



RECRUITING OUR NEW COMMUNITY TRUSTEE

JAMES BRINDLEY ACADEMY

ABOUT US

James Brindley is a multi-sited, multi-provision, Special Academy that provides education for young people, aged 2-19, whilst either in hospital or unable to attend mainstream school due to their medical conditions, special educational needs or disability. We believe that every young person deserves an education which enables them to be the best they can be.

Our staff teach across 11 centres throughout Birmingham: 7 hospitals (both physical and mental health); 3 teaching centres for young people with social, emotional and emotional mental health conditions; an autism specialist centre. We also provide teaching in the home. Annually this equates to teaching approximately 1,600 young people, all with complex and varied needs. These young people may be placed with us through Birmingham's referral route or come from across the UK via their medical placement.

The academy employs approximately 200 specialist staff to ensure the highest quality provision for our young people. They all share a commitment and work hard to create an inspirational education in a safe, stimulating and supportive environment.

“

Pupils, staff and parents agree that James Brindley is one very special school. ”

Ofsted report, June 2022

We are very proud of the achievements our young people make whilst they are on short or long-term placements with us. At James Brindley, staff and the Board work together towards our aim of providing excellent education that is creative and engaging, providing suitable pathways for our young people's next steps.

We are one of the first Special Schools in the country to achieve the UNICEF RRSA Gold Award.

Ofsted judged the academy as "Good" in June 2022.

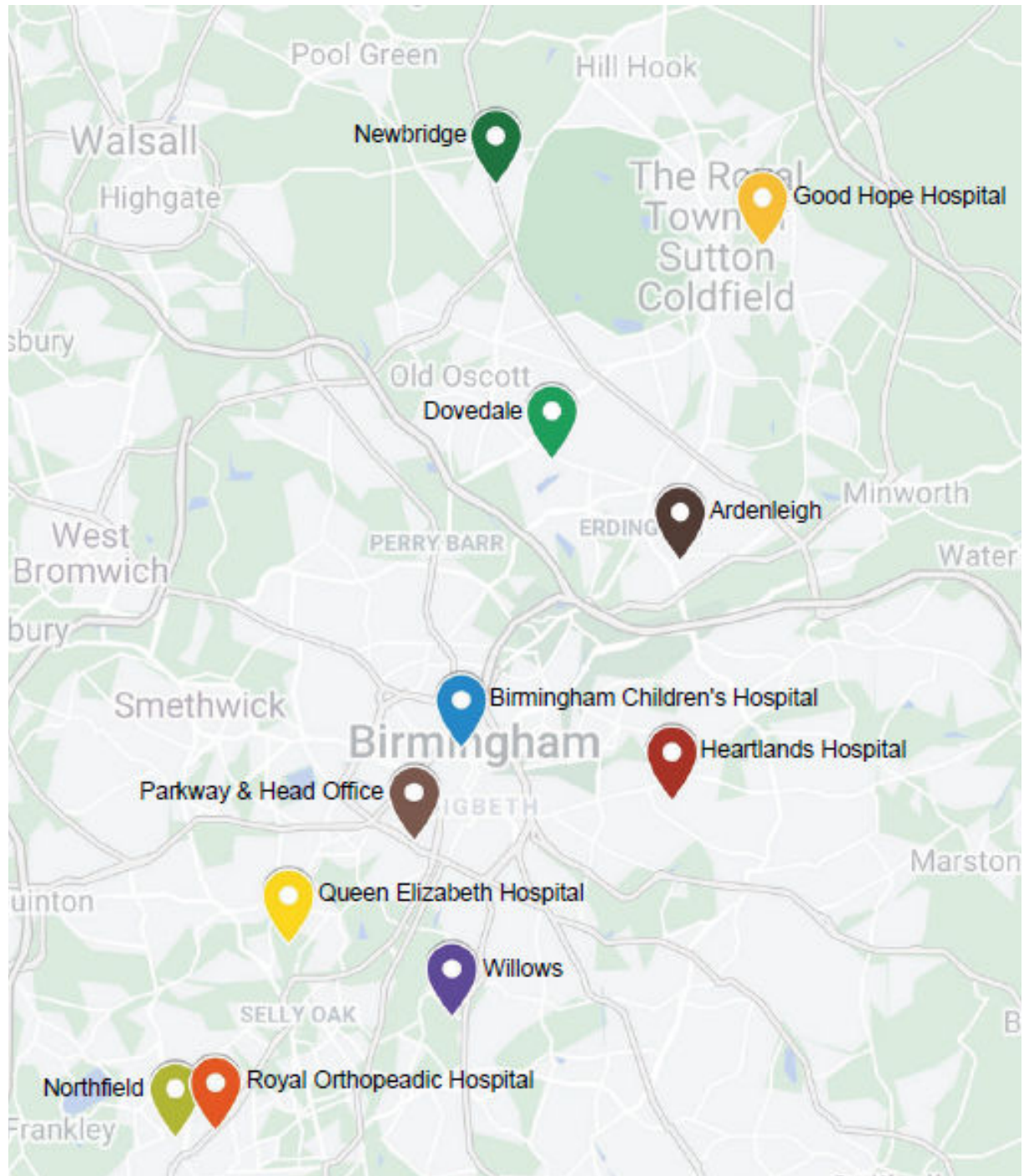
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Leaders and staff are driven to get the best outcome in whatever site or service pupils attend. Wherever they go, the level of academic and vocational ambition is high. ”

Ofsted Report, June 2022



OUR LOCATIONS



OUR CENTRES - DOVEDALE

Dovedale (located in Perry Common) is an 81-place provision for pupils with a diagnosis of Autism Spectrum Conditions (ASC) aged from 9 – 16.

All the pupils that attend Dovedale have an Education, Health and Care plan (EHCP) and are referred via the Special Educational Needs Assessment and Review Service (SENAR) for a place at JBA. Many of our pupils have co-existing conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Tourette's Syndrome, attachment disorders and other social, emotional and mental health needs.

Pupils are taught in classes of up to seven with a teacher and a teaching assistant. KS2 (pupils aged 9/10/11) are taught by specialist primary teachers who are extremely skilled at supporting pupils entering the centre to catch up with gaps in their learning. At KS3 and KS4 (secondary level pupils aged 11 – 16) all lessons are taught by subject specialists. Our offer includes a curriculum of English, Maths, Science, Computing, Personal Development, Physical Education, Religious Education, Resistant Materials, Cooking, Art, Spanish and an Enrichment afternoon which offers a further range of activities including sign language, first aid, Bikeability, karate and drama.

Our staff work closely with our pupils and their families, as well as other professionals to put together personalised support plans to meet their needs. The pupils' needs are also supported by the pastoral support managers who work within the centre and by staff from outside agencies, such as mentors.



OUR CENTRES - NORTHFIELD KS3 & PARKWAY KS4

Our Centres offer a safe and nurturing provision where staff work together with parents/carers and other professionals to support young people who have had difficulty accessing their mainstream school due to conditions such as Anxiety, Depression, Obsessive Compulsive Disorder (OCD), attachment disorders, Psychosis and other Social, Emotional and Mental Health needs. In addition to this many of our pupils may have a diagnosis of Autism Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD) or Tourette's as well as physical medical conditions.

Our young people are able to access a broad and balanced curriculum that also supports their Social, Emotional and Mental Health needs.

We are part of Birmingham's Local (SEND) Offer, and we aim to provide interim placements at either of our Centres, with the view to support transition either back to mainstream, or to specialist secondary/Post 16 provider.

Young people do not need an Education Health Care Plan (EHCP) to access our Centres, however, most of our current cohort do have an EHCP.

We have a dedicated staff team including Pastoral Managers, Attendance Officers, a Mental Health Practitioner and a Careers Team to support the young people during their stay with us. They are also supported by staff from outside agencies, such as mentors.

We are firm believers that a safe and nurturing environment brings out the best in young people. It is important that both staff and pupils are able to be a part of a community where they can:

- Be Safe
- Be Happy
- Be Ready to Learn

Keeping class sizes small, focusing on the individual needs of each young person and promoting an environment of acceptance and mutual respect, are among the things we do to create a fully inclusive environment.

Each young person has support from a Form Tutor, Teaching Assistant and Key Worker. The Key Worker aims to provide continuity for the pupil, their family and external agencies throughout their placement at James Brindley.



OUR CENTRES - ARDENLEIGH

Ardenleigh is located in Erdington. It is a nationally commissioned, 12 bedded, mixed gender unit for young people aged 12 to 19. The hospital (part of the Birmingham and Solihull Mental Health NHS Foundation Trust) provides assessment, treatment and care for young people who are experiencing complex mental health difficulties and pose a significant risk to others through direct physical violence, sexually harmful behaviour or fire-setting, who may also present a risk to themselves. There is also a nationally commissioned, 6 bedded, low secure unit for females called Adriatic.

It is part of our philosophy that we derive strength from a multidisciplinary approach. To maximise positive outcomes for our young people many of our interventions are delivered by a number of professionals from the Trust and other organisations. We provide education and vocational training opportunities to support the young people towards recovery. Ultimately, we are all working with the young people so that they gain independence and go on to lead a fulfilled life.

Ardenleigh is an accredited Autistic Spectrum Condition (ASC) centre and, as such, the clinical and education teams work together to ensure that every aspect of care and education is consistent with the needs of the growing number of young people admitted with an ASC diagnosis.

The young people currently come from North Tyneside, Warwickshire, Dorset, Haringey, Oxfordshire and Birmingham. Previously there have been young people from Scotland and Wales.



OUR CENTRES - NEWBRIDGE

James Brindley at Newbridge House Schoen Clinic, Streetly, provides education for up to 34 young people, between the age of 8 and 18, who are receiving specialist care for the management and treatment of eating disorders.

We are committed to offering a quality learning experience that enables all of our young people to stay 'on track' with their studies whilst they are in hospital. Our team strive to create a safe, purposeful and productive learning environment that allows the young people to access specialist subject support and a curriculum that is tailored to meet their needs.

James Brindley is a fully integrated part of the Newbridge House multi-disciplinary team, liaising with clinical staff to ensure that all the young people are safeguarded whilst attending school. We report progress on a regular basis to the clinical team and offer regular feedback to parents and home schools.

School operates within three purpose built classrooms and an office that are housed within the main unit. All the young people are invited to access school alongside their therapeutic timetable, and we work closely with the clinical team through the care plan approach to ensure that educational needs are balanced with physical, mental and emotional needs.

Our teachers work closely with each pupil's home school in order to ensure consistency and that pupils are able to 'keep up' with their peers. Work is sourced from the home school teachers with our trained subject specialist teachers planning and delivering the appropriate content at each key stage.

Currently approximately 20% of the young people are from Birmingham. The others come from Hertfordshire, Sussex, Surrey, Hereford, Warwick, Worcestershire, Staffordshire, Nottingham, Darlington and Doncaster.



OUR CENTRES - WILLOWS

Willows is located near Kings Heath. It is a teaching and assessment centre which provides education for young people receiving support for their mental health condition as an inpatient at the Parkview Clinic (Birmingham Women's and Children's NHS Foundation Trust).

Depending on a pupil's medical treatment, teaching takes place on the ward or at the centre, which is a short walk from the clinic.

The centre is a small school with six classrooms and a hall. It is set in a very peaceful location, which makes it easier to concentrate and provides a calm environment to work in. The grounds are used as part of the enrichment curriculum.

The centre provides education from age 11 – 18. Whilst pupils are at Willows, we keep in touch with their home schools and parents and carers to inform them about both their attendance and progress.

All of the staff at Willows have experience working with young people with mental health conditions. They work closely with the ward staff, attending weekly ward rounds and care plan reviews to make sure that they are able to give pupils the best support possible.

Currently approximately 25% of the young people are from Birmingham. The others come from Hereford, Worcestershire, Warwickshire, Staffordshire and Dudley.



OUR CENTRES - BIRMINGHAM CHILDREN'S HOSPITAL

At Birmingham Children's Hospital (run by Birmingham Women's and Children's NHS Foundation Trust), we provide education for all children and young people, from Reception to Post-16, whilst they are receiving inpatient or regular day patient care.

We are one of the largest hospital schools in the world and have a team of dedicated teaching and support staff who aim to minimise the impact of a stay in hospital on the child's education. The academy base can be found on the ground floor of the Hospital.

At what can be a worrying time for pupils and parents or carers, we recognise the importance of high quality educational provision and the role it plays in trying to normalise a child's life during their hospital stay.

Our staff are available to deliver lessons at the bedside for children who are an inpatient for more than three school days, or five days for Post-16 pupils. We strive to work in partnership with the pupil's home school to provide a personalised curriculum, supporting the child with their school or college work and hence we work with schools from across the UK.

Our dedicated staff know what it takes to engage and enthuse children in learning, even if they are not feeling well. We have staff who aid in the process of setting up an Education Health Care Plan if this is needed for a pupil's return to their home school.

If, at the point of discharge, medical professionals consider that a pupil is still too unwell to attend their school for longer than three weeks, we will work in partnership with them to make a referral to our Short Term Provision (STP) team, who provide access to a minimum of 5 hours education a week either at home or in other suitable location. If they live outside the Birmingham area, we refer them to the relevant authority. This way the pupil can still access education whilst awaiting return to their own school.



OUR CENTRES - HEARTLANDS HOSPITAL

At Heartlands Hospital, (run by the Heart of England NHS Foundation Trust), JBA provides education for all children and young people, aged 2 to 19, whilst they are receiving inpatient or regular day patient care.

We deliver teaching at the bedside, enabling staff to offer a unique 1:1 personalised teaching and learning experience for all of our pupils.

The length of stay at Heartlands Hospital can vary from 1 day to a fortnight, depending on the type and severity of illness. Our re-attenders generally consist of our Cystic Fibrosis, Asthmatics, Diabetics and Mental Health patients.

GOOD HOPE HOSPITAL

All young people are offered a variety of bespoke and individually tailored teaching and learning sessions on a regular basis, in a range of subjects and qualifications: including GCSE's, Maths and English Functional Skills, BTEC levels 1-3, 'A' levels to dissertations at Degree level, employability skills and careers guidance.



OUR CENTRES - QUEEN ELIZABETH HOSPITAL

The aim of the education service on the Young Person's Cancer Trust Unit at the Queen Elizabeth Hospital (run by the University Hospitals Birmingham NHS Foundation Trust) is to develop and implement a comprehensive and effective model of engaging, teaching and supporting teenagers and young adults, aged 16-24yrs. The Teenage Cancer Trust financially support our work with young adults over the age of 19.

The key focus is:

"To fully support all patients with their ambitions and goals through the provision of high quality, personalised and specialist education that allows them to progress, achieve and move forward"

All the young people are offered a variety of bespoke and individually tailored teaching and learning sessions on a regular basis, in a range of subjects and qualifications: including GCSE's, Maths and English Functional Skills, BTEC levels 1-3, 'A' levels to dissertations at Degree level, employability skills and careers guidance.

Young people can complete external academic examinations on the unit enabling inpatients to complete their 'A' Level examinations, Functional Skills Maths and English and complete degree assessments. Liaising with Universities, Colleges and Schools to support the young person in continuation of their studies has been an important and ongoing development of the service.



OUR VISION

The senior leadership team and trustees have worked together to agree this Vision Statement:

Think differently to inspire young people to overcome all barriers and achieve their dreams.

This is delivered through our Mission Statements:

- 1 - Delivering a pupil-centered, holistic curriculum which prepares young people to overcome barriers for life
- 2 - Creating an inclusive environment that embraces and celebrates our differences
- 3 - Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation
- 4 - Creating an innovative, optimistic and skilled workforce
- 5 - Playing a leading role in the community to promote an inclusive approach to young people unable to access education due to their medical, SEMH needs and other neuro-diverse conditions

Our core values underpin everything that we do:



WHAT IS GOVERNANCE?

Governing Boards provide strategic leadership and accountability through four core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding senior leaders to account for the educational performance of the academy and its pupils.
- Overseeing the financial performance of the academy and making sure its money is well spent;
- Ensuring that stakeholder voices are heard.

Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.



Effective governance is based on six key features:

1. Strategic leadership that sets and champions vision, ethos and strategy.
2. Accountability that drives up educational standards and financial performance.
3. People with the right skills, experience, qualities and capacity.
4. Structures that reinforce clearly defined roles and responsibilities.
5. Compliance with statutory and contractual requirements.
6. Evaluation to monitor and improve the quality and impact of governance.

The Board appoint the senior leaders to run the academy on a day-to-day basis and work with them to set the direction of the academy and monitor progress. The role of the trustee is about receiving information, questioning and challenging the senior leaders, while supporting the Leadership Team to bring about improvements for the benefit of the young people. Trustees are drawn from the community, parents and staff.

Trustees must be committed to ensuring that young people have the best opportunities to help them achieve their potential, and have responsibility for safeguarding and promoting the welfare of children. This means finding out about the academy by reading reports with an enquiring and open mind, attending meetings and on occasion, visiting the academy during the day. Academy staff will write policies, undertake audits, fund-raise and observe teaching and report on these to the Board.

Members

<u>Trustee Board</u> Meets 6 times a year	<u>Resources and Audit Committee</u> 6 times a year
	<u>Hospitals Local Committee</u> 3 times a year
	<u>Teaching Centres Local Committee</u> 3 times a year

BEING A COMMUNITY TRUSTEE

A community trustee is a trustee who isn't an employee or an elected parent/carer of a young person at this academy. You don't need to have any previous connection with James Brindley. You do need to want to support young people who are neuro-diverse, or have social, emotional and mental health difficulties or are in hospital, have the best education possible.



This is how one of our trustees has described being a trustee:

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Being a community trustee at James Brindley Academy has been the most valuable experience. It has enabled me to develop professionally; broaden my understanding and knowledge of the education sector including how academies are led/governed, and how young people remain the focus of all future planning. I have been given the chance to visit each of the James Brindley sites, meeting passionate staff, and the hundreds of young people who come into a James Brindley learning environment and flourish.

The values and ethos of James Brindley mean that we are all made to feel part of something exciting and forward thinking. The academy is focused on continuously improving, and it has inspired me to create as many opportunities as possible. I feel I have a much deeper appreciation for all colleagues working in education, and the lengths that are gone (especially at JBA) to ensure that the experience of education is tailored to the individual young person as much as possible.”

Other things to know

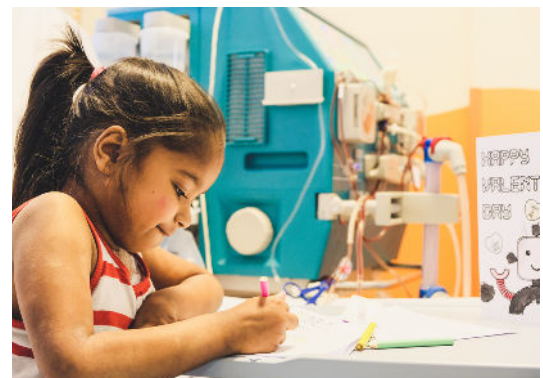
- Many employers grant time off for trustee duties
- Meetings are often held online through Microsoft Teams – help can be made available
- If you think you would like to become involved, but can't make the full commitment, please contact Jo Murgatroyd (Company Secretary) via

murgatroydj@jamesbrindley.org.uk



HOW MUCH TIME WILL I NEED?

Across each half term you need to allow about 6.5 hours for 3 meetings and 4 hours for reading. Link visits are two or three times a year and take up about an hour. Panels are ad-hoc and are about 3 hours each. Training is additional to this.



ROLE DESCRIPTION

Community trustees appointed to the Board play a major role in supporting and challenging the academy and its leadership to ensure the very best is achieved for the young people who attend James Brindley.

Every community trustee is elected to serve for up to 4 years and is also a Company Director and Charity Trustee.

Key Roles of the Board

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent
- Ensuring the voices of stakeholders are heard

Trustee Expectations

As part of the Governing Board, all trustees are expected to contribute to the strategic discussions at governing board meetings which determine:

- The vision and ethos of the academy
- Clear and ambitious strategic priorities and targets for the academy
- That all James Brindley Academy (JBA) young people have access to a broad and balanced curriculum
- The monitoring of the budget, including the expenditure of the pupil premium allocation
- The academy's staffing structure and key staffing policies

The Principal is held to account by monitoring the academy's performance. This includes:

- Agreeing the outcomes from the academy self-evaluation and ensuring they are used to inform the priorities in the Academy Development Plan
- Considering all relevant data and feedback provided on request by academy leaders and external sources on all aspects of academy performance
- Asking challenging questions of the academy senior leaders
- Ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits

- Monitoring progress on the Academy Development Plan
- Listening to and reporting to the academy's stakeholders: our young people, parents, staff, and the wider community, including local employers
- Ensuring the staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal, Continuing Professional Development (CPD) and suitable premises
- Ensuring that resources are used to give the greatest impact on the lives of our young people

Commitment

- Attend the Board and 2 committee meetings each half term.
- Sit on appointment/grievance/complaint/disciplinary/exclusions panels, by arrangement
- Read the meeting papers for these meetings to enable appropriate challenge, questioning and support of the academy leaders
- Work with an existing trustee who will be a mentor/buddy and so act as a support to you as a new trustee. In time, take on the role of mentor/buddy for a trustee.
- Be a link trustee for a strategic priority area; understand the academy's strengths and weaknesses by meeting with key staff, drive strategic development on behalf of the board and report back to the board
- To improve the outcomes for young people at James Brindley through the work of the Board
- Adhere to the James Brindley Governance Code of Conduct
- Undertake training

Skills and Attributes

- An inquisitiveness to question and analyse
- Willingness to learn
- Effective communicator
- Able to work as part of a team and as an individual
- Able to read, understand and challenge written reports
- Able to interpret basic data

APPOINTMENT PROCESS

You will need to complete an application pack. This is available from Jo who can be contacted on 0121 666 6409 ext. 2119 or murgatroydj@jamesbrindley.org.uk



Prospective trustees are often invited to observe a committee or board meeting prior to completing our application forms. An informal interview with 3 trustees is then held and they present the Board with an appointment recommendation for the Board to make a final decision.





JAMES BRINDLEY ACADEMY
BELL BARN ROAD
BIRMINGHAM
B15 2AF

0121 666 6409

COMPANY NUMBER:
07844694

WWW.JAMESBRINDLEY.ORG.UK

think
differently

