

# Local Governing Committee

## Terms of Reference

Reviewed By	Approved By	Approved	Version	Review Date
M Jones	M Jones	8 <sup>th</sup> July 2020	V3.0	July 2021
M Jones	M Jones	14 <sup>th</sup> December 2020	V3.1	July 2021
Trust Board	Trust Board	10 <sup>th</sup> March 2021	V3.2	July 2021
Trust Board	Trust Board	14 <sup>th</sup> July 2021	V4.0	July 2022
Trust Board	Trust Board	8 <sup>th</sup> December 2021	V4.1	July 2022
Trust Board	Trust Board	13 <sup>th</sup> July 2022	V5.0	July 2023
Trust Board	Trust Board	12 <sup>th</sup> July 2023	V6.0	July 2024
Trust Board	Trust Board	10 <sup>th</sup> July 2024	V7.0	July 2025
Trust Board	Trust Board	16 <sup>th</sup> July 2025	V8.0	July 2027

## Version Control

Number	Date	Detail
3.0	July 2020	New Format
3.1	Dec 2020	Adjustment to appendix A, correlating with adjustments to scheme of delegation.
3.2	March 2021	Inclusion of appendix B – Scheme of Delegation for the local governing committee. <i>The areas the local governing committee are accountable, responsible, consulted and informed as identified by the Scheme of Delegation.</i>
4.0	July 2021	Annual review: <ul style="list-style-type: none"> <li>- Membership section: link governance added</li> <li>- Structure section: accountability graphic added</li> <li>- Scope of Local Governing Committee</li> <li>- Committee – Policies: wording adjustments</li> <li>- Relationship with the Board of Trustees and other committees: wording adjustments.</li> <li>- Appendix A and B: updates to reflects amends to scheme of delegation</li> </ul>
4.1	December 2021	Adjustment to appendix A and, correlating with adjustments to scheme of delegation.
5.0	July 2022	Annual review: <ul style="list-style-type: none"> <li>• Update to strategic functions to reflect code of conduct</li> <li>• Update to 'Relationship with the Board of Trustees and other committees' to reflect link governance 2022/23</li> <li>• Addition of virtual governance for meetings</li> <li>• Addition of assurance visits</li> </ul>
6.0	July 2023	Annual review: <ul style="list-style-type: none"> <li>• Adjustment to appendix A and, correlating with adjustments to scheme of delegation</li> </ul>
7.0	July 2024	Annual review <ul style="list-style-type: none"> <li>• Update to introduction and the purpose of governance to comply with Academy Trust Governance Guide</li> <li>• Updates through to implement adjustments to</li> </ul>

		<p>governance structure and policy ratification</p> <ul style="list-style-type: none"><li>• Appendix A and B, correlating with adjustments to scheme of delegation.</li><li>• Inclusion of appendix C – Policy delegation to the Local Governing Committee</li></ul>
8.0	July 2025	<p>Annual review</p> <p>Adjustment to review cycle to 2 years unless required following scheme of delegation adjustment.</p> <p>Inclusion of governance in an executive leadership model.</p> <p>Update to clerking approach in meetings.</p>



## Introduction

The local governing committee has the following strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)
- Agreeing the school improvement strategy with priorities and targets
- Meeting all applicable statutory and regulatory duties

Ensuring accountability, by:

- Monitoring the educational performance of the school/s and progress towards agreed targets
- Engaging with all stakeholders
- Contributing to school self-evaluations

Ensuring that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

The overall purpose of the local governing committee is to ensure that they provide local direction for the school(s) within the framework of the Trust governance structure. This is a crucial delegated role that will ensure that both delegated policies are appropriately scrutinised and implemented at local level and that Trust policies are implemented and appropriate feedback reported to the Board of Trustees and its scrutiny committees.

The delegated responsibilities of the local governing committee are laid out in detail within the trust scheme of delegation and master policy schedule. It is crucial that all members of the local governing committee understand this delegated power and respect the authority of other parties in the approved scheme of delegation.

Further guidance on governing in a Multi Academy Trust can also be found can be found in the [Academy Trust Governance Guide](#) issued by the DfE.

## Membership and structure

### Membership

It is not required for a trustee to be a member of the local governing committee, although this is allowable.

For schools in a supported or strengthening status the Board of Trustees will consider appointing a trust appointed governor (which may be a trustee) with suitable skills and knowledge to support the local governing committee.

For schools in a supported or strengthening status the Board of Trustees must ratify the appointment of the chair of the relevant local governing committee to ensure the appointed chair is suitably skilled and knowledgeable.

Where executive leadership is in place across schools there will be one local Governing Body Committee replicating the executive leadership model. This will ensure the workload and capacity of the leadership is supported. If all the schools in that model are classed as supported or strengthening status' the Board of Trustees must ratify the appointment of the chair of the relevant local governing committee to ensure the appointed chair is suitably skilled and knowledgeable.

As far as is possible the local governing committee should be drawn from the local community at the same time as having a broad range of skills.

The membership of the local governing committee can be no more than 9 members, including the following representatives as a minimum (smaller boards can be more cohesive and dynamic):

- The Head of the school or an appropriately accountable executive officer
- 2 elected parents governors whose children currently attend the school
- 2 further governors that can be trust-appointed or community governors drawn from the local community or with the skills to help the local governing committee fulfil its purpose. Community governors may be elected by the local governing committee.
- Of all members, include no more than a third of local governors who are employed by the trust

The local governing committee must allocate, from within their membership, link governor roles as guided by the vision and strategy for the school(s).

The local governing committee may appoint associate governors who may bring specific expertise to the governing committee and where they will add benefit/contribution to discussions and the agenda.

The local governing committee may invite staff colleagues to be in attendance at meetings where they will add benefit/contribution to discussions and the agenda (local governing committee must make due consideration to staff workload).

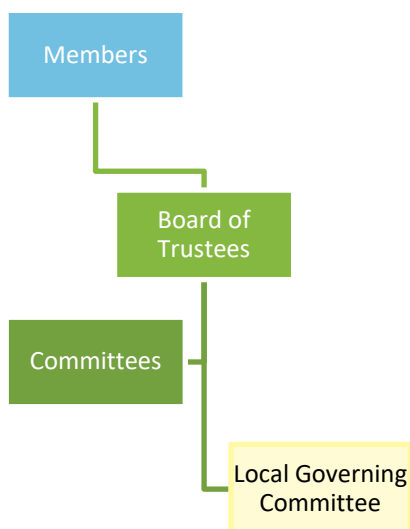
The local governing committee may invite pupil representatives to be in attendance at meetings where they will add benefit/contribution to discussions and the agenda.

### Structure

With due regard to the above outlined structure; the local governing committee structure should be clearly defined by the governing committee and this should be documented and agreed by the governors.

Elections of governors should be open and transparent wherever possible, involving the largest constituency practical. For example parent governors will be elected with the involvement of the constituency they represent (e.g. parents). Governors may be co-opted on to a governing committee where this is needed closing skills gaps.

All appointments and resignations or removals from the governing committee should be recorded in the minutes of the governing committee meeting, Get Information About Schools must be updated within 14 days of the meeting.



The local governing committee is accountable to the Board of Trustees and reviews of effective and robust governance may be requested from time to time.

### Membership responsibilities

#### Chair of Local Governing Committee

On an annual basis the Local Governing Committee must appoint a chair from its members. For schools (including schools in an executive leadership model) in a supported or strengthening status the Board of Trustees must ratify the appointment of the chair. For schools of secure status, and those in an executive leadership model with at least one school secure, the appointment of the chair

can be ratified by the local governing committee.

The elected governor to the post of Chair of Governors must be suitably skilled and knowledgeable, fulfilling the specifications outline in the Chair of the Local Governing Committee role description.

The purpose of the role of chair is to provide leadership to the governing board, ensuring that it fulfils its functions well, and to work closely with the headteacher to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic. Further detail can be found in the Chair of the Local Governing Committee role description.

### **Parent Governor**

Parent governors play a vital role on the local governing committee, holding the unique position of having a parental viewpoint of the school. Through the children, they have a first-hand experience of the delivery of the curriculum, and how the school is perceived from the 'consumers' point of view. This enables parent governors to bring a different perspective to the strategic management of the school.

It is important for parent governors to establish a rapport with the parental committee that elected him/her, whilst continuing to maintain a strategic approach to school governance. Although being available to advise parents on appropriate routes of action is a very important aspect of the role, it is vital that parent governors do not personally become involved in individual concerns. Apart from the possibility of this jeopardising appropriate complaints and appeals procedures, no governance representative has the authority to act individually on behalf of the school.

Parent governors are representative parents rather than representatives of parents.

To effectively fulfil the role, parent governors should:

- make themselves known to the parent body
- attend in-service training sessions
- listen impartially to concerns raised by parents
- guide parents regarding appropriate lines of action and procedures
- present a balanced view of issues, representing different sections of the parent community

### **Community Governor**



A community governor is a person co-opted by the governing committee and who, in the opinion of the local governing committee, has the skills required to contribute to the effective governance and success of the school.

It is important for community governors to establish a rapport with the local community, whilst continuing to maintain a strategic approach to school governance. It is vital that community governors do not personally become involved in individual concerns, and in relation to the pupils of the school, follow the guidance and processes in place.

To effectively fulfil the role, community governors should:

- make themselves known to the wider community, including the pupil community and geographically local community
- attend in-service training sessions
- listen impartially to concerns raised by pupils and the community
- guide the community regarding appropriate lines of action and procedures
- present a balanced view of issues, representing different sections of the pupil and local community

### **Trust Appointed Governor**

A trust appointed governor is a person appointed by the Board of Trustees who, in the opinion of the trustees, has the skills required to contribute to the effective governance and success of the school.

To effectively fulfil the role, trust appointed governors should:

- make themselves known to the school community
- attend in-service training sessions
- listen impartially to concerns raised by pupils and the community
- present a balanced view of issues, representing different sections of the pupil and local community

### **Associate Governors**

Associate governors can be appointed to serve on the local governing committee. They may also attend full governing committee meetings. They are not governors and therefore do not have a vote in governing committee decisions, or be part of quorum.



Associate governors should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school. Subject to the disqualifications set out in the 2012 Constitution Regulations, the governing committee may appoint a pupil, school staff member, or any other person as an associate governor so that they can contribute their specific expertise. This can help to address specific gaps identified in the skills of governing committee members, and/or help the governing committee respond to particular challenges that they may be facing.

### Quorum

The quorum for a meeting of the governing Committee shall be two or 50% or more of the governors appointed (excluding vacancies), whichever is greater, at the date of the meeting. Paid colleagues should not represent more than 33% of any vote on any matter.

### Meetings

- The local governing committee will meet at least once a term plus the school review meeting.
- The Chair (or a representative) will attend the mid-year school review and bi-annual discussions with the link trustee.
- All governors must commit to visits as identified within the school improvement plan.
- The local governing committee for all schools will attend the trust annual conference

The local governing committee can informally hold meetings as required to discuss topics as they feel appropriate. These would be informal meetings and may be helpful to discuss any topics outside of these standard terms of reference.

The governing committee will receive guidance from the Executive Team to the agenda topics at their structured termly meetings in order to satisfy the strategic work required by the Board of Trustees, enabling schools to meet the expected KPIs.

Communication with the Board of Trustees will be essential in order to ensure strong links between the Board of Trustees and the Local Governing Committee.

The standard termly meetings of the local governing committee will be minuted by a resource supplied from the trust collaborative team and actions tracked in order that local governing committee and the trust have the necessary oversight to ensure effective governance. The local governing committee, at their expense, would arrange the clerking of any additional informal meetings.

Clerking during the meeting may be provided in-person or by transcribe. For governing committees identified as secure this will be by transcribe. For committees identified as supported or strengthening this will be agreed at agenda setting as to in-person or transcribe.

Meetings can be held in person, virtually (Teams) or a hybrid, this is at the discretion of the chair and in consultation with the Headteacher, Governance Professional and Governors. Due consideration on conducting governance virtually must be given to the [NGA: A guide to virtual governance](#).

### Assurance Visits

Governors will carry out regular school visits in order to meet the statutory obligation to monitor the school's effectiveness.

When planning a schedule of visits, governors should be aware that, whilst some areas of focus lend themselves to virtual visits, this does not allow governors and trustees to readily experience school life, culture and ethos first-hand – it is not possible for the governing committee to carry out effective monitoring without regular in-person visits to the school site. This does not mean that every governor and trustee must visit regularly, rather the governing committee as a whole should have a termly programme of in-person visits in place.

Refer to the [Governor school visit policy](#) for more information.

## Terms of Reference

The local governing committee is to provide support and challenge to the leadership in the school, and all facets of the school, who are responsible for the overall performance of the school and to hold them to account in relation to all aspects of performance.

This will have a particular focus on the requirements of The Mast Academy Trust with regard to its agreed scheme of delegation and the requirements of the [Academy Trust Handbook](#).

## Scope of Local Governing Committee– Scheme of Delegation

The local governing committee refers to scheme of delegation for the terms of reference relating to their function and activities:

- Admissions and marketing
- Academic performance
- Curriculum
- Community, parents and careers
- CPD
- Governance
- Health and Safety
- Ofsted/DFE Monitoring
- Quality of teaching
- Safeguarding and Child Protection
- Strategic Planning
- Vision

Refer to Appendix A for specific details.

All governors have a duty to act honestly and in good faith, with a view to promoting the best interests of the school and the Mast Academy Trust.

The trustees may choose, from time to time and within the boundaries of the Department for Education guidance, to provide focus on particular elements of these Terms of Reference or ask for additional work to be carried out in order to ensure educational performance is governed most effectively.

## Scope of Local Governing Committee – Policies

The Board of Trustees will note the policies approved and ratified by their

committees, as per the approved policy delegation. Policies that require adjustments to school specific detail must be reflected in the 'policy procedure - school requirements' and said document must be reviewed by the local governing committee before publishing.

The local governing committee have delegated responsibility to review and provide approval and ratification for the policies outlined in appendix B.

### Relationship with the Board of Trustees and other committees

The local governing committee should have strong links with the Education and People Committee; the local governing committee, and chair of such, should therefore communicate regularly with the Trustee linked to the school.

All local governing committee members will be a member of the Trust development working groups to ensure joined up decision making and thinking.

The Chair of Governors should also maintain strong links with the Chair and the link Trustee.

The Board of Trustees committees must receive copies of assurance visit reports from all local governing committees

to ensure that an appropriate response to local governing committee needs can be given and that strategic oversight is maintained across the trust. Due regard should be given for the work of each trust committee as well as feedback from school.

### Terms of Reference review

These Terms of Reference should be reviewed on an annual basis as a minimum by the Board of Trustees. Executive Officers will be expected to liaise with the local governing committee and keep up to date with statutory and other changes on an ongoing basis in order to ensure trustees and governors are kept well informed of such changes and their impact on these terms of reference.

## APPENDIX A: Scheme of Delegation for the local governing committee.

**The roles of the key stakeholders and their responsibilities to the local governing committee** as identified by the Scheme of Delegation.

<b>Executive Team</b>
<b>Responsible</b>
Community, parents, carers
Support and advise when requested.
<b>Governors</b>
<b>Accountable</b>
Community, parents, carers
Appoint a link governor with ownership for assurance of stakeholder engagement
Know and understand the school's links with the community, parents & carers and ensuring strong relationships at all levels
<b>Curriculum</b>
Adhere to the principles on which the school's qualifications and curriculum policies are based in line with guidance as prepared by the DfE.
<b>Governance</b>
Ensure its own processes are line with the legal requirements as set down in the Articles of Association, the Master and Supplementary Funding Agreement.
<b>Consulted</b>
<b>HR management</b>
When invited to do so by the CEO/Board; contribute to the performance management of the Headteacher.
<b>Recruitment</b>
As invited to do so; contribute to the appointment of the Headteacher.
<b>Strategic Planning</b>
Together with the Headteacher; oversee the development and regular updating of the school's improvement plan (SIP).
<b>Informed</b>
<b>Building and Maintenance</b>
Receive summary maintenance plans in order to understand any planned capital works and the impact of the strategic plan on the quality of the school buildings.
<b>CPD</b>
Receive professional development and training summary reports from the Headteacher in order to ensure the LGC is fully aware of the school's activity in this area and can support and challenge appropriately.
<b>Governance</b>
Support and Strengthening schools: Of the appointed of chair of governors
Support and Strengthening schools: Of the appointed of Trust Appointed governors
The decision by the Trust Board on Governor removal appeals
<b>Handling Complaints</b>
Receive reports on formal complaints.
<b>HR management</b>
For ratification on proposals for changes to staffing body outside of Trust agree job families, roles and pay grades by Headteacher
Of outcomes from disciplinary hearing heard by the Trust Board
<b>Ofsted/DFE Monitoring</b>
Understand the requirements of inspection process and supports the Headteacher in being 'inspection ready'.
<b>Recruitment</b>
Use key performance data provided by the school, is fully aware of the school's activity in terms of its staff, staffing structures and more general HR data and can support and challenge appropriately.
<b>Safeguarding and Child Protection</b>
Receive summary reports including child protection, exclusions, attendance, behaviour in order to ensure the LGC is fully aware of the school's activity in this area and can support and challenge appropriately.
<b>Finance</b>
Of outcome of the final budget
Propose capital plan
<b>Responsible</b>
<b>Academic Performance</b>
Know and understand the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care.
Know, understand and challenge the overall quality of students' achievements and learning (achievement, attainment, progress, attitudes).

Support the school in its self-evaluation of significant strengths or weaknesses (academic and other achievements, personal development, and governance, leadership and management)
<b>Admissions and Marketing</b>
Provide support, challenge, advice and encouragement in the area of marketing.
<b>Building and Maintenance</b>
Although not itself responsible for capital expenditure decisions, together with the Headteacher; the LGC develop priorities for capital expenditure and large scale 'minor works' in line with the strategic plan.
<b>Community, parents, carers</b>
Support, challenge and advise the school as it seeks to improve and enhance these links.
<b>Curriculum</b>
Know and understand the school's own evaluation of the quality of its curricular and extra-curricular provision.
Know and understand the school's own evaluation of the quality of spiritual, moral, social and cultural development of students.
Support, challenge and advise the school in the development and implementation of its curriculum and qualifications framework and its extra-curricular provision.
<b>EYFS</b>
Know and understand the school's own evaluation of the quality of EYFS provision.
<b>Governance</b>
Appointing members in accordance with the link governance requirements
Approve/Decline the removal of a Governor in a local Governing Committee
Build an effective relationship with the Governance Professionals.
Ensure the constitution of the Governing Committee meets with the DfE competency framework for governance, as a whole and the identified 'someone on the board'
Evaluate its own processes and effectiveness.
Maintaining termly assurance visits and providing written reports for the whole LGC and relevant Trust Committee
Own training and new member induction.
Represent on the Trust development group as identified by the Trust Governance structure and terms of reference(s)
Represents the LGC when required on Trust wide boards and/or groups
Secure schools: Appoint the chair and vice chair from amongst their membership annually
Succession planning and the recruitment of LGC members to ensure an appropriate balance of skills and effectiveness.
<b>Health and Safety</b>
Observe Health and Safety on school development plan focussed school visits.
<b>HR management</b>
Participate in appeals as part of the pay, grievance, capability or disciplinary process which are not likely to have a gross misconduct outcome.
<b>Ofsted/DFE Monitoring</b>
As invited, engage with the inspection process.
<b>Quality of teaching</b>
Know and understand the school's own evaluation of the quality of teaching.
With the CEO; support and challenge the school in its programme of improvement.
<b>Safeguarding and Child Protection</b>
Ensure underperformance is challenged at school level
Undertake annual training as requested by the Executive team
<b>Strategic Planning</b>
Acting as a critical friend when scrutinising the self-evaluation.
Oversee the implementation of the TBs' strategic vision as it applies to the school.
Together with the Headteacher; develop the school's 3-5-year Strategic Plan (SDP) for approval by the Trust Board.
<b>Vision</b>
Ensure their school has a clear vision in place, which is regularly reviewed and communicated widely.
Together with the Headteacher; the Chair ensure the views of the LGC are well communicated to the Trust Board.
Use the objective information they receive to be well informed about standards in school and progression towards the school's vision.
<b>Headteacher</b>
<b>Accountable</b>
EYFS
Meet the welfare requirements set down in law
<b>Safeguarding and Child Protection</b>
Statutory compliance of safeguarding and child protection in the school
<b>Responsible</b>
<b>Academic Performance</b>
Accurate self-evaluation of the school, its strengths and weaknesses and for implementing a plan of action to address this.
Cooperates effectively with school to school support contracts identified for the school to bring about rapid and sustained improvements.



Has a detailed understanding of the overall quality of student's achievements and progress based on accurate evidence of individual student achievement and progress.
Knows what to do to improve academic performance and ensures appropriate action is taken in a timely, consistent and strategic way.
Liaise with the local authority in respect of students who have or might have SEND.
Specifically has a detailed understanding of the achievements and progress of different groups of students based on accurate evidence of individual student achievement and progress.
To designate a teacher to be responsible for coordinating SEND provision.
To make provisions for SEND students with or without a EHCP.
<b>Admissions and Marketing</b>
Contribute to and comply with any LA in year admission and fair access protocols.
Develop and implement the school's strategic marketing plan.
Implement the school's admissions policy and the appeals process.
Measure the success of the marketing plan through the agreed key performance indicators and, most particularly, through student numbers.
To monitor pupil numbers and propose any changes to pupil admission number and propose adjustments to the CEO.
<b>Building and Maintenance</b>
Together with the LGC and collaboration services; oversight of the PFI contract (where applicable).
Together with the LGC; develop priorities for capital expenditure and large scale 'minor works' in line with the strategic plan.
With the professional support of the collaboration services is responsible for the maintenance of the school and its facilities.
<b>Community, parents, carers</b>
Develop effective links with the community, parents & carers.
<b>CPD</b>
Contribute to the Trust wide professional development and networks programme.
Design, develop, commission and deliver professional development programmes at school level.
Develop and implement the school's strategy for professional development.
Ensure induction and probation are highly effective for all staff.
Ensure the school is engrossed in talent management and supporting the SCITT.
Has a clear plan for succession planning for all key posts.
<b>Curriculum</b>
Development and implementation of the school's curriculum and qualifications framework.
Development and implementation of the school's extra-curricular provision.
Ensure statutory policies as outlined by the MAT are in place and implemented.
Ensure the curriculum allows students to progress to the next stage effectively.
Ensuring an annual review is completed of SEND provision for SEND pupils and appropriate actions taken.
Quality of spiritual, moral, social and cultural development of students.
<b>EYFS</b>
Accurate self-evaluation of EYFS, its strengths and weaknesses and for implementing a plan of action to address this.
<b>Governance</b>
Act as a Governor on the LGC.
Build an effective relationship with the Governance Professionals.
Ensure LGCs receive papers in advance of meetings (7 days in advance).
Ensure meetings are carried out in line with the terms of reference and this SoD.
<b>Handling Complaints</b>
Deal with and respond to complaints at an informal and school level wherever possible.
Implement the Trust's policies with respect to handling of complaints.
Informing the local Governing Committee and executive team on formal complaints
Manage all complaint stages unless the complaint is against the senior leader or Governing Committee.
Monitor statutory compliance in relation to complaints.
Refer complaints received directly by the school to the appropriate person.
<b>Health and Safety</b>
Health and safety in their school.
Implement recommendations from the professional health and safety audits.
Implement the Trust's health and safety policies, guidance and training in their school.
Implement the Trust's risk management framework.
<b>HR management</b>
Define their own school staffing structure within budget constraints
Ensure all Staffing policies are implemented, including Equality Policy.
Ensuring the adoption and adherence to the staff wellbeing charter within the school
Has the authority to dismiss in line with Trust policy.
Provide business case to CEO for approval of changes to staffing body outside of Trust agree job families, roles and pay grading
To suspend/dismiss staff in consultation with the Executive Team.

<b>Information Management</b>
Ensure compliance with all Data Protection legislation and good practice in the school.
Ensure the publication of school information ensuring all electronic communication including websites are up to date.
Maintain accurate and secure staff records.
Maintain accurate and secure student's records.
Managing all freedom of information and subject access requests
<b>Ofsted/DFE Monitoring</b>
Communicate the outcomes of the inspection process with parents, carers and stakeholders.
Ensure the LGC and all staff fully understand the requirements of the inspection process.
Ensure the school is 'inspection ready' at all times.
Notify the CEO of contact from the DfE/Ofsted asap.
<b>Quality of teaching</b>
Accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for implementing action to address this.
Ensure external view / validation in terms of these judgments.
Quality of teaching in the school, ensuring consistent good or better teaching leads to high quality outcomes for all students.
<b>Recruitment</b>
Accuracy of the school's Single Central Record and statutory compliance with respect to training for safer recruitment.
Recruitment and appointment of all school staff other than the Headteacher, in line with Trust policies.
<b>Safeguarding and Child Protection</b>
Ensure a fully trained DSL is in place.
Ensure all staff receive annual training in line with statutory responsibilities.
Ensure that a named person for Looked After Children is in place.
Ensure that the school responds to local and national need/priorities.
Ensure timely completion of all audits relating to safeguarding.
Implementation of safeguarding and child protection policies and best practices within the school
Provide reports for the LGC.
<b>Strategic Planning</b>
Implement the 5-year strategic plan and the annual school Improvement Plan (SIP).
Together with the LGC; develop the school's 5-year Strategic Plan for approval by the Trust Board.
Together with the LGC; develop the school's annual Improvement/Development Plan (SIP).
Write the annual self-evaluation.
<b>Vision</b>
Implement the school vision as determined by the LGC.
Together with the LGC Chair; ensure the views of the LGC are well communicated to the Trust Board.
Together with the LGC Chair; ensure LGC members have all the information they require to be well informed about both the school and Mast Academy schools.
<b>Finance</b>
Together with the LGC; develop capital expenditure priorities against the school's strategic plan for submission to the executive and board.

## APPENDIX B: Scheme of Delegation for the local governing committee.

The **areas the governors are accountable, responsible, consulted and informed** as identified by the Scheme of Delegation.

<b>Accountable</b>
<b>Community, parents, carers</b>
Appoint a link governor with ownership for assurance of stakeholder engagement
Know and understand the school's links with the community, parents & carers and ensuring strong relationships at all levels
<b>Curriculum</b>
Adhere to the principles on which the school's qualifications and curriculum policies are based in line with guidance as prepared by the DfE.
Ensuring actions from the SEND review are implemented in schools
<b>Governance</b>
Ensure its own processes are line with the legal requirements as set down in the Articles of Association, the Master and Supplementary Funding Agreement.
<b>Consulted</b>
<b>Governance</b>
On the appointment of a Trustee Appointed Governor
<b>HR management</b>
When invited to do so by the CEO/Board; contribute to the performance management of the Headteacher.
<b>Recruitment</b>
As invited to do so; contribute to the appointment of the Headteacher.
<b>Strategic Planning</b>
Together with the Headteacher; oversee the development and regular updating of the school's improvement plan (SIP).
<b>Informed</b>
<b>Building and Maintenance</b>
Receive summary maintenance plans in order to understand any planned capital works and the impact of the strategic plan on the quality of the school buildings.
<b>CPD</b>
Receive professional development and training summary reports from the Headteacher in order to ensure the LGC is fully aware of the school's activity in this area and can support and challenge appropriately.
<b>Governance</b>
Of the appointment of an interim governing board
Support and Strengthening schools: Of the appointed of chair of governors
Support and Strengthening schools: Of the appointed of Trust Appointed governors
The decision by the Trust Board on Governor removal appeals
<b>Handling Complaints</b>
Receive reports on formal complaints.
<b>HR management</b>
Adjustments to staffing structures in the relevant school
For ratification on proposals for changes to staffing body outside of Trust agree job families, roles and pay grades by Headteacher
Of outcomes from disciplinary hearing heard by the Trust Board
Of the adoption and adherence to the staff wellbeing charter within the school
Outcome of any pay, grievance, capability or disciplinary process
<b>Ofsted/DFE Monitoring</b>
Understand the requirements of inspection process and supports the Headteacher in being 'inspection ready'.
<b>Recruitment</b>
Use key performance data provided by the school, is fully aware of the school's activity in terms of its staff, staffing structures and more general HR data and can support and challenge appropriately.
<b>Safeguarding and Child Protection</b>
Receive summary reports including child protection, exclusions, attendance, behaviour in order to ensure the LGC is fully aware of the school's activity in this area and can support and challenge appropriately.
<b>Finance</b>
Of outcome of the final budget
Propose capital plan
The decision by the Trust Board of approval/rejection of donations offered.
<b>Responsible</b>
<b>Academic Performance</b>

Know and understand the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care.
Know, understand and challenge the overall quality of students' achievements and learning (achievement, attainment, progress, attitudes).
Support the school in its self-evaluation of significant strengths or weaknesses (academic and other achievements, personal development, and governance, leadership and management)
<b>Admissions and Marketing</b>
Provide support, challenge, advice and encouragement in the area of marketing.
<b>Building and Maintenance</b>
Although not itself responsible for capital expenditure decisions, together with the Headteacher; the LGC develop priorities for capital expenditure and large scale 'minor works' in line with the strategic plan.
<b>Community, parents, carers</b>
Support, challenge and advise the school as it seeks to improve and enhance these links.
<b>Curriculum</b>
Know and understand the school's own evaluation of the quality of its curricular and extra-curricular provision.
Know and understand the school's own evaluation of the quality of spiritual, moral, social and cultural development of students.
Support, challenge and advise the school in the development and implementation of its curriculum and qualifications framework and its extra-curricular provision.
<b>EYFS</b>
Know and understand the school's own evaluation of the quality of EYFS provision.
<b>Governance</b>
Appointing members in accordance with the link governance requirements
Approve/Decline the removal of a Governor in a local Governing Committee
Build an effective relationship with the Governance Professionals.
Complete school visits as outlined in the school visit policy
Ensure the constitution of the Governing Committee meets with the DfE competency framework for governance, as a whole and the identified 'someone on the board'
Evaluate its own processes and effectiveness.
For electing a trustee appointed governor to their board after consultation
Maintaining termly assurance visits and providing written reports for the whole LGC and relevant Trust Committee
Own training and new member induction.
Represent on the Trust development group as identified by the Trust Governance structure and terms of reference(s)
Represents the LGC when required on Trust wide boards and/or groups
Secure schools: Appoint the chair and vice chair from amongst their membership annually
Succession planning and the recruitment of LGC members to ensure an appropriate balance of skills and effectiveness.
<b>Health and Safety</b>
Observe Health and Safety on school development plan focussed school visits.
<b>HR management</b>
Participate in appeals as part of the pay, grievance, capability or disciplinary process which are not likely to have a gross misconduct outcome.
<b>Ofsted/DFE Monitoring</b>
As invited, engage with the inspection process.
<b>Quality of teaching</b>
Know and understand the school's own evaluation of the quality of teaching.
With the CEO; support and challenge the school in its programme of improvement.
<b>Safeguarding and Child Protection</b>
Ensure underperformance is challenged at school level
Undertake annual training as requested by the Executive team
<b>Strategic Planning</b>
Acting as a critical friend when scrutinising the self-evaluation.
Oversee the implementation of the TBs' strategic vision as it applies to the school.
Together with the Headteacher; develop the school's 3-5-year Strategic Plan (SDP) for approval by the Trust Board.
<b>Vision</b>
Ensure their school has a clear vision in place, which is regularly reviewed and communicated widely.
Together with the Headteacher; the Chair ensure the views of the LGC are well communicated to the Trust Board.
Use the objective information they receive to be well informed about standards in school and progression towards the school's vision.

## APPENDIX C: Policy delegation to the local governing committee

The local governing committee have delegated responsibility to review and provide approval and ratification for the below policies.

	Statutory	Author	Delegated approval to	Informed to
Accessibility plan	Yes	Headteacher	Local Committee	Education and People Committee
Behaviour in schools and written statement	Yes	Headteacher	Local Committee	Education and People Committee
Pupil Anti Bullying policy	Yes	Headteacher	Local Committee	Education and People Committee
Relationships and sex education and health education	Yes	Headteacher	Local Committee	Education and People Committee
Uniform policy ( <i>website page</i> )	Yes	Headteacher	Local Committee	Education and People Committee
Administering medication policy	No	Headteacher	Local Committee	Education and People Committee

The local governing committee will also receive confirmation for the ratification of the below policies and procedures that have been delegated approval to senior leaders in the trust:

	Statutory	Author	Delegated approval to	Informed to
Register of pupils' admission to school and attendance	Yes	School office	Headteacher	Local Committee
School information published on a website	Yes	School office	Headteacher	Local Committee
Single central record of recruitment and vetting checks	Yes	School office	Headteacher	Local Committee
Intimate Care policy	No	Trust Safeguarding Lead	CEO	Education and People Committee / LGC
Monitoring and Evaluations policy	No	Senior Leader	Headteacher	Local Committee
Policy procedures - school requirements	No		Headteacher	Local Committee
Pupil Homework policy ( <i>if required by the school</i> )	No		Headteacher	Local Committee