



NORTHEASE
MANOR SCHOOL

distinctive/people

HR & OD CONSULTANCY

School Governor Recruitment Pack

MAKING THE DIFFERENCE
Making the difference. Changing Lives.
CHANGING LIVES

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Welcome Letter

Dear Candidate – thank you for your interest in Northease Manor School and our current Governor vacancies. We have produced this pack to provide further information and hopefully encourage you to apply!

Northease is a centre of excellence for the education of neurodiverse students. We aim to provide an outstanding educational environment that restores and increases young peoples' self-esteem and educates the whole child, so that each student has the tools they need to overcome the societal barriers and attitudes to their specific learning support need. The school has a clear and focused objective to become a leading school in its field. We promote the academic, moral, and physical development of our students through our academic curriculum, pastoral care, sporting, and other activities.

In recent years we have restructured our management team, appointed a new Headteacher and refreshed our Board of Governors. This has resulted in significant improvements in governance, financial sustainability and most importantly, the teaching and learning at the school. Today, we are proud to say that Northease Manor is a thriving school with excellent leadership, quality teaching and pastoral care, and exceptional outcomes for our young people.

Having recruited two excellent new governors earlier in 2024, we are now looking to continue the development and strengthening of our Board through the appointment of 2 further new Governors. In addition to living and breathing the Northease Manor principles and values, we're seeking candidates with experience in a senior teaching or leadership SEN environment and ideally (but not essentially) previous non-executive/governor experience. We are hoping that one of the new governors will take on the role of Chair of the Academic Committee.

If our pack has whetted your appetite, do contact our retained consultant, Denise Kirkham, Partner at Distinctive People HR & OD Ltd for an informal discussion on 07833 475669.

Thanks again for your time – we look forward to hearing from you!

Julie Toben
Chair

About Northease Manor School

Northease Manor School, located near Lewes, East Sussex, is an independent day school catering primarily to boys and girls aged nine to nineteen with Autism and/or Dyslexia. Our dedicated and skilled staff ensure the best educational experience, offering a holistic and individualised approach in a safe environment. Over 90% of our students have Education and Health Care Plans (EHCP's) funded by Local Authorities across the southeast of England.

The wrap-around nature of what we offer, enables students to thrive where they may not have before, to excel academically and to build their self esteem in an environment of understanding and acceptance. We work with students to remove barriers to learning and therefore achieve what we know they are capable of through high quality teaching, fully integrated occupational, speech and language therapy and pastoral support to a very high standard.

In recent years, we've restructured our management team, appointed a new Headteacher and Board of Governors, resulting in significant improvements in governance, financial sustainability and most importantly, the teaching and learning at the school.

Our ethos prioritises pupils' individual needs, fostering an environment where every child can thrive. We boast exceptional leadership, teaching, and pastoral care, ensuring outstanding outcomes for our students.

Today, Northease Manor School is a thriving school with excellent leadership, quality teaching and pastoral care, and exceptional outcomes for our young people.

We are proudly part of The Independent Schools Association, which is an organisation of independent schools in the United Kingdom. Founded in 1878, it is one of the country's oldest such groups.

Extract from Governors
Report – year end
August 2022



I.S.I Inspection Report
February 2023

School Values and Position

Previously a specialist dyslexia school, under the astute leadership of the headteacher, we have transitioned to better meet the needs of both parents and students. We have redirected our focus towards addressing speech, language, and communication difficulties, as well as catering to young people diagnosed with Autism Spectrum Condition (ASC). This shift has resulted in a distinctive approach to managing behavior and communication, setting us apart from similar schools.

Our primary objective is to foster independence among our students, tailoring our approach to each individual based on their diagnosis and abilities.

The ethos of our school revolves around three core values:

- Positivity
- Kindness
- Resilience

These are also reflected in the approach to staff training; all teachers have completed 'ELKLAN' training in order to facilitate speech and language needs in the classroom.

Northeast Manor School operates as a charitable company under a 1972 Trust Deed registered with the Charity Commissioners (charity number 307005). Amendments to the Memorandum and Articles of Association have been made over the years, with the latest in 2017.

The Northeast Manor School Limited (the Trust) is the legal entity that owns the school's assets. It operates as a charitable company limited by guarantee. The Board of Governors serves as directors and trustees, ensuring alignment with both legal and charitable obligations.

Governorship is voluntary, and all governors, as members of the company, guarantee to contribute £1 in the event of liquidation. None of the governors have any beneficial interest in the company.



Special Educational Needs & Disability (SEND)

The School's commitment to the young people who attend is unstinting. It is at the forefront of providing a carefully tailored education to those young people who have, or would otherwise have failed in other settings. The primary needs met are those with high functioning autism and or those with speech, language and communication difficulties.

The school is exceptionally well equipped to support young people who suffer from high anxiety and any co-morbid (one or more additional conditions) secondary needs. The school meets a number of other needs, usually co-morbid with autism, such as dyscalculia, dyslexia, attention deficit hyperactivity disorder (ADHD), Prader-Willi syndrome (PWS) and pathological demand avoidance (PDA) among others. The School is working towards National Autistic Society accreditation and is regarded highly by other specialist providers and professionals.

The School has integrated therapies as part of its local offer and students benefit from education staff who have been trained in practical aspects of Speech and Language Therapy and Occupational Therapy. The therapy team at Northease work with their teacher colleagues in partnership so that all students' needs are at the forefront of what the School does.

Our Vision and Purpose

Our purpose is “Making the difference. Changing Lives”

Our purpose is to combine special educational needs expertise with passion and freedom.

Recognising and valuing difference. What do we mean by these words at Northease Manor School?

Delivering impactful outcomes for our young people and all those who have touched their lives. Building confidence, character and capability to realise potential right now, tomorrow and for the future.

Our Vision is to become a leading special educational needs provider; equipping people with the skills, attitudes, behaviours and opportunities to flourish

We are achieving this by role-modelling educational excellence, being pioneers in research and continuously seek to do better and be better overcoming challenges with resilience and confidence.

What do we mean by these words at Northease Manor School?

Providing a personalised education through bespoke solutions. Thriving by achieving one's potential.

**Northease Manor School
Purpose, Vision and
Strategy**



Our Leadership Team

“Our team is effective, and we learn from each other. We accomplish far more than would be possible alone. We inspire and challenge each other. Any individual’s strengths can be exploited, and we support each other to do the stuff we’re not so good at. This is an efficient approach to undertaking the task of making Northease the best place it can possibly be, and it feels good!”



Caroline Stamos
Headteacher



James Brampton
Assistant Headteacher - DSL,
Behaviour and Engagement



Tri Townshend
Operations and Facilities
Manager



Jordan Twinn
Assistant Headteacher - Teaching
and Learning and Curriculum



Our Governors

The primary objective of the Governing body is to work collaboratively with the Senior Leadership Team to ensure that your children receive the best quality of education in a safe and caring environment. As trustees of the school, the governors are proprietors. Please click on each person to find out more.



Julie Toben
Chair of Govenors



Philippa Field
Governor



Darren Carpenter
Governor



Geraldine Des Moulins
Governor



Margaret Stebbing
Governor



Ronak Kantaria
Governor



The Role of our Governors

The Governors are the 'Members' of the company. They have a dual role as Directors under the Companies Act and as Trustees under the Charities Act. It is their legal and overall responsibility to ensure that the School is working to achieve its aims and is operating within its charitable remit as a company limited by guarantee, and that the organisation is run on a financially viable basis.

As Directors, the Governors are collectively agents of the company and must observe the rules governing them. Directors also have a legal duty to consider the interests of company employees.

The Governors meet with the Headteacher and other members of the Senior Leadership Team at least once a term. Individual Governors may also be asked to undertake specific tasks, such as serving on one of the two sub-committees of the Board.

Governors are appointed by the Members (the Board) for a term of three years.

Recruitment of all Governors must follow the Safer Recruitment in Education practice which will include a detailed application form and the taking of satisfactory references.

Governor positions are subject to checks through the Disclosure and Barring Service (DBS).



School Governor Role Profile

Collectively with other members of the Governing Body a governor has the following responsibilities:

Main Responsibilities

- Determine the overall direction and development of the School through good governance and clear strategic planning.
- Ensure that the School and its representatives function within the legal and regulatory framework of the sector and in line with the School's governing.
- document, continually striving for best practice in governance.
- Uphold the fiduciary duty invested in the position, undertaking such duties in a way that adds to public confidence and trust in the School.

Main Duties

- Ensure the School complies with legislative and regulatory requirements, and acts within the confines of its governing document.
- Act in the best interest of the School, beneficiaries and future beneficiaries at all times, pursuing only the delivery of the charitable objects.
- Promote and develop the School in order for it to grow and maintain its relevance in society.
- Maintain sound financial management of the School's resources, ensuring expenditure is in line with its objectives, and investment activities meet accepted standard and policies.
- Interview, appoint and oversee the work and activities of the senior staff, providing support and challenge as appropriate.
- Ensure the effective and efficient administration of the school and its resources, striving for best practice in good governance.
- If required, act as a counter signatory where a cheque, application for funds, contract, agreement or other specified document is outside the powers delegated to senior staff.
- Maintain absolute confidentiality about all sensitive/confidential information received in the course of governors' responsibilities to the School, and ensuring compliance with the conflict of interest policy.
- Know and support the aims of the School and its mission statement and oversee their achievement.
- Know the overall tasks of the Governing Body and ensure that these are fully carried out.
- Contribute expertise to the discussions of the Governing Body and, if possible, at least one committee.
- Respect the confidentiality of the Governing Body and all information about the School's staff, parents and pupils.

Commitment Expected from a Governor

The degree of commitment required of a governor to achieve the job description is to:

- Attend as many meetings and events as possible.
- Be prepared to put in sufficient time to visit the School periodically during working hours and to study relevant background and current papers.
- Attend training courses.

Accountability

As the Board is responsible and liable for the governance and functioning of the School, it is accountable in varying degrees to a variety of stakeholders, including: parents, pupils, the Charity Commission and Companies House. Close attention must be given to the governing document to ascertain the type of organisational structure and the range of interested parties.

School Governor Person Specification

Experience

- Track record of senior leadership and achievement.
- Experience as a Non-Executive Director/ Trustee/Governor is desirable.
- Experience of working effectively with a wide range of stakeholders.
- Professional depth and experience of Senior Leadership in a SEN environment

Abilities, Skills and Knowledge

- Knowledge and understanding of the role of a non-executive/trustee/governor.
- Analytical and critical thinking skills - able to think around an issue and consider alternatives.
- Strong communication skills with the ability to communicate in a straightforward manner.
- Adept at asking probing questions to uncover underlying issues.
- Able to focus on the future - anticipates and embraces change to ensure continued improvement.
- Looks at the big picture, identifying patterns, trends and risks and grasps strategic opportunities.
- Sets direction with clarity and confidence.
- Able to act as an Ambassador, Advocate and Networker for the School and its work, internally and externally.
- Monitors performance against targets and holds the executive to account.
- Adept at scrutinising, interrogating and making sense of financial information.
- Decision Maker - makes judgments with confidence and ownership.
- Ability to coach and mentor others to maximise their potential.

Personal Attributes

- Lives and breathes the organisation's principles and values.
- Open to challenge and be challenged.
- Open and approachable - gives time and a listening ear.
- Role models a positive and 'can do' approach in seeking to meet objectives.
- Contributes fully and enthusiastically to debate and decision-making.
- Proportionate in assessing and mitigating issues and risks.
- Thinks independently as well as collectively; taking equal responsibility for impact and outcomes.
- Thinks flexibly; is adaptable, creative and excited by innovation.
- Curious and inquisitive - thinking laterally and long term.



Time Commitment

The full board of Governors meet at least once each term. Full governing body meetings last for approximately three hours and are usually scheduled for mid-week starting at 4.15pm. These tend to be held via Zoom.

There are two sub-committees - Academic Committee and Finance & Estates Committee. These meet either two or three times a year depending on need, to enhance our oversight and governance of these main areas. The Academic Committee tends to meet face to face. As a Governor, you would expect to serve on one of the sub-committees.

There are other activities at the School which Governors are encouraged to attend, such as School Open Days for prospective parents, exhibitions of pupils' work, leavers day and other social activities.



Code of Conduct for Governors

A code of conduct is an agreed set of guidelines outlining the expectations, responsibilities and proper practices for Governors (Trustees) to abide by.

One such set of standards came out of the Nolan Committee, which published its Seven Principles of Public Life, and recommended that all public bodies adopt codes of conduct incorporating those principles. The Nolan Principles form the basis of many codes of conduct, translated into contexts outside of the public sector, and have been adopted widely by Trustee Boards.

The Nolan Principles – adapted for trustees (Governors)

Selflessness: Trustees should act solely in terms of public benefit. They should not act in order to gain financial or other benefits for themselves, their family or their friends.

Integrity: Trustees should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their role as a trustee.

Objectivity: In carrying out the business of the organisation, trustees should make choices based on merit.

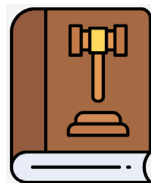
Accountability: Trustees are accountable for their decisions and actions to their stakeholders and the public and must submit themselves to whatever scrutiny is appropriate to their role.

Openness: Trustees should be as open as possible about all the decisions and actions they take.

Honesty: Trustees should declare any private interests relating to their trusteeship and take steps to resolve any conflicts arising in a way that protects the public benefit.

Leadership: Trustees should promote and support these principles by leadership and example.

A detailed code of conduct is provided in the Governors' Handbook along with our conflicts of interest policy.



Governors for Schools - The Nolan Principles

How to Apply

Read the pack carefully: Before doing anything, make sure you know what we are about and what the role involves.

Polish up your CV: Ensure it tells us what you can bring to the role and organisation but make sure it's no longer than three pages.
Answer the following 3 questions via [Willo Video](#) (1 minute per question):

1. What particularly interests you about the role of Governor at Northease Manor School?
2. What skills and professional expertise will you bring to leading Northease Manor as we commence the next phase of our organisational journey?
3. How can you evidence that your professional skills are balanced with a commitment to our purpose of 'making the difference - changing lives'?

Willo Support: If you encounter any issues whilst completing your video interview, please email Willo Support who will be able to assist you:
support@willotalent.com

Send it all into us before the deadline: Answer the video questions and send your CV, with the role in the subject bar, to:
recruitment@distinctivepeople.co.uk by 9am on Thursday 26th September 2024.

Please also fill in the [Equal Opportunities Monitoring Form](#) and [Declaration Form](#) and return them with your CV.



Key Dates

Closing Date: 9am Thursday 26th September 2024
Interviews (in person): Thursday 3rd October 2024

Interested? For an informal conversation about the role please contact:
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Partner
Distinctive People HR & OD Consultancy Ltd
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Email: denise.kirkham@distinctivepeople.co.uk

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