



Multi Academy Trust

Opportunity • Achievement • Kindness

# Trustee Recruitment



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# Welcome

The OAK Multi Academy Trust was established in 2018. We are a family of schools currently located in Leicestershire and Leicester City, with an Infants, a Juniors, two primaries, and one secondary. We are passionate about making a real difference to the lives of all our children and about empowering our whole school communities to enable this to happen to its fullest.

Our schools all share the belief that a nurturing approach is at the heart of success. We do not have a 'lead' school, instead a collaborative approach within a framework that encourages and supports a high degree of autonomy for each school, recognising that each school has a particular character and set of strengths.

## Our Vision and Value

OAK Trust is committed to providing an inspirational education which allows all our pupils to realise their full potential as learners and citizens through excellent teaching, learning and development of the whole child. We will meet the needs of our unique schools and communities through collaboration, support, and challenge.

We believe that all children should be given the opportunity to achieve to their potential and be supported in unique and bespoke ways to do so. Every child is unique, and our approach is tailored to advancing their own learning journey. Our learners are ambitious, for themselves and for society. We nurture that ambition by providing a wide and varied curriculum that is experiential, rich, and looks at the 'art of the possible'.

OAK schools are based in knowledge rich learning practices. We want all children to be confident in their knowledge, to be able to apply skills to any situations they face, and to be sure of their learning and how they can use it to support their lives, and those of others. Our pupils and students demonstrate an intellectual curiosity that means learning isn't a function of school, but a matter of everyday life.

OAK will support schools and children wherever we can add value and seek to work in collaboration for the bettering of our education system.

*Opportunity*

*Achievement*

*Kindness*

*We Are OAK*

# Our Golden Rules

## SUCCESS

Our focus is resolutely on our children and young people, helping them to succeed

## ACHIEVEMENT

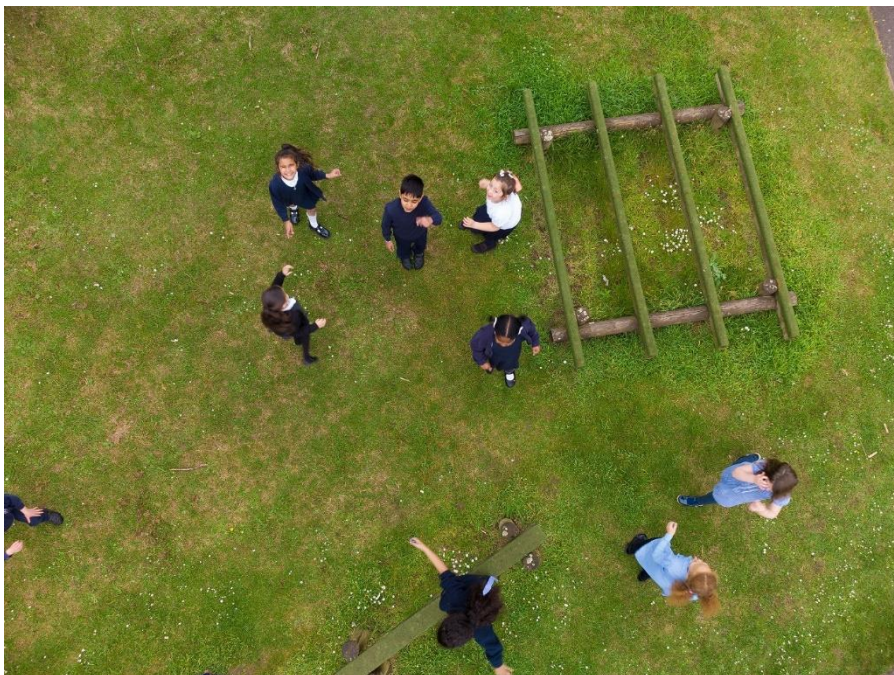
We are public servants and use our resources prudently, with restraint, and to achieve maximum academic impact

## TEAM WORK

To not take credit for other's endeavours. We are one team; we celebrate successes and we share accountability

## KINDNESS

To ensure that everyone feels welcomed, and that being part of Oak is an enjoyable experience.



## Our Schools

Our schools are the heartbeat of the Trust. We're proud of our diverse communities, and the family feel that is synonymous with OAK schools. Children are supported to their fullest potential, and able to follow a 3-16 joined up curriculum throughout their entire school career should they wish.

The Trust is extremely proud of all its schools. Each is unique, benefiting from strong and dedicated staff teams that are focused on improving the outcomes for all their learners. The following pages give a summary of each setting.

- **Brookside Primary School:** <https://www.brookside.leics.sch.uk/>



- **Manor High School:** <https://www.manorhigh.leics.sch.uk/>



- **Overdale Infant School:** <https://www.overdale-inf.leicester.sch.uk/>



- **Overdale Junior School:** <https://www.overdale-jun.leicester.sch.uk/>



- **Woodland Grange Primary School:** <https://www.woodlandwideweb.org.uk/>



## Role of the Trustee

Trustees work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

The NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

### The trust board's strategic responsibilities

The trust board works closely with their senior executive leader. Senior executive leaders are responsible for day-to-day operational management of the trust and its schools, whereas 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 trust policies and approving key policies
- appointing and appraising the senior executive leader and making pay recommendations
- working with senior leaders to develop a strategy for achieving the 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 policy 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
- holding the senior executive leader 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 leader in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

#### Contribution to the trust board

Trustees should ensure that they are making a positive and meaningful contribution to the board by:

- attending meetings (typically 4 full board meetings each year), reading papers and preparing questions for the senior executive leader 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

#### Local governance arrangements

Trustees are responsible for:

- 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 leader and the responsibilities of the board and academy committees
- ensuring effective communication channels are in place

## Personal Specification

Every Trustee is expected to abide by the Trusts Code of Conduct and the seven principles of public life set out by Lord Nolan: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. The Board considers the following as essential skills and attributes for membership of the Board.

### Personal qualities

- commitment to the ethos and values of OAK Multi Academy trust
- commitment to the education and welfare of children and young people
- commitment to equal opportunities and the promotion of diversity
- independence of thought and sound judgment
- ability to work as part of a team
- commitment to seeking and taking account of the views of stakeholders (e.g. parents and pupils)
- respect for the work and views of other trustees and staff
- willingness to devote time, enthusiasm and effort to the duties and responsibilities of a trustee
- willingness to make and stand by collective decisions, even if s/he is offered an alternative view during discussions

### Aptitude and Skills:

- understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship
- ability to challenge current thinking, the method of governance and management of the Trust in a constructive manner and in the best interests of the Trust



- ability to evaluate and interpret management information and other data/evidence
- ability to play a strategic role to successfully effect change and meet the objectives of the Trust
- eagerness to reflect and learn, even in the role of trustee

#### Desirable Knowledge / Skills:

Specific professional knowledge in at least one of the following areas:

- charity law and governance
- educational leadership experience
- financial expertise
- expertise of school education in England data analysis and/or research expertise
- change management
- monitoring and evaluating performance in the commercial and/or not for profit sectors
- recruitment and human resources expertise, including employment legislation
- business development experience/expertise
- risk management experience/expertise
- property and estate management
- marketing, media, PR or community engagement

## Further Information

### Expenses

Trustees receive out of pocket expenses incurred because of fulfilling their role as trustee. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

### Location of Board Meeting

Currently a hybrid of Microsoft Teams and In-person meetings which will be: The Hub, Copse Close, Oadby, LE2 4FU

### **Time Commitment**

The average time commitment is five to eight hours per month, this includes meetings, background reading and training. As well as Trust board meetings (4 per annum), we have two further committees which you may like to contribute to which are Curriculum and Standards and Finance, Audit and Risk.

### **Training and Support**

There is no pre-appointment training to be a trustee. We have a strong induction process to help you get up to speed quickly, which includes access to all the relevant and statutory training needed.

Trustees will be required to undertake GDPR, Safeguarding and Cyber Security training as part of their onboarding process, as well as be subject to a DBS check. Trustees will need to sign a Code of Conduct, and declare any business or pecuniary interests.

### **Application Process**

If you are interested in applying for the role, please send your CV and a short expression of interest to [admin@oaktrust.org](mailto:admin@oaktrust.org)

# Appendix 1 – Trustee Application Form

Trustee application form

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Please complete all sections of this form using black ink or type and return it to the Trust: [admin@oaktrust.org](mailto:admin@oaktrust.org).

## Personal details and eligibility

PERSONAL DETAILS	
<b>Title</b>	
<b>Name</b>	
<b>Address</b>	
<b>Phone number</b>	
<b>Email address</b>	

A BIT MORE ABOUT YOU
<b>Why would you like to become a Trustee?</b>
<b>What skills can you bring to the role?</b> See also Skills Audit below.

## A BIT MORE ABOUT YOU

**Are you currently a serving trustee or local governor at another school or academy?**

**Yes / No**

If Yes, please give details of your role and the name, area and phase of the education.

**Do you have any close personal relationships with any pupil, employee, trustee or local governor of OAK Academies Trust? Yes / No**

If Yes, please give details.

### Eligibility

- I confirm that I:
- Am aged over 18
- Am not a current pupil at the school
- Have not been declared bankrupt
- Am not the subject of a bankruptcy restrictions order or an interim order
- Am not subject to any of the disqualifying reasons set out in the 'disqualifying reasons table' (see the first section of [this guidance](#))
- Have not been convicted for any unspent criminal offence, excluding any offence for which the maximum sentence was a fine (except for offences specified in the above table which will still count)
- Have not been disqualified from holding office as a governor
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity

- Have not had my estate seized for the benefit of creditors and the declaration of seizure hasn't been discharged, annulled or reduced
- These criteria are set out in more detail in articles 68 to 80 of the [model articles of association](#).
- I agree to provide proof of identity to the trust in the form of an original passport, driving license or birth certificate from which a copy will be taken for our records

## SAFER RECRUITMENT AND ELIGIBILITY TO SERVE AS A TRUSTEE

### References

As part of your application to become a trustee or local governor, you need to provide details of at least one referee who knows you well (preferably two). These can either be business or personal references from someone who has known you for at least two years. Please provide at least one method of contact for each referee.

REFEREE 1	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	
<b>Email address</b>	
REFEREE 2	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	

Email address	
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## DATA PROTECTION NOTICE

Throughout this form we ask for some personal data about you. We will only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:

- You have given us your consent
- We must process it to comply with our legal obligations

For more information see the Governor and Trustees Privacy notice on our website: [OAK Academies Trust - GDPR \(oaktrust.org\)](#)

## DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that is considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

If you are going to be involved in regulated activity, the DBS check will include a barred list check.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trust’s privacy notice.

**Do you have a DBS certificate?:** Yes No Date of check:

If you have lived or worked outside of the UK in the last 5 years, the trust may require additional information to comply with ‘safer recruitment’ requirements. If you answer ‘yes’ to the question below, we may contact you for additional information in due course.

**Have you lived or worked outside of the UK in the last 5 years?:** Yes No

Your position as Trustee will be conditional on the satisfactory completion of the necessary pre-employment checks.

We will not ask for any criminal records information until we have received the results of a DBS check.

Any convictions listed on a DBS check will be considered on a case-by-case basis.

Applicants should be aware of the following circumstances which might prevent them from being appointed as a Trustee:

- Inclusion in the list of those unsuitable to work with children
- Having been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a Trustee or since becoming a Trustee
- Having received a prison sentence of 2-and-a-half years or more in the 20 years before becoming a Trustee
- Having received a prison sentence of 5 years or more
- Having been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a Trustee

## SECTION 128 CHECK

The trust will carry out a section 128 check. A person issued with a section 128 direction under the Education and Skills Act 2008 is prohibited or restricted from taking part in the management of a school.

This includes trustees, and governors on local governing bodies who have been delegated any management responsibilities.

## RIGHT TO WORK IN THE UK AND OTHER CHECKS

The trust will carry out checks to confirm your right to work in the UK, and any other checks deemed necessary where you have lived or worked outside of the UK.

## DECLARATIONS

I have read the above criteria and I agree to abide by them if I should be appointed as a Trustee. Furthermore, I certify that the information given in this application is true and accurate and I have disclosed any and all information that may have a bearing on my appointment. I understand that any appointment is subject to an Enhanced DBS Check and further due diligence, including references, may be required.

Name (please print):

Sign:

Date:

### Skills audit

The Board wants to ensure that there is the right blend of expertise and experience for them and its sub-committees (including local governing bodies) to work effectively.

Please tick to indicate how confident you are in the following areas:

SKILL	PROFESSIONAL- LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Strategic planning				
Setting a vision, values and goals				
Public sector or charity governance				
Knowledge of the education sector				
Teamwork and collaborative decision making				
Communication skills				
Financial management				
Fundraising/income generation				



SKILL	PROFESSIONAL- LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Human resources				
Performance management				
Data analysis				
Legal skills				
Health and safety				
Premises management				
Curriculum and assessment				
Safeguarding				
Special educational needs and disabilities (SEND)				
Approving and monitoring the implementation of policies				
Compliance				
Marketing/public relations				
Procurement				

SKILL	PROFESSIONAL- LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
ICT or technology skills				
Further or higher education				
Knowledge of the local community				

### Code of conduct for Trustees

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Trust and individual Trustees and Governors will operate.

The Trust accepts the following principles and procedures:

#### General

- We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the Trust operates.
- We have responsibility for maintaining UK GDPR compliance across the Trust.
- We accept that all Trustees have equal status, and although appointed by Members and/or Trustees, our overriding concern will be the welfare of the schools and the Trust as a whole.
- We have no legal authority to act individually, except when the Board has given us delegated authority to do so.
- We have to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of the employer.
- We will consider carefully, how our decisions may affect the Trust and schools.

## Commitment

- We acknowledge that accepting office as a Director involves the commitment of significant amounts of time and energy.
- We will involve ourselves actively in the work of the Trust, attend regularly and accept our fair share of responsibilities, including service on committees and working groups.
- We will get to know the Trust well and respond to opportunities to involve ourselves in Trust activities.
- We will consider seriously our individual and collective needs for training and development.

## Relationships

- We will strive to work as a team.
- We will seek to develop effective working relationships with the CEO, Trust Executive Team and other relevant agencies and the community.

## Conduct

- We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the Trust Board or its delegated agents.
- We will only speak or act on behalf of the Trust Board when we have been specifically authorised to do so.
- In making or responding to criticism or complaints affecting the Trust we will follow the procedures established by the Trust.
- Our visits to the Trust or schools will be undertaken within the framework established by the Trust and Local Governing Bodies; and agreed with the CEO and/or Principals/Heads of School.
- In discharging our duties, we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our Trust and its schools.

## Confidentiality

- We will observe complete confidentiality when required or asked to do so by the Board, especially regarding matters concerning individual staff or students.
- We will exercise the greatest prudence if a discussion of a potentially

contentious issue affecting the Trust or school arises outside of the Board.

- I understand that all Trustees have a duty not to discuss any item of Trustees' business outside the meeting.
- I understand that if a Director is found in breach of his or her duty of confidentiality to the Trust, school, staff or to the pupils, the Board can decide to remove the Director.

Additionally, the Trust requires Trustees to observe the Nolan Principles for conduct in public life.

Signed: .....

Name: ..... Date: .....