



Red Balloon of the Air

Local Governer Candidate Pack



Red Balloon Educational Trust

Introductions

From the Founder

A mainstream school setting is not always the best place for a child to be educated. When I set up the Red Balloon charity in 1996 I realised that young people who self-excluded from school because of severe bullying, family trauma or high anxiety required a different approach. What they needed above all was respect, a listening ear, friendship from peers, positive role models. They needed to belong.

Red Balloon's Philosophy and Practice reflects those needs. Our recovery programme embodies a combination of academic study and therapeutic support within a small community. What students study or work on, the way they go about it, and how what they produce is evaluated, are decided by negotiation. And once their self-esteem and confidence are restored, over 90% of our students return to mainstream, go on to further education or enter an apprenticeship.

I welcome your interest in joining our team and helping the recovery of severely bullied and traumatised children; it is a very worthwhile cause.



Carrier Herbert
Founder
Red Balloon Educational Trust

Introductions

From the Chair of Trustees

Thank you for your interest in becoming a governor at Red Balloon. As a local governor within Red Balloon, you will be joining a team that is committed to promoting the vision and values of RBET. We believe that the child must be at the heart of our work and that our ethos is instrumental in the delivery of the best possible offer for that child.

Our governors are asked to agree to uphold the ethos of RBET and we welcome applications from individuals of all faiths and none, of all ages and levels of experience and from all backgrounds. Knowledge of education and the education system or board experience are not necessary: attitude and commitment are more valuable. I look forward to welcoming you to Red Balloon.



Bev Williams
Chair of Trustees
Red Balloon Educational Trust

Introductions

From the Head of Centre

Hello, I am delighted to welcome you to Red Balloon of the Air! Thank you for your interest in the complex and rewarding post of Governor and I hope you enjoy finding out a little more about us.

In the past ten years, RBAir has grown from a very small pilot programme to a large provision with over 60 staff, operating in 14 different LAs, and working with over 100 young people each year. In the wake of the pandemic, we can only assume that more anxious young people will be in need of our services and support over the coming months and years.

In many ways, RBAir operates as a blended school (online and in-person) but we are much more than that. RBAir is a unique provision, committed to supporting the wellbeing, education and personal development of each and every student. We believe every individual has the right to an education and every one of us at RBAir helps to make this happen. We have academic, therapeutic and mentoring teams who form the core support around each young person. However, in the background, our IT, safeguarding, SEND, and other teams are operating too, providing a comprehensive and individualised programme to help each student recover their confidence, meet their personal goals and move on successfully from RBAir.

We thank you for your interest in becoming a part of this wide-ranging and vital team.



Michelle Williams
Head Teacher
Red Balloon of the Air

What is the Red Balloon Educational Trust?

Red Balloon Educational Trust (RBET) provides robust academic education, wellbeing and therapy within a community for young people aged 9 -18. The overall aims of its Learner Centres are for students to regain their self-esteem, get back on an academic track, and return to mainstream education, and for their staff to be given opportunities for personal and professional development.

Our Vision

To provide the Red Balloon Recovery Programme to more of the young people who self-exclude from school; to employ well-trained staff to support that programme.

Our Values

- Inclusivity
- Negotiating the Curriculum
- Student Voice
- Unconditional Positive Regard
- Recoverability

The vision and values of RBET underpin the governance arrangements. RBET fully supports the independence and distinguishing characteristics of its Centres, each of which is committed to its own vision and values, consistent with those of RBET.

RBET is committed to supporting its Centres for the benefit of the communities that they serve. The relationship between RBET the Heads of Centres and local governors is one of partners sharing common goals who draw on each other's strengths in order to overcome any weaknesses and respond robustly to any challenges.

RBET provides a strong, responsible foundation for the growth of the Centres.

Governance and Leadership

Each Red Balloon Learner Centre, led by its Head of Centre, leadership team and local governing body (LGB), develops its own distinct character, whilst enjoying the support of the Trust and the other Centres and accessing the Trust's Central Services..

Being part of the Trust provides the Centres with the support and infrastructure they need to enable them to grow, improve and achieve their objectives. Working together and learning from each other ensures the continuing development of our unique recovery programme in response to changing needs.

RBET is governed by its Board of Trustees (the Board), who are legally responsible for the operation and performance of all Centres in the Trust. The Board delegates responsibilities for the governance of each Centre in the Trust to its LGB.

Each Centre in the Trust is led by its own Head of Centre under the oversight of the LGB, with the guidance and line management of the Trust's Director of Education.

Each Centre has access to the Trust's Central Services, which provides school improvement and support services such as Finance, Marketing, Fundraising, Human Resources, Operations, and Information Technology.

You will not be on this journey alone: you will be supported by an experienced and skilled team who, along with the dedicated Board, have been furthering the recovery of children and young people for more than 25 years.

Local Governing Bodies

The role of a local governor within RBET is an important one. The Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. The Board sets up the local governing bodies of each Centre, made up for the most part of individuals drawn from the Centre's community.

The local governors are accountable to the Board (which in turn is accountable to the Department for Education and the Charity Commission), as well as to the communities they serve. Broadly, the duties of the local governing body are:

- to contribute to and fulfil the vision and ethos of RBET in so far as it relates to the Centre, ensuring that the Centre achieves the aims and ambitions it has for its students, having regard in particular to the benefits of being part of a family of Centres for which collaboration and mutual support are very important;
- to implement and review from time to time the strategic plan for the Centre, focussing on the Centre's performance and achieving sustained improvement, having regard to any priorities identified by the Board;
- to act as a critical friend to the Centre's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Centre's performance;
- to support the Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas, including damage to property, employer liability, public and third-party liability in accordance with any policy issued by the Board from time to time;
- to support the Board by ensuring financial, health and safety compliance;

Local Governing Bodies Cont.

- to support the Head of Centre in the development and review (from time to time) of an appropriate staffing structure for the Centre, ensuring there is robust and accountable monitoring of staff performance and implementing all and any policies relating to staff adopted by the Board;
- to support the Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by RBET for the Centres, reporting any issues or concerns to the Director of Education or the Chair of the Board;
- to promote within the organisation and externally the benefits of collaboration with the other Centres and to actively seek opportunities to work together with the aim of improving economic efficiency within the Centres and identifying and implementing best practice;
- to develop effective links within the Centre's community, communicating openly and frequently as appropriate and ensuring that the Centre meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its students; and
- to engage fully and openly with any inspection of the Centre, whether by the Board, ISI, or any other appropriate public body to whom the Centre is accountable.

Local governors RBAir is seeking to appoint

The Red Balloon of the Air local governing body will be made up of the following local governors:

- Special Educational Needs and Inclusion governor
- Information Technology governor
- Education governor
- Wellbeing and Mental Health governor
- Safeguarding governor

The rewards of being a local governor

Being a local governor is a challenging and truly rewarding experience. It will give you the chance to make a real difference to our young people, contribute to your local community and use and develop your skills at board level. You will be joining the largest volunteer force in the country: there are over a quarter of a million volunteer school governors schools in England.

As a governor you will be able to:

- use your own experience of education and life beyond school to inform discussions;
- develop and utilise your skills at the board level;
- make a valuable contribution to education and your community;
- support and inspire the improvement of the Centre;
- contribute your unique experience, perspectives and insights to decision-making in the interests of the school community.

We encourage new governors to ask whether their governor role would be supported by their employer's corporate social responsibility. Being a governor is also a valuable addition to your CV.

Being a Centre governor is a big responsibility, but you will know that you are truly having a positive impact on the young people we support. You will be a part of the team that helps these young people who are out of education regain their self-esteem, get back on an academic track, and prepare to return to the mainstream. There aren't many more rewarding causes than that.

Term of Office and Time Commitment

Term of Office

The standard term of office for a local governor is four years. However, recognising that this might seem like an onerous commitment we will consider an appointment for a term of two years. If, at the end of your first term you decide you would like to continue, you will be welcome to apply for reappointment, or to become a local governor at a different Centre within the Trust.

Time Commitment

We expect the local governing body to meet five times per academic year. In addition, there may be a requirement for specific governors to meet with their in-Centre staff counterparts. Meetings usually take place in the early evening and can be in person or virtual depending on the requirements of the time. Meetings will not last longer than three hours.

The Commitment of Local Governors

Local governors are asked to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the Centre in the local community;
- familiarise themselves with the Centre's policies;
- visit the Centre both during Centre hours (with prior arrangement with the Head of Centre) and for evening events to get to know the Centre and to be visible to the Centre community; and
- attend training sessions for Local Governors, where possible and if required.

Local governors work together to carry out their core functions:

The role of the LGB is to support the management of Red Balloon of the Air, by:

- ensuring Red Balloon of the Air acts in accordance with Red Balloon Educational Trust's Philosophy and Practice;
- overseeing the education, safeguarding and wellbeing of students;
- ensuring compliance with the appropriate external educational inspection regime; and
- supporting Red Balloon of the Air's activities in furtherance of its charitable objectives in the context of its regulation by the Charity Commission.

The Commitment of Local Governors Cont.

The local governors' key responsibilities are to:

- attend annual mandatory safeguarding training;
- ensure adherence of the Centre to the vision, mission and strategic plan set by the RBET Board;
- monitor the performance of Red Balloon of the Air;
- get to know the Trust through discussion with its Senior Leadership Team and staff, reading relevant papers, visiting other Centres and participating in events;
- ensure that Red Balloon of the Air complies with all legal and regulatory requirements;
- support and challenge the Senior Leadership Team to ensure students' interests are put first;
- report to the Board and act as a link between the Head of Centre and the Board;
- be an ambassador and advocate for RBET in the local community;
- act as guardians of Red Balloon of the Air's assets, both tangible and intangible, taking due care over their security, deployment and proper application; and
- ensure that the governance of Red Balloon of the Air is of the highest possible standard.

How To Apply

In line with safer recruitment practices, we are only able to accept applications via our application forms, which can be accessed by following the application link for the role you are applying for. Our forms can be saved and come back to at any point.

All candidates for all of our posts, including internal applicants, will be asked to complete our standard application form, in order that all applicants can be judged on the basis of comparable information.

Equal Opportunities and Equality

It is against our Equal Opportunities and Equality Policy to discriminate either directly or indirectly on the grounds of race, nationality, ethnic origin, gender, marital status, pregnancy, age, disability, sexual orientation, gender reassignment, ethnicity, cultural or religious beliefs. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is placed at a disadvantage.

We will ensure that no applicant receives less favourable treatment than another on the grounds of disability, gender, race, religion or belief, age, sexual orientation, marital status, parental status, caring responsibilities or hours of work.

When writing our job descriptions, we will ensure that no job applicant receives less favourable treatment than another on the grounds of disability, gender, race, religion or belief, age, sexual orientation, marital status, parental status, caring responsibilities or hours of work and that no applicant is placed at a disadvantage unjustifiably by requirements or conditions which have a disproportionately adverse effect on a particular group.

Applicant Privacy

We are committed to being clear and transparent about how we will collect and use applicants' data and meet our data protection obligations. During the recruitment process, we will collect and process personal data relating to job applicants.

Safeguarding Children and Safer Recruitment

Red Balloon Educational Trust is committed to safeguarding and promoting the welfare of children and young people and requires the successful candidate to commit to this. The person appointed will be subjected to an enhanced DBS check.

Red Balloon Educational Trust

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