



LOCAL GOVERNING BOARD TERMS OF REFERENCE

The trust board establishes the local tier and defines its functions.

Version:	
Date agreed:	
Review date:	

Chair of committee:	<i>Usually appointed by the local committee or the trust board. NGA recommend leaving the decision to the academy committee to reduce the burden on the trust board, and to reflect the fact that local governors will know their colleagues best.</i>
Clerk:	
Membership:	<i>The process for appointing/electing members should be decided by the trust board. NGA recommends that no trustees or members sit on the local tier and that academy committees are no larger than 7 to 11 individuals.</i>
Quorum:	<i>The trust board will agree the quorum for committee meetings.</i>
Meetings:	<i>Meeting frequency to be determined by the trust board. Usually, one meeting per school term.</i>

The academy committee has delegated responsibility for:

Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
4. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
5. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.

6. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
4. Designate a link governor to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.