

# Terms of Reference for Local Governing Bodies

October 2021

## Local Governing Bodies Terms of Reference

The Trust Board will establish a Local Governing Body (LGB) for each school or across a number of schools where appropriate. Each LGB will nominate a Chair for approval by the MAT board.

It is the responsibility of the LGB to:

1. Set the school's vision and strategy, agreeing key priorities and success criteria against which progress towards the vision can be measured.
2. Support school development and ongoing review and update of the school's self-evaluation and School Development Plan.
3. Ensure high outcomes for pupils and young people.
4. Uphold the Catholic ethos of the school and Academy Trust.
5. Identify and deal with areas of underperformance, including the implementation of the School's Development Plan.
6. Use the resources available to the school to raise standards and provide evidence of the success of the strategies adopted.
7. Raise staff performance through robust performance management and recruitment.
8. Ensure that the curriculum policy is in line with the strategic aims and values of the Trust.
9. Liaise with and receive reports from the Directors as appropriate and to make recommendations as appropriate about the matters being considered by the Board that impact on the individual school.
10. Seek to understand how the school is led and managed. The school leaders will report termly on how the school is fulfilling the Trust's ethos, vision and strategy.
11. Be the consultative body for the school's stakeholders.
12. Forge links with the community.
13. Act as an ambassador for the school.

In order to decide how resources will be deployed to achieve this, the LGB shall:

1. Implement and monitor all Trust wide policies.
2. Contribute to the formulation of the School Improvement Plan through the consideration of financial priorities and proposals, in consultation with the Headteacher with the stated and agreed aims and objectives of the school.
3. Agree an annual plan for the expenditure of the Pupil and Sports Premium and to monitor both actual spending and impact on pupil progress.
4. Appoint staff with the exception of the Executive Headteacher and Headteacher and any other staff outlined within the Scheme of Delegation.
5. Support the Headteacher with recruitment and selection as defined within the Trust Scheme of Delegation.

6. Monitor the effectiveness of performance management in relation to improved outcomes.
7. Set school policy and procedures (as determined to be school policies by the Board) and ensure that the school adheres to Trust wide policies and procedures.
8. Develop and implement appropriate risk management strategies and maintain a risk register that is subject to review at each meeting.
9. Monitor and be accountable for standards as per the link governance framework.
10. Review any relevant ESFA or other key reports.
11. In exercising its responsibilities, the LGB will have as a core principle the provision of the best possible authentic Catholic education for all pupils and staff in the school.

### Delegation of Responsibilities to the Chief Executive Officer

The LGB acknowledge that the following responsibilities have been delegated to the Chief Executive Officer:

1. Implementing the agreed policies and procedures laid down by the Trust. This includes the implementation of all statutory regulations, provisions within the Education Acts, Canon Law, Diocesan Policies and compliance with the Master Funding Agreement.
2. Advising the Trust on strategic direction, forward planning and quality assurance.
3. The leadership and management of the Trust including directing resources to support schools where required.
4. As Accounting Officer for the Trust, overall accountability and management of the Trust budget and oversight of the individual school's budget.
5. Advising the Trust on the appointment of all leadership posts across the Trust including the Headteacher of each school. Leadership posts are those designated on the leadership pay scale or a post who will form part of the school's senior management team eg a school business manager.
6. And all such additional functions as may be assigned under the job description or contract of employment.

### Delegation of Responsibilities to the CFO.

1. All financial authorisations in line with the Finance Policy.
2. The approval for all vacant posts prior to recruitment to ensure affordability and control of the Trust structures.
3. As CFO of the Trust, oversight of each individual school's budgets as well as the overall MAT budget.
4. Overall accountability and management of the central Trust budget and the MAT central business and administration teams (if/when in place.)
5. And all such additional functions as may be assigned under the job description or contract of employment.

### Delegation of Responsibilities to the Headteacher or Executive Headteacher

The LGB acknowledge that the following responsibilities have been delegated to the Headteacher:

1. The leadership and management of the schools including standards of performance.
2. Implementing the agreed policies and procedures laid down by the Trust and the LGB. These includes the implementation of all statutory regulation provisions within the Education Acts,

Canon Law, Diocesan Policies and compliance with the Master and Supplemental Funding Agreement.

3. Advising the LGB on strategic direction, forward planning and quality assurance.
4. Managing the delegated budget and resources agreed by the Board.
5. Advising the LGB on the appointment of staff other than leadership posts except directed otherwise by the Directors or CEO.
6. And all such additional functions as may be assigned under the job description or contract of employment.

## Link Governors

### 1. Link Governor for Catholic Standards

The Link Governor or Governors for Catholic Standards works within the context of the four key reasons for the establishment of Catholic Schools.

- To assist the Church's Mission.
- To provide assistance to parents.
- To serve the Diocese, parish and home.
- To provide a service to society.

By knowing the school well and its strengths and weaknesses in relation to Catholic Standards, the Link Governor(s) is able to effectively challenge and support school leaders. It is therefore their responsibility to work with the school to develop knowledge and challenge in order to support continuous improvement in the following areas:

1. Catholic Life
  - The extent to which pupils contribute to and benefit from the Catholic Life of the School
  - The quality of the provision for the Catholic Life of the School.
  - How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.
2. Religious Education
  - How well pupils achieve and enjoy their learning in RE.
  - The quality of teaching and assessment in RE.
  - How well leaders and managers monitor and evaluate the provision for RE.
3. Collective Worship
  - How well pupils respond to and participate in the schools' collective worship.
  - The quality of collective worship provided by the school.
  - How well leaders and managers promote, monitor and evaluate the provision for collective worship.

### 2. Link Governor for Quality of Education

The LGB should have a firm understanding of the quality of education the school provides, including for the most disadvantaged pupils, the most able pupils and those pupils with Special Educational Needs and Disability. (SEND)

The school curriculum is the substance of what is taught with a specific plan for what pupils need to know in total and in each subject.

By knowing the school well and its strengths and weaknesses in relation to quality of education, the Link Governor is able to effectively challenge and support school leaders. They should seek to understand what aspects of teaching and learning look like in practice.

- Subject / Curriculum delivery
- Impact of interventions
- Use of resources
- Attainment and progress

The Link Governor for Quality of Education will address their role under three focus areas:

### **1. Intent**

Understand how the school has planned and identified the sets of knowledge and skills required at each stage of the curriculum.

### **2. Implementation**

Understand the way the curriculum is developed or adopted by the school and how it is taught and assessed in order to support the pupils to build their knowledge or skills.

Governors should also understand the impact of continued professional development on the quality of education.

### **3. Impact**

Consider the outcomes that pupils achieve.

### **3. Link Governor for Behaviour and Attitudes (Including Attendance)**

All member of the community withing all our schools should work to create a safe calm and positive environment where relationships among pupils and staff reflect a respectful culture.

Senior Leaders and teachers build a positive learning ethos where pupils can flourish, set an example to one another and develop skills for positive engagement with their learning, both now and for the future.

High expectations for pupil behaviour and conduct are clearly set and applied consistently and fairly across the whole of school life, not just in the classroom, with a strong focus on attendance and punctuality so that learning is not missed through disruption to lessons.

The LGB should be aware of the full extent to which these standards are developed, promoted and carried out in the school and what measures are put in place where the standards are not met.

The Link Governor for behaviour and Attitudes (including Attendance) should work with the school to:

- Understand the culture of the school community
- Be aware of the challenges leaders face in aspiring to high standards of pupil behaviour and engagement with learning.
- Be aware of the policies and procedures adopted by the school in relation to the promotion of positive relationships and good behaviour.
- Monitor the effectiveness of the strategies and procedures put in place to moderate poor behaviour and the lack of engagement.

It is the responsibility of the Link Governor for Behaviour and Attitudes (including Attendance) to know the strengths and weaknesses of the school in relation to the development of a positive culture and learning environment and to monitor the impact of strategies and procedures under the following six focus areas:

1. Behaviour policies and procedures.
2. Fixed Term and Permanent Exclusion.
3. Teaching and Learning.
4. Anti-Bullying provisions.
5. Attendance.
6. Training and Development.

#### **4. Link Governor for Personal Development (Including Well-Being)**

The LGB should be aware of the full extent of opportunities given to pupils, not only to enhance their learning but also to develop their character and interpersonal skills and to help them develop into the citizens of the future.

The Link Governor for Personal Development (Including Well-Being) should work with the school to understand the full nature of opportunities, the barriers to engagement and the strengths and weaknesses of the school's programme in the following six areas:

##### **1. Policies and Procedures**

The school's policies and procedures are written with consideration for the development of the whole pupil and in line with the promotion of equality and tolerance.

##### **2. Personal, Social and Health Education**

There is a clear plan for the delivery of the curriculum in relation to personal, social and health education, this plan is effective, and opportunities are open to all pupils who attend the school.

##### **3. Curriculum Enrichment**

The school has a clear programme of age-appropriate curriculum enrichment which is designed to be accessible to all pupils, addresses barriers to engagement and is monitored for quality and effectiveness particularly in relation to specific groups such as disadvantaged pupils and those with SEND.

##### **4. Education Outside of the Classroom**

The school has a clear programme of age-appropriate activities for education outside of the classroom. These should be managed to ensure health and safety procedures are followed, designed to be accessible to all pupils, addressing barriers for those who feel unable to engage and monitored for quality and effectiveness particularly in relation to groups such as disadvantaged and those with SEND.

##### **5. Mental Health and Well-being**

The school has a vision and culture which develops and maintains a warm and welcoming environment for staff, pupils and parents and carers. This should foster successful relationship, include an organisational structure that provides opportunities to recognise mental health needs,

promote support for staff and pupils and have policies and procedures to develop a non-judgemental school community.

## **6. Citizenship**

The school provides opportunities and a culture of growth in which tolerance and equality are nurtured, enabling pupils to develop an understanding of fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and to develop their contribution to the school and the wider community in which it serves.

## **5. Link Governor for Safeguarding**

The Link Governor for Safeguarding has a thorough understanding of safeguarding requirements and acts as the link between the school and the LGB in these matters. Termly reporting will ensure that the LGB is kept aware of the Safeguarding risks to young people within the school.

Information gathered through regular visits and checks carried out at the school should be reported back to LGB meetings to facilitate scrutiny and assess the impact of safeguarding measures on other areas of link governance, as well as on the school and pupils.

By providing information to the LGB, the Link Governor for Safeguarding will also ensure compliance with statutory duties and support the LGB in assessing whether sufficient resources are effectively allocated or where changes might be required.

It is the responsibility of the Link Governor for Safeguarding to be aware of the school's strengths and weaknesses in relation to child protection and safeguarding in the following eight areas:

1. Policy, statutory guidance and procedure.
2. Training and CPD.
3. The role of the Designated Safeguarding Lead - DSL
4. Managing information
5. The curriculum
6. Recruitment
7. Engaging with Stakeholders
8. Internal and external security.

## **6. Link Governor for Pupil Premium**

The LGB has a statutory duty to monitor the effective use of Pupil Premium Grant ( PRG) funding.

To ensure that they can carry out this function, the Link Governor for PP should:

- Understand the basis on which the money is provided
- Be aware of which pupil groups are eligible for the grant and how much the school receives.
- Be aware of the guidance and restrictions on the use of the grant.
- Be prepared to challenge the use of the PPG funding where this is ineffective or not in line with DFE guidance.

It is the responsibility of the Link Governor for Pupil Premium to monitor the use of the PPG funding and challenge senior leaders in relation to the following three focus areas:

### **1. General**

Senior Leaders are aware of the rationale for the PPG, understand the various pupil groups in relation to the grant funding (free school meals, looked after children, service children) and the differentiated approaches they require, that they effectively interpret and analyse pupil premium information and outcomes and can provide assurance that solutions have been implemented and address any patterns or issues of concern identified.

### **2. Monitoring**

The school has an effective and evaluated action plan which draws on evidenced successful strategies in order to maximise the impact of PPG spend, is communicated to and understood by all staff and follows good practice guidance.

The LGB receive a review and evaluation of the PPG's impact on pupil attainment, the attainment gap between those who are and are not eligible and the overall strengths and development priorities of the schools PPG strategy.

### **3. Communication and Liaison**

The school ensures and supports good quality and regular engagement with the local community to encourage aspirations for those pupils eligible for PPG funding.

Regular consideration is given to the impact of the work of key staff (teachers, family support workers, attendance officers, teaching assistants, SENCOs and Designated Safeguarding Leads) with disadvantaged children and the issues surrounding those eligible for PPG funding.

## **7. The Link Governor for SEND**

Monitoring the school's SEND provision and raising standards for pupils with SEND is part of the LGB's responsibility for the strategic direction of the school, the delivery of the curriculum and target setting.

The Link Governor for SEND acts as the link between the LGB and the SENCO, reporting back to the LGB on monitoring and compliance areas specified within the SEN Code of Practice 0 to 25 years.

It is the responsibility of the Link Governor for SEND to:

- Develop and maintain an awareness of SEND provision in school.
- Ensure that the school maintains a focus on inclusion practice, as well as identifying and seeking to remove any barriers to learning for those with SEND.

By knowing the school well and its strengths and weaknesses in relation to SEND, the Link Governor is able to effectively challenge and support school leaders. They will carry out their monitoring and challenge role by addressing the following three focus areas:

### **1. General**

Senior Leaders maintain an awareness and understanding of the SEND Code of Practice 0 to 25 years and the Children and Families Act 2014 and they have an up-to-date knowledge of local and national developments in SEND.

Policies and procedures take into account possible adjustments that might need to be made for SEND pupils in relation to admissions, exclusions, behaviour and curriculum resources.

The school has a SEND action plan which is linked to the school development plan and a SEND information report which is annually ratified by the LGB.

## **2. Monitoring**

Termly reports on SEND provision in the school, comparing progress and attainment, exclusions and attendance, access data and use of resources including the deployment of teaching assistants is shared with the LGB.

The school maintains an effective working relationship with outside agencies in relation to SEND provision in order to provide the best possible support for SEND pupils, particularly those with an Education, Health and Care EHC plan.

## **3. Communication**

The school promotes a culture of High aspiration for all SEND pupils developing a personalise strategies for achievement and recognising the SEND pupils are the responsibility of all staff.

The school follows statutory guidance in providing parents and their children with access to information about the local offer (support available from the Local Authority) the SEND information report and the facilities for SEND provision that can be made available for children at the school.

The school maintains a confidential sharing of communications between member of staff with governors and with outside agencies which benefits the development and progress of SEND pupils.

## **8. The Link Governor for Careers (secondary only)**

The LGB has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment.

Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

The Link Governor for Careers is responsible for reporting on the effectiveness of the school's annual career programme.

By knowing the strengths and weaknesses in relation to careers provision, they will be able to effectively challenge and support school leaders.

They will carry out their monitoring and challenge role by addressing the following four focus areas:

### **1. Strategy and Policy**

All registered pupils are the school are provided with independent careers guidance from year 8 to Year 13.

The school delivers a comprehensive model of careers guidance which is fit for purpose and supports pupils knowing and spiration for their future career development and /or further education and training.

### **2. Careers Leadership**

The school has an appointed Careers Lead who effectively manages the information provided to staff and pupils and parents regarding the support provided and how it can be accessed, ensuring external partners are area of what is happening in the school and how they contribute.

### 3. Destination Data

The school collects and evaluates the destination data to ensure it:

- Supports disadvantaged and vulnerable pupils and those at risk of becoming NEET (not in education, employment or training) to help them make transitions.
- Promotes traineeships and apprenticeships, enterprise employability, awareness of STEM careers, financial capability, and volunteering.
- Meets its statutory duty to work with the local authority on the collection of destination data in support of national statistics.

### 4. Quality Assurance

The school has an annual careers delivery plan which is monitored for effectiveness to ensure that regular reporting on progress, effective use of grant funding and levels of engagement and participation are reported to the LGB.

### 9. The Link Governor for PE and Sports Premium (Primary Only)

The PE and Sports Premium is used by schools to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport.

It is essential that all young people should have the opportunity to live healthy and active lives.

A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and its central to meeting the government's ambitions for a world class education system.

NPCAT Sport will transform our PE provision and enable our schools to offer the richest and most varied extra-curricular programme possible.

Our mission is to positively impact upon the lives of our pupils equipping them with skills an attitude that will open up a world of enjoyment, experience and achievement.

We will use sport to help them grown in confidence and achieve better mental and physical health that will continue into adulthood and beyond.

It is the responsibility of the Link Governor for Pe and Sports Premium to monitor the use o the grant funding and challenge senior leaders to ensure that the school is effective and improving against the following focus areas:

1. The engagement of all pupils in regular physical activity – the Children's Medical Officer's guidelines recommend that all children and young people aged five to 18 engage in at least 60 minutes of physical activity a day of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.