HORIZONS THERAPEUTIC EDUCATION TRUST:

TRUSTEE RECRUITMENT PACK



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WELCOME FROM THE CHAIR

Dear Prospective Trustee,

Thank you for your interest in the role of Trustee at Horizons Therapeutic Education Trust (HTET).

At HTET, we work alongside our partners in social care, the Local Authority, and CAMHS to provide quality therapeutic education to the children in Somerset who need it the most.

This is a pivotal moment for HTET. We are moving into our third year, with a new CEO and reshaped Senior Leadership team, embedding a new Trust Improvement Plan, and strengthening our systems, culture and partnerships so that we can deepen our impact. Our Board of Trustees will be central to that journey – providing inclusive strategic leadership and offering robust challenge whilst working with communities and partners to turn our ambition into measurable change.

If you are energised by the idea of supporting the delivery of the highest quality therapeutic education to those who most need it, we would be delighted to hear from you.



CLAIRE HUDSON
Chair of the Board of Trustees
Horizons Therapeutic Education Trust

Horizons Therapeutic Education Trust

Every young person deserves to feel safe, belong, learn and believe in a future beyond their current circumstances.

At HTET, we create the relationships, opportunities and personalised pathways that make this possible.

What We Do

At Horizons Therapeutic Education Trust, we provide therapeutic education to support children in Somerset. Our pupils are children who live in the Homes and Horizons foster homes and children's homes, as well as a small group of children identified by Child and Adolescent Mental Health Services (CAMHS)

Our unique Learning Centres provide the following:

- Quality full-time education for Somerset's young people with complex needs.
- An innovative curriculum model, designed and delivered by teachers with specialist educational needs/complex needs experience, to engage children and re-introduce them to full-time education – often after significant periods of absence.
- Strong partnership working between education, health, and social care to truly support Somerset's most vulnerable children.

Somerset CAMHS directly deliver therapeutic services, and the young people benefit from the expertise of an in school Therapeutic Lead, Principal Clinical Psychologist, Senior Psychologists, Assistant Psychologists, and Sensory Integration Trained Occupational Therapist (OT). In addition to this, the school also has Speech and Language Therapists (SALT), and an Art Psychotherapist.

Our Vision

Horizons Therapeutic Education Trust will be a place of safety, belonging, ambition and hope: a place where young people who have experienced trauma, disrupted education, mental ill health or repeated placement breakdown are known for their strengths and potential, not defined by what has happened to them.

Through exceptional therapeutic education, we will help every young person reconnect with learning, discover what they can achieve and move confidently towards adulthood. We will combine compassion with high expectations, because understanding a young person's barriers must never become a reason to limit their future.

Our ambition is that every learner leaves HTET safer, more confident, more literate, better qualified and increasingly able to participate in education, community life, training or employment. Success will look different for each young person, but every pathway will be purposeful, ambitious and shaped towards a sustainable next step.

Our Mission

We will	What this means
Create safety and belonging	Safeguarding is effective, relationships are dependable and every young person is welcomed, listened to and missed when absent.
Restore access to learning	We identify precise starting points and barriers, then provide teaching, reading support, therapeutic help and carefully sequenced experiences that enable progress.
Personalise without limiting ambition	Each learner receives a coherent pathway across HTET teaching, live online learning through online providers where appropriate, Fresh Start reading intervention, accreditation, enrichment and preparation for adulthood.
Work as one team around the young person	Education, CAMHS, care, social care, families, commissioners and external partners share information, responsibility and purposeful plans.
Prepare for life beyond HTET	Transition begins early. We build confidence, knowledge, qualifications, independence and readiness for school, specialist provision, college, training, employment and community life.

Our shared promise to young people

We will see you. We will listen to you. We will work with you to keep you safe. We will not give up on your education or your future. We will help you understand your strengths, overcome barriers and take the next step when you are ready. We will be honest, consistent and ambitious with you and we will celebrate every meaningful step forward.

For further information, please visit our website: www.horizonstet.co.uk.



OUR LEARNING CENTRES

HTET currently operates two Learning Centres in Somerset.

Misterton Learning Centre

Located in the former Misterton Primary School building and generously leased to the Trust by the Diocese of Bath and Wells, Misterton Learning Centre opened in September 2024 and provides therapeutic education to our learners aged between 11 and 16.



Wellington Learning Centre

Our newest Learning Centre is in Wellington, making use of the former Somerset Skills and Learning Centre site. WLC caters for our post-16 students and has been open since October 2026.



OUR BOARD

- Our Board of Trustees is comprised of ten members.
- We are currently seeking two additional trustees, with at least one with experience in public sector financial management and digital security.
- We currently have three Board Sub-Committees:
    - Finance and Audit Committee
    - Standards, Ethos and Therapeutic Practice Committee and
    - Entry to School Committee
- The full Trust Board meets approximately seven times across the academic year, and the Committees typically meet a few weeks before each scheduled Board meeting.
- As a Trustee you would need to attend Trust Board meetings and sit on one Committee.
- Meetings are typically on Monday evenings.

Current Board Members:

Claire Hudson, Chair: Assistant Director of Education (Partnerships for School Flourishing)
Diocese of Bath and Wells

Phil Harrison, Vice Chair: CEO, Manor Hall Academy Trust

Ian Robinson: CEO, Oak Partnership Trust

Daniel Moncrieff: Assistant Director - Children's Social Care Commissioning, Devon County Council

Cally Hargrave: Head of Service, Fostering and Kinship and Strategic Partnership Manager-Homes2Inspire
Somerset Council

Annamarie Hassall MBE: CEO, National Association for Special Educational Needs

Steve Shaw: Board Member, Shaw Trust



ROLE OVERVIEW

Understanding Trustee Responsibilities in Context of Vulnerable Children

- **Strategic Governance Role**: Trustees shape strategy and culture – for HTET, need to consider children with mental health needs and those in care.
- **Fostering Emotional Wellbeing**: Trustees ensure emotional wellbeing and safeguarding are prioritised in school policies and practices.
- **Supporting Vulnerable Children**: Trustees recognise barriers faced by care-experienced children and ensure robust, evidence-based support.
- **Collaborative Decision-Making**: Trustees promote co-production with families and children to inform governance and strengthen trust.

Mandatory Compliance Duties for Trustees

- **Governance and Accountability**: Trustees must align governance and financial oversight with statutory standards and the Academy Trust Handbook.
- **Safeguarding and Mental Health**: Ensure safeguarding leads are trained and records are secure to protect vulnerable children with mental health challenges.
- **Legal and Ethical Compliance**: Compliance with legislation and statutory guidance.
- **Health, Safety, and Risk Management**: Trustees ensure school estates meet safety standards and oversee risk registers and whistleblowing procedures.

Financial Oversight Aligned with CYP Needs

- **Alignment with CYP Needs:** Trustees ensure financial decisions prioritise children and young people's mental health and care needs effectively.
- **Sustainable and Ethical Budgeting:** Financial planning must be realistic, sustainable, and comply with public money management principles.
- **Monitoring and Impact Reporting:** Robust monitoring and data-informed challenge ensure funding streams improve outcomes for vulnerable CYP.
- **Procurement and Environment Safety:** Trustees oversee transparent procurement and ensure safe, supportive learning environments for CYP.

Safeguarding and Emotional Safety of CYP

- **Comprehensive Safeguarding Policies**: Trustees must ensure safeguarding policies are compliant, implemented, regularly reviewed, and culturally embedded.
- **Trauma-Informed and De-escalation Approaches**: Need assurance and evidence that staff understand trauma-informed methods and effective de-escalation techniques to support CYP.
- **Multi-Agency Coordination**: Trustees promote and receive assurance regarding cooperation between key partners.
- **Safe and Supportive Environment**: Estates oversight ensures safe buildings with nurturing spaces like sensory rooms to promote wellbeing.

Transparency, Accountability, and Ethical Governance

- **Upholding Ethical Principles:** Trustees embody the Seven Principles of Public Life to ensure integrity and ethical governance.
- **Transparency and Public Access:** Governance information including conflicts of interest and financial reports must be publicly accessible.
- **Rigorous Accountability:** Trustees monitor performance data and ensure interventions improve outcomes for vulnerable children and young people.
- **Collaborative Communication:** Clear, sensitive communication and respectful engagement with families and professionals build trust and inform decisions

Continuous Improvement and Quality Assurance

- **Embedding Quality Assurance:** Trustees must embed audits, peer reviews, and evaluations into operations to ensure effective support for vulnerable children and young people.
- **Championing Evidence-Based Practice:** Trustees should ensure leaders stay informed about new therapeutic models and trauma-informed education for continuous improvement.
- **Professional Development:** Regular staff training on mental health literacy and attachment theory drives improvement in care and education for children in care.
- **Collaboration and Reflective Practice:** Encouraging schools to share practices and engage with external networks strengthens proactive responses and care standards.

Understanding Intervention Powers and Next Steps

- **Understanding Intervention Powers:** Intervention powers address safeguarding, governance, financial, and educational concerns impacting vulnerable children and young people.
- **Risk Oversight and Contingency Planning:** Trustees must maintain oversight systems, review risks, and prepare contingency plans for emergencies affecting vulnerable CYP.
- **Translating Reviews into Action:** Findings from internal and external reviews should lead to clear governance decisions and effective improvement plans.
- **Reflective Governance Practice:** Regular self-evaluation, training, and external review strengthen trustee competence, confidence, and ethical integrity.

About you

We are particularly keen to hear from people with extensive experience in public sector finance as well as people with current cyber security knowledge.

Skills and experience

Essential	Desirable
Critical listening and ability to ask effective questions	Legal expertise, particularly knowledge of charity law
Strategic thinking	Finance and/or accounting knowledge
Excellent communication	HR experience
Problem-solving and analysis	Knowledge of education
	Leadership and management skills
	Risk management skills
	Understanding of data
	Marketing and communications skills

Additional Information

The Charity Commission defines trustees as the people responsible for governing a charity and directing how it is managed and run. Academies are both charities and companies limited by guarantee. Academy trustees are therefore both charity trustees and company directors and must comply with company and charity law.

If you have any questions about this, or would like to know more about becoming an academy trustee, you can get in touch with the chair of trustees via the Governance Professional kate.sheehan@horizonstet.co.uk.

APPLICATION PROCESS

If you have any questions about the role, please contact our Governance Professional via the email address below.

To apply for this role, please send a current CV, short covering letter explaining why you would like to join the Board, and complete our short form to kate.sheehan@horizonstet.co.uk by Sunday 8th November 2026.

Key Dates	What's next?
w/c 12th October onwards	Opportunity for informal discussion with the Chair of Trustees.
Sunday 8th November 2026	Closing date for applications.
w/c 23rd or 30th November	Interviews.
7th December	Successful candidates to be formally appointed at HTET AGM.