

# TERMS OF REFERENCE : Newall Green High School

## SCHOOL IMPROVEMENT BOARD

### ("the School Improvement Board")

EFFECTIVE DATE [ 08/06/18 ] REVIEW DATE [ 19/07/19 ]

#### **PURPOSE**

The Improvement Board has been established by the Prospere Learning Trust Board to secure the rapid turnaround of the Academy. Whilst the Improvement Board is in place, the Scheme of Delegation for the Local Governing Body shall be suspended. The Improvement Board shall meet at least twice a term, more if necessary and shall report directly to the Prospere Learning Trust Board, who will be supported by the PLT Leadership and Executive Teams and the relevant PLT Local Hub Executive Headteacher. Additional reporting may also be necessary to the Department for Education if any warning notices have been served under the Supplemental Funding Agreement.

The Improvement Board will ensure that the Action Plan for the Academy is being implemented and will advise on the development and review of the Plan, focussing on 5 key areas of action; leadership & governance, standards & school improvement, teaching & learning, facilities & resources and finance.

#### **MEMBERSHIP**

Members of the Improvement Board will have been appointed by the Prospere Learning Trust Board on the recommendation of PLT Chief Executive Officer, who will ensure the members have both the capacity and skills to work intensively within the Academy, providing support and challenge to the Academy's staff and building on existing links with the community. Board members must be able to demonstrate an understanding of the ethos and values of PLT and a commitment to fulfilling the mission and objectives for the Academy, drawing on specialist skills where required. Whilst there is no limit on the size of the Improvement Board, it is not anticipated that there will be more than 3/4 members, one of whom will be appointed by the Chief Executive Officer to chair all meetings. Others, such as the Executive Headteacher and the Headteacher or Headteacher Designate, may be asked to sit on the Improvement Board in an advisory capacity.

#### **Membership of the Newall Green SIB**

**Jenny Andrews-Chair- Teaching and Learning PDBW**

**Debbie Ralls-Teaching and Learning**

**Amanda Edwards-SEND**

**Helen Oakley-Leadership and Management**

#### **REVIEW**

Operating with an Improvement Board is not intended to be a long-term arrangement and a target date has been identified for the review of the arrangement. Any initial period is not intended to be greater than 12 -18 months.

<b>Responsibility / Delegated Authority</b>	<b>Assessment</b>
<b>Ethos and vision</b>	
Support the actions of the Prospere Learning Trust Board in developing and sustaining a clear educational vision, ethos and direction for the Academy which is consistent with the vision and values of PLT, acknowledging at the same time the uniqueness of the Academy and the contribution it makes to the PLT community of schools and the wider community.	
Assist with the communication of the PLT vision within the Academy's community, reinforcing the Academy's identity as a school within the family of PLT schools.	
<b>Leadership, Governance and Compliance</b>	
Take the lead in the development of a 12 month Action Plan for the Academy which is consistent with PLT's overall strategic objectives and identifies appropriate priorities for the Academy as well as the targets for improvement and specific actions to be taken. The Action Plan will be consistent with any locally established priorities agreed by the relevant PLT Executive Cluster (EC).	
Advise and report to the PLT Leadership and Executive Teams on the implementation of the Action Plan, identifying any further financial, educational and organisational threats and weaknesses as well as opportunities for growth and improvement.	
Review the performance of the Academy's senior leadership team, implementing any necessary staffing changes and supporting the Executive Headteacher who will directly line manage the Headteacher or Headteacher Designate.	
Review and if necessary establish systems and procedures in the Academy, which prioritise continuous school improvement, provide for sufficient challenge and feedback and enable support to be accessed from the Leadership and Executive Teams where available.	
Promote the re-establishment in due course of the Local Governing Body for the Academy, carrying out a skills and capacity audit of governors and advising the Leadership and Executive Teams of any shortages and governor training needs.	
Encourage and facilitate the coming forward of individuals who can serve on the Local Governing Body, supporting the training of governors and leaders as appropriate and ensuring there is sufficient diversity of skills, appropriate experience and capacity to provide meaningful support to the Academy's leadership team (whilst reporting directly to the PLT Trust Board).	

<b>Responsibility / Delegated Authority</b>	<b>Assessment</b>
Have regard to the public sector equality duty in the performance of any duty.	
Act in accordance with the terms of the PLT Master and Supplemental Funding Agreements, the PLT Articles of Association and the current EFA Academy Financial Handbook in the performance of any duty.	
Ensure that at all times the Academy is meeting any legal requirements and duties.	
<b>Finance and Risk Management</b>	
Ensure that at all times any funds delegated to the Academy or otherwise held on behalf of the Academy are safeguarded, having regard to the duty of the PLT Trustees as trustees of charitable assets and as recipients of public money.	
Review and set the budget, identifying all expenditure and income of the Academy, acknowledging any amounts to be set aside for PLT central costs and reserves and contributing to any discussions initiated either by the PLT Executive Cluster (EC) or the Leadership and Executive Teams in relation to the budget of the Academy and the appropriate use of all funds available to the Academy.	
Implement and introduce (if necessary) the systems of financial and risk reporting in respect of the Academy that are required by the PLT Trust Board, reporting as required (including to any internal audit committee or to the external auditors) and highlighting any specific risks which might jeopardise the fulfilment of the Action Plan for the Academy.	
Implement any PLT policy for the approval and signing of contracts (including the PLT Financial Procedures Policy), ensuring that all contracts to be entered into by the Academy are appropriate, have been authorised (or are within delegated authority) and do not expose the Academy, the Executive Cluster (EC) or the Trust Board to undue risk.	

<b>Standards and School Improvement</b>	
Carry out an immediate review of the standards of teaching and learning in the Academy and agree with the PLT Chief Executive Officer and the Executive Headteacher in line with the Action Plan the specific actions to be taken to address areas of weakness, working with the Academy's leadership team and facilitating the sharing of best practice with other PLT Academies. These will be formalised in the Action Plan.	

<b>Responsibility / Delegated Authority</b>	<b>Assessment</b>
<p>Review the current curriculum and advise the Leadership and Executive Teams and the PLT Trust Board on any changes to be made to the curriculum so that it meets the Academy's specific needs (and the priorities identified in the Action Plan) and has regard to:</p> <ul style="list-style-type: none"> <li>• any nationally recognised curriculum</li> <li>• the obligation to provide religious education, sex education and physical education</li> <li>• special educational needs</li> <li>• national testing and attainment targets, and</li> <li>• any teaching objectives and priorities adopted by Executive Cluster (EC) or the Trust Board for all Academies.</li> </ul>	
Report to the Executive Headteacher and the PLT Trust Board on the targets for the relevant Key Stages, identifying any threats to the attainment of targets and advising on steps being taken to address poor performance measured against such targets, facilitating any intensive work required to improve immediate prospects.	

<b>Staffing</b>	
<p>In agreement with the PLT Chief Executive Officer and the Executive Headteacher (but having regard to the advice of the Academy's leadership team where appropriate), review the current staffing structure for the Academy, identifying:</p> <ul style="list-style-type: none"> <li>• the optimum number of staff required to be employed at the Academy</li> <li>• the levels of the posts required</li> <li>• the role responsibilities of all staff currently employed</li> <li>• any changes to be made in the staffing structure, and/or</li> <li>• any training needed to support the teaching and learning priorities.</li> </ul>	
<b>Responsibility / Delegated Authority</b>	<b>Assessment</b>
<p>Implement the staffing structure agreed with the PLT Chief Executive Officer, advising on the timescale and risks attached to achieving the required outcomes and otherwise, appointing all new staff to work in the Academy and supporting the Academy's leadership team in the on-going review of the performance of all existing staff to ensure that proper standards of professional performance are established and maintained.</p>	
<p>The PLT Chief Executive Officer, in consultation with the Improvement Board, shall undertake any appointment of the Headteacher.</p>	
<p>Ensure the implementation of the HR policies adopted by the PLT Trust Board, including recruitment and restructuring, new pay and performance management policies put in place by the PLT Trust Board for all teaching and non-teaching staff employed at the Academy, ensuring all affected staff of the Academy are kept informed and consulted as necessary.</p>	
<p>Implement any written policy put in place by the PLT Trust Board for the appraisal of all teaching and non-teaching staff who work in the Academy, having regard to the objectives of the Academy's Action Plan and the need to secure rapid improvement and ensuring all staff of the Academy are kept informed and consulted as necessary.</p>	

In conjunction with the Executive Headteacher, carry out the performance management and appraisal of the Headteacher/Head of School, any deputies and other key leadership appointments in the Academy, supporting the Academy's leadership team in the performance management and appraisal of all other staff and advising the Leadership and Executive Teams of any on-going areas of weakness or concern or where additional support and/or training is required.	
Advise the Leadership and Executive Teams and the PLT Trust Board on an appropriate programme for the training and professional development of all staff in the Academy, supporting and working with any overall PLT programme for the development of the Headteachers / Heads of School and other key leadership appointments.	
Implement any written policy for staff disciplinary and grievance procedures put in place by the PLT Trust Board and, where appropriate, advise on and support the Academy's leadership team on the implementation of the same.	
In conjunction with the Executive Headteacher, undertake any disciplinary or grievance procedure for the Headteacher/Head of School and other members of the Academy's leadership team, reporting to the PLT Chief Executive Officer and noting any right of appeal to the PLT Trust Board.	
Facilitate discussion with staff representative bodies, including the unions, at both PLT Trust Board level and within the Academy.	

<b>Responsibility / Delegated Authority</b>	<b>Assessment</b>
<b>Premises And Resources</b>	
Formulate, implement and keep under review a policy for safeguarding and health and safety at the Academy, having regard to any advice issued by the Leadership and Executive Teams from time to time.	
Provide such advice and information as may be required from time to time to enable the PLT Trust Board to take out and review the level of insurance cover for the Academy and, at the request of the Leadership and Executive Teams, undertake appropriate and regular risk assessments.	
Advise and report to the Leadership and Executive Teams on any estate management strategy for the premises and facilities used by the Academy, identifying any planned maintenance and any need for substantial works to meet the strategic aims of the Academy, including considering the availability of funding or the need to secure funding. No significant capital works will be undertaken or commissioned by the Improvement Board without the express written consent of the Leadership and Executive Teams and the PLT Trust Board.	

<p>Ensure any works to the school premises are carried out by appropriately qualified workers, notifying the PLT insurers as appropriate.</p>	
<p>Ensure any use of the school premises or facilities for community or income generating purposes are carried out in compliance with any policy issued by the PLT Trust Board in relation to such matters (including any prepared on the advice of the PLT accountants) and keeping a separate account of any income received so that this can be identified separately in the Academy's accounts.</p>	
<p><b>Delegation</b></p>	
<p>The Improvement Board may delegate any powers and responsibilities to the Headteacher/Head of School of the Academy, subject to any requirements of the PLT Trust Board or advice given by the relevant PLT Executive Cluster (EC). The Improvement Board will ensure the eventual gradual transfer of responsibility to the Headteacher/Head of School, the Academy's leadership team and the Local Governing Body is done sensitively to help successfully deliver the Academy's long term strategic plan.</p>	

## **School Improvement Board Terms of reference**

### **Constitution, Terms of Office and Proceedings**

- i. Members of the SIB will hold office for the period that the SIB is in existence, although individual members may resign at any time.
- ii. The Trust may appoint additional members of the SIB at any time and may remove existing members for reasons of incapacity or misbehaviour.
- iii. The Chair of the SIB shall be appointed by the Trust. The Trust may remove or replace the Chair for reasons of incapacity or misbehaviour.
- vi. The SIB may make such arrangements as they see fit for the discharge of their functions by any other person.
- vii. Whilst it is for the SIB to determine the regularity of meetings, it is anticipated that the Board will meet at least monthly during term time, to ensure the pace of improvement is maintained and to monitor improvement.
- viii. SIB members will commit to attending all meetings, unless due to personal circumstances – in which case the Clerk will be informed in advance of the meeting;
- ix. All SIB members and the Headteacher, unless the Headteacher is being discussed, and members of the shadow governing body, once established, may attend meetings of the SIB and its committees although non-members will not have voting rights.
- x. Other individuals and observers, including other representatives of the Trust may only attend with agreement of the SIB.
- xi. Where confidential matters are being discussed it will be for the SIB to determine if non-members can be present;
- xii. The quorum for all meetings of the SIB will be two members.

### **3. Duties of the Board**

- i. The SIB will fulfil all functions of a governing body and will conduct the school in a way that ensures improvement and promotes high standards of educational achievement.

ii. The main function of the SIB will be to secure governance of the school, developing a sound basis for school improvement, with the intention of enabling the school rapidly to move out of the inadequate category and to secure sustainable improvement.

iii. The duties of the SIB can be summarised under three key roles.

**a) Be strategic leaders of the school by:**

Setting targets for school improvement;

- Overseeing the conduct of the school leadership and management including performance management;
- Setting and overseeing the management of the school's delegated budget including setting a policy of spending decisions and limits to decisions that can be made by the headteacher alone, and those decisions that must be referred to the SIB for approval;
- Setting staffing structures;
- Monitoring performance management arrangements;
- Agreeing policies and plans drafted by the headteacher and setting an appropriate policy framework within which the school must operate;
- Appointing senior managers and other key staff as determined by the SIB.

**b) Act as critical friend to the school's senior leadership team by:**

- Monitoring the quality of provision and standards of achievement within the school;
- Monitoring performance against targets set by the SIB;
- Monitoring the implementation of the policy framework set by the SIB and its impact on standards of achievement;
- Monitoring school self-evaluation and satisfying itself to the accuracy of this, including via external support as determined by the SIB;
- Ensuring the school complies with statutory requirements;
- Providing challenge and support to the headteacher and SLT;
- Monitoring and evaluating progress towards post-inspection action points.

**c) Hold the headteacher and leadership team to account, and be accountable to any interested party for the school's performance by:**

- Receiving regular information from the headteacher on the performance of all aspects of the school;
- Agreeing a performance management policy and monitoring its implementation;
- Conducting the performance management of the headteacher and monitoring progress towards agreed targets;
- Ensuring that the school website meets statutory requirements
- Agreeing a complaints policy and monitoring its implementation
- Receiving appeals on issues relating to staff grievance, capability, complaints and exclusions;
- Determining how the school's relationships with parents will be managed including what will be communicated, in what medium and how frequently

#### **4. The Role of the Headteacher /Executive headteacher**

- i. The Headteacher will be responsible for the internal organisation, the leadership and management and control of the school, and for advising on the implementation of the SIB's strategic framework.
- ii. The Headteacher will provide the SIB with regular information on the performance of all aspects of the school and will comply with any reasonable request from the SIB for information. It is for the SIB to determine the range, content and regularity of these reports. The SIB may request any member of the staff to attend its meetings to provide information on the performance of any aspect of the school for which they are responsible.
- iii. Where the SIB delegates any function to the Headteacher the SIB has the power to give the head reasonable directions in relation to that function, and oblige the head to comply with those directions.

#### **5. Conduct of the SIB**

- i. The SIB will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the Nolan committee, and with reference to 'The Good Governance, Standards for Public Services' document produced by the Independent Commission for Good Governance in Public Services.
- ii. The SIB is a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the IEB.
- iii. Where functions have been delegated to an individual, or a group, they must report back to the full SIB on actions taken under delegation at the earliest possible opportunity. The SIB remains responsible for any action undertaken on its behalf under delegation.

iv. Individual members of the SIB must respect confidentiality. It is for the SIB to determine which parts of meetings, and the associated minutes, should remain confidential. Serious breaches of confidentiality may result in the Trust removing an individual member from the IEB.

v. Clerking of the meetings will be through a service level agreement aligned with the Trust. The Clerk will also be bound to confidentiality.

## **6. Procedural issues/ suggestions**

i. SIB minutes will be collated and sent to the Chair within one week for approval, before wider circulation to the members of the IEB, by email.

ii. Non confidential minutes will be published on the school website.

iii. The agenda for SIB meetings will be determined by the Chair of the SIB in the first instance, at least ten days before the meeting. This will then be circulated to other members for additional items to be considered for the agenda.

iv. On request the Headteacher (or other school leaders) will present a report to the SIB on progress against each of the Key Issues, and any staffing/HR issues.

v. The SIB will determine the agreed signatories for financial decision making, and will determine the spending thresholds for the Headteacher, without needing approval by the SIB. This is underpinned by ensuring accountability, without procedures negatively impacting the securing of rapid progress to address the issues.

vi. Urgent decisions that need to be taken by the Headteacher in the period between SIB meetings will be with the approval of the Chair of the SIB.

vii. The decision making processes of the SIB will be open and transparent, and in partnership in the best interests of the school and its progress towards addressing the key issues for the school. In the event of a split decision, the Chair of the SIB will have the casting vote.

viii. The SIB will contribute to regular information to update parents on the progress that the school is making, and also will inform parents of the outcomes of QA evaluation visits/ Her Majesty's Inspector/ Ofsted visits to the school.