



**helps children
communicate**

**Chair of the Board
Chair of Governors, Meath School (Surrey)**

Digital Trustee

Philanthropy Trustee

Finance Trustee

Legal Trustee

Trustee Recruitment Pack

July 2019



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Dear Candidate,

Thank you for your interest in these roles and we hope you find this pack useful. Due to a number of our Trustees coming to the end of their three terms, we are looking to appoint at least six new trustees to be signed-off by the Board at the end of October 2019. The six roles are:

- Chair of the Trustee Board
- Chair of Meath School Governing Board (Also an I CAN Trustee)
- Digital Trustee
- Philanthropy Trustee
- Finance Trustee
- Legal Trustee

We are the UK's leading children's communication charity with aspirations to grow and you would be joining us at a very exciting time. In short:

- We are about to embark on developing a new three-year plan.
- We are investing in our influencing work, using our *Bercow: 10 Years On* work as our key influencing platform.
- Our schools are consistently recognised as Ofsted 'Outstanding'!
- We are growing our speech and language and educational advisory work and are currently delivering a range of workforce development and parent support programmes.
- We are about to embark on a digital strategy.

Our plan is to deliver £8.5m of income in this new financial year after a successful 2018/19 generating £8m of income.

You can read all about who we are, why we exist, what we do, how we are structured and why we think this is a great place to be in this pack. In addition, you will find more detailed information about the roles we are looking to fill. All of our Trustee and Committee Member roles are unremunerated with only reasonable travel expenses and, where necessary, overnight stays compensated. A summary of our business plan for 2019/20 is detailed as part of this pack.

You can read about our current senior management team at <https://www.ican.org.uk/about-us/> and our Board at <https://www.ican.org.uk/trustees/>

We very much look forward to hearing from you!

Warm Regards,

Huw Davies
Chair of Trustees

Bob Reitemeier
Chief Executive



WHO WE ARE AND WHY WE EXIST

I CAN is the leading children's communication charity in the United Kingdom and we were originally formed in 1888.

Our mission is that no child should be left out or be left behind because of a difficulty speaking or understanding.

Our vision is a world where all children have the communications skills they need to fulfil their potential.

Our values reflect that language skills are vital for children to survive and thrive, since language is the foundation for all relationships and learning. Our organisational values are *child-centred, communication, expert, innovative, involving and transparent*.

Our objectives in our Three-Year Plan (2017-2020) are to:

- Double the number of children I CAN reaches through its schools and social enterprise.
- Use our expertise, evidence base and workforce programmes to demonstrate how children's lives can be improved, thereby influencing government and other organisations to increase and enhance services to thousands more children and their families across the UK.

Communication is crucial. The most fundamental life skill for children is the ability to communicate. It directly impacts on their ability to learn, to develop friendships and their life chances.

Speech, language and communication skills are vital to every person: for brain development in the early years and our attachment to others, for expressing ourselves and understanding others, for thinking and learning, for social interaction and emotional wellbeing, in school, as part of society and in the workplace. Yet the importance of these skills sadly continues to be underestimated.

More than 1.4 million children and young people in the UK have speech, language and communication needs (SLCN). Language disorder alone is one of the most common disorders of childhood; affecting nearly 10% of all children and young people. In areas of social disadvantage this number can rise to more than 50%. Poor understanding of and insufficient resourcing for SLCN means that too many children and young people receive inadequate, ineffective and inequitable support, impacting on their educational outcomes, their employability and their mental health.

In March 2018, we published *Bercow: 10 Years On* which has provided I CAN with the strongest influencing platform in several years. The report, developed in partnership with the Royal College of Speech and Language Therapists (RCSLT), provided a state of the nation analysis of the level and quality of support children are receiving. We are continuing to work to influence public policy.

What are the statistics telling us?

- Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage compared with 69% of all children.



- Just 18% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics at the end of their primary school years compared with 64% of all children.
- Only 20% of pupils with SLCN gained grade 4/C or above in English and Maths at GCSE compared with 69.2% of all pupils.
- 81% of children with emotional and behavioural disorders have unidentified language difficulties.
- Young people referred to mental health services are three times more likely to have SLCN.
- Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood.
- At least 60% of young offenders have delayed language issues.

Sadly, there are now untold millions of people who are navigating their way through life with unidentified and unsupported SLCN. Many of these people struggle to find work, experience debilitating mental health issues and disproportionate numbers end up in the justice system. With severely limited life chances, people with SLCN are being marginalised and neglected by society. This is why I CAN exists as a charitable organisation.

Join us and help us to make a real difference!



WHAT WE DO

Our key activities include:

- Running two Ofsted 'Outstanding' residential special schools to support children and young people with the most severe and complex language needs.
- The development and distribution of interventions to support individual children and groups of children with delayed language – currently implemented in over 5,000 nurseries, children's centres and schools.
- Direct support to parents of children with SLCN each year through a dedicated telephone and Skype enquiry service where they receive advice from a qualified speech and language therapist, as well as access to our online portal, I CAN Talking Point.
- The management of The Communication Trust; a consortium of over 50 charities with a responsibility for supporting children with SLCN.
- The provision of clear and robust evidence from our work to government and policy makers to influence practice and policy across the UK, in support of all children who have language difficulties.
- Working in partnership with other organisations, campaigning for better information, advice and improved services to the hundreds of thousands of children and their families not receiving the speech, language and communication support they need.
- The delivery of speech and language programmes aimed at the nation's workforce responsible for the education and care of children with SLCN.

Supporting our front-line workforce, we have a Trustee Board, a Senior Management Team, two School Leadership Teams and School Governing Bodies, and a range of professional functions in the areas of philanthropy, sales, marketing, monitoring and evaluation, communications, project management, finance, office management, health and safety, cleaning and catering, and human resources. All of us are passionate about improving the life chances of children with SLCN.

We employ approximately 180 staff across three main sites in Central London, Surrey and the East Midlands, as well as several home-based workers.

We are about to embark on an exciting new three-year plan taking us to March 2023 and beyond, so this is a really exciting time to join us.

There are a number of websites where you may find some useful information about us.

Our general I CAN website	https://www.ican.org.uk/
Our Shop website	https://www.icancharity.org.uk/
The Communication Trust website	https://www.thecommunicationtrust.org.uk/
I CAN's Talking Point website	http://www.talkingpoint.org.uk/
The Bercow Ten Years On website	https://www.bercow10yearson.com/
Meath School website	https://www.meathschool.org.uk/
Dawn House school website	https://www.dawnhouseschool.org.uk/



We are members of The Social Business Trust (SBT) and the National Association of Independent Schools and Non-Maintained Schools (NASS). You can read more about these organisations on the websites detailed below:

www.socialbusinesstrust.org

www.nassschools.org.uk

Our organisational plan for 2019/20 is built around four key themes of **supporting children with SLCN, bringing about changes to services, building strong partnerships and collaboration and building a high performing and agile organisation.**

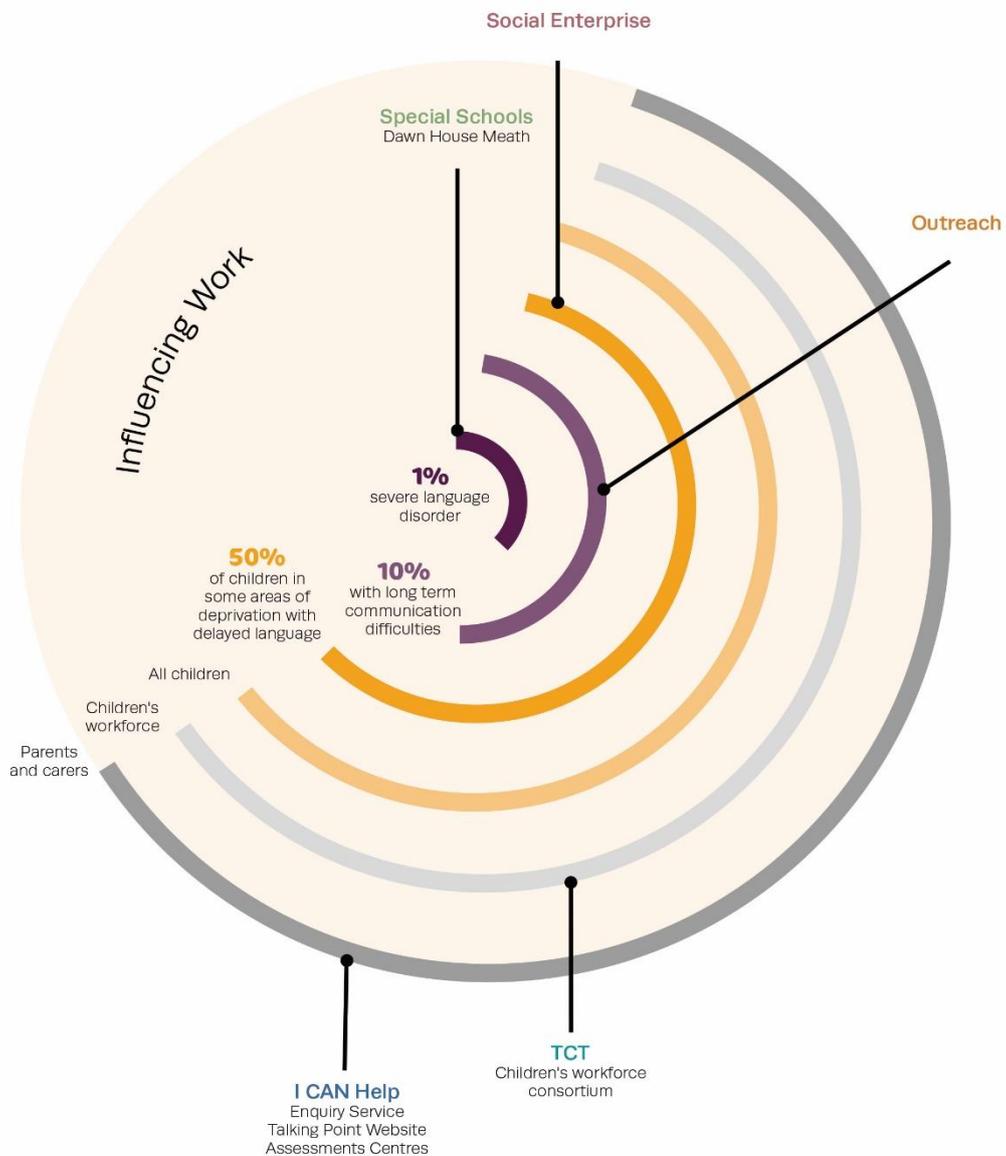
Below is a brief summary around how we will do this in 2019/20.

<p>SUPPORTING CHILDREN WITH SLCN</p> <p>We will achieve this through:</p> <ul style="list-style-type: none"> • Doubling our reach to children • Maintaining an outstanding/good Ofsted rating in our schools against the new Ofsted framework • Further developing our provision for children with significant needs in our East Midlands school • Investing in the assessment centre in our Surrey school • Piloting a new technology-based therapy services for parents • Reviewing and marketing our school residential services 	<p>BRINGING ABOUT CHANGES TO SERVICES</p> <p>We will achieve this through:</p> <ul style="list-style-type: none"> • Delivering our Bercow Ten Years On influencing plan • Delivering our contractual obligations to bring about changes to the way we deliver services with a particular emphasis on parents, health visitors, early years professionals and schools • Digitising our Talk Boost tracking system to provide better insights on the impact on children • Setting up a new research centre operating in both schools
<p>BUILDING STRONG PARTNERSHIPS AND COLLABORATION</p> <p>We will achieve this through:</p> <ul style="list-style-type: none"> • Launching a new grant-giving programme • Increasing income by over 20% based on our income target for 2018/19 • Developing a capital appeal • Developing robust pipelines of key funds to support service changes • Developing plans to scale up our Place Strategy • Continuing to market and sell our Talk Boost products with new customers 	<p>BUILDING A HIGH PERFORMING AND AGILE ORGANISATION</p> <p>We will achieve this through:</p> <ul style="list-style-type: none"> • Developing a new Three-Year Plan • Developing proposals for our Central Office • Delivering an employee recruitment and retention plan • Building our Trustee Board • Ensuring our schools maintain effective staffing structures and processes • Reviewing our Social Enterprise business model • Delivering an IT and digital roadmap • Delivering a new outcomes framework • Delivering a healthy financial surplus • Preparing for Brexit



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HOW OUR THREE-YEAR PLAN SUPPORTS CHILDREN





TERMS OF APPOINTMENT

Remuneration: All roles are voluntary and unpaid. Reasonable expenses incurred in fulfilling your duties will be reimbursed.

Duration: All appointments are for an initial three-year term, renewable by mutual agreement for a maximum of two further three-year terms.

Commitment Requirements:

Trustees

- Quarterly Board meetings that are on weekdays, held in Central London and generally start at 2pm and finish by 4pm.
- One Board awayday per annum that starts at lunchtime and finishes by no later than 6:00.
- Commitment to preparation for meetings by reading Board papers, usually issued 5-7 days in advance of the meeting.
- Commitment to respond to emails from time to time on Board matters or Board initiatives.
- Promote and get involved in key income generating activities bringing appropriate key contacts to the table.

Committee Members

- Finance and Audit Committee meet four times a year.
- Programme Development Committee meet four times a year.
- The Social Enterprise Committee meet four times a year.
- The Meath School Governors meet three times a year.
- The Dawn House School Governors meet three times a year.

Safeguarding

I CAN require all trustees and committee members to be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and to respond proactively to safeguarding concerns. We require the Chair of the Board and members of the two School Governing Committees to undertake an Enhanced Disclosure via the Disclosure and Barring Service (DBS).

General Data Protection Regulation (GDPR)

Please note that it is our policy that all recruitment documentation, including application paperwork, is kept in secure conditions for a period of six months, after which they will be securely destroyed. If you are successful in your application, in accordance with GDPR, we will retain your personal data whilst you are fulfilling a Trustee or Committee Member role with us and for six years after you have left. Please see our volunteer privacy notice at <https://www.ican.org.uk/i-can-volunteer-privacy-notice/>.



HOW TO APPLY

This recruitment is being managed by Rebecca du Plessis and Heidi Earp, Directors at Langton Not 4 Profit. Please send your application, containing the information listed below, to Rebecca at rebecca@langtonn4p.co.uk. If you would like to discuss this opportunity before submitting your application, Rebecca can also be reached at 07833 230168 and Heidi on 07833 230169.

Your application should comprise of:

- A covering letter of no more than two sides of A4 paper summarising your motivation and reasons for being interested in one or more of the roles, indicating any particularly relevant skills and experience to date which makes you a suitable candidate for the role.
- An up-to-date CV including a full employment history with a particular emphasis on Executive and Non-Executive positions, responsibilities held and relevant achievement, as well as educational and professional attainments.
- Your contact details, including fixed and/or mobile numbers and email address, all of which we will use with discretion.

Please note the following timetable.

Closing date for Chair of Trustees, Chair of Governors Meath School and Digital Trustee - Monday 2nd September at 10am.

Informal pre interview meeting with Bob Reitemeier for all Chair of Trustee candidates 5/6/9 September

Interview Chair of Governors at Meath School (to be held at Meath School) - Thursday 12th September

Interviews for Chair of Trustees and Digital Trustee (to be held at I CAN office N1) - Friday 13th September

Closing date for Philanthropy, Legal and Finance Trustee – Thursday 19th September at 10am.

Interviews for all other Trustee positions - Wednesday 2nd October and Thursday 3rd October

Successful candidates will be invited to attend the Board meeting as observers on Wednesday 30th October 2pm – 4pm. It is hoped that they will be successfully nominated onto the Board at this time subject to satisfactory references and checks. Candidates will then be expected to attend their first official Board meeting which will be held in January 2020.



ROLE PROFILE – CHAIR OF TRUSTEES

Role summary

To further the charity's mission within its charitable objectives through holding the Board and Executive Team to account, providing leadership to the Board of Trustees, ensuring that each Trustee fulfils their duties and responsibilities for the effective governance of the charity. This should be read in conjunction with the Trustee role profile as that document articulates the baseline requirements for all Trustees.

Principle Responsibilities

The Chair will hold the Board and Executive Team to account, with appropriate challenge, and act as an ambassador and the public face of the charity, in partnership with the Chief Executive.

Main duties

Strategic Leadership

- Provide leadership to the charity and its Board, ensuring that the charity maximises its impact for its beneficiaries.
- Keep abreast of social policy as it affects children and young people with speech, language and communication difficulties.
- Ensure that the Trustees fulfil their duties and responsibilities for the effective governance of the charity.
- Ensure that the Board operates within its charitable objectives, and provides a clear strategic direction for the charity.
- Ensure the Board is able to regularly review major risks and associated opportunities, and satisfy itself that systems are in place to take advantage of opportunities, and manage and mitigate the risks.
- Ensure that the Board fulfils its duties and responsibilities to ensure the sound financial health of the charity, with systems in place to ensure financial accountability.

Governance

- Ensure that the governance arrangements are working in the most effective way for the charity.
- Develop the knowledge and capability of the Board of Trustees.
- Address and resolve any unhealthy conflict within the Board.
- Appraise the performance of the Trustees and Chief Executive on an annual basis.
- Ensure the Board of Trustees is regularly refreshed and incorporates the right balance of skills, knowledge and experience needed to govern the charity effectively.
- Ensure a suitable deputy is appointed when unable to attend key meetings.



External Relations

- Act as an ambassador for the cause and the charity.
- Maintain close relationships, along with the Chief Executive, with key external stakeholders and key influencers.
- Act as a spokesperson for the organisation, when appropriate.
- Represent the charity at external functions, meetings and events, when required.
- Facilitate change and address any potential conflict with external stakeholders.
- Promote and get involved in key income generating activities, as required, bringing appropriate contacts to the table.

Efficiency and Effectiveness

- Chair meetings of the Board of Trustees effectively and efficiently, bringing impartiality and objectivity into the decision-making process.
- Ensure that Trustees are fully engaged and that decisions are taken in the best, long-term interests of the charity and that the Board takes collective ownership of any decisions made.
- Foster, maintain and ensure that constructive relationships exist with and between the Trustees.
- Work closely with the Executive Team to give direction to Board policy-making and to ensure that meetings are well-planned, meaningful and reflect the responsibilities of the Trustees.
- Monitor that decisions taken at meetings are implemented and that any reasons for non-implementation are well-understood and brought back on track.

Relationships with staff

- Establish and build a strong, effective and constructive working relationship with the Chief Executive and his/her Senior Management Team (SMT), ensuring that they are held to account for achieving agreed strategic objectives.
- Support the Chief Executive to lead and manage the organisation well and give regular feedback on performance.
- Ensure regular contact with the Chief Executive and develop and maintain an open and supportive relationship within which each can speak openly and safely about concerns, worries and challenges.
- Conduct an annual appraisal and remuneration review for the Chief Executive in consultation with other Trustees.
- Ensure that the Chief Executive has the opportunity for continuous professional development and, where appropriate, external professional support such as an executive coach.



Knowledge, Skills and Experience

Essential:

- Ability to understand and accept the duties and liabilities of a chair of the board in a charity.
- Personal gravitas to lead a national organisation.
- Demonstrate strong inter-personal and relationship building abilities and be comfortable in an ambassadorial role.
- Strong networking capabilities that can be utilised for the benefit of the charity.
- Ability to foster and promote a collaborative team environment.
- Ability to commit the time to conduct the role well, including travel and attending events outside of normal working hours.
- Experience of operating at a senior strategic leadership level within an organisation.
- Successful track record of achievements throughout career.
- Experience of external representation, delivering presentations and managing stakeholders successfully.
- Significant experience of chairing meetings and events.
- Strong leadership skills and ability to motivate staff and volunteers and bring people together.
- Financial management expertise and a broad understanding of charity finance issues.

Desirable:

- Broad knowledge and understanding of Civil Society and current issues affecting it.
- Good understanding of charity governance issues.

Equality, Diversity & Inclusion:

I CAN is committed to equality of opportunity, supports and encourages under-represented groups and values diversity. We seek people from a wide range of backgrounds, who will bring a fresh perspective to the Board and having reviewed our existing Trustees diversity, skills and experience, we are keen for our Board to reflect the diversity of the communities that we work with and we therefore welcome applications from all sections of the community.



ROLE PROFILE – CHAIR OF BOARD GOVERNORS

Context

The Chair of the Board of Governors for Meath School is also a Trustee on the I CAN Board, representing the school. Please see the separate role profile for the trustee role.

In relation to the school, the Chair of Governors will provide leadership to the rest of the governing body, as well as support to the School Principal, who is line managed by I CAN's Director of Education.

The successful candidate will, ideally, live within an hour or so of the school, as well as have the ability to attend trustee meetings in central London.

Key Responsibilities

- Attend meetings of the governing body at the school at least once a term as well as attending I CAN trustee meeting in central London.
- Overseeing the appointment process of school governors.
- Determine the agenda for governor's meetings in liaison with the School Principal.
- Ensure appropriate records are made of such meetings.
- Form sub-committees, as appropriate.
- Monitor the delivery of the national curriculum and assessment procedures.
- Agree curriculum policy for the school.
- Monitor complaints.
- Monitor to ensure only approved syllabuses are offered to pupils.
- Confirm local curriculum policy in writing.
- Approve policy on the content and organisation of sex education within national guidelines.
- Maintain an oversight of the effectiveness of the curriculum.
- Monitor provision of religious education and collective worship with agreed syllabus and in a way which recognises diversity.
- Confirm local special education needs (SEN) policy and report on it.
- Monitor that the school meet special education needs of all of its pupils.
- Monitor any school code of practice in discharging its duties towards its pupils.
- Provide support and guidance, in conjunction with I CAN in financial planning and monitoring of financial performance.
- Approve any local policies, including behaviour management, safeguarding, charging for school activities, health and safety, community use of facilities and pupil attendance ensuring that practice is regularly monitored.
- Participate in the recruitment of the School Principal and other school leadership team positions, as required.
- Monitor school equal opportunity practices.
- Cooperate with any school inspections.
- Contribute to and support our specialist school status.



Knowledge, Skills and Experience

Essential

- Ability to commit time to the school and to the broader trustee meetings with I CAN.
- Experience of chairing meetings in complex environments.
- Willingness to contribute to school development and improvement.
- An interest in education and schooling.
- Ability to support an ambitious agenda.
- Ability to lead other school governors, the school leadership team and collaborate effectively with the wider board and executive staff.
- Ability to synthesise disparate viewpoints and develop an agreed direction.
- Ability to manage conflict sensitively.
- Integrity and discretion.
- Good financial acumen.
- A clear passion for children and young people with communication difficulties.

Desirable

- A business or education background.

Equality, Diversity & Inclusion:

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ROLE PROFILE – TRUSTEE

Role summary

To further the charity's mission within its charitable objectives

Principle Responsibilities

With other Board members:

- To ensure the charity is carrying out its purposes for the public benefit.
- To comply with the charity's governing document and the law.
- To act in the charity's best interests when taking decisions and provide strategic leadership.
- To ensure the charity is accountable with the Senior Management Team held to account.
- To ensure the charity manages its resources, both human and financial, responsibly.
- To work with the Senior Management Team and other Trustees to ensure the future financial sustainability of the organisation.
- To act with reasonable care and skill utilising own professional skills and experience.

Main duties

- Consider the charity as a whole and its beneficiaries, whether as a member of the Board or any of its committees, groups etc.
- Reflect the charity's vision, mission, strategy and major policies at all times.
- Contribute specific skills, interests and contacts and support the charity in its activities.
- Support the Philanthropy team in raising income for the charity through networking, introducing relevant contacts and where appropriate personal contributions.
- Attend meetings of the Board, usually 4-5 per annum.
- Reflect the Board's policies and concerns on all its committees, sub-committees, task and finish groups and any interaction with paid staff.
- Fulfil responsibilities as required by company and charity law.
- Appoint the Chief Executive and monitor his/her performance.
- Ensure the effective and efficient administration of the charity.
- Be an active member of the Board in exercising its responsibilities and functions.
- Maintain constructive relationships with senior managerial staff.
- Take part in training and development and awayday sessions provided for the benefit of the Board members.
- Contribute to the work of Board Committees and other I CAN Groups.
- Fulfil such other duties and assignments as may be required from time to time by the Board.
- Declare conflicts of interest and withdraw from appropriate parts of Board and other meetings accordingly.
- Use specific skills, knowledge or experience to help the Council members reach sound decisions. This may involve the scrutiny of advice and guidance on new initiatives



Knowledge, Skills and Experience

Essential:

Professional director/senior executive experience in the fields of philanthropy/voluntary income generation or digital transformation or financial accounting or practicing law for these four specific opportunities. This requirement is key to the filling of these four vacancies.

In addition, we are looking for the following attributes:

- Ability to understand and accept the duties and liabilities of a Trustee and how they differ from operational management.
- Empathy with the vision, mission and purpose of the charity.
- A willingness and ability to devote the necessary time and effort.
- Ability to think and apply knowledge strategically.
- Ability to analyse and evaluate management information and any other evidence.
- Ability to communicate clearly and sensitively and to participate in discussions.
- Ability to work effectively in group situations.
- Ability to constructively challenge and ask questions in an appropriate manner.
- Ability to manage difficult/challenging situations.
- Ability to maintain confidentiality on confidential and sensitive information.
- Ability to manage boundaries and conflicts of interest appropriately.

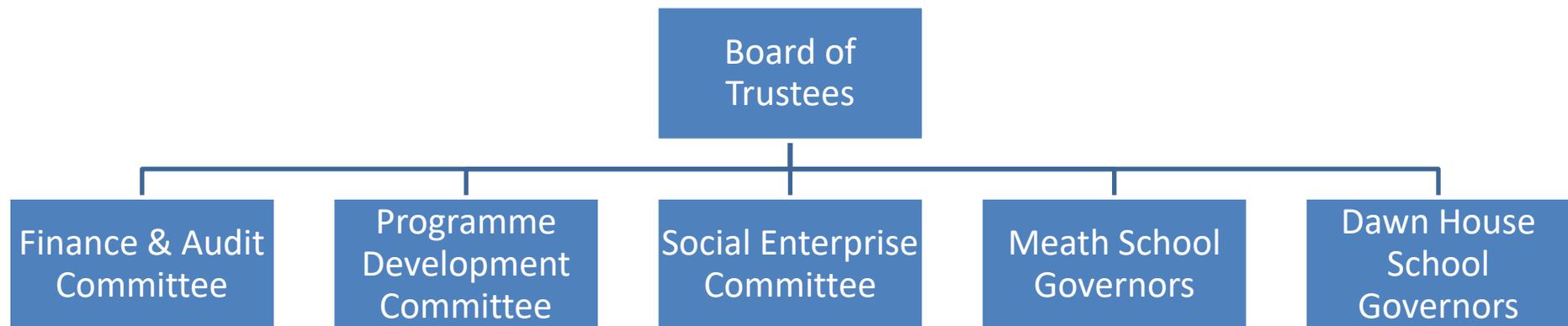
Desirable:

- Strategic leadership and management experience within an organisation turning over in excess of £10m.
- Experience of being a Trustee in another organisation.

Equality, Diversity & Inclusion:

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OUR GOVERNANCE



OUR ORGANISATION

