



Woodland
Academy Trust

Trustee

Applicant Information Pack



Ignite the spark, reveal the champion



AMBITION



COLLABORATION



COMPASSION



EXCELLENCE



INCLUSIVITY



Knockhall
Primary



Lime Wood
Primary



Northumberland
Heath
Primary



Peareswood
Primary



Willow Bank
Primary

Ignite the spark, reveal the champion

Welcome from the CEO

Dear Applicant,

Thank you for your expression of interest in becoming a Trustee at Woodland Academy Trust and in making a positive contribution to our communities of children, families and staff. We are a small but ambitious Trust that puts the children and community first and are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are seeking a trustee with strategic educational leadership experience, ideally as a serving or recently serving headteacher, executive headteacher, or MAT leader. Expertise in one or more of the following areas would be particularly valuable:

- School improvement
- Safeguarding
- SEND
- Curriculum and assessment
- Digital strategy
- Workforce development

We welcome applications from skilled and committed professionals who have vision, drive and ambition and we would be keen to hear about your experiences and what skills you can bring to this role.

This is an exciting time to join the Woodland Academy Trust Board of Trustees as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong, collaborative team working towards a shared vision, receive professional development, and have the opportunity to make a real difference in the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



About Woodland Academy Trust

The Woodland Academy Trust was formed in September 2011 and currently consists of five primary schools serving local communities with four schools located in Bexley and one in Kent.

All our schools share the same mission; *ignite the spark, reveal the champion*. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children.

Ignite the spark, reveal the champion

Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.

Our Trust Values



AMBITION



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INCLUSIVITY

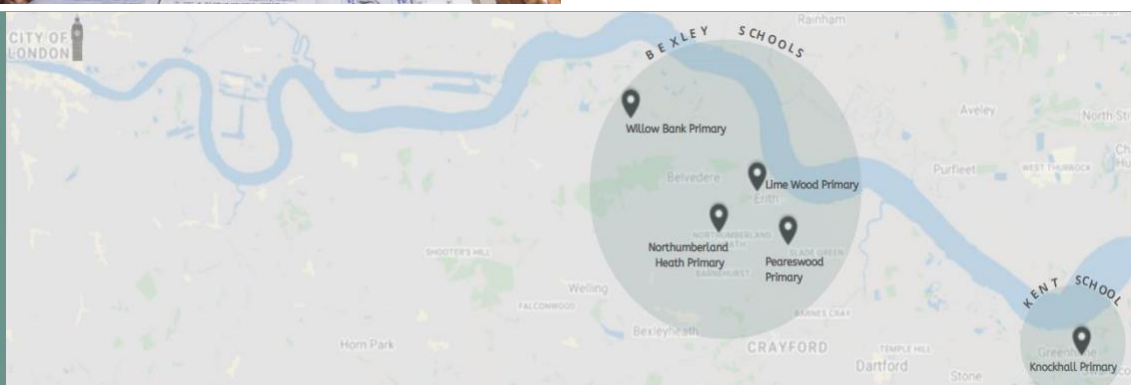
Discover more our Trust and schools by watching our videos on our [Trust YouTube channel](#) . You can also find out information about Woodland Academy Trust by visiting our website: [Woodland Academy Trust](#).

Our Schools



Discover more about our schools:

<https://www.woodlandacademytrust.co.uk/our-schools/>

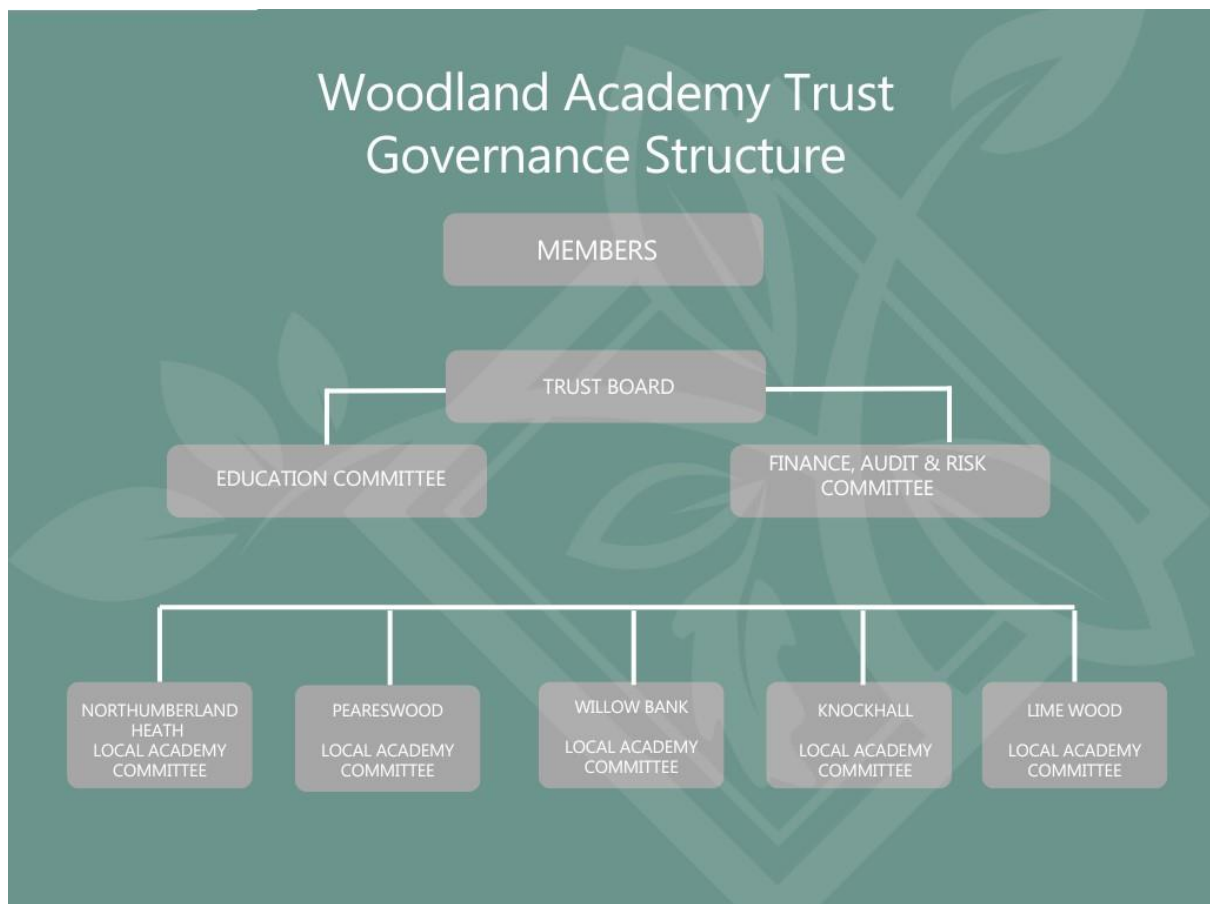


Our Governance

The Woodland Academy Trust's three core layers of governance are Members, Trustees (and their sub-committees) and Local Academy Committees (LAC).

Our Trust benefits from an extremely experienced and talented governance team, whose Members, Trustees and Local Governors provide vision, direction, support, advice and challenge, ensuring that we meet our charitable objectives, compliance and legal obligations.

Our governance structure creates rigorous and enhanced layers of support and scrutiny along with efficient processes, which ensures that our decisions and strategies are validated, well-planned and implemented. Our Governance Professional is skilled in academy legislation and ensures that the Trust Board meets our compliance requirements. Our Trust Services Team provide an advisory service to schools and their LACs ensuring reciprocal communication flows between the Trust Board and the LACs.



The Role

Trustee: Unremunerated

The board of trustees within academy trusts work at the executive level in the organisation. They are responsible for all the academies that operate within the trust. In contrast, school governors oversee just one school. Trustees are ultimately responsible and accountable for the trust. It is their job to ensure the trust is compliant with its charitable objectives, as well as company and charity law. Because trustees are directors under company and charity law, trustees have legal responsibilities that governors of maintained schools do not.

A board of trustees should be diverse and made up of people from all different backgrounds with different skills. Those taking up the role must be skilled, knowledgeable, and feel confident enough to both support and challenge the leadership of multiple schools.

For this opportunity, we are seeking a trustee with strategic educational leadership experience, ideally as a serving or recently serving headteacher, executive headteacher, or MAT leader. Expertise in one or more of the following areas would be particularly valuable:

- School improvement
- Safeguarding
- SEND
- Curriculum and assessment
- Digital strategy
- Workforce development

Responsibilities for the role

The Trustees are also the company directors and have ultimate accountability for the schools and the Trust.

Our Trustees' combined skills offer a wealth of experience to support the Trust in its activities. The Board of Trustees manage the business of the Trust to provide strategic leadership, accountability and assurance, and strategic engagement and focuses strongly on the three core functions of governance:

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

The Trust holds a minimum of three, with a maximum of six, board meetings per year plus three committee meetings per year. In addition, there is at least one board development session annually. Meetings are a blended model and remote access for the committee meetings is supported with face-to-face meetings at least once per term. Trustees are also expected and encouraged to make time to visit schools, which are often incorporated into meeting dates.

Throughout the term of office, you will be an active contributor to the key board decisions. The Trust's Development Plan ongoing priorities for 2024-2027 are outlined in 4 key areas:

1. Educational Excellence, Inclusion and Innovation

- Curriculum Consistency: Ensure a broad, diverse, and knowledge-rich curriculum that is delivered consistently across all schools, meeting the needs of every learner, including SEND and disadvantaged pupils.
- Inclusion and Wellbeing: Continue to strengthen inclusion strategies and improve attendance especially for pupils with SEND.
- Innovative Teaching & Learning: Strengthen the quality of teaching across all year groups and subjects, especially in schools that have previously been rated as 'Requires Improvement'. Embed high-quality teaching practices using Universal Design for Learning (UDL) principles and artificial intelligence (AI) tools to personalise learning experiences and provide adaptive support.
- Data-Driven Improvement: Use robust data analysis to identify pupil gaps and deliver targeted interventions, ensuring all students progress and achieve their potential.

2. Investment in People

- Recruitment & Retention: Implement targeted campaigns to attract professionals who align with our Trust's vision and values actively working to create a diverse workforce through recruitment campaigns that reflect the values of inclusivity.
- Professional Development: Embed a culture of continuous professional learning, with access to both in-house and external training aligned with school improvement goals promoting collaboration and best practice sharing across the Trust. Provide clear opportunities for career progression, ensuring staff at all levels have access to growth opportunities through training, coaching, and apprenticeships.
- Wellbeing & Inclusion: Prioritise staff wellbeing, creating supportive environments where staff feel valued and included. Ensure transparent pay structures and equitable practices that reflect the inclusive communities we serve.

3. Collaborative Leadership and Governance

- Collaboration & Shared Accountability: Foster a culture of shared accountability and collaboration, where every school and staff member is committed to the collective success of the Trust.
- Leadership Development: Build leadership capacity at all levels, providing targeted support where needed and ensuring strong leadership across all schools.
- Community & Belonging: Promote a sense of belonging for students, staff, and the wider community, ensuring everyone feels connected to the Trust's mission and values.

- **Governance & Accountability:** Strengthen governance frameworks to ensure transparent, accountable decision-making across all schools, with clear roles for trustees and governors.
- **Unified Digital Strategy:** Ensure that digital and AI strategies are embedded across all operations to streamline processes, support teaching, and enhance communication.

4. Operational Excellence & Efficiency

- **Financial Prudence:** Maintaining a financially viable, sustainable and ethically driven Trust by managing resources efficiently to ensure long-term financial sustainability, directing investments where they will have the most impact.
- **Alignment of services:** Developing deeper systems, processes, and alignment of Trust services with school improvement priorities through clear links to HR, Estates, Finance, Compliance, Governance and IT.
- **Income generation:** Develop and implement an income-generation strategy aligned with our Trust's vision, focusing on increasing pupil enrolment, staff retention, and external partnerships that drive sustainable growth. Explore new income streams through partnerships, grants, and innovative programs.
- **Sustainability & Growth:** Implement eco-friendly practices across the Trust's schools and operations, while looking for opportunities to increasing pupil numbers and growing responsibly.
- **Marketing and Communication of Vision:** Establish a unified communication strategy to strengthen the Trust's reputation, engage stakeholders, and foster strong relationships within the local community and beyond.

Professional Development

The Trust subscribes to the National Governance Association who provide a suite of professional development opportunities which include tailored information, advice and guidance, e-learning and events.

Applications

If you have the requisite experience for the role and share our passion and commitment to helping young people realise their academic potential, we would love to hear from you.

To apply, please visit the following link to complete your application:

<https://mynewterm.com/jobs/5396/EDV-2025-WAT-46366>

If you have any questions about the role, please contact the Clerk at **Clerk@watschools.org.uk**

Diversity and Inclusion

Woodland Academy Trust values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that all stakeholders who have a disability are given every possible assistance in their role. All disabled applicants that meet the minimum criteria for the role of Trustee will be given the opportunity to undergo the recruitment process. We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether or not they have a disability, is unfairly prevented from demonstrating their true abilities.

Safeguarding Children and Young People

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. Members of the Governing Body are therefore expected to behave in such a way that supports this commitment. Appointment to this role will be subject to the following satisfactory checks:

- Identity.
- Barred List Check (previously List 99).
- Section 128.
- Disclosure & Barring Service Check.
- Satisfactory references.
- Any other checks deemed appropriate where the individual has lived or worked outside of the UK.

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture.



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