



## **Campaign Pack**

For the vacancy of  
**Governor**  
**Millbay Academy**



## Who we are and what drives us

Reach South is a young and developing Trust which operates across the Southwest of England with the aim of delivering all-through 3-19 education. We operate seventeen academies in Devon, Bournemouth, Dorset, Gloucestershire, and Wiltshire. We are building this Trust on a clear set of values, behaviours, and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills, and attitudes to become successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. To deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

It is important that those we recruit demonstrate that they share our values, are highly motivated to work with colleagues, within and beyond their school, to continuously develop their skills and pursue professional excellence.

### **Equal Opportunities and Safeguarding our Children**

Reach Academy South is an equal opportunity employer. We are committed to creating an inclusive work environment for all employees and actively encourage applications from all parts of the community. We are working hard to create a dynamic and inclusive environment, and it is important to us that our people come from a variety of diverse backgrounds. As part of this we are committed to ensuring that there is no discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy, maternity, race, religion or belief, sex, or sexual orientation at any stage of the recruitment process or in the terms and conditions offered to new employees or promoted employees.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

We are proud of how we support our staff seeking to achieve high levels of job satisfaction for our workforce and are aware of the contribution our staff make to the children and families we deliver for and the contribution they make towards our community.



## About the School

Millbay Academy is a thriving secondary school in Plymouth's Coastal Quarter, where every individual is valued, and every moment counts. Our journey of school improvement has been transformational, culminating in our recent Ofsted GOOD rating across all areas in 2024. As we continue to build on this success, our student numbers are growing, and we are excited to be recruiting due to both increased capacity and our commitment to nurturing talent from within - creating opportunities for our existing staff to take on new and exciting challenges.

At Millbay Academy, we are driven by our ethos: "Think Like a Creative." With a strong focus on Creative Industries and a broad, rich curriculum, we empower students to develop the skills, mindset, and confidence needed for success in the modern world. We are committed to protecting Arts and Vocational pathways in the city and ensuring that creativity, innovation, and ambition are at the heart of everything we do.

We provide students with the knowledge and opportunities to progress to a wide range of high-quality post-16 destinations, including Plymouth Arts University, UTC Plymouth, City College, Callywith College, local Sixth Forms, and a variety of applied apprenticeships. By fostering curiosity, critical thinking, and resilience, we prepare them to thrive in further education and employment.

With an improved and modernised capacity for 1020 students, and a growing reputation, Millbay Academy is a school where students are supported, challenged, and inspired to achieve their full potential and where staff opportunities are excellent. There is strong precedent for Leadership development and roles across both schools for the individuals. We expect excellence from our staff, as we are committed to serving our community and to support this, we have a strong focus on staff wellbeing, including the potential for flexible PPA time; email curfew and Wellbeing Wednesday initiative.



## About the role

### Governance at Reach South Academy Trust

At Reach South Academy Trust, governance is the cornerstone of our commitment to delivering high-quality education across our family of academies. Our governance framework ensures accountability, strategic oversight, and continuous improvement, supporting our mission to advance education for all.

The Trust operates through a multi-layered governance structure that includes:

- **Members:** guardians of the Trust's constitution.
- **Board of Trustees:** responsible for strategic direction and oversight.
- **Board Committees:** focused on key areas such as finance, education standards, people, risk, and audit.
- **Executive Team:** led by the CEO, managing day-to-day operations.
- **Local Governing Bodies (LGBs):** providing challenge and support to individual academies.

Each tier plays a vital role in ensuring that our academies are well-led, compliant, and aligned with our values and educational principles.

To learn more about our governance structure, roles, and responsibilities, please refer to our comprehensive [Governance Handbook](#).

### Main responsibilities of the Board of Governors

- To act within the formal powers and rules as set out in the Memorandum and Articles of Association.
- To determine the educational character and mission of the School and to exercise oversight of its activities.
- To approve the quality improvement strategy for the institution.
- To ensure the effective and efficient use of resources, the solvency of the School and to safeguard its assets.
- To act in the best interests of the School.
- To be fully informed about the operation of the School.
- To ensure decisions are always taken for the benefit of the School, its students, staff and other users and with a view of safeguarding public funds.
- To act as individuals and not bound by mandates from other bodies.
- To attend School events, such as student awards presentations and open days, in order to gain an appreciation of and support the work of the School.

### Next Steps

If you have any queries about this role, please get in touch by contacting the Recruitment Team on [recruitment@reachsouth.org](mailto:recruitment@reachsouth.org)

**To apply** for this opportunity, please complete the expression of interest form attached to the advert page and send to [recruitment@reachsouth.org](mailto:recruitment@reachsouth.org)



## Reach South Multi Academy Trust

### Our Vision, Values and Principles of who we are

#### Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the Southwest of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

#### Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical, or cognitive. We are committed to helping all children, particularly the most vulnerable, overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history inform our approach, this is never an excuse for accepting mediocrity or mediocre performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
  - high standards of educational achievement.
  - high standards of social skills and people skills.
  - high standards of communication skills.
  - high standards of critical thinking, problem solving and creativity; and
  - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspirations of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.
- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself, but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.



- **Preparing tomorrow's adults to contribute to social, economic, environmental, and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

## Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination are, however, a measure of each individual's proficiency in skill, knowledge, attitudes, and readiness to progress to the next stage of learning, work, and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich, and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So, they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

## Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles, and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has remarkably close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.



- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

