

GOVERNOR



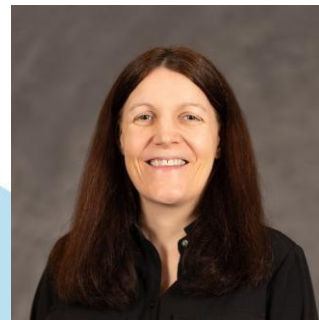
**Improving
Outcomes
Transforming Lives
Enabling Social Mobility**

Welcome

Thank you for showing an interest in our Local Advisory Bodies, our pupils, our schools, and our Trust. This is an exciting time to join Orion Education.



Simon Garrill
Chief Executive Officer



Rachael Norman
Board Chair

Thank you for taking the time to look, and for showing an interest in one of our Governor roles.

Our Local Advisory Bodies play a pivotal role in providing support and challenge to the schools of Orion Education in order to benefit the 6000 young people, and staff team of 700 that our trust is proud to work with across our family of schools.

We are driven by our desire to do the best for our young people. Our reason to exist is to improve outcomes, transform lives and enable social mobility. Our values of trust, kindness and endeavour underpin our work, and we succeed through ensuring a healthy culture and academic rigour. This emphasis on leadership involves nurturing a robust pipeline of leaders deeply committed to our values and mission. Collaborative partnerships are integral to our goals, as we seek to forge strong partnerships to amplify our impact.

At Orion Education, we take pride in the work that we do to develop our teachers and our leaders. We offer an excellent range of co-curricular activity to our young people, and work with a range of partners to make an impact in our communities, including through our 'sister' charity Orion Community Impact.

Finally, we are extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Shaun Klemm

Our Four Critical Questions

**Why do
we exist?**

To improve outcomes, transform lives and enable social mobility.

Trust • Kindness • Endeavour

**How do we
behave?**

**What do
we do?**

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

Through a clear backbone, strong culture, academic rigour and smart systems.

**How do we
succeed?**

Mission & Values

All schools share the trust four critical questions. We exist to improve outcomes, transform lives and enable social mobility.

Curriculum

The curriculum within our schools is designed around our principles of focused, coherent, sequenced, and inclusive. Where we can enhance collaboration and reduce workload, we standardise some elements. However, teachers do adapt the curriculum based on the needs of the students in their class.

Assessment & Feedback

Our assessment and feedback calendar captures the rhythm of our assessment and data collection. Data driven instruction and responsive teaching ensure that formative assessment is central to pedagogy.

Safeguarding & Attendance

Safeguarding is the responsibility of all. Our standardised approach to safeguarding and the support that we give our schools ensures that all children are kept safe. External reviews scrutinise the work that we do.

Quality Assurance

Our school workflow captures the rhythm of the work that we do. We undertake regular cycles of structured monitoring to ensure that our schools are accelerating the progress of the students in their care.

CPD

We allocate 7 training days to the teachers in our schools. All our teachers take part in instructional coaching. In addition, we provide enhanced levels of training for our leaders to develop their expertise in their current role and to prepare them for their next role.

Workload

Schools are expected to streamline workload as much as possible. We limit the number of assessment points within our calendar and ensure that teachers do not undertake unnecessary administrative tasks.

Teaching

Teaching is responsive to the needs of pupils. Our lesson framework based on the Rosenshine principles helps teachers to frame learning. However, we understand that each lesson will be different and will be designed to meet individual needs of pupils with adaptive teaching.

Behaviour & Routines

It is essential that we have the highest expectations of behaviour within our schools. Good discipline and order are the foundation upon which pupils learn. Our common culture rubric and our behaviour, along with a codified approach to routines ensures that our schools are great environments in which to learn and teach.

SEND

Adaptive teaching is at the core of our approach to meeting the individual needs of pupils. We share best practice and undertake annual reviews of SEND to ensure that pupils make progress. All our schools are open and welcoming places for pupils with SEND.

Performance & Appraisal

We share a common approach to performance management and appraisal by providing a highly supportive and professional environment. Our talent programme ensures that colleagues who are talented and ambitious to progress are supported to do so.

Operations

We take pride in running our schools well. Governance, IT, estates, finance, communications, and marketing are all within our Backbone.

The Orion Backbone

The Orion Backbone provides clarity on the elements of our schools that are standardised or aligned.

Our Schools

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

Secondary Schools



**Orion
Eden Park**

11 - 18



**Orion
Coopers**

11 - 18



**Orion
Spires**

11 - 16



The
Ravensbourne
School

11 - 18

Primary Schools



**Orion
Blenheim**

4 - 11



**Orion
Mead Road**

4 - 7



**Orion
Ravensworth**

4 - 11



**Orion
Scotts Park**

4 - 11

Nursery Charity



**Orion
Little Stars**



**Orion
Community
Impact**



**Orion
Education**

About The Role

GOVERNOR

We are looking for passionate, dedicated individuals to join our Local Advisory Boards (LABs)

[Orion Education - Our Family of Schools](#)

Governors comes from all walks of life. Whether you are a local business leader, educator or community member, becoming a school governor is a rewarding role and will allow you the opportunity to use your skills and attributes to have a positive impact on the education of our children and young people.

As a Governor, you will play a vital role in the leadership and management of the school as well as being able to develop and learn new skills and take on different challenges.

This is a strategic, voluntary position where you will work alongside fellow governors and school leaders to provide oversight, challenge, and support.

Everyone has experience and skills to offer, so an effective governing body has people from different backgrounds with a mix of skills.

A good governor has:

- common sense
- the ability to work in a team
- an interest in education and a commitment to the school
- patience, energy, enthusiasm and some spare time
- a willingness to listen, learn and to spend time in school
- a willingness to undertake training.

The LAB meets formally 4 times a year although the majority of our Governors do commit additional time to visit and play a full part in school life which is warmly encouraged.

We provide support and training to all our governors. We have regular conferences and support information available.

For further information please email Governors@orionedu.org.uk

Responsibilities

All Governors are asked to meet the following responsibilities:

- To ensure that the school focuses on achieving its mission.
- To comply with all applicable terms of reference and laws.
- To act in the organisation's best interests.
- To act with reasonable care and skill.
- To ensure that the school remains accountable to, and transparent with, its stakeholders.
- To make sufficient time available to exercise their duties.
- To follow up promptly on all actions and requests.
- To offer support and challenge to the leadership team.
- To use appropriate channels for communication and data sharing.
- To promote and support the organisation externally.
- To share contacts and opportunities from within their network.

Person Specification

General Experience, Knowledge and Skills

- Commitment to Orion Education's mission and strategy.
- Ability to contribute to analysis and decision-making.
- Excellent interpersonal and relationship skills.
- Experience from professional roles
- Understanding of non-profit governance and relevant requirements
- Willingness to work within the governance frameworks agreed by the trust.

Informed by our commitment to diversity and equality, we would particularly welcome applications from under-represented groups and welcomes applications from everyone regardless of age, gender, ethnicity, sexual orientation, faith or disability.

Eligibility

Governors must meet the relevant eligibility criteria. Any Governor must be at least 18 years old and not be disqualified according to Charity Commission guidelines or Companies House rules. These include unspent convictions for specific offences, as well as financial and non-financial legal reasons.

Governor Commitment

Voluntary nature of Governor role

The role is not accompanied by any financial remuneration. However, we are able to contribute to travel and expenses costs. These costs are signed off in advance. Governors are invited to serve an initial term of four years, with the potential for a second term of four years if agreed as part of the Governor term renewal process.

Time commitment

The Local Advisory Bodies meet four times per year; these meetings will be in person (in Bromley and Kent). All meeting dates will be provided a year in advance. Governors will be required to prepare for meetings with readings and provide remote support on occasion.





Orion Education

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Governors@orionedu.org.uk

Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of a role on the Local Advisory Bodies are subject to an Enhanced DBS check. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.

