

**Application for Director/Advisor/Member**

|  |
| --- |
| **Location: Bradford Doncaster Pontefract  Wingfield Academy  Trust** Please indicate all that apply  **Post applied for:** |

**Please complete this application form and return to Governance at NCLT, c/o New College Pontefract, Park Lane, Pontefract, WF8 4QR Email:** [**Clerk@nclt.ac.uk**](mailto:Clerk@nclt.ac.uk) **Telephone 01977 702139.**

Please contact us if you require any help with the recruitment and selection process.

Please ensure all sections are fully completed as incomplete applications may not be accepted.

A Curriculum Vitae should not be submitted

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal Details** | | | |
| Surname  (BLOCK letters): | Click here to enter text. | First Names: (indicate preferred name if different) | Click here to enter text. |
| Previous Names: | Click here to enter text. | National Insurance Number: | Click here to enter text. |
| Home Address: | Click here to enter text. | Telephone (home): | Click here to enter text. |
| Telephone (work): | Click here to enter text. |
| Email Address: | Click here to enter text. | Telephone (mobile): | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Employment History | | | | |
| Please give details of all the positions you have held since completing your full time education. Start with your current then most recent position and work back. Please also include details of any voluntary work undertaken and account for any periods of unemployment. | | | | |
| Date From | Date To | Name and Address of Employer | Job Title and Main Duties | Reason for Leaving  (if applicable) |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

|  |
| --- |
| **Supporting Statement** |
| Please provide a short pen portrait summarising your current or former roles; your experience of leading people, managing change or driving improvement; experience of directorships or governance; experience of holding others to account; understanding of the educational context. Please ensure you fully cover how you feel you meet the requirements of the Person Specification for this role. |
|  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Referees** (These should not be family members) | | | | | | | | | |
| Please give the names of two persons to whom reference may be made. One of these referees must be your current or most recent employer. You must also include a referee from the last time you worked with children, if applicable, if this is not your most recent employment. We will not seek further permission from you to approach your referees unless you indicate otherwise. Please note we may only request references for internal candidates on their successful appointment. | | | | | | | | | |
| Name | Click here to enter text. | | | | Name | Click here to enter text. | | | |
| Occupation | Click here to enter text. | | | | Occupation | Click here to enter text. | | | |
| Employer Reference | | Character Reference | | | Employer Reference | | Character Reference | | |
| Capacity Known | Click here to enter text. | | | | Capacity Known | Click here to enter text. | | | |
| E-mail | Click here to enter text. | | | | E-mail | Click here to enter text. | | | |
| Telephone Number | Click here to enter text. | | | | Telephone Number | Click here to enter text. | | | |
| Address | Click here to enter text. | | | | Address | Click here to enter text. | | | |
| May we contact this referee prior to the interview? | | | Yes | No | May we contact this referee prior to the interview? | | | Yes | No |

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal Relationships** | | | |
| Are you related to, or do you have a close personal relationship with*, any existing member of staff or Board/Advisory Group member* within NCLT. | | Yes | No |
| If Yes, please state their name and position | Click here to enter text. | | |

|  |  |
| --- | --- |
| **Declaration** | |
| In signing this declaration section, I declare that all information provided by me as part of this application is true and complete to the best of my knowledge and belief. I understand that either withholding or giving false information may disqualify my application, or, if discovered after appointment, may be regarded as grounds for dismissal.  I understand that, if offered this post, the appointment will be subject to further satisfactory pre-employment checks.  I have read and understood the Job Applicant Privacy Notice (on the Trust website). All information in relation to your application will be kept confidential. Should your application be successful, the data on this form will be used for trust purposes. Information on unsuccessful candidates will be destroyed after 12 months.  Please note that if you are shortlisted for interview, you will be asked to complete a Confidential Disclosure Form. | |
| Signature of Applicant: Click here to enter text. | Date: Click here to enter text. |

|  |
| --- |
| **Skills Audit** |

**Referees** (These should not be family members)

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 around the table. A skills matrix in which responses can be collated can be found in the Governance Plan. If there are any gaps, these can be used to inform further recruitment to the board.

This exercise is designed to enable all members of the governing board to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focused discussions which create robust accountability for the senior leaders.

Each knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Advisor of a Multi Academy Trust  Knowledge, Experience, Skills and Behaviours | Level of knowledge or skills/behaviour:  Rate on scale of  1 None  2 Poor  3 Fair  4 Good  5 Excellent | | | | |
| Strategic Leadership | 1 | 2 | 3 | 4 | 5 |
| I am committed to improving education and welfare for all pupils. |  |  |  |  |  |
| I understand current national education policy and the local education context. |  |  |  |  |  |
| I have experience of charity law and governance. |  |  |  |  |  |
| I have experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries. |  |  |  |  |  |
| I have experience of chairing a board/governing board or committee. |  |  |  |  |  |
| I am committed to the organisation’s vision and ethos. |  |  |  |  |  |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. |  |  |  |  |  |
| I have experience of working with executive leaders to agree and monitor operational plans. |  |  |  |  |  |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. |  |  |  |  |  |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. |  |  |  |  |  |
| I am confident I can identify when to seek independent/professional advice. |  |  |  |  |  |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils. |  |  |  |  |  |
| I have experience of promoting community cohesion. |  |  |  |  |  |
| I understand school sector risk management including conflicts of interest/loyalty. |  |  |  |  |  |
| I am proficient in prioritising, assessing and mitigating risk. |  |  |  |  |  |
| I have experience of agreeing organisation expansion plans and conducting due diligence on other organisations prior to signing a legally binding contract. |  |  |  |  |  |
| Accountability |  |  |  |  |  |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. |  |  |  |  |  |
| I have experience of curriculum development, school assessment and progress/attainment. |  |  |  |  |  |
| I have experience of working with executive leaders to establish expectations for improvement and outcomes. |  |  |  |  |  |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account. |  |  |  |  |  |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. |  |  |  |  |  |
| I understand the board’s duties in relation to safeguarding including Prevent. |  |  |  |  |  |
| I have an understanding of special educational needs and disabilities (SEND). |  |  |  |  |  |
| I have financial management expertise including funding allocation/budget monitoring, and financial solvency. I am able to contribute to financial self-evaluation and efficiency drives. |  |  |  |  |  |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities. |  |  |  |  |  |
| I have experience ensuring that organisational financial obligations are met and adequate financial controls are in place, including submission of annual returns and accounts. |  |  |  |  |  |
| I have business development experience/expertise. |  |  |  |  |  |
| I have experience of procurement/purchasing. |  |  |  |  |  |
| I have experience of property and estate-management. |  |  |  |  |  |
| I have experience of HR policy and processes including employment legislation, executive recruitment, performance management and pay. |  |  |  |  |  |
| I have experience of school sector HR policy and processes. |  |  |  |  |  |
| I have experience of change management (overseeing a merger or an organisational restructure). |  |  |  |  |  |
| I have experience of marketing, media and PR. |  |  |  |  |  |
| I have experience of preparing for and responding to external oversight. |  |  |  |  |  |
| I have experience of inspection and oversight in the school sector. |  |  |  |  |  |
| People |  |  |  |  |  |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a trustee including duties of compliance, care and prudence. |  |  |  |  |  |
| I am a strong communicator and experienced in building strong collaborative relationships. |  |  |  |  |  |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. |  |  |  |  |  |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement. |  |  |  |  |  |
| I am committed to equal opportunities and the promotion of diversity. |  |  |  |  |  |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice. |  |  |  |  |  |
| Structures | | | | | |
| I am 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. |  |  |  |  |  |
| I have experience of designing/reviewing/adapting governance structures appropriate to the size and complexity of the organisation, reflecting the diversity of stakeholders. |  |  |  |  |  |
| Compliance | | | | | |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance. |  |  |  |  |  |
| I understand and accept the legal duties, responsibilities and liabilities of trusteeship. |  |  |  |  |  |
| Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities. |  |  |  |  |  |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues. |  |  |  |  |  |
| I am able to speak up when concerned about non-compliance. |  |  |  |  |  |
| Evaluation | | | | | |
| I am aware of my own strengths and weaknesses and committed to personal development. |  |  |  |  |  |
| I have experience evaluating board decisions and am willing to contribute to board self-review. |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equal Opportunities Monitoring** | | | | | | | | | | | | |
| NCLT is committed to a policy of equal opportunities. To help us monitor the effectiveness of this policy it would be helpful if you would complete the following sections. *The information is for statistical purposes only. It will be treated confidentially and will not be used as part of the selection process.* | | | | | | | | | | | | |
| **Forename(s):** | | | | **Surname:** | | | | | | | | |
| **Title:** Dr/Mr/Mrs/Miss/Ms/Other | | | | **Gender:** Male/Female/Transgender/Non-Binary/ Prefer not to say | | | | | | | | |
| **Nationality:** | | | | **Post Applied For:** | | | | | | | | |
| **AGE** | | | | | | | | | | | | |
| 16 - 24 | |  | 40 – 44 | |  | | | 60 – 64 | | |  | |
| 25 - 29 | |  | 45 – 49 | |  | | | 65 or over | | |  | |
| 30 – 34 | |  | 50 – 54 | |  | | | Prefer not to say | | |  | |
| 35 - 39 | |  | 55 - 59 | |  | | |  | | |  | |
| **RELIGION / BELIEF** | | | | | | | | | | | | |
| Buddhism |  | | Hinduism | |  | | | Sikhism | |  | | |
| Catholicism |  | | Islam | |  | | | Other  Please specify | |  | | |
| Christianity |  | | Judaism | |  | | |
| Prefer not to say |  | |  | | | | | | | | | |
| **SEXUAL ORIENTATION** | | | | | | | | | | | | |
| Lesbian |  | | | | Bisexual | | |  | | | | |
| Gay |  | | | | Heterosexual | | |  | | | | |
| Prefer not to say |  | | | |  | | | | | | | |
| **ETHNICITY** Please tick a box from the list below which best describes the ethnic group to which you belong | | | | | | | | | | | | |
| **White** | | British (A1) | | |  | | Other White Background (A3) | | | | |  |
|  | | Irish (A2) | | |  | | Please specify | |  | | | |
| **Mixed Race** | | White and Black Caribbean (B1) | | |  | | Other Mixed Background (B4) | | | | |  |
|  | | White and Black African (B2) | | |  | | Please specify Click here to enter text. | | | | | |
|  | | White and Asian (B3) | | |  | |
| **Asian or**  **Asian British** | | Indian (C1) | | |  | | Chinese (E1) | | | | |  |
| Pakistani (C2) | | |  | | Other Asian Background (C4) | | | | |  |
|  | | Bangladeshi (C3) | | |  | | Please specify Click here to enter text. | | | | | |
| **Black or** | | Caribbean (D1) | | |  | | Other Black Background (D3) | | | | |  |
| **Black British** | | African (D2) | | |  | | Please specify | | Click here to enter text. | | | |
| **Other Ethnic Group** | | Other (E2) | | |  | | Please specify Click here to enter text. | | | | | |
| **Prefer not to say** | |  | | |  | | | | | | | |
| **MARITAL STATUS** | | | | | | | | | | | | |
| Single |  | | Widowed | |  | | | Civil Partnership | |  | | |
| Married |  | | Divorced | |  | | | Other | |  | | |
| Prefer not to say |  | |  | | | | | | | | | |
| **DISABILITY** A disability is defined as: A physical or mental impairment which has substantial and long term  effects on your ability to carry out normal day to day activities. | | | | | | | | | | | | |
| Do you have a disability? If yes, please specify. *(New Collaborative Learning Trust is a Disability Confident Employer. A disability or health problem does not preclude full consideration for the role).* | | | | | |  | | | | | | |
| Would you require any special arrangements/facilities if you were invited for interview? If yes, please specify. | | | | | |  | | | | | | |
| If you believe you need a ‘reasonable adjustment’, then please discuss this with the Clerk. | | | | | | | | | | | | |

*This information will form part of the personal confidential record of the successful applicant. For other applicants, this information will be kept securely in accordance with our Recruitment and Selection Policy and then destroyed.*

|  |  |
| --- | --- |
| Signed: | Date: |

|  |  |  |
| --- | --- | --- |
| **Office Use Only** (Not to be completed by candidate) | | |
|  | Comments by HR: | Checked by interviewer: |
| Gaps in Employment |  |  |
| Working Overseas |  |  |
| Any Concerns re Safeguarding |  |  |
| Equality and Diversity |  |  |
| Declarations |  |  |