|  |  |
| --- | --- |
|  | **TRUSTEE/LOCAL GOVERNOR APPLICATION FORM** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SECTION 1: Personal information – please use capital letters** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Surname** | |  | | | | | | | | | | | | **Title** | | | | | | |  | | | | | | | | | | |
| **First names** | |  | | | | | | | | | | | | **Gender** | | | | | | | Male | | |  | | | Female | | |  | |
| **Any previous names** | |  | | | | | | | | | | | | **Date of birth** | | | | | | |  | | | | | | | | | | |
| **Home address, with postcode** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Daytime telephone** | |  | | | | | **Mobile telephone** | | | | | | | |  | | | | | | | | | | | | | | | | |
| **Evening telephone** | |  | | | | | **Email address** | | | | | | | |  | | | | | | | | | | | | | | | | |
| **Occupation:** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of employer (if employed):** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Preferred form of contact (please tick one)** | | | | | | | | | | Email | |  | Telephone | | | | |  | | | Mobile | | | |  | | | Post | |  | |
| **SECTION 2: Your reasons for wanting to become a governor/trustee** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Why do you want to become a governor or trustee, and why within Northern Ambition Academies Trust?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are you interested in becoming:** | | | | | Trustee | | | | |  | Local governor | | | | | | | |  | | | Either | | | | | | | | |  |
| **Please now also complete the attached trustee/governor skills audit giving details of the skills, qualifications and experience you could bring to the role.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Have you been a school governor, academy governor or charity trustee before?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School governor | | |  | Academy governor | |  | | Charity trustee | | | | | | | | |  | | None of these | | | | | | | | | | | |  |
| **If you have ticked any of the boxes above, please give the name of the school, academy or charity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do you have children of school age?** (You may be eligible to be a parent governor) | | | | | | | | | | | | | | | | | | Yes | | | | |  | | | No | | |  | | |
| **Please give the name(s) of the school(s) they attend** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SECTION 3: Safer recruitment and eligibility to serve as a governor/trustee** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | |  | | | | | | | **Relationship to you** | | | | | | |  | | | | | | | | | | | | | | | |
| **Email** | |  | | | | | | | **Telephone number** | | | | | | |  | | | | | | | | | | | | | | | |
| **Contact address including postcode** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **REFEREE 2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | |  | | | | | | | **Relationship to you** | | | | | | |  | | | | | | | | | | | | | | | |
| **Email** | |  | | | | | | | **Telephone number** | | | | | | |  | | | | | | | | | | | | | | | |
| **Contact address including postcode** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualifications and disqualifications from serving as a trustee or governor** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A trustee or governor must be aged 18 or over at the time of their election or appointment. A person cannot hold more than one governorship at the same school. Registered pupils cannot be trustees or governors.  A person is disqualified from being a trustee, governor or associate member if they:   * have a mental disorder and are detained under the Mental Health Act 1983; * have failed to attend the Trust Board or Academy Council meetings for a continuous period of six months, beginning with the date of the first meeting they failed to attend, without the consent of the Trust Board or Academy Council. This provision does not apply to the Executive Headteacher/Principal; * are the subject of a bankruptcy restrictions order or an interim order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; * are subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or to an order made under section 429 (2) of the Insolvency Act 1986; * have been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any relevant body; * are included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people; * are barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006; * are disqualified from working with children or from registering for childminding or providing day care; * are disqualified from being an independent school proprietor, teacher or employee by the Secretary of State; * have been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a trustee/governor or since becoming a trustee/governor; * have received a prison sentence of two and a half years or more in the 20 years before becoming a trustee/governor; * have at any time received a prison sentence of five years or more; * have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a trustee/governor; * object to an application being made to the Disclosure and Barring Service for a criminal records certificate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Declaration and data protection information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northern Ambition Academies Trust considers every application regardless of gender, age, disability, sexual orientation, race, religion and belief. The data within this form will be used by the Trust to determine your eligibility for the role of trustee/governor and whether you can bring knowledge, skills or experience which has been identified as a need within the Trust. If we have no suitable vacancies at present, we will retain your application for six months.  Please sign to confirm that you are not disqualified from serving as a trustee/governor and that you consent to Northern Ambition Academies Trust recording and processing your personal data in accordance with the Data Protection Act. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Signature** |  | | | | | | | | | | | | **Date** | | | | | | |  | | | | | | | | | | | |

**NORTHERN AMBITION ACADEMIES TRUST**

**EXPERIENCE AND SKILLS AUDIT Name:**

**The Trust wants to ensure that there is the right blend of expertise and experience for the Trust Board and its sub-committees (including Academy Councils) to work effectively. The experience and skills audit is designed to inform the Trustees’ recruitment decisions by identifying which areas of expertise you might bring to the organisation. You do not need to demonstrate competency in each area.**

Please look at the skills areas below and tell us about any experience or knowledge you have in those areas, any relevant qualifications and the length of any experience. Finally, please score yourself against each skills area based on the following scores: 5 – very experienced; 4 – experienced; 3 – reasonably experienced; 2 – limited experience; 1 – very limited experience; 0 – no experience. You should give a score for each row.

| **SKILL AREA** | **WHAT?** | **HOW?** | **WHEN?** | **SCORE** |
| --- | --- | --- | --- | --- |
| ***Give an indication of your experience or knowledge in this area.*** | ***Give details of any relevant posts held or qualifications achieved.*** | ***Give the length of recent or current experience in the area.*** |
| Accounting and audit |  |  |  |  |
| Business efficiency/process improvement |  |  |  |  |
| Chairing of groups or meetings |  |  |  |  |
| Change management |  |  |  |  |
| Charities |  |  |  |  |
| Communities in the local area |  |  |  |  |
| Corporate governance |  |  |  |  |
| Curriculum design and assessment |  |  |  |  |
| Data analysis |  |  |  |  |
| Education in schools |  |  |  |  |
| Employment law and HR practice, including CPD |  |  |  |  |
| Equality and diversity |  |  |  |  |
| Financial management |  |  |  |  |
| Fundraising |  |  |  |  |
| Health and safety |  |  |  |  |
| Leadership |  |  |  |  |
| Operational management |  |  |  |  |
| Performance management and appraisal |  |  |  |  |
| Premises management |  |  |  |  |
| Procurement |  |  |  |  |
| Project management |  |  |  |  |
| Quality improvement processes |  |  |  |  |
| Risk management |  |  |  |  |
| Safeguarding |  |  |  |  |
| School governance |  |  |  |  |
| Social issues in the area |  |  |  |  |
| Special educational needs |  |  |  |  |
| Sport and leisure |  |  |  |  |
| Strategic planning |  |  |  |  |
| Sustainability |  |  |  |  |
| Young people’s welfare and health |  |  |  |  |