



# **REAch2 Academy Trust**

## **Governance Recruitment Brochure**

### **Lower Farm Academy**

Join us in providing “Exceptional Opportunities for Learning”  
across the country

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## Welcome

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

If this is of interest to you then we would be delighted to receive your application.

Cathie Paine

Chief Executive, REAch2 Academy Trust

## About REAch2 Academy Trust

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. We are a growing charitable organisation currently supporting circa 60 primary academies across England.

The Cornerstone of REAch2 is a solid, unshakeable foundation, defined by exceptional teaching experiences and shared Touchstone values of learning, leadership, enjoyment, inclusion, inspiration, responsibility and integrity.

These values are at the very core of the Trust, firmly embedded in all of our academies and embraced by our leaders, teachers, staff, parents and children alike.

Strong family values are a key component of the REAch2 vision. We believe that REAch2 is a family: connected by a common desire to learn from each other, share experiences and be mutually supportive across the entire academy community. Every school and every individual is included in this vision. We actively encourage collaboration and work as a team to create and deliver the best possible educational experiences for every pupil within the REAch2 family

## Become part of something bigger

The REAch2 governors enable our schools to deliver exceptional opportunities for learning. They provide wide reaching and varied support to our academies (include financial management and accountancy; organisational change management; legal; human resources; property and estates management; procurement and contracting services; project management; equal opportunities; risk management; health and safety; marketing and public relations; and ICT.) which means that whatever your specialism, we will have an opportunity for you to be part of a wide web of professionals.

### What do REAch2 governors do

Governing Bodies have three main functions:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the executive leader to account for the educational performance of the organisation and its pupils, and the performance management of staff
3. Overseeing the financial performance of the organisation and making sure money is well spent

### Support and sharing best practice

High-quality training for governors and trustees is crucial in raising the effectiveness of governance and giving you a confident start to your role as a REAch2 governor.

When joining a board, the level of information can feel daunting even if you have prior experience of governance. To help make sense of it, every new governor or trustee is given a thorough induction and training, which balances providing essential information and insights with not overwhelming you. We provide REAch2 specific training on how governance works, safeguarding, visiting schools and many other topics, along with support from the Governance team.

### Creating a diverse board

To fulfil its duties effectively, a governing board needs a balance and diversity of skills, experiences, characters, backgrounds, perspectives, attributes, and abilities. Without this diversity of thought, governing boards are at risk of suffering from groupthink. In other words, if the people around the table come from similar backgrounds and think similar things, there is a keenness to reach a consensus, and the discussions they have and the decisions they make are less likely to be robust. Volunteers can bring many competencies that are useful to a governing board. Encouraging education professionals from different settings (i.e., other than staff governors) onto your board can bring external expertise and experience to many of the topics you deal with, including safeguarding and special educational needs, and understanding and challenging school data. Professionals from other sectors bring expertise and different ways of doing things that we may not have thought of before.

### What makes a good governor?

All those involved in REAch2 governance should demonstrate the following attributes:

Attribute	What this looks like on a governing board
<b>Committed</b>	<ul style="list-style-type: none"><li>■ Devoting the required time and energy to the role and aiming to achieve the best outcomes for young people</li><li>■ Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance</li></ul>
<b>Confident</b>	<ul style="list-style-type: none"><li>■ Having an independent mind, able to lead and contribute to courageous conversations</li><li>■ Be willing to express opinions and to play an active role on the board</li></ul>
<b>Curious</b>	<ul style="list-style-type: none"><li>■ Possessing an enquiring mind and an analytical approach</li><li>■ Understanding the value of meaningful questioning</li></ul>
<b>Challenging</b>	<ul style="list-style-type: none"><li>■ Providing appropriate challenge to the status quo and asking questions of leaders</li><li>■ Not taking information or data at face value and always seeking to improve things</li></ul>
<b>Collaborative</b>	<ul style="list-style-type: none"><li>■ Prepared to listen to and work in partnership with others</li><li>■ Understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils, the local community, the local authority and employers</li></ul>
<b>Critical</b>	<ul style="list-style-type: none"><li>■ Understanding the value of critical friendship which enables challenge and support</li><li>■ Self-reflective, pursuing learning and development opportunities to enable both themselves and the board to become as knowledgeable as possible</li></ul>
<b>Creative</b>	<ul style="list-style-type: none"><li>■ Able to challenge conventional ideas and be open-minded about new approaches to problem-solving</li><li>■ Recognising the value of innovation and creative thinking to organisational development and success</li></ul>

## The REAch2 Ethos – Touchstones and Cornerstones

At REAch2 we are passionate about system-led change – our Trust is built upon the principle of primary schools supporting primary schools. We are very open in our approach and readily share our resources and thinking both within the family and with our neighbouring schools. REAch2 is committed to leading by example and lives by its unswerving commitment to integrity, transparency, and excellence

### The REAch2 Cornerstone

REAch2 as a Trust is the cornerstone to our schools; a strong, responsible foundation from which every school develops, grows and flourishes. The cornerstone provides a paramount role and ensures that schools deliver the best possible learning experience based on quality, excellence, and high standards.

### REAch2 Touchstones

As a Trust we are committed to creating a culture that strongly reflects our Touchstones: seven principles which make our academies unique. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our Touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe perfectly what we are known for and how we operate.



## What our Trustees say

*I stepped down as a partner of an international law firm so I would have more time to do other things and contribute to society in more meaningful ways. Among things, I was actively looking for NED roles in the charity and public sectors. I was previously on the Diversity & Inclusion committee and involved in recruitment at my law firm and soon realised that one of the most important barriers to access was the lack of social mobility in the UK. Reaching out to more universities as an employer would not diversify the workforce, if the education system was already failing them before they reached university. When I came across the role at REAch2, REAch2's objectives immediately chimed with me and the importance of primary education in giving every child the opportunity to fulfil their potential.*

Gavin Robert  
Chair of the Board of Trustees

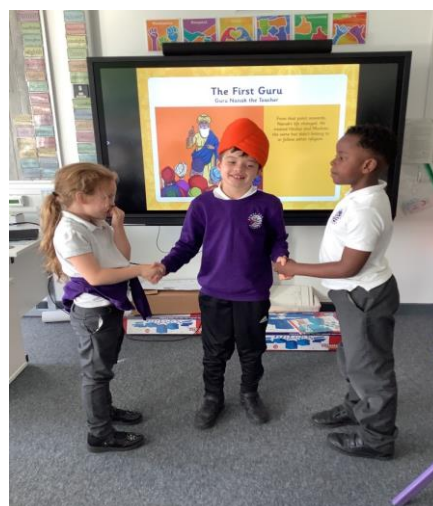


*Education has always been at the heart of my family who, not that long ago were glovemakers, and hatters. That they could progress from the lowest rungs of society in three generations was wholly thanks to the education they received and the dedication of the teachers who took on often difficult children in deprived neighbourhoods. REAch2's mission to bring struggling schools and their pupils up to a Good standard, and Good schools to Outstanding showed me there was a way to give my time to help this wonderful organisation give others a chance as my parents had been given a chance to progress.*

Wade Newmark  
Chair, Finance and Resources Committee

*I have learnt a huge amount from all the Executives and employees I have encountered at REAch2 and from my fellow Trustees: not just about education but also about leadership, the importance of values and culture to an organisation, and managing risk. Every time I step into one of our schools, I am humbled by the passion and drive of everyone who works there, often in the face of immense challenges. Seeing schools improve under REAch2's tutelage, with the thought that I may have contributed in a very small way to enabling children to realise their potential, is immensely rewarding.*

Gavin Robert



## About Lower Farm Academy

At Lower Farm we create a friendly, caring atmosphere with happy children who are absorbed in what they are learning and feel valued as they progress through their learning journey. Our exciting and challenging curriculum engages and motivates our pupils to become resilient, independent thinkers with a thirst for learning. Whilst we strive for high academic standards, we are also fully committed to developing the creative, emotional and social aspects of all of our pupils' lives to ensure both their physical and mental wellbeing.

We firmly believe that parents and carers are our partners and that together we can give children the very best start in life. At Lower Farm Academy, every child will be respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve. We believe in the potential of every individual and that every child in our school can achieve and enjoy their time with us.

We serve our community by providing an education of the highest quality, with exceptional experiences for every pupil, every day. This is achieved by providing an exciting learning environment, which fosters a real love of learning and inspires all our pupils to become confident, caring and responsible individuals who exemplify our school values.



## About the role of local governor

We are looking for skills/expertise in finance, strategy, law, HR, data analysis, risk management, health and safety, marketing, and finance. Experience of the education sector would be a bonus but is certainly not essential. Joining our Local Governing Body would involve you in:

- 2-3 meetings per term, three terms a year – meetings take place at the school, or online, and dates/times are scheduled around members' availability, as far as possible
- Ideally, a couple of classroom visits or similar per year, during school hours
- Occasional other events e.g., to meet parents/carers, support at consultation evenings, or join governors from other schools for training sessions.
- Reasonable travel expenses are payable from the school budget.

## What will you get out of it?

Aside from the buzz of making a difference to our/your children?

You can:

- develop/broaden/deepen your expertise in another context
- demonstrate team-building and team-working skills
- network with other professionals and community leaders.



Have a look at our [school website](#)

**Lower Farm Academy**  
Milking Lane  
Nuneaton  
CV10 0FG

[office@lowerfarmacademy.org](mailto:office@lowerfarmacademy.org)

**024 7526 7760**

For further information about REAch2 please visit the [Trust website](#)