



Milton Keynes Education Trust

Trustee and Chair
Recruitment and
Information Pack

May 2022

Trustee Recruitment and Information Pack Content

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May 2022

Dear Applicant Trustee

Thank you for your interest in the above role.

Milton Keynes Education Trust is an inclusive organisation and the Board of Trustees represents the interests and concerns of all schools in the MAT. Trustees use their expertise to help the schools to deliver their statutory responsibilities and provide the best outcomes for students and pupils.

Applications are welcomed from anyone with a commitment to the schools in the MAT who can bring relevant expertise to the Board.

In order to have a clear picture of the contribution that shortlisted candidates could make to the Board of Trustees, a short interview with the Members will follow an initial meeting with the Trustees and Chief Executive Officer where candidates will be scheduled to talk about the role and the expertise they can bring to the Board.

The following information is included in this pack:

- Role information and the seven principles of public life.
- An application form
- Details of our most recent Ofsted reports of all schools can be found on our websites or Ofsted's.

If you are interested in applying for a Trustee role, please forward a c.v. and covering letter to the Board of Trustees c/o David Gibson, Chief Operating Officer, MKET, Walton High, Walnut Tree, Fyfield Barrow, Milton Keynes MK7 7WH or email to Dgibson@mket.org.uk

We look forward to receiving your application.

Yours faithfully,

Michelle Currie

Chief Executive Officer

Introduction

Milton Keynes Education Trust was established by Walton High in 2011 as a multi-academy trust with the aim of creating a mutually beneficial partnership between local schools that are sponsored or converter academies or free schools.

Walton High has a history of looking outward to support other schools as reflected in its work in relation to the following specialisms: Business & Enterprise/MK & Bucks Enterprise hub; Training School; Leading Edge; Leadership Partner School and National Support School. The formation of Milton Keynes Education Trust is in keeping with Walton High's tradition of working in partnership with others to raise standards.

Milton Keynes Education Trust is also a response to the changing educational landscape especially in relation to the role of Local Authorities and the reduction in the range of central services provided, the emergence of national multi-academy trusts and financial constraints.

The Board of Trustees believe that creating a family of schools that share the same values under the MKET umbrella would be in keeping with its vision for education locally and would be mutually beneficial for all the schools involved. It would help to create the capacity needed to promote high quality learning and teaching through partnership working and enable more children and young people to benefit from an education that aims to both enhance and enrich their lives.

At a time of significant educational change, and with reduced levels of support from Local Authorities, it is becoming increasingly important for schools to work closely together to secure high quality educational opportunities for their children and young people. Close collaboration also enables economies of scale to be achieved thus ensuring the maximum amount of funding possible goes directly towards supporting learning and teaching rather than back office services.

Milton Keynes Education Trust is an approved DfE sponsor for both primary and secondary schools.

Milton Keynes Education Trust's Statement of Aims

MKET is committed to securing social justice by providing its students with an exceptional education that promotes inclusion and embraces diversity. In this way the Trust will contribute to improving the life chances and life experiences of children at its schools.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

Our Mission and Purpose

The Trust's mission and purpose is to create a local partnership of schools that work together to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

In this way we will bring out **the very best** in our children and young people.

Our Values

Our values are based on the secular principles of honesty, integrity, equality, tolerance and respect as well as an appreciation of individual and collective responsibility. These values underpin all the Trust's work.

MKET schools will not discriminate on the grounds of ability, disability, faith, aptitude, social background or sex.

We believe the children, young people and staff at all the schools within the Trust are of equal value and importance and as such will have equal access to high quality learning and professional development. Where barriers exist, measures will be taken to remove these to enable everyone to have equality of opportunity.

The curriculum will value equally, in an age appropriate way, the teaching of knowledge and skills across all disciplines as well as the development of the personal attributes needed to contribute to and thrive in a rapidly changing world.

The achievements of all children, young people and staff will be recognised, valued and celebrated equally.

As stated above, our work is motivated by the commitment to securing social justice which shapes and guides every aspect of the Trust's work.

Our Ethos

The Trust's educational ethos is reflected in the following quotation:

Education is not filling a bucket but lighting a fire.

William B Yeats

The academies within Milton Keynes Education Trust will all share the same ethos of inspiring a love of learning for learning's sake and will believe that there is no limit to what our children and young people can achieve given the opportunity and support.

Enabling

The Trust will make it possible for everyone to benefit from the outstanding learning opportunities provided both within and beyond the usual school day. It will do this by ensuring the curriculum is engaging and accessible and by making personalised learning a reality. Barriers to learning and participation will be identified and removed through targeted interventions and by working in partnership with parents and external specialist agencies as necessary.

By providing children and young people with a first class education that not only enables them to succeed academically but also develops their self-confidence and self-esteem, the Trust will help empower them to successfully shape and respond to the future.

Enhancing

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

Aristotle

Achieving excellence in all aspects of our work at all times is a central tenet of the Trust.

The Trust is continuously looking at ways of enhancing both the quality of the educational experience for children and young people and their academic and personal achievements. The main way in which this will be achieved is through outstanding teaching and learning which is facilitated by excellent strategic leadership and highly effective day-to-day management. This takes place in a culture of high expectations and mutual accountability.

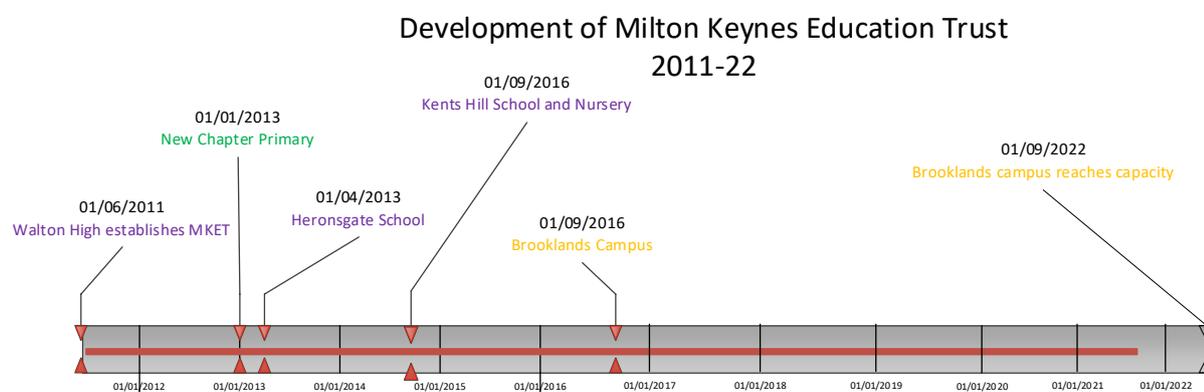
High quality professional development for teaching and support staff plays an essential role in building the capacity needed to secure continuous improvement and therefore enhanced provision. Consequently the Trust supports a wide range of activities to ensure staff remain highly skilled and keep up to date with the latest developments in their area of work.

Enriching

To bring out the very best in all our children and young people the Trust will provide an engaging holistic education with a wide range of opportunities designed to enrich their lives. Children and young people will be expected to explore interests outside the usual school curriculum. With the Trust's and Milton Keynes' facilities to call upon, as well as the expertise and enthusiasm of our staff and members of the wider community, we will introduce pupils to an exciting range of activities. Indoor and outdoor, practical and creative, adventurous and reflective, mentally and physically challenging, there will be a rich variety of activities to participate in and enjoy.

An overview of the current position

Growth of MKET



Pupil numbers

When MKET was founded in 2011, the Trust educated just over 1,100 students. Since then, the number of children and young people educated by schools within the Trust has risen to over 3,000.

MKET 5 Year Plan Summary							
	<i>2018/19 Actual</i>	<i>2019/20 Actual</i>	<i>2020/21 Actual</i>	<i>2021/22 Actual</i>	<i>2022/23</i>	<i>2023/24</i>	<i>2024/25</i>
Pupils							
Walton High	2,099	2,226	2,505	2,751	2,872	2,929	2,931
Heronsgate	465	448	438	369	323	287	247
New Chapter	308	309	315	295	282	268	254
Kents Hill	134	116	89	56	47	39	45
Total	3,006	3,099	3,347	3,471	3,524	3,523	3,477

Location of MKET schools

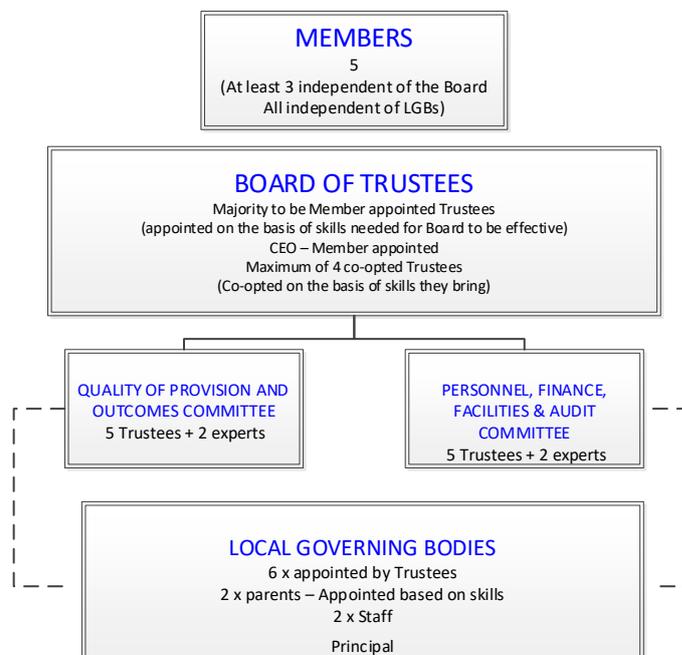


1 Walton High - Walnut Tree 2 New Chapter Primary School 3 Heronsgate School 4 Kents Hill School
5 Walton High - Brooklands campus

All MKET schools are within a 15-minute drive of each other which facilitates partnership working and efficient deployment of resources.

Governance Structure of Milton Keynes Education Trust

Milton Keynes Education Trust



All schools within the Trust can have a representative on the Board as the Chair of their LGB.

Milton Keynes Education Trust (MKET) seek a Chair and a Non-Executive Director (Trustee) with Business and/or Education experience.

The opportunity

MKET is a Multi Academy Trust that currently operates four schools with over 3000 students in Milton Keynes. This includes Walton High the largest Secondary school in the UK operating across two campuses. Following the retirement of the previous Chair (who remains as a Member of the Trust) The Board seek a Chair and Trustee to be involved in developing the Trusts plans and education delivery for the children and community of Milton Keynes as well as ensuring strong governance and sustainability of the Trust.

For the role of Chair demonstrable leadership and Board experience is required.

Significant business and/or education experience is required for the role of Trustee.

An overview of the roles can be found here: <https://www.gov.uk/government/publications/governance-structures-and-roles>

These roles are voluntary but full support and training will be given to successful candidates.

Board and Committee meetings are held in Milton Keynes and last approximately two hours. It is anticipated that the roles would attend 7 meetings a year.

All roles are subject to Disclosure and Barring Service checks and require disclosure of Directorships and other pecuniary interests.

Candidates wishing to arrange an informal discussion about the role and the Trust should contact David Gibson the Trusts COO.

Interested applicants can apply with a c.v. and covering letter.

Interviews will follow should in the opinion of Trustees and Members the applicants skill set meet current gaps.

Closing date: TBC

“Milton Keynes Education Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”

CEO: Michelle Currie

The Seven Principles Of Public Life

The 7 principles of public life apply to anyone who works as a public office-holder. This includes people who are elected or appointed to public office, nationally and locally, and all people appointed to work in:

- the civil service
- local government
- the police
- the courts and probation services
- non-departmental public bodies
- health, education, social and care services

The principles also apply to all those in other sectors that deliver public services.

They were first set out by Lord Nolan in 1995 and they are included in the Ministerial code.

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Application And Interview Process

Completed applications and covering letter should be returned to the Trust Board :

F.A.O. The Chair of Trustees
c/o David Gibson COO
MKET
Walton High
Fyfield Barrow
Milton Keynes
MK7 7WH

email:

Dgibson@mket.org.uk

A letter will be sent to shortlisted candidates with details of the interview process should Members and Trustees identify applicants as appropriate for current vacancies.

Queries

If you have any queries on any aspect of the application or need additional information or an informal discussion about the roles please contact the Trusts Chief Operating Officer, David Gibson on the email address above.

Thank you

Michelle Currie

Chief Executive Officer

Academy Trustees Role

The Trust Board is the decision-making body of the academy trust and is accountable and responsible for the academy (or all the academies equally) in the academy trust.

The academy trust is also the employer of any central staff and those within its academies. Everyone in governance should be aware of and accept 'The 7 principles of public life', as set out by Lord Nolan. Academy Trustees are the people who make up the trust board.

Academy Trustees are both the charity trustees and company directors of the academy trust. The 'competency framework for governance' outlines the knowledge, skills and behaviours needed by trust boards for effective governance'.

The Charity Commission's 'Essential Trustee' gives further detail about the key duties of all trustees of charities in England and Wales, and what trustees need to do to carry out these duties competently. Companies House also publish 'Being a company director' which gives further details on the duties of all company directors.

The Trust Board must operate and make decisions to further the academy trust's charitable object, which in the majority of trusts is 'to advance for the public benefit education in the United Kingdom'

The Academy Trustees are responsible for the general control and management of the administration of the academy trust. Subject to the provisions of the Companies Act, the academy trust's articles of association and the Members' ability to direct the trust board by special resolution, the Academy Trustees may exercise all the powers of the academy trust.

They have statutory duties to exercise care, skill and diligence and avoid conflicts of interest. As the strategic leader of the academy trust, it is vital that the trust board is connected with, and engages, the communities and stakeholders it serves. In the interests of transparency, the trust board must publish on its website up-to-date details of the overall governance arrangements it has put in place.

The role of the Academy Trustee is a voluntary one. As academy trusts have charitable status, payments to Academy Trustees are by exception only and subject to very specific legal restrictions.

Trustees are expected to attend four Board meetings each year and to also attend a further three meetings as a member of a Trust committee. These are all expected to last up to two hours and will take place either in person in Milton Keynes or virtually via TEAMS.

Academy Chair Role

An effective Chair provides visionary strategic non-executive leadership to the academy trust and, as with other Academy Trustees, the role of Chair is a voluntary one. The Chair, supported by the Vice-Chair and the Clerk, plays an important role in the academy trust, which goes beyond chairing meetings.

The Chair takes the lead in ensuring the effective functioning of the Trust Board and has a vital role in setting the highest expectations for professional standards of governance. It is the Chair's responsibility to give the trust board clear leadership and direction, keeping it focused on its core functions.

Whilst the Chair will carry out specific functions, as mentioned above, the legal duties placed on the Trust Board apply to all Academy Trustees and not just the Chair. A Chair should encourage the trust board to work together as an effective team, building its skills, knowledge and experience.

The Chair needs to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and is actively involved in the work of committees. It is the Chair's role, in conjunction with the Clerk, to make sure everyone understands what is expected of them and receives appropriate induction, training and development.

It is for the Chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role, proactively engaging with the Members where necessary.

The Chair, along with the Trust Board and with input from the Clerk, should regularly consider the make-up and skills of the Trust Board and, when appointing new Academy Trustees to the trust board, should consider any recent skills audits they may have completed and the identified skills gaps on the trust board. T

he Chair should also undertake an annual performance review of the Clerk and look to them as the governance professional to provide advice and support that assists them in their role. If the ESFA has concerns about issues in an academy trust, such as executive pay and related party transactions, or where there is insufficient oversight or control of an academy trust's money, it will work closely with the Chair to resolve them.

The Chair will receive the academy trust's financial management accounts each month and the trust board must consider these when it meets, ensuring appropriate actions to maintain financial viability.