THE DE CURCI TRUST

Terms of Reference for Trust Board Committees

Local Governing Board

Approved by the Board of Trustees: 05 October 2026

Review date: October 2027

Signature of the Chair: 

Articles of Association

- The Trust Board shall establish Local Governing Boards as committees of the Trust, as set out in the Trust's Articles of Association (Article 100).

- The Board of Trustees shall determine and approve the Local Governing Board Terms of Reference and shall review the terms at the start of each academic year (Article 101).

- The Trust shall delegate to the Local Governing Boards the responsibilities and functions listed in the Scheme of Delegation (Article 105).

- The Board of Trustees shall annually review and approve the powers, responsibilities and duties delegated to the Local Governing Boards and also the Scheme of Delegation (Article 105).

- The Trustees shall ensure that any Local Governing Board shall include at least 2 Parent Local Governors (Article 101A).

Responsibilities

The Trust is the legal entity and the Board of Trustees has the collective authority to determine what, if any, governance functions are delegated to the local tier.

Local Governing Boards shall govern academies in line with the Trust's Scheme of Delegation, Scheme of Governance, Scheme of Financial Delegation & Limits, Terms of Reference and Corporate Calendar of Business. They shall be responsible for carrying forward the Trust's vision, ethos, values and principles. They shall be responsible for implementing Trust policies, procedures and plans, as well as complying with statutory regulations.

Local Governing Boards should have due regard to the DfE Academy Trust Handbook and DfE Academy Trust Governance Guide when conducting their duties.

Additional Local Responsibilities

The Local Governing Board (LGB) is itself a committee of the Trust; it must meet as a full board in order to exercise the delegations specified within the terms of reference. The Trust's Corporate Calendar indicates core agenda items that must be implemented (and when) by the LGB; in general, these will be calendared to facilitate a focus on matters pertaining to behaviour and safety, curriculum and standards, or resources. Other agenda items should be determined by the LGB in order to facilitate effective governance of the setting.

Policies

Local Governing Boards will ensure the application of Trust policies as set out in the De Curci Trust's delegated polices list, available for reference on iAM Compliant.

The Board of Trustees delegates authority to Local Governing Boards to review and approve the local policies and procedures listed below. It is the role of the Clerk to agenda these policies for review, and to liaise routinely with the Company Secretary and CEO regarding any changes that may be required to the policies and procedures list.

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy (Pupils)
- Behaviour Policy (including Suspensions & Exclusions)
- Careers Education & Provider Access Policy (secondary settings)
- Complaints Procedure
- Curriculum Statement / Content
- Drugs Education Policy
- Early Years Foundation Stage Policy (EYFS settings)
- Equality Information and Objectives
- Health & Safety Policy (including First Aid)
- Lettings Policy
- Online / E-Safety Policy
- Provider Access and Careers Education Policy
- Relationships & Sex Education Policy (RSHE)
- Remote Education Policy (Statement & Links)
- Safeguarding & Child Protection Policy
- School Uniform Policy
- SEND Policy & Information Report
- Supporting Pupils with Medical Conditions Policy

Membership

Each Local Governing Board will be composed of a minimum of 9 and a maximum of 11 Governors, including:

- 1 Head Teacher Governor
- 2 Parent Governors
- Co-opted Governors

Each LGB must elect a Chair and Vice-Chair from within the Board annually.

Each LGB must appoint a Lead (Link) Governor annually for the following areas:

- Special Educational Needs and Disabilities (SEND)
- Inclusion
- Safeguarding and Child Protection (including the Prevent Duty and Children Looked After)
- Whistleblowing
- Careers Education (secondary settings)
- Early Years Foundation Stage (early years settings)

The LGB may appoint a Lead (Link) Governor for other strategic areas, e.g. health and safety, attendance, literacy. A Governor may hold more than one link role, providing they have capacity to fulfil the requirements.

Senior leaders may attend Local Governing Board meetings to provide information and answer Governors' questions, as required; other academy staff may attend by invitation to contribute to specific agenda items only, as appropriate. Only Local Governors have voting rights.

Trustees may appoint an Associate Staff Local Governor, who will be invited to apply by open advertisement and selected according to their relevant skills by a panel of Trustees. The scope and length of service of an Associate shall be agreed with the Chair of the Governing Board, but will not exceed a normal term of office (4 years). Associates may attend LGB meetings. Associates must complete the same Declaration of Interest forms as Local Governors, and must recuse themselves from matters where there might be a potential sensitivity, conflict of interest or lack of impartiality. Associates do not have voting rights.

The Trust shall appoint a Clerk for the Local Governing Board committee.

All members of Local Governing Boards must act in accordance with the seven principles of public life as defined by the Nolan Committee: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. All meetings shall be conducted under these principles.

Any Trustee, Member, the CEO and the CFOO may attend a meeting of the Local Governing Board.

Procedures

The Clerk shall send out an agenda for each meeting, together with any supporting papers, at least one week in advance of the meeting. All papers and documents for meetings will be uploaded to the Governors' section of the Moodle/Cloud.

Any Governor has the right to request the inclusion of an item on the agenda as long as the Chair has agreed to it in advance.

Meetings

The Local Governing Board shall meet nine times a year (approximately every month during term time) in accordance with the Corporate Calendar. Additional ad hoc meetings of Local Governors may be called if necessary to allow Local Governors to fulfil their responsibilities, including training.

At the first meeting of each autumn term the committee shall appoint a Chair and Vice-Chair from among Governors. The term of office for Chair and Vice-Chair will be 1 year. Two Governors may share the role of Chair or Vice-Chair if it is considered to be in the interest of the Full Governing Board. The Vice-Chair will temporarily assume the responsibilities of the Chair in circumstances where they are unable to fulfil their duties, e.g. ill health, travelling abroad. Lead (Link) Governors should be encouraged to chair relevant meetings and agenda items.

The quorum for each Local Governing Board meeting shall be three Governors eligible to vote. (Articles 117, 119)

Unless a meeting is quorate the LGB committee may only make recommendations and not decisions.

All decisions must be proposed, seconded and voted on. The minutes must record the proposer, the seconder and the result of the vote, including votes 'for', 'against' and 'abstentions'.

Decisions made by the Local Governing Board must be made by a majority of votes cast by Governors present and eligible to vote.

Where there is an equal division of votes the Chair shall have the casting vote.

The Clerk will share the draft minutes approved by the Chair, with all members of the Local Governing Board within 14 days of the meeting. The minutes of each meeting will be considered for approval or amended at the next meeting and, once approved by the Local Governing Board as a true record, will be signed and by the Chair.

Signed minutes will be placed on the Governors' section of the Moodle/Cloud and a copy sent to the Trust's Company Secretary in time for their presentation to Trustees at the next Trust Board meeting.

Chair's Action

In the event that an urgent decision has to be taken between meetings on matters falling within the remit of the Local Governing Board, the Board's Chair shall have delegated authority to make any such decisions following consultation with the Headteacher or CEO. The decisions taken and reasons for the urgency shall be explained, ratified and minuted at the next meeting of the Local Governing Board.

Feedback to the Board of Trustees regarding governance, the ToR and policy management should be made via routine link meetings between the CEO and Chairs or Governors / Headteachers.

Terms of Reference: Specific Responsibilities and Functions Delegated to the Local Governing Board

Behaviour and Safety
Ensure that the school's arrangements for child protection, safeguarding, including safer recruitment, pastoral care and welfare provision are compliant with requirements and highly effective; to include any alternative provision arrangements made for pupils and links with external agencies.
Review the impact of behaviour for learning practices on pupil conduct and attitudes to learning, taking into account suspension and exclusion rates for groups of pupils in relation to national figures and other pertinent data e.g. pupil survey outcomes, bullying data, prejudice-based incident data.
Evaluate the effectiveness of strategies to promote pupils' attendance and punctuality, taking into account overall absence and persistent absence rates for all pupils – and groups of pupils – in relation to national figures and trends.
Ensure appropriate identification of and provision for pupils with individual needs, to include pupils with special educational needs and/or disabilities (SEND), children looked after, pupils with medical needs, pupils with mental health needs, 'disadvantaged pupils' and pupils in receipt of the pupil or service premium.
Ensure that that the school's provision meets the requirements of the SEND Code of Practice and that any related funding/resources are appropriately deployed.
Ensure that the school's arrangements for E-Safety are highly effective; to include curriculum provision/support for pupils with respect to on-line safety and IT filtering, monitoring and referral systems.
Approve formally any hazardous or residential trips/visits; ensure risk assessment and related practices for trips/visits are highly effective.
Monitor admissions to the school, the number on roll (NOR) and projected NOR; to include appeals, in-year transfers and 'Hard to Place' and Inclusion (Fair Access) panel outcomes.
To seek, consider and respond appropriately to the views of parents on the educational provision offered by the school.

Evaluate the effectiveness and impact of the school's provision for pupils' spiritual, moral, social and cultural development.
Advance equality, diversity and inclusion throughout the school.

Curriculum and Standards
Ensure that a broad and balanced curriculum offer is implemented in keeping with the trust's vision that 'the school learning environment should deliver a vibrant, creative and relevant education for all children; fostering a love of learning is central to what we do'.
Evaluate the quality and impact of teaching, learning and assessment across the curriculum, taking into account school leaders' evaluations and those of improvement partners/external advisers; to include the impact of the teaching of reading, literacy and numeracy to enable pupils to access different areas of the curriculum.
Review the impact of professional development and appraisal on improving staff performance and, consequently, the quality of teaching and pupil outcomes.
Consider how information sharing and broader transition practice support pupils' needs such that they are challenged appropriately at each stage of their education; to include, where appropriate, how impartial careers guidance helps pupils make informed choices for their futures.
Promote the on-going development of a broad and balanced curriculum which inspires pupils to learn and prepares them for the next stage of their education/training.
Ensure that all pupils are offered a broad and ambitious curriculum which includes national curriculum coverage, religious education and age-appropriate sex and relationships education.
Throughout each year group and across the curriculum, monitor and challenge the progress and attainment of pupils, taking into account pupils' starting points and the standards expected nationally for their age groups; to include a focus on the different groups of learners including disadvantaged pupils, the most-able, lower-attaining pupils, pupils with SEND, and pupils of different ethnicities.
Evaluate the impact of specific interventions and raising attainment strategies on pupil achievement; to include the use of any off-site alternative provision and the deployment of 'ring-fenced' funding to support learning e.g. pupil premium funding, primary PE/sport premium funding.
Consider/advise on the relative funding priorities necessary to deliver the curriculum and maintain an expert teaching workforce.
Act as a forum for discussion on assessment, testing, recording and reporting systems.

Resources: Financial Oversight
Ensure compliance with the requirements of the Funding Agreement, Academy Trust Handbook and the Trust's Scheme of Financial Delegation, which includes delegated limits for spending and virements (budgetary adjustments) for the school's local budget.

Ensure that the financial systems in place to maintain full, accurate and transparent accounting records are highly effective and have operative financial controls; to include related systems to manage assets and property in order to prevent loss or misuse.
Ensure value for money, regularity and propriety in relation to the management of funds, using discretion reasonably to command broad public support.
Receive and review the school's risk register from the trust's Finance Audit and Risk committee, taking action and providing feedback to the trust, as appropriate.
Ensure that the school's tender and procurement processes are in line with the Trust's Scheme of Financial Delegation and with the EU Procurement Directives (as enforced in the UK via the Public Contract Regulations 2015).
Resources: Financial Planning, Monitoring and Reporting
In consultation with the EHT/Headteacher, develop a three-year financial plan, taking into account the school's improvement priorities, roll projection, pay increment requirements and any anticipated changes to future years' budgets.
Determine, in consultation with the EHT/Headteacher, a balanced budget (proposal) for the (academy) financial year for the school's local governing body to review, approve and submit to the Trust for ratification by 30th June at the latest.
Receive and consider information on the financial performance of the school at least three times a year, taking prompt action to ensure ongoing viability; to include the annual audit report.
Maintain sufficient rigour and scrutiny in the budget management process to understand and address variances between the budget forecast and actual income and expenditure.
Ensure, in partnership with the trust, that the school is continuously insured via the DfE's risk protection arrangement.
Liaise with other Trust committees to provide them with the information they need to exercise their duties, as required; highlight/address at LGB meetings any potential problems or significant anomalies promptly.
Ensure that accurate information related to the financial and asset management of the school is provided promptly to the Trust, as required.
Resources: Premises and Site
Ensure the provision of a safe, suitable and stimulating learning environment; to include the further development of the site where viable to support the curriculum and learning.
Evaluate the effectiveness of health and safety practice in the school, taking into account information pertaining to risk management, first aid, accidents on site and responses to emergency circumstances – to include RIDDOR referrals. Ensure compliance with expected practice.
In consultation with the EHT/Headteacher commission, review and propose priorities for action in response to building condition surveys, health and safety audits, fire safety audits and related compliance information/requirements.
Create a project working group to oversee any major premises developments in consultation with the Trust, where appropriate.

Ensure systems are in place to support cybersecurity and report / respond to any related issues should they occur.
Ensure systems are in place to ensure that Artificial Intelligence (AI) is used safely and in accordance with Trust AI Policy and data protection requirements.
Resources: Staffing
Monitor the recruitment, retention and overall well-being of staff, including school leaders. Take steps to ensure succession planning for roles, as appropriate.
Adopt and ensure compliance with the Trust's policies relating to staff matters; to include the duty of care to all staff, including trainees.
Review and decide on pay for general school staff in line with the Trust's Pay Policy. (This excludes senior roles which must be determined/ratified by the Board of Trustees, e.g. CEO, EHT, HT, HoS.)
Receive reports from the ECT Coordinator, or designated senior leader, on induction arrangements and progress of ECTs; and also programmes for ITT (trainees).
Ensure that apposite training is provided for governors to ensure they can conduct their role effectively.
Resources: Marketing
Engage proactively with opportunities to promote positively the Trust and its schools via communication with parents and the local community e.g. newsletter, surveys, social media.

The ToR is determined by the Trustees and should be followed in conjunction with the:

- *Scheme of Governance*
- *Scheme of Delegation (Governance)*
- *Scheme of Financial Delegation & Limits*
- *Agreed terms of reference for the Trust Committees*
- *Articles of Association*
- *Funding Agreement*
- *Academy Trust Handbook*
- *Academy Trust Governance Guide*
- *Delegated Policy List*