# FORMBY HIGH SCHOOL

Determined to Achieve

# TRUSTEE

Information Pack

Summer 2025

# Welcome letter from the Headteacher and Chair of Trustees

Summer 2025

Dear Applicant

We are delighted that you are exploring the possibility of joining the Formby High School Board of Trustees. This information pack is designed to give you a flavour of the life and work of the school and the demands that the role of Trustee would present.

Formby High School is a very popular school and has been heavily oversubscribed now for many years. This popularity is not by chance but the result of the hard work of a dedicated team of individuals who are absolutely committed to delivering the highest quality education and school experience to the young people of Formby and its wider community. This team comprises Trustees, the Senior Leadership Team, the teaching and support staff at the school and, of course, parents who are incredibly invested in seeing this school continue to develop and thrive. It must be said, however, that it is the young people of Formby High School who are at the very heart of the school's success – their energy, commitment to citizenship, compassion and determination is evident in all they do.

This is a very exciting time in the school's development as we continue to embed a more challenging curriculum and assessment framework, develop the learning environment through an ambitious site development plan, and devise innovative approaches to enriching the academic curriculum with extra-curricular opportunities and support. It is also an exciting time as we seek to navigate the changing educational landscape and strengthen our relationship with the community we serve. To enable us to fulfil our ambition, we seek to appoint committed Trustees for the future who will be tasked with working within this energetic group of highly skilled professionals who volunteer their time and experience to drive the school improvement priorities ever forward.

During the course of their work, Trustees will undoubtedly face challenges; rising to the challenges, always focussing on the individual – the whole individual – is what we do. There will be plenty of rewards too and there is seldom any better reward than seeing the positive impact of your work on the life chances of a young person, helping to shape and steer them into their chosen future. If our students leave this school better informed, more inquisitive, confident, compassionate and determined, taking with them fond memories of their time here, we can all rest assured and feel satisfied with a 'mission accomplished'.

This information pack is designed to give you a flavour of the life and work of the school and the demands the role of Trustee will present. We look forward to discussing all of this with you in more detail and encourage you to contact the Governance Professional to set up a meeting with us.

Yours sincerely

**Alex Wood**
Headteacher

**David Pearson**
Chair of Trustees

# About Us

Formby High School is a heavily oversubscribed 11-18 mixed comprehensive academy with over 1,100 students (including over 240 in the Sixth Form). The school's motto 'determined to achieve' is central to our vision for all aspects of school life, in and out of the classroom, and across the community. The school employs over 140 dedicated and highly effective teaching and support staff who work closely with parents to achieve the best possible outcomes for our students.

Established in 1938, Formby High School sits at the heart of the Formby local community, a beautiful coastal town about 15 miles north of Liverpool. The school places great value in playing an active role in this community, not simply through the education of the young people in our care but by promoting engagement of students with members of the community through charitable, volunteer and career development activities. We are keen to develop this further over coming years.

## Mission

Our mission is to nurture, educate and inspire all our students to become caring, empowered and responsible citizens.

## Values

FHS has a school culture in which aspirations and expectations for every student are high, which builds inquisitive minds, a love of learning and a determination to achieve.

Our school community is founded on positive relationships, mutual respect and inclusivity. Every student will be supported to find their own pathway to be the best they can be, underpinned by a strong work ethic and belief in their ability to act with initiative, independence and courage.

During their time at FHS, students will develop their own potential to engage and participate, to help and value others and to take responsibility within society. Students will leave FHS as confident, resilient, respectful and kind citizens, having acquired and developed the knowledge, attributes and life skills needed to embrace their future.

## Vision (2030)

### Community and Wellbeing

By 2030, FHS will be celebrated as a collaborative and outward-looking school, delivering a positive, inclusive, nurturing, and respectful environment for learning and work. It will provide support and care for the wellbeing of students and staff, with personal development integrated into all aspects of school life.

### Achievement for All

By 2030, FHS will be identified by its aspirational and inclusive curriculum, offering diverse and effective pathways allowing every student to achieve their full potential as a result of high quality and passionate teaching.

### Citizens for Today and the Future

By 2030, a rich curriculum will provide students with the knowledge and skills to thrive in the modern, global society. The school will ensure that students and staff are supported in their personal and professional development, equipping them to take on the challenge of leadership and to make a positive contribution to society as informed and responsible members of their communities.

### An Environment for Learning and Development

By 2030, the school will provide the best possible conditions for learning and development in an environmentally and financially sustainable estate, delivering the maximum positive impact for students' learning and extra-curricular opportunities, and the minimum possible negative impact on the environment.

## Board of Trustees

Academy trusts are founded by Members who have a general duty to exercise their powers to further the academy trust's charitable purpose. There are five serving Members of the Academy Trust known as Formby High School.

Formby High School is a single converter academy and is governed by the Board of Trustees who are Directors of the company constituted under the Articles of the Academy Trust. The Board of Trustees, led by a Chair, is the decision-making body of the academy trust and is accountable and responsible for the academy trust.

Formby High School is fortunate to have a Board of Trustees comprised of highly skilled professionals from a wide variety of backgrounds from law, finance, healthcare, higher education, youth support and charity sector. These dedicated volunteers serve the school loyally and energetically through attending a number of meetings, visiting school and by supporting events and recruitment processes. All Trustees are wholly invested and committed to the development of the school, the young people in its care and the wider school community.

The Board of Trustees meets five times during each academic year and delegates additional responsibilities to its core committees which include Audit & Risk, Buildings & Finance, Curriculum & Staffing, Remuneration & Benefits and Headteacher's Appraisal.

As outlined in the school's Funding Agreement and Articles of Association, the Board of Trustees comprises a blend of elected and appointed Trustees, including Parent Trustees (elected by parents), Community and Co-opted Trustees (appointed by the Members / co-opted by the Board of Trustees).

# TRUSTEES

## Role Description

### Overview

Formby High School is fortunate to have a highly skilled and dynamic Board of Trustees supported by an experienced and highly capable Governance Professional. Trustees work closely with the school's leadership structure, with strong working relationships and clear communication channels/processes, to support their strategic leadership of Formby High School.

The **core functions of the Board of Trustees** are:

- **strategic leadership** – defining the vision, fostering the trust's culture and setting the strategy
- **accountability and assurance** – robust and effective oversight of trust operations and performance
- **strategic engagement** – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Formby High School is constituted through a charitable company and Trustees are responsible for directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

### Strategic responsibilities

The Board of Trustees works closely with their senior leaders. Headteacher are responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the senior leaders and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust
- agreeing the trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

### Monitoring and evaluating school performance

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior leaders and external reporting on all aspects of trust performance

- asking challenging questions of the senior leaders in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

### Stakeholder engagement

Trustees ensure that decision making is supported by meaningful engagement with Formby High School's stakeholders to create a sense of trust and shared ownership through:

- seeking and considering the views of parents, carers and communities; helping them to understand the work of the trust, how it operates and how they can support their child's education and put forward their views
- listening and responding to students, parents/carers, staff, local communities and employers and ensuring their views inform the Board of Trustees decision making
- Communicating decisions clearly to students, parents/carers, staff and communities.

# Commitment Involved

## Liability

Trustees are not individually liable. Liability is collective and held by the Board of Trustees as a whole.

## Time

Trustees are expected to attend five full Board of Trustees and three committee meetings per year at a minimum. The preparation, participation and travel for these meetings, and training, will comprise roughly 4-5 hours a month for nine months of the year, mainly in the evenings. Other involvement such as ad hoc panels, working groups and visits are not compulsory to attend, but we would strongly recommend you attend as many as possible to maximise your impact as a school Trustee.

## Contribution to the Board of Trustees

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically five full board meetings and three committee meetings each year), reading papers and preparing questions for the school's leadership in advance
- occasional or ad-hoc meetings (such as panels, working groups, training or to support interviews)
- establishing and maintaining professional relationships with senior leaders and colleagues on the board of trustees
- getting to know the school, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

## Expenses

The appointment does not carry any remuneration but any out of pocket expenses incurred as a result of fulfilling their role, including travel and training, are met by the school.

## Term of Office

Trustees are appointed for a period of four years and are eligible for re-appointment for a further term.

# TRUSTEE

## Person Specification

School Trustees are expected to adhere to the Code of Conduct contained within the Nolan Principles framework, which are:

- **Selflessness:** The Board must act in the best interests of the organisation at all times and must take decisions that support and promote the strategic plan, aims and objectives. Members of the Board of Trustees should not promote the interests of a particular group or body to the exclusion of others.
- **Openness:** Board members must be transparent in all actions and they must declare and record all relevant personal and business interests and must be able to explain actions.
- **Honesty:** Board members must ensure that they always act in the best interests of the organisation and that all activities are transparent and accountable.
- **Objectivity:** Board members must consider all matters on their merits and base decisions on the information and advice available and reach their decision independently.
- **Integrity:** Board members must actively support and promote their values and must not be influenced by personal interests in exercising their roles and responsibilities.
- **Accountability:** Board members must take responsibility for and be able to explain their actions, and demonstrate that their contribution to governance is effective.
- **Leadership:** Board members must uphold the principles and commitment to delivering good outcomes for tenants and other service users and lead the organisation by example.

It is a condition of being a Board member that you sign up to and uphold the terms of the Code of Conduct.

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| Supporting effective governance | | |
| | Ability to think strategically | Essential |
| | Ability to influence and communicate effectively | Essential |
| | Ability to engage, involve and enthuse stakeholder groups | Essential |
| | Ability and willingness to meet the time commitment involved | Essential |
| Being part of the team | | |
| | Effective communication skills | Essential |
| | Ability to work effectively with others | Essential |
| | Ability to listen, inspire and enthuse | Essential |
| | Extensive network to help recruit / source colleagues | Desirable |
| | Ability to establish good working relationships with a diverse range of people | Essential |
| Supporting school improvement | | |
| | Flexible, readily available for frequent school visits / meetings | Essential |
| | Experience of holding senior leaders to account | Desirable |
| | Ability to remain impartial and strategic when holding leaders to account | Essential |
| | Experience of shifting cultures from good to great | Desirable |
| | Ability to perform the role of 'critical friend' in evaluating improvement | Essential |
| Leading the business | | |
| | Strong analytical skills leading to reasoned judgement | Essential |
| | Demonstrable understanding of and commitment to safeguarding | Essential |
| | Experience of financial management and organisational budgets | Desirable |
| | Knowledge of statutory compliance requirements | Desirable |
| | | Desirable |
| Personal Qualities | | |

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| | Integrity, insight and trustworthiness | Essential |
| | Discretion, independence and objectivity | Essential |
| | Diplomacy and sensitivity | Essential |
| | Passion for education | Essential |
| | Drive, energy and enthusiasm to improve and achieve | Essential |
| | Vision and ability to inspire | Essential |
| | Invested in the development of the local community | Essential |
| | Demonstrable commitment to equality and diversity | Essential |
| | Well-developed skills in networking, influencing and advocacy | Essential |

## How to Express an Interest

Formby High School is eager to hear from any candidates from the local community who feel they meet the person specification and can commit to the demands of the role outlined in this document.

Please contact the Governance Professional, Mrs Lucy Forster, in the first instance by emailing l.forster@formbyhighschool.com.

# Strategic Vision

## ETHOS AND COMMUNITY

By 2026, FHS will have established its role as a community hub, with strong and reciprocal partnerships with other local schools and organisations, to the benefit of the school, its students and the wider community.

- Stakeholder feedback confirms that students feel safe, happy and nurtured/challenged and all students can be held up as role models of excellent behaviour
- The high levels of respect members of the community have for one another is evidenced by the very low levels of bullying / discrimination and that all adhere to the school's policy of mutual respect
- Formby High School is an integral partner within a multi academy trust (MAT) that strengthens the quality of education offered to children in the local community and beyond
- The school's facilities provide a boost to the local community and are well used out of school hours, enabling a range of recreational activities and support services to local residents of all ages

Effective links with businesses and other local organisations enhance educational opportunities for students.

## ACHIEVEMENT FOR ALL

By 2026, founded upon the quality of and passion for teaching, FHS will be identified by its aspirational and inclusive curriculum, offering diverse and clear pathways to allow every student to achieve their full potential within an exceptional learning environment.

- Students' achievement is consistently excellent: Progress 8 score of at least +0.4 (top 10% nationally) with only a narrow gap between the progress of boys and girls
- High levels of support and challenge for students from disadvantaged backgrounds allow them to make progress which is consistently above national expectations (for all students) with students well-guided to ensure 100% of the cohort progress to education, employment or training each year
- FHS delivers a high-quality, inclusive curriculum to children with SEND, allowing them to flourish and make good progress, ensuring they are prepared with the necessary skills to succeed in life beyond high school
- A carefully planned 'pathways' curriculum is delivered through highly skilled teaching in a supportive and challenging learning environment, ensuring students are secure in their accumulation of knowledge, skills and understanding
- Fully embedded summative and formative assessment across all year groups accurately tracks the acquisition of knowledge, understanding and skills, allowing for effective monitoring, responsive teaching and meaningful reporting to parents.

## WELL-BEING AND WELFARE

By 2026, FHS will be celebrated and admired as an exemplar for its happy, supportive and nurturing environment for work and learning. The care for students and staff and their well-being will be a demonstrable priority and personal development will be integrated into all aspects of school life.

- The school's reputation for excellent pastoral care and safeguarding will be maintained and strengthened
- The school's excellence in promoting staff and student well-being will be recognised as a model of best practice
- To combat growing mental health concerns, the school will be a hub for mental health support services for children and their families
- The school will deliver a well-planned, meaningful and responsive personal development programme, ensuring all students are well-prepared for life beyond school
- Through carefully planned and targeted support, guidance and intervention, students who were at risk (in terms of their emotional well-being and falling behind in their academic work) as a result of the pandemic will have 'bounced back' sufficiently
- The school sustains its position in the top 10% of schools nationwide for attendance which is consistently at or above 96.5% and persistent absence is consistently below 5%.

### Leaders for Today and the Future

By 2026, the nurturing of leadership skills will be fully embedded throughout all levels of the organisation, providing staff and students with rich opportunities to develop the skills and experience that will equip them to take on the challenge of leadership.

- FHS has a fully developed CPD and leadership development programme (utilising accredited courses where necessary) for teaching and non-teaching staff throughout all layers of the organisation
- A wide range of opportunities exist to enable members of staff to practice and develop ethical leadership in a supportive and structured context
- Feedback routinely gathered from members of staff will confirm they are empowered in their roles and well-supported in their leadership and wider professional development
- The school has a clear leadership succession plan, ensuring sufficient leadership capacity exists to sustain the transition to multi-academy trust
- From Year 7 upwards, an extensive programme of student leadership development will be fully embedded, providing extensive opportunities to practice leadership in a broad range of contexts
- Through established and effective systems, students will be recognised and rewarded for their leadership contribution to the school.

### Post-16 Provision

By 2026, FHS will have an oversubscribed and thriving Sixth Form, integrated into the broader life and work of the school. It will be renowned for the quality of teaching and learning, as well as its aspiration for all students, the leadership skills they develop and the diverse destinations to which they progress.

- Students' achievement in academic and vocational courses is at least in line with the top 25% of sixth form providers nationally

- The curriculum offer is broad, inclusive and responsive to local and national demands, inspiring all students and enabling them to achieve
- Through excellent preparation and support, all students progress onto meaningful and appropriate post-18 pathways
- High quality enrichment, pastoral care and opportunities for community work and leadership development prepare students effectively for life beyond school
- Through partnership working and collaboration, the Sixth Form offer is highly valued, ensuring that typically students do not need to pursue their sixth form studies elsewhere
- The school's Sixth Form is fully integrated into the wider school community
- A reputation for excellence will secure high levels of retention from FHS's Year 11 and recruitment of external applicants, reflected in consistently maintaining at least 300 students on roll
- The physical environment is enhanced to allow the latest technology to be integral to teaching, learning and independent study.

### ENVIRONMENT AND INFRASTRUCTURE

By 2026, FHS will boast the very best educational facilities, providing a safe, stimulating and exceptionally resourced learning environment enabling the delivery of a rich curriculum and extra-curricular programme.

- The school's site improvement strategy is realised with all major infrastructure projects delivered through successfully securing capital funds
- Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances, supporting the delivery of a digitalised curriculum
- A positive and supportive culture of health and safety permeates throughout the organisation
- Facilities have been developed that enrich the teaching and learning experience and wider opportunities for staff and students
- All site users enjoy a safe, comfortable and very well-maintained learning and working environment.