



INSPIRE EDUCATION TRUST

TERMS OF REFERENCE: LOCAL GOVERNING BOARDS

Note: these are model terms of reference agreed by the board of directors for its committees known as local governing boards for all academies within the Multi Academy Trust. Any variance may be proposed by individual academies and are subject to the approval of the board of directors in accordance with the articles of association.

1. Overall Purpose

1.1 The overall purpose of the local governing boards is:

The day to day running of the Academy, carrying the Trust's vision, policy and priorities forward, holding the academy leadership to account by:

- ensuring all children within the academy have access to a high quality education;
- monitoring the implementation of the academy's development plans ensuring that it is delivering against agreed strategic and local objectives; moving the academy towards achieving and sustaining a regulatory judgement of outstanding in all areas;
- ensuring that the academic and wellbeing needs of all children are being met effectively through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support help to maximise each child's success and enjoyment;
- ensuring all children are safeguarded.

2. Size and Composition

2.1 The Trust has agreed that the membership of the Local Governing Boards will comprise a maximum of nine governors including:

- at least two parent governors
- two foundation governors (Walsgrave CE Academy only)
- co-opted governors
- staff governors (no more than one third being staff governors)

2.2 In appointing the governor membership the board of directors will ensure that the Local Governing Board has the right balance of skills, knowledge and experience to fulfill its remit.

2.3 Governor membership and appointments to positions of office are all subject

to the approval of the board of directors. Governors may also be appointed by the directors to one of the M.A.T committees taking into account the outcomes of the most recent skills audit.

- 2.4** The Local Governing Board Chair will be appointed by the Board of Directors from within the local governing board membership each September (Article 102) taking into account the required skills and competencies required for the position. The Local Governing Board Chair will not be the Executive Principal or the Headteacher who has lead responsibility for the Academy.

3. Frequency of meetings

- 3.1** There will be six (half-termly) meetings per academic year.
- 3.2** Additional ad hoc meetings may be arranged to deal with identified significant issues or to cope with increased workload.

4. Quorum and Voting

- 4.1** The quorum shall be four governors.
- 4.2** Every matter which requires a decision at a Local Governing Board meeting shall be determined by a majority of the votes of the governors present and voting on the question. Every governor present shall have one vote.

5. Core Functions

5.1 Governance

- (a) Promote high expectations for standards and pupil outcomes.
- (b) Drive continuous improvement and ensuring rigorous processes of target setting.
- (c) Ensure consistency, diversity and inclusion within the academy through implementation of the Trust's strategies, policies and procedures.
- (d) Review annually and recommend for the consideration of the board of directors any amendments to the local governing board's agreed terms of reference.
- (e) Ensure the Academy complies with the requirement for every learner to receive any statutory curriculum content in accordance with government directives for academies.
- (f) In conjunction with the Executive Principal ensure governors are kept up to date about the national educational and regulatory developments affecting the Trust's approved curriculum and pedagogy; ensuring that changes are built into strategic planning and monitoring processes and reported to the board of directors or relevant Trust committee.
- (g) In conjunction with the Executive Principal, review relevant policies in line with the policy review schedule and make appropriate recommendations for change to the board of directors, monitoring the effectiveness of implementation and level of congruence between policy and practice particularly in relation to:
 - the Behaviour Policy and all strategies relating to behaviour, social and emotional aspects of learning, sanctions and rewards.
 - diversity and inclusion and robustly challenge any discrimination against learners on the grounds of gender (including gender reassignment), race disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.

- (h) Liaising with the Board of Directors to consider and respond as appropriate to Ofsted's regulatory judgments and reporting.

5.2 Strategic Planning

- (a) Contribute to the development of the Trust's long term strategic plan; ensuring that the Academy is working towards the shared mission and vision through overseeing the development, implementation and monitoring of the academy's development / improvement plans; delivering against strategic objectives, targets and key performance indicators in relation to its remit.
- (b) In conjunction with the Executive Principal, ensure that the Local Governing Board's agenda planning enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.
- (c) Recommend an annual attendance target for pupils for the approval of the board of directors, ensuring that proper procedures are in place for recording absence of pupils and the impact of any follow up action taken.
- (d) Recommend the annual student performance targets for the approval of the board of directors.
- (e) Liaising with the Board of Directors and its committees as required and considering any matters which are outside the strategy but which may contribute to the longer term sustainability and viability of the Academy.
- f) The Local Governing Board is responsible for setting and approving local academy site specific policies but must seek Trust approval. All policies requiring approval must be shared with the board of directors by circulating relevant papers prior to any board of directors meeting.

5.3 Performance Review

- a) Conducting in-depth scrutiny of data and the reporting of standards, assessments and progress in order to ensure accountability.
- b) Carrying out regular reviews of pupil progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators.
- c) Tracking and monitoring of pupil progress and the assessing the impact of interventions where progress is low.
- d) Ensuring, measuring and benchmarking quality assurance and evaluation processes to drive continuous improvement and secure high levels of pupil attainment and achievement.
- e) Oversight of the quality of teaching and learning with knowledge of strengths and weaknesses
- f) Ensuring the process of performance reviews of staff is within the parameters for the academy

5.4 Education Provision

- a) Monitoring the implementation of Academy standards to ensure the delivery of a high quality of education provision and services for pupils of the Academy and keeping them under review.
- b) Ensuring the provision of a broad and well balanced curriculum, assessing its impact upon pupil learning and encouraging innovative teaching practice to achieve consistently good or better teaching standards.
- c) Overseeing the quality of learning, progress and attainment for pupils with special educational needs and/or disabilities (SEND) and other identified vulnerable groups including: pupil premium, gifted and talented; black and other minority ethnic; travellers; looked after children etc.

5.5 Stakeholder Engagement

- (a) Promoting the Trust's strategy for involving stakeholders.
- (b) Ensuring that the academy sufficiently engages with a cross section of groups to secure its full published admission number (PAN) and enable strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups.

5.6 General

- (a) Recommending for Finance and Audit committee consideration and approval by the Board of Directors, any changes to policies and ratification of decisions on all matters that might create significant financial or other risk to the Trust or any Academy or which raise material issues of principle.
- (b) In conjunction with the Executive Principal, designate a panel to hear formal complaints about areas falling under the committee's remit (i.e. curriculum, teaching and learning / behaviour or wellbeing of pupils) according to school policy and DfE guidance (where appropriate).
- (c) In conjunction with the Executive Principal designate a panel to hear any appeal in respect of academy statutory functions.