

To take effect 1st September 2024

Terms of Reference for Shires Multi Academy Trust (the Trust)

Policy Name: Shires Terms of Reference	Policy Reference: MAT-SP09
Owner/Reviewer: Trust Board/CEO	Review Date: 10 July 2024
Approved by: Trust Board	Approval Date: 10 July 2024
Signature of Chair of Trustees: 	Date of Next Review: Summer Term 2025
Review Frequency: Annually	

Shires MAT offers excellent educational experiences, guiding with purpose, so everyone can flourish and make the most of the opportunities collaboration brings. This is achieved by ensuring high quality governance and leadership across the Trust.

Terms of Reference Trust Board

Purpose

The Shires Multi Academy Trust (SMAT) is constituted as a Multi-Academy Trust (MAT) which has more than one Local Governance Committee (LGC) reporting to the Board of Trustees (Trust Board). These are the main responsibilities and terms of reference of the Trust Board.

Terms of Reference

Membership: The Trust Board shall comprise 8-12 Directors. The Members shall appoint no fewer than 5 Directors. The Diocese of Worcester Academy Trust shall appoint no fewer than 2 Directors. Providing that the Chief Executive Officer agrees so to act, the Members may by ordinary resolution appoint the Chief Executive Officer as a Director.

Chair: The Chair and Vice-Chair shall be appointed by the Directors each September from among the Directors, provided this is someone other than an employee of the Trust.

Clerk: The Trust Board Clerk shall be appointed by the Directors.

- Quorum:** The quorum for a meeting of the Trust Board shall be any 3 Directors or, where greater, one third (rounded up) of the total number of Directors.
- Meetings:** The Trust Board shall meet as often as is necessary to fulfil its responsibilities and not less than three times in every school year.
- Minutes of meetings will be recorded by the Clerk to the Trust Board in sufficient time for inclusion on the agenda and among the supporting papers for the next meeting of the Trust Board
- Agendas:** The Clerk shall circulate an agenda for each meeting, together with any supporting papers, at least one week in advance of the meeting.
- Decisions:** Decisions may only be taken by the Trust Board. Each question shall be determined by a majority of votes of the Directors present and voting on the question. Every Director will have one vote. Where necessary, the Chair will have a second or casting vote.
- Duties:** Maintain strategic direction of the Trust.
Performance management of the Trust including policies, processes, accountability and systems.
Act as guardians of Trust finances and assets.
Ensure compliance in all aspects of Trust provision.
Maintain a high standard of Governance across the Trust.
- Link Trustee:** Trustees may be assigned Link trustee roles to work closely with a particular Local Governing Committee (*see Appendix 5*).

Committee Terms of Reference

Introduction

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the **Board**) who have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust (the **Academies** and each an **Academy**).

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain of its powers and functions. These terms of reference (**Terms of Reference**) set out the constitution, membership and proceedings of the committees the Board has established.

In summary, the Board has established two different types of committee:

- main **Board committees** which are established to deal with Trust-wide matters such as audit and risk (**Audit and Risk Committee**) and finance and business (**Business Committee**); and
- **local governance committees - (LGCs)** which are established by the Board to support the effective operation of the Academies,

together the **Committees**.

The Board will review these Terms of References together with the membership of the Committees at least once every twelve months.

These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of Committees set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

Date last approved by the Board: 10th July 2024

Date for next review: *Autumn Term 2025 or earlier as required.*

1 Establishing the Committees

1.1 The Board has resolved to establish the following Board Committees as committees of the Board:

- Audit and Risk Committee (**Audit & Risk Committee**);
- Business and Finance Committee (**Business Committee**)

1.2 The Board has resolved to establish LGCs for its Academies each as a separate committee of the Board. A LGC may act in respect of two or more Academies. The current list of LGCs and the Academies they operate in respect of is set out in Appendix 1.

2. Membership – Board Committees

2.1 Each Board Committee shall have a minimum of three members and maximum of six members. A majority of Board Committee members must be trustees of the Trust (**Trustees**).

2.2 The Board will appoint and remove all Committee members.

2.3 The Board will ensure that Board Committee members have the necessary skills, background and experience to properly fulfil the relevant Board Committee functions.

2.4 The current Board Committee members are set out in the register of committee members maintained by the Trust and which at the date of adoption of these Terms of Reference is set out in Appendix 2.

2.5 The Trustees recognise the overriding principles of the Academies Trust Handbook published by the ESFA (the **ATH**) and that the Audit & Risk Committee should be established in such a way as to achieve internal scrutiny which delivers objective and independent assurance for the Trust. In establishing the Audit & Risk Committee the Board will adhere to the principles of the AFH and:

2.5.1 staff employed by the Trust will not be members of the Committee, but may attend meetings to provide information and participate in discussions; and

2.5.2 the Trust's Accounting Officer and other relevant senior staff will routinely attend committee meetings in the capacity set out above.

3. **Membership – LGCs**

3.1 Each LGC operating in respect of one Academy shall, unless the Board resolve otherwise, have a minimum of five members and a maximum of nine members.

3.2 Each LGC operating in respect of two or more Academies shall, unless the Board resolve otherwise, have a minimum of seven members and a maximum of eleven members.

3.3 The membership of each LGC (each a **LGC Member**) shall be as follows (unless the Board resolve otherwise):

- two parent members (elected);
- one staff member (elected);
- the Head Teacher of the academy;
- up to two persons appointed by the Board (and in respect of faith academies such appointments shall be appointed by the Directors with the consent of the Diocesan Corporate Member);
- subject to paragraph 3.6 up to three other persons co-opted by members of the LGB;

3.4 The current LGC Members are set out in the register of committee members maintained by the Trust and which at the date of adoption of these Terms of Reference is set out in Appendix 1.

3.5 The Trustees shall delegate to the LGC to:

3.5.1 make all necessary arrangements for, and determine all other matters relating to, an election of parent LGC Members, including any question of whether a person is a parent of a registered pupil at an Academy. Any election of a parent member which is contested shall be held by secret ballot;

3.4.2 make all necessary arrangements for, and determine all matters relating to, the election of staff LGC Members.

3.6 The LGC Members may only appoint co-opted members with the consent of the Board exercised through delegation to the Chair or Vice Chair of the Board. Consent wouldn't reasonably be refused and can be obtained by email via the Clerk to the Trust Board.

3.7 The term of office for any LGC Member shall be four years, save that this time limit shall not apply to the Head Teachers. Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be).

4. Chairs of Committees

4.1 The term **Chair** refers to the person appointed under this paragraph as chair of the relevant Board Committee or LGC (as appropriate).

4.2 Subject to paragraph 4.3, each Board Committee shall at the first meeting of each academic year elect a member to act as chair of the committee. The committee will elect a temporary replacement from among the members present at any meeting where the Chair is absent.

4.3 No person may act as Chair of a Board Committee under paragraph 4.1 unless they are also a Trustee.

4.4 Subject to paragraph 4.5:

4.4.1 the LGC Members shall at the first meeting of each academic year appoint a LGC Member to act as Chair of the LGC;

4.4.2 the LGC Members will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.

4.5 No person may act as Chair under paragraph 4.4 if they are an employee of the Trust.

5. Authority, remit and responsibilities of the Committees

5.1 Each Committee shall be responsible for the matters as set out in Appendix 3. Further

5.2 Each Committee is authorised by the Board to:

5.2.1 carry on any activity authorised by these Terms of Reference; and

5.2.2 seek any appropriate information that it properly requires to carry out its role from any senior employee of the Trust and all senior employees shall be directed to co-operate with any request made.

5.3 Save with the consent of the Board, the Committees may not establish sub-committees.

6. Proceedings of Committee meetings

6.1 The Committees will meet as often as is necessary to fulfil their responsibilities but at least three times a year.

6.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.

- 6.3 The quorum for the transaction of the business of a Board Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the majority of members of the Committee present are Trustees.
 - 6.4 The quorum for the transaction of the business of LGB shall be three LGB Members excluding staff members.
 - 6.5 The Chief Executive Officer shall ensure that a clerk is provided to take minutes at meetings of the Board Committees.
 - 6.6 The relevant Head Teacher shall ensure that a clerk is provided to take minutes at meetings of the LGCs.
 - 6.7 Every matter to be decided at a meeting of a Committee must be determined by a majority of the votes of the members present and voting on the matter.
 - 6.8 Each Committee member present in person shall be entitled to one vote.
 - 6.9 Where there is an equal division of votes the Chair shall have a casting vote.
 - 6.10 A register of attendance shall be kept for each Committee meeting and published annually.
 - 6.11 Committees may invite attendance at meetings from persons who are not Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
 - 6.12 References in paragraph 6 to the "Chair" shall in the absence of the Chair be deemed to be references to the chair of the relevant Committee meeting.
- 7. Conduct of Committee members**
- 7.1 All Committee members shall observe at all times the provisions of the Trust's code of governance.
- 8. Members' Interests**
- 8.1 Committee members are required to declare any business or other interests in any item being discussed at a meeting.
 - 8.2 Each Committee member, if present at a Committee meeting, disclose their interest, withdraw from the meeting and not vote on a matter if:
 - 8.2.1 there may be a conflict between their interests and the interests of any of the Academies or the Trust;
 - 8.2.2 there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or

8.2.3 they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the Committee in relation to that matter) in a matter.

9. Disqualification & Removal of Committee Members

9.1 A person shall be ineligible for appointment to a Committee and, if already appointed, shall immediately cease to be a member if the relevant individual:

9.1.1 is or becomes disqualified from holding office under the Trust's Articles of Association;

9.1.2 is or becomes disqualified from holding office as a governor of a school or academy;

9.1.3 is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;

9.1.4 is barred from any regulated activity relating to children;

9.1.5 is or becomes bankrupt or makes any arrangement or composition with his/her creditors generally; or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;

9.1.6 is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);

9.1.7 has been fined for causing a nuisance or disturbance on school/academy premises during the 5 years prior to or since appointment or election as a Committee member;

9.1.8 refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;

9.1.9 commits a serious breach of the Trust's code of governance or any standing order or protocol implemented by the Board;

9.1.10 in the case of a LGC Member, is absent without the permission of the LGC Members from all their meetings held within a period of six months and the Trust Board resolve that their office be vacated on the recommendation of the LGC.

9.1.11 resigns his/her office by notice in writing to the relevant Chair;

9.1.12 in the case of a Headteacher, they cease to be the Headteacher;

9.1.13 in the case of a LGC Member, their term of office expires and they are not re-appointed.

9.2 The Trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any LGC Member by written notice to the relevant Chair.

10. Reporting Procedures

- 10.1 Within 14 days of each meeting each Committee will:
- 10.2 Produce and agree minutes of its meetings;
- 10.3 The Committee minutes can be agreed by committee members by email.
- 10.4 The Committee minutes will be sent to the Board within 15 days of each Committee meeting.
- 10.5 Committees shall arrange for the production and delivery of such other reports or updates as requested by the Board from time to time.
- 10.6 Each Board committee shall conduct an annual review of its work and the powers and functions delegated to it under these Terms of Reference and shall report the outcome and make recommendations to the Board.
- 10.7 The Trust Board will conduct an annual review of the work and the powers and functions delegated to each LGC under these Terms of Reference, including a review of the Chair's performance.

**The Trust's LGC Members - Correct at time of review
The Register of Committee Members**

Webheath Academy Primary School

[Webheath Academy Primary School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools/service/gov.uk)

Joanne Veale
Alison Preece
Carly Howey
Emma Kuma
David Sullivan
Robin Lunn
Janine Burton (Headteacher)

Studley High School

[Studley High School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools/service/gov.uk)

Richard Eost (Headteacher)
Karen Hanson
Rebecca Morland
Laura O'Donnell
Caroline Taylor
Wendy Roberts

Feckenham Primary School

[Feckenham CofE Primary School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools/service/gov.uk)

Julie Grieve
Karen Davis
Fiona Carter
Brendan Scott
Sarah James
Iona McQueen
Jeannette Little (Headteacher)
Tanya Howarth
Toni Louise Morgan

Ridgeway Secondary School

[Ridgeway Academy - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools/service/gov.uk)

Claire Torrington
David Allden
Mark Banwell
Louisa Allen
Shari Lewison-Frisch
Kathryn Farrelly
Nicola Hunter
Matthew Ball (Headteacher)

Astwood Bank Primary School

[Astwood Bank Primary School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools.service.gov.uk)

Alison Flower

Claire Keen

Craig Hughes

Faye Abel

Hazel Richardson

Michelle Stack

Nicola Smith

Debbie Yarnold (Headteacher)

North Bromsgrove High School

[North Bromsgrove High School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools.service.gov.uk)

Sue Milsom

Mark Westwood

Nick Gibson (Headteacher)

Alana Warburton

Richard Shutte

Karen Hillmansen

Jenny Proudman

Appendix 2

The Register of Committee Members

Audit and Risk Committee

Elaine Shelley

Mike Thake
Julia Breakwell

Business and Finance Committee

Ian Dixon
Katharine Sanders
Lee Gray
Arabella Pasquette
Mike Thake

Trust Board members

1. Mike Thake (Worcester Diocese)
2. Arabella Pasquette
3. Lee Gray
4. Ian Dixon (Worcester Diocese)
5. Elaine Shelley
6. Marc Worrall
7. Julia Breakwell
8. Helen Dunnico
9. Glenn Mellor (1.9.24)
10. Katie Reilley (4.9.24)

Powers & Functions Delegated

Remit and Responsibilities of the Audit & Risk Committee

The powers and functions delegated by the Board to the Audit & Risk Committee are as set out below.

External Audit

1. To consider the appointment of the external auditor and assess independence of the external auditor, ensuring that key audit personnel are rotated at appropriate intervals.
2. To recommend the audit fees to the Board and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor and to ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity.
3. To oversee the process for selecting the external auditor and make appropriate recommendations through the Board to the members of the Trust to consider at any general meeting where the accounts are laid before members.
4. To discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor receives the fullest co-operation.
5. To review the external auditor's annual management letter and all other reports and recommendations, together with the appropriateness of management's response.
6. To review the performance of the external auditor on an annual basis.
7. To recommend to the Board the appointment/re-appointment of the external auditor.
8. To review and consider the circumstances surrounding any resignation or dismissal of the external auditor.

Internal Audit

9. To set and review the internal audit programme and ensure that the internal audit function is adequately resourced and has appropriate standing within the Trust.
10. To review the reports and recommendations of the internal audit, together with the appropriateness of management's response.
11. To monitor the implementation of action agreed by management in response to reports from the external auditor internal audits.

Financial Management & Policies

12. To keep under review the Trust's financial management and reporting arrangements, providing constructive challenge (where necessary) to the actions and judgements of management in relation to the interim management and financial accounts, statements and reports and the annual accounts and financial statements, prior to submission to the Board, paying particular attention to:
 - critical accounting policies and practices, and any changes in them
 - decisions requiring a major element of judgement
 - the extent to which the financial statements are affected by any unusual or complex transactions in the year and how they are disclosed
 - the clarity and transparency of disclosures
 - significant adjustments resulting from the audit
 - the going concern assumption
 - compliance with accounting standards
 - compliance with DfE and legal requirements.
13. To review the Trust's policy and procedures for handling allegations from whistleblowers.
14. To review the Trust's policies and procedures for handling allegations of fraud, bribery and corruption.
15. To receive reports on the outcome of investigations of suspected or alleged impropriety.
16. To review the adequacy of policies for ensuring compliance with relevant regulatory, legal and code of conduct requirements.
17. To ensure that any significant losses are investigated and reported to the DfE/ESFA where required.
18. To review the Trust's risk management policy, strategy, processes and procedures for the identification, assessment, evaluation, management and reporting of risks.
19. To review the adequacy and robustness of risk registers.
20. To keep under review the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money, through reports and assurances received from management, internal audit, the external auditor and any other relevant independent assurances or reports (eg from the National Audit Office).
21. To review all risk and control related disclosure statements, in particular the Trust's annual "Statement on Internal Control", together with any associated reports and opinions from management, the external auditor and Responsible Officer, prior to endorsement by the Trust Board.
22. To review any recommendations made by the Secretary of State for Education for improving the financial management of the Academies.

Health & Safety

23. To receive each term the relevant Headteacher's Health and Safety report and advise as necessary.
24. To monitor compliance with the Academies' Health & Safety policies and statutory obligations under the Health and Safety at Work Act 1974.

General

25. To review or investigate any other matters referred to the Audit & Risk Committee by the Board.
26. To draw any significant recommendations and matters of concern to the attention of the Board.

Remit and Responsibilities of the Business and Finance Committee

The powers and functions delegated by the Board to the Business and Finance Committee are as set out below.

Funding

1. To consider each of the Academies indicative funding, notified annually by the DfE/ESFA and to assess its implications for the relevant Academy. This will be in consultation with the CFI together with the Headteacher and the Business Manager of the relevant Academy, in advance of the financial year, drawing any matters of significance or concern to the attention of the Board.
2. To consider and recommend acceptance or non-acceptance of the Academies budgets each financial year.

Budgeting

3. To contribute to the formulation of the Academies strategic plans, through the consideration of financial priorities and proposals, in consultation with the relevant the Headteacher and the Business Manager and with the stated and agreed aims and objectives of the relevant Academy.
4. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of the Academies' strategic plans.
5. To liaise with and receive reports from appropriate committees and make recommendations to those committees about the financial aspects of matters being considered by them.
6. To consider the spending plans of other committees and report back and advise the Board.
7. To delegate the day-to-day management of the approved budget to relevant the Headteacher, within agreed authorisation limits.
8. To consider requests for supplementary expenditure and make appropriate recommendations to the Board.
9. To consider and act upon matters not covered by other committees.
10. To review financial policy including consideration of long-term planning and resourcing in accordance with each of the Academies' development plans.

Expenditure

11. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the Academies, and with the financial regulations of the Trust, drawing any matters of concern to the attention of the Board.

Financial Procedures

12. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and where appropriate make recommendations for improvement.
13. To prepare the financial statement to form part of the annual report of the Board to stakeholders and for filing in accordance with requirements of the Companies Act, Charity Commission and Funding Agreement (including the AFH).

Asset Management

14. To receive reports from the relevant Headteacher on the management of assets including premises and their security.
15. To confirm that an asset recording system is in place, including an inventory and fixed asset register for each Academy.

Property Management

16. To determine the use of the Academies premises and grounds outside Academies sessions with regard to the lettings and charging policy.
17. To ensure that the Academies premises are inspected on an annual basis and that a planned and costed statement of priorities is prepared and reviewed.
18. To ensure the responsibilities of the Board under the Environmental Protection Act are met.
19. To advise the Board on environmental issues to ensure the Academies are acting as a responsible institution in its duty to conserve energy, materials and with regard to the local community.

Pay Progression

- 20 To consider any recommendations above the budgeted increases (2 points for example) from the LGCs (with their recommendations) for discussion.

General

21. Reviewing or investigating any other matters referred to the Business and Finance Committee by the Board.
22. Drawing any significant recommendations and matters of concern to the attention of the Trust Board

Remit and Responsibilities of the LGCs

1. The powers and functions delegated by the Board to the LGCs are set out in detail in the Trust's Scheme of Delegation as approved by the Board and in summary include the following:
2. ***Standards and Quality of Education***
 - 2.1 Determining the school vision, aims and ethos linked to the overarching vision, values and strategic direction set by the Trust
 - 2.2 Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives. Oversee the annual Academy Development Plan cycle.
 - 2.3 Ensure effective processes are in place for monitoring teaching and learning, delivery of the curriculum, inclusion, and the sharing of good practice across the Academy through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
 - 2.4 Ensure provision enables all pupils to progress and succeed through close monitoring of key groups, trends and patterns (pupil premium, disadvantaged, Children Looked After, gender, ethnicity etc)
 - 2.5 Ensure a high-quality curriculum and where a trust-wide resource is being provided it is implemented in an appropriate manner for the school's context.
 - 2.6 Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
 - 2.7 Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their appraisal process.
 - 2.8 Consider student behaviour data and consider appeals against any decision to exclude students from attendance following the statutory DfE Guidelines.
 - 2.9 Complete an annual review/evaluation of LGC performance and chairs' performance.
 - 2.10 For any Church schools, maintain the ethos and Christian Distinctiveness of the school and secure compliance with the any specific reporting requirements.
3. ***Stakeholder Engagement***
 - 3.1 Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
 - 3.2 Help stakeholders to understand the trust's values and vision for the future.
 - 3.3 Provide the Trust Board with insight into the challenges and opportunities faced by the school's local community.
 - 3.4 Support the Trust's senior management staff deal with parental complaints pursuant to the Trust policy on parental complaints.
4. ***Safeguarding***
 - 4.1 Foster a culture that prioritizes the safety and wellbeing of all pupils and staff in the school.
 - 4.2 Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
 - 4.3 Monitor the implementation of safeguarding policies and the effectiveness of procedures.
 - 4.4 Ensure that the wellbeing of students is maintained through:
 - student attendance and monitoring systems, enabling access to education

- demonstration of a duty of care to students on fixed term and permanent exclusions
 - effective home/school liaison and communication
 - an effective and appropriate extended school provision
 - meeting the statutory requirements relating to equality legislation
- 4.5 Designate a link governor to take leadership responsibility for safeguarding.
- 4.6 Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.
- 4.7 To ensure that the Academy or Academies are conducted in accordance with the objects of the Trust, the terms of any trust governing the use of the land which is used for the purposes of an Academy, any agreement entered into with the Secretary of State for the funding of the Academy or Academies and these Terms of Reference.
- 5. SEND**
- 5.1 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.
- 5.2 Seek assurance that staff are trained to implement pupil strategies and support plans.
- 5.3 Ensure pupils with SEND have the resources they need to succeed.
- 5.4 Designate a link governor to take leadership responsibility for SEND.
- 5.5 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.
- 5.6 Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.
- 6. Staffing**
- 6.1 In order to support the development and maintenance of a highly effective staff body;
- 6.1 Consider and advise the Trust Board on the Academy's staffing structure, recruitment, performance management, remuneration and training, including statutory requirements, in consultation with the Academy's Headteacher.
- 6.2 Implement MAT policies for deployment relating to staffing, recruitment, pay, discipline, performance management and professional development
- 6.3 Oversee the recruitment, selection and appointment of all staff below the Headteacher level
- 6.4 Oversee the process of staff reduction (other than HT and CEO) where necessary.
- 6.5 Keep under review staff work/life balance, working conditions and well-being, including procedures for absence monitoring.
- 6.6 Make recommendations to the Trust Board regarding staffing expenditure
- 6.7 Review the salary and pay levels of all staff on the basis of advice from the Academy's Headteacher and, in conjunction with the CEO and Trust Board, make recommendations to the Trust Board linked to the performance of the Academy's Headteacher.
- 7. Across All Areas:**
- 7.1 To promptly implement and comply with any policies or procedures communicated to the LGC by the Board from time to time.
- 7.2 To draw any significant recommendations and matters of concern to the attention of the Board.
- 7.3 The Trust prefers each Local Governor to have a particular area of interest. At a minimum we feel each area highlighted above should have an assigned Local Governor

who can debrief the LGC as appropriate at defined meetings in the year as to how the academy is meeting its obligations in specific areas.

8. *As a minimum we expect the Chair of each LGC to assign:*
- **Standards** A link Behaviour and Personal development Governor
 - **Standards** A link Quality of Education Governor
 - A link **SEND** Governor
 - A link **Safeguarding** Governor
 - A link governor for **Staff** development and well-being

The aim of these link roles is to ensure effective links between schools and their local governance committees. The link governor will link with colleagues in the school to provide feedback to the LGC about the quality of provision within that area. In addition to the above headings all governors will be responsible for checking on:

1. **Provision for disadvantaged pupils within their area**
2. **Understanding stakeholder engagement and how this informs decision making**

LGC High-level Summary of Activities

Key Activities

Understanding the Trust's vision & ethos

- The Trust's [vision and ethos statement]

Understanding the community

- Understanding what services currently exist & where the gaps are
- Understanding local issues & needs
- Understanding how the Academy relates to the wider learning community

Understanding the Academy

- Student attainment & progress
- Curriculum
- Student behaviour, attendance & safety
- Quality of teaching & learning
- Continuing Professional Development

Working with the Headteacher

- Assist in setting priorities for Academy improvement
- Positively challenge and proactively support the Principal and leadership team

Reviewing actions

- Know the improvement targets and strategies
- Know the allocation of resources
- Know how to review progress
- Know how Pupil Premium/Catch up is used

Undertaking specific responsibilities

LGC Members are encouraged to be linked with key curriculum and/or other areas of interest/work, eg:

- Exclusions
 - Safeguarding
- LGC Members may also be involved with:
- Hearing complaints
 - Attending grievances & appeal hearings

Typical Inputs

Understanding the Trust's vision & ethos

- The Trust's vision & ethos audit

Understanding the community

- Community audit
- Parent and student voice
- PTA/Friends of the Trust etc.

Understanding the Academy

- KPI sheets
- Performance data
- National averages / floor standards
- Ofsted reports
- Academy Self-evaluation (SEF)
- Academy visits

Working with the Head Teacher

1. Academy Development Plan
2. Local aspirations and community needs
3. Academy Self-evaluation (SEF)
4. Parent and student voice

Reviewing actions

- Academy Development Plan
- Budget data
- Pupil Premium report
- Catch up report

Undertaking specific responsibilities

LGC Members with link responsibilities are expected, in line with good practice, to be familiar with the policy relating to their area of work.

Link Trustee – Terms of Reference

- 1. Each school within the Trust will be assigned a Link Trustee.**
- 2. Purpose of the Link Trustee role**
 - 2.1 To act as a direct link between the school and the Trustees
 - 2.2 To engage with the LGC and develop a relationship to ensure there are open lines of two-way communication between the school and the Trust
 - 2.3 To understand how effective the LGC are being in their core roles of:
 - Ensuring clarity of vision, ethos and strategic direction;
 - Holding the headteacher to account for educational performance of the school and its pupils, and the performance management of staff; and
 - 2.4 To ensure the LGC are undertaking their role in line with the published Trust Scheme of Delegation, particularly with reference to statutory requirements
 - 2.5 To respond to any questions that relate to central Trust decision making (within the bounds of confidentiality)
 - 2.6 To draw any significant recommendations and matters of concern to the attention of the Trust Board
 - 2.7 To support the LGC in escalating any risks or issues to the Trust Board in accordance with Trust policy.
 - 2.8 To attend local events/meetings (aspiration: 3 activities/events a year)
- 3. Meetings/Events:**
 - 3.1 The Link Trustee will aim to attend the first LGC meeting of the school year.
 - 3.2 Link Trustees are not entitled to vote at any meeting unless they are also a member of the LGC to which they have been assigned the link role.
 - 3.3 LGC agendas and papers shall be made available to Link Trustees one week before the meeting.
 - 3.4 Link trustees may attend further meetings or attend wider school events such as concerts, performances or awards evenings. There is an expectation Link trustees will attend 3 meetings/activities/events a year.
- 5. Reporting and review**
 - 5.1 Support LGC/HT in communicating with CEO and Chair of Trustees following LGC meetings to enabling communication to flow effectively. Link Trustees will report back verbally at the next Full Board meeting following their link school visit and this will be summarised within the Board minutes.

Educational Standards monitoring Shires MAT

- 1. The monitoring of educational standards through the Trust senior leadership team**
- 1.1 *The following areas will be reviewed through Trust Headteacher meetings across the academic year. As the Trust grows the responsibilities below may be delegated to a specific 'Educational Standards Committee'. Currently, the Headteacher group meets 10 times a year and the following responsibilities will be spread across those meetings and link into reporting through the CEO report. Trustees may attend HT meetings to review offer.*
- 1.2 Regularly monitoring education quality, the effectiveness of standards and performance, and impact across our member schools. The Standards Group will use key performance indicators, including local and national comparators, including for whole schools and any identified groups of pupils, together with termly reports from the CEO/Headteachers based on tracking data and school visits, the schools' own SEFs (Self-Evaluation Forms) & Academy Development Plans (ADPs), Ofsted reports and reports from external reviews for this purpose;
- 1.3 Ensuring that each school is implementing and scrutinising targets for pupils' progress and attainment and have in place action plans in order to meet agreed targets;
- 1.4 Through the school improvement offer, monitoring the curriculum & provision available at each member school, including its intent, implementation and impact, supporting and promoting rich curriculum development and ensuring teaching is accessible for all children;
- 1.5 Through the school improvement offer, ensuring that each school's curriculum is broad and balanced and engages with national and statutory guidance as appropriate, that it complies with the Trust's Funding Agreement, and that the intended impact is evaluated and documented at local level;
- 1.6 Monitoring the effectiveness of the approach to and effectiveness of support for vulnerable pupils, including those with SEND and those who receive Pupil Premium, across the Trust and ensuring that their requirements are being met by our member schools, including through annual SEND reviews, and the effective deployment of Pupil Premium Grant;
- 1.7 Identifying any patterns, trends or areas of concern and reporting on any action plan implemented for individual schools or across the Trust;
- 1.8 Ensuring that Trust delivery of safeguarding activities & support for children aligns with Keeping Children Safe in Education 2023 & other relevant guidance;
- 1.9 Ensuring that schools are fostering the Trust's vision of "*Growing Together through Nurture, Equity, Service and Wisdom.*" so that every child makes strong academic progress and has many opportunities to flourish;
- 1.10 Overseeing parental engagement in governance and reviewing parental perspectives arising from parental surveys and engagement;
- 1.11 Ensuring that appropriate, high-quality school development plans are written and in place for each member school and that these are implemented and regularly monitored, reviewed and scrutinised at School Committee level;
- 1.12 Ensuring that school improvement resources are properly prioritised;
- 1.13 Monitoring the effectiveness of quality assurance processes regarding teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust;
- 1.14 Monitoring the provision of SMSC (spiritual, moral, social & cultural development) and the quality with which this is implemented across the Trust through both the taught and informal curriculum (i.e. school culture, school values, assemblies etc.);

- 1.15 Monitoring the effectiveness of arrangements for pupil support and representation, for monitoring pupil attendance and for pupil behaviour and discipline, including suspensions & exclusions, and ensuring that appropriate action is planned and taken in order for member schools to meet agreed targets;
- 1.16 Monitoring the effectiveness of the transition preparation arrangements for children both leaving and joining member schools;
- 1.17 Promoting, ensuring & scrutinising school to school partnership working, through dissemination of good practice, collaboration and across-Trust training;
- 1.18 Monitoring the effectiveness of professional development of staff;
- 1.19 Monitoring the provision of careers education and guidance, including for the primary schools.