

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 Committee 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 a group of 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 governors and trustees is integral to our journey.

Our governors and trustees 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 provide you with information to decide if you wish to apply to be a trustee for the trust or governor in one of our schools.



A handwritten signature in black ink that reads "Natasha 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



Our Trust vision is centered 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 capacity, resource and support to drive school improvement. This is why not only do we provide a full package of school improvement services, but we also offer a suite of management services from estates and health and safety to ICT technician support. This allows schools of all sizes to direct their budget towards the aspects which truly make a difference to the life chances of children.

The Mast Academy Trust is a small trust personal touch.

Our work is underpinned by a strong moral purpose to ensure 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 school improvement capacity is evidenced through the depth of talent that we have within the Trust including Specialist Leaders of Education in a range of subjects.

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.

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

Headteacher: Mrs D Barker



Scholes Junior & Infant School
Wadman Road
Scholes
Holmfirth
HD9 1SZ
Tel: 01484 682190
Email: scholesoffice@themast.co.uk
Website: scholesji.org.uk

Scholes Junior and Infant School is a happy and KIND school where children are immersed in a culture of learning and encouraged to succeed. We encourage our pupils to grow with Kindness, Independence, Nurturing their learning and Determination - our KIND values. We are based on the edge of Holmfirth and serve the village of Scholes and the surrounding area; working closely with our local community.

Headteacher: Mr A Hancox

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 L McLoughlin



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



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

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.

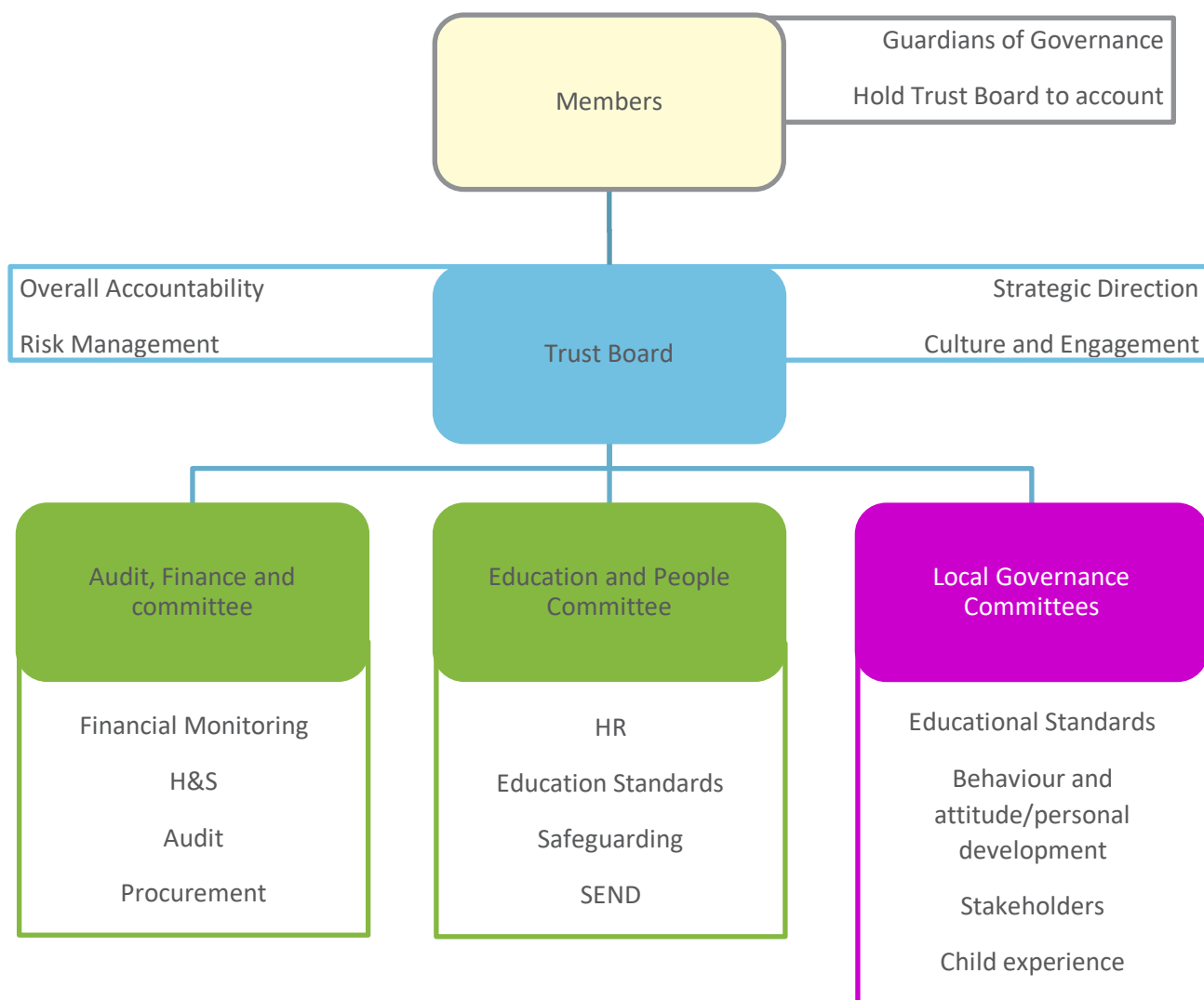
We will create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and be motivated to become lifelong learners. We will empower our children to become respected citizens and enable them to make valuable contributions locally, nationally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

Governance structure



The function of governance

The Academy Trust Governance Guide issued by the Department for Education states:

In trusts, the purpose of governance is to provide:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- strategic engagement – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

The board has collective accountability and strategic responsibility for the trust. It has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- the trust’s charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The board also has:

strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the academy trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained a role in making sure that it delivers its commitment to other schools and academies, however it is done.

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 roles in education governance

All those involved in governance should demonstrate the following attributes:

Attribute	What this looks like in governance
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, colleagues, 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

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 Academy trust 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

Specific duties of trustees

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

Strategic direction

The trust board works closely with their senior executive leader. Senior executive leaders are responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the trust
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the senior executive leader and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust
- agreeing the trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating the performance of the trust

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the senior executive leader to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of trust performance
- asking challenging questions of the senior executive leader in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

Contribution to the Trust Board

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically 4 full board meetings and 3 scrutiny committee meetings each year), reading papers and preparing questions for the senior executive leader in advance
- establishing and maintaining professional relationships with senior executive leaders and colleagues on the board of trustees
- getting to know schools within the trust, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis
- Undertake link role responsibilities as defined by the governance structure and terms of reference

Local Governance Arrangements

Trustees are responsible for:

- ensuring that the trust's governance structure meets the needs of the trust
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leader and the responsibilities of the board and academy committees
- ensuring effective communication channels are in place

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'

The role of a governor

Responsibilities are delegated to academy committees (also known as local governing committees) to help the trust board fulfil this purpose and to strengthen MAT governance.

Collectively, Governors should understand:

- The vision and values of their school, and actively promote these
- The Mast vision and values, and actively promote these
- The priorities of their school, as per the School Improvement Plan and/or School Development Plan
- Their role in holding the Headteacher/s to account for educational performance and the implementation of the vision and strategy; they should scrutinise data and be confident asking questions about the quality of education, the quality of teaching, attendance, behaviour and safeguarding
- The importance of having regard to disadvantaged learners and carefully monitor interventions
- Their role in reviewing and approving school-level policies
- The strategic rather than operational nature of their role
- Their role in monitoring the wellbeing of colleagues
- The importance of capturing stakeholder voice, to include pupils, colleagues and parents.
- The elements of the Scheme of Delegation for which they are accountable and responsible, and that the Board of Trustees retains responsibility and accountability for other matters
- The importance of self-evaluation and external evaluation of governance
- Their accountability to the Board of Trustees

Individually, Governors should:

- Understand that they sit on a Local Governing Committee to pursue the interests of the school and its pupils; they must not pursue any personal agendas and must remain objective at all times
- Endeavour to attend all meetings of the Local Governing Committee, read papers, and prepare questions for senior leaders in advance
- Respond to communications relating to their role in a timely manner
- Establish and maintain professional relationships with senior leaders and colleagues on the committee
- Get to know the school, including visiting the school occasionally during school hours
- Undertake induction training and engaging in ongoing development
- Commit reasonable time and attention to the role
- Where they have been allocated a Link Governor role, endeavour to undertake termly visits to their school to meet with school staff to inform focused reports for their fellow Governors
- Engage fully with Ofsted inspections, as required

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

Community Governor Parent Governor Staff Governor Trust Appointed Governor

Parent Governor

Parent governors play a vital role on the school governing committee, 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 them, 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 these 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
- 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

Trust Appointed and Community Governor

A community or trust appointed governor is a person who 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
- 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)

Colleague Governor

Colleague governors consist of the headteacher, non-teaching colleagues and teaching colleagues – 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, colleagues 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 colleague 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 colleague governors to establish a rapport with the committee which elected them, whilst continuing to maintain the strategic approach to school governance. Although being available to advise colleagues on appropriate routes of action is a very important aspect of the role, it is vital that colleague 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, colleague governors:

- have equal rights with all other governors
- should not participate in discussions where they have a personal interest in the outcome
- 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 colleagues
- do not have a mandate to express any views other than their own. However, they should report in good faith any widely held colleague views, even if in a vote they decide to vote differently
- should agree with the rest of the governing committee how decisions can be shared with colleagues (not what was actually said) unless the matter is deemed confidential
- should be aware of the sensitivity of governing committee meeting discussions and clarify after such discussions which items can be reported and which items the governing committee wish to remain unreported until the minutes of the meeting have been confirmed



What's in it for you

Anyone aged 18 or over can be a trustee or 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.

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

As a trustee or 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 the governing board or committee 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. Dependent on the governance role you undertake these may 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 and/or Trust 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



Who can apply?

Anyone over the age of 18 can become a school governor: 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/trust 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/trustees 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 or trustee; 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 governance role not do?

A role in governance is largely a thinking and questioning role, not a doing role. You will not:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor or trustee 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 governors 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 colleagues – if there is not enough capacity within the paid workforce to carry out the necessary tasks, the relevant committee need to consider and rectify this.

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

Bankruptcy can disqualify someone from being a trustee or 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/trustee 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 and trustees 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 schools (as indicated through a scheme of delegation), and the strategic direction within it. They work closely with the school, within their individual governing committee and the Trust development groups. Governors uphold the uniqueness of each school, its vision, values and

ethos, whilst supporting the overall objectives of the Trust.

Support is also provided to the local governing committees 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 committee. Their responsibilities are defined by the Trust's Scheme of Delegation. Some of their responsibilities may be delegated to the trust board.

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 parent 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?

Please contact Sorrel Hellewell, Advanced Business Support Officer for the Mast Academy Trust

E: shellewell@themast.co.uk

T: 01484 865444

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

Our board or committees may be 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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