

## PSHE Association Trustee Recruitment January 2018

Personal, social, health and economic (PSHE) education is a school subject which develops the knowledge, skills and attributes children and young people need to be safe, healthy and prepared for life and work. The subject's importance is increasingly recognised, as the PSHE curriculum covers the most pressing issues facing young people today including sex and relationships, mental health, staying safe from online dangers, challenging extremism and radicalisation and preparing for a volatile jobs market.

[The PSHE Association](#) is the national body for PSHE education, an independent charity and membership body providing advice and support to a network of over 20,000 PSHE teachers and other professionals working in or supporting schools across the country. As the national body for the subject, our mission is to raise the status, quality and impact of PSHE education and enable high quality PSHE education teaching and learning for all children and young people.

The Association has also been at the forefront of a campaign for PSHE to become a statutory subject. This would bring it more in line with other subjects on the curriculum and help raise standards nationally. This campaign is supported by over 100 leading organisations (including 6 Royal Medical Colleges, two Royal Societies, the NSPCC, Barnardo's, Young Enterprise and the British Heart Foundation), 92% of parents, 85% of business leaders, 88% of teachers and all leading teaching unions. Following this campaign, the Government has recognised the need to improve PSHE education standards and have announced a consultation on whether to make the subject compulsory in all schools.

We are recruiting new trustees to our Board to help us fully exploit the opportunities presented by this exciting period for PSHE education and the Association. This includes helping us to continue to grow the organisation and respond to the changing needs of teaching professionals, children and young people.

Trustees should be driven by a desire to support an organisation at the forefront of promoting excellence in PSHE education and be passionate about the importance of the subject to the lives and life chances of children and young people. They should possess Senior Management or Board-level experience and, given the breadth of PSHE education, be willing to take part in debate on a range of issues that relate to the subject.

We are recruiting for 4 positions on the Board, and are particularly keen to recruit Trustees with experience of:

- **The charity/voluntary sector**, with good knowledge of current issues and trends; requirements for structuring, audit and control measures; social investment and fundraising.
- **Influencing Government policy** – this may be from within central government or in an external public affairs role.
- **Technology** project management and harnessing technology in the charity sector.
- **Membership organisations**, including member engagement, recruitment and retention.

We are not seeking direct experience of teaching, coordinating or supporting PSHE as the Board already includes experienced and well respected PSHE practitioners.

The following information includes further details on the Association, the trustee role and how to apply by the 26 Jan deadline.

# Candidate brief

## WHO WE ARE

Personal, social, health and economic (PSHE) education is a school subject which develops the knowledge, skills and attributes children and young people need to be safe, healthy and prepared for life and work. The PSHE curriculum covers the most pressing issues facing young people today including sex and relationships, mental health, staying safe from online dangers, challenging extremism and radicalisation and preparing for a volatile jobs market.

The PSHE Association is an independent charity and a membership organisation, providing advice and support to a network of over 20,000 teachers and other professionals working in schools across the country. Our mission is to raise the status, quality and impact of PSHE education and enable high quality PSHE education teaching and learning for all children and young people by working with our members across the country.

We have twelve staff and an annual turnover approaching £1 million.

## WHAT WE DO

We provide information, advice and produce high quality resources for our members who include teachers, subject leads, local authorities and other practitioners. We also quality assure teaching resources from other organisations, deliver well-respected training courses across the country and run oversubscribed national and regional conferences. We also represent members' views to Government and public bodies such as Ofsted in order to influence relevant policy areas, including working towards making PSHE a statutory entitlement for all children and young people in all schools.

We work in collaboration with many national organisations and all of our work is undertaken in consultation with our Advisory Council of serving members, most of whom are practising teachers, and we listen closely to the views of our wider membership through regular events, conferences and surveys.

## WHY WE DO IT

Today's children and young people are growing up in one of the most diverse countries in the world where old certainties like 'a job for life' no longer exist and in which children and young people may expect to live longer but not necessarily healthier or more financially secure lives than their parents. They need qualifications and the knowledge, skills and aptitudes to thrive in a fast-changing environment that offers huge opportunities but few guarantees. Success depends on good health, skills such as communication and teamwork, and personal attributes such as resilience and adaptability. This is exactly what we're trying to build through PSHE, and the evidence and support for it is compelling, just a few examples:

- A Pro Bono Economics report published in December 2017 concluded that there was very strong evidence of PSHE education's positive impact on academic attainment. It attributed this impact on both PSHE education's ability to deal with issues – e.g. bullying, mental health issues – that create a barrier to learning, while also developing skills and attributes such as confidence and positive risk-taking, which enable young people to excel.
- The Government's 2017 drug strategy emphasised the need to build 'confidence, resilience and risk management skills' through PSHE education in order to 'prevent the range of risks young

people face' such as drug misuse, crime, exploitation and unhealthy relationships. The strategy describes high-quality PSHE education as 'at the heart of supporting young people to leave school prepared for life in modern Britain

- In February 2017 Education Secretary Justine Greening said "We want schools to put high-quality PSHE at the heart of their curriculum, ensuring that all young people are prepared for life in modern Britain. Effective PSHE not only helps provide pupils with key life skills, but gives them the knowledge to understand their rights and responsibilities to respect individual differences and to challenge prejudice and discrimination".
- In August 2017 the National Literacy Trust *Fake news and critical literacy review* suggested that various aspects of PSHE education "tap into critical literacy and being able to spot fake news" and that "most significantly for critical literacy, one of the overarching concepts of the PSHE Association's programme of study – power – includes issues such as how power is used and encountered in various contexts (including online)".
- The Chief Medical Officer referred to PSHE education as a 'bridge between education and public health' in her 2013 annual report
- A British Medical Journal editorial by a group of leading academics (Bonell et al, 2014) noted that "education and health are synergistic... students in better health do better academically," before going on to identify countries such as Finland, Singapore and Sweden which have better academic success than England and a greater emphasis on pupil health
- The Education Endowment Foundation's Teaching and Learning Toolkit, states that social and emotional learning programmes – usually delivered through PSHE lessons – have a "significant impact on attitudes to learning... and attainment itself (on average three to four months additional progress)".
- A study of emotional resilience programmes in 22 UK schools (Challen et al, 2011) found short-term improvement in pupil attendance and attainment rates, particularly amongst those eligible for free school meals and pupils who had been performing at below national average in maths and English.
- A recent Cochrane Review of Health-Promoting Schools (Langford et al 2014) demonstrated that health education, as part of a whole-school approach, can have an impact on pupils' health behaviours; it also showed promising results in relation to bullying and violence.
- Ofsted's 2013 PSHE review showed a strong correlation between schools which achieved a high grade for PSHE education inspections and schools which were awarded outstanding grades for overall effectiveness
- The Commons Education Committee's landmark 2015 'Life Lessons' report on PSHE education accepted the strong evidence for PSHE, and concluded that; *"Young people ... have a right to information that will help keep them healthy and safe. We accept the argument that statutory status is needed for PSHE, with sex and relationships education as a core part of it ... Better PSHE has the potential to help efforts to address many problems in society, including teenage pregnancy, STI rates, drug and alcohol abuse, cyber bullying, and child sexual exploitation."*

However, the potential of PSHE education is not yet being fulfilled, in large part because PSHE education is not yet a statutory part of the curriculum. This results in PSHE not having an equal status in schools, meaning less curriculum time and fewer training opportunities for teachers, which can leave them feeling unprepared to plan and deliver high quality PSHE lessons.

The Association is leading the campaign for statutory status, supported by over 100 leading organisations (including 6 Royal Medical Colleges) and 92% of parents, 85% of business leaders, 88% of teachers and all leading teaching unions support this move. We also have the support of young people, including almost 1 million who voted to choose the UK Youth Parliament's priority campaigns for 2018, with a PSHE

curriculum that ‘prepares us for life’ coming out on top. The British Youth Council, Girl Guiding, the National Union of Students, UK Youth and many other youth bodies also back the campaign. We were therefore delighted at the recent announcements by Government of a consultation into statutory status for PSHE education.

Non-statutory status has significant implications for the quality of PSHE education young people enjoy and a 2013 Ofsted report concluded that PSHE is inadequate or requires improvement in 40% of all schools. In an already pressured curriculum, it risks being squeezed from the timetable and there is no duty to include PSHE in Initial Teacher Training, while school PSHE budgets for teacher training are being squeezed.

The advice, resources and training the PSHE Association provides are a lifeline for teachers, most of whom believe passionately in the importance of the subject but need more support to teach it well. Even if statutory status is secured, the lack of historic investment in training PSHE teachers means it will be a long time before children and young people can be assured of high quality provision and there will be an ongoing need for high quality support and training for both trainee teachers and those working in schools. We will continue to strive to improve the standard of PSHE education to help give children and young people the best possible start in life, for as long as it takes.

## STRATEGY

We are in the first year of our current three-year business plan period. The business plan sets out our intentions to increase our income in key areas and expand our footprint through increased membership and engagement. Our income portfolio is broad, with income from membership fees supplemented by conferences and training events, support contracts with local authorities, Government grants, corporate partnerships and income from sector partners to advise on and quality assure resources they produce. These areas of work enable us to fulfil our aims of improving standards in PSHE education by supporting teachers with high-quality resources, training and guidance; these income streams also enable us to continue our campaigning efforts on behalf of our members.

## ABOUT THE WORK OF THE BOARD OF TRUSTEES

The PSHE Association’s Trustees are responsible for the charity’s vision, mission, strategic direction and governance. They are also bound to ensure that the charity complies with all legal and statutory requirements and that its assets and resources are properly secured and deployed in pursuit of its charitable objectives. The Board meets quarterly at the Association’s head office in London, six weeks after the end of the financial quarter (the Association’s financial year runs from April to March). The Board also has a Finance and Audit sub-committee, which also meets quarterly at the Association’s head office, approximately three weeks after the end of the financial quarter to consider management accounts and KPIs for the quarter and make recommendations to the full board.

Trustees may also, from time to time, be asked to act in an advisory capacity to help the PSHE Association team on specific issues that relate to their area of expertise or experience. Some Trustees will be more available than others to provide significant additional input over and above their core responsibilities, but all Board members should be prepared to allocate some time to this and to act as ambassadors for the PSHE Association, as appropriate, within their professional networks.

## SPECIFIC SKILLS AND EXPERIENCE SOUGHT FROM THIS RECRUITMENT

We are particularly keen to recruit Trustees with experience and expertise in four areas:

- **The charity/voluntary sector, with good knowledge of current issues and trends, requirements for structuring, audit and control measures; social investment and fundraising**

We are seeking a trustee who can support the Association to stay ahead of current trends and maximise opportunities in the charity and social enterprise sector. They should have broad, current experience of the sector and the ability to support the Association's strategies to position itself most effectively within it. They should understand the links between the goals of the Association, PSHE education and the aims of a wide range of charities working to improve young people's health, safety and life chances.

- **Influencing Government policy – this may be from within central government or in an external public affairs/policy role.**

We are seeking a trustee who can support our work to raise the status of PSHE education through policy change. They will have experience of working with and influencing Members of Parliament and the Lords as well as officials in Whitehall. This may include direct work within Whitehall or either of the Houses. They will have current cross party contacts and an active interest in education and children and young people's issues.

- **Technology development, project management and harnessing technology in the charity sector**

We are seeking a trustee with a background in tech to support the Association in developing our online products and harnessing technology to support our membership network and internal infrastructure. They may work in web development, project management or leadership within a technology company but should have a strong understanding of the current landscape, developing and rolling out new products and managing technology change in organisations. It is desirable for them to have some knowledge of use of technology in the charity and social sector.

- **Membership organisations, including member engagement, recruitment and retention**

We are seeking a trustee with leadership experience within a membership organisation. They could be within any sector – charitable or commercial – but will have the ability to support the Association in developing strategies for member recruitment, engagement and retention. They will have knowledge of the challenges and opportunities for membership organisations and be able to evidence the development of membership growth and deepened engagement within their current or previous roles.

## OTHER CONSIDERATIONS

We will always appoint the most appropriate applicants however we believe that diversity will help us to achieve greater success. We would particularly welcome BME applicants, who are currently underrepresented on the Board.

We would also welcome applicants with commercial skills who have experience of leading organisations through strategic growth and can provide advice on scaling our offer whilst empathising with the challenges of scaling a small organisation.

Applicants should have an active interest in children and young people's issues.

## HOW TO APPLY

Please submit your CV and a covering letter setting out your relevant skills and experience and why you would like to be a trustee of the PSHE Association to Sue Warren: [sue@pshe-association.org.uk](mailto:sue@pshe-association.org.uk) **by 9am on Friday 26 January**. If you would like the opportunity to speak to a current trustee about this opportunity, please email Sue and we will organise a call.

Likely interview dates will fall during the three-week period starting 26<sup>th</sup> February, specific dates to be confirmed.

## HELPFUL RESOURCES

Key reports and information relating to PSHE education:

- [Not Yet Good Enough](#) – Ofsted’s 2013 report into PSHE education
- [Guidance on PSHE education from the Department for Education](#) (last updated 2013)
- [Life Lessons](#) – The 2015 report from the Commons Education Committee recommending statutory status for PSHE education
- PSHE Association report [‘A Curriculum for Life’](#) outlining the case for statutory PSHE education
- [PSHE education: a review of impact and effective practice \(DfE, 2015\)](#)
- Over 120 leading organisations have pledged support to the PSHE Association’s campaign for statutory status for PSHE. Supporters include the organisations referenced on here: <https://www.pshe-association.org.uk/campaigns>
- [PSHE Association news digests](#) – a regular summary of PSHE education policy and practice news