



SEVERN ACADEMIES
EDUCATIONAL TRUST

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LGB Terms of Reference

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Context

Severn Academies Educational Trust (SAET) Board of Directors delegates powers to the Local Governing Board (LGB) of each of the schools within the Trust in line with the Scheme of Delegation. The LGBs role is to provide challenge and guidance to the professionals leading the school, as well as reporting to the SAET Board of Directors in relation to the functioning of the relevant school. The LGB is also required to fulfil its obligation to the SAET Board as detailed in the Scheme of Delegation.

The Terms of Reference detailed in this document apply to schools deemed good or better by the Trust.

In the event that a school falls below this category, a separate Instrument of Government document will be issued to the LGB.

Membership

LGBs are required to operate in line with the LGB Instrument of Government. Schools that are less than good will be subject to SAET intervention including governance review and potential restructure. However, in accordance with the Article 101 & 102, each LGB should have at least 2 elected parent governors and schools which fall under Article 5 (r)(ii) should have 25% of its members appointed / representing the Diocesan Board of Education.

Members of staff cannot be elected as Parent Governors, however if a Parent Governor becomes a member of staff during their term of office, they will be allowed to continue in post. If they are still a member of staff at the end of their term of office, they will not be eligible for re-election.

Review

The terms of reference, constitution and membership of each LGB shall be reviewed annually and as required by the Trust.

Chair

The Chair shall be appointed by the LGB and the appointment approved by the Trust as detailed in the Scheme of Delegation. The term of office will be 4 years and the appointment will be reviewed in September annually.

Clerk

The LGB Clerk shall be appointed by the Trust. A clerk must be present for all meetings

Quorum

The quorum for each LGB shall be one-third of those eligible to vote.

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Meetings

The LGB shall meet as often as is necessary to fulfil its responsibilities and not less than 5 meetings per academic year.

Agendas

The Clerk shall upload an agenda for each meeting, together with any supporting papers, to Governor Hub, in sufficient time for governors to read in advance of the meeting but no less than 7 days before the meeting takes place.

Minutes

Draft Minutes should be approved by the Chair of Governors and posted on Governor Hub within 7 days of the meeting taking place and should then be fully approved at the next LGB meeting.

Decisions

Decisions may be taken only by members of the LGB. Where necessary, the LGB Chair will have a second or casting vote.

Chair's Action

In the event that an urgent decision has to be taken between meetings on matters falling within the remit of the LGB, the LGB Chair shall have delegated authority to make any such decisions following consultation with the SAET CEO. The decisions taken and reasons for the urgency shall be explained and ratified at the next meeting of the LGB. In exceptional circumstances a Special Meeting of the LGB may be called. This meeting can either be face to face or as a virtual meeting by telephone or video conferencing.

Outline expectations (not exhaustive) of an LGB within Severn Academies Educational Trust. This document doesn't override in any way the Trust's Scheme of Delegation.

Safeguarding

- To ensure that policies and procedures in school are fit for purpose and are adhered to.
- Governors to complete all statutory safeguarding training annually.
- Contribute to annual safeguarding reports and complete a termly review of the single central register

Strategic Planning

- Contribute to the development of the trust's long-term strategic plan; ensuring that the school is working towards the shared strategic priorities.
- Oversee the development, implementation and monitoring of the school's improvement plan; delivering against strategic objectives, targets and key performance indicators.

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- Ensure that the LGB agenda planning enables effective scrutiny of data and reporting which focuses activity upon the strategic priorities identified for the forthcoming year.
- Monitor attendance across all year groups and vulnerable groups and the impact of any action taken.
- Monitor all strategies relating to behaviour, social and emotional aspects of learning (PHSEE), sanctions and rewards.

Student Outcomes

- Drive continuous improvement and promote high expectations for student outcomes.
- Conduct in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress in order to ensure accountability.
- Carry out regular reviews of student progress and attainment data to ensure outcomes are in line with agreed objectives, targets and indicators.
- Track and monitor students' progress and assess the impact of interventions where progress and/or attainment is low.
- Ensure, measure and benchmark quality assurance and evaluation processes to drive continuous improvement and secure high levels of student attainment and achievement.

Education Provision

- Ensure the provision of a broad and well-balanced curriculum, assessing its impact upon student learning, and encourage innovative teaching practice to achieve consistently good or better teaching standards, including the learning environment.
- Ensure a high quality of careers education information, advice, guidance & support (CEIAGS) in secondary schools so that students' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes.
- Oversee the quality of learning, progress and attainment for learners with special educational needs and/or disabilities (SEND) and other identified groups including: gifted and talented; black and other minority ethnic; travellers; looked after children; free school meals and pupil premium.

Staff Wellbeing

- Review the results of staff surveys and monitor the implementation and impact of subsequent actions at school level.
- Monitor the implementation of school-based initiatives to help reduce staff workload and ensure an appropriate work life balance.

Equality & Diversity

- Protect diversity and inclusion within school and robustly challenge any discrimination against students on the grounds of gender (including gender reassignment), race disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.
- Ensure consistency, diversity and inclusion through implementation of the trust's strategies, policies and procedures.



Stakeholder Engagement

- Ensure that the school sufficiently engages with a cross-section of groups aiming to secure its full published admission number (PAN) and enable strategies, policies and standards to be set, and decisions to be made, which properly consider the perspective of key stakeholder groups.
- Seek regular feedback from key groups including parents, staff and students to inform future strategy.