



NORHEASE
MANOR SCHOOL

distinctive/people
HR & OD CONSULTANCY

School Governors

Candidate Pack

April 2026

Contents

Thank you for taking the time to find out more about these exciting roles on our Board. On the following pages you'll find all the information you need to understand us better, discover what the role involves and how to apply.

► Part 1

Learn about us and explore how we work.

► Part 2

Learn about the role and what it involves.

► Part 3

Learn how to apply, review the selection process, and use a checklist to ensure you've covered everything.

Closing Date

Early July 2026

Informal conversations and School visits will take place during June.



Northeast Manor School

Welcome

Dear Candidate

Thank you for your interest in Northeast Manor School and our current Governor vacancies; we very much hope to see your application.

Northeast is a small but vibrant centre of excellence for the education of neurodivergent young people. 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 academic curriculum, pastoral care, sporting and other activities.

The school has evolved to reflect the needs and aspirations that are sought after by parents, carers and students, focusing on neurodivergent needs including speech, language and communication difficulties, autism spectrum condition (ASC), dyslexia and other processing, sensory and cognitive delays. Today, we are proud to say that Northeast is a thriving school with excellent leadership, quality teaching, pastoral care and exceptional outcomes for young people.

The Board of Governors are responsible for the overall governance and strategic direction of the school. In 2025 we strengthened our educational expertise on the Board and we are now looking to continue the development and strengthening of our Board through the appointment of two new Governors. We are seeking candidates ideally with experience in a Finance or Estates background. Previous non-executive/governor experience is not necessary but you do need a good understanding of corporate governance and strategic risk.

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



Part 1 About Us

Northeast Manor School, located near Lewes, East Sussex is an independent day school catering primarily to boys 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.

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, Northeast 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.

I.S.I. Inspection
Report 2025

ISA
INDEPENDENT
SCHOOLS
ASSOCIATION
Accredited Member

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 behaviour 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.



Part 1 About Us

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



Part 1 About Us

Our Leadership Team



Caroline Stamos
Headteacher



James Brampton
Assistant Headteacher - DSL,
Behaviour and Engagement



David May
Assistant Headteacher - Teaching
and Learning and Curriculum



Tri Townshend
Operations and Facilities
Manager



Jordan Twinn
Assistant Headteacher -
Admissions and Therapeutic
Provision

Our Governors



Julie Toben
Chair of Governors



Darren Carpenter
Vice Chair of Governors



Ronak Kantaria
Governor



Margaret Stebbing
Governor



Philippa Field
Safeguarding Governor



Neil Stanley
Governor



Harriet Osei-Fosu
Governor



Kate Nash
Governor

[Read more about our Leadership Team](#) 

Part 2 The Role

School Governor Role Profile

The Board of Governors are both trustees of the charity and directors of the company. They provide strategic oversight to the headteacher by helping to set the school's vision, approve budgets, and monitor performance. They are responsible for holding the leadership team to account, ensuring financial health and effective use of resources, and appointing senior staff.

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.

Key Responsibilities & Duties

- 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.
- 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.



Part 2 The Role

School Governor Person Specification

Experience

- Track record of senior leadership and achievement.
- Experience of working effectively with a wide range of stakeholders.
- Professional depth and experience in a Finance or Estates background.
- Previous Non-Executive/Governor experience is not necessary but you do need a good understanding of organisation risk and governance.

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.

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.



Part 2 The Role

Terms & Time Commitment

Terms

Governor roles are voluntary (reasonable expenses are paid) and are initially appointed for a term of three years.

Time Commitment

The full Board of Governors meet three times a year usually in November, March and July. These are a mixture of in person and on-line meetings which last for approximately three hours and are usually scheduled for mid-week starting at 4.15pm. There is also an annual strategy day which is in person at the school, usually in September.

This role will also be expected to serve on the Finance and Estates Committee which meets three times each year in advance of the main Board meetings, usually on-line.

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.

Commitment Expected from a Governor

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

- Attend all Board and committee meetings and where possible, other school events and activities.
- Be prepared to put in sufficient time to visit the School periodically during working hours and to study relevant background and current papers.
- Participate in training as required such as safeguarding.

Part 3 How to Apply

Submit your Application

1.

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.

2.

Answer our three questions in a supporting statement: You should answer them all in less than two sides of A4. The questions are:

1. What particularly interests you about the role of Governor at Northease Manor School?
2. What skills and professional expertise will you bring to the Board of Northease Manor School?
3. Tell us about a time when you helped an organisation to grow in scale, influence and impact.

3.

Send it all into us: Answer the questions and send your CV, with the role in the subject bar, to: recruitment@distinctivepeople.co.uk. Please also fill in the [Equal Opportunities Monitoring Form](#) and [Personal Declaration Form](#) and return them with your CV.

Inclusivity and Accessibility are very important to us at Northease Manor. If this means of applying does not work for you that's not a problem. Just contact Denise on 07833 475669 and we'll arrange for your application to be submitted in the best way for you!



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