

Interested in

joining our governance teams



THE MAST
ACADEMY TRUST



Freedom to grow, Strength you can Trust

A note from the CEO

I would like to thank you for your interest in joining one of our governance teams. Be it with either the Board of Trustees or a Local Governing Body in one of our schools, we are very grateful for the contribution and commitment you will make.

As a trust, we are small, people centred and ethically charged. We came together as four schools who shared a very deep rooted belief that education, at a time of great national change, should never lose sight of its true purpose: to improve the life chances of every child in our care. We believe the most effective and powerful way to do this, is through working together collaboratively for the greater good.

Over time we have evolved and adapted to find the most effective way to harness the potential of our trust. The support and work of our trustees and governors is integral to our journey.

Our governors work with our leaders to ensure we achieve our ambitions, through providing support and challenge, and ensuring that children remain at the centre of all decision making.

I hope you find this pack interesting and it provides you with information to decide if you wish to apply to be a trustee or governor in the Mast Academy Trust.



A handwritten signature in black ink that reads "N Greenough".

Natasha Greenough

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The Mast Academy Trust

We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We will remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision.

We celebrate **individuality**

We **collaborate** for the good of our children and staff

We **inspire** our children, and our employees to **achieve** their ambitions

We all **learn** from our experiences

We ensure a **safe** and **caring** environment for everyone

Our Values

We commit to:



The Mast Academy Trust is a small Trust with a personal touch. Our work is underpinned by a strong moral purpose to ensure the highest standards for every child within our Trust and we believe that supporting, challenging and valuing our people at all levels of the organisation is essential in achieving our aims.

Our Trust vision is centred around empowering, facilitating and supporting schools to thrive within their own context. We believe that in order for this to be achieved, leadership at all levels needs to be strong and headteachers need to have the capacity, resource and support to drive school improvement.

We encourage schools to join us if they wish to:

- ◆ Remain individual in that they thrive in their own context and in line with their own vision and values.
- ◆ Work with us in partnership in order to secure better outcomes for pupils.
- ◆ Join a truly collaborative Trust that has capacity to support school improvement pertinent to school needs.
- ◆ Access services to support financial effectiveness.
- ◆ Access services to support improvements to teaching and learning.
- ◆ Expect a flexible and individual approach so that support is tailored to needs.
- ◆ Access opportunities for close partnership working with the Local authority, RSC and local Teaching Schools, so that academy needs come first.

Our schools



Birdsedge is a small, rural school on the outskirts of Huddersfield. The school is set in a beautiful location, surrounded by the rolling hills and woodland scenery of the Upper Dearne Valley. We are located in the village of Birdsedge and we are an active part of the local community, with strong links with local Church and other Community groups.

Headteacher: Mrs D Waddington

Birdsedge First School
Penistone Road
Birdsedge
Huddersfield
HD8 8XR
Tel: 01484 605441
Email: office@birdsedgefirst.org
Website: www.birdsedgefirst.org



Shelley First School
School Terrace
Far Bank
Shelley
Huddersfield
HD8 8HU
Tel: 01484 604484
Email: office@shelleyfirstschool.co.uk
Website: www.shelleyfirstschool.co.uk

We are fortunate to have a vibrant and happy school, supported by a wonderful school community. Our motto 'together we succeed' truly reflects our philosophy and successes.

We ask all of the community to adhere to our ethical code:

- Care, fairness & respect
- No barriers to learning
- Celebration and joy in all achievements

Headteacher: Mrs I Akhtar

Children at Scissett Middle School enjoy a wide range of activities which extends their experience in many parts of the curriculum. Health and Safety is emphasised in all school activities, and always plays a key role in the organisation of field trips and visits. Scissett Middle School provides an outstanding education for all its pupils and prepares them for life in the 21st century.

We will create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and be motivated to become lifelong learners. We will empower our children to become respected citizens and enable them to make valuable contributions locally, nationally and globally.

Scissett Middle School
Wakefield Road
Scissett
Huddersfield
HD8 9JX
Tel: 01484 865444
Email: office@scissett.com
Website: www.scissett.com



Executive Headteacher: Mr C Taylor



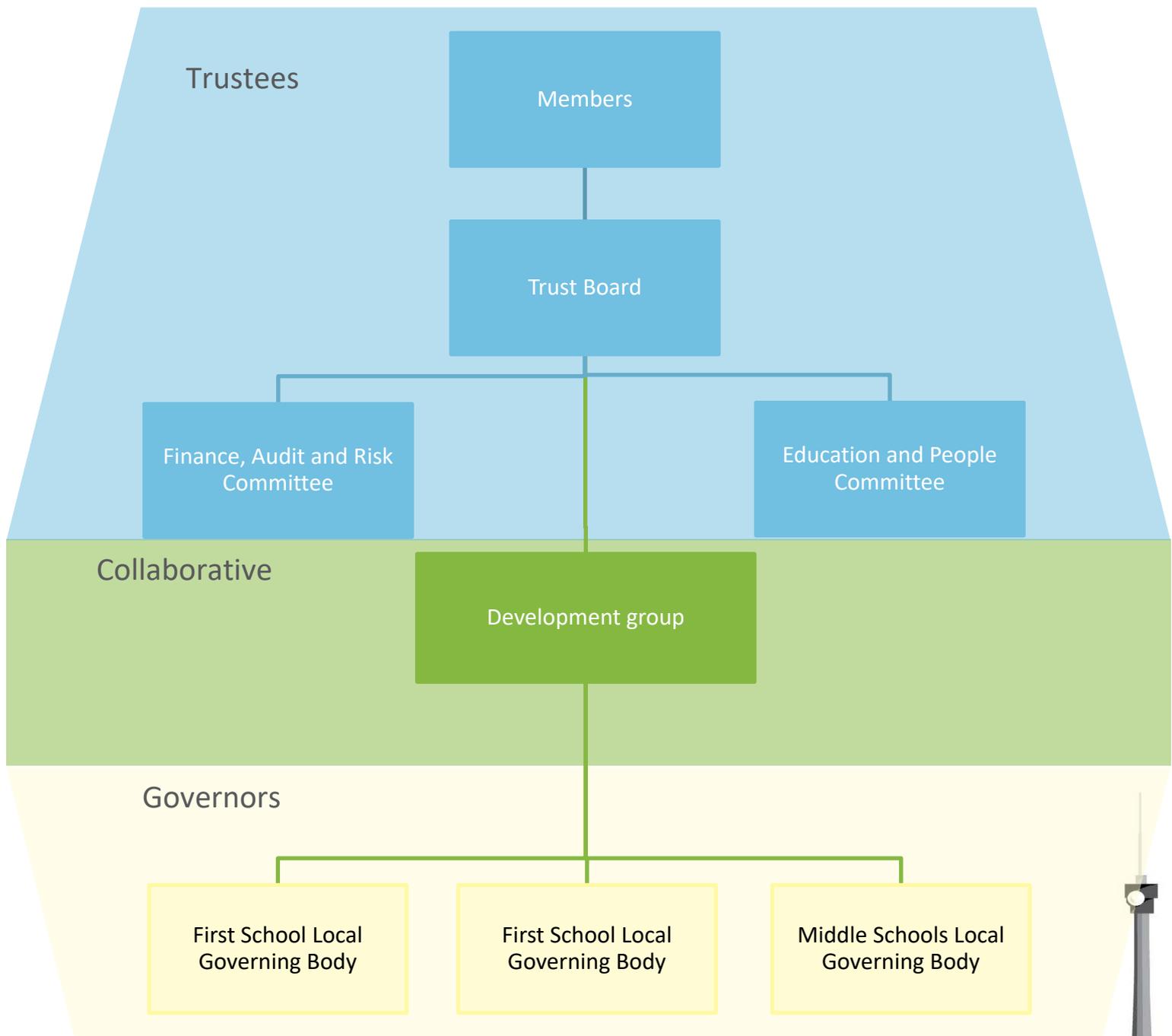
Kirkburton Middle School
Turnshaw Avenue
Kirkburton
Huddersfield
HD8 0TJ
Tel: 01484 222737
Email: office@kirkburtonmiddleschool.co.uk
Website: www.kirkburtonmiddleschool.co.uk

KMS provide a welcoming and secure environment in which pupils enter as young children and leave as confident young adults, each developing at the rate that is right for them. We specialise in supporting, nurturing and guiding young children through this time in their lives – emotionally, socially and academically – in order that they are able to achieve well and feel safe.

We believe strongly in the importance of the principle of inclusion, the development of the whole child and meeting the needs of the individual. To this end we provide a broad and balanced curriculum together with an extensive range of enrichment and extra-curricular activities.

Executive Headteacher: Mr C Taylor

Governance structure



The function of governance

The Governance Handbook issued by the Department for Education states:

All boards, no matter what type of schools or how many schools they govern, have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

The Governance Handbook continues by explaining the key features of effective governance.

“ Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance”

The Role of Trustee

Trustees of an academy trust are both trustees of the charity and directors of the Company limited by guarantee. The Charities Act 2011 defines charity trustees as the people responsible under the charity's governing document for controlling the administration and management of the charity, regardless of what they are called. They are known collectively as the trustee board.

Under charity law trustees have the ultimate responsibility for directing the affairs of The Mast Academy Trust, and ensuring that it is solvent, well run and delivering the charitable outcomes for which it has been set up. In law trustees of The Mast Academy Trust have several legal duties, which are often described as those of compliance, care and prudence.

Duty of compliance – trustees must:

- ensure that The Mast Academy Trust complies with charity law, and with the requirements of the Education Funding Agency as regulator; in particular ensure that the charity prepares reports on what it has achieved and annual returns and accounts as required by law
- ensure that The Mast Academy Trust does not breach any of the requirements or rules set out in its governing document, funding agreement or the Academies Financial Handbook and that it remains true to the charitable purpose and objects set out there
- comply with the requirements of other legislation and other regulators which govern the activities The Mast Academy Trust
- act with integrity, and avoid putting yourself in a position where your duty to the charity conflicts with your personal interests or loyalty to any other person or body

Duty of care – trustees must:

- use reasonable care and skill in their work as trustees, using their personal skills, knowledge and experience as needed to ensure that The Mast Academy Trust is well run and efficient
- consider getting external professional advice on all matters where there may be material risk to The Mast Academy Trust, or where the trustees may be in breach of their duties

Duty of prudence – trustees must:

- ensure that The Mast Academy Trust is, and will remain, solvent
- use The Mast Academy Trust funds and assets reasonably and responsibly and only in furtherance of The Mast Academy Trust charitable objects
- avoid undertaking activities that might place The Mast Academy Trust endowment, funds, assets or reputation at undue risk
- take special care when investing The Mast Academy Trust funds, or borrowing funds for The Mast Academy Trust to use

Provided by: NGA Role description – Trustee in an academy trust

Specific duties of trustees

To contribute to the work of the trustee board in ensuring high standards of achievement for all children and young people across the trust.

Strategic direction

Trustees must ensure that The Mast Academy Trust has a clear vision, mission and strategic direction that will enable The Mast Academy Trust to fulfil its charitable objects and is focused on achieving these. Trustees must work in partnership with the CEO and other senior staff to ensure that:

- The Mast Academy Trust has a clear vision, set of values and strategy, and that there is a common understanding of these by trustees, members, staff and those sitting on governing bodies
- operational plans and budgets support the vision and strategy
- the views of stakeholders (parents, pupils, local communities and staff) are regularly sought and considered
- there is regular review of the external environment for changes that might affect The Mast Academy Trust (political, financial, demographic, competitive, partnerships, alliances)
- there is regular review of the need for The Mast Academy Trust and for the services it provides or could provide, and regular review of strategic plans and priorities.

Performance of the trust

Trustees are responsible for the performance of The Mast Academy Trust, for its impact upon stakeholders and for its corporate behaviour:

- to ensure that The Mast Academy Trust measures its impact and progress towards its strategic objectives and to regularly consider reports on The Mast Academy Trust performance
- to ensure that there are policies including effective employment policies to direct key areas of the charity's business
- to ensure that The Mast Academy Trust values are understood and put into practice, by trustees and staff
- to ensure that there are complaints systems in place for stakeholders
- to ensure that there are processes for members, trustees, staff and other stakeholders to report activity which might compromise the effectiveness of The Mast Academy Trust
- to recruit the chief executive and to hold her or him to account for the management and administration of the charity
- to ensure that the chief executive receives regular, constructive feedback on her/his performance in managing the charity and in meeting her/his annual and longer term objectives

Compliance

Trustees must ensure that The Mast Academy Trust complies with all legal and regulatory requirements:

- to ensure, with professional advice as appropriate, that The Mast Academy Trust complies with all constitutional, legal, regulatory and statutory requirements
- to understand and comply with the constitution and rules that govern The Mast Academy Trust, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose

Prudent management of resources

Trustees must be stewards of The Mast Academy Trust assets, both tangible and intangible, taking care over their security, and how they are used:

- to ensure that The Mast Academy Trust financial obligations are met and that there are adequate financial controls in place to ensure all money due is received and properly applied, and that all assets and liabilities are recorded
- to act reasonably and prudently in all matters relating to The Mast Academy Trust and always in the interests of The Mast Academy Trust
- to ensure that trustees take professional advice when needed, and record the advice received
- to be accountable for the solvency of The Mast Academy Trust
- to ensure that The Mast Academy Trust acts in accordance with employment law and that The Mast Academy Trust exercises a duty of care to its employees
- to ensure that intangible assets such as organisational knowledge and expertise, intellectual property, The Mast Academy Trust good name and reputation are recognised, used and safeguarded
- to review the condition and use of the assets owned by the The Mast Academy Trust
- to ensure that the major risks to The Mast Academy Trust are regularly identified and reviewed and that systems are in place to mitigate or minimise these risks

Good Governance

Trustees must ensure that The Mast Academy Trust governance is of the highest possible standard:

- to ensure that The Mast Academy Trust has a governance structure that is appropriate to a charity of its size/complexity, stage of development, and its charitable objects, and reflects the diversity of its stakeholders
- to ensure that there are effective mechanisms for individual schools within the trust to be both supported and held to account by the governance structure
- to ensure that decisions are made with a view to promoting the education and wellbeing of children and young people
- to ensure that board decisions are recorded in writing by means of minutes
- to ensure that the board's delegated authority is recorded in a scheme of delegation for board committees, job descriptions for honorary officers, trustees and key staff, and that reporting procedures back to the board are recorded in writing and complied with
- to ensure that the responsibilities delegated to the chief executive are clearly expressed in the scheme of delegation and understood, and directions given to her/him come from the board as a whole or other properly authorised route
- to ensure the board regularly reviews The Mast Academy Trust governance structure and its own performance, to an agreed programme
- to ensure that major decisions and policies are made by the trustees acting collectively
- to ensure that the board has within its membership the skills it requires to govern The Mast Academy Trust well
- to ensure that the board has access to, and considers, relevant external professional advice and expertise
- to ensure that there is a systematic, open and fair procedure for recruitment of trustees and of the chief executive
- to ensure that all members of the board receive appropriate induction on their appointment and that they continue to receive appropriate advice, information and training (both individual and collectively)
- to ensure that trustees have a code of conduct and comply with it, and that there are mechanisms for the removal of trustees who do not abide by the trustee code of conduct

Skills and attributes of a Trustee

Trustees are not expected to possess all of these skills and the list is not intended to be used as a definitive list but, rather, as a starting point for consideration and further exploration.

Constantly focus on what's best for the school and pupils by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the schools within it

Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options

Measure and lead school improvement and drive the necessary changes

Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work

Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective

Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's values, ethos and philosophy

Express disagreement in a rational and professional manner

Adopt an entrepreneurial mind-set in order to see and make the most of opportunities that are outside the day-to-day practices of the MAT

Be innovative, creative and open-minded by engaging in futures thinking and 'horizon scanning'

Ensure that they have the commitment and stamina to drive forward the Mast Academy Trust, as well as the will to abandon the 'good' in order to find the 'outstanding'

What does a Governor do?

As part of the governing body team, a governor is expected to:

1

Contribute to the strategic discussions at governing body meetings which determine:

- the vision and ethos of the school;
- clear and ambitious strategic priorities and targets for the school;
- that all children, including those with special educational needs, have access to a broad and balanced curriculum;
- the school's budget, including the expenditure of the pupil premium allocation;
- the school's staffing structure;
- the principles to be used by school leaders to set school specific policies.

2

Hold the senior leaders to account by monitoring the school's performance; this includes:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
- asking challenging questions of school leaders;
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
- ensuring senior leaders have developed the required school specific policies and procedures and the school is operating effectively according to those policies;
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
- listening to and reporting to the school's stakeholders : pupils, parents, staff, and the wider community, including local employers.

3

Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.

4

When required, serve on panels of governors to:

- appoint the headteacher and other senior leaders;
- hear the second stage of staff grievances and disciplinary matters;
- hear appeals about pupil exclusions.

Extract from: NGA - Model governor role description



The role of a Governor

All those involved in governance should demonstrate the following attributes:

Attribute	What this looks like on a governing board
Committed	<ul style="list-style-type: none">◆ Devoting the required time and energy to the role and aiming to achieve the best outcomes for young people.◆ Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
Confident	<ul style="list-style-type: none">◆ Having an independent mind, able to lead and contribute to courageous conversations.◆ Understanding the value of meaningful questioning.
Curious	<ul style="list-style-type: none">◆ Be willing to express opinions and to play an active role on the board.◆ Possessing an enquiring mind and an analytical approach
Challenging	<ul style="list-style-type: none">◆ Providing appropriate challenge to the status quo and asking questions of leaders.◆ Not taking information or data at face value and always seeking to improve things.
Collaborative	<ul style="list-style-type: none">◆ Prepared to listen to and work in partnership with others.◆ Understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils, the local community, the local authority and employers.
Critical	<ul style="list-style-type: none">◆ Understanding the value of critical friendship which enables challenge and support.◆ Self-reflective, pursuing learning and development opportunities to enable both themselves and the board to become as knowledgeable as possible.
Creative	<ul style="list-style-type: none">◆ Able to challenge conventional ideas and be open-minded about new approaches to problem-solving.◆ Recognising the value of innovation and creative thinking to organisational development and success.

Provided by: NGA Right people around the table

As a governor in the Mast Academy Trust you will hold a role within an appointed individual school governing body; you will also work closely with the Trust Board of the Mast Academy Trust.

There are three governor roles currently within our school governing bodies.

Community Governor

Parent Governor

Staff Governor

Governor roles

Parent Governor

Parent governors play a vital role on the school governing body, holding the unique position of having a parental viewpoint of the school.

Through the children, they have a first-hand experience of the delivery of the curriculum, and how the school is perceived from the 'consumers' point of view. This enables parent governors to bring a different perspective to the strategic management of the school.

It is important for parent governors to establish a rapport with the parental body which elected him/her, whilst continuing to maintain a strategic approach to school governance. Although being available to advise parents on appropriate routes of action is a very important aspect of the role, it is vital that parent governors do not personally become involved in individual concerns. Apart from the possibility of this jeopardising appropriate complaints and appeals procedures, no governance representative has the authority to act individually on behalf of the school.

Parent governors are representative parents rather than representatives of parents.

To effectively fulfil the role, parent governors should:

- make themselves known to the parent body
- try to attend in-service training sessions
- listen impartially to concerns raised by parents
- guide parents regarding appropriate lines of action and procedures
- present a balanced view of issues, representing different sections of the parent community
- set up and operate a system of liaison with the Parent Teacher Association (or similar)

Community Governor

A community governor is a person appointed by the school governing body and who, in the opinion of the school governing body, has the skills required to contribute to the effective governance and success of the school.

It is important for community governors to establish a rapport with the local community, whilst continuing to maintain a strategic approach to school governance. It is vital that community governors do not personally become involved in individual concerns, and in relation to the pupils of the school, follow the guidance and processes in place.

To effectively fulfil the role, community governors should:

- make themselves known to the wider community, including the pupil community and geographically local community
- try to attend in-service training sessions
- listen impartially to concerns raised by pupils and the community
- guide the community regarding appropriate lines of action and procedures
- present a balanced view of issues, representing different sections of the pupil and local community
- Set up and operate a system of liaison with the School Council (or similar)

Staff Governor

Staff governors consist of the headteacher, non-teaching staff and teaching staff – the position of the headteacher being ‘ring-fenced’ (i.e. should the headteacher choose not to be a governor no-one else can fill the vacancy). The role is unique in that, by definition, staff are involved in the day-to-day running of the school and yet are asked as governors to put this to one side and be ‘strategic managers’.

The role of the staff governor offers an opportunity to make a real contribution to the strategic management of the school, providing an interesting and rewarding dimension to work.

It is important for staff governors to establish a rapport with the body which elected him/her, whilst continuing to maintain the strategic approach to school governance. Although being available to advise staff on appropriate routes of action is a very important aspect of the role, it is vital that staff governors do not personally become involved in individual concerns. Apart from the possibility of this jeopardising appropriate complaints and appeals procedures, no governance representative has the authority to act individually on behalf of the school.

To effectively fulfil the role, staff governors:

- have equal rights with all other governors
- should not participate in discussions where they have a personal interest in the outcome
- should not participate in discussions about colleagues’ pay (NB this does not apply to the headteacher who should be involved in discussions about staff pay, but not about his/her own pay)
- follow the agreed procedure for putting items on the agenda
- should feel free to express their own personal views, it being recognised that this is not necessarily the view of the majority of staff
- do not have a mandate to express any views other than their own. However, they should report in good faith any widely held staff views, even if in a vote they decide to vote differently
- try to attend in-service training sessions
- should agree with the rest of the governing body how decisions can be shared with staff (not what was actually said) unless the matter is deemed confidential
- should be aware of the sensitivity of governing body meeting discussions and clarify after such discussions which items can be reported and which items the governing body wish to remain unreported until the minutes of the meeting have been confirmed
- Should set up and operate a system of liaison with the teaching and non-teaching staff



What's in it for you

Anyone aged 18 or over can be a governor (but there are some exceptions) and you do not need to be a parent. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute.

Schools need and benefit from a range of professional knowledge on their governing board including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

As a governor, you will be able to:

- Use your own experience of education and life beyond school to inform conversations
- Develop and utilise your skills in a board-level environment
- Make a valuable contribution to education and your community
- Support and challenge the school so that it improves for pupils and staff
- Bring your unique experiences, perspectives and insights in to decision-making in the interests of the school community

Being part of a governing board will give you experience of working at a strategic level and the opportunity to learn and practice skills that have a direct relevance to employers.

These include:

- strategic leadership
- budget control
- data analysis
- staff recruitment
- building relationships and networks
- effective teamworking
- communication
- problem solving
- influencing/negotiation

Just as importantly, your involvement and commitment to a local school could make a massive difference to the future of young people and your community. Your input will help the school to improve and its children to get the best education possible.

FAQs



Applying to join a governance team

Who can apply?

Anyone over the age of 18 can become a school governor or trustee: no specific knowledge or experience is required and there is no requirement to be a parent, although parent governors are being sought in some of our schools.

What is the time commitment?

The average time commitment is 5-8 hours per month, although it will vary depending on the needs of the school and the role. This includes meetings, background reading and school visits. Most governing bodies hold their meetings in the evenings.

Like magistrates or members of a jury, school governors have a right to reasonable time off of work for their public duties, although this may be unpaid. Your company's HR department will be able to tell you about its policy. Each school sets a term of office for its governors, four years, and many serve multiple terms. However, as a volunteer you can resign before your term is finished if your circumstances change.

Will I need training?

You don't need any specific training to be a governor; we have an induction programme and ongoing training and resources to support you.

We also provide access to training and information provided by the National Governance Association.

What does a governor not do?

The role of governor is largely a thinking and questioning role, not a doing role. A governor does not:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience;
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school;
- Fundraise – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

Are there any factors that mean you couldn't be a governor or trustee?

Bankruptcy can disqualify someone from being a governor. Disqualification applies to anyone who is subject to a bankruptcy restriction order, interim bankruptcy restriction order, debt relief restrictions order, or interim debt relief restrictions order; or whose estate has been sequestrated and the sequestration has not been discharged, annulled or reduced

Is there any kind of payment?

Governance is a voluntary role and therefore it is not paid.

It is worth noting that serving as a governor is a great way to gain experience of professional skills such as chairing, strategic planning, budgeting and team work that are valued by employers. Plus, governors can have a huge impact on the education of young people in their communities, and there's no greater feeling than knowing you've made a difference!

What is the difference between a governor and a trustee?

Multi-academy trusts (MATs) have a main board made up of trustees (also known as directors), they are accountable for the Trust as a whole.

Governors within our Trust have the responsibility for one school, and the strategic direction within it. They work closely with the school, within their individual governing body and the Trust development groups. Governors uphold the uniqueness of each school, it's vision, values and

ethos, whilst supporting the overall objectives of the Trust.

Support is also provided to the governing bodies by the Trust's collaborative team; employees of the Trust.

What is a multi-academy trust?

Multi-academy trusts (MATs), are organisations or entities that are responsible for a number of schools. They have a trust board made up of trustees, also called directors.

Trust boards will be overseeing several schools and therefore will be dealing with larger budgets and more complex governing arrangements.

Within the Trust, each school retains its own local governing board. Their responsibilities are defined by the Trust's Scheme of Delegation. Some of their responsibilities may be delegated to the trust board, for instance approving the budget and appointing the head.

Can I apply to be a parent governor?

Parent governors are elected by the parent body; anyone who has a child of school age (under 16) can be a parent governor – we request our parents governors have a child on role at the school at which they govern.

You may express an interest in being a parent governor; if there is a parent vacancy within the school we will follow the required process for electing parent governors.

How do I express an interest becoming a governor or trustee?

Please contact Melanie Humphreys, Executive Lead: Governance, People and Communications for the Mast Academy Trust

E: mhumphreys@themast.co.uk

T: 01484 865444

Melanie can discuss the vacancies that are available, and put you in contact with the Chair of Governors.

Some of our governing bodies are looking to fill skills gaps in their board, therefore as part of the discussion it may be useful to indicate any particular skills you may have; these skills do not have to be specific to schools.

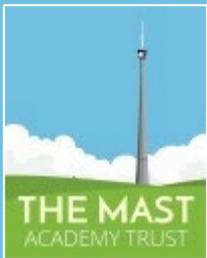
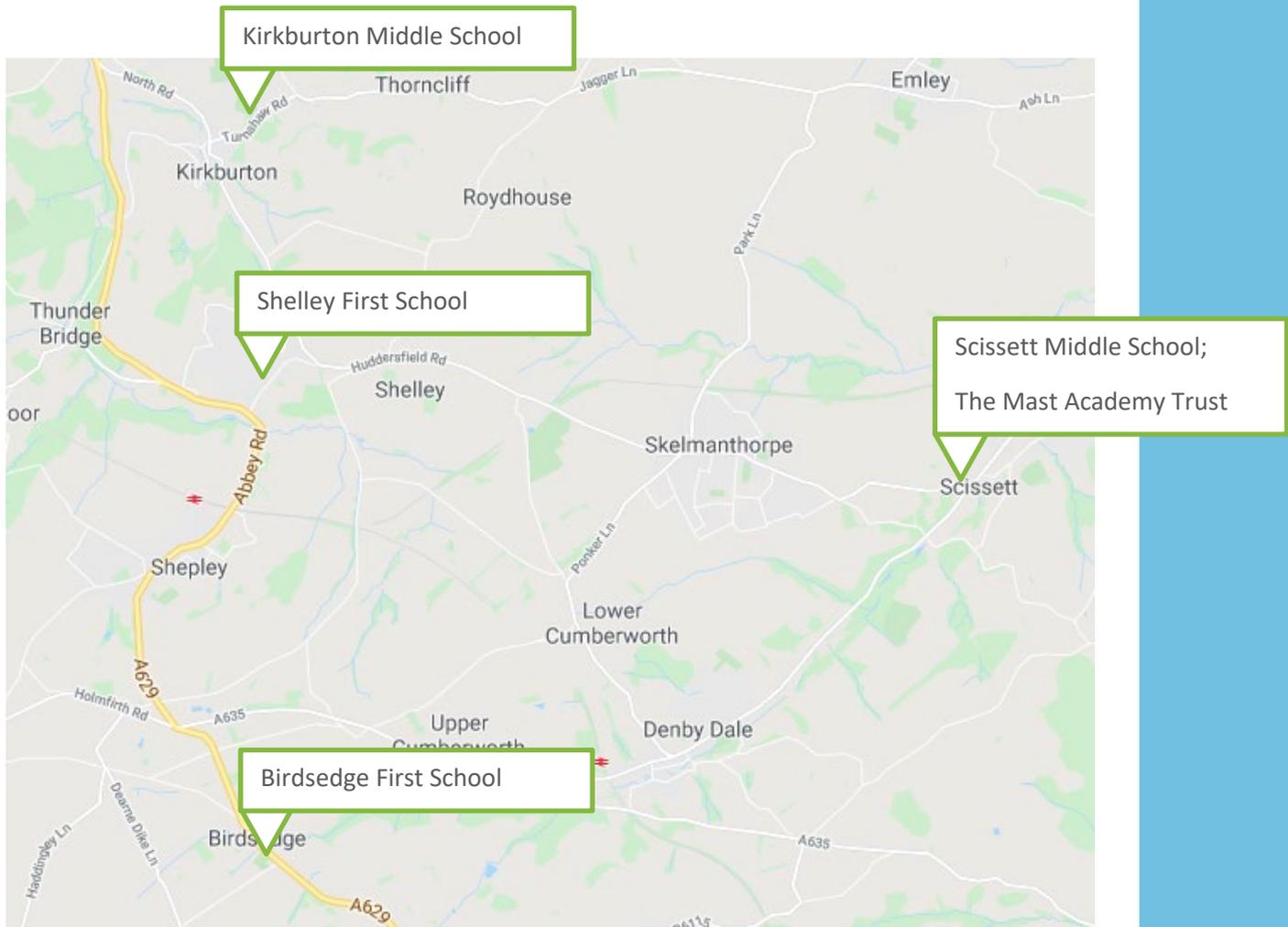
To formally apply, please send an expression of interest letter with a summary of what skills and knowledge you could bring to governance.

General FAQs

My employer isn't keen. What can I do?

There are many benefits for you, your employer and the community. You will gain professional experience that will help you at work and in your whole career. Your employer will benefit from you further developing your skills, such as strategic planning, teamwork, influencing, communication, financial management, and more.





The Mast Academy Trust
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