



Educ8tions Limited

Developing People for Sustainable Careers

67-68 Hatton Garden, London EC1N 8JY

Website: www.globaleduc8tions.org

Educ8tions Ltd.



Board of Directors Policy
(BoDP)
Apr 2018 – Apr 2019

Educ8tions Ltd Registered Company No. 07699633 (T/A Global Educ8tions)



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0.1	01 st August 2016	First draft	Vonley Joseph
0.2	02 nd April 2018	Updated	Vonley Joseph

Change Mechanism

Any person seeking to alter this document must consult the author before making any change.

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Ltd values its Board's breadth of experience and skills and recognises the contribution that Board of Directors make to the success of Educ8tions, It also wants its Directors to feel that the job they do is rewarding and satisfying.

The following background information has been developed to help ensure that potential Directors have a better understanding of the role of Board and the type of person whom may be suitable.

A Duties of a board

The duties of the Board are specified in the job Specification.

Collectively, individual directors contribute their professional, & Key Business Indicator specialist and general management skills to the board (and through its committees) in a non-executive role.

The

Board are required to be as flexible as possible in the conduct of their responsibilities and duties, ensuring that the balance of oversight of Educ8tions and its business is seen as a positive contribution that does not impede with the day-to-day management of Educ8tions Ltd.

The primary duties of the Board are to:

- Play an active role in the high level strategic planning process of the Company by contributing to
- The development of the Educ8tions Mission, Vision and Educational Character set by Education & Training foundation.
- The development of strategic priorities.
- The setting of measurable targets to support Educ8tions development and budget.
- The monitoring of achievement against objectives.
- The development of plans to address major weaknesses.





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- playanactiveroleinoneormoreofthefollowing,asrequired:
 - Overseeingthemanagementoffinancial,human&physi calresources,qualityandstandards.
 - Internalauditprocesses.
 - ThedevelopmentofSeniorPostHolderPayPolicyandframewor kforthepayandconditionsofserviceofallotherstaff.
 - Therecruitmentofnew Board members.
- ContributeotheregularmonitoringofthefinancialhealthofEd uc8tions.
- ComplywiththeInstrumentandArticlesofGovernment,theGovernin gBody'sStandingOrdersandCodeofConductandanyotherrelated governancepoliciesandprocedures.
- Contributeothethebusinessoftheboard inaneffective,efficient,openandtransparentmanner.
- Attendboard meetings,boardTraining,EmployerLiaisonBoards(asappropriat e)andinductioneventsasrequired.
- GettoknowEduc8tions throughdiscussionwiththeChiefExecutiveand/orClerktotheCorp orationandthestaff,readingrelevantpapers,visitingEduc8tionsan dparticipatinginevents.
- Helpnew membersunderstandtheirrolethroughamentoringprocessfr omexperiencedGovernors.
- ActinthebestinterestsofEduc8tionsatalltimes.

The board havecollectiveresponsibilityfortheabovebutno Board Member hastheauthoritytospeakoractontheBoardbehalfunlesspecificallydelegat edtodoso.

The Boardmustbefreeatalltimestospeakandactinwhattheybelievetobethebestint erestsofEduc8tions.Theycannotbemandatedbyanygrouptoexpressviewsthat arenotherheldbythempersonally.Inotherwords,The Board canmakeavaluablecontributiontoEduc8tionsintermsoftheirskillsandexpertise, butcannotlobbyonbehalfofanygroup.



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B Board Members' Person Specification

In seeking to fill any vacancy, the Board endeavors to maintain a balance of skills and experience amongst its membership. The following is a specification for board members in general and certain types of board members may require additional skills.

Key skills	Narrative
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role of Educ8tions in improving the nation's skills base.
Interpersonal and teamwork	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication and ability to influence	Able to express ideas/plans in a clear manner and to listen actively to others views. Able to communicate effectively.
Planning and organisation	Able to establish quickly an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the Company.
Drive to achieve and determination	Able to create the required energy/enthusiasm and commitment necessary to be effective and have the tenacity to overcome obstacles.
Strategic perspective	Able to develop a broad-based view of issues and events and perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and rationalize appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve, inspire confidence in others to achieve objectives, and respect the views of others.
Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Expertise in a field, which is of relevance to the oversight of the affairs of Educ8tions (Some vacancies may require specific qualifications or a particular skill or experience.) <input type="checkbox"/> Experience of a senior management role in at least a medium scale organisation and/or an appreciation of issues that affect the senior management role. <input type="checkbox"/> Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and these seven principles of public life. (See Appendix I - attached).





Circumstances	Available to attend scheduled meetings of the Board Committees.
Equal opportunities/ Investors in People	Committed to equal opportunities and to the Investors in People standard.

Appendix 1

Public concern about the financial probity of members of parliament and other holders of public office led to the setting up in 1994 of the Committee on Standards in Public Life (chaired by Lord Nolan and later Lord Neill). The Committee drew up seven principles of public life as a yardstick against which public service may be measured:

- o Selflessness

Holders of public offices should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families or their friends.

- o Integrity

Holders of public offices should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

- o Objectivity

In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public offices should make choices on merit alone.

- o Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

- o Openness

Holders of public offices should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

- o Honesty

Holders of public office have a duty to declare any private interest relating to their public office duties and to take steps to resolve any conflicts arising in a way that protects the public interest.





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- o Leadership

Holders of public offices should promote and support these principles by leadership and example.



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