

WeST hub advisory board (HAB) member - Role profile

Core functions of the HAB member

1. Ensuring that trust's vision, mission, values and strategic direction are being implemented effectively across the schools in the hub.
2. Ensuring the voices of stakeholders for schools within the hub are heard, e.g. parents/carers, pupils and the wider community.

Hub advisory board responsibilities

Hub advisory boards should work closely with the trustees, executive leaders, headteachers and senior leaders, through the agreed channels of communication, remembering that:

- Trustees are responsible for ensuring that all schools comply with legal and statutory requirements.
- Executive leaders are responsible for ensuring the performance and progress of schools across the trust.
- Headteachers are responsible for the performance, progress and day-to-day management of a school.
- The hub advisory board serves to ensure that the vision of the trust is implemented effectively across school communities in the hub.

As such, members are responsible for:

- The effective outworking of the trust's mission, vision and values across schools within the hub.
- Working with trustees and senior leaders to contribute to the strategy for achieving the trust's vision.
- Ensuring that parents/carers, pupils, staff and the wider community are involved, consulted and informed as appropriate.
- Championing the right of all pupils, including those with special educational needs or disabilities (SEND) and those in receipt of pupil premium funding, to have access to a broad and balanced curriculum such that all pupils are well prepared for the next stage of their education and adult life.

Panels and committees

When required, members are expected to serve on panels or committees to:

- Review decisions to exclude pupils.

Contribution to the hub advisory board

Members should ensure that they are making a positive and meaningful contribution to the board by:

- Attending three meetings a year, reading papers and preparing questions for executive leaders in advance.
- Establishing and maintaining professional relationships with executive leaders, senior leaders in schools within the hub and colleagues on the board.
- Getting to know the schools within the hub, including visiting the school occasionally during school hours and by prior agreement with the Headteacher.
- Getting to know the communities around the schools in the hub and providing a voice for the whole community.
- Undertaking induction training and developing knowledge and skills on an ongoing basis.

Person Specification

E = Essential, D = Desirable

Method of assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
Level 2 English and Maths <i>If a candidate does not have a formal qualification in English and/or Mathematics then they need to demonstrate a sufficient level of literacy and numeracy to process the written information and numeric data required for this role.</i>	E	X	X
Experience:			
Previous membership of a school local governing board or similar	D	X	X
Working in a relevant public sector organisation (e.g. education, probation, health or policing etc.) or a private sector organisation that involves promoting the 'greater good.'	D	X	X

Working within a charitable organisation, in either a paid or voluntary capacity	D	X	X
Personal attributes:			
Commitment to upholding the Nolan Principles ¹ of public life	E	X	X
Commitment to embracing and deepening the trust's approach to equality, diversity and inclusion	E	X	X
Ability to listen empathically to views of others and finding successful ways to move forward if points of difference exist	E	X	X
Tenacity and resolve to ensure that the right thing is done in the right way at the right time, even in the face of difficulty	E	X	X
Proactively build community links to understand stakeholder perspectives and represent these within the role duties.	E	X	X
Knowledge, skills and abilities:			
Good IT skills, including using video conferencing and file sharing platforms effectively (e.g. MS Teams and SharePoint) <i>There is no expectation that members would be setting these systems up but they will be required to use them.</i>	E	X	X
Further requirements:			
Successful post-holders will be required to complete an induction programme including knowledge of safeguarding, SEND and the statutory framework around exclusions. Candidates must be prepared to commit the necessary time and effort to complete these induction activities to an acceptable standard.	E		X
Commitment to safeguarding.	E	X	X
Successfully completion of volunteer checks, including an enhanced Disclosure and Barring Service check.	E		X

From the cohort of hub advisory board members, we are seeking specialist volunteer roles in:

Safeguarding champion

Core Function

In addition, to the roles and responsibilities set out in the core member role profile the hub safeguarding champion will work alongside the schools' headteachers and designated

¹ [The Nolan Principles](#) are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership

safeguarding leads (DSLs) to ensure that:

- The trust is meeting its statutory duties regarding safeguarding as set out in the relevant guidance (e.g. Keeping Children Safe in Education², Working Together to Safeguard Children³ and The Academy Trust Handbook⁴).
- The DSL, and other members of the safeguarding team, have the resources and support required to fulfil their role effectively.
- The Designated Teacher for looked-after children (also known as children in care) has the resources and support required to fulfil their role effectively.
- Schools within the hub are continually developing a 'culture of safeguarding' in which all members of the school community understand that safeguarding is everyone's responsibility.

Additional requirements

In addition to the requirements set out in the core member role profile the hub safeguarding champion will need to:

- Complete 'Level 3' child protection training and re-new this biannually.
- Commit to ongoing training such as that received by DSLs to ensure that their knowledge of safeguarding and child protection remains up to date.
- Meet with appropriate members of staff to assure themselves, on behalf of the trustees, that the school is meeting its statutory safeguarding duties (NB – the director of inclusion and other executive leaders will provide operational support in this area).

It is desirable that members interested in becoming hub safeguarding champions have previous experience, preferably professional, of working within safeguarding and/or child protection. For example, they may have been employed in education, social work, health (psychology, SALT, OT), counselling or youth work.

² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

³ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

⁴ <https://www.gov.uk/guidance/academy-trust-handbook/academy-trust-handbook-2022>

Hub SEND champion

Core Function

In addition, to the roles and responsibilities set out in the core member role profile the hub SEND champion will work alongside the schools' Headteachers and Special Educational Needs Coordinators (SENDCOs) to ensure that:

- The trust is meeting its statutory duties regarding SEND as set out in the relevant guidance (e.g. the SEND Code of Practice⁵).
- Pupils with SEND and their parents/carers have effective channels of communication to discuss their needs which are 'different from or additional to' those of most pupils within schools.

Additional requirements

In addition to the requirements set out in the core member role profile the hub SEND champion will need to:

- Be a skilled communicator, able to build effective relationships with families to ensure that the 'voice of pupils with SEND' is heard and responded to.
- Be available on a regular basis during the school day to experience how schools within the hub are working to support pupils with SEND
 - Please note - members do NOT carry out formal audits or lesson observations. This function is to ensure that trustees have independent 'eyes and ears' in schools that can assure that that the needs of pupils with SEND are being considered.

⁵ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>