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| **South York MAT** **Trustee Board Application Form & Skills Audit** | SYMAT Final logo_jpeg.jpg |
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| **Please complete and return the Trustee Board Application Form (Pages 2-8) and SYMAT Skills Audit for Trustees (Pages 11-13) and return to** **recruitment@fulford.york.sch.uk** **or by post to David Lightfoot, HR Admin Officer, Fulford School,Fulfordgate, Heslington Lane, York YO10 4FY**  |

In selecting and recommending governance structures and membership, the South York MAT will seek to ensure:-

* that key stakeholders are represented
* that, where possible, there is a balance of gender, age and ethnicity among those appointed
* that Trustees are drawn from a range of geographical areas and communities from which the MAT draws its students
* the Trustee Board has a range of career and job backgrounds
* there is the right blend of knowledge, experience, skills and expertise for the MAT Board and its committees to work effectively, to fulfil its statutory duties appropriately and to contribute to the growth and ongoing improvement of the South York MAT in terms of raising standards, developing the potential of all those in its community and in securing value for money and best use of its resources

In completing this form please:-

* give an indication of your experience or knowledge with examples/evidence
* indicate the length and level of this experience and whether this is currently or previously held/gained
* be aware that you do not need to demonstrate competence or evidence in each area as you are identifying which areas of knowledge, skills, expertise and experience you as an individual are able to provide

**Thank you in advance for taking the time to provide this information.**

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| **Trustee Board Application Form** | SYMAT Final logo_jpeg.jpg |
| **Title and Name** |  | **Current Employer and Role** |  |
| **Address** |  | **Postcode** |  |
| **Email Address** |  | **Telephone** |  |
| **Education, Qualifications and Relevant Training** | Please leave the last column blank |
| Education *\*Give level e.g. O level/GCSE, A level or HE - giving degree subject if relevant* |  |  |
| Professional Qualifications |  |  |
| Relevant Training undertaken |  |  |
| **Evidence of Skills** | Please leave the last column blank |
| Communication |  |  |
| Inter-personal |  |  |
| Teamwork |  |  |
| Creativity |  |  |
| Innovation |  |  |
| Data Analysis |  |  |
| **Evidence of Experience** | Please leave the last column blank |
| Strategic improvement |  |  |
| Decision Making |  |  |
| Financial Management/Audit |  |  |
| Change Management |  |  |
| Educational Improvement |  |  |
| HR *– including employment legislation, HR practice and performance management* |  |  |
| Legal Compliance/Regulation *Including safeguarding and data protection* |  |  |
| Health and Safety |  |  |
| Management of premises and resources |  |  |
| Working with external stakeholders/partners |  |  |
| Corporate Governance |  |  |
| **Church affiliation/connections** |
| *Please detail any church affiliation or connections* |
| **Details of any connection/previous connection with South York Multi Academy Trust/academies** |
| *E.g. Employment, close personal connection with Multi Academy Trust/academy leadership or with individual involved in the governance of the Multi Academy Trust /Academies.* |

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| **Please provide the name and contact details of someone who can provide a reference on your suitability to be a trustee. This should be a professional person (e.g: GP, member of the clergy, teacher, lecturer, magistrate) who is not related to you and who has known you for a minimum of 2 years.** |
| **Name** |  |
| **Address** |  |
| **Postcode** |  |
| **E-mail address** |  |

**Disqualifications and Declarations**

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| **Under South York MAT’s Articles of Association, there are some grounds for disqualification from being a trustee.**A person is disqualified from holding or continuing to hold office if:* that person is aged under 18
* that person is a current pupil or current student of any of the academies
* that person’s estate has been sequestrated and the sequestration has not been discharged, annulled or reduced
* that person becomes incapable by reason of illness or injury of managing or administering his own affairs.
* that person is the subject of a bankruptcy restrictions order or an interim order
* that person is absent without permission from all their meetings held within a period of six months and the Trustees resolve that the office be vacated.
* that person is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
* that person ceases to be a director by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision)
* that person has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which they were responsible or to which they were privy, or which they by their conduct contributed to or facilitated
* that person has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 of the Charities Act 2011
* that person has not provided to the Chair of the Board of Trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of the Chair or the CEO confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
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| **DBS Clearance**Please note that under new legislation anyone volunteering to become a trustee may be subject to a check carried out by the Disclosure and Barring Service (DBS). This check is carried out to ascertain whether you are ineligible to serve on the Board of Trustees because either:* you are disqualified from working with children by Section 35 of the Criminal Justice and Court Services Act 2000; or
* you contravene one of the conditions imposed in the Trust’s governance regulations.

**Please check these boxes to make your declaration:** (Required) |
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| I declare that I am not disqualified from being a trustee under the criteria listed above |  |
| I understand that information I provide in this application may form part of a public report |  |
| South York MAT may apply for a reference to the person named as my referee |  |

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| **Please sign this declaration** |  |
| **Please enter today’s date** |  |

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| **Confirmations**  |
| *It is important that you understand the role of a Director/Trustee of a Multi Academy Trust before agreeing to be put forward for appointment. Please therefore make sure that you have spoken to the Chair of the Board of Directors/Trustees regarding what’s required of you.***I confirm that:**1. I am committed to:
* Making an effective contribution to the governance and success of the Multi-Academy Trust; and
* Ensuring that the Christian character of Church of England academies within the Multi Academy Trust are secured, preserved and developed; and
* Respecting the non-designated status of any non-Church of England academies within the Multi Academy Trust.
1. I am eligible to become a Director/Trustee of the Multi Academy Trust (please refer to MAT’s eligibility requirements attached).
2. In the event that my recommendation is accepted, I am aware that my appointment will be subject to me passing the relevant vetting checks and my agreement to information being published by me as set out in the enclosed information. I am aware that my appointment will be subject to me signing the SYMAT Trustee Code of Conduct and the Trustees’ Deed of Understanding (please refer to the forms provided for information).
3. I consent to the information provided on this form being retained and processed by the Multi-Academy Trust and others involved in the appointment process, for the purposes of determining the suitability of my application, for subsequent quality assurance and monitoring purposes and for all other purposes reasonably connected with the role of Director/Trustee of the Multi-Academy Trust.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** ***Please take time to make sure that the information given on this form is true and complete. In the event that you are appointed, any inaccurate or misleading information may lead to your removal.*** |

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| **SYMAT Skills Audit for Trustees****(\*Section 8 has been added to the NGA audit\*)** | SYMAT Final logo_jpeg.jpg |
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**Governing Board Skills Audit 2019 version**

For trustees of **Multi-academy trusts**

**Why this is important**

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

**Format and structure of the skills audit**

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board of trustees. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that trusts are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

**The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.**

**How to use it**

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

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| Name: |  |
| Trustee of a multi-academy trust – Knowledge, experience, skills and behaviours | **Level of knowledge or skills/behaviour: rate on scale of** No 🡪 🡪 🡪 Yes |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. **Strategic leadership**
 |
| Experience of being a trustee/governor in another school or being a board member in another sector. |  |  |  |  |  |
| Experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries. |  |  |  |  |  |
| Experience of chairing a board/governing board or committee. |  |  |  |  |  |
| Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc.) and education locally e.g. the types of school, local education issues etc. |  |  |  |  |  |
| Knowledge and or experience of the community or communities served by schools in the trust can be useful to the board.  |  |  |  |  |  |
| Experience of strategic planning and translating a vision into clear objectives.  |  |  |  |  |  |
| Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector. |  |  |  |  |  |
| Understand the principles of risk management and how to prioritise, assess and mitigate against risks. |  |  |  |  |  |
| Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation |  |  |  |  |  |
| **2. Accountability** |
| Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported. |  |  |  |  |  |
| Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured. |  |  |  |  |  |
| Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development. |  |  |  |  |  |
| Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils. |  |  |  |  |  |
| General experience of financial planning, monitoring, decision making, compliance and control.  |  |  |  |  |  |
| Experience of financial planning, monitoring, decision making, compliance and control within the school sector. |  |  |  |  |  |
| Experience and expertise in business development. |  |  |  |  |  |
| General experience of human resource (HR) policy and processes. |  |  |  |  |  |
| Experience of human resource (HR) policy and processes within the school sector. |  |  |  |  |  |
| General experience of preparing for and responding to inspection and oversight.  |  |  |  |  |  |
| Experience of inspection and oversight within the schools sector. |  |  |  |  |  |
| Experience of marketing, media and PR. |  |  |  |  |  |
| **3. People** |
| Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.  |  |  |  |  |  |
| Capable of working alongside and of building strong, collaborative relationships with a range of personalities. |  |  |  |  |  |
| The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations. |  |  |  |  |  |
| **4. Structures** |
| Familiar with the strategic nature of the board’s functions and how this differs from and works with others including executive leaders and academy or regional committees.  |  |  |  |  |  |
| Experience of reviewing governance structures appropriate to the size and complexity of the trust and diversity of its stakeholders.  |  |  |  |  |  |
| **5. Compliance** |
| Experience of complying with legal, regulatory and financial frameworks and statutory guidance. |  |  |  |  |  |
| Working knowledge of the legal duties and responsibilities of a trustee e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND). |  |  |  |  |  |
| Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.  |  |  |  |  |  |
| **6. Evaluation** |
| Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements. |  |  |  |  |  |
| **7. Positive contribution** |
| Aware of my strengths, weaknesses and am committed to personal development.  |  |  |  |  |  |
| Able to work as part of a team and build positive working relationships with different personality types. |  |  |  |  |  |
| Honest, transparent and act with integrity. |  |  |  |  |  |
| The ability and confidence to speak up when I have concerns e.g. about non-compliance. |  |  |  |  |  |
| **8. Church School Distinctiveness\*** |
| Experience of distinctive Vision and Values |  |  |  |  |  |
| Experience of Religious Education |  |  |  |  |  |
| Experience of Collective Worship |  |  |  |  |  |
| Experience of Church and School links |  |  |  |  |  |
| Experience of SIAMS |  |  |  |  |  |

\*This section has been added by SYMAT to cover Church Schools Distinctiveness.