



Ad Meliora Trust

Local Governing Body - Terms of Reference

The Requirements of Local Governors

There are three key requirements for each Local Governor;

Be prepared

1. Get to know the school through reading, discussion, and meeting the Headteacher and Chair of the LGB.
2. Read the legal framework for the school and the operations of the Trust by reading material issued to you (Articles of Association, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary.
3. Reading educational news articles in the press.
4. Commit to training and development opportunities organised by or through the Trust. See appendix 2

Actively participate

1. Attend meetings of the Local Governing Body, and any working groups that you are part of. Regular attendance at meetings is considered a minimum requirement.
2. Read all papers for meetings in advance of the meetings and then ask questions that provide clarifications, challenge or that aid further understanding of the issues and so help discussion about the decisions required.
3. Contribute at meetings, ensuring that you speak, act, and vote in what you believe to be the best interests of the school
4. Agree to undertake a 'Lead Governor' role and fulfil it diligently when required.

Act appropriately

1. Conduct oneself in keeping with the values of the Trust.
2. Work as a member of a team.
3. Respect confidentiality of information and opinions and the need for the LGB to have in-depth and private discussions.
4. Act within the framework of the policies of the Directors, Local Governing Body and legal requirements.
5. Respect all Local Governing Body decisions and support them in public.

The role of a Local Governor is **not** to:

- Manage operations – that is the role of the Headteacher and senior staff; the role of Governors is to hold the Headteacher to account for delivery of strategy and performance
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes; the role of Governors is to ensure that pupils are making appropriate progress and that educational policies are appropriate and being implemented.
- Make staffing appointments independently of the Trust. The Trust leads on appointments in close liaison with the Headteacher.

Lead Governor Roles

In addition to being part of the LGB, Local Governors will be expected to have a 'Lead Governor' role which will involve developing a greater understanding of a particular aspect of school life. The Local Governor will be expected to meet relevant staff and ask questions and seek evidence (including be involved with deep dives/audit of information) to ensure that policies and procedures are being followed and that performance is as reported to the LGB / Directors and is acceptable.

The Lead Governor roles will be:

Safeguarding- to review Safeguarding and child protection issues, to ensure that statutory and trust policies are being followed.

SEND – to understand the strategies for supporting pupils with SEND; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of SEND provision and strategies.

Pupil Premium - to understand the strategies for supporting Pupil Premium children; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of Pupil Premium provision and strategies.

Curriculum – To monitor the school curriculum to ensure that it is “broad and balanced” alongside promoting extra-curricular engagement and PSHE activities

Attendance – To monitor pupil attendance and the effectiveness of the school strategies to improve this area

Website Compliance – to undertake website compliance checks twice per academic year (Second half of the Autumn term and during the Summer term), and provide a report to the Local Governing Body.

To monitor Specific Key Stages or other areas e.g. KS2, EYFS as appropriate in line with the school's development plan

The role of the Chair of the Local Governing Body

The Chair of the Local Governors has a key role within the LGB and will be a Director appointed by the Board.

1. Leading effective governance

The chair must ensure governors understand the part they play in driving school improvement and ensuring the school meets its aims. The chair must regularly assess whether the governors are doing their job effectively.

2. Building the team

The chair is responsible for building a cohesive team of governors and delegating tasks to ensure all members contribute and share responsibility. He/she must ensure that individuals' skills, knowledge and experience are well used, and that gaps are filled with training and recruitment.

3. Relationship with the headteacher

The chair's overall purpose is to act as a critical friend to the school, offering challenge, support, advice and encouragement as required. To do this, an effective working relationship with the headteacher is important, and the chair and headteacher should meet regularly.

4. Improving your school

The chair must have a thorough knowledge and understanding of the school. He/she should ensure that good quality and relevant information is available to the governors, such as test results, results of lesson observations, Ofsted reports and the school development plan.

5. Leading the business

The chair must work with the clerk to the governors to ensure the governing body fulfils its statutory obligations and its responsibilities. The chair is responsible for chairing meetings, which should each have a formal agenda. It is expected that the Chair will meet with the HT at least monthly to understand current performance, issues and opportunities.

All items may be undertaken by the Vice Chair in the absence of the Chair.

Terms of Reference of the Local Governing Body (LGB)

Purpose

- To implement the curriculum for the school and monitor standards to ensure that every pupil makes the best progress they can and achieves well.
- To review the School Development Plan and monitor its implementation to ensure that provision continues to improve.

Membership,

Meetings, Quorum & Membership: as approved by the Board of Directors

The Headteacher has a standing right of attendance and is a voting governor.

The LGB may invite other members of staff to attend in a non-voting capacity.

There must always be at least two governors who were, at the time of their appointment, parents of children at the school; if the LGB is unable to recruit parent governors in two consecutive processes of seeking nominations, the Board shall be entitled to appoint individuals in the accordance with DfE Articles of Association 54A and 56.

Appointment

Director – Chair of the LGB

Chief Executive Headteacher and Headteacher – ex-officio

Parents: Parent governors shall be appointed by the following process:

Seeking nominations from all parents based upon skill sets that the LGB's skills audit and the school improvement plan indicate are most important for effective governance of the school;

If there are fewer nominations than vacancies, and if the nominees have appropriate skills sets, the nominees are appointed by the LGB, and the LGB then seeks to appoint additional parents with appropriate skills as parent governors to fill any vacancies (posts can be held vacant until the following term where the LGB considers this appropriate, such as to enable parents of an incoming year group to be eligible);

If there are more nominations than vacancies, Governors will develop a shortlist of the nominations who have appropriate skill sets (and this process may involve meeting nominees), and an election will be held where the parents / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per child) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the LGB; if there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).

Staff: The Board shall appoint following nominations and election process within the school.

Community: appointed by ordinary resolution of the Board of Directors based on the skills / experience that is required by the LGB to ensure its effectiveness.

Desirable skills and experiences:

- Educational leadership / governance expertise, ideally from the primary phase, including SEND expertise
- Expertise in other public services delivering to our community (i.e. health, children's services)
- Marketing and business development expertise
- Local community knowledge and expertise
- This list is not exhaustive.

1 Director – allocated every 2 years

1 Chief Executive Headteacher (ex-officio)

1 Headteacher (ex-officio)

1 member of staff (via nomination / election / appointment)

A minimum of 2 parents with appropriate skill sets (nominations sought, then election from a shortlist of suitable nominees)

A minimum of 2 community representatives appointed by the Board of Directors based on ensuring a breadth of suitable skills

Composition will vary according to the size and needs of the school.

Individuals will be eligible for re-election or re-appointment after four years.

All Local Governors must comply with the provisions within the DfE Articles of Association for ineligibility as if they were Directors of the Trust.

Local Governors of the school must declare conflicts of interest in accordance with the Articles of Association as if they were Trustees of the Trust.

Meetings:

The LGB meets four times per academic year with additional meetings as required

Meetings of the LGB will be quorate if 4 or one half of Governors are present (whichever is the greater); this provision applies to every part of the meeting.

Each Local Governor shall have one vote. All decisions require a majority of the persons present and entitled to vote. The Chair will have a second and casting vote if necessary.

Local Governing Body Terms of Reference

Subject to the provisions of the Article, Scheme of Delegation and this Terms of Reference, the LGB may make any decision necessary to provide high quality education within the school. The objectives of the LGB are to ensure that:

- Pupil performance, progress and outcomes are maximised;
- Resources of the school are used effectively; and
- The school complies with statutory regulations delegated to it from the Directors.

Specifically, the LGB is to:

- Approve the School Improvement and Development Plan and monitor its implementation, ensuring that it focuses upon:
- Maintaining and, where necessary, improving the quality of teaching;
- Closing any identified gaps in performance, be these subjects or identified groups of pupils;
- Continuous professional development of staff;

- Implement the agreed curriculum and monitor its delivery;
- Monitor progress towards educational targets;
- Ensure that Governors have the appropriate skills and knowledge to perform their role, including undertaking training as required; and
- Review and adopt policies in accordance with this Scheme of Delegation (see Appendix 1).

Regarding educational provision and quality, the LGB will:

- review and advise on the school's curriculum policy;
- receive regular reports on progress towards achieving performance targets;
- monitor school based, local and national performance data and reports (e.g. Inspection Dashboard), evaluating levels of progress, attainment and achievement and analysing the performance of different groups and subjects;
- monitor provision to ensure that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;
- monitor the provision for and evaluate the progress and attainment of vulnerable groups e.g. children eligible for FSM (including use of pupil premium), looked after children, young carers, and evaluate the effectiveness of intervention strategies;
- monitor the quality of teaching and learning and evaluate its impact;
- determine, monitor and evaluate the range and the impact of extended activities on pupil learning;
- monitor incidences of bullying, discrimination, etc and advise on appropriate strategies;
- monitor attendance, punctuality and exclusions;
- monitor application of the school's behaviour and inclusion policies;
- ensure pupils are supported to make informed decisions for a healthy lifestyle – physically, emotionally and socially

Regarding leadership, management and resources, the LGB will:

- Review and approve policies as set out in the Scheme of Delegation.

Engagement Activity Between the Board and the Local Governing Body

The link Director will ensure that information from the LGB is shared at Director level including minutes and strengths/risks identified. This will take place at least termly or more frequently if required.

In addition to the information that the LGB will provide to the Trust as set out in the engagement activity described above –

1. Minutes of LGB meetings will be provided in a timely manner to Directors.
2. The Chair of the LGB highlights any new potential risks for the attention of Directors in the minutes. Where a problem is identified the Chair of the LGB will set out how the LGB is proposing to address it or identify what support is needed and whether it is RAG rated amber (manageable) or red (urgent).
3. It will be the responsibility of the Senior Leadership Team for each school to follow up with the Headteacher/Chair of the LGB the impact of the steps the school has taken or the support provided by the Trust and to include this in their reports to Directors.

Resignation and removal

A person serving on the Local Governing Body shall cease to hold office if he/she resigns his/her office by notice to the Clerk to the Local Governing Body (but only if at least three persons will remain in office when the notice of resignation is to take effect).

A person serving on the LGB shall cease to hold office if he/she is removed by the person or persons who appointed them. Whilst the same time as acknowledging that no reasons need to be given for the removal of a person who serves on the LGB by a person or persons who appointed him/her, any failure to uphold the values of the Company or to act in a way which is appropriate in light of this scheme of delegation will be taken into account. A person may be removed by directors but only after the directors have given due regard to any representations by the Local GB. This clause does not serve in respect of a person who is serving as a parent member on the LGB. The Board reserves the right to remove local governors if they fail to adhere to the Code of Conduct.

If any person who serves on the Local Governing Body in his/her capacity as an employee at the Academy ceases to work at the Academy then he/she shall be deemed to have resigned and shall cease to serve on the Local Governing Body automatically on termination of his/her work at the Academy.

Where a person who serves on the Local Governing Body resigns his/her office or is removed from office, that person or, where he/she is removed from office, those removing him/her, shall give written notice thereof to the Clerk to the Local Governing Body who shall inform the Directors.

Terms of Reference agreed by Board of Directors on 23rd September 2021

To be reviewed September 2022

Appendix 1

Policies agreed at Trust level	Policies agreed at LGB level
Charging & Nursery Procedures (St Ed's)	Assessment & Feedback
Health & Safety	First Aid
Capability Guidance (support staff)	ICT & Computing
Capability Model (support staff)	Inclusion
Pay	Online Safety
Sickness Absence Management & Procedures	Safeguarding - Blenheim Park
Support Staff Performance Appraisal	Safeguarding - Reffley
Charging & Remission	Safeguarding – St Edmund's
Code of Conduct (1 of 3)	Looked After Children
Data Retention	Breakfast Club – St Ed's
Employee Code of Conduct (2 of 3)	Breakfast Club - Reffley
Employee Discipline (3 of 3)	iPad Use – Blenheim Park
Equality	iPad Use – Reffley
Expenses	iPad Use – St Edmund's
Finance	Admissions
Health & Safety	Learning Teaching Monitoring & Evaluation
Premises Manager	SEN
Risk Assessment	Attendance – Blenheim Park
Safer Recruitment	Attendance – Reffley
Staff Absence (exc sickness)	Attendance – St Edmund's
Teacher Performance Appraisal	Curriculum – Blenheim Park
Trust Central Cost Recharge	Curriculum – Reffley
Whistleblowing	Curriculum – St Edmund's
GDPR Management Policies	Intimate Care
Accessibility	Relationships & Sex Education
Complaints	Supporting Pupils with Medical Conditions
Dealing with allegations of abuse against Staff	
Freedom of Information	
Gifts & Hospitality	
Social Networking & Email Use	

Staff Grievance	
Stress at Work	
Teacher Capability	

Appendix 2

Governor Training Pathway

Governor training pathway	Academic Year 1-2	Academic Year 2-3	Academic Year 3-4
Experience			
ENTRY	Governor induction Governor Visits Making Monitoring Work Safeguarding Prevent Data for Governors		
EMERGING		Vision Ethos & Strategic Direction Behaviour & Exclusions SEND Workload & Wellbeing Preparing for Ofsted Pupil Premium	
EMBEDDING			Safer Recruitment Health & Safety Chair's Role & Responsibilities Performance Management