




Futura
Learning Partnership

Trustee information pack

Welcome

Thank you for your interest in the role of Trustee at Futura Learning Partnership.

Trustees are vital in helping us ensure high-quality education for every child in our care. They clarify our strategic direction, hold executive leaders accountable, and oversee financial performance.

As a strong and inclusive trust, we welcome applications from people of all backgrounds; the more diverse our board, the better we can support the communities we serve.

Futura is one of the leading multi academy trusts in the region, comprising more than 12,000 pupils and employing 1,500 staff in 26 schools.

Our firm belief is that collaboration and partnership are the key to success; working together benefits both learners and staff.

If you share our vision and think you could contribute to our ambitions for our family of schools, we would be delighted to receive your application.

Gary Schlick

Chief Executive Officer



About us

Our trust is made up of more than 12,000 children and young people, aged two to 19, and 1,500 staff across 26 schools, spanning Bristol to Bridgwater.

Our partnership of schools includes, 20 primaries and six secondaries in five local authority areas: Bath & North East Somerset, Bristol, North Somerset, Somerset and South Gloucestershire. We work in partnership with the Diocese of Bath and Wells.

Our staff are crucial to our vision and we prioritise their wellbeing and professional and personal development.

The trust provides central services, freeing up schools to focus on children's education and welfare. These services include school improvement, finance, HR, procurement, IT, catering,

and communications. Our trading company, Futura Commercial Services, operates the B&NES School Sports Partnership, our three sports centres (at Wellsway School, SBL Academy and Clevedon School), our catering and childcare services, and organises lettings and trading activities.

Strong governance sits at the heart of our trust, and our Board of Trustees meets regularly to oversee and guide our work. It operates through the following committees: Education and Standards, Finance and Estates, HR, Audit and Risk.

Each school has a Local Governance Committee (LGC), ensuring it is firmly rooted in its community. LGCs monitor standards and fulfil the practical governance requirements, on behalf of Trustees.



‘Our staff are crucial to our vision and we prioritise their wellbeing and professional and personal development.’



Our mission

Building the brightest future for all, enabling every individual to flourish.

Strategic vision

Our vision is to be a leading trust with a reputation for excellent pupil outcomes in all our schools and innovation in key areas, including:

- Early years; years 5 to 8 (middle years); post 16.
- Inclusion, supporting vulnerable and disadvantaged learners to succeed within their schools
- Workforce reform and development
- Environmental sustainability

This will ensure we are a high-quality trust and enable us to make a strong contribution to the wider sector.

Applicants are encouraged to read our [Strategy to 2030](#).

Our values

The core values describe the guiding principles at the heart of our organisation. They provide the platform that brings individuals and schools together to achieve our shared mission. They apply equally to pupils and adults



Respect

Behaving with integrity and being worthy of trust; respecting self, others and the environment.



Opportunity

Providing experiences for growth and development; opening doors to future success.



Collaboration

Working together towards shared goals and shared success; being 'stronger together'.



Aspiration

Encouraging ambition; providing the inspiration, challenge and support to achieve success in all its forms.

Our schools are located in and around Bristol, Clevedon and Bridgwater



The role of a Trustee

Introduction

Trustees have three core functions:

- To ensure clarity of vision, ethos and strategic direction
- To hold executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- To oversee the financial performance of the trust and make sure its money is well spent.

Principal duties of the role

The principal duties of all Trustees are:

- To exercise independent judgment and to act only in the interests of the trust and not on behalf of any constituency or interest group, taking decisions impartially and on merit using the best evidence and without discrimination or bias
- To act in accordance with the constitution of the trust and only exercise powers for the purpose for which they are conferred
- To act in a way that enhances the success of the trust and its academies
- To exercise reasonable care, skill and diligence
- To ensure that the trust's resources are managed responsibly
- To avoid a situation where there is or may be a direct or indirect interest that conflicts, or possibly may conflict, with the interests of the academies or the trust
- To ensure that no benefit is accepted from a third party conferred by reason of being a Trustee, or of doing (or not doing) anything as a Trustee
- To declare the nature and extent of any interest to the Board of Trustees or other committee if in any way, directly or indirectly, interested in a proposed transaction or arrangement with an individual academy or the trust as a whole
- To be accountable to a variety of stakeholders including parent/carers, pupils, regulators, and local authority partners
- To comply with the requirements of the trust's code of conduct.

Main responsibilities of the role

The main responsibilities of all Trustees are:

- To ensure that the trust is managed efficiently, effectively and in line with the requirements of the law, the constitution, regulation and best practice
- To ensure commitment to the Nolan seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- To help develop and share in the trust's vision
- To uphold and demonstrate the values and ethos of the trust
- To fully participate in the work of the Board of Trustees, or other committee (as appropriate) and, in particular, ensure that objectives are set and that both educational and financial performance are monitored accordingly
- To participate as appropriate in the development of strategies and policies to guide the trust
- To prepare for meetings and other events by reading the relevant documents, seeking clarification where necessary before meetings
- To receive and consider reports prepared by staff, agents and advisers and question these to ensure that decisions are well founded
- To regularly attend meetings of the Board of Trustees or other committee; and participate fully in discussions and share responsibility within the decision-making process

- To have an understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of an educational environment
- To treat written information labelled as confidential, or oral information provided in confidence, as strictly confidential at all times unless otherwise authorised to release such information
- To debate in a proper, respectful manner, addressing only matters in hand, keeping contributions relevant, not making speeches and avoiding operational detail
- To contribute to, share responsibility for, and uphold the decisions of the Board of Trustees or other committee irrespective of any individual position taken in debate or voting
- To ensure all decisions are made in the best interests of the trust and its academies
- To uphold and reinforce the trust's values and ethos, its code of conduct and the reputation of the trust and not do anything which may bring discredit upon the trust or any individual academy
- To attend appropriate training and other events and represent the trust as required
- To participate openly and honestly in collective reviews of the performance and effectiveness of the trust board or relevant committee, skills audits and succession planning
- To ensure commitment to equality, diversity, anti-discriminatory practice and safeguarding young people
- To promptly declare any relevant interests, financial or non-financial, for entry in the register
- To commit to membership of various working groups, focus groups, or panels in support of the overall governance of the trust
- To be open in communication and to work effectively and maintaining good working relationships with all others involved in the governance and leadership of the trust and with external stakeholders
- To be proficient in the use of electronic communication to send and receive information which supports the governance and business of the trust
- To act as an ambassador for the trust
- To be a team player and to work as a team.

Person specification

We are looking to appoint trustees with experience in one or more of the following areas: finance, audit and risk, digital technology, cyber security, education, marketing and communications.

More generally we also seek:

- A high level of understanding or interest in education
- Strong business and financial acumen
- Experience of working on a committee
- A clear understanding and acceptance of the legal duties, liabilities and responsibilities of Trustees
- A sound knowledge of and/or experience of governance in the education and/or charity sectors
- Highly developed interpersonal and communication skills
- Ability to work in partnership with others and build strong working relationships
- Ability to understand complex strategic issues
- Ability to critically assess, analyse and resolve difficult problems
- Ability to provide appropriate challenge, not taking information or data at face value
- Ability to think flexibly and creatively, to challenge conventional wisdom and be open-minded about new approaches to problem solving.

Personal qualities

- A desire to create positive outcomes for young people
- Sound, independent judgement, courage, common sense and diplomacy
- Willingness to commit to, and uphold, the values and principles of futura learning partnership

- Astute, with the ability to grasp relevant issues and understand relationships between interested parties
- Ability to listen well, and welcome alternative opinions and experiences
- Resilience
- A determination to implement the highest standards of governance
- A willingness to learn.

Time commitment

- To have personal circumstances that enable the following guideline commitments:
- Attendance at induction training following appointment
- Effective preparation for, attendance at and participation in six formal meetings per year of the board and three to four formal meetings of a committee (plus panels, working groups and any special meetings called from time to time)
- Attendance at the trust's AGM, annual strategy day, governance development programme events and related training activities
- Pre-arranged learning visits to the trust's academies from time to time

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. For further information please refer to our [Safeguarding](#).

Scheme of delegation

The Scheme of Delegation sets out the framework for how Futura Learning Partnership is governed and managed. It is issued in accordance with the Articles of Association and covers:

- How the Trustees ensure compliance with the various statutory and regulatory requirements placed upon them
- The relationship between the Trustees, the Academy Governance Committees, the Executive Leadership Group and (in the case of Church Academies) the local Diocese
- How the Trustees work together effectively.

This Scheme may be altered or amended for all Academies in the Trust or an individual Academy by the Trustees' decision or through the Trust's Intervention Policy. Where a school is deemed to be a school causing concern, an amended Scheme of Delegation will be agreed upon by the Trust Board and implemented by the Executive. This will be determined in line with areas of concern.

For further information please see the [Scheme of Delegation](#).

Recruitment process

As part of the application process, candidates should send an expression of interest, CV and supporting statement (no more than two sides of A4) to recruitment@futurelearning.co.uk.

The supporting statement should explain your motivation for applying for the role, how your skills, knowledge and experience match the role outline, and what additional qualities or expertise you could bring to the position.

To ensure fairness to all candidates, any decision to shortlist applicants for an initial telephone screening will be based solely on the information provided within the CV and supporting statement.

It is therefore important to include as much relevant information as possible about why you are applying and what makes you a suitable candidate for the role.

