, which affect them so profoundly that they need support in many areas.

2. About the Ambitious about Autism Schools Trust

The Ambitious about Autism Schools Trust (AaAST) is a multi-academy trust that run and support the development of new special schools to enable children and young people with autism to learn, thrive and achieve. It is led by an experienced team of people passionate about the power of education to transform the life chances of children and young people with autism.

The Ambitious about Autism Schools Trust was previously known as the Autism Schools Trust. It was established in December 2012 as a ground-breaking collaboration between Ambitious about Autism and Dimensions, two national non-profit organisations with an excellent track record in autism provision. In 2017 Ambitious about Autism became the sole organisational member of the trust and it changed its name to the Ambitious about Autism Schools Trust.

The Rise School is the first school set up by the Ambitious about Autism Schools Trust in September 2014. It is a special school dedicated to educating pupils with autism aged 4 to 19. (See The Rise School.)

Ambitious about Autism

Ambitious about Autism is the national charity for children and young people with autism. We provide services, raise awareness and understanding, and campaign for change. Through TreeHouse School, Ambitious College and The Rise School, we offer specialist education and support.

Our vision is for a world where the ordinary is the everyday experience of children and young people with autism.

3. About the Rise School

The Rise School is the first school set up by Ambitious about Autism Schools Trust in September 2014. It is a special school dedicated to educating pupils with autism aged 4 to 19. The School was rated as Good by Ofsted in its first inspection in 2016.

The Rise School is in West London on the same campus as the Springwest Academy, a thriving secondary mainstream school. This enables secondary-aged pupils to access learning and social opportunities alongside their mainstream peers, whilst receiving the specialist support they need. Pupils at The Rise School access the national curriculum at approximately age appropriate levels.

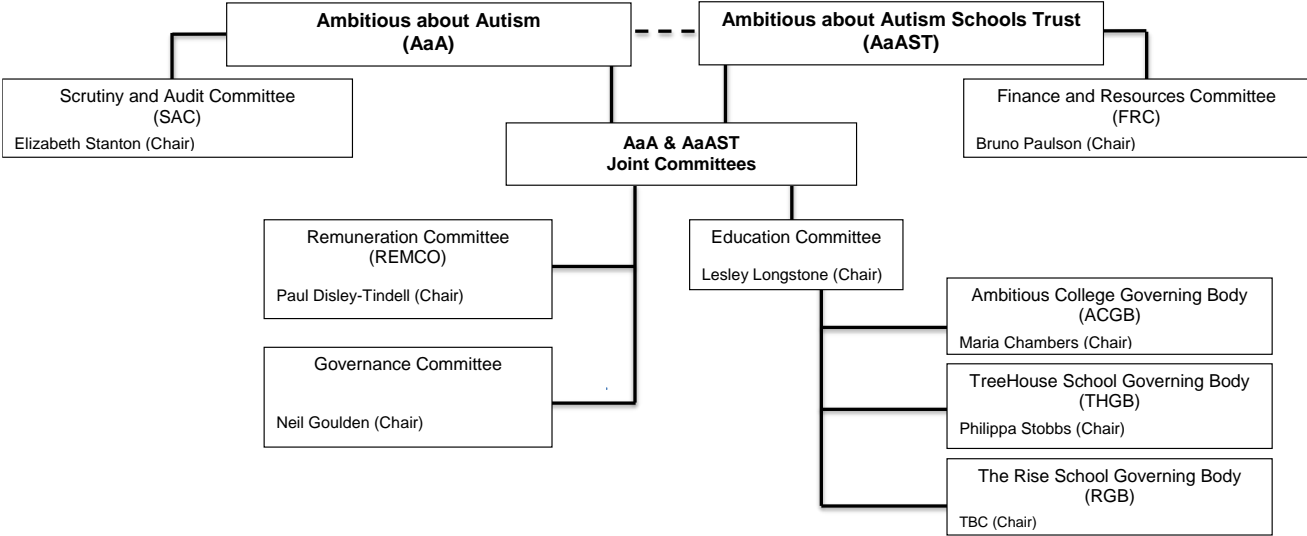
The Rise School provides specialist and integrated education and support to enable pupils to learn, thrive and achieve. Pupils are supported by the school's own highly skilled team of qualified teachers, teaching and learning assistants, behaviour and welfare specialists, a speech and language therapist and an occupational therapist, working together to enable pupils to achieve outstanding outcomes.

The school works together with families, the Springwest Academy and other local schools, community groups and employers to maximise opportunities for pupils to enjoy and succeed in their learning at the school and to transition to a fulfilling and rewarding adult life.

The school's values are Be Kind, Be Resilient and Be Proud.



4. Ambitious about Autism Schools Trust Governance Structure



Board of Trustees

The Board of Trustees has overall responsibility for the governance of the Ambitious about Autism Schools Trust. It consists of individuals who have the skills, competencies and perspective needed to govern the organisation. The Board members are:

- Lesley Longstone Chair of Board of Trustees
- Neil Goulden
- Joanna Healey
- Jolanta Lasota
- Lucy Nutt
- Bruno Paulson
- Elizabeth Stanton
- Charlotte Warner

Recruitment for the governors will take place in the autumn term, once the Chair of the Governing Body has been appointed.



Responsibilities delegated by the board to the school governing body

School Governance:

Review and approval of:

- The cycle of School Governing Body meetings.
- Governing Body sub-committees & their terms of reference.
- Appointment of Governors & members of sub-committees.

School Strategy/Planning:

Detailed scrutiny of the School Development Plan, Post Inspection Action Plan &/or School Improvement Plan & advice to the Board.

School Policy:

Approval of policies relating to the effective and efficient provision of education at the Rise School.

Other requirements as set out in the Governing Body's terms of reference and regulation.

School Performance:

- Detailed scrutiny of performance against the School Development Plan, School Self Assessment, Post Inspection Action Plan &/or School Improvement Plan, & decision making re action required.

Risk Management:

- Review of school Health & Safety safeguarding reports and decisions on actions required.
- Escalating to the Board any issues or concerns which might reasonably be expected to expose the charity to significant reputational, business, financial, legal or other risk.



5. Ambitious about Autism Schools Trust Trustee Role Description

Key responsibilities:

1. With other Trustees to hold the charity “in trust” for current and future beneficiaries by:

- Ensuring that the charity has a clear vision, mission and strategic direction and is focused on achieving these.
- Being responsible for the performance of the charity and for its “corporate” behaviour;
- Ensuring that the charity complies with all legal and regulatory requirements.
- Acting as guardians of the charity’s assets, both tangible and intangible, taking all due care over their security, deployment and proper application.
- Ensuring that the charity’s governance is of the highest possible standard.

2. Duties and tasks to fulfil these key responsibilities:

- Ensuring that the charity has a clear vision, mission and strategic direction and is focused on achieving these.
- To work in partnership with other Trustees and the senior staff to ensure that the charity has a clear vision, mission and strategic plan that have been agreed by the Board and that there is a common understanding of these by Governors and staff.
- Being responsible for the performance of the charity and for its “corporate” behaviour.
- To agree the method for measuring objectively the progress of the charity in relation to its vision, mission, strategic objectives/priorities, business plans and annual targets, and to receive regularly reports on the performance of the charity.

3. Ensuring that the charity complies with all legal and regulatory requirements

To be aware of and to ensure the charity complies with, all legal, regulatory and statutory requirements and to maintain familiarity with the rules and constitution that govern the charity, to ensure that the charity complies with its governing instruments and to review the constitution regularly.

4. Acting as guardians of the charity’s assets, both tangible and intangible, taking all due care over their security, deployment and proper application

To ensure that the charity has satisfactory control systems and procedures for holding in trust for the beneficiaries all monies, properties and other assets and to ensure that monies are invested to the maximum benefit of the charity, within the constraints of the law and ethical and other policies laid down by the Board.

To ensure that the major risks to which the charity is exposed are reviewed annually and that systems have been established to mitigate or minimise these risks.

5. Ensuring that the charity’s governance is of the highest possible standard

To ensure that the charity has a governance structure and systems appropriate to a charity of its size/complexity, stage of development, and its charitable objects, and that enables the Trustees to fulfil their responsibilities.

6. Rise School Chair of Governing Body Role Description

The Chair is responsible for the efficient operation of the governing body, and particularly for the conduct of effective meetings.

The Chair should:

- Lead the governing body and ensure that it meets all its legal responsibilities.
- Be well informed about education issues, both locally and nationally, and should share this understanding and knowledge with the governing body.
- Be well trained and should continue to engage in regular, relevant training.
- Support the recruitment, induction, management and development of the headteacher working proactively in partnership through regular meetings and communication.
- Establish an effective working relationship with the clerk to the governing body.
- Build an effective team, which understands its role and is well trained.
- Encourage all members of the governing body to undertake appropriate training, especially induction training for anyone new to governance.
- Ensure that induction into the governing body is provided for new governors, and perhaps that a mentor or buddy is arranged.
- Make sure that all members have the opportunity to contribute during meetings.
- Give a clear lead in organising and evaluating the governing body's work, valuing the contribution of all members and staff.
- Delegate roles and tasks and ensures all governors are fully involved.
- Encourage the development of the vice chair role.
- Operate as the first amongst equals but actively model and promote the development of leadership skills.
- Co-operate with other agencies to support school improvement.
- Have a positive impact on the effectiveness of the governing body.

7. Person specification for Trustee/Chair of Governing Body

Essential:

- Knowledge and understanding of the educational and/or children's environment, policy and law.
- Interest in and empathy for issues affecting children and young people with disabilities and their families.
- Experience of working with a Board or Governing Body, either as an executive or board member in the charity, public or private sector.
- Experience of chairing meetings and participating actively in group decision making.
- Ability to represent the charity and school internally and externally.

Desirable:

- Experience of working in an educational setting (e.g. school) or a policy role, in a leadership position.
- Professional qualification relating to education and/or work with children.
- Knowledge and understanding of the charitable sector and special schools.
- Knowledge and understanding of autism and/or other special educational needs and the issues that face children, young people and their families.

8. Terms and Conditions

The role of the Chair is voluntary. Trustees and Governors are re-reimbursed all reasonable related expenses in accordance with the expenses policy, including travel, subsistence and child-care. This role is estimated to take two days per month, as the Chair of the Governing Body will need to attend Governing Body meetings, monitoring visits, events and the meetings of the Board of Ambitious about Autism Schools Trust, as well as the Education Committee.

9. Indicative Timetable

All applications will be acknowledged. All shortlisted candidates will be invited to an interview on 18 May 2018 (morning) at the Rise School.

Stage	Timescale
Role advertised	20 April 2018
Deadline for applications	10 May 2018
Short-list meeting	11 May 2018
Interviews and tour of school	18 May 2018 (morning)

10. How to Apply

Please send the following to **Jonathan Adamides-Vellapah, Executive Office, Ambitious about Autism Schools Trust, Woodside Avenue, London, N10 3JA** or alternatively via email at jadamides-vellapah@ambitiousaboutautism.org.uk :

- a comprehensive CV.
- a detailed supporting statement that fully addresses the appointment criteria set out in the person specification and includes your motivation for applying for this appointment. **Please tell us if you are not available on any of the dates relevant to this process.**
- details of two referees who we would be able to contact at shortlist stage.

Please also ensure you have also completed and submitted the equal opportunities monitoring form included with this pack. The information on the form will be treated as confidential, and used for statistical purposes only. The form will not be treated as part of your application.

The closing date for applications is **10 May 2018**. The How to Apply section of the Ambitious about Autism website provides clear instructions; if, however, you have any queries in relation to the application process, or you experience difficulties uploading your application, please contact Jonathan Adamides-Vellapah on 020 8815 5145.

If you have any queries about any aspect of the appointment process, need additional information or wish to have an informal and confidential discussion, contact Jonathan Adamides-Vellapah, who will respect the privacy of any initial approach or expression of interest in this role, whether formal or informal.

8. Equality and Diversity Monitoring Form

The intention of monitoring and analysis is to establish if there are different success rates between genders, people of different sexual orientation, ages, different ethnic backgrounds or faiths, and people with disabilities. If there are differences in success rates it will enable action to be taken to ensure that no group is treated unfairly. Your answers will be treated confidentially and will not affect your application in any way.

Personal Details:

Title	Mr / Mrs / Miss / Ms / Dr / Other
Surname:	
First name:	
Age:	16-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+ <input type="checkbox"/>
Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer not to say <input type="checkbox"/>
Gender Identity (if appropriate)	If you identify as transsexual, transgender (in that you have effected a permanent change of gender identity) or as intersex which group do you identify with? Transsexual <input type="checkbox"/> Transgender <input type="checkbox"/> Intersex <input type="checkbox"/>
Working Pattern:	Part time <input type="checkbox"/> Full time <input type="checkbox"/> Job Share <input type="checkbox"/> Other.....

Ethnic origin: Please tick against one of the following:

Asian or Asian British		Mixed	
Bangladeshi	<input type="checkbox"/>	Black and White Caribbean	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black and White African	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>	Any other mixed background	<input type="checkbox"/>
Please specify below if you wish.....		Please specify below if you wish.....	
.....		
Black or Black British		White	
African	<input type="checkbox"/>	British	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	English	<input type="checkbox"/>
Any other Black background		Irish	<input type="checkbox"/>
Please specify below if you wish.....		Scottish	<input type="checkbox"/>
.....		Welsh	<input type="checkbox"/>
		Any other White background	<input type="checkbox"/>
		Please specify below if you wish.....	
		
Chinese or Other ethnic group		Prefer not to say	
Chinese	<input type="checkbox"/>		<input type="checkbox"/>
Any other	<input type="checkbox"/>		
Please specify below if you wish.....			
.....			

Disability: Please tick against one of the following:

Do you consider yourself to have a disability within the meaning of the Disability Discrimination Act 1995?

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment, which has a substantial and adverse long-term effect on his or her ability to carry out normal day-to-day activities. Conditions covered may include, for example, severe depression, dyslexia, diabetes, epilepsy and arthritis

Yes No Prefer not to say

Please describe the nature of your disability

This information is provided for monitoring purposes only – if you need any reasonable adjustments you should arrange these separately.

Religion or belief: Please tick against one of the following

No religion	<input type="checkbox"/>	Jewish	<input type="checkbox"/>
Baha'i	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Other	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Please specify below if you wish.....	
Jain	<input type="checkbox"/>	
		Prefer not to say	<input type="checkbox"/>

Sexual Orientation: Please tick against one of the following

Bisexual	<input type="checkbox"/>	Gay Man/Homosexual	<input type="checkbox"/>
Gay Woman/Lesbian	<input type="checkbox"/>	Heterosexual/straight	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>		

Please indicate which media/journal you saw this position advertised in.....

Thank you for completing this form