

## **Setting the Terms of Reference of LGCs/CGCs**

The Terms of Reference of an Academy Trust committee establishes a particular committee and details the specific responsibilities of that committee together with any delegated authority under the Trust's Scheme of Delegation.

LGCs and CGCs are committees of the Board of Directors and therefore do not have their own legal entity. The remit of LGCs/CGCs is kept under review by the Trust Board and may be varied through the Scheme of Delegation which is reviewed annually by the Board.

Note: Rise Multi-Academy Trust recognises that when an academy joins the trust there may be a need to vary the membership to allow transition to the standard Rise Terms of Reference for a LGC/CGC. The Board may therefore agree to an appropriate transitional Terms of Reference, typically not to be for longer than a year.

### **xxxxxxxxx Primary School(s) Local Governing Committee/Cluster Governing\* Committee Terms of Reference**

#### **Formerly Community School(s)**

#### **1. Constitution and remit**

- 1.1 This Local Governance Committee (LGC)/Cluster Governance Committee(CGC) has been established by the Board of Trustees of Rise Multi-Academy Trust to undertake the responsibilities designated to Local Governance Committees/Cluster Governance Committees in the Trust's Scheme of Delegation.
- 1.2 The Trust Board will review the Scheme of Delegation on an annual basis and the Terms of Reference of this committee will be amended to reflect any changes in the Scheme of Delegation.

#### **2. Committee membership**

For formerly Community Primary Schools

- 2.1 All governors except elected parent and staff are appointed by the Directors.
- 2.2 The LGC will have 5 Trust appointed governors, 2 parent governors and 1 staff governor. The CGC will, for each school in the cluster, have 2 Trust appointed governor, 1 parent governor and 1 staff governor.
- 2.3 4 The LGC/CGC may appoint 2 co-opted governors to the committee for a period of office for up to 4 years to provide additional skills and capacity as needed by the committee.
- 2.5 The CEO, Director of Education, Director of Governanc and/or Trust Directors are free to attend any committee meeting from time to time.
- 2.6 The LGC/CGC may invite others to join and speak at any part of their meetings in a non-voting capacity. Any such attendees do not count towards the quorum for that meeting.

#### **3. Individual school ethos and character**

- 3.1 The LGC/CGC should protect the individual identity and ethos of the school(s) whilst ensuring they respect the Rise Trust governance structure of being a mixed MAT for both church and community academies. This is included in the signed declaration of eligibility form all governors complete.

#### **4. Terms of Office**

- 4.1 With the exception of ex-officio and any co-opted governors, terms of office are for four years. Staff governors serve for one year term renewable by consent.
- 4.2 Only governors with two references and DBS and section 128 clearance, reviewed every three years may sit on the LGC/CGC.
- 4.3 LGC/CGC governors may be disqualified from office in accordance with the provision within article 80 of the Trust's Articles of Association.
- 4.4 Membership is removed if any LGC/CGC governor who fails to attend a published LGC/CGC meeting without offering an accepted apology for two consecutive termly meetings or within 6 months.
- 4.5 The Chair of the LGC/CGC is appointed by the Board of Directors. He/she is responsible for oversight of all the work of the LGC/CGC. Attendance of the Chair at LGC/CGC meetings is expected. However, in exceptional circumstances, the Vice-Chair can take the chair for a meeting.
- 4.6 The post of Chair is reviewed annually. The review is undertaken by a Director of the Board usually the Chair and a member of the Executive Team usually the Director of Governance.
- 4.7 On expiry of the term of office of the current Chair, recruitment of a new Chair will follow the guidelines set in appendix 7 of the Governance Handbook.
- 4.8 The Vice-Chair must be nominated from within the membership of the LGC/CGC and elected by the committee on an annual basis. Normally no- one will continue beyond 4 years in that role. As a CGC this may be a shared post between two governors, each serving from a different school. This decision is at the discretion of the CGC.
- 4.9 The LGC/CGC should develop a recruitment plan each year based upon the annual skills audit and a review of the current committee membership. With the exception of parent, staff and ex-officio governors, governors should be appointed on the basis of providing the skills and experience needed by the committee.

#### **5. Meetings and roles**

- 5.1 Each committee will arrange its own cycle of full LGC/CGC meetings. They must meet five times each year and are expected to broadly follow the model agenda determined by Rise.
- 5.2 The Chair is appointed to lead the work of the LGC/CGC and has responsibility for working closely with the Headteacher, Executive Head teacher or Head of School. He/she will also liaise as necessary with the Director of Governance.
- 5.3 To enable committee effectiveness the quorum for LGC/CGC meetings is 50% of appointed governors. Ex-Officio governors are counted within this number. When a meeting is rendered inquorate, at the discretion of the Chair, matters may still be discussed. Local committees do not need to make decisions or take votes unless they are convened to consider Exclusions, Complaints, Admission or matters related to HR policy or where relevant to governor appointments. The Chair is permitted to close an inquorate meeting and re- schedule for a later date. This decision should be noted in the minutes and the Director of Governance informed.
- 5.4 The Trust will provide the agenda template for each meeting throughout the year. The Chair is expected to agree any local agenda items for each LGC/CGC meeting, in consultation with the Headteacher/Executive Headteacher and Clerk, to ensure that papers can be circulated in a timely fashion prior to meetings. It is advised that all papers are circulated seven days prior to each meeting.
- 5.5 The Chair should ensure that the business interests of all members of the LGC/CGC are declared at the start of each meeting. All governors must also complete the register of business interests at the start of each academic year and ensure that these are updated when there is any change.

- 5.6 A register of governor attendance must be taken at the start of every meeting. Apologies for absence should be noted together with the decision to accept those apologies.
- 5.7 Any other business should be notified in advance of the meeting to the Chair and the clerk wherever possible.
- 5.8 The minutes of meetings will provide a summary of matters discussed together with decisions taken, and advice given, by the committee.
- 5.9 The clerk will summarise the key points in discussions and indicate how the committee arrived at their conclusions. When recording questions the clerk will aim to incorporate clarification questions into the main text of the minutes and highlight challenging questions from governors in the minutes.
- 5.10 An early item on every LGC/CGC agenda is the approval of minutes. They must be read and checked for factual accuracy with challenge and any adjustments noted prior to their agreement. Once agreed, signed minutes become public documents which may be requested and must be provided upon request to parents or interested parties.
- 5.11 The LGC/CGC can decide to make any item confidential and must do so if it refers to a named pupil or staff member. Confidential minutes should be clearly marked as confidential with a watermark and prominent title.
- 5.12 The Executive Headteacher/Headteacher and Heads of School is/are expected to attend in order to report to the LGC/CGC. Other members of school staff including senior leaders attend on invitation only and must withdraw when LGC/CGC matters are discussed, or votes taken unless their attendance as observer has been expressly agreed in advance of the meeting.
- 5.13 The Director of Education, CEO, Director of Governance and Board Directors may attend LGC/CGC meetings.
- 5.14 The LGC/CGC may appoint governors to take responsibility for oversight and reporting back to the LGC/CGC on the following key aspects of the work of the school. The number of advocates should be determined by the LGC/CGC. Advocate roles within Rise are:
- Safeguarding and online safety
  - Special Educational Needs
  - Early Years
  - Christian Distinctiveness (for Church schools only)
- 5.15 Advocacy roles may be shared. Advocates should be appointed at the first meeting of the Autumn term. Their term may be determined by the LGC/CGC. As governors may develop particular expertise or interest in a specialist area nominated advocates do not necessarily need to change each year.
- 5.16 The LGC/CGC should have an appointed independent clerk who will be the governance adviser to the LGC/CGC.
- 5.17 The Chair may take chairs action in agreement with the Director of Education or CEO.
- 5.18 Any person will be able to participate in meetings of the LGC/CGC by telephone or video conference if agreed by the chair provided that governor participation is for the whole agenda item.
- 5.19 Subject to any restrictions within the articles of association, scheme of delegation and policies and procedures the LGC/CGC may request specific permission to delegate functions to an individual governor advocate, a committee or working group for a specific period of time. Any such request for delegation to a working group shall be recorded in minutes or otherwise made in writing to the CEO and may be revoked or altered (for example as part of a panel for disciplinary or grievances).
- 5.20 Where any power or function of the LGC/CGC has been delegated to a person, committee or group, that person, committee or group shall report to the LGC/CGC and, where relevant, the CEO or Director of Education in respect of any action taken.

## **6. Responsibilities of the LGC/CGC**

- 6.1 All LGC/CGC governors are expected to adhere the Principles of Public Life (The Nolan Principles) and to the Rise Code of conduct.
- 6.2 The LGC/CGC has decision making roles with regard to exclusions, admissions and complaints and an advisory role over specific aspects of the LGC/CGS's school(s).

- 6.3 In its decision-making role the LGC/CGC may set up a sub-committee or panel to deal with a specific issue in accordance with the relevant Rise policy.
- 6.4 Decision making role – Exclusions/pupil behaviour
- To review the decision to permanently exclude a pupil
  - To review the decision of the Headteacher to cumulatively exclude a pupil for more than 15 days in a term (Fixed term exclusion)
  - On the request of a parent/guardian to review an exclusion of more than 5 days
- 6.5 Decision making role – Admissions
- To consider an admission appeal in line with the agreed policy
- 6.6 Decision making role – Complaints
- To consider a formal complaint against the school
- 6.7 The advisory roles of the LGC/CGC covers the Rise 20 (22) focus areas:

### **Culture and ethos (all schools) (8)**

- Understands the quality of **pupils' behaviour** in school and support and challenge school leaders to make/secure improvements over time
- Understand pupils' levels of **attendance** and to support and challenge school leaders to make or sustain improvements as required, particularly for disadvantaged and SEND pupils
- Understand what **pupils say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement
- Support and challenge leaders to ensure the academy's **vision and values** are known and lived by the school community
- Support and challenge leaders to ensure that pupils understand the **fundamental British values (FBV)** and are ready for life in modern Britain
- Support and challenge leaders to ensure pupils' **social, moral, spiritual and cultural** development is as strong as it can be
- Governors will convene to uphold or rescind the Headteacher's decision to permanently **exclude** a pupil, working in line with trust policy and national guidance. They may also be called to consider reinstatement of a pupil who has been **suspended** within certain conditions
- Understand the quality and equity in the academy's **personal development and extra-curricular offer** and to support and challenge leaders to ensure all pupils, particularly those who are disadvantaged and those with SEND, have equal access to this

### **Christian Distinctiveness (CofE only) (2)**

- challenge and support leaders to ensure the **distinctive character of worship and religious education** of the academy
- Support and challenge leaders to ensure that the school's **Christian vision** and values are rooted in the local context and community and lived

### **Community (4)**

- Understand what **parents say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement
- Governors will convene to consider applications for **admissions** where the school does not engage with the services of the Local Authority admissions department. Governors may be requested to attend any **appeals** hearings on behalf of the school
- Manage school level **complaints** in accordance with the relevant policies
- Ensure that school level information, including the relevant sections for Church Schools, is accurate and accessible on the academy's **website**

### **Safeguarding (1)**

- Understand the **safeguarding culture** that leaders have created and support and challenge them to strengthen or sustain excellence

### **Academy/school improvement (3)**

- Understand **school self-evaluation**
  - Curriculum impact on pupils inc SEND, EYFS
  - Pupils' performance compared to trust/national (above)
  - Pupils' behaviour and personal development inc attendance (above)
  - The culture of safeguarding (above)
- Understand the **School Improvement Plan (SIP)**
- Support and challenge school leaders on the **delivery** of the SIP

### **People (4)**

- Support **Headteacher recruitment**
- Contribute to Headteacher **performance management**
- Support school leaders with wider **staff recruitment**, as required
- Understand what **staff say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement

As Chair of Governors, I understand my responsibilities in ensuring the function of the **LGC/CGC** align to these terms of reference. I will ensure all governors support school monitoring; undertake the training they need and do not act outside of their remit as detailed in this document and trust policies. I will ensure they are mindful of the agreed code of conduct and will alert Rise Multi-Academy Trust of any concerns or support needed to ensure all governors uphold these principles.

Signed:

Date:

*This Term of Reference will be reviewed annually at the first meeting of each year. A copy will be filed with the minutes locally, with the trust and digitally online.*