

**BENNETT MEMORIAL DIOCESAN SCHOOL
LOCAL GOVERNING BODY
TERMS OF REFERENCE 2019-20**

1. The Local Governing Body (LGB) has been established to assist with the good governance of the Academy which is Bennett Memorial and for this it is accountable to the Trustees of the Tenax Schools Trust. It operates in accordance with the Trust's Articles of Association and the associated Tenax Governance Plan, as a committee established by the Directors, to whom they delegate certain functions of the Directors of the Trust.
2. The LGB shall have a minimum of 5 members appointed by the Trust, one staff member, two elected parent members and the Headteacher. This composition may be varied in cases where a separate Memorandum of Understanding or Deed of Agreement is in place and in these circumstances the Tenax Trust may appoint additional local governors to ensure a working majority is in place if necessary for the proper discharge of its accountabilities
3. Members of the School Leadership Team may be invited to attend meetings as required.
4. The LGB shall meet at least 3 times a year (normally 6 times a year during the first year of opening or if the school is rated as less than Good by Ofsted), and in any urgent circumstances, and its proceedings shall be recorded and reported to the Trust at the earliest convenient time and in any case at the next full meeting of the Trust.
5. The quorum for a meeting of the LGB, and any vote on any matter thereat, shall be any three of the members of the LGB, or, where greater, any one third (rounded up to a whole number) of the total number of members of the LGB at the date of the meeting.

Responsibilities of the LGB

6. The responsibilities of the LGB are set out in the Tenax Governance Plan, as follows:
 - a. **Quality of Education**
 - i. Approving a school improvement plan, produced at the start of each school year, which should have been prepared according to the Trust's guidance
 - ii. Ensuring that the curriculum and its planning is fit for purpose, fully compliant with external and Trust requirements and enables pupils to flourish and maximise their potential
 - iii. Examining progress for all pupils and identified pupil groups and in each year group (not just end of key stage), and challenging the headteacher where necessary (including the use of Pupil Premium and PE/Sport Premium income and their impact); acknowledging and celebrating significant improvement and strong performance.
 - iv. Supporting the Headteacher and holding the Headteacher to account for the quality of teaching and its improvement in a respectful and purposeful way; celebrating strong teaching or significantly improved teaching and its impact
 - v. Ensuring that the quality of staff professional development is such that it enables the staff team as a whole better to meet the needs of the pupils in the school
 - vi. Monitoring behaviour, exclusions and attendance, and ensuring that patterns are promptly identified by the school and appropriate interventions are put in place and monitored

- vii. Monitoring Safeguarding in the school to hold the school to account for maintaining high standards of compliance and best practice; this will include ensuring all pre-employment checks are properly undertaken and recorded
- viii. Monitoring the achievement of pupils with SEND and who are disadvantaged to ensure that they achieve as well as other students

b. Distinctive ethos, character and local traditions

- i. Monitoring the character and quality of religious education to ensure that it meets the requirements, denominational or not, of the school's character as established in the Funding Agreement
- ii. Monitoring the character, content and quality of assemblies or collective worship to ensure that they meet the requirements, denominational or not, of the school's character as established in the Funding Agreement
- iii. Ensuring that the relationships education (primary) or relationships and sex education (secondary), teaching of British Values and Spiritual, Moral, Social and Cultural provision of the school meet appropriate requirements and are of a good standard;
- iv. Where there are established local relationships in place, for example with a local church, ensuring that these are appropriate to the school's character and are nurtured and maintained in the interests of the pupils the school serves
- v. Holding the school to account for the quality of the programme of personal development extra-curricular provision, and for levels of pupil participation in opportunities offered, including by disadvantaged students, monitoring that programme and challenging the headteacher where necessary to improve it further; responsibility for the approval of residential and overseas visits.

c. Maintenance of good communication with and the confidence of parents and the wider local community

- i. Holding the school to account for the quality of external communication about the school to parents and the wider public, including the school website
- ii. Monitoring communication with parents, both pupil-specific and general, and ensuring it is regular, clear, helpful and positive
- iii. Ensuring that opportunities to project or represent the school at local, regional or national level are taken
- iv. Ensuring that for the purposes of pupil recruitment the school publicises itself well and attracts good numbers of applicants – the aim should be for every school to be oversubscribed
- v. Ensuring that the representation of the school to its community reflects the Trust's guidance and policies

d. Policies

In addition to the three main areas of LGB responsibility, the LGB will:

- i. Ensure that the school has adopted the latest Level 1 Trust-wide policies
- ii. Ensure that Level 2 policies are completed and approved by the Headteacher
- iii. Ensure that any Level 3 policies are developed and approved

- 7. The Committee shall not act beyond the powers delegated to it by the Trust and shall, in the case of any serious matter of concern relating to its remit, report to and seek advice from the Trust Board.