



# Recruitment Pack

School Advocate Representatives 2022



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**Together we are stronger**

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## Our vision

The vision for the Trust clearly articulates the need to think of our **learning family as one**. Through the **individuality** of each school and the **uniqueness** each school brings to the family, we must ensure that **all children** in our care have a greater **equality of experience**, and enable all leaders, teachers, governors, support staff, parents and children to understand what being part of “**One Trust**” means for them. **Working together** as one trust should ensure **effective practice** across the MAT, ensure how we improve is **evidence-based**, lead to **economies of scale** in terms of time, resources and speed of school improvement and enable staff to work within **clearly defined values** that are common across the **Trust**.

Together we are stronger





# Introduction

Following our reviews in 2021, the Arthur Terry Learning Partnership is implementing a new model for local school oversight. Defined school representative roles known as Advocates will collaborate with school leaders and Trustees to enhance the strategic priorities of the individual school and the Trust as a whole.

This pack contains background information regarding to ATLP's governance model and the role of an ATLP advocate.

Information regarding ATLP schools can be found at <https://atlp.org.uk/our-schools/>

If you have any queries please don't hesitate to contact the Governance & Compliance Manager who will be assisting headteachers with managing the appointment process, at [Katherine.Thomas@atlp.org.uk](mailto:Katherine.Thomas@atlp.org.uk)

# What we are looking for

ATLP is seeking to appoint **four\* dedicated, self-motivated and talented advocates for each of its 19 schools within the Trust. Each school will be represented by four individuals with specific responsibilities in the following areas:**

- Safeguarding
- Vulnerable Children
- Community engagement
- Support and Challenge

The role of an advocate at ATLP requires a time commitment of around 30-40 hours per year for an appointment term of 4 years. This time commitment expectation is based on a combination of meeting attendance, meeting preparation, ad-hoc email/verbal communications and training. It is expected that ATLP advocate committees will meet approximately once per term, and that meetings will take place at the school level on a once or twice termly basis (as defined and managed by the individual school), scheduled mainly in the

early evenings. Meetings may take place remotely or in person dependent on requirements. The roles are unremunerated, although reasonable expenses and requisite training will be paid.

## We are looking for people who:

- Are excited to contribute to the ATLP's continued efforts to deliver the very best for our children, their families and their communities.
- Can commit to the ATLP vision of 'One Trust' and embrace the culture of one learning family, where we all have a responsibility for all our children through our actions, our values and our working practice.
- Are willing to commit time and energy – not just preparing for and attending meetings, but to inspire, challenge and support the leadership team and to engage with the local school community to truly bring its voice through into decision-making processes and leadership forums.

- Are innovative thinkers able to stimulate and contribute to well-rounded and carefully considered strategic input.
- Have the highest aspirations for the ATLP schools and strive for excellence at all times.

- Are dedicated, committed and self-motivated.
- Have a commitment to promoting equality, diversity and inclusion.

The ATLP believes that diversity is critical to its future development and would therefore particularly welcome applications from individuals from Black, Asian or Minority Ethnic backgrounds, and from those with a disability.

\* Associate Advocate roles may be made available following further discussion. If you wish to support a school but have concerns about the anticipated time commitment please contact the ATLP Governance & Compliance Manager and/or the headteacher of the specific school.





# Why become an ATLP Advocate?



# Governance & Consultation Network



While advocates play a vital role for the ATLP by being a local voice for the community and children, being an advocate for the ATLP can be an extremely rewarding role that will help shape and influence the lives of hundreds of children while promoting life-long opportunities for everyone.

### So why become an ATLP Advocate?

- You will have the opportunity to have an impact on the next generation, supporting them in their educational journey.
- You will get the chance to get to know the wider neighbourhood in which you engage with. Schools are usually at the heart of communities and you will get the chance to meet people who care hugely about the future of

- the children and the area in which they live.
- You will be working with colleagues who have similar values to you, which will offer the platform and opportunity for meeting new people and building your personal network.
- Through meeting fellow advocates and leaders within the school community, you will have the opportunity to get fresh ideas, access new information, get career advice, gain new perspectives and potentially advance your career. There will be a wealth of varied knowledge around the table and being at that table too means you can listen and learn from your peers.
- You will gain a variety of skills through volunteering your time to the community in this way, which

can lead to improved confidence and sense of purpose. Some of the skills developed in this way include;

- Teamwork
- Negotiation
- Problem-solving
- Professional skills
- Decision making
- Influencing
- Technical skills

...offer the platform and opportunity for meeting new people and building your personal network.

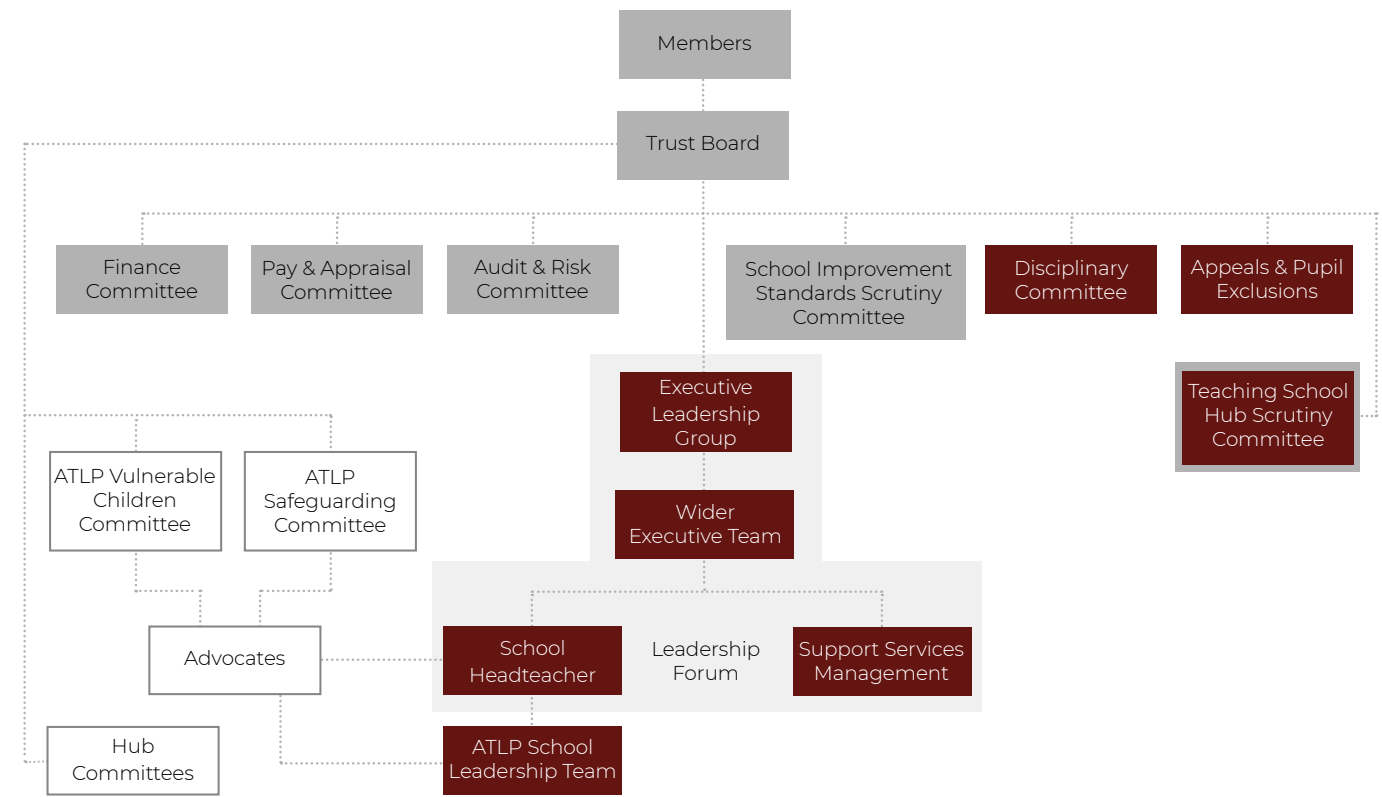
Children lie at the heart of everything we do at the ATLP. Working together rather than in isolation means we can accelerate school improvement and ensure excellence in and across our family of schools. One vision; one family; one trust.

In joining the ATLP as an advocate, you may liaise and directly represent a single school, or a group of schools. Each school in the ATLP is unique and serves

a distinct community. Advocates in each role will come together regularly in the form of advocate committees, where each advocate will represent the unique voice of their school/s and communities with trustees and executives to be included and considered in decision-making processes and forums. This is a shift away from traditional local governance in schools, and seeks to help the ATLP retain a balance of strong community ethos and a proactive engagement with

local voice, alongside the ATLP organisational identity.

The structure below reflects the Trust and its school's single shared vision, a single Board of Trustees and a single scheme of delegation. The governance structure is designed to reflect the overall legal responsibility of the Trust Board, and the direct link between individual school representation to both individual school and trustees.



Key

Legal collective decision-making bodies & delegated committees

Delegated decision-making authority holders: Individuals & Groups (Refer to Scheme of Delegation & related policies)

Additional consultation bodies outlined in separate materials

Consultation bodies & individuals. Scope & authority as defined in ATLP's Scheme of Delegation. Limited decision-making powers

Leadership Forum





# Our Schools

A brief introduction to our schools and their work over the past 18 months can be found on the following pages.



## Primary & early years

### Brookvale Primary School

Positive and innovative change continues under new leadership of Mr Stuart Day, with an outstanding and innovative curriculum in place that offer children elective studies, that are ambitious and support our children to have quality experiences beyond their immediate community. Our ECT's are exceptional and are demonstrating outstanding pedagogical knowledge.

### Greysbrooke Primary School

What a year for Mrs Ellie Ballinger to start her first Headship! Ellie has brought her high standards and commitment to nurturing children and staff to being the very best they can be. Greysbrooke joined our MAT in April and their commitment to growth and development as well as focusing on MAT priorities is already bringing a multitude of benefits to school.

### William MacGregor Primary School

The drive to learn about world class systems has been led by Mrs Suzie Norton, who's high standards and hunger for the children of Tamworth is infectious! William MacGregor has had an exciting year focusing on Voice 21 and developing and promoting oracy in their curriculum.

### Scotch Orchard Primary School

Under the leadership of Mrs Jo Bishop, Scotch Orchard is committed to a curriculum that brings the world to every child, providing ambition and knowledge rich experiences. The teaching cohort is stronger than ever.

### Two Gates Primary School

Under the modest yet ambitious leadership of Mrs Nest Llewelyn Cook the team at Two Gates have worked hard to modify the focus of Two Gates whilst retaining its heart. Two Gates has been unique in our school family this year in providing high quality face to face learning to over 80% of its children, which is to be highly applauded.

### Coton Green Primary School

Mr Richard Osborne has ensured our children are taught a broad and ambitious curriculum that is rooted in reading and oracy. We are ambitious for our children and community and are focused on providing a state-of-the-art new building, that will meet the needs of our school as it becomes 2 form and enable our staff to deliver that curriculum and opportunity in a high-quality environment with outstanding resources.

### Curdworth Primary School

Under the leadership of Mrs Lisa Dodds and her team, the school has continued its journey to outstanding and made significant progress. As Mrs Dodds moves to Osborne Primary in the summer term, Curdworth Primary will continue to thrive under the careful guidance of Mrs Jas Kang. Despite being one of our smallest schools, Curdworth continues to shine as one of our most innovative and ambitious of our schools.

### Mere Green Primary School

Mrs Kristal Brookes has spearheaded the digital revolution at Mere Green, ensuring 1:1 devices are with every child in the school, enhancing and supporting learning, and developing Mere Green to be an Apple recognised Regional Training Centre.

### Osborne Primary School

Osborne joined our Partnership in April 2021 and have had a year probably unlike any before! Mrs Michelle Gay successfully led the school into academisation, and children and staff are settling happily into their smart new building. These strong foundations will be built upon as Mrs Lisa Dodd joins as Headteacher in May to continue the journey to provide children and staff with the very best opportunities, and have the school be the best it can be.

### Slade Primary School

Slade School has undertaken a massive refurbishment and looks incredible! Mrs Jenny Maskell has ensured her children and staff have the very best learning environment in which to learn and teach, and staffs ambition for their children is huge. Providing a wonderful, knowledge and experience rich curriculum and ensuring parents have a good understanding of school, as well as providing the Parent Community advisory Group have a strong part to play in the provision and success of Slade.

### Hill West Primary School

Dr Beth Clark continues to ensure that Hill West children are at the heart of all they do. Unwavering in 'children first', having achieved the Gold standard in Rights Respecting Schools as outlined by UNICEF. Dr Clark and her team have successfully mentored and coached leaders at Osborne Primary, who joined our MAT in April 2021.

## Secondary schools

### The Arthur Terry School

Progress of The Arthur Terry Sixth Form continues to be a priority. The Sixth Form has driven forward research led teaching and learning strategies which were previously embedded into Key Stage 3 and Key Stage 4. This includes effective cognitive science strategies, a heavy focus on exam preparation and technique, high standard of presentation, preparation, effective modelling and aspirational targets. By embedding these strategies Value Added scores have risen. Personal Development opportunities for the Sixth Form was a key focus and a new Student Leadership Model was devised. Year 12 and Year 13 students are integral to the ACE Leadership Model (Achievement, Community and Enrichment) and the impact will be seen as we move through the 2021/22 academic year.

### Nether Stowe

The Nether Stowe community welcomed the Secretary of State, to school to formally open new facilities which included refurbished rooms, an extension to the front of school and a very impressive Sports Hall, bringing much needed resources to the students of Nether Stowe and the wider community. The students deserve the best as they are incredible young people. Former student, Sophie Capewell, who is currently part of the British track cycling team participating in the World Championships, joined us to celebrate our successes, hard work, determination and wider achievements of 2020/21. It was a fabulous occasion and a lovely way to round off the academic year.

### Stockland Green School

Our "wellbeing weeks" continued to be a focus with students exploring the theme of resilience by participating in multiple opportunities across the week. One activity our students worked on was the creation of artwork for Bleak Hill Park to remember COVID-19 heroes and was supported by Councillor Penny Holbrook. In addition, sixteen Year 10 and Year 11 students participated in a 6-month virtual work experience placement as part of the Aspiring Medics programme. A talking point was watching live surgery where a liver was operated on. Not for the squeamish! A number of these students have moved on to Grammar school as they continue their route in to medicine.

### John Willmott School

John Willmott students are thrilled to have returned to live music performances and have performed at The Sutton Coldfield Town Hall playing for Jeremy Vine, Jess Phillips MP and the Creative & Expressive Arts Faculty have had their first public exhibition of art & photography work displayed in the gallery in Sutton Coldfield.

### The Coleshill School

The Wilson Block was opened in September 2020, marking five years of growth at The Coleshill School, increasing our student numbers from 740 to 1220. This project that has been years in the making, with the final building works being completed in the middle of the school site during the pandemic. The new teaching block of 12 classrooms, a new multipurpose dining room and flexible teaching spaces is a fantastic space for our students and the whole school community.





# The Context



## Purpose & Vision

Through effective collaboration and through the support of central services, we strive to ensure that the ATLP is:

- The multi-academy trust that offers schools of choice where the quality of teaching is truly ‘world-class’ and schools that provide an exciting, fulfilling curriculum, producing outstanding outcomes for all
- The employer of choice providing outstanding career development and training that delivers impact and release potential and one that ensures there is an absolute commitment to wellbeing that is unconditional
- Innovative providing exciting opportunities and forward-thinking strategies that leads to schools that are ground breaking
- Committed to empowering communities preparing all of its learners for a world that requires a range of skills and knowledge
- Leading edge in developing excellent employer relationships that contributes to further economic development within our hub areas

## Strategic Objectives

Six strategic objectives have been defined for 2021-2024 to help us deliver on our ambitions. Effective communication of school community voices into decision-making processes through the Advocate network will be critical to help ATLP deliver against these objectives:



### Quality services

Our family of schools will receive high quality **central services**



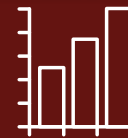
### Teaching excellence

Our children will receive a high-quality **education** through a forward looking curriculum and **excellent teaching**



### Supportive care

Our children (and families) will have access to **strong academic** and **pastoral support**



### Financial security

Our schools will have a strong and **sustainable financial future**



### Clear communication

Our **communication** with stakeholders will be **effective**



### Inclusive culture

Our **culture** will be positive and **inclusive** across our **learning family**



# Support & Challenge Advocate



# Safeguarding Advocate



## Key Objectives

- To support headteachers to be great leaders.
- To monitor the impact of Trust practice at local level:
- Champion the ATLP vision & culture within the school.
- Review school progress & strategic priorities.
- Ensure the school is putting the children at the heart of everything they do.
- To monitor the implementation of 'One Trust' with equality of opportunity across Hub Schools.
- To act as a first point of contact for other parents with raising issues or concerns with Trust or school issues.
- To act as an escalation avenue for other Advocates to raise matters with headteachers or Trust Board if there are unresolvable concerns.

## Duties & Responsibilities

- Meet with the headteacher at least twice every term with additional flexible/informal meetings as needed.
- Build a professional relationship with the headteacher; Offer support & challenge, act as a sounding board and support both their wellbeing and continued learning.
- Participate in the headteacher's performance review & support CPD.
- Have an understanding of the school and trust and be able to articulate the school's strengths and next steps to peers.
- Participate in Hub Committee meetings and contribute to verbal reporting.
- Share best practice learnings with local school & headteacher.
- Join ATLP Executives & Trustees in the event of Ofsted school inspections.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.

## Key Objectives

- Work with one school, or across a group of schools to build an effective relationship and support the school/s local DSL.
- Understand the school/s safeguarding strengths and areas for development.
- Understand how the culture of safeguarding is working within the school.
- Understand how safeguarding is built into the school curriculum & how pupils are taught about staying safe (including online safety).
- Contribute what they know about broader safeguarding issues in the local area to ensure ATLP's intelligence is robust with identifying safeguarding priorities & prevention.
- Provide a strong, local voice in support, challenge & guidance given to the Board.

## Duties & Responsibilities

- Undertake specific safeguarding training & development arranged by the ATLP.
- Undertake monitoring visits with the school/s local DSL to learn about the school context & how this influences the approach to safeguarding.
- Liaise with the DSL termly, with additional engagement as required to discuss any safeguarding incidents, suitability of policies & procedures, and consider if any amendments are required.
- Meet termly with other safeguarding advocates & the Trust's safeguarding lead through the Academy Safeguarding Committee's to discuss ongoing work, identify themes & review the effectiveness of safeguarding across the Trust.
- Contribute to the termly Safeguarding Report shared with the Board.
- Provide strong quality assurance for the ATLP schools.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.





# Vulnerable Children Advocate



# Community Advocate



## Key Objectives

- Work with one school, or across a group of schools to champion a focus on the effective support of SEND, LAC and disadvantaged children & young people.
- Develop an understanding of what barriers to learning are in the local context & feed back into governance decision-making processes.
- Contribute what they know about broader equality & diversity issues in the local area to ensure the ATLP’s intelligence is robust with identifying and responding to key local issues & commentary.
- Provide a strong, local voice in support, challenge & guidance given to the Board.

## Duties & Responsibilities

- Act as eyes and ears at a local level to monitor progress in eradicating the gap between disadvantaged & non-disadvantaged students.
- Ensure continuation of proactive engagement with parents and carers of vulnerable and disadvantaged children at the ATLP schools to break down barriers.
- Triangulate evidence at a local level to monitor progress of the ambitions & objectives set out in the ATLP’s One Trust strategic plan.
- Meet termly with other vulnerable children advocates through the Academy Safeguarding Committee’s to discuss ongoing work, identify themes and review the impact of the pupil premium strategy/ LAC strategy across the Trust.
- Contribute alongside Central team and LAC lead for each school to termly LAC report shared with Trustees.
- Share three ‘What is going well?’ and three ‘It would be even better if’ bullet points twice a year.

## Key Objectives

- To act as the local interface between trustees of the ATLP Trust, the school and its community.
- To maximise local community perspective and stakeholder voices that are considered in strategic planning and decision-making processes.
- Promote the identity and ‘One Trust’ objective of the ATLP with school stakeholders and the wider community.
- Monitor the school’s reputation within the local community and alert the ATLP of any reputational concerns.
- \*For diocesan schools; ensure the Trust protects the Christian distinctiveness of the school.

## Duties & Responsibilities

- Act as an independent point of contact for stakeholders.
- Assist ATLP to develop strong community partnerships and link ATLP and its pupils to local opportunities and programmes.
- Liaise with nominated representative at the local school, and/or local support and challenge advocate at a minimum twice a term with additional engagement as required.
- Collate, analyse and share parent, staff and community feedback from various sources.
- Have an understanding of the school and trust and be able to articulate the school’s strengths and next steps to peers.
- Participate in Hub Committee meetings and contribute to verbal reporting.
- Share three ‘What is going well?’ and three ‘It would be even better if’ bullet points twice a year.







# Role Requirements

# Recruitment & Selection Process



The earlier pages outline the specific objectives, responsibilities and personal skills and attributes of each of the four advocate roles representing each school. Advocates may represent one or more schools.

**General Requirements – the Role of all Advocates:**

- Involved in decision-making process
- Consulting
- Understanding
- Communicating
- Challenging
- Supporting
- Ensuring individual rights are respected

## Person Specification

| General                                                                                                                                                                                  | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| A commitment to maintaining the ethos and values of the ATLP to work to ensure that all ATLP schools can meet the needs of their communities                                             | ✓         |           |
| A commitment to high standards of probity and the ability to operate in accordance with the ATLP Governance Handbook, Code of Conduct, the Nolan Principles and legislative requirements | ✓         |           |
| Experience                                                                                                                                                                               |           |           |
| Volunteer experience                                                                                                                                                                     |           | ✓         |
| Strong relationship with an ATLP school or local community                                                                                                                               |           | ✓         |
| Skills                                                                                                                                                                                   |           |           |
| Verbal & written communication skills                                                                                                                                                    | ✓         |           |
| Relationship building skills                                                                                                                                                             | ✓         |           |
| Emotionally intelligent                                                                                                                                                                  | ✓         |           |
| Awareness of local community interests and objectives                                                                                                                                    |           | ✓         |
| Ability to work positively with others and to contribute as a member of a team                                                                                                           | ✓         |           |
| Ability to work in an advisory role within a framework of collective decision-making in the best interests of a school/s and Trust                                                       | ✓         |           |
| Analytical and problem solving skills                                                                                                                                                    |           | ✓         |
| Ability to respect confidentiality                                                                                                                                                       | ✓         |           |
| The ability to see the big picture                                                                                                                                                       |           | ✓         |
| A commitment to equality and diversity                                                                                                                                                   | ✓         |           |

Application for an Advocate role/s should be made by completion of the Expression of Interest online form, which will be received by the Governance & Compliance Manager centrally, and passed to the local school.

The local school will undertake the shortlisting and interviewing process, and will communicate via email in the first instance. We will deal with your application as quickly as possible.

Following interview, all applicants will be advised of the outcome of their application.

The Arthur Terry Learning Partnership (ATLP) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will be subject to an enhanced DBS prohibition check and identity checks prior to the commencement of their duties. Successful applicants will also be required to declare their personal details which will be filed with GIAS in accordance with statutory requirements.





# Contact us

T 0121 323 2221

E [katherine.thomas@atlp.org.uk](mailto:katherine.thomas@atlp.org.uk)

W [www.atlp.org.uk](http://www.atlp.org.uk)

The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ  
CEO: Richard Gill NPQH, NLE, FRSA



ArthurTerry  
**Learning**  
Partnership

Together we are stronger