



Academy Standards and Ethos Committee (ASEC) Chair Role Description and Person Specification

This role description and person specification has been developed with reference to the NGA Model Chair Role Description and DfE Competency Framework for Governance.

Job Title:	ASEC Chair
Reports To:	Chair to DSAT Board (including the CEO)
Main Job Purpose: To provide ASEC leadership to ensure that governors fulfil their functions for the proper governance of the academy in line with the DSAT Scheme of Delegation and terms of reference.	
Line Management Responsibilities: Headteacher, Clerk, Academy Governors	
Main Duties:	
1.	<p>Strategic Leadership</p> <ul style="list-style-type: none"> To ensure that the ASEC and Headteacher have a shared sense of purpose To ensure that the ASEC sets a clear vision and strategy for the academy, supporting and in line with the aims and values of the Trust To lead the ASEC in monitoring the Headteacher's implementation of the Academy Improvement plan (AIP) and Key Performance Indicators (KPIs) To ensure that the ASEC has a clear action plan for its own development and a programme for monitoring and evaluation
2.	<p>Developing the Team</p> <ul style="list-style-type: none"> To ensure the ASEC has the required skills to govern well and that appointments made and/or training fill any identified skills gaps To ensure all governors receive appropriate induction, ongoing training as needed and have a thorough understanding of their role To ensure members of the ASEC act reasonably and in line with the Trust's agreed code of conduct To develop a good working relationship with the vice chair, ensuring s/he is kept fully informed and delegating tasks as appropriate To ensure that board members feel valued and encourage their development To carry out a performance review of each governor To ensure that there is a plan for succession for the chair and vice chair and that by recommending limits on office, there is always a mix of new and experienced academy governors
3.	<p>Working with Academy Leaders</p> <ul style="list-style-type: none"> To build a professional relationship with the headteacher which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings To ensure the committee fulfils its duty of care to the headteacher including a safe and secure working environment, a reasonable work-life balance, and support for their wellbeing To maintain regular contact with the headteacher to support as required and challenge where necessary To ensure that there are transparent and effective processes for the recruitment and induction of the Headteacher To ensure appropriate governor involvement in the recruitment of senior leaders To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the Headteacher and staff to account



	<ul style="list-style-type: none"> • To oversee and participate in the Headteacher’s performance review, ensuring that appropriate continuing professional development (CPD) is provided • To ensure that the Headteacher provides staff with an understanding of the role of the ASEC and acts as link between the two • Where required, represent the ASEC in its dealings with external partners and be an advocate for the academy • Represent the ASEC to the Board of Directors through regular meetings with the Chair of the Board and of other ASECs within the Trust (usually three time a year) • To attend academy functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so • To liaise with the clerk to ensure that complaints made to the ASEC are dealt with in a timely and effective manner • The chair will also play a lead role in any decision to suspend the Headteacher
4.	<p>Influencing Academy Improvement and Achieving Outcomes</p> <ul style="list-style-type: none"> • To ensure the ASEC is involved at a strategic level in the academy’s self evaluation process and that governors’ feedback informs the development of the AIP and KPIs • To ensure the ASEC’s business is focused on the AIP KPIs • To take the lead in representing the ASEC at relevant external meetings with agencies such as Ofsted, SIAMs, Department for Education and local authority • To ensure the ASEC has mechanisms in place to obtain and listen to the views of parents, pupils and staff • To ensure the ASEC adopts a visits protocol which is linked to monitoring AIP KPIs • To attend, where possible, the Academy Improvement Meetings (AIM) as part of the work of the Director/Regional Director of Improvement • To ensure that the ASEC has fulfilled its statutory and advisory functions such that it is ready for inspection at any time • The chair should already have a good knowledge of the academy and will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team
5.	<p>Leading Committee Business</p> <ul style="list-style-type: none"> • With the Clerk and Headteacher, to plan for the ASEC meetings, ensuring that agendas focus on the ASEC’s key responsibilities and strategic priorities and reducing unnecessary paperwork • Chair meetings (usually six per year) effectively and promote an open culture on the ASEC that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible • To collaborate with the clerk to establish effective working procedures and sound committee structures • To ensure that decisions taken at the meetings of the governing body are implemented <p>To ensure the ASEC appoints a professional clerk capable of providing advice on the ASEC’s functions and that s/he is appraised and developed</p>
6.	To fully comply with the Trust’s safeguarding policy.
7.	This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



Person Specification

Chairs should be able to demonstrate the following

1.	<p>Knowledge</p> <ul style="list-style-type: none"> ● Good understanding of educational policy and the national, regional and local priorities and implications of these for the trust and ASEC ● Good understanding of the trust board scheme of delegation and ASEC terms of reference and code of conduct ● Provides effective leadership of change even when this is difficult
2.	<p>Principals and Personal Attributes</p> <ul style="list-style-type: none"> ● Personal integrity and allegiance to the trust, its vision and ethos ● Adherence to the Nolan Principles ● Adherence to the 7 personal attributes defined in A Competency Framework for Governance (DfE): <ul style="list-style-type: none"> ➤ Committed ➤ Confident ➤ Curious ➤ Challenging ➤ Collaborative ➤ Critical ➤ Creative
3.	<p>Skills and abilities</p> <ul style="list-style-type: none"> ● Ability to chair meetings well, leading meetings in a way which embodies the culture, values and ethos of the trust and academy and creates an atmosphere of open, honest discussion where it is safe to provide challenge constructively. ● Promotes a positive, professional working relationship between the: chair, governors, academy headteacher and staff, trust leaders, and external stakeholders. ● clarifies roles and responsibilities and promotes an inclusive culture in meetings ● Ability to have courageous conversations and make courageous decisions in the best interests of children ● Ensures that different perspectives and dissenting voices are properly taken into account in meeting and recorded in the minutes ● Considers how to tailor communication to build rapport and confidence with internal and external stakeholders as a community leader ● Is proactive in sharing good practice and lesson learned where these can benefit others in the trust and/or its delivery partners ● Where appropriate, seeks external professional advice, knowing where this advice is available from and how to go about requesting it ● Ensures the committee has sight of, and understands, the DSAT risk register ● Leads by example to avoid, declare and manage conflicts of interest ● Works with the headteacher and Director/Regional Director of Education to ensure the right data is provided which is accessible to governors and open to scrutiny ● Promotes the importance of data interrogation to hold senior leaders to account for standards and pupil outcomes ● Is confident and prepared in undertaking headteacher appraisal in line with the trust's appraisal and pay policies/processes and to help make decisions related to pay progression proposals for the headteacher and other academy staff ● Works closely with the Headteacher and Clerk to ensure the ASEC is supporting trust and academy compliance with its statutory and contractual duties, including the academy's Supplemental Funding Agreement and publication requirements ● Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating them ● Takes a strategic view of the skills the ASEC needs, identifies gaps and liaises with



	<p>the clerk to take action to ensure these are filled</p> <ul style="list-style-type: none">• Actively invites feedback on their own performance as chair• Values the importance of the clerk and their assistance in the coordination of ASEC meetings, strategic planning, monitoring and evaluation activity, training, creating an accurate audit trail via the minutes & record keeping• Puts the needs of the committee and trust ahead of their own personal ambition and is willing to step down or move on at the appropriate time• Undertakes open and honest conversations with governors about their performance and development needs, and if appropriate, commitment or tenure• Recognises and develops talent in governors to ensure they are provided with opportunities to realise their potential and support succession planning• Is open to providing peer support to other chairs and takes opportunities to share good practice and learning.
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