

# **CHULMLEIGH ACADEMY TRUST**

## **DIRECTOR RECRUITMENT INDUCTION DEVELOPMENT POLICY**

**Approved by the BoD: 19<sup>th</sup> April 2018**

# Chulmleigh Academy Trust

## Director Recruitment, Induction and Learning and Development Policy

### **Policy Statement**

We believe that recruitment, induction and learning and development are a continuum process that to ensure each Director can make a significant contribution to the Trust's Aims and Strategic Priorities.

We believe that to achieve effective governance of the Trust it is essential that we provide support for Directors through induction and a targeted and bespoke learning and development programme

This policy is an integral element of the Trust's Governance Policy and is aimed at maintaining highly effective governance of the Trust's Academies.

### **Recruitment**

Appointment of Directors is structured around a number of frameworks that we consider contribute to an effective Board of Directors.

- i. The Nolan Principles of Public Life
- ii. The skills and qualities that contribute to working effectively with others and ensuring the Board is effective in fulfilling its functions of monitoring, analysis, evaluation critical friend and challenge
- iii. Competencies outlined in DfE 'A Competencies Framework for Governance'
- iv. Range of experiences, expertise and, as appropriate, qualifications that enable the Board to be in undertake its duties in a well-informed and knowledgeable way.

### **Recruitment Process**

- i. When the Board of Directors have a vacancy, skills, experience, and expertise gaps are identified and target recruitment is initiated.
- ii. Potential new Directors are identified and approached to clarify their willingness to consider appointment as a Director.
- iii. Potential new Directors are then invited to meet with Chair of the Board and the Executive Headteacher.
- iv. If the Chair and Executive Headteacher support the appointment and the potential new Director agrees to proceed, a pen portrait and statement explaining why s/he wishes to be a Director is requested.
- v. This pen portrait and statement is considered by the Board who decide to support the appointment or not.
- vi. Supported candidates are recommended to the Members who confirm appointment or not.
- vii. A newly appointed Director is notified in writing by the Clerk to the Directors and the induction process starts

## Induction

We believe that induction is not a one-off event but a process that starts with appointment and continues through the early stages of taking up the role and acts as a foundation for on-going Director Development and Learning.

### Induction Purpose

The main purpose of induction is to develop a newly appointed Director's understanding of:

- i. The effective role of a Director at Chulmleigh Academy Trust;
- ii. Statutory responsibilities;
- iii. How the Board of Directors undertake their duties and responsibilities;
- iv. The structure of the Trust, including its schools;
- v. The structures and processes associated with the governance and leadership of the Trust.

### Induction Outcomes

By the end of the induction period a new Director will:

- i. Understand the Trust's Vision and Values and how they underpin the Trust's business of Teaching and Learning;
- ii. Know their role and responsibilities as a Director;
- iii. Understand the statutory frameworks for the Trust;
- iv. Understand the Trust's Strategic Priorities;
- v. Understand how the Board fulfils its duties;
- vi. Understand the sub-committee structures and their terms of reference;
- vii. Understand the role and function of Director portfolios including link Director role for the Trust's schools;
- viii. Understand the governance of the Trust including the role and function of Academy Advisory Groups;
- ix. Understand the funding arrangements for the Trust and its overall financial position;
- x. Know and understand the roles and responsibilities of the leadership of the Trust;
- xi. Know the strengths and area for development of each school.

### Management and Organisation of Induction

The Board of Directors hold **accountability** for the effective implementation, monitoring and review of this policy.

The **co-ordination and administration** associated with its implementation is the responsibility of the Clerk to the Board of Directors.

The **Programme of Induction** will include:

- i. Information pack provide by the Clerk
- ii. Meeting/s with the Chair
- iii. Meeting/s with the Clerk
- iv. DRB Checks
- v. Issued with ID badge
- vi. Completion of Declaration of Eligibility and Business Interest Forms
- vii. Introductions to other Directors at the first Board meeting following appointment

- viii. Meeting/s with the Executive Headteacher
- ix. Visits to the Trust's schools
- x. On-going requested information provided by the Clerk
- xi. Information about and access to training events and other sources of relevant and accurate information
- xii. Identification of training needs
- xiii. Opportunity to review and evaluate the induction programme and contribute to its effectiveness and improvement.

## **Director Learning and Development**

To secure the effectiveness of the Board of Directors training needs analysis will inform an annual programme of Learning and Development opportunities. The main areas of consideration for inclusion in the bespoke programme include:

- i. Roles and Responsibilities
- ii. Skills associated with Monitoring, Evaluation and Challenge
- iii. Safeguarding
- iv. Ofsted Framework
- v. Effective Governance of School Improvement, Teaching and Learning and Pupil Performance.
- vi. Financial Compliance and Prudency
- vii. Knowledge and Skills relevant to First Committees for Complaints, Grievance and Exclusions

## **Learning and Development Strategies**

The strategies to support our Learning and Development include:

- i. Training for the full Board
- ii. Training for specific groups of Directors e.g Committees
- iii. Attendance to training relevant to individual and organisational needs offered by providers
- iv. Access to information in hard copy and internet formats
- v. Attendance at networks
- vi. Self-review and external review of Board effectiveness

## **Management and Organisation of Director Learning and Development**

- i. The Chair of the Board has a key role in leading, encouraging and supporting Director engagement in Learning and Development.
- ii. The Board of Directors may identify one Director who holds the portfolio for Director Learning and Development.
- iii. The Clerk to the Board of Directors has a vital role in coordinating and securing access to learning and development and supporting through appropriate administration.
- iv. Records of Director learning and development will be maintained by the Clerk.
- v. Directors will engage in a knowledge and skills audit and review of Board effectiveness to inform training needs analysis and establish a governance improvement plan as appropriate.