

Local Governance Terms of Reference

Date of commencement: 1st April, 2019

Owner: Equa Multi Academy Trust Board

This document is used to ensure each academy within Equa has its own defined LGB ToR. It is linked to Equa's core scheme of delegation and includes aspects of the SoD to help each LGB work appropriately (ie, its generally a smaller and simpler document). It also enables any specific aspects where an LGB has for whatever reason a variance to the core SoD for its operation. The document also doubles up as the core governance manual for the LGB as it links to the main legal MAT documents.

The Governance model of the Equa multi academy trust at the point of transfer and conversion is laid out in the following documents:

1. The company Articles (when finalised)
[file name & link to final articles]
2. The Governance Constitution (when finalised)
[file name & link to final accountability framework document]
3. The Scheme of Delegation
[file name & link to final scheme of delegation document]
4. School Improvement and Triggers for Intervention
[file name & link to school improvement document and triggers of intervention document]
5. Local Governance Terms of reference (per school)
[this document file name for the relevant school LGB]
6. Members and Trustees BIOs
[file name & link to final version of Members & Trustees BIOs document]
7. Planned Governance Calendar
[file name & link to final of governance calendar document]
8. Central Board Committees Terms of Reference
[file name & link to final scheme of delegation document and any additional committee ToR documents]

And is informed by the following documents:

- The Equa Master Funding Agreement **[link to final MFA]**
- The Supplemental Funding Agreement
- The government Academies Financial Handbook as published annually
<https://www.gov.uk/government/publications/academies-financial-handbook>
- The government published Governance Handbook and Competency Framework for Governors
<https://www.gov.uk/government/publications/governance-handbook>

The Local Governing Board of the Academy

Key Purpose – to enable strong leadership to ensure excellent teaching and learning within the academy, to protect the individual ethos of the school and to monitor and challenge performance of the school.

Constitution

- will have between 8 and 12 Governors relevant to their school's need
- Where the Academy is a Church of England School, former VA representation of a majority of Governors or a former VC representation of 25% of Governors, to be approved by the Salisbury Diocesan Board of Education (which is itself a corporate Member of the Trust) as having the requisite skills and experience to protect, develop and promote the Distinctive Christian character of the school.
- will include at least 2 elected parents, who will have been nominated by parent groups and then appointed by the Trustees. A parent governor can be from any Equa school.
- other Governors will be appointed by the Trust Board in consultation with the LGB Chair according to the skills and experience required
- Headteacher will be an ex-officio Governor
- may have one other member of staff nominated as a Governor
- may have local working groups/ sub-committees if they wish

The role of the Local Governing Board

The LGB is asked to carry out the following functions:

a Governance

- To champion Equa's vision and values in the school and to ensure the spiritual wellbeing of the pupils
- To protect and develop the character, mission and ethos of the school, and in the case of the Church Schools to develop the distinctively Christian character of the school, providing a positive encounter with Christianity for children of all faiths and of none
- To ensure that the school has a vision for its future and a robust strategy for achieving it
- To appoint (and remove) from its number, subject to any specific approvals required of the Trustees, the LGB Chair, LGB Vice-Chair and Local Governors with specific responsibilities for special educational needs and inclusion, safeguarding, statutory grants (including pupil premium), health and safety and financial matters
- To review, amend and scrutinise the implementation of the policies of the school (in line with any Trust prescribed policy)

- To implement a means whereby the school can receive and react to pupil, parental and staff feedback
- To establish and maintain a positive relationship with the members of the local community that contributes to the objectives of the school and or Equa and the outcomes and opportunities for children, and in the case of the Church schools this must include fostering the relationship with the Church and Parish.

b Finance and contracts

- To appoint a Local Governor (or sub-committee) responsible for Finance
- To consider the annual budget for the School prior to submission to the Resources Committee
- To monitor the School's delegated budget and ensure that any variances are reported to the Resources Committee for approval
- To ensure that a register of Local Governors' business and personal interests is maintained and published
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services/functions provided/procured by the Trust.

c Curriculum and standards

- To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy)
- To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the school
- To monitor the KPI figures reported from the Headteacher relating to standards
- To develop, monitor and approve the School Improvement Plan
- To appoint a Local Governor responsible for SEN and inclusion
- To review and maintain the school's SEN policy consistent with any Trust-wide policy
- To provide oversight of the implementation of the SEN policy within the school and compliance with the Disability Discrimination Act requirements.

d Safeguarding

- To appoint a designated governor for safeguarding
- To adopt the Equa safeguarding and child protection policy for the school and monitor/ensure its implementation
- To ensure the completion of the single central record.

e Behaviour

- To review and maintain a behaviour policy for the school in line with any Trust prescribed policy
- To convene a committee to review the exclusion of a pupil by the Headteacher as required by department for Education guidance on exclusion
- To review the number, duration and reasons for exclusions at the school at least annually

f Admissions

- To undertake consultation, publish admissions and determine arrangements consistent with the Equa admissions policy, as required in accordance with the School Admissions and Appeals Codes
- To make arrangements for determining admissions and hearing admission appeals
- To ensure effective arrangements are in place for pupil recruitment
- To contribute to the development of the School prospectus.

g Pupil related matters

- To review attendance and pupil absences (as part of the KPI report)
- To appoint a Local Governor responsible for statutory grants including pupil premium
- To monitor the impact of the pupil premium in the School
- To monitor the impact of other ring-fenced grants such as the Sports Premium
- To adopt the Equa Complaints policy
- To hear complaints at the relevant stage
- To ensure effective arrangements are in place for pupil support and representation at the school
- To support the Trust and the Headteacher in any extended school provision in the school.

h Staffing

- Performance management of the Headteacher will be led by the CEO (or other person to whom the headteacher reports), in partnership with the local governing board (usually the Chair), and involving as appropriate either a Trustee, a further representative from the school's LGB, the DCEO/Primary Lead, or with the support of an external advisor
- In case of a vacancy in the post, to work with the CEO (or other person to whom the headteacher will report), and Trustees to appoint the Headteacher such process always to include both the CEO and a Trustee on any selection panel. Such selection panel is to include 5 people, three of whom are either part

of the Executive Team or Trustees and two of whom are Local Governors at the school. In the case of the appointment of a headteacher at a Church school, at least half of the selection panel must be approved as “Foundation”, and the panel must be joined by an advisor appointed by SDBE

- To support the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the school in line with agreed budgets, and for the appointment of school staff to ensure that the school is fully staffed in accordance with that structure
- To communicate effectively with the Headteacher
- To ensure that the Trust's policies on all HR matters are implemented in the school
- To monitor the implementation of the Trust's policies at the school for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal, and to take part in those procedures for the Trust as appropriate

i Information management and communication

- To ensure the effective implementation of the data protection policies and procedures in the school, and in particular for each Local Governor, not to download or retain any personal or otherwise confidential data on any device not belonging to the school / Trust
- To ensure systems are in place at the school for effective communication with pupils, parents or carers, staff and the wider community including the support of a local parent teacher association (if established) and in line with the Trust's strategy and Scheme of Publication.

j Health, safety, risk and estates

- To appoint a Local Governor responsible for health and safety
- To review the risk register of the School and prepare a Risk report for the Resources Committee
- To adopt a health and safety policy for the School in line with the Trust-wide policy
- To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the School
- To conduct site inspections to review any health and safety issues and the security of premises and equipment.
- Enable strong leadership in teaching and learning within the school by providing support and challenge to the leadership team within the context of the Trust Strategic Plan in so far as it relates directly to the individual school and its School Development Plan.
- Promote the individual ethos and values of the school and the wider ethos of the trust within the local community

- Monitor and evaluate school performance against agreed targets
- Provide oversight, monitoring and challenge of the school budget
- Set up, approve and review LGB sub committees and their terms of reference
- Act as a conduit for concerns, recommendations and sharing success between the local community and the Trust
- Determine the individual school admissions policy (in line with the overarching Equa Admissions Policy)
- Sit on panels for the recruitment of staff (in the case of recruitment of a Headteacher in conjunction with the CEO and a Trustee)
- Sit on panels to support the Headteacher in making decisions on admissions, exclusions, disciplinary and grievance issues,
- Along with a member of the Standards and the CEO, the LGB Chair will support the Headteacher during an Ofsted inspection [and for Church Schools during a SIAMs inspection]
- The LGB Chair will support the designated lead safeguarding officer in the event of any safeguarding disclosure and provide support in ensuring that safeguarding policy is adequate and observed within the school, including carrying out internal audits.

Communication and methods of reporting

Open and transparent communication is key to the success of Equa. This needs to be balanced with efficient, clear reporting. The methods of communication between LGBs, executive and trustees are detailed below:

- LGBs to provide reports to CEO/CFO prior to committees (Resources/Standards) for collation and analysis
- LGB Chairs (Chair of Chairs Group) to provide collated summary update for each trustee meeting
- Link trustee for each school to maintain communication and attend relevant meetings

Terms of Reference and delegated authority model

General Principles

- The Equa Trust Board and the LGB will work collaboratively and in partnership with other Equa schools, abiding by the Articles of Association, Funding Agreement and regulatory authorities.
- The Trust Board will make decisions, drawing on information and advice provided by the LGB as well as the LGBs of other Equa schools as appropriate. For matters in which the LGB has delegated authority, as set out in this document and the supporting governance framework documents, the LGB will make decisions on matters which affect their individual academy.
- The LGB and Headteacher will have maximum delegation of responsibility and decision making for the strategic direction and operation of their school as set out in this scheme of delegation ***unless there is a cause for concern*** (ref Triggers of Intervention document – appended below).

Members	Board of Trustees	Local Governing Boards
<p>Governance</p> <ul style="list-style-type: none"> • Hold the Equa Board of Trustees to account through regular scrutiny of Board minutes and related documents including outcomes • Appoint the member appointed Trustees • Removal of any Trustee as necessary • Work with the Trustees to review Board skills and approve succession planning • Appoint the auditors • Ensure solvency • Check compliance • Approve changes to the Articles of Association <p>Consultation</p> <ul style="list-style-type: none"> • Hold Trustees to account on delivery of MAT vision and ethos, strategy and outcomes 	<p>Governance</p> <ul style="list-style-type: none"> • Accountability for all statutory operations of Equa under the terms of the Master and Supplementary Funding Agreements • Appointment of co-opted Trustees, the Chair of the Trust Board and Committee Chairs • Approve, develop and determine core Equa vision and strategy • Determine the delegation level to each LGB • Establish committees as required • Approve the addition of academies to Equa and removal as appropriate • Receive and approve annual accounts and auditors' reports, Equa budget and student outcomes reports • Liaise with Ofsted with the LGB for each academy within the trust • Determine the schedule of Trust Board meetings and Committee meetings • Appoint the Clerk to the Trust Board 	<p>Governance and Strategic Purpose</p> <ul style="list-style-type: none"> • Monitoring compliance with Equa vision and strategy • Ensuring local implementation of the vision for the Trust whilst maintaining, respecting and enhancing the distinctive ethos of the school • Responsibility for the implementation of the Supplementary Funding agreement and its statutory compliance • Monitoring standards and outcomes through a focus on teaching and learning • Determining the cycle of LGB meetings, in line with Trust Board annual schedule. • LGB Chair to support Headteacher during Ofsted/SIAMS inspections

Members	Board of Trustees	Local Governing Boards
Accountability <ul style="list-style-type: none"> Hold up to 3 meetings per annum, one of which to be the AGM Reports <p>Receive:</p> <ul style="list-style-type: none"> Trust Board and related committee reports Trust Board agendas and minutes Trust Board reports relating to student outcomes and financial performance Annual Statement and Accounts 	Strategic Management <ul style="list-style-type: none"> School Development Plan sign off Approve Equa Strategic Plan and monitor progress and impact Monitor and challenge performance standards across Equa including educational and financial Statutory compliance and risk management, legal and contractual compliance Accountability for CEO performance Strategic development planning Succession planning 	Monitoring and challenge <ul style="list-style-type: none"> School Development Plan scrutiny and further development Adoption of Trust wide policies and ensuring statutory compliance and risk management Monitoring and evaluating school performance against agreed targets and reporting to the Trust Board Escalating to the Trust Board any issues or concerns which are assessed as significant risks, be they financial, legal, educational or reputational. Review and approval of LGB sub committees and their terms of reference
	Board of Trustees	Local Governing Boards
	Financial <ul style="list-style-type: none"> Review and agree individual academy budgets Approve Trust budget and proposed charging arrangements for schools Monitor the overall budget Ensure financial procedures are appropriately applied across all academies. Determine whether Trust should enter into Funding Agreements with new schools Ensure that Trust has a Business Continuity Plan 	Financial <ul style="list-style-type: none"> Consideration and challenge of school budget Monitoring of budget and reporting to Trust Board
	Board of Trustees	Local Governing Boards



	Education <ul style="list-style-type: none"> • Set strategic Equa curricular direction • Ensure statutory compliance with assessment requirements • Support and monitor School Development Plan implementation • Monitoring and celebration of outcomes and achievements of each school • Approve school admissions arrangements 	Education <ul style="list-style-type: none"> • Support the Headteacher with regard to the education offer for the school • Ensuring a balanced and broad curriculum in line with the values and ethos of the school • Monitor and approve attainment and progress reports for review by the Trustees • Review admissions arrangements on an annual basis and recommend to Trustees • Have oversight of student numbers, exclusions, SEN and PPD provision • Support robust school self-evaluation and promote high standards of educational achievement in line with the Trust's strategic direction • Sit on admissions or exclusion panels as required
	Board of Trustees	Local Governing Boards
	Staffing <ul style="list-style-type: none"> • Recruitment of CEO (and removal if necessary) • CEO Performance management • Participation in recruitment of other senior roles including the appointment of Headteachers • Overview of staff contract terms and conditions • Monitoring of performance awards for staff in relation to Quality Assurance framework • Approve the Staffing Structure for [MAT NAME] 	Staffing <ul style="list-style-type: none"> • Recruitment of Academy Headteacher in conjunction with CEO & Trustees • Recruitment of senior leaders to the school and assistance with other school appointments • Contribute to any necessary staffing structure review • Provide support to the CEO and Headteacher on any staffing matters including disciplinary or other issues • Supporting the CEO with regard to the Performance Management of the Headteacher • Approval of performance related pay awards for teaching staff, following scrutiny of performance evidence and within agreed budget and Equa policy
	Board of Trustees	Local Governing Boards

	Policies	Policies
	<ul style="list-style-type: none"> Development and approval of Equa policies including financial, administrative, procurement, recruitment and educational policies for implementation by LGBs 	<ul style="list-style-type: none"> Adopt Equa policies Establish, monitor and review Academy policies Provide feedback to the Trust Board on the effectiveness of policies
	Board of Trustees	Local Governing Boards
	Marketing	Marketing and Relationships
	<ul style="list-style-type: none"> Marketing and PR strategy 	<p>To have an overview and communicate to the Trust Board as necessary regarding the following:</p> <ul style="list-style-type: none"> Student recruitment Parent relations Community activities and relationships School marketing and PR
	Board of Trustees	Local Governing Boards
	Estates	Estates
	<ul style="list-style-type: none"> To develop and oversee the estates development and asset management across Equa sites To have oversight of individual school estates development 	<p>To have an overview and communicate to the Trust Board as necessary regarding the following:</p> <ul style="list-style-type: none"> Estates development

Equa Multi Academy Trust has a commitment to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care. Supportive challenge and school improvement is therefore at the heart of our partnership and each school will have the autonomy to develop its provision so that it meets the needs of all students.

Equa will recognise and where possible pre-empt issues of performance (educational, financial, compliance etc). The trustees and operational leaders of the MAT will take appropriate actions to tackle and resolve issues for the benefit of learners.

Equa Leadership Culture

Leaders will be open and transparent about the strengths and areas for development for their school. It will be assumed that the best people to resolve any issue within a school will be the Headteacher, senior leadership team and Local Governing Board of that school. The structures of management in place will ensure the openness of this approach.

Areas of need

Identifiable challenges and/or areas of need are likely to come from the following:

- External inspections or verification visits such as Ofsted, HMI, SIA and where appropriate SIAMS
- An unexplained drop in student data or schools not on track to achieve
- High levels of teaching, learning and assessment requiring improvement
- Significant issues relating to behaviour
- A reduction in student numbers in the school
- A school at risk of facing significant financial difficulty
- Staffing issues, including recruitment, retention and absence

Our strategy will operate at three levels, which are set out below, aligned with intervention triggers. At every level, the opportunity will be given to the Headteacher and Local Governors to provide contextual information and narrative to the process.

Core support

Provided to all schools where outcomes remain above the national average in all key measures

- Regular 1:1 line management meetings for heads with CEO or DCEO
- Regular MAT leadership team meeting
- Regular HT group meetings to share best practice, identify issues and share solutions
- Headteacher annual appraisal and mid-point review meeting
- Peer reviews
- Annual internal review
- Access to leadership programmes for all staff
- Access to coaching and mentoring
- Facilitation and support for MAT wide leadership groups
- Regular teach meets to share best practice
- Joint INSET programmes
- Governor support programme
- Admin and back office meeting – to ensure skills are well utilised across the MAT schools
- Safeguarding leads meeting
- NQT programme
- Attendance officer working across all schools

Additional support for vulnerable schools - CEO accountable, informs trust board of status at each meeting.

Intervention triggers:

- the performance of a sub cohort of students falls below, or is at risk of falling below, the national average in a mainstream school
- the gap for disadvantaged widens or is at risk of widening
- attendance thresholds are or are at risk of being breached
- increase % of teachers being less than good



- the performance of a subject falls below, or is at risk of falling below, the national average in a mainstream school
- there is a budget deficit forecast
- there is a safeguarding concern
- there are leadership difficulties
- fall in student or staff wellbeing
- fall in role with in-year leavers above joiners
- increase in parental complaints
- staff recruitment/ retention issues
- policy breaches

If a school is causing concern the CEO/DCEO will work with the head more regularly and broker additional support for the school from within the trust or from external sources. The SIP will be closely monitored, and clear actions against time scales agreed at line management meetings.

Support may be:

- Trust led internal review of areas causing concern
- Support from an effective leader from another school
- Implementation of a standardised teaching package or curriculum with training for staff on effective use
- Additional support from the CEO/DCEO
- Mentoring from an LLE/NLE
- Additional support from consultants
- Programme of visits to other schools for key personnel
- Staff placed on support programmes with a personalised CPD package
- Monthly financial monitoring visits from CFO
- Governor training
- Support from a trustee

Intensive support – CEO accountable, trust board directive if a school is reluctant to engage.

intervention triggers:

- A mainstream school is below, or at risk of becoming below the floor standard in a key measure
- the school is graded as requires improvement at Ofsted inspection point
- a Church school is graded as requires improvement at a SIAMS inspection
- the school is Coasting (as defined in the Education and Adoption Act 2015 and referred to in the Funding Agreement)
- there is a forecast or actual deficit budget
- there is a serious breach of safeguarding policy
- there is no Headteacher
- significant fall in role
- weak governance
- cash flow issues
- failure to follow internal financial procedures

Actions –

- internal / external review of the area causing concern.
- monthly action plan produced to be implemented against clear targets and timescale to be achieved.
- contracting in an external consultant
- deployment of a senior leader from another school to work in the school needing support
- enhanced capacity through the secondment of a strong practitioner from another school
- CEO/DCEO to work in the school for an agreed number of days per week
- deployment of a headteacher from another school
- deployment of CFO to work in the school 1 day per week
- the opportunity to change governance and loss of delegated authority