



## APPLICATION TO JOIN THE GOVERNANCE STRUCTURE

Thank you for your interest in joining the governance structure of Trinity Academy Newcastle Trust. We want to be sure that we match you with the right academy, so that your skills, interests and commitment are well used.

Newly appointed Directors and Local Governors will be required to attend appropriate training within the first year of their appointment including induction session with the Chair of the Board of Directors or the Local Advisory Board. This is deemed necessary for governing bodies to operate effectively.

Please use the application form to provide examples of the skills you identify when you complete the skills matrix (Pages 5 & 6).

If you have any questions please contact Lucy Middleton, The Governance Professional, on 0191 298 6950 option 5.

Please return to by email to [admin.central@tanmat.org](mailto:admin.central@tanmat.org) or by post to Lucy Middleton, Trinity Academy Newcastle Trust, Condercum Road, Newcastle, NE4 8XJ

### CANDIDATE DETAILS

|                                       |  |
|---------------------------------------|--|
| <b>Title</b><br>i.e. Mr, Miss, Ms, Dr |  |
| <b>Name</b>                           |  |
| <b>Address</b>                        |  |
| <b>Postcode</b>                       |  |
| <b>Telephone Number</b>               |  |
| <b>Email Address</b>                  |  |

|   |  |
|---|--|
| <b>Do you have any criminal conviction, including unspent, of have you been subject to any conditional discharge, warnings or cautions?</b> | <b>If yes, please provide details:</b> |
|---|--|

**We take the safeguarding of children very seriously and therefore we are unable to recommend for appointment of anyone who does not comply with the Disclosure and Barring Service Check, or whose check raises concerns, or anyone who does not comply with the need for two references, or whose references raise concern.**

|   |  |
|---|--|
| <p><b>Educational and Professional Qualifications</b><br/>         (This can include GCSE's, A Levels, Degrees or any other relevant courses and training).</p> |  |
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Please tell us about your most recent employment, as well as any past roles you feel may be relevant to the position of Director, this may include voluntary positions.  
 Continue onto a separate sheet if necessary.

| Employer | Start Date | End Date | Position Held | Main Responsibilities |
|----------|------------|----------|---------------|-----------------------|
|          |            |          |               |                       |

|  |  |
|--|--|
| <p><b>Experience or Knowledge of Education (if any)</b></p>  |  |
| <p><b>Have you been a member of any other Board? Either educational and non-educational.</b></p>                               |  |
| <p><b>Please tell us why you want to become a Director, what you will bring to the role and what you will gain from it</b></p> |  |
| <p><b>How did you hear about this role?</b></p>  |  |

|   |   |
|---|---|
| <p><b>Please tell us which school, if any, would be your preferred choice, any others that you would be interested in, and why.</b></p>   |   |
| <p><b>Are you the parent/carer of a child attending school? Either within this Trust or another.</b></p>  | <p>No<br/>If yes, please state which academy</p>                |
| <p><b>Do you work in the education sector?</b></p>  | <p>No<br/>If yes, please state where &amp; in what capacity</p> |
| <p>If you have any friends, family members or colleagues who would be interested in becoming a Director or joining our Governance structure we would be delighted to send them more information. Please add their names and addresses here:</p> |   |

Please give the names and contact details of two people who have known in for at least two years and who will be willing to write a reference relating to your suitability to be a Director.

|  |  |
|--|--|
| <p><b>Reference One</b><br/>Name<br/>Address<br/><br/>Email<br/>Phone Number</p> | <p><b>Reference Two</b><br/>Name<br/>Address<br/><br/>Email Address<br/>Phone Number</p> |
|--|--|

Thank you for completing this form. We would appreciate it if you would complete the following Skills & Experience Check. This will be used to decide if you will meet their needs of the Governing Board.



# Governance Skills Matrix

## Why is this important?

This skills check is a useful way of assessing the needs of the governing board, it is used to identify training needs, recruitment, assign committee members and succession planning. This model can be used to help identify any knowledge, experience, skills and behaviours the governing board still needs to deliver their functions effectively.

## How Does It Work?

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

| <b>Knowledge, Experience, Skills and Behaviours</b>   | Level of experience/skill:<br>rate on scale of<br>1 (limited) to 5 (extensive).<br>Please tick. <div style="text-align: right; margin-top: 5px;"> </div> |   |   |   |   |
|---|--|---|---|---|---|
|   | 1  | 2 | 3 | 4 | 5 |
| <b>Strategic Leadership</b>   |  |   |   |   |   |
| <i>Links with the local community and experience of promoting community cohesion.</i>   |  |   |   |   |   |
| <i>Experience of professional leadership.</i>   |  |   |   |   |   |
| <i>Experience of chairing a board/governing board or committee.</i>   |  |   |   |   |   |
| <i>Experience of applying strategic planning to set and preserve the culture of an organisation.</i>  |  |   |   |   |   |
| <i>An ability to work as part of a team, questioning and challenging to identify viable options and make collective decisions.</i>                |  |   |   |   |   |
| <i>An understanding of the principles of risk management and how they apply to education and the organisation.</i>                                |  |   |   |   |   |
| <i>Experience of performance management and carrying out appraisals of other people.</i>  |  |   |   |   |   |
| <i>Experience of stakeholder management and engagement, including communicating with and taking into account the views of pupils and parents.</i> |  |   |   |   |   |
| <i>Ability to identify viable options and the most likely to achieve the organisations goals and objectives.</i>                                  |  |   |   |   |   |
|   |  |   |   |   |   |
| <i>An understanding of key principles, drivers and cycle of school improvement.</i>   |  |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <i>An understanding of the importance of collecting high quality data and experience of using data to interpret/evaluate performance and identify target improvement areas.</i> |  |  |  |  |  |
| <i>Experience of financial management, including the monitoring of allocated budget and funding and contributing to financial self-evaluation and efficiency drives.</i>        |  |  |  |  |  |
| <i>Experience of property, estate and facilities management.</i>  |  |  |  |  |  |
| <i>An understanding of relevant national standards for the phase and type and how they are used for accountability.</i>   |  |  |  |  |  |
| <i>An understanding of the importance of a broad and balanced curriculum.</i>   |  |  |  |  |  |
| <i>An understanding of the requirements relating to the education of children with SEN, safeguarding or health and safety.</i>  |  |  |  |  |  |
| <b>People</b>   |  |  |  |  |  |
| <i>A commitment to building strong collaborative relationships, with a willingness to listen, learn and reflect upon a variety of views.</i>                                    |  |  |  |  |  |
| <i>A commitment to equal opportunities and the promotion of diversity.</i>  |  |  |  |  |  |
| <i>Strong communication skills, with the ability to discuss sensitive issues in a tactful manner.</i>   |  |  |  |  |  |
| <i>Experience of conflict resolutions and influencing consensus.</i>  |  |  |  |  |  |
| <i>A willingness to learn with a commitment to self-development.</i>  |  |  |  |  |  |
| <i>A willingness to devote time, effort and enthusiasm to the responsibilities of a school governor.</i>  |  |  |  |  |  |
| <b>Structures</b>   |  |  |  |  |  |
| <i>An understanding of the strategic nature of the boards functions and how this differs/complements the operational role of senior leaders.</i>                                |  |  |  |  |  |
| <i>Ability to contribute to the design of governance/committee structures that are fit for purpose and adapt existing ones as required in light of new learning/experience.</i> |  |  |  |  |  |
| <b>Compliance</b>   |  |  |  |  |  |
| <i>An understanding of the importance in adhering to organisation policies (e.g. parental complaints, staff discipline issues).</i>   |  |  |  |  |  |
| <i>A commitment to understanding and an acceptance of the legal duties and responsibilities of a school governor/trustee.</i>   |  |  |  |  |  |
| <b>Evaluation</b>   |  |  |  |  |  |
| <i>A recognition of own strengths and areas for development and willingness to engage in support and training opportunities to improve knowledge and skills.</i>                |  |  |  |  |  |
| <i>Maintains a personal development plan and is open to training opportunities that benefit both the individual and the strategic aims of the governing body.</i>               |  |  |  |  |  |