



Bourne Education Trust

Trustee (Non-Executive Director)

Application Pack

"Transforming schools; changing lives"



CONTENTS

Welcome from the Chair of the Board	2
About Bourne Education Trust	3
Vision and values	4
Contextual information	5
Key issues	5
Leadership structure	7
Governance	7
Role description	9
BET leadership behaviours	11
Person specification	13
Location of meetings	13
Application process	14



WELCOME FROM THE CHAIR OF THE BOARD

Dear applicant

On behalf of the Board, I would like to thank you for your interest in the role of Trustee (Non-Executive Director) at Bourne Education Trust.

The educational landscape continues to change at a fast pace with more schools converting to academies and greater consolidation between existing trusts. In this context, Bourne Education Trust continues to develop and grow, with the role of governance and the oversight provided by its Trustees of increasing importance. I am therefore delighted to offer this exciting opportunity to contribute to the quality and governance of a leading multi-academy trust.

I hope this application pack will give you an insight into our organisation and the role of a Trustee.

Yours faithfully



Sara Lipscombe
Chair

ABOUT

BOURNE EDUCATION TRUST

Bourne Education Trust ('BET') was established in 2011 and has grown steadily since then. It is largely Surrey based, with 20 of its 25 schools in the county, but has recently expanded into Hampshire and Richmond. It is made up of 19 academies and 6 associate schools. Of its 25 schools, 13 are primaries, 9 are secondaries, 1 is a special school and 2 are alternative provision. It is responsible for the education of approximately 12,000 pupils and employs just over 1,300 staff. The Trust is organised into both phases and clusters to support specialist and cross-phase collaboration.

The size of its schools range from a one-form entry primary to an 8-form entry secondary school with a sixth form. All schools are equally important and carry the same influence in terms of decision-making within the Trust. Each school has its own head and local governing committee. In addition to the CEO, Alex Russell, the Trust is led by a team of 6 executive leaders.

Since 2012 it has taken 9 schools from special measures or requiring improvement to good or outstanding. The rest have maintained their good status whilst in the Trust. BET has transformed the finances in 12 of its schools so that no school in the Trust is in deficit.

BET's values are summarised by our strapline: **'Transforming schools; changing lives'**. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence on the independence/standardisation continuum but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We do not have one shared curriculum and strongly believe in a localised approach to curriculum design. Where we have centralised, it has been by consensus or driven by the legal framework in which we operate and the requirements of the Academy Trust Handbook.

For more information about BET, please visit our website www.bourne.education.



VISION AND VALUES

We want to create a community of great schools. We believe:

- Every pupil deserves a great education that enables them to be the best they can be
- Every individual in our community of schools is important and has something to contribute
- In building an exciting climate for learning within a safe and supportive environment
- In working together and sharing best practice
- In ensuring the development of staff so that they have a rewarding and a fulfilling career
- In accountability based on honesty and responsibility in all our relationships

OUR PROMISE

Every pupil can expect to:

- Be safe and known by our staff who will talk with them regularly about their education
- Experience an aspirational culture in which we refuse to accept barriers to achievement
- Have ambitious targets and access to appropriate resources to support their learning
- Learn within and beyond the classroom with appropriate support
- Experience a caring and supportive culture in which every individual is safe and can thrive

LEARNING WILL:

- Embrace creative and innovative approaches that engage and challenge pupils
- Reflect planning between experts and teachers to ensure the accessibility of the work
- Be personalised so it is relevant and prepares individuals for a productive future in society
- Reflect a balanced but challenging curriculum
- Enable progress to higher education and/or employment

COLLABORATION WILL ENSURE THAT:

- Best practice is shared and staff across our Trust benefit from shared excellence
- The areas of greatest need are well-supported and show rapid and sustained improvement
- Transition between all key stages is an area of excellence
- The Trust produces flexible and experienced professionals capable of career progression
- New staff are well-supported and receive an excellent introduction to the profession
- Resources are shared and economies of scale are achieved

PROFESSIONAL DEVELOPMENT WILL:

- Deliver outstanding professionals to work across our Trust
- Focus on improvement, well-being and on developing future leaders
- Support the needs of our pupils and take account of the stage of development of each school

ACCOUNTABILITY:

- Pupils and staff will understand what they must achieve and how to do this
- Performance will always be measured against the most ambitious targets
- Pupil premium and SEND funding will be used to accelerate the progress of designated pupils
- Every member of staff will experience supportive and effective performance management
- Governing committees will know their schools and hold them to account

CONTEXTUAL INFORMATION

FUTURE PERSPECTIVES

The academies landscape is changing quickly as outlined in the Department for Education's recently published white paper on the future of education, 'Opportunity for All'. What is clear is there will be significant consolidation within the MAT market and, with new MATs being discouraged, growth could be rapid. Furthermore, we believe that the purpose of MATs will broaden and become the focus of educational innovation, therefore it essential that BET has the capacity to embrace these opportunities and continues to grow and expand its educational breadth to include special schools and alternative provision. To date, BET has been enriched by having primary and secondary colleagues working together (and allowing pupils to take advantage of different resources and facilities) and so as a Trust we are excited by these potential new opportunities.

MATs will need to reflect the current social priorities around equality, diversity and inclusion ('EDI') and we believe that EDI will join safeguarding as a key measure of an organisation over this decade. Whilst we believe that education will remain rooted in localism, collaboration and the sharing of best practice, there will inevitably be a move towards greater standardisation. Finally, it is highly likely that MATs will become the focus of Ofsted inspections rather than schools and their growing size will mean that an ever more business-like approach will be required.

KEY ISSUES

STRATEGIC INTENT

We are very proud of our schools and the journeys that they have been on. High standards must continue to characterise our schools, and these must be maintained alongside future growth. Given the future perspectives outlined above it is likely that BET will increase to around 30 schools by the middle of the decade. Currently 25, we have a growing number of schools in the pipeline, and whilst we will continue our work with mainstream schools, we see special schools and alternative provision at the forefront of our growth.



The size and capacity of BET will allow us to develop and build on key strategic partnerships in the communities that our schools serve. Already we are working with hospitals, museums, professional sports clubs and local businesses in an innovative way to provide new ways of working and learning for the betterment of our children and young people. We see these partnerships as essential to ensure that we do not work in silos and offer breadth in our curricula.

This year we have launched our equality, diversity and inclusion strategy. It is central to who we are and informs all our thinking, planning and decision-making. The Trust leads Surrey's inclusion strategy and is proud to be shaping its ambition to have all its schools as fully inclusive as possible. Alongside this, we have established our Health, Safety and Well-being Committee to ensure that our staff are listened to and we act in their best interests. We see the staff as our most precious resource and want to look after them as best we can. Whilst localism underpins our approach as a trust, there are key areas where we work as a collective. Our senior Trust leaders frame our overarching safeguarding and SEND strategies and we have recently introduced a new MIS system that will improve consistency and allow for rapid school and trust-wide analysis of data. We encourage our staff to reflect on important education issues and have launched BET Futures, a think tank to research best practice on designated topics.

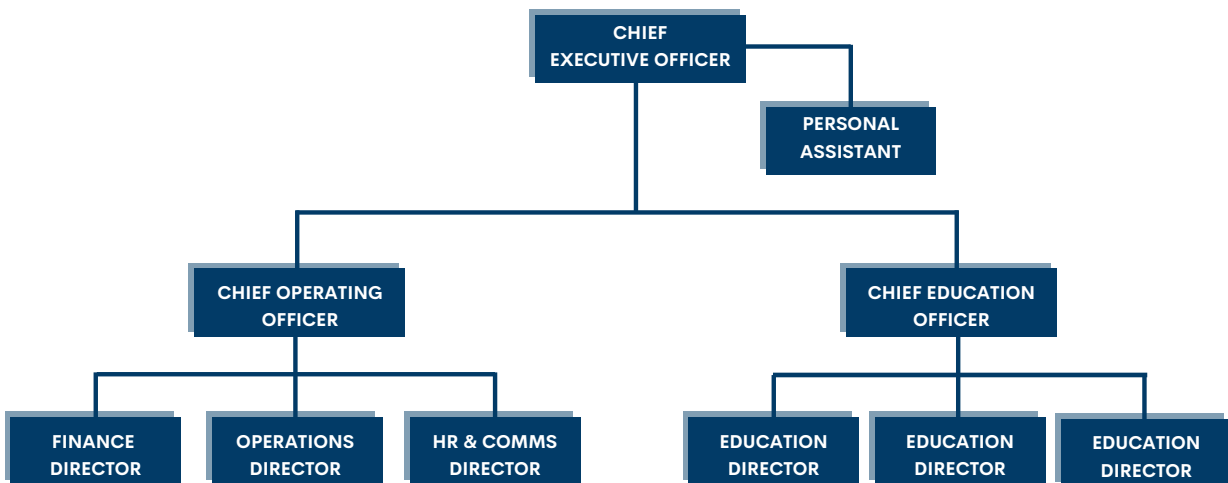
The Trust has invested heavily in its IT infrastructure. We now run off a single domain and control our own data centre which allows for seamless working between schools. We intend to accelerate the pace of capital and IT investment to ensure that our staff and pupils work in excellent facilities. Results from our schools show that we are a high performing organisation and we believe that our environment has to rival this.

Since inception, BET has established a vibrant secondment programme for staff so that those in need benefit from high performing colleagues. This has underpinned the rapid turnarounds that we have achieved in many of our schools. The development of BET will see ever-increasing flexibility of staff and governors across schools and between sectors. This is an established part of our culture and enables us to stand apart from many other MATs.



LEADERSHIP STRUCTURE

The Trustees, together with the Chief Executive Officer ('CEO'), Chief Operating Officer ('COO') and newly recruited Chief Education Officer ('CEdO') form the 'Strategy Group' which oversees and drives the Trust forward.



GOVERNANCE

The Trust's Board is supported by 3 main committees – Audit & Risk ('A&R'), Performance & Standards ('P&S') and Resources ('RC'). Trustees usually serve on one of these committees.

In addition, schools have their own or share a Local Governing Committee ('LGC'). Their relationship with the Board is governed by a scheme of delegation. It is common to all schools and is agreed annually. We would expect the core business of each LGC to be:

- Reviewing and monitoring the school improvement plan and overall standards
- Reviewing and monitoring the curriculum, the quality of teaching and learning and the well-being of pupils and staff
- Financial accountability; making sure that the budget is on track and money is spent well
- Holding the school's headteacher and leadership team to account.

For further information on BET's governance structure, please follow this [link](#).





ROLE DESCRIPTION

TRUSTEES WORK TOGETHER TO CARRY OUT THEIR CORE FUNCTIONS:

- Ensuring there is clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent
- Ensuring the voices of stakeholders are heard

Trustees are responsible for governing a charitable company and directing how it is managed and run; also ensuring that the Trust complies with all legal and statutory requirements.

THE TRUST BOARD'S STRATEGIC RESPONSIBILITIES

The Trust Board works closely with the senior executive leaders. Whilst the senior executive leaders are responsible for the day-to-day operational management of the Trust and its schools, the role of the Board is strategic. As such, Trustees are responsible for:

- Determining the mission, values and long-term ambitious vision for the Trust
- Deciding the principles that guide BET policies and approving key policies
- Appointing and appraising the senior executive leaders and making pay recommendations
- Working with senior executive leaders to develop a strategy for achieving the Trust's vision
- Ensuring that stakeholders are involved, consulted and informed as appropriate
- Ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- Taking ownership of the Trust's financial sustainability and ensuring effective resource management across the Trust
- Agreeing the Trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- Ensuring robust risk management policies and procedures are in place and that risk control measures are appropriate and effective

MONITORING AND EVALUATING TRUST PERFORMANCE

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- Measuring the Trust's impact and progress towards its strategic objectives
- Ensuring the required policies and procedures are in place and the Trust is operating effectively in line with these policies



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- Holding the senior executive leaders to account for standards, financial probity and compliance with agreed policies
 - Evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of Trust performance
 - Asking challenging questions of the senior executive leaders in order to hold them to account
 - Ensuring that there are policies and procedures in place to deal with complaints effectively
 - Ensuring that the Trust's governance structure meets the needs of the Trust
 - Agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leaders and the responsibilities of the Board and school committees
 - Ensuring effective communication channels are in place

CONTRIBUTION TO THE TRUST BOARD

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- Attending meetings (typically 4 full board meetings and 3 committee meetings each year), reading papers and preparing questions for the senior executive leaders in advance
- Establishing and maintaining professional relationships with senior executive leaders and colleagues on the Board of Trustees
- Getting to know schools within the Trust, including visiting occasionally during school hours
- Undertaking induction training and developing knowledge and skills on an ongoing basis


Trusteeship is a voluntary, unpaid role for people who have the energy and skills to make a real contribution to shaping the future of our schools.



BET LEADERSHIP BEHAVIOURS

Regardless of role, all Trust leaders are defined by our leadership behaviours:

VISION	<ul style="list-style-type: none"> ▪ Being the best you can be ▪ Having a deep commitment to doing the right things for the right reasons ▪ Working in an environment that is highly professional and fit for purpose ▪ Deploying school resources well ▪ Creating community confidence in our schools ▪ Engendering pride in our schools and Trust
ASPIRATION	<ul style="list-style-type: none"> ▪ Creating a culture of high performance and expectations ▪ Challenging expectations and stereotypes ▪ Creating an environment so that morale and well-being are high ▪ Willingness to hold people to account ▪ Ensuring professional development is evident at all levels and makes a difference
OPTIMISM	<ul style="list-style-type: none"> ▪ Being resilient, relentlessly energetic and positive ▪ Being proactive and outward looking ▪ Believing that everyone has potential and talent ▪ Never writing anyone off ▪ Always helping others to grow and achieve ▪ Encouraging innovation in and passion for learning
VISIBILITY	<ul style="list-style-type: none"> ▪ Having real presence ▪ Having passion for people and showing that you care ▪ Being highly visible and never hiding away behind systems and processes ▪ Valuing all individuals ▪ Showing confidence and authority whilst empowering others ▪ Communicating clearly and confidently ▪ Knowing your brief
HUMILITY	<ul style="list-style-type: none"> ▪ Being respectful to all ▪ Having no preconceived judgements ▪ Refusing to stand on ceremony or hide behind your title ▪ Knowing everyone's name and taking an interest in them ▪ Involving others and listening to opinions and new ideas

A woman with dark hair styled in a bun, wearing a maroon blazer over a white collared shirt and a red tie, is smiling and writing on a whiteboard with a blue marker. The background is slightly blurred, showing a whiteboard and a dark wall.

This means that if you want to be part of BET, you need to be able to embrace and embody these values in all that you do.

PERSON SPECIFICATION

- Deep understanding of the educational landscape through previous experience as a senior leader in education OR experience as a chief financial officer or finance director in a large commercial organisation or educational establishment
- Previous experience as a trustee of a multi-academy trust or as a non-executive director for a charity or commercial organisation
- Demonstrable experience of corporate governance, financial management, risk and the development of an organisation's strategy
- Understanding of the attributes of the communities in Surrey, Hampshire and the London Borough of Richmond
- A passion for educational improvement
- Able to travel to meetings in Surrey, Basingstoke, Hampshire and Richmond
- Able to commit approximately 7 days per year to Trust business:
 - 4 x board meetings (Fridays in September, December, March, July, 8am to 10.30am)
 - 1 full strategy day
 - 1 x networking evening for senior staff (7pm to 9pm)
 - 1 x networking evening for local governing committee chairs (7pm to 9pm)
 - 3 x 1 hour committee meetings (may be conducted virtually)
 - 3 x 1 hour school visits per year (plus travel time)

LOCATION OF BOARD MEETINGS AND TRUST WEBSITE

Board meetings are held in person. Their locations vary from meeting to meeting and are held in our schools. Committee meetings are more flexible with some held in person and others virtually. Again, locations can vary.

The Trust's website is www.bourne.education.

APPLICATION PROCESS

Thank you for your interest in this role. We look forward to receiving your application. The closing date for applications is **midday on 30th June 2022**, however candidates are encouraged to apply promptly as we reserve the right to close the advert early. Shortlisting will take place as applications are received.

Interested parties should email their CV and a short letter of application (stating why they would like to become a Trustee, any relevant experience they could bring to the role and the contact details for 2 referees known to the candidate in a relevant professional capacity) to Alison Watts, Governance Professional, on wattsa@bourne.education.

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval (DBS) as part of our rigorous approach to safeguarding our children.





Bourne Education Trust
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www.bourne.education