



The Treehouse School

This Document was updated in October 2022.

The Document will be reviewed and updated annually.

Trustee with Responsibility – Chair of Trust

The Treehouse Trust

The Treehouse School is a small, independent, non-fee-paying primary school which opened in 2012. Entirely dependent on donations, grants and fundraising, it is supported by The Treehouse Trust, a charity which was set up in 2011. Due to its status The Treehouse is able to work with more autonomy than many other schools. There is a bias towards experiential and outdoor learning with a strong emphasis on sustainable and healthy lifestyles. Through continuous evaluation, both from within the school and from external sources, methods for enhancing children's learning are constantly being developed.

Trustees with a range of relevant skills, knowledge and expertise are appointed and are expected to be fully involved in the work of the Trust. The Board of Trustees includes people with expertise in teaching, learning and assessment; leadership and management; finance and fundraising; health, safety and welfare; statutory requirements and independent school standards. Trustees may appoint and draw on the expertise of consultants experienced in a particular area of The Trust's work. The Director, Deputy Director, Director of Learning and Teaching and Deputy Director of Learning and Teaching attend all meetings. This document applies to all *Members although only Trustees may vote at meetings.

Trustees meet three times a year and there is an Annual General Meeting. Additional meetings are arranged as necessary. All Trustees have one vote, and the Chair has the casting vote. All meetings are minuted and copies are available by request. We ask that Trustees attend all meetings except in exceptional circumstances.

We ask that all Trustees or Consultants to the Board:

- monitor the quality of education at The Treehouse School checking on pupils' achievement regularly;
- provide effective support for the Directors and teaching staff, which includes questioning and challenging them so that children progress in all areas of their development;
- ensure Statutory Requirements and the Independent School Standards are properly understood and met;
- maintain a current awareness of their responsibility for safeguarding including but not limited to: current legislation and best practice; nominated DSL at the school and the reporting requirements and procedures within the school;
- are good, proactive ambassadors for The Treehouse School, establishing positive links with the local community and beyond;
- in carrying out their roles, bear in mind the need to reduce the time spent by our teaching staff on administration;
- undertake their designated and collective roles, making significant and positive contributions as valued and integral members of The Treehouse team;
- are good role models to pupils, their families and the local community, being aware of the impact they may have on the Trust's and School's reputation;
- use all forms of spoken, written and digital communication, including social media and networking sites, responsibly and professionally. When mentioning the school on social media, Members must take care to represent it fairly and always be mindful of its reputation and how any comments may be perceived by others;
- support the school's fundraising efforts and events;
- ensure that the Charity Commission's obligations and Articles of Association are met;

- have honest, positive and constructive discussions about all aspects of the school and Trust's work.

*Members – Trustees, Consultants, Directors and Deputies.

Consultants

The Trust benefits from the advice and expertise of a range of skilled professionals. Potential Consultants will be invited to join the team once all Trustees have been made aware and they have been approved by the Chair of The Trust and Director. When appropriate, Consultants can be invited to attend Board meetings. If they are approached to become a Trustee, the normal process will be followed.

Process for the Appointment of New Trustees

Before becoming a Trustee, we ask prospective volunteers to become a Consultant to ensure a strong working relationship can be established whilst evaluating whether they would be a good fit for the school and the team. The volunteer will also get the opportunity to better understand the running of the school before making a big commitment.

1. Following a visit to the school, prospective Trustees will meet with the Chair of the Trust and Director to discuss the possibility of becoming a member of the Board. The prospective trustee will be interviewed and if the Chair and Director wish to pursue the appointment, documentation will be required in accordance with statutory guidance.
2. The Prospective Trustee will be invited to attend a Trustees meeting as an observer.
3. The Chair will consult all members of the Board of Trustees. If a majority of the Board agrees to the appointment, following successful Charity Commission, Safeguarding and other statutory checks, and having discussed and agreed on a defined role within the organisation, the new Trustee will sign a copy of this agreement and take up their position.

Raising a Concern

Individuals should feel able to raise concerns about a member in the event of their non-compliance with any aspect of the School's/Trust's work. Concerns should be brought to the attention of the Director or Chair of Trust as appropriate, who will take steps to resolve the situation or consult the relevant authority. If the concern is regarding the Chair or the Director, then the deputy Director should be informed. This may also involve consulting members of The Trust and/or calling a Trustees' Meeting. If all efforts have been made to resolve the situation without success, the member will be asked to resign. It should be noted that all concerns will be taken seriously.

Resignation of Trustees

In the event of a Trustee deciding to stand down, as much notice as possible should be given and a letter of resignation should be addressed to the Chair.

Resolving Any Difficulties

In the event that a Trustee or Consultant finds that they become unable to fulfil their role, or are philosophically not aligned with the work of The Trust, they will be required to meet with representatives of The Board so that the next steps can be discussed and a positive and satisfactory outcome can be sought. If all efforts have been made to resolve the situation amicably without success, they will be asked to resign.

Roles and Responsibilities of the Trustees

The work of The Trustees falls into three main areas: Leadership and Management; Quality of Education; Personal Development, Behaviour and Attitudes including safeguarding. Depending on their skills and expertise, Members will be assigned to one or more of the teams. Each team is chaired by a Trustee, who is responsible for ensuring that key policies are implemented; appropriate monitoring systems are in place; and all statutory responsibilities and duties are met. In addition, they will report at Trustees Meetings.

(For more detail, see Appendix)

Appendix: Description of Roles and Responsibilities

Chair

Prepare Agenda, chair meetings, edit minutes. Induct new Trustees. Represent Board at Treehouse events. Review Role of the Trustees document annually. Chair Leadership and Management Team.

Vice Chair

Deputise for the Chair in their absence. Liaise with the chair, offering advice as appropriate.

Fundraising

Raise funds. Liaise with Treasurer. Report to Trustees at every meeting.

Finance/Treasurer

Oversee and manage Special Purposes account. Bank and account for all funds. Prepare and submit Annual Report and Accounts. Oversee and manage Trust finances. Report to Trustees at every meeting.

Secretary

Circulate Meeting agendas and any other necessary communications required by the Chair. Take Minutes at meetings, send to Chair for approval, circulate.

Legal

Handle all legal issues on behalf of The Trust.

Safeguarding

The Trustee with responsibility of Safeguarding.

Leadership and Management Team

Effective leadership and management comprise establishing a clear shared vision which puts the children, and the quality of their learning, firmly at the centre of its work. The key role of this team is to support and challenge the Director of Learning and Teaching in achieving this goal whilst also establishing efficient administrative and organisational systems.

Key areas of responsibility include: Admissions; Attendance; Complaints; Charity Commission compliance; Finance; Fundraising; Compliance with Independent School Standards; Performance Management; Provision of information; Pupil outcomes; Safeguarding; School Improvement Plan; Staff development, workload and well-being; Recruitment, Vision and Ethos.

The team comprises:

Charlie Clare (Trustee – Chair, Performance Management),
Tim Hirst (IT/E-Safety and Data Management)

Lesley Carrington (Trustee - Secretary),
Lee Ryman (Director of Learning and Teaching), Alison Robertson (Trustee), Andrea Turner (Director),
Laura Lee (Deputy Director & DSL).

Quality of Education Team

The key role of this team is to support and challenge the teaching team so that all children, regardless of their starting points, make good progress in all areas of their learning.

Key areas of responsibility include: Curriculum; Assessment; Teaching and Learning; Special Needs; Equal opportunity and Diversity.

The team comprises:

Lesley Carrington (Trustee - Chair)
Jane Clare (Consultant),
Sharon Julian (Deputy Director of Learning and Teaching), Lee Ryman (Director of Learning and Teaching).

Behaviour, Attitudes and Personal Development Team

Children thrive educationally when they feel safe, happy and successful. The key role of this team is to work with school staff to ensure that appropriate systems, procedures, policies and practice are in place to enable this to happen.

Key areas of responsibility include: Attitudes to learning; Behaviour Exclusions; Anti Bullying; Citizenship; Equality and Diversity; Fundamental British Values; Healthy Living and wellbeing; Premises and Accommodation; Safeguarding; Spiritual, moral, social and cultural development; Health and Safety.

The team comprises:

Jane Randle (Trustee - Chair)
Jane Clare (Safeguarding Trustee/Consultant), Debbie Goodman (Consultant), Sharon Julian (Deputy Director of Learning and Teaching), Andrea Turner (Director), Laura Lee (Deputy Director & DSL). Jess Readings (Safeguarding Trustee)

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