



**Transforming  
Futures**  
TRUST



# **TRUSTEE RECRUITMENT PACK**

**(voluntary role)**

## Welcome by the Chair of the Board of Trustees

Dear potential Trustee,

Thank you for your interest in joining the Board of Trustees of the Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The Trust was first formed some time ago and has gone through a significant level of change and improvement. It is in a place where its mission to 'transform futures and change lives', can be achieved and we are looking for additional Trustees who share our values and are committed to ensuring effective strategic oversight through the Board to provide direction and constructive challenge to the Executive, enabling a positive impact on both our children and young people.

In joining us as a Trustee, you will be doing so at a time where you can be part of shaping the future, both as a Trust and the work we do beyond the Trust within the Southwest. We are keen to develop partnerships and opportunities in and beyond our setting and are increasingly working alongside local areas to contribute more to the SEND/AP system across Devon, Cornwall, and Plymouth.

Although all our academies serve children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We have a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all students, whatever their ability or background, get the best education possible.

As a Trustee, you will support the achievement of the Trust strategic objectives and by sharing your experience, knowledge and skills alongside other Board members, help to change the lives and transform the futures of some of the most deserving young people in the Southwest.

If you would like to arrange an informal chat regarding the role, please contact the Executive Officer on [helen.hawkes@transformingfutures.org.uk](mailto:helen.hawkes@transformingfutures.org.uk) who would be happy to arrange this.

**Dr. Clive Grace, O.B.E.**  
**Chair of the Board of Trustees**  
April 2024

# About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our mission is to transform futures and change lives of the young people and communities we serve. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders, and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the Southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.



## Governance, Responsibility and Leadership

The mission of the Trust is to transform futures and change the lives of the young people and the communities we serve. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a very experienced Chair and fully committed Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** within our schools ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

## Our Vision

Is to create inclusive futures for all, by:

- ✓ Driving change through relational approaches and practice, framed by respect, resilience and co-production.
- ✓ Shaping high quality provision, through high aspiration, breadth and quality of opportunity and developing staff excellence.
- ✓ Innovation on and evolving what is in place by working in collaboration and partnership and being research informed.

## Our Values

**INCLUSIVE**

**AMBITIOUS**

**ENABLING**

**RESILIENT**

**INNOVATIVE**

**RESPECTFUL**

# THE TRUST BOARD

The purpose of the Board of Trustees is to provide:

## **Strategic Leadership of the Trust**

Your role is to help embed the Trust's vision and strategy and use these to monitor how the Trust and its schools are progressing towards strategic goals.

## **Accountability and Assurance**

The Board has robust oversight of the operations and performance of the Trust, including education, pupil welfare and finance. You will monitor these areas and hold Trust leaders to account for performance and compliance in them.

## **Strategic Engagement**

The Board has strategic oversight of relationships with the Trust's stakeholders: parents, pupils, staff, local communities. You will make sure our schools and our Trust are communicating with and involving these groups, so that decision-making is supported by meaningful engagement.

## **Responsibilities**

- Develop the Trust's vision and strategy.
- Establish a culture of high educational standards, which promotes staff and pupil wellbeing.
- Set the Trust's strategic aims and objectives.
- Make sure all pupils have access to a broad and balanced curriculum.
- Monitor educational performance of the Trust's schools, using a range of data sources.
- Ensure stakeholders (parents, pupils, staff and the local community) are informed and consulted as appropriate.
- Approve the budget for the Academy Trust and, where relevant, for schools within the Trust.
- Monitor and evaluate the Trust's financial performance.
- Approve and review Trust policies and hold staff to account for their implementation.
- Ensure the Trust is compliant with legal requirements, including that all statutory policies and documents are in place.
- Make sure the Trust complies with laws that apply to charities and companies, and with its funding agreement.
- Carry out the appointment and performance management of the Chief Executive Officer.
- Be a source of challenge and support to the Chief Executive Officer.
- Monitor and evaluate the Trust's staffing structures.
- Monitor health and safety across the Trust.
- Work with those involved in local academy governance, supporting and holding them to account.

## ROLE ADVERT

### TRUSTEE (voluntary role)

**Do you want to change the lives and transform the futures of some of the most deserving young people in the Southwest?**

**If so, you can do this by becoming a Trustee and sharing your experience, knowledge and skills alongside other Board members at Transforming Futures Trust.**

Transforming Futures Multi Academy Trust is seeking to appoint additional dedicated, self-motivated, energetic and talented Trustees. We are particularly looking for Trustees with connections and knowledge of the Southwest and would be interested in any particular areas of knowledge or skill you may have to join our Trust Board.

We are a small specialist Trust in the Southwest serving some 600 pupils all with SEND through our four schools. We provide for children and young people with social, emotional and mental health needs. We also provide for children and young people with autistic spectrum conditions. Many of our pupils have complex educational, social and behavioural needs. We serve them all through a personalised curriculum and a Trauma Informed Approach. Our aim is to enable them to develop to their maximum potential educationally, emotionally and behaviourally to take their place as resilient young learners and adults.

Trustees will support the achievement of the Trust strategic objectives and who:

- Are sympathetic and excited to contribute to realising and evolving the Trust's vision and strategy.
- Are willing to commit time and energy – not just to preparing for and attending meetings, but to inspiring, challenging and supporting the leadership team, including attending some performances and acting as an ambassador for the Trust in contributing to our future development and sustainability.
- Are innovative and creative thinkers able to stimulate and contribute to well-rounded and carefully considered strategic decision-making.
- Have the highest aspirations for the Trust and strive for excellence at all times.
- Are dedicated, committed and self-motivated.

This is a voluntary position however reasonable travel expenses will be reimbursed, in line with the Trust's travel and subsistence policy.

If you are interested in the role advertised and would like to find out more information or you would like to apply, you can contact Helen Hawkes, Executive Officer at [helen.hawkes@transformingfutures.org.uk](mailto:helen.hawkes@transformingfutures.org.uk) who will arrange for the Chair or Deputy CEO to call you back. Applications of interest should be made by CV along with a covering letter.

The successful applicant will be subject to recruitment checks, including an Enhanced DBS check and Section 128 check.



## ROLE DESCRIPTION

As a member of the Board, individual Trustees contribute their professional and management skills to the Board and its committees. They act in a non-executive role and have responsibility for the following functions:

- Determination and periodic review of the educational character and ethos of the Trust, including the approach to be taken to obtain the views of staff and students.
- Approving the Trust Strategy.
- Ensuring the effective and efficient use of resources, the solvency of the Trust and the safeguarding of their assets.
- Approval of annual estimates of income and expenditure.
- Appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts and the Governance Professional.
- Setting a framework for the pay and conditions of service of all other staff.

This set of responsibilities enables the Trust to discharge its responsibilities in respect of the Articles and funding Agreements, Standing Orders and Code of Conduct. In addition, Trustees should be:

- Committed and contribute proactively to meetings and be seen as advocates of the organisation. They should bring their knowledge and expertise to the table and be there to support and challenge the executive ensuring the pupils interest is always put first.
- Assist in the formulation and monitoring of the Trusts Strategic direction which will provide the essential framework for the internal management through which the Executive is held to account.
- Agree annual targets to monitor the Groups performance against them.
- Attend appropriate Trustee Induction and training events, as required.
- Take part in the annual self-assessment of governance.
- All Trustees should be able to allocate sufficient time to undertake their duties effectively.
- The Board should satisfy itself that plans are in place for an orderly succession of its Trustees, so as to maintain an appropriate balance of skills and experience with the progressive refreshing of key roles.
- Comply with the Nolan standards of behaviour in public life.

## SKILLS AND EXPERIENCE

<b>DESIRABLE:</b> To complement the skills of the Board, Trustees must be able to demonstrate some of these elements:	<b>BENEFITS TO YOU:</b> New skills you will gain or develop further:
Critical listening and ability to ask effective questions	Strategic planning
Strategic thinking	Experience on a Board
Excellent communication skills	Holding senior leaders to account and ability to provide challenge
Problem-solving skills and sound analysis	Finance, and maintaining oversight of potentially multi-million-pound budgets
Understanding of complex data	Analysing data
Knowledge of the role of a Trustee/Company Director	Human Resources and Performance Management
Understanding of the function and importance of governance	Project Management
Knowledge of the Academy Trust and charity sector	Communication and teamwork
Finance and/or accounting knowledge	Decision making and problem solving
HR Knowledge	
Knowledge of education specifically in SEND/AP	
Leadership and management skills	
Risk management skills	
Legal expertise, particularly knowledge of company and charity law	
Marketing and communications skills	



### **Time Commitment**

The time commitment for the Trustee role will vary. However, all Trustees must attend at least five meetings of the Full Board per year and these are a hybrid of in person and virtual meetings. The term of office is 4 years. Trustees also sit on one or two committee's of the Board focused on an area in which they have knowledge of, or are particularly interested in – such as the Audit, Risk and Finance Committee, Education and Safeguarding Committee or the People and Remuneration Committee. Committees generally meet up to three times a year. Committee meetings are primarily virtual.

Trustees may also take on the role of link Trustee to a specific school and maintain a link to the local governance arrangements.

Preparation for meetings includes reading papers and preparing questions for senior managers. You will also be expected to undertake any training required to enable you to discharge your role effectively. Trustees are all encouraged to visit schools within the Trust to support their role.

### **Additional Information**

Trusts are both (exempt) charities and companies limited by guarantee. Trustees therefore hold the role of charity Trustees and Company Director and must comply with company and charity law.

If you have any questions about this, or would like to know more about becoming a Trustee, you can get in touch with the Executive Office via Helen Hawkes, Executive Officer, on

[helen.hawkes@transformingfutures.org.uk](mailto:helen.hawkes@transformingfutures.org.uk). Further information is also available on our website [www.transformingfutures.org.uk](http://www.transformingfutures.org.uk).

# Our Schools

Transforming Futures Trust is made up of academies based in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



**ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional, and mental health needs.** Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



**ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon.** We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



**Courtlands Special Academy** in Plymouth supports 110 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



**Mount Tamar** in Plymouth supports children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). Mount Tamar supports approximately 100 children from Year 3 – Year 11 over 4 sites in the Plymouth area.



# What we are learning today

Thursday 7 March 2019

1. What is a sensory room? It is a room where children can use their senses to learn. It has different textures, sounds, and smells.

2. Why do we need a sensory room? It helps children who have special needs to learn better. It gives them a safe place to explore and play.

3. How do we use a sensory room? We can use our eyes, ears, nose, touch, and taste to learn. We can look at pictures, listen to music, smell flowers, touch different materials, and taste different foods.

4. What are some activities we can do in a sensory room? We can play with different textures, listen to music, smell flowers, touch different materials, and taste different foods.

Mo	Tu	We	Th	Fr
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

# SENSORY AREA

## Harley

1. What is a sensory room? It is a room where children can use their senses to learn. It has different textures, sounds, and smells.

2. Why do we need a sensory room? It helps children who have special needs to learn better. It gives them a safe place to explore and play.

3. How do we use a sensory room? We can use our eyes, ears, nose, touch, and taste to learn. We can look at pictures, listen to music, smell flowers, touch different materials, and taste different foods.

4. What are some activities we can do in a sensory room? We can play with different textures, listen to music, smell flowers, touch different materials, and taste different foods.

