

**PERSON SPECIFICATION**  
**FOR TRUSTEES, SCHOOL GOVERNORS AND OTHER COMMITTEE MEMBERS**

*Note: there are additional competencies and enhanced commitments applicable to those in positions of office*

**1. Introduction**

1.1 This generic person specification is designed to guide those involved in the governance of the Trust in fulfilling their duties and responsibilities as effectively as possible. It will also be used to support the appraisal of board member performance.

**2. Skills, knowledge and experience**

- 2.1 Each trustee, school governor or other committee member is expected to contribute at least one or more of the essential areas of skills, knowledge and experience required on the Board of Trustees, school governing body or other committee (as appropriate) and as set out in the Skills, Performance and Development Policy. Any gaps in skills, knowledge and experience will be a consideration when carrying out succession planning and recruiting new trustees, school governors and other committee members.
- 2.2 The extent to which individuals have made effective use of their strengths in skills, knowledge and experience will be taken in to account as part of appraisals.

**3. Core competencies**

3.1 Core competencies are used to measure personal effectiveness in the ability to lead, inspire and add value to the governance of the Trust. The performance of trustees, school governors or other committee members will be reviewed and will focus on the core competencies (and supporting effective behaviours) set out below:

**(a) Strategic thinking and direction:**

- Able to influence the development of vision and strategic objectives.
- Understands the difference between strategy and operations; delegates responsibility effectively to staff.

- Is sensitive to the political, economic, social and technological external impacts upon the Trust and its schools.
- Anticipates and understands risks and consequences for the Trust at a strategic level.
- Identifies opportunities and brings forward new ideas for organisational effectiveness.
- Encourages creativity, is open to new ways of working and able to adapt flexibly to change.

**(b) Analysis and understanding:**

- Assimilates and makes sense of complex data; evaluates options and understands different perspectives.
- Focuses on the key issues and makes them clear to others.
- Understands the sensitivities of key assumptions in options and propositions.
- Satisfies themselves on the integrity of financial information and risk appraisal.
- Possesses confidence to provide challenge; asks questions appropriately and keeps to appropriate level of detail.
- Brings an original perspective to discussions.

**(c) Decision making:**

- Shows independent judgement and original thought.
- Signs up to the collective ownership of decisions once agreed irrespective of position taken in debate.
- Actively participates in decision making with objective analysis, reasoned and rational judgement of the issues in hand.
- Prepared to take difficult decisions and measured risks; is not easily deflected by obstacles or problems.
- Respects and is open to the views of others in discussions on key issues.
- Focused on the mission, objectives and priorities when making decisions.

**(d) Communication and Interpersonal skills:**

- Communicates clearly and persuasively; expresses opinions, listens and takes account of the views of others.
- Builds and maintains good relationships based on personal credibility and integrity.
- Engages effectively with key stakeholders as an 'ambassador' for the Trust and its schools.
- Challenges without appearing aggressive; prepared to say what people may not want to hear.
- Expects constructive feedback; is aware of own strengths, weaknesses and motivations.
- Gets to know individuals and their aspirations.

**(e) Team working and development:**

- Supports a strong team spirit; able to work collaboratively.
- Works with senior management in productive working relationships built on mutual respect.
- Works as a part of the team and adds value to collective effectiveness.
- Demonstrates commitment, is reliable and punctual and comes fully prepared.
- Supports others, praises achievements and celebrates success with the team.
- Open to learning and development at an individual and collective level.

**(f) Organisational purpose and ethos:**

- Committed to meeting the welfare and progress of all pupils/students.
- Open to the views of pupils/students, parents/carers and other stakeholders in the how the Trust and its schools are run and developed.
- Supports the development of organisational culture built around the values.
- Committed to the recruitment and development of a skilled and competent workforce.
- Encourages partnership working with organisations that add value to the work of the Trust.
- Promotes and demonstrates leadership in relation to equality, diversity and inclusion.

**4. Commitment to the Role**

4.1 Trustees and school governors are expected to have the capacity to be able to commit to fulfilling their duties and responsibilities as effectively as possible. The following is a guide to what people usually commit to the role:

- Attending one day of induction training in the first 3 months following appointment.
- After induction being able to commit around 7-10 hours a month to the role to include:
  - Effectively preparing for, attending and participating in formal meetings (and potentially other committees, panels, working groups and any special meetings called from time to time).
  - Attending away days and training activities.
  - Participating in ad hoc discussions and electronic communications between meetings.
  - Preparing and participating in own appraisal.
  - Attendance at events to support the staff and pupils/students and engage with parent/carers and other stakeholders.

4.2 Meetings are usually held in the evenings and preparation time is often done at weekends.