A logo with people in the middle

AI-generated content may be incorrect.

Parent Trustee application form

Please complete the following information if you wish to put yourself forward for election as a Parent Trustee.

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| Data protection notice |
| Throughout this form we ask for some personal data about you. We will only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:   * You have given us your consent * We must process it to comply with our legal obligations   You will find more information on how we use your personal data in our privacy notice for trustees. |

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| Disclosure and barring and recruitment checks |
| The school is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.  The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that is considered relevant to the role. Any information that is ‘protected’ under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.  If you are going to be involved in regulated activity, the DBS check will include the Children’s barred list check.  Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the school’s privacy notice.  **Do you have a DBS certificate?:** ☐Yes ☐No Date of check:  If you have lived or worked outside of the UK in the last 5 years, the school may require additional information in order to comply with ‘safer recruitment’ requirements. If you answer ‘yes’ to the question below, we may contact you for additional information in due course.  **Have you lived or worked outside of the UK in the last [5 years]?:** ☐Yes ☐No  Your position as trustee will be conditional on the satisfactory completion of the necessary pre-employment checks.  We will not ask for any criminal records information until we have received the results of a DBS check.  Any convictions listed on a DBS check will be considered on a case-by-case basis.  Applicants should be aware of the following circumstances which might prevent them from being appointed as a trustee:   * Inclusion in the list of those unsuitable to work with children * Having been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a trustee or since becoming a trustee * Having received a prison sentence of 2 and a half years or more in the 20 years before becoming a trustee * Having received a prison sentence of 5 years or more * Having been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a trustee |

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| section 128 check |
| The school will carry out a section 128 check. A person issued with a section 128 direction under the Education and Skills Act 2008 is prohibited or restricted from taking part in the management of a school.  This includes trustees who have been delegated any management responsibilities. |

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| right to work in the uk and other checks |
| The school will carry out checks to confirm your right to work in the UK, and any other checks deemed necessary where you have lived or worked outside of the UK. |

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| sign and date |
| Name (please print):  Sign:  Date: |

Instructions

Please complete all sections of this form.

The sections of this application form that include your personal details will be detached prior to shortlisting. This is to ensure that your application is dealt with objectively.

Applications will only be accepted if they are completed in full.

**Please return this form by 12 noon on 17 October 2025 to Mrs S Spencer, Clerk to Trustees, either by email to s.spencer@priory.lancs.sch.uk, or in an envelope marked ‘Parent Trustee Nomination’ c/o the school office.** **Personal details and eligibility**

| Personal details | | |
| --- | --- | --- |
|  | **Title** |  |
|  | **Name** |  |
|  | **Address** |  |
|  | **Phone number** |  |
|  | **Email address** |  |

**Eligibility**I confirm that I:

* Am aged over 18
* Am not a current pupil at the school
* Have not been declared bankrupt
* Am not the subject of a bankruptcy restrictions order or an interim order
* Am not subject to any of the disqualifying reasons set out in the 'disqualifying reasons table' (see the first section of [this guidance](https://www.gov.uk/guidance/automatic-disqualification-rules-for-charity-trustees-and-charity-senior-positions))
* Have not been convicted for any unspent criminal offence, excluding any offence for which the maximum sentence was a fine (except for offences specified in the above table which will still count)
* Have not been disqualified from holding office as a trustee
* Have not been disqualified from being a company director and/or a charity trustee
* Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity
* Have not had my estate seized for the benefit of creditors and the declaration of seizure hasn’t been discharged, annulled or reduced

These criteria are set out in more detail in articles 68 to 80 of the [model articles of association](https://www.gov.uk/government/publications/academy-model-memorandum-and-articles-of-association).

Please sign and date to indicate that you have read, and agree to this information:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Education, employment and training

| Education and employment history |
| --- |
| **Highest level of education received**  *Please state the institution, qualification received and classification.* |
| **Please give details of any other relevant education or training courses** |
| **Current employment**  *Please state your employer, role, length of time in role and a summary of responsibilities.* |
| **Relevant previous employment** |
| **Other relevant interests and experience**  *This may include any hobbies, volunteering and charity work, personal interests or achievements that may help you become an effective school trustee.* |
| a bit more about you |
| **Why would you like to become a trustee?** |
| **Why would you like to become a trustee at our school in particular?** |
| **What skills can you bring to the role?** |

References

Please provide two references. They cannot be related to you, and one should be your current employer.

| referee 1 |  |
| --- | --- |
| **Name** |  |
| **Job title** |  |
| **Relationship to applicant** |  |
| **Phone number** |  |
| **Email address** |  |

| referee 2 |  |
| --- | --- |
| **Name** |  |
| **Job title** |  |
| **Relationship to applicant** |  |
| **Phone number** |  |
| **Email address** |  |

Skills audit

Please enter a score to indicate how confident you are in the following areas:

| **Statement** | **Scoring guidance** | **Enter a score (1 to 4)** |
| --- | --- | --- |
| I have trustee experience in a school or in a different sector | 4: you have significant (more than 4 years’) experience of governance on a school or academy trust board. 3: you have up to 4 years’ experience trustee within the schools sector or more than 4 years’ experience trustee in a different sector (such as director of a charity or limited company). 2: you have more limited trustee experience outside the school sector.  1: you have no prior trustee experience. |  |
| I am/have been the chair of a board or committee | 4: you have more than 4 years’ experience chairing trustee boards and or committees in schools or trusts.  2 or 3 (depending on your level of experience): you have some chairing experience, including being a vice-chair or acting as chair for meetings. This may include chairing experience outside the schools sector. 1: you have no chairing experience. |  |
| I have experience and expertise in developing a strategy | [*Developing a medium to long-term strategy for any organisation requires: risk management; identification of key performance indicators and deciding how they will be monitored; and consideration of stakeholder views.* 4: you have experience of strategy development in a school (such as leading a trustee board strategy development day).  3: you have equivalent strategy development experience outside the schools sector. 2: your experience is less extensive.  1: you have no experience of developing a strategy.](https://www.nga.org.uk/knowledge-centre/strategic-guide-boards-leaders) |  |
| I know what the school’s strategic priorities are | 4: you know what your school’s strategic priorities are, what they mean for pupils and other stakeholders, and can confidently discuss these priorities with others.  2 or 3: you are aware of your school’s strategic priorities but don’t feel confident discussing them.  1: you don’t know what your strategic priorities are – perhaps you have recently joined the board or haven’t been involved in developing the strategy. |  |
| I can identify key risks and evaluate their potential impact | [4: you have experience of evaluating and managing risk in a governance role – you have contributed to discussions about the school's risk register, potential impact and mitigation.  2 or 3: you have some understanding of how risk management works in practice. NGA members may wish to read our risk management guidance to help achieve a score of 2 as a minimum. 1: you have no experience of risk management and do not feel able to contribute.](https://www.nga.org.uk/knowledge-centre/risk-management-for-governing-boards) |  |
| I am aware of how the school is funded and what the funding is spent on | *School funding is largely based on pupil numbers and includes grants such as the pupil premium.* 4: you have a good understanding of how funding is allocated under different budget headings and how spending impacts on pupil outcomes. 2 or 3: you have some awareness of your schools’s funding and allocation but do not feel confident providing examples of how spending impacts on pupil outcomes. 1: you are not aware of what the key information is. |  |
| I can interpret budget monitoring reports and ask relevant questions | *Trustee boards (finance/resources committees in particular) should receive budget monitoring reports from their headteacher and or school business professional.* 4: you can confidently use these reports to ask relevant questions which help provide assurance that the budget is being managed effectively. Your questions focus on any changes to planned spending and the explanations for such changes. 2 or 3: you have evaluated financial data in a school or another organisation; your experience informs your contribution to relevant discussions. 1: you have no experience of using financial data and so do not feel able to contribute to relevant discussions. |  |
| I understand how the school’s curriculum meets the needs of all pupils | [You can find out about the principles upon which your curriculum is based on your school's website. 4: you have read and understood the curriculum principles and feel confident discussing this with colleagues. 2 or 3: you have read the curriculum principles but do not yet feel confident discussing this. 1: you are not aware of what the curriculum principles are. NGA members can use our guide to curriculum effectiveness to explore this topic.](https://www.nga.org.uk/knowledge-centre/curriculum-the-governing-board-role) |  |
| I understand how my trustee board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions | 4: you have been involved in your board’s stakeholder engagement activity, which may include: evaluating parent survey responses, attending pupil forums, or meeting with staff and outside organisations (such as the local authority). 3: you have experience of stakeholder engagement on another trustee board. 2: you have experience of stakeholder engagement outside the schools sector. 1: you have no experience of stakeholder engagement. |  |
| I feel confident being part of the panel that conducts the headteacher’s appraisal | 4: you have been a member of the panel that conducts the headteacher's appraisal 2 or 3: you have conducted an appraisal in an organisation outside the schools sector. 1: you have not been part of an appraisal process. |  |
| I know how to build the knowledge I need to be effective in my governance role | 4: you have completed an induction to the board and engage in ongoing development. 2 or 3: you have identified knowledge or skills gaps but have not yet engaged in or planned relevant development activity. 1: you have not yet identified knowledge or skills gaps and have not engaged in relevant development activity. |  |
| I can build positive, collaborative relationships with members of my board | A score of 4 means that you:  • are willing to share the workload  • welcome a range of experiences and perspectives  • feel comfortable offering up constructive challenge  • can reach a reasonable consensus • seek to resolve issues that may lead to conflict 2 or 3: you have identified areas you would like to work on.  1: you have not built collaborative relationships and are unsure how to achieve this. |  |
| I understand the strategic nature of the board’s role and what trustee boards and school leaders should expect from each other | [NGA guidance on what trustee boards and school leaders should expect from each other should be understood and applied to your own context. 4: you have read and understood the guidance.  2 or 3: you have read the guidance but require further clarity. 1: you have not read or understood the guidance.](https://www.nga.org.uk/knowledge-centre/what-boards-and-leaders-should-expect/) |  |
| I know what the trustee board’s core functions are | [Section one of the DfE governance guide explains the core functions and describes the features of effective governance. If you have read and understood this section, provide a score of 4 for this statement.](https://www.gov.uk/guidance/governance-in-maintained-schools/1-effective-governance) |  |
| I understand how the board delegates its work | *Trustee boards often delegate their work to committees, working groups, individuals (link trustee), and panels.*  4: you have a good awareness of how the trustee board delegates its work, for example, the specific responsibilities of any committees and their terms of reference. 2 or 3: you have some understanding – for example, you know what committees the board has appointed but not what each one is responsible for.  1: you are unaware of how your board delegates its work. |  |
| I feel confident serving on a panel | *trustees are sometimes required to be part of a panel which is needed to decide employment issues and other matters.* 4: you have been a member of a panel where you reviewed evidence and reached an objective decision. 2 or 3: you understand how and why panels are formed and, with some support, you would feel confident being part of a panel. 1: you do not feel confident being part of a panel. |  |