



## **Information and application form for Trust Members of the Crossley Heath School Academy Trust**

### **CROSSLEY HEATH SCHOOL ACADEMY TRUST LIMITED**

Crossley Heath School Academy Trust Limited is looking to increase the number of Members (presently three Members) by two as the wish is to provide for a more diverse range of perspectives to enable robust decision making and reduce the risk of concentrating power. It also ensures Members can take decisions via special resolutions without requiring unanimity.

#### **The governance structure of academies**

An academy trust is a charitable company limited by guarantee. It is an independent legal entity with whom the Secretary of State has decided to enter into a funding agreement on the basis of agreeing their Articles of Association with the Department for Education (DfE). Crossley Heath School Academy Trust Limited is a single academy trust (SAT) and so has a single funding agreement with the Secretary of State. All academy trusts, as charitable companies, have Members and Governors (the DfE term is Trustees).

#### **Members**

Academy trusts are founded by Members, who may then appoint additional Members to join them. While they must ensure they do not stray into the undertaking of the academy Trustees' role, they should assure themselves that the governance of the trust is effective, that academy Trustees are acting in accordance with the trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing. Members play a limited but crucial role in safeguarding trust governance.

They have an important role based on a number of key powers set out in the DfE's model Articles of Association and in company law. It is a similar role to shareholders of a company limited by shares. Most notably they:

- are the subscribers to the Memorandum of Association (where they are founding members);
- may amend the Articles of Association subject to any restrictions created by the funding agreement or charity law;
- may, by special resolution, appoint new Members or remove existing Members other than, where there is one, the foundation/sponsor body and any Members it has appointed;
- have powers to appoint Trustees as set out in the trust's Articles of Association, and powers under the Companies Act 2006 to remove Trustees;
- may, by special resolution, issue direction to the Trustees to take a specific action;
- appoint the academy trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act);



- have power to change the company's name and, ultimately, wind it up.

Essential documents for further reading are linked below:

Academy Trust Handbook - <https://www.gov.uk/guidance/academy-trust-handbook/academy-trust-handbook-2023>

Academy Trust Governance Guide - <https://www.gov.uk/guidance/-governance-in-academy-trusts>

Academy Trust Governance - [https://assets.publishing.service.gov.uk/media/65e84f754e2a8a00115c37ad/WITHDRAWN\\_Academies\\_governance\\_role\\_descriptors.pdf](https://assets.publishing.service.gov.uk/media/65e84f754e2a8a00115c37ad/WITHDRAWN_Academies_governance_role_descriptors.pdf)

### **Size of the Trust Board of Members**

Academy trusts must have at least three Members, although the DfE strong preference, wherever possible, is for academy trusts to have at least five Members. Members of the academy trust must not be employees of the academy trust, nor occupy staff establishment roles on an unpaid voluntary basis.

As it is important for Members to be kept informed by Trustees about trust business in order to be assured that the Board is exercising effective governance the Head Teacher and the Chair of the Governing Body at Crossley Heath School Academy Trust Limited, although they are not Members, attend meetings of the Board.

### **Frequency of Meetings**

Board meetings are held once a term with the December meeting being the annual general meeting (AGM). Communication is by email and papers are sent out at least seven days in advance.

### **Expression of Interest**

Experience of school governance would be useful but is not essential, indeed, experience of the charitable sector, business or any public sector organisation should be included in your expression of interest. We are specifically seeking individuals who are not current parents of children in the school.

If you are interested in becoming a Member of Crossley Heath School Academy Trust Limited please submit the application form and declarations below to: [deborah.tynan@calderdale.gov.uk](mailto:deborah.tynan@calderdale.gov.uk) by 12 noon on Friday 10<sup>th</sup> January 2025.

Interviews will be held on the 22<sup>nd</sup> January 2025. We will inform you if you are invited for an interview.

We look forward to hearing from you.

## Crossley Heath School Trust Member Application Form



Name		
Address		
Telephone number	Home/Work/Mobile:	
E Mail address		
Do you have any children at this school? If so give details		
Are you related to an employee or Trustee of this school, if so give details		
<p><b>Current occupation/role:</b></p> <p><b>Brief work history:</b></p>		
<p><b>Are you or have you been a school Governor/Trustee before? If so, please provide brief details.</b></p>		
<p><b>Why do you want to become a school Trust Member?</b></p> <p>(Please outline your reasons for showing an interest in becoming a school trustee including details of personal qualities, relevant experiences or skills you feel you could bring to a school governing body. Please continue on an additional sheet if required.)</p>		
<p><b>Do you consider you have a disability as defined in the Disability Discrimination (Amendment) Act 2005?</b></p> <p>If YES please give details of any special needs provision you would require.</p>		
<p><b>Please select your top 3 skills from this list and rank them 1 to 3, with 3 as the highest</b></p> <p>Marketing</p> <p>IT</p> <p>Project Management</p> <p>Strategic Planning</p> <p>Legal Knowledge</p> <p>Finance</p>		



Health and Safety

Premises

Human Resources/Personnel

Business/Industry

Education/Higher Education

Other - please indicate

**Please provide contact details for 2 people who would be willing to act as a referee. These can be business (including your employer if you are in work) or personal and ideally have known you at least 2 years.**

Referee 1

Name:

Relationship:

Address:

Tel :

Referee 2

Name:

Relationship:

Address:

**Declaration. Please mark each box with an 'x'**

I certify that the information on this form is correct

I can confirm that I am not disqualified from being a Trust Member (see page 5)

I understand that I will be subject to a Disclosure and Barring Service (DBS) check, in line with regulations, if I am appointed

Signed:

Date:



## DECLARATION FORM FOR SCHOOL TRUSTEE/TRUST MEMBERS

I declare that I am not disqualified from serving as a school governor and that:

- **I am** aged 18 or over at the date of this election or appointment;
- **I do not** already hold a governorship of the same school;
- **I am not** liable to be detained under the Mental Health Act 1983;
- **I am not** a bankrupt or subject to a disqualification order under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986;
- **I have not** been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from being concerned in the management or control of any body;
- **I am not** included in the list of people considered by the Secretary of State as unsuitable to work with children and am not disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002;
- **I am not** disqualified from being the proprietor of any independent school, or for being a teacher or other employee in any school, or from registration for childminding or providing day care, or disqualified from registration under Part 3 of the Childcare Act 2006;
- **I have not**, in the five years prior to becoming a Trustee, received a sentence of imprisonment, suspended or otherwise, for a period of not less than three months without the option of a fine;
- **I have not**, in the twenty years prior to becoming a Trustee, received a prison sentence of two and a half years or more;
- **I have not**, at any time, had a prison sentence of five years or more;
- **I have not** been fined, in the five years prior to becoming a trustee, for causing a nuisance or disturbance on school premises;
- **I am not** subject to a disqualification order under the Criminal Justice and Court Services Act 2000.

Name:

Signed:

Date:



<b>Skills Audit – please complete</b> No individual is going to have all the skills listed in the audit. The Trust Board is a team and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table	Level of experience/skill rate on scale of 1 (none) to 5 (extensive).				
<b>Essential for all Trustees/Trust Members</b>	1	2	3	4	5
Commitment to improving education for all students					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Basic literacy and numeracy skills					
Basic IT skills (ie word processing and email)					
<b>Understanding and/or experience of governance</b>	1	2	3	4	5
Experience of being a board member in another sector or a Governor/Trustee of another school					
Experience of chairing a board/governing body or committee					
Experience of professional leadership					
<b>Vision and strategic planning</b>	1	2	3	4	5
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Problem solving skills					
Ability to propose and consider innovative solutions					
Change management (eg overseeing a merger or organisational restructure, changing careers)					
Understanding of current education policy					
<b>Holding the Head Teacher to account</b>	1	2	3	4	5
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					
Experience of project management					
Appraisal of someone else					
Experience of being appraised yourself					



<b>Financial oversight</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Financial planning/management (eg as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
<b>Knowing your school and community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (eg teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					