



# Local Governance Committee Handbook



# Contents

<b>Introduction</b>	<b>5</b>
<b>Terms of Reference</b>	<b>6-11</b>
<b>The LGC Meeting Cycle</b>	<b>12</b>
<b>The Headteacher's Report to the LGC</b>	<b>13</b>
<b>The LGC Monitoring Protocol</b>	<b>14-15</b>
<b>Training and Development for LGC</b>	<b>16-17</b>
<b>Additional Courses</b>	<b>18-19</b>
<b>Additional Documents</b>	<b>20</b>

# Local Governance Committee (LGCs)



# Introduction

Each of our schools has a Local Governance Committee (LGC's). Members of this committee are appointed by the CEO and the Executive Team, and all appointments are ratified by trustees. The LGCs support our Headteachers and report to trustees.

The LGCs have a specific focus on the quality of education at each school. They will support the Headteacher and leadership team to devise and monitor the priorities for school improvement as laid down in the School Development Plan.

**Across the school year the LGC meet three times\* and focus on the following areas:**

- Quality of the curriculum, teaching, and pupil outcomes
- Quality of pupil behaviour and personal development
- Attendance
- Quality of leadership and management
- Safeguarding
- Pupil premium strategy
- Stakeholder engagement

The LGC report to trustees on these areas using the LGC Report to trustees following each of their meetings. The meeting cycle defines when particular items need to be scrutinised and is one of the key components in ensuring that LGCs carry out their role effectively. The LGC meetings and report are used to identify areas for LGC governors to monitor in their school visits through the LGC Monitoring Protocol.



\* There is an additional LGC meeting in summer term to support the Headteacher and the Leadership team to devise the priorities for the school for the next year which will help form the School Development Plan.

# Our Mission and Vision

Our mission is the reason we established as an educational partnership, our vision is the destination we would like to reach. We are a values rich organisation and we are passionate about doing the right thing in the right way for everyone and our shared principles set out how we all work.

## Our Mission

We established as a group of schools so we could work formally in partnership as one organisation to support each other to provide an exceptional education for all.



## Our Vision

Our intention is to create a family of world-class schools which transforms the lives of young people. Our schools have shared principles and aligned ways of working whilst still retaining their individuality. We are ambitious, supportive of one another and we achieve excellence in inclusive practice. Inclusion is at the heart of our trust.



# Our Shared Principles



## Values-driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



## An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



## Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.

# Our Shared Principles



## Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



## Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.



## Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

# LGC Terms of Reference

## **Purpose of the terms of reference**

The Terms of Reference have been created to provide guidelines to support the Local Governance Committee in fulfilling their role of monitoring the performance of their schools and reporting on performance to the trust board.

### **1. Introduction**

The trust board is the accountable body and the ultimate decision-making body. The LGC does not assume responsibility for the school it is installed to oversee, but instead its purpose is to offer assistance to the trust board by monitoring the performance of its school and reporting on this to the trust board.

### **2. Membership and Quorum**

2.1 The governors of the LGC will be appointed by the CEO and the Executive team (except parent and staff governors), and the appointment shall be ratified by the board of trustees.

2.2 The minimum number of LGC members shall be 6, comprising of 2 parent governors, 1 staff governor and at least 3 community governors. The maximum number of

LGC members shall be 9, comprising of 2 parent governors, 1 staff governor and up to 6 community governors. The Headteacher shall act in an ex officio capacity.

2.3 The quorum for a meeting of the LGC shall be half of the total number of committee members (rounded up to a whole number).

2.4 Employees of the trust are permitted to be members of the LGC

2.5 Trustees are permitted to be members of the LGC.

### **3. Voting**

Every matter to be decided at a meeting of the LGC shall be determined by a majority of the votes of the governors present. The Chair will have the casting vote if necessary.

#### **4. Term of Office**

4.1 LGC governors shall hold office from either the date of their appointment until their resignation, or their omission from membership of the LGC on consideration by the board of trustees, or at the expiry of their term of office, whichever occurs first.

4.2 The term of office for any LGC governor shall be four years, except for the Headteacher (as applicable) who shall remain a LGC governor until they cease to work at the school.

4.3 Subject to remaining eligible to be a LGC member, any person may be re-appointed or re-elected to the LGC for a further term of up to four years, (no more than two terms).

#### **5. Resignation and Removal of LGC Members**

5.1 A person serving on the LGC shall cease to hold office if:

- They resign their office by giving notice in writing to the clerk
- The Headteacher or a staff LGC governor cease to work in the school/trust.
- The trustees may terminate the appointment of a LGC governor whose presence or conduct is deemed not to be in the best interests of the trust or school.

5.2 For the avoidance of doubt, a parent LGC governor shall not automatically cease to hold office solely by reason of their child ceasing to be a pupil of the school.

5.3 A LGC governor will cease to hold office if they fail to attend three consecutive meetings, unless they have offered apologies for their absences which are accepted by the LGC, and the LGC resolves to remove them from office.

#### **6. Disqualification**

A person shall be disqualified from serving on the LGC if they would not be able to serve as a trustee in accordance with Articles 68 – 80 of the Articles of Association.

#### **7. Appointment and Removal of Chair and Vice Chair of the LGC**

7.1 The trust may appoint the Chair of the LGC.

7.2 No person employed by the trust may be appointed as Chair or Vice Chair.

7.3 The term of office of the Chair and Vice Chair shall be 1 year. Subject to remaining eligible and 7.2, any LGC member may be re-appointed as Chair or Vice Chair.

7.4 The Chair and Vice Chair may at any time resign their office by giving notice in writing to the clerk. The Chair or Vice Chair shall cease to hold office if:

- They cease to serve on the LGC.
- They are employed by the trust.
- In the case of the Vice Chair, if they are appointed Chair.

7.5 Where the Chair is absent from a meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the Chair for the purposes of the meeting. Where the Vice Chair is also absent from the meeting or if there is a vacancy at the time in the office of Vice Chair, the LGC governors shall elect one of their members to act as Chair for the purposes of that meeting.

## **8. Appointment of LGC members**

8.1 All appointments of LGC governors will be recommended by the CEO and the Executive Team and ratified by the trustees.

### **8.2 Staff LGC Governors**

- The LGC will invite nominations from all staff and where there are any contested posts, shall hold an election by secret ballot.

### **8.3 Parent LGC Governors**

- Parent LGC Governors shall be elected by parents of registered pupils at the relevant school. They must be a parent of, or have parental responsibility for, a pupil at the school at the time when they are elected. Where there are any contested posts, the election shall be held by secret ballot
- All arrangements for the calling and the conduct of the election and resolution of questions as to whether a person is an eligible candidate shall be determined by the CEO and the Executive Team. The CEO and the Executive Team may delegate the running of the election to the LGC and the school.
- Where the number of parents standing for election is less than the number of vacancies, the CEO and the Executive Team may appoint a parent of a registered pupil at the school, or where it is not reasonably practical to do so, a person who is the parent of a registered pupil at another trust school. The appointment shall be ratified by the trustees. The CEO and Executive Team may delegate the appointment of a parent LGC governor to the LGC

#### 8.4 Community LGC Governors

- Community LGC Governors shall be recommended by the CEO and the Executive Team, and the appointment will be ratified by the Trustees.  
The Chair of the LGC may recommend a suitably skilled volunteer as a potential LGC governor. They must be a person who, in the opinion of the CEO and Executive Team, has the necessary skills set and is committed to the governance and success of the school

### 9. Meetings

9.1 The LGC will meet four times a year.

9.2 The clerk to the LGC will circulate an agenda, copies of previous minutes, and any papers to be considered, no fewer than five working days prior to the meeting.

9.3 LGC governors will withdraw from the meeting if there is an identified or potential conflict of interest, or there is a motion to consider their ability to remain impartial. Conflicts are declared annually to the Clerk and at the beginning of each LGC meeting.

9.4 The Clerk will take minutes of the meeting. In the absence of the Clerk, the LGC shall choose one from its number for that meeting (someone who is not the Headteacher). Following approval by the Chair, the minutes will be distributed to LGC governors.

9.5 Confidential minutes will only be shared with LGC governors who were present at the meeting where any confidential item was discussed.

9.6 LGC governors may invite non-members to the meeting to assist or advise on a particular matter or issue. Non-members will not be entitled to vote on any matter.

9.7 A register of attendance will be kept by the school for every meeting and will be published on the school's website on an annual basis.

9.8 Any LGC governor may be able to participate in meetings by telephone or by video conference provided that they have given reasonable notice to the clerk of the board and provided that the LGC governors have access to the appropriate equipment, and subject to the agreement of the LGC.

9.9 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda or other documentation.

## 10. Duties of the LGC

### 10.1 Quality of Education

- To have an overall focus on the key areas of delivering a high quality, inclusive education. Including:
  - Quality of the curriculum, teaching and pupil outcomes
  - Quality of pupil behaviour and personal development
  - Attendance
  - Quality of leadership and management
  - Safeguarding
  - Pupil premium strategy
  - Stakeholder engagement
- To monitor the progress the school are making against their twelve-month School Development Plan
- To monitor and evaluate the effectiveness of leadership and management
- To monitor and evaluate the impact of the quality teaching and learning
- To monitor and evaluate rates of progress and standards of attainment by pupils, including any underachieving groups
- To monitor and evaluate provision for all groups of vulnerable children (eg looked after, SEND, Pupil Premium pupils) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement
- To have an overview of the school's curriculum
- To consider recommendations from external reviews of the school, monitor actions taken and receive feedback on progress
- To ensure that all children have equal opportunities
- To check that effective processes are in place for monitoring teaching and learning, delivery of the curriculum, inclusion, and the sharing of good practices across the school
- To review validated school performance data against targets and internal predictions
- To monitor safeguarding data in the school and review any audits taken and follow up on any actions
- To contribute to whole school evaluation and planning for school improvement
- To ensure mechanisms are in place to engage meaningfully with parents, carers and the local community

## 10.2 Reporting to Trustees

- The LGC are expected to report back to the trustees using the common proforma which allows them to highlight strengths and concerns under key areas of their remit.
- Chairs will also have the understanding that are able to contact the Chair of the trustees and or the CEO as and when they need to
- LGC governors will be given appropriate training and support in conducting school visits and it is an expectation that at least two visits a year will take place, and a short report shared with the LGC and trustees
- An annual meeting will take place between trustees and Chairs of the LGCs which gives an opportunity for sharing of activities and performance

## 10.3 Safeguarding and SEND link LGC governors

- The LGC must have a named link LGC governor for Safeguarding and for SEND. This governor must not be employed by the school in which they are a governor. The same person can be the link governor for Safeguarding and the link governor for SEND
- An annual visit from the link governor(s) for Safeguarding and for SEND must take place, and a report must be given to the LGC after the visit

## 10.4 Monitoring and Training

- The CEO or a member of the executive team will attend meetings at least once a year in order to support and monitor how the LGC is working
- An annual skills audit will take place in order to plan training needs
- Governors will be welcome at school training days and will access to a range of training materials through the NGA
- All governors will receive induction training and bespoke training where requested or there is an identified need

# LGC Meeting Cycle

This is an overview of the business which will be tabled at each of the four LGC meetings across an academic year. The fixed agenda items focus on the key areas of responsibility though committee members will have flexibility to request other items according to the needs of the school and in order to carry out their duty to report back to trustees.

## **The LGC meeting cycle will involve the following components:**

- A Headteacher's Report tabled at each of the meetings which will match the areas contained in the LGC Report to trustees
- The LGC Report to trustees will be completed at three of the meetings
- The final LGC meeting in Term 6 (summer) will be used for senior leaders and LGC members to meet to carry out joint planning for the next academic year's School Development Plan

## **In order for the cycle to work effectively, meetings are scheduled around key headline data collection points and activities:**

- Data collected
- Data discussed and challenged at school and executive level
- Data goes to LGCs
- LGCs report to trustees
- CEO report to trustees which encompasses Headlines Dashboard and LGC trustees Report x 3 a year

Each of the Headteacher's reports will report the most recent data to the end of the last half term, apart from outcomes which are not collected every half term.



TERM	KEY FOCUS
Term One (Sep-Oct)	Full Headteacher's Report to LGC on end of Year outcomes from previous academic year School Development Plan Self Evaluation Form Curriculum Overview
Term Two (Nov-Dec)	No Meeting
Term Three (Jan -Feb)	Full Headteacher's report on Autumn Term assessment outcomes and updates on SDP progress SEND review Pupil Premium impact report and plan
Term Four (Mar-Apr)	No Meeting
Term Five (May/June)	Full Headteacher's Report on Spring Term assessment outcomes and updates on SDP progress Safeguarding Audit Destination Report Admissions Report
Term Six (July)	SLT and LGC joint planning meeting for the next academic year Review of current School Development Plan Discussion of possible priorities for the next SDP Stakeholder Audit Report

## The Headteacher's Report to the LGC

The Headteacher's Report to the LGC contains the data needed by governors in order for them to monitor their areas of responsibility.

### **The Headteacher Report contains the following areas:**

1. Contextual information
2. Pupil outcomes data
3. Behaviour data including attendance
4. Quality of teaching data
5. Curriculum report
6. Leadership and management report including safeguarding and SEF overview
7. SDP progress matrix
8. Stakeholder and community update

# LGC Monitoring Protocol

In order to fulfil their duties, the LGC will carry out a yearly programme of visits to the school, focused on gathering evidence to support school self-evaluation and inform the termly report to trustees. The activities will link to priorities in the School Development Plan and be identified by the committee and the trust's School Improvement Cycle.

## **The information gathered during these visits will enable the committee to:**

- Shape the direction of the school in partnership with senior leaders
- Have an enhanced understanding of areas of strength and weaknesses so that they can support and hold to account senior leaders effectively
- Improve pupil outcomes

## **Prior to each visit the LGC members will:**

- Agree the details and purpose of the visit with Senior Leaders and complete Part 1 of the LGC Visit Report Form
- Inform staff of the focus of the visit at least 24 hours before the visit via Part 1 of the LGC Visit Report Form
- Inform staff of any questions that will be asked
- Ensure that, where visits to classrooms are involved, children are notified in advance

## **During the visit the LGC members will:**

- Follow the agreed protocol and act in a professional manner
- Be punctual, courteous and considerate at all times, respecting the professional roles of the Headteacher and staff
- Not make judgements or promises on behalf of the LGC. The purpose of the visit is to gather evidence
- Be positive and give praise where it is due
- Observe discretely and not distract the teacher during the lesson
- Talk to children and staff and ask questions as agreed prior to the visit
- Maintain confidentiality at all times

**After the visit the LGC members will:**

- Reflect on the activity to ensure that the purpose of the visit has been achieved
- Record the evidence gained during the visit on Part 2 of the LGC Visit Report Form
- Share a draft version of the LGC Visit Report Form with the Headteacher and relevant staff to check for accuracy and clarity
- Be prepared to amend the LGC Visit Report Form to ensure that the final version is agreed by all those involved.
- Circulate the LGC Visit Report Form to all governors at the next meeting.

Suggested monitoring activities:

Attendance  
Assessment  
Pupil Premium  
Behaviour  
Subject specific  
Careers (secondary)  
Wellbeing



# Training & Development for LGC members

In order to fulfil their role, LGC members will have access to a range of training and development opportunities. These will include face to face sessions at both trust and school level and a wide range of online courses.

LGC members will have membership of the National Governance Association which is a great source of information. This includes membership of the NGA's Learning Link which gives access to induction material and further training.

LGC members will receive an email which will contain a password to log in to the NGA website. LGC members will need to register for the learning link themselves by:



1. Visit <https://nga.vc-enable.co.uk/register> and complete the online registration form.
2. Complete the form and click the green register button to submit the application for approval.
3. Wait for a confirmation email containing login details.



# Mandatory Training

All new LGC members will be required to attend the following induction training and activities: \* Annual Training

ACTIVITY	LOCATION	PROVIDER
<b>Introduction to the school</b> Tour of school and introduction to staff and pupils Meeting with the Chair of the LGC Role and responsibility of the LGC Code of conduct	School	Headteacher Chair of the LGC
<b>Introduction to Oak Learning Partnership</b> Meeting with the Governance and Compliance Manager Vision and Shared principles Core foundations	Central office / Virtual	Governance and Compliance Manager This document
<b>Introduction to school governance</b> Governance: your role, responsibilities, and organisation	On-line 2 hours	NGA
<b>Welcome to a Multi Academy Trust</b> An introduction to local governance	On-line 20 minutes	NGA
<b>Safeguarding</b> Essential safeguarding for governors and trustees Keeping Children Safe in Education * Prevent in Education training for school governors	On-line 1 hour Online reading 1 hour	NGA DfE website DfE Training
<b>Data Protection &amp; Cyber Security</b> Annual Certificate in Data Protection & GDPR for Governors and Trustees* Cyber Security Training	1 Hour	To be confirmed NCSC website
<b>Equality, Diversity and Inclusion</b> Equality and diversity: A practical guide for governors and trustees	1 hour 15 minutes	NGA

# Additional Courses

During the course of their involvement on the LGC, governors should commit to further training and development. Some of these will be delivered by members of the Senior Leadership Teams (SLT) or the Executive Team at individual schools. The following on-line training and development activities are recommended.

<b>NGA CORE MODULES</b>	<b>LOCATION</b>	<b>PERSONNEL</b>
Your organisation: understanding school structures and what children should learn	Online 2 hours	NGA link
Strategy: living your values, reaching your vision, managing the risk	Online 2 hours	NGA link
Progress and attainment: using your data to improve educational outcomes	Online 2 hours	NGA link
Working together: building the team and improving the organisation	Online 1.5 hours	NGA link
Effectiveness: governance making an impact, changing lives	Online 1.5 hours	NGA link
How to: review suspensions and exclusions	Online 45 minutes	NGA link

ADDITIONAL MODULES AND GUIDES	LOCATION	PERSONNEL
Curriculum effectiveness: a guide for governing boards	Reading	NGA link
Additional training from school	School	Headteacher
Ofsted inspections: step by step	On-line 45 minutes	NGA link
Ofsted inspections of schools	On-line 45 minutes	NGA link
Monitoring performance data and targets	On-line 50 minutes	NGA link
Governance visits to schools	On-line 10 minutes	NGA link
Governance monitoring: a tool to help drive improvement	On-line 10 minutes	NGA link
Monitoring and evaluation	On-line 55 minutes	NGA link
Additional guidance from school	School	Headteacher
Early years education	On-line 1 hour	NGA link
Looked after children	On-line 55 minutes	NGA link
Exclusions	On-line 55 minutes	NGA link
Pupil Premium	On-line 55 minutes	NGA link
Stakeholder engagement: the governance role	On-line 15 minutes	NGA link

# Additional Documents

You can view and download a range of additional documents and templates via the Oak Learning Partnership website and school SharePoint area. We recommend you also read the following Guidance and Policies

<b>Academy Trust Governance Guide (DfE)</b>
<b>The Scheme of Delegation</b>
<b>The Code of Conduct</b>
<b>The Governance Conflicts of Interest Policy</b>
<b>Meeting Grid</b>
<b>Articles of Association</b>
<b>Academy Trust Handbook</b>



