



Working with a Spencer Academies Trust Local Governing Body

Governors working as part of Trust Local Governing Bodies are charged with supporting schools, connecting with local communities and overseeing strategy. The 2019 Ofsted Framework sets out that it is the job of LGBs to ask the right kind of strategic, big-picture questions without getting dragged down into the weeds.

Chief Inspector of Education Amanda Spielman expressed the intention behind the 2019 Framework for governors as to, 'enable you to lift your eyes up to the big, strategic picture that you need to be involved in, rather than drawing you down towards reams of data, or thinking you need to spend time in the classroom observing individual lessons or looking through books.'

Our role is to:

- Connect with the community, parents and carers
- Constructively challenge school in a number of areas including strategy, performance, student care and inclusion
- Be notified to matters such as school budgets which are managed between the Principal and Trust as set out in the Scheme of Delegation
- Ensure Trust policies are implemented and work with the Principal to inform policy creation in areas including behaviours & anti-bullying
- Oversee a safeguarding first culture, Pupil Premium reporting and be notified to health and safety and staffing reports

This fits in to the priorities set out by the DfE in its governance handbook.

- Ensure clarity of vision, ethos and strategic direction
- Hold executive leaders to account for educational performance
- Oversee financial performance and make sure that money is well spent (in a MAT this is the responsibility of the Trust)
- Plus, a general duty to consider compliance with statutory and contractual requirements

Annual priorities

- All governors should sign the Code of Conduct, pecuniary declarations and observe training and other best practice requirements at all times. It is the job of the Chair working with the Clerk and Principal to ensure these standards are met
- Agree an annual meeting plan to ensure we cover the right topics at the right time
- Ensure we have the right membership – considering the time commitments governors are able to make, skills, board structure (eg, effective chairing) and training requirements
- Review how we are doing with our parents/community
- Ensure we are happy with the policies that are in place (that we own)
- Ensure that Trust policies are being implemented successfully
- Prioritise strategy, educational performance, safeguarding & inclusion including PP

Extract from The Spencer Academies Trust Governance Handbook

www.satrust.com

Local Governing Bodies

The LGB is responsible for overseeing academy objectives, working with the Principal and Senior Leadership Team to improve quality and to ensure that the academy remains at the centre of community life.

In this respect the LGB's main functions are to:

- act as a key link between the academy, parents and local community and champion the academy's work
- provide constructive challenge and strategic direction to the Principal and Leadership Team
- support the development of Academy Improvement Plans; self-evaluation processes; and action plans
- review the overall impact of the academy within the community and make plans for improvement
- ensure that the academy plays a full role in cooperating and working together with other academies in SAT
- oversee the implementation of, and ensure compliance with, SAT policies locally.

Strategic priorities for LGBs include:

Implementation of policies :

LGBs are responsible for supporting policy communication and the implementation of policies at local level. Academies are free to develop additional policies relevant to their individual circumstances, but locally managed policies must be consistent with SAT values and registered with the Trust in order to prevent crossover with duties for which SAT is legally responsible.

The following list of policies are maintained on behalf of the Trust.

- Appraisal policy
- Charging and Remissions Policy
- Code of Conduct
- Complaints Policy
- Data Protection and Information Governance Policy
- Disciplinary Policy
- Directors and Governors Allowances
- Equality and Diversity Policy
- Freedom of Information Policy
- Grievance Process
- Health and Safety Policy (Locally reviewed)
- Pay policy
- Performance Management and Capability Policy
- Public Sector Equality Statement
- Recruitment and Selection Policy
- Safeguarding and Child Protection Policy (Locally amended)
- Sickness and Absence Policy
- Whistleblowing Policy

Additionally, academies are expected to publish:

- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Equalities Objectives
- SEND Policy

Academy Improvement and Inclusion

As part of the duty to support improvement and inclusion, academies should:

- monitor educational results and achievement against agreed targets, including agreeing planned strategies to raise standards for vulnerable groups and monitoring progress and impact
- review and agreeing SEF judgements (self evaluation form)
- review the Academy Development Plan and to monitor progress and impact
- oversee the academy's approach to inclusion and monitor progress and impact
- establish a Sub-Committee for Quality and Standards
- ensure Prevent and other relevant training is provided to all LGB members

Safeguarding

As part of the duty to support a safeguarding first culture, academies should:

- appoint from its members a designated Child Protection and Safeguarding representative
- to ensure safeguarding training is delivered to all LGB members
- approve the Academy Child Protection and Safeguarding policies and monitor implementation
- oversee safeguarding practice in accordance with Trust responsibilities and expectations
- ensure that safeguarding points of contact are available at all times, including while school is closed, and that there is a procedure for appropriately escalating any safeguarding concerns, including while the school is closed.

Other duties of LGBs include:

Recruitment and Retention of Staff

- receive staffing updates and monitor the impact on education and learning
- ensure that staff appointment processes managed in school meet the standards set out in the Trust recruitment policy, including the presence of a safer recruitment trained panel member and to ensure that all recruitment follows Trust processes

Facilities, ICT and Estates

- appoint from its members a designated Health and Safety representative
- to receive Facilities, ICT and Health and Safety and Estates reports and monitor the impact on education and learning

Finance and Legal

- to receive the approved academy budget for the year, monitoring expenditure in year and ensuring budgets delegated to the academy are managed within the SAT scheme of delegation
- to establish a Sub-Committee for Resources

LGB Sub-Committees

Under the terms of the SoD LGBs are expected to have a minimum of two sub-committees covering the responsibilities of a Quality and Standards Committee and a Finance and Resources Committee.

SAT recognise that models need to be flexible to reflect local circumstances, and provided that the strategic focus on Resources and Quality and Standards is retained, LGBs are permitted to agree terms of reference for committees as they wish. Terms of reference must however be agreed and minuted at the first meeting of the LGB committee in the academic year, and model terms of reference are available.

Responsibilities of LGB Committees

Quality and Standards Committee

- To be notified to, and to provide scrutiny of, reports on the curriculum, pupil attainment and the quality of education delivery in school
- To monitor the rates of progress and standards reached by children at each key stage, including the identification of any underachieving groups
- To understand indicators of pupil well-being and personal development including attendance and behaviour, and to satisfy themselves that school planning and response is adequate in all respects
- To understand and to support priorities for improvement at individual academy level
- To be notified to the Academy Development Plan annually, and to receive reports on progress toward strategic goals outlined in the Development Plan
- To consider relationships with the wider community and to satisfy themselves that the school is fulfilling responsibilities as part of community life
- To take responsibility for the promotion of safeguarding and the prevent duty

Finance and Resources (incorporating personnel, estates and health and safety committees)

- To be notified to the budget, financial performance data, income and expenditure and other centrally monitored financial indicators
- To monitor income and expenditure against budgeted plan, providing the supportive challenge to ensure budgeting and financial planning are compliant with Trust standards and with external obligations
- To ensure that tender frameworks and spending thresholds are properly observed, as set out in the Scheme of Delegation and Trust guidance
- To make enquiries about any matter that could have significant financial implications for the academy and to satisfy themselves that all arrangements are appropriate under statutory and Trust guidance.
- To be notified to key staffing data and metrics, providing the supportive challenge to ensure that personnel planning meets requirements set out in Trust standards
- To monitor the balance between teaching and support staffing, and to ensure that staffing in the school continues to reflect the nature of the pupil or student cohort
- To scrutinise the training record in school and to satisfy themselves that training, staff support, personnel management and staff records maintained in school reach the expected standards
- To ensure that elements of the Health and Safety Policy retained in school; Health and Safety planning and Health and Safety records meet statutory expectations
- Monitor to ensure that suitable risk assessments have been prepared and action taken to minimise risk
- To be notified to reportable Health and Safety Incidents and other dashboard data including first aid incidents
- To make arrangements for Governors to inspect the premises on a regular basis
- To be notified of any other premises-related tasks as delegated by the governing body

Appendices

LGB Membership

Composition of an Academy LGB

Type of Member	Number	Term of Office	Appointment Process
Executive Principal	1	Ex officio	N/A
Principal/Head of Academy	2		N/A
Sponsor LGB member (including Chair & Vice Chair)	Must represent a majority	4 years	Approval by ELT, following completion of eligibility and nomination checks
Parent and/or staff members	2	2 years	Appointment following structured interview by Principal and Chair and completion of SAT nomination and eligibility forms

Administrative Arrangements

- the LGB will meet not less than once per term, with additional business meetings at the start of the year and where required, by exception
- LGB Members will normally be appointed for a term of no less than two years and no more than four years. Subject to remaining eligible, a Member may be re-appointed
- the Chair and Vice Chair will be elected by the whole LGB and will serve for one year. No Chair or Vice Chair may serve for more than two consecutive years without the approval of the SAT BoD
- each LGB will appoint a Clerk whose role it is to work alongside the Chair and Principal and offer administrative support and governance advice. Sub-committees will appoint a Clerk and arrange their own meetings
- sub-committees will agree and publish minutes and report these to the next meeting of the full LGB. Quorums for sub-committees can be set by the committee chair but meetings must be attended by at least three members
- arrangements and agendas will follow the SAT committee guidance, as set out in the Trust Governance Handbook

LGB Annual Calendar

Tools including representative agendas, term areas of focus and model scrutiny documents will be provided to LGBs, including an annual skills audit document used to inform the training schedule. LGBs are able to amend and to add to standard agenda items and calendars at their discretion, provided that Trust standards are met.

The Principal will publish a calendar of meetings for each academic year in consultation with the Chair and Chairs of any LGB committees; with the draft calendar for the academic year to be shared with the Head of Governance and Compliance by the end of September.

Draft agendas will be agreed in advance by the Chair and circulated to each member at least five working days prior to the date of the meeting. Minutes of meetings shall be circulated promptly to all members of the Committee for information and will be reviewed and signed at the next LGB meeting.

The Local Governing Body will review these terms of reference on an annual basis.

Accountabilities across the Trust & LGBs

Key: | R: *Responsible* | A: *Accountable* | S: *Support* | C: *Consulted* | I: *Informed*

Please note: this is a summary only. For further information, please see the Trust Governance Handbook.

Function	Activity	BoD Executive LGB Academy			
People	To ensure that an approved appraisal policy is in place	A	R	I	I
	To manage appraisal and performance management of the Principal	A	R	S	I
	Maintain accurate, secure and legally appropriate employee and academy records	A	S	S	R
Structures	To determine the scope of central services and improvement functions to be delivered by SAT to and on behalf of academies	A	R	I	I
	To set the times of school sessions and the dates of school terms and holidays	R	C	I	A
Ways of working	To propose targets for pupil and student achievement	A	S	S	R
	To agree targets for pupil and student achievement	A	R	I	C
	To publish a behaviour policy	A	R	S	S
	To produce the Academy Development Plan for agreement	A	I	S	R
Policies and compliance	To determine those policies which will be developed by SAT and mandatory for all SAT academies	A	R	I	I
	To publish a complaints procedure policy	A	R	I	I
	To implement the Trust safeguarding policy	A	R	R	R
	Maintain accurate and effective and secure pupil records	A	I	S	R
	Ensure compliance with data protection legislation and good practice	A	R	I	S
	Assemble data for pupil assessment and other returns	A	C	I	R
Education	To develop and implement curriculum policy / statement	A	C	S	R

	To prohibit radicalisation, and promote equality, diversity and tolerance and ensure the balanced treatment of political issues	A	S	R	R
	To discharge duties in respect of pupils with special educational needs and disabilities	A	R	I	R
	Quality of teaching	A	R	S	R
	Pupil and student outcomes	A	R	S	R