

## PSHE Association Trustee Recruitment 2021

### **About PSHE education**

Personal, social, health and economic (PSHE) education is a school subject that 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 relationships and sex, mental health, staying safe from online dangers, digital literacy, challenging extremism and preparing for a volatile jobs market.

### **About the PSHE Association**

[The PSHE Association](#) is the national body for PSHE education, an independent charity and membership body supporting a thriving community of over 50,000 PSHE professionals and schools.

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.

We now have members in over a third of schools in England and we have expanded our team significantly to support this growing community. Our national influence has also grown in recent years – including successfully leading efforts to raise PSHE education’s status on the curriculum and working with a range of national and local organisations to improve outcomes for children and young people.

The Association also directly supports teachers and schools to address issues of particular current concern – including mental health, sexual harassment and careers – via resources, guidance, research and training.

### **What we do:**

#### **We support teachers and schools directly:**

We support a thriving membership of teachers and schools by providing high quality information, advice, training, events and teaching materials. We also quality assure teaching materials from other organisations, and provide a national community for professionals. Our team of Subject Specialists are the leading national experts in PSHE education, and are responsible for creating the PSHE education Programme of Study and other key guidance, as well as our teaching resources, training and direct support for members.

Our membership and staff team has grown significantly in recent years. We are developing a new website and CRM, and internal systems to further improve our ability to serve members and deliver our work. This is therefore an exciting time to join the Association as a trustee.

## **We improve the quality, profile and status of PSHE education:**

We also raise the profile and status of PSHE education national via our public affairs, policy and media work. This includes leading a successful campaign for PSHE education to have better status on the curriculum. We brought together a coalition of leading children's charities, child safety experts, Royal Medical Colleges, Parliamentarians, parents, teacher and young people in support of compulsory PSHE. The Children and Social Work Act introduced statutory Relationships Education in primary schools, statutory Relationships and Sex Education (RSE) in all secondary schools and Health Education from key stages 1 to 4. This content – often summarised as RSHE – represents the majority of PSHE education.

We are now focussed on ensuring successful implementation of these changes while continuing to press for the remainder – relating to economic wellbeing and careers – to have statutory status as well. Statutory RSHE was a significant success, but only a step – albeit a vital one – towards ensuring all children benefit from high quality PSHE education. We will continue to press for PSHE education to be taught:

- **Regularly...** regular lessons on the timetable like other subjects
- **as a whole subject...** from RSE to mental health, online safety to careers education
- **by trained teachers...** covered in teacher training with ongoing learning opportunities
- **in all schools...** including maintained, academies, free schools and independents
- **to all pupils...** from year 1 to finishing secondary school

## **Why we do it**

Alongside academic qualifications, children and young people need the knowledge, skills, aptitudes and agency to thrive in a world that offers huge opportunities but few guarantees.

Their safety, wellbeing and success greatly depends on understanding how to enjoy physical and mental health, the ability to form good relationships, skills such as communication and teamwork, and personal attributes such as adaptability. This is exactly what PSHE education can achieve, and here is just a small selection of research showing its impact:

- The former Chief Medical Officer Dame Sally Davies referred to PSHE education as a 'bridge between education and public health' in her 2013 annual report. This has been particularly evident during the pandemic and in the recovery period since, where young people need particular support regarding physical health, mental health and relationships.
- 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,"
- 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 Pro Bono Economics report published in December 2017 concluded that there was "very strong evidence" of PSHE education's positive impact on academic attainment.
- 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"
- A 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

A Department for Education impact review highlighted evidence that PSHE education 'can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'.

## **What we are looking for in new trustees**

We are looking for trustees who will help us to continue to grow our impact and profile in these areas and respond to changing needs. Applicants 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 education to the lives and life chances of children and young people. They should possess management or Board-level experience and ideally some understanding of the education landscape in England.

The following information includes further details on the Association, the trustee role and how to apply by the 10 January deadline.

## **Specific skills and experience sought from this recruitment**

We are hoping to recruit several trustees with a range of skills. In particular we are looking for trustees with an education background, for example someone with a recent leadership role in a school or multi-academy trust. We would also welcome applicants with experience in education policy, for example in an education think tank, funder or policy organisation.

## **Other considerations**

It is important that our Board reflects the diversity of our society and we know that increasing diversity will help us to achieve greater success. We are particularly keen to receive applications from people of colour and disabled people, who are currently underrepresented on the Board. Previous Board experience is not necessary as there will be an induction and support available.

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, and respect the impact that PSHE can make to their lives.

## **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. Meetings are normally 2 or 3 hours

maximum, and are scheduled in the afternoons at our London offices. Recently all meetings have been via Zoom and we will continue to offer this option for anyone who cannot easily get to London.

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.

## 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: [enquiries@pshe-association.org.uk](mailto:enquiries@pshe-association.org.uk) by **9am on Monday 10 January 2022**. 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 Monday 24 January 2022, specific dates to be confirmed. Initial interviews are likely to be on Zoom.

## Helpful information

Key reports and information relating to PSHE education:

- Ofsted 2021 review of sexual harassment in schools – this stressed the importance of planned, sequenced relationships and sex education
- Statutory Relationships Education, RSE and Health Education guidance
- [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 \(DfE, 2015\)](#)