Elizabeth School of London

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Recruitment and Selection Policy for Governors of the Board

Approval Control

Document Title:	Recruitment and Selection Policy for Governors of the Board
Approving Body:	Senior Leadership Team (SLT)
Policy Lead:	Academic Registrar
Last Reviewed:	June 2024
Effective from:	September 2024
Next Review:	September 2027

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1. Purpose

The purpose of this policy is to establish clear guidelines and procedures for the recruitment, selection, and appointment of Governors to the Board of Elizabeth School of London. This policy ensures that the Board is composed of individuals who possess the necessary skills, experience, and commitment to contribute effectively to the governance of the institution, and that they are recruited on merit using a process that is free from bias or discrimination.

It is the responsibility of all Governors and staff involved in recruitment and selection to ensure compliance with this policy.

2. Scope

This policy applies to the recruitment and appointment of all Governors to the Board, including external members, staff, and student representatives.

3. Principles

The recruitment process will be guided by the following principles:

- Transparency: The process will be open and transparent to all stakeholders. Candidates will be treated with equity, courtesy and respect to ensure their experience of ESL is positive regardless of the outcome of the process.

- Diversity and Inclusion: The Board will seek to reflect a diverse range of perspectives, backgrounds, and experiences, with the aim of recruiting the best candidate for the role whilst adhering to the tenets of the Equality Act 2010.

- Merit-Based Selection: Appointments will be made based on the skills, experience, and attributes required for the role.

- Commitment to Higher Education: Candidates should demonstrate a commitment to the mission, values, and objectives of ESL and have an awareness of the challenges facing the HE sector, both locally and globally. They should have foundational knowledge of the regulatory frameworks and governance of HEIs in England.

4. Roles and Responsibilities

- Nominations and Remuneration Committee: The Nominations and Remuneration Committee will oversee the recruitment process, ensuring adherence to this policy. The committee will include a mix of current Governors, senior staff, and, where appropriate, external advisors.

- Chair of the Board: The Chair will provide leadership in the recruitment process and ensure effective communication with candidates.

- Human Resources Department: The HR department will support the administrative aspects of the recruitment process.

5. Recruitment Process

5.1. Needs Assessment

- In the first instance a skills audit of the current Board will be conducted to identify gaps and areas of expertise required.

- A role description and person specification for the vacant position(s) will be developed. Essential skills and experience are detailed in item 5.1.1, whilst desirable skills and experience are detailed in item 5.1.2 and will be adapted according to the type of role being recruited.

5.1.1 Essential Skills and Experience

- Strategic Thinking: Ability to contribute to the development and oversight of ESL's strategic direction.

- Governance and Compliance: Understanding of governance frameworks and regulatory requirements within the higher education sector.

- Financial Acumen: Proficiency in financial oversight, including interpreting financial statements and understanding budget management.

- Risk Management: Experience in identifying and managing risks at an organizational level.

- Commitment to Education: Demonstrated commitment to the mission, vision, and values of higher education.

- Leadership and Teamwork: Strong leadership skills and the ability to work collaboratively within a team.

- Communication: Excellent communication skills, including the ability to engage with a variety of stakeholders.

- Diversity and Inclusion: Understanding of and commitment to promoting equality, diversity, and inclusion.

5.1.2 Desirable Skills and Experience:

- Higher Education Experience: Experience working within or closely with higher education institutions.

- Sector Expertise: Expertise in areas such as academic quality, research, student welfare, or technology in education.

- Professional Background: Experience in sectors such as finance, law, human resources, or public policy.

- Community Engagement: Experience in community engagement and understanding of the local and regional context.

5.2. Advertising the Vacancy

- The position will be advertised widely to attract a diverse pool of candidates. This may include:

 - Institutional website: with consideration for a rolling vacancy for Governors to attract a potential pool of applicants. This mitigates for any risk associated with the sudden and unplanned departure of an existing Director.

 - Higher education and governance networks

 - National and local media

 - Social media platforms

The advertisement may include details of protected characteristics that are currently lacking on the Board, whilst acknowledging that criteria that impact disproportionately to the disadvantage of specific groups may be discriminatory under the Equality Act 2010 and must be avoided.

The type of experience required of applicants should be specified. However, the length of experience required should not be stipulated, unless it can be objectively justified. This is because the quality of experience is more important than its length and the Equality Act 2010 makes such stipulation unlawful unless objectively justified.

Experience may be transferable from one area of work to another so specifying skills is likely to be more effective than specifying a narrow definition of experience. Criteria which are subjective, and for which little evidence is likely to be obtained through the selection process should also be avoided. For example, selection criteria such as 'a flexible approach' is too vague to be properly assessed.

Extreme care must be taken if physical requirements are specified. The Equality Act 2010 requires employers to make reasonable adjustments to a workplace or the way a job is carried out to make them suitable for disabled people. It is therefore important that any physical requirement is stated with these considerations in mind.

5.3. Application Process

- Candidates will be required to submit an application form, including a CV and a personal statement outlining their suitability for the role.

- All applications will be acknowledged and treated confidentially in line with General Data Protection Regulations. Applicants have the right to access any documentation held on them under the legislation. In accordance with the ESL Data Retention Policy, recruitment documentation will be retained by the Clerk for a minimum of 6 months from the date an appointment decision is notified.

5.4. Shortlisting

- The Nominations and Remuneration Committee will review all applications objectively against the role description and person specification.

- A shortlist of candidates will be drawn up based on their qualifications, experience, and alignment with ESL's needs.

- Shortlisted applicants will be informed of the outcome within 7 days of the Committee meeting and invited to interview.

- Shortlisted candidates will be asked to declare:

a) Their eligibility for membership of the Governing Body

b) That the automatic disqualification rules for charity trustees and charity senior positions do not apply

c) That they know of no reasons that the Disclosure and Barring Service (DBS) may reject their application for an enhanced DBS check.

5.5. Interview and Selection

- Shortlisted candidates will be invited for an interview with the Nominations and Remuneration Committee.

- The interview will assess the candidate's skills, experience, and commitment to ESL.

- The Nominations and Remuneration Committee will make recommendations for appointment to the full Board.

5.6. Appointment

- The full Board will consider the recommendations of the Nominations and Remuneration Committee and make the final appointment decisions. This will take place at the next Full Governing Body meeting, via the minutes of the Committee meeting and any additional notes from the interviews.

- Successful applicants will be formally notified of the outcome within 7 days of the Board meeting, and on acceptance, will be provided with an induction pack.

5.7. Induction (see Policy on Induction of Governors: Appendix A)

- Newly appointed Governors will undergo a comprehensive induction program, including:

  - An overview of the institution's strategic objectives, governance structure, and key policies.

  - Meetings with senior staff and other Board members.

  - Training on governance and the roles and responsibilities of a Governors.

6. Term of Appointment

- Governors will be appointed for a standard term of three years, with the possibility of reappointment for an additional term(s) subject to performance and the needs of the Board.

7. Review and Evaluation

- The effectiveness of the recruitment process and this policy will be reviewed annually by the Nominations and Remuneration Committee.

- Feedback from new Governors and other stakeholders will be sought to inform any necessary amendments to the policy.

8. Conflicts of Interest

- All Governors must declare any potential conflicts of interest during the recruitment process and throughout their term of appointment.

- Procedures will be in place to manage conflicts of interest in line with best governance practices.

- The ESL Conflict of Interest Policy should be referred to for more detail on this matter.

9. Compliance and Legal Considerations

- The recruitment process will comply with all relevant, current legislation, including equality and diversity laws.

- The institution will ensure that all data collected during the recruitment process is handled in accordance with General Data Protection Regulations (GDPR). Applicants have the right to access any documentation held on them under the legislation. In accordance with ESL Data Retention Policy, recruitment documentation will be retained by the Clerk for a minimum of 6 months from the date an appointment decision is notified.

This policy aims to ensure that the Board is composed of skilled, committed, and diverse individuals capable of guiding the institution to achieve its strategic goals and uphold its mission and values.

Appendix A

Induction Programme for New Governors of Elizabeth School of London

Overview

This induction programme is designed to integrate new Governors into ESL over a period of three months. It aims to familiarize them with the institution's mission, governance structure, financial health, academic standards, key challenges, and strategic priorities. The programme includes a mix of meetings, training sessions, reading materials, and shadowing opportunities to ensure comprehensive understanding and engagement. A detailed induction programme will ensure new Governors are well prepared to contribute effectively to the governance of ESL, which mitigates risk to the institution.

Programme Objectives and Content

Month	Week	Focus/objectives	Activities/Content
1 Introduction and Orientation	1	To welcome new directors and provide an overview of the induction programme. To provide a detailed understanding of the governance structure and responsibilities.	Welcome address by the Chair of the Board. Introduction to current directors and key staff. Overview of the institution's mission, vision, and values. Distribution of induction packs (including governance handbook, strategic plan, annual reports, financial statements, and key policies). Governance: Roles and responsibilities of Governors. Structure and functions of the Board and its committees. Legal and regulatory framework (Higher Education Code of Governance, OfS requirements).
	2	To familiarise new Governors with the physical and virtual infrastructure of the institution. To understand the institution's academic offerings and standards.	Guided tour of main campus facilities (lecture halls, libraries, laboratories, student accommodation, etc.). Meet-and-greet with faculty and staff in key departments. Overview of virtual learning environment. Presentation on academic programmes, research initiatives, and student support services.

	3	To provide insights into the institution's financial health and budget management.	Meeting with the provost and Senior Leadership Team (SLT)
			Overview of financial statements and budgeting process.
		To introduce the institution's strategic priorities and planning processes.	Meeting with the Finance Director to discuss current financial position, challenges, and opportunities.
			Presentation on the current strategic plan and key performance measures (KPMs).
			Discussion on long-term goals and strategic initiatives.
	4	To understand the roles and functions of various committees.	Introduction to key committees
		To ensure compliance with governance standards and regulatory requirements.	Meetings with committee chairs to discuss current agendas and priorities.
			Training on governance best practices and compliance issues.
			Discussion on risk management and institutional accountability.
2 Engagement and Deep Dive	1	To engage with faculty members and understand their perspectives.	Roundtable discussions with faculty members from various departments.
		To understand student needs and experiences.	Meeting with student representatives.

			Attending a student forum or focus group session.
	2	To understand the institution's role in the local community. To explore external collaborations and partnerships.	Presentation on community outreach and engagement initiatives. Visit to community projects and partnerships. Meeting with representatives from key partner organisations (e.g., local businesses, other educational institutions). Discussion on international partnerships and collaborations.
	3	To understand the institution's administrative and operational functions. To practice governance decision-making in a simulated environment.	Meetings with heads of key administrative departments (HR, IT, Estates, etc.). Discussion on operational challenges and efficiencies. Participation in a governance simulation exercise. Debrief and feedback session.
	4	To reflect on the induction experience and consolidate learning.	Group discussion with other new directors to share insights and experiences.

		To provide feedback on the induction programme.	Identification of areas for further learning and development.
			Completion of an induction evaluation survey.
			One-on-one feedback sessions with the Chair of the Board or Governance Secretary.
3 Integration and Ongoing Support	1	To provide ongoing support and guidance. To provide access to ongoing support resources.	Assignment of a mentor (an experienced director) to each new director. Initial mentor-mentee meeting to set expectations and goals. Introduction to online resources and governance networks. Provision of key contacts for support and queries.
	2	To integrate new governors into committee work. To encourage continuous professional development.	Attendance at committee meetings as observers or participants. Debrief with committee chairs to discuss observations and contributions. Introduction to professional development opportunities (workshops, seminars, conferences).

		15	Encouragement to undertake relevant training or courses.
	3	To prepare for active participation in board meetings. To participate fully in the board's activities.	Briefing session on the upcoming board meeting agenda. Discussion on key issues and potential contributions. Active participation in the full board meeting. Post-meeting debrief to discuss experiences and next steps.

Conclusion

At the end of the three-month induction programme, new Governors should have a comprehensive understanding of the institution's operations, governance structure, strategic priorities, and key challenges. They will be well-prepared to contribute effectively to the governance of the institution and to support its mission and goals. Ongoing support and development opportunities will be available to ensure their continuous growth and engagement.