

Central England Academy Trust



Local Governing Board (LGB) for Mainstream Schools:

Terms of Reference

Date agreed:

12th February 2025

Reviewed annually

Remit and Structure

In order to assist with the discharge of their responsibilities, the Trustees have established Local Governing Board (LGB) for each of its schools. Each LGB is a committee of the main Trust Board established, and Trustees may review these terms of reference at any time, but shall review them at least annually.

These terms of reference may only be amended by the Board of Trustees, but will be done so in consultation with the Chairs of the LGBs.

Members of the LGB are known as 'governors' The Trustees have the right to appoint such persons to the LGB or LGB Hub as they shall determine.

The composition of the each LGB shall be as follows:

- Chair (elected annually from parent and community governors)
- Vice Chair (elected annually from parent and community governors)
- The Headteacher
- One staff governor
- Two parent governors
- At least five community governors

Link roles required:

Safeguarding governor
Careers governor (*secondary schools only*)
SEND governor
Attendance governor
Curriculum governor
Pupil premium governor
Sports premium governor (*primary schools only*)

Members of the school's leadership team will attend meetings when invited, but should not be on the LGB as a staff representative.

Term of Office

The term of office for any governor is four years. Governors can vote to re-elect any governor at the end of a four-year term of office providing they are still associated with the school and remain eligible.

- If a governor does not attend three or more LGB meetings in a year, the LGB can decide not to accept any further apologies sent and formally review the governor's position on the LGB.

Quorum

The quorum for a meeting of the LGB, and any vote on any matter at such a meeting, shall be a minimum of 3 governors.

Frequency of Meetings and Functions

Each LGB shall meet at least 6 times per year (2 x meetings per term: 1 x Standards and SEND and finance; 1 x stakeholder engagement and Safeguarding)

Area	Delegated functions
Safeguarding	<ul style="list-style-type: none">Monitor safeguarding practice, ensuring compliance with school and trust wide policies and statutory requirements.
SEND	<ul style="list-style-type: none">Ensure pupils with special educational needs and disabilities (SEND) get the support they need and seek assurance that staff are adequately trained.
Standards	<ul style="list-style-type: none">Monitor school performance – reviewing data, including exam results, attendance rates, and pupil progress.Work with school leaders to identify and address areas for improvement.
Stakeholder engagement	<ul style="list-style-type: none">Develop communication channels, consult stakeholders and work in partnership with the local community.Ensure stakeholder views are accounted for.
Finance and local policies	<ul style="list-style-type: none"><u>Finance:</u> Receive information in relation to the school's finances, including monitoring of the school's agreed annual budget and spending plans.<u>Local Policies:</u> Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies, including reviewing and approving local policies where necessary.

The LGB 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. Approval, monitoring and review of the school's improvement plan (including the post-Ofsted action plan).
4. To approve plans for spending Pupil Premium, Sports Premium and other ring-fenced grants to achieve the best outcomes and to monitor the impact of this spend.
5. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
6. Ensure that the school's curriculum is being provided to pupils in an appropriate manner for its context.
7. 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, as well as the wider community where appropriate – 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, including pupil risk assessments and local arrangements for health and safety procedures.
6. Approve and monitor the effectiveness of the school's behavior policy, including the implementation of relational approaches and the school's rates of suspension and exclusion.

SEND

1. Ensure that the school's policy for pupils with special educational needs and disabilities (SEND), including the school's accessibility plan and SEND information report, are reviewed and updated annually and is fully implemented.
2. Seek assurance that staff are trained and appropriately qualified to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources and equipment they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND (*in mainstream schools*).
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and / or other stakeholders across the school 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.

Other Responsibilities

1. Local Policies: Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies, including reviewing and approving local policies where necessary.
2. Finance: Receive information in relation to the school's finances, including monitoring the school's agreed annual budget and spending plans.

Any serious concerns about the quality of education, or any matter relating to outcomes must be reported to the Education and Performance Committee; concerns about the safety of pupils must be reported to the Operations Committee. Financial concerns must be reported to the finance, audit and risk committee.