



TRUSTEE AND GOVERNOR RECRUITMENT PACK



ABOUT SOUTH CUMBRIA MAT

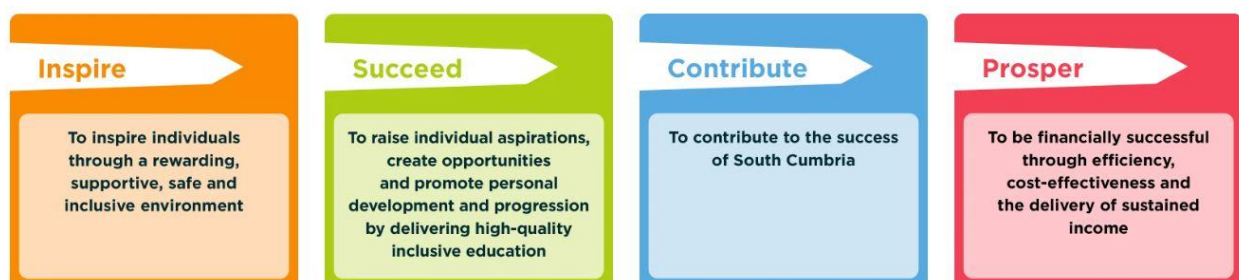
South Cumbria Multi-Academy Trust is a new and exciting proposition for Barrow and South Cumbria. We recognise that each school has its own educational character and ethos and we are passionate about retaining and nurturing this. Parents choose the most appropriate school for their children; both one which gets outstanding results but will also provide their child with an environment which best suits their character and way of working. Our schools have their own identities but all share a common approach to encourage pupils to reflect and embrace challenges, learn from mistakes and develop the resilience essential in our rapidly changing world. Below you will find our vision, values and key aims which are embedded into the way we work and into every decision we make.

OUR VISION:

Inspiring young people and changing lives through excellence in education in South Cumbria.



OUR AIM IS TO:



MESSAGE FROM THE CEO

Welcome to South Cumbria Multi-Academy Trust, a newly formed trust which aims to make a real difference to education in Barrow and South Cumbria. Our six schools have their own identities but all share a common approach to encourage pupils to reflect and embrace challenges, learn from mistakes and develop the resilience essential in our rapidly changing world.

Academic achievement is extremely important, as is the imperative to develop wider life skills; the communication abilities and confidence that will help them to maximise their potential and progress onto a successful and fulfilling career and to contribute to society. Our schools are keen to ensure the development of the whole person and be responsive to the needs and interests of individuals whilst supporting them to be the best that they can be.

We aim for the curriculum offer to be broad and inclusive, and we welcome pupils regardless of ability or background. Our schools emphasise the need for effective transition arrangements between key stages and teachers design learning experiences to build on prior attainment, whilst adopting a destination-driven focus to develop ambition and heighten aspirations. We make sure our pupils are able to use their vital subject knowledge in creative and practical ways and that they are provided with opportunities to build, apply and evaluate their skills in a variety of different contexts

The curriculum is enriched through a variety of clubs and societies, through an extensive trips offering and through sporting and cultural events. We believe in a collaborative approach with other non-Trust schools and we work closely with a breadth of stakeholders, including our employer partners. Our partner Furness College is committed to supporting the Trust in co-creating experiences to provide an authentic insight into the world of work. We would like to build links with even more local employers to support pupils as they consider their career choices. The necessity to influence qualification content and ensure pupils leave school with appropriate skills has never been more important so please visit our 'Work with Us' page for details of how to get in touch.

I am delighted that South Cumbria Multi-Academy Trust gained the approval of the Regional Schools Commissioner who saw the value of what our Trust can offer to education in Barrow and South Cumbria and I look forward to meeting you whether you are a parent, employer or other crucial stakeholder.

Best wishes

Prof. Andrew Wren
Chief Executive Officer



BECOMING A TRUSTEE

South Cumbria MAT are seeking committed volunteers from a range of backgrounds to join as Trustees on their Board of Trustees.

Trustees are critical to the success of the Trust. Although they are volunteers, they provide challenge and monitoring. They ask questions and probe the information and data they have been provided with. Trustees are often seen as the 'critical friend' to ensure leaders are responding to the challenges and key priorities. Being a Trustee is supportive within a group of other volunteers who work together as a collective voice.

You do not need experience of being a trustee. South Cumbria MAT will support all new Trustees to develop in their role as well as additional training where needed.

Trustees come from many backgrounds. We are seeking individuals who may be able to offer expertise in the following areas:

- Education outcomes
- Special education needs
- Governance and compliance including experience of chairing boards
- School improvement
- Health and safety and facilities
- Finance, estates, and/or resources

South Cumbria MAT is a multi-academy trust and therefore registered as a Company Limited by Guarantee with charitable status. Due to this company status Trustees are registered with Companies House.

What are the benefits of becoming a Trustee?

SCMAT Trustees find the role challenging, interesting and deeply rewarding because they can see how their work contributes to the well-being and prospects of our young people and the role they play in the wider community. It gives them a real opportunity to make a difference. It also provides you with the opportunity to develop your skills which may benefit your own career and life skills.

What does the role involve?

We have a full job description available (included in this pack). You will be required to attend around six to twelve meetings per year (depending on your exact role). Trustees are expected to prepare for meetings by reviewing the meeting pack and may also be required to visit schools in the Trust in relation to specific elements of their role; for example, if you are the link for health and safety you will be required to visit and meet the appropriate staff.

What next?

If you are interested, please contact the Clerk, Lesley Millard for an initial informal discussion. If you decide to apply, and once approved, you will be invited to complete paperwork and attend your first Board meeting backed up by induction activities.

Lesley Millard
Clerk to SCMAT Trust Board
07921 645 756
lesleymillard@glkgroup.co.uk

SCMAT Trustee: Role Description

Job Title:	SCMAT Trustee
Salary Range:	N/A (Voluntary)
Responsible to:	SCMAT Board of Trustees
Responsible for:	N/A

Role of a SCMAT Trustee

To contribute to the work of the Trust Board in ensuring high standards of achievement for all children and young people in the school by:

- setting the vision, ethos and strategic direction
- holding senior leaders to account for the educational performance of the school and its pupils
- overseeing the financial performance of the Trust and making sure its money is well spent

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

Trustees are expected to:

The trust board's strategic responsibilities

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 trust performance

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 are making a positive and meaningful contribution to the board by:

- attending meetings (typically 6 full board 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

Ensuring local governance arrangements are effective

SCMAT recognise the importance of local governance and ensure each school has a local governing board, 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

The Department for Education issued a Competency Framework for Governors in January 2017. This document provides a general overview of the skills and competencies required for Governors and Trustees (including those needed for a Chair/Vice Chair). You can download the document by [clicking here](#).

Expectations of a SCMAT Trustee

The average time commitment for a Trustee is seven to eight hours per month. This may vary depending on the Trust's current need and any specific role you may have on the Trust (i.e., Chair, Vice, or link role) and includes meetings and background reading.

Meeting/Committee/ Activity	Meetings per Academic Year	Equivalent Hours per Academic Year (attendance and preparation/reading prior to meeting)
Trust Board	6 Trust Board Meetings	24 hours
Link Role	Approx. 2 Trust Visits	6 hours
Finance, Audit, and Risk Assurance Committee	6 Committee Meetings	36 hours
Standards and Outcomes Committee	4 Committee Meetings	16 hours
Trust visits, training (internal and external), and general meetings/discussions.	N/A	12 hours
78 hours (7.8 hours per month based on a 10-month calendar and being a member of one Committee meeting.		

Trustees have a right to reasonable time off work for their public duties, although this may be unpaid. Your company's HR department will be able to advise you on their policy.

Practicalities of the role of Trustee

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

- write school policies
- undertake audits of any sort – whether financial or health and 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 valuable voluntary roles within the school
- fundraise – this is the role of a PTA (Parent Teacher Association), the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgments on the quality of teaching – the governing board 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 board needs to consider and rectify this

To perform this role well, a Trustee is expected to:

- Get to know the Trust and its schools, including visiting occasionally during the daytime and gaining a good understanding of the services strengths and weaknesses.
- Attend induction training and regular relevant training and events.
- Read information provided by the Board or Trust in respect of national policy specific to governance and the aims and vision of the Trust as well as seeking your own information.
- Attend meetings (Trust Board meetings) and read all the papers before the meeting.
- Act in the best interests of all the pupils/students/young people of the Trust.
- Behave in a professional manner, as set down in the local governing board's code of conduct, including acting in strict confidence.

SCMAT Governor: Role Description

Job Title:	SCMAT Governor
Salary Range:	N/A (Voluntary)
Responsible to:	SCMAT Board of Trustees
Responsible for:	N/A

Role of a SCMAT School Local Board Governor

To contribute to the work of the LGB in ensuring high standards of achievement for all children and young people in the school by:

- setting the school's vision, ethos and strategic direction
- holding the headteacher to account for the educational performance of the school and its pupils overseeing the financial performance of the school and making sure its money is well spent

As part of a local governing board team, a Governor is expected to:

- 1. Contribute to the strategic discussions at governing board meetings which determine:**
 - a. the vision and ethos of the school
 - b. clear and ambitious strategic priorities and targets for the school
 - c. that all children, including those with special educational needs, have access to a broad and balanced curriculum
 - d. the school's budget, including the expenditure of the pupil premium allocation
 - e. the school's staffing structure and key staffing policies
 - f. the principles to be used by school leaders to set other school policies
- 2. Hold the senior leaders to account by monitoring the school's performance; this includes:**
 - a. agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
 - b. considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
 - c. asking challenging questions of school leaders
 - d. ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
 - e. acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
 - f. 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:**
 - a. appoint the headteacher and other senior leaders
 - b. appraise the headteacher
 - c. hear the second stage of staff grievances and disciplinary matters
 - d. hear appeals about pupil exclusions
- 5. The role of SCMAT in school governance:**

SCMAT's Board of Trustees effectively have overall accountability for the performance of the Trust and its schools. Therefore, SCMAT will retain responsibilities (in conjunction with the CEO) for aspects of finance and accountability across all schools. Elements of this accountability will be delegated to LGB; this is clearly set out in the Scheme of Delegation.

The Department for Education issued a Competency Framework for Governors in January 2017. This document provides a general overview of the skills and competencies required for Governors and Trustees (including those needed for a Chair/Vice Chair). You can download the document by [clicking here](#).

Expectations of a SCMAT School Governor

The average time commitment for a Governor is three to four hours per month. This may vary depending on the Trust's current need and any specific role you may have on the Trust (i.e. Chair, Vice, or link role) and includes meetings and background reading.

Meeting/Committee/ Activity	Meetings per Academic Year	Equivalent Hours per year (attendance and preparation/ reading prior to meeting)
Local Governing Board	4 LGB Meetings	16 hours
Link Role	Approx. 2 School Visits	6 hours
School visits, training (internal and external), and general meetings/discussions.	N/A	12 hours
34 hours (3.4 hours per month based on a 10-month calendar.		

Governors who are still working have a right to reasonable time off work for their public duties, although this may be unpaid. Your company's HR department may be able to advise you on their policy.

SCMAT School Governors serve for four years. Governors have the option to be re-appointed.

Practicalities of the role of Local Governing Board Governor

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 and 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 valuable voluntary roles within the school
- fundraise – this is the role of the PTA, the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgments on the quality of teaching – the governing board 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 board needs to consider and rectify this

In order to perform this role well, a Governor is expected to:

- Get to know the School, including visiting occasionally during the daytime and gaining a good understanding of the services strengths and weaknesses.
- Attend induction training and regular relevant training and events.
- Read information provided by the Board or Trust in respect of national policy specific to governance and the aims and vision of the Trust as well as seeking your own information.
- Attend meetings (local governing board meetings) and read all the papers before the meeting.
- Act in the best interests of all the pupils/students/young people of the School.
- Behave in a professional manner, as set down in the local governing board's code of conduct, including acting in strict confidence.