

A photograph of The Rise School building, a modern two-story structure with a mix of light-colored panels and dark blue glass sections. The sun is shining brightly from behind the building, creating a lens flare effect. The school's name is visible on the facade.

The Rise School

# The Rise School Governor

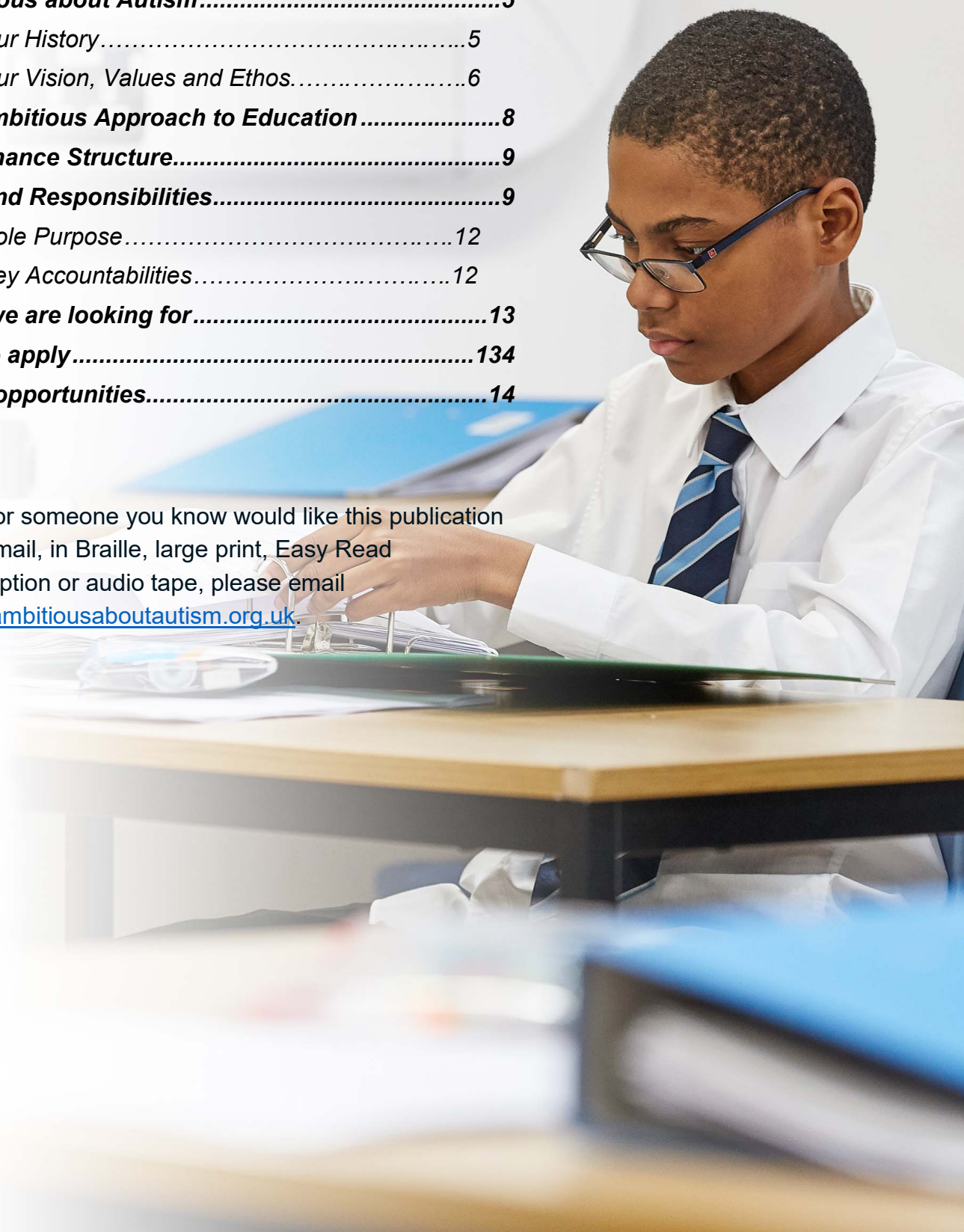
Recruitment pack



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# Welcome from the Chair of the Governing Body and Head of School

Dear Families,

Whether you have been part of The Rise community for some months or years, or your child has just joined us in September 2021, we welcome your application to become a Parent Governor at The Rise School.

We are a friendly, welcoming, and inclusive governing body with high expectations for every child both academically and socially. We are committed to safeguarding all members of our community and believe that our school should provide a safe, caring, positive, and stimulating environment in which pupils can learn and which promotes the social, physical, and emotional wellbeing of each individual.

The Rise is a special place to attend as a pupil and for staff members to come to work. We are constantly striving to provide your children 'the best of both worlds' in their education - the very best of SEND and mainstream provision. Our high expectations and ambitions, coupled with high support is at the heart of everything we do.

The support and challenge provided by the local governing body is essential in ensuring it stays special! As a parent, you provide a unique and important voice on our LGB.

Governors receive initial induction training and on-going training and support at regular intervals. In return we ask governors to attend meetings, follow up on any actions assigned to them and take an active part in the work of the governing body. If you feel this is a role that interests you we would love to hear from you.

*Jackie Saddington*

Jackie Saddington

Chair of Governing Body



Helen Ralston

Head of School

# About The Rise School

The Rise School was opened in September 2014 under the government's free school programme by the Ambitious about Autism Schools Trust, with the core purpose of preparing pupils for the next stages in their lives and for success beyond school.

We place equal priority on academic and social outcomes, with pupils gaining both the qualifications and the skill-set to successfully access further education or employment and to be full and active participants in society.

The Rise School is registered for pupils with autism aged 4-18 years and at full capacity has 96 pupils in primary and secondary education. The Rise School Sixth Form opened in September 2019.

Our primary and secondary curriculum is broadly similar to that offered by mainstream schools including subjects such as: English, maths, science, history, Personal Social Health Education/ citizenship, ICT, physical education and food technology. Pupils also attend swimming lessons once a week until year 10.

To meet our cohort's needs, pupils access the school curriculum in small class groups of between 8-10 pupils. We also deliver weekly yoga and wellbeing sessions. We have a full-time Speech and Language Therapist and Occupational Therapist on the team.



# Ambitious about Autism

## Our History

Ambitious about Autism is the national charity for autistic children and young people.

The charity was established in 1997 by a group of families of autistic children concerned at the lack of appropriate provision for their children. They set out to establish a school that would support their children to learn, thrive and achieve positive outcomes. Following a major capital fundraising campaign and a series of temporary locations and premises, the school and the charity moved into purpose-built accommodation in 2008, together creating the Pears National Centre for Autism Education. Since then the charity has grown its education services, opening both Ambitious College and The Rise School in 2014, and extended its national influencing and enabling activities.

The Ambitious about Autism Schools Trust was set up in 2014 to support the development of free schools and operates the Rise School.

**Our vision** is a world where the ordinary is the everyday experience of children and young people with autism.

**Our mission** is to make the ordinary possible for children and young people with autism.

**Our values** Children and young people with autism are at the centre of all that we do.

Investing in our staff to make sure our work has the biggest impact on children and young people with autism.

**We are ambitious**

We value difference: given how unique every experience of autism really is, we work hard to develop personalised solutions for the children and young people we work with.

**We value difference**

**Our values**

We believe in the talent of our staff and bring this expertise together as an organisation to challenge the status quo for children and young people with autism.

**We are experts**

We are open: to new ideas, in how we work and how we make decisions.

**We are open**

**We are team players**

We are team players: in how we work within the organisation, with children and young people, with parents and carers, and with our partners.

## Our Vision, Values, and Ethos

### Vision

Our vision at The Rise School is to create a vibrant learning community and be an exemplar school of best practice for children with autism and social communication needs by enabling our pupils to access a broad age-related curriculum.

We aim to achieve this vision by creating an environment where:

- Pupils and adults are happy to come to school every day and are proud of what they achieve.
- Parents and carers are confident that their children are safe, happy, making good progress and that their voices are heard.
- All pupils are given the support and challenges they need to learn and succeed in the world beyond school – their quality of life is key.
- All staff create consistently positive learning experiences that engage and challenge all our autistic pupils.

### Values

Our values underpin all that we do at The Rise. They were chosen in a collaborative process that involved all our staff and pupils. We teach our values explicitly and celebrate them frequently.

Our values:

#### **Be Kind**

We demonstrate how giving and receiving kindness is important for everyone's wellbeing.

#### **Be Proud**

Our pupils have much to be proud of and we want them to be strong advocates of themselves in their future lives.

#### **Be Resilient**

We know that our pupils will face challenges in their life, but we're confident that, with the right strategies and attitude, they can flourish.

### Ethos

The best way to convey The Rise School's pupil-oriented and team-driven ethos is to hear from our staff directly. During a recent training day, our staff completed the sentence below in the following ways.

At The Rise School we:

- Are champion adults to our pupils;
- Learn from each other and have fun;
- Are a great team;



- Take a positive and supportive approach;
- Respect one another;
- Are hard-working and resilient;
- Are passionate and determined;
- Acknowledge every achievement;
- Create a safe and positive environment;
- Are comforting, supportive and approachable.



# Our Ambitious Approach to Education

Ambitious about Autism's mission is to make the ordinary possible for autistic children and young people.

We believe all autistic children and young people have a right to the best education that meet their needs and enables them to learn, thrive and achieve. In addition to our direct work in schools and colleges, we work to transform policy and practice in autism education nationally.

We have high aspirations for our pupils and learners. Our goal for all our pupils and learners is that when they leave our settings, they will have the opportunity to access employment, further education or training and to live as part of the communities of their choice.

Our Ambitious Approach is person-centred, values based, trans-disciplinary and underpinned by a whole-organisational Positive Behaviour Support framework.

We offer a broad and balanced curriculum that is relevant to each of our pupils and learners and is highly personalised. We advocate for and deliver learning that is enjoyable, age appropriate, individualised and designed to respond to the particular needs, talents and interests of all our pupils and learners. We place importance on the development of communication, interaction, attention and 'learn to learn' skills, as well as fostering as much independence as possible.

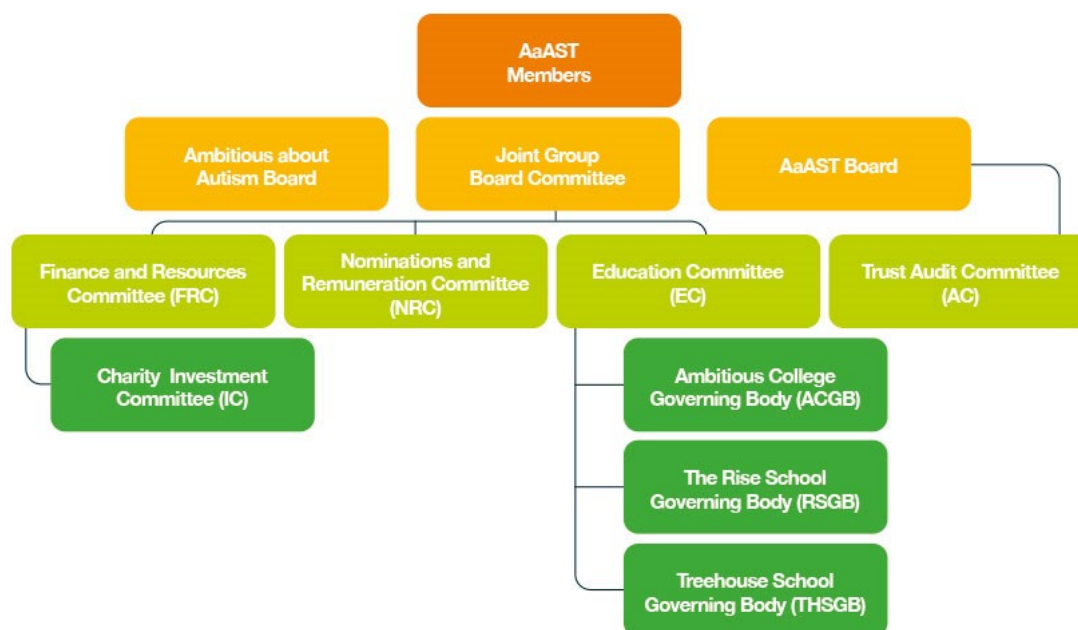
We recognise and respect everyone's individuality and support pupils and learners based on their individual needs. We use a Positive Behaviour Support framework to underpin learning across our settings with the overall aim of improving and enhancing our pupils' and learners' quality of life so that they are better able to learn.

We are constantly developing, searching for and open to new approaches where there is robust evidence that they help young people and are ethical. We share our experience and evidence with others to enhance knowledge and expertise in the field of autism education.

You can discover more about our Ambitious Approach on our [website](#).



# Governance Structure



## The Rise School Governing Body

Each setting has a Governing Body comprising a range of people with the knowledge, skills and experience needed to support effective governance, including parents/carers. The Governors meet regularly and visit the settings to review and monitor their performance. Information on progress and outcomes is made available at annual reviews, to parents/carers and Local Authorities, and reported termly to the Governing Bodies. We also have a board-level Education Committee that oversees performance across all of our settings. We welcome visitors to our schools and college and regularly hold open days for parents/carers and professionals.

Our settings are subject to Ofsted inspections, which are published online, both on our website and by Ofsted.

Good governance is key to the success of The Rise School. We are proud to have such a committed Governing Body. Our Governor's drive for quality is reflective of that of our staff. This is a winning combination and one we are determined to carry forward in our future three-year Ambitious Futures Strategy which will lead to a three year college development plan.

The overall purpose of the Governing Body is to:

- Ensure pupils/learners achieve excellent progress, attainment and outcomes;
- Promote the health, welfare and safety of pupils/learners;
- Ensure the School complies with relevant legislation and guidance;
- Ensure development of the School and its overall effectiveness;
- Ensure high standards of professional practice;

- Ensure compliance with Joint Group Board Committee (JGBC) and/or Charity/Trust policies as required;
- Support and hold the Head of the School to account;
- Ensuring the School's work is, where possible, evidence based;
- Maximise the reach and impact for the benefit of children and young people with autism and their families
- Deliver high levels of satisfaction to pupils/learners, their families and other stakeholders;
- Maintain and enhance the reputation of the School, the Charity and the Trust;
- Ensure appropriate appointments to the Governing Body and high standards of governance.



# Role and Responsibilities

<b>Job title</b>	Governor	<b>Team</b>	The Rise School GB
<b>Job band</b>	Volunteer	<b>Reporting to</b>	Chair of Governing Body
<b>Hours</b>	Minimum commitment over the academic year includes <ul style="list-style-type: none"> <li>• Termly Governing Body (GB) meetings</li> <li>• Annual GB strategic meeting</li> <li>• Termly Twilight governors training</li> <li>• Termly visits/virtual meetings</li> <li>• There is the option to join the Quality Committee for the service, which meets termly</li> </ul>	<b>Line manages</b>	n/a

**Approved by:** Executive Principal

**Date:** September 2021

## Governor vacancies:

We are recruiting for the following vacancies:

- A Parent Governor. A Parent Governor must be a parent, carer or guardian of a current pupil in the School.

You can find out more by visiting the website:

The Rise School <https://theriseschool.com/>

The Rise School Governing Body <https://theriseschool.com/our-school/governance>



## Role Purpose:

The Ambitious about Autism School's Trust is a multi-academy trust (MAT) that runs and supports the development of new special schools to enable children and young people with autism to learn, thrive and achieve. The Rise School was set-up by the Ambitious about Autism School's Trust in 2014 as a special school dedicated to educating pupils with autism aged 4-18. The Rise School Governing Body is therefore established as a sub-committee of the Board of Trustees and is responsible for supporting the Board of Trustees in ensuring effective oversight of service by:

- Determining the aims and priorities of the service;
- Setting targets (statutory and where appropriate);
- Monitoring and evaluating the work of the service;
- Securing high levels of attendance;
- Ensuring that all young people in the services have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life;
- Ensuring the health and safety of young people and staff in the service.

The Rise School Governing Body consists of individuals who have the skills, competencies and perspectives needed to govern.

We are seeking a parent governor to help us achieve real change for autistic children and young people and their families.

All Governors are expected to play their part in contributing to the overall work of the Governing Body. In accordance with the responsibilities of the Governing Body explained above, our main aim is to support the services in raising standards for all.

This involves:

- Providing a strategic view for the service;
- Acting as a sounding board and critical friend;
- Ensuring accountability.

In order to meet these responsibilities in an efficient and effective manner, the Governing Body will work with the leaders within the school.

This reduces the focus on individual Governor responsibilities while allowing a more strategic overview and evaluation of school performance at the full Governing Body.

## Key accountabilities:

Each individual Governor has a responsibility, working alongside other members of the Governing Body, to pupils, staff of the school and the wider community.

Although some Governors may have a particular perspective and experience (e.g. parent/carers or community), they are not delegates of that group and act in the interest of the service.

The key responsibilities of the role are outlined in the section above and annually the Governing Body will assess its performance and make recommendations as appropriate.

# What we are looking for

	Essential
<b>Knowledge, Experience &amp; Skills</b>	
1. Ability to participate actively in group decision making.	X
2. Willingness to represent the organisation and services internally and externally.	X
3. Ability to attend late afternoon meetings, one full day meeting and a twilight training session.	X
4. Ability to commit to at least one day per month to the school, over a number of meetings.	X
<b>Personal Attributes</b>	
1. Ambitious about Autism and Ambitious about Autism Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	X
2. Willingness and ability to learn about education and / or children's environment, policy and law	X
3. Be values driven, able to identify with the five values of the charity and be inclusive and ambitious	X
4. Basic understanding of autism	X

Please note that the role of Governor is voluntary although Governors are re-implemented all reasonable related expenses in accordance with the Expenses Policy, including travel, subsistence and child-care.

# How to apply

To apply for the position of Parent Governor please send us a letter, including your reasons and motivations for applying for this role. Please also provide the names, contact details and relationship to you, of two referees and ensure that you have included work, mobile and home telephone contact numbers and an e-mail address if applicable.

The closing date for applications is Monday 4<sup>th</sup> October and all applications should be sent to Poppy Lindsley, Education Governance and Compliance Officer, at [plindsley@ambitiousaboutautism.org.uk](mailto:plindsley@ambitiousaboutautism.org.uk)

The stages of the recruitment process are outlined below:

Stage	Timescale
Closing date for applications	4 <sup>th</sup> October 2021
Shortlisting and candidates informed of outcome of application	6 <sup>th</sup> October 2021
Interviews	14 <sup>th</sup> October 2021
Candidates informed of the outcome	18 <sup>th</sup> October 2021

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact our Education Governance and Compliance Officer whose contact details are above.

## Equal opportunities

We are fully committed to equality of opportunity and diversity and we warmly welcome applications from all candidates in our community and all applications will be considered on merit.

For all Governor applications we welcome prospective candidates to contact the Education Governance and Compliance Officer to discuss the role. Where possible we will try to arrange a site visit and the opportunity to speak with the Head of School.

We are committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS and Children and Adults Barred check.



# We are Ambitious about Autism

Ambitious about Autism is the national charity for children and young people with autism.

We provide services, raise awareness and understanding, and campaign for social and policy change. Through TreeHouse School, The Rise School and Ambitious College, we offer specialist education and support.

Our ambition is to make the ordinary possible for more children and young people with autism.

## Contact us

The Pears National Centre for Autism Education  
Woodside Avenue, London N10 3JA

☎ 020 8815 5444

✉ [info@ambitiousaboutautism.org.uk](mailto:info@ambitiousaboutautism.org.uk)

🌐 [ambitiousaboutautism.org.uk](http://ambitiousaboutautism.org.uk)

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 3375255.

Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.