

Local Governing Body Terms of Reference.

1. The name of the school is Cronton Church of England Primary School.
2. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.
3. The school is a member of the Liverpool Diocesan School Trust (LDST).
4. The name of the Local Governing Body is the "The Local Governing Body of Cronton Church of England Primary School".
5. All members of the Local Governing Body are appointed by LDST directors (the Headteacher and Incumbent of the linked church are ex officio members of the LGB)
6. The Local Governing Body shall consist of:-
 - a) 2 parent governors
 - b) 2 staff governors (including the Headteacher)
 - c) Up to 2 co-opted governors
 - d) 7 foundation governors (including Incumbent of the named church below)

The total number of governors will be between 11 and 13

7. Foundation governors, (in addition to the Incumbent) shall be appointed by LDST, and nominated as follows:

2 governors nominated by LDST
4 governors nominated by the Parochial Church Council of the Parish of St Lukes Farnworth with Cronton mission.
8. The term of office for all categories of governor (apart from the Headteacher and Incumbent/s) shall be four years. However, governors can at any time resign before the end of their term of office.
9. These Local Governing Body Terms of Reference came into effect on 04/02/19

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Cronton C of E Primary School

Local Governing Board: Constitution and Terms of Reference

Updated September 2020 to incorporate Curriculum & Standards and Resources foci

Meetings

1. The Board will normally meet 6 times during the academic year or otherwise if required. 3 meetings will have a curriculum and standards focus, and 3 meetings will have a resources focus. The initial meeting of the school year in September is to agree the School Improvement Plan (SIP) including the Governor Action plan and the final meeting of the year to review progress against each priority in the SIP. Head teacher Performance Management meetings to be held separately and considered by Pay & Performance Committee.
2. Agenda will be agreed by Chair with clerk and in liaison with the Head teacher with reference to TOR, previous agenda and other internal and external issues at least 14 days before the meeting. The agenda will normally be sent to committee members at least seven days before the meeting with relevant papers via Governorhub.
3. The meetings will be minuted by the clerk. The minutes will highlight questions asked by the governors to support and challenge the school. The minutes will be available to Chair & Headteacher within 10 working days of the meeting being held and remain as draft minutes until agreed at the next meeting of the Local Governing Board.
4. The Clerk to Governors will keep a record of all meetings and upload to Governorhub when agreed.

Membership

1. The Local Governing Board will consist of:
 - a. 11-13 governors (as constituted) including the head teacher (or their representative)
 - b. Associate members nominated by head teacher and/or governors and agreed with LGB
2. The Chair and Vice Chair of this Board will be identified by LGB and serve a 1 year term and then subject to review by the LGB

Quorum

- 6 Governors (or over half of appointed governors) and to include the Head teacher (or nominated representative) will represent a quorum.

Overall Focus:

- Establish and develop the strategic direction of the school in collaboration with the Head teacher/leadership team, staff, parents/carers, pupils and other stakeholders
- To hold the school to account and provide support and challenge
- Review LGB 'Instrument of Government' as appropriate to ensure the governing body has the skills and capacity to move the school forward (including regular audit of skills required of the governing body)
- Agree and review the mission and aims of the school as required and/or deemed appropriate
- Monitor and review the school's progress through the relevant committees – see Terms of Reference for each committee

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- Review (annually) the overall progress made by the school, based upon an agreed annual cycle of meetings and governor visits which monitor and review delegated SIP priorities
- To continue to develop the partnership with parents, carers and the pupils and to seek their views in helping the governing body, senior management and all staff in moving the school forward
- Ensure effective succession planning for both the Local Governing Board and the school
- Appointment and review of the work of the clerk to governors
- Ensure the effective induction of new governors
- Approve the annual budget taking account of:
 - a) The need for financial stability
 - b) Appropriate deployment of resources including staffing levels and deployment
 - c) Succession Planning
 - d) Meeting the requirements of external bodies
- Maintain a schedule of statutory policies and ensure LGB / committees monitor and review such policies against agreed timescales, and ensure such policies are in place
- Ensure school website includes 'requirements' (information/documentation) of governing body

Key statutory requirements and school policies to be monitored and reviewed by the LGB :

- LGB TOR
- Register of business/pecuniary interests
- Code of Conduct for Governors
- Instrument of Government
- Freedom of Information
- Information on the school website

Key statutory requirements and school policies to be monitored and reviewed with a Curriculum & Standards focus:

See Governor work plan

Key statutory requirements and school policies to be monitored and reviewed with a Resources (Assets) focus:

See Governor Workplan

AGENDA Standing items

- Minutes of last meeting
- Matters arising
- Additional items
- Declaration of pecuniary interest
- To receive reports from chair of committees and strategy steering group
- Policy review in line with Governor work plan
- Headteacher report (once per term)
- Governing body business (once per term) Reports from Governor link visits, vacancies, new governors. Feedback from recent governor training to inform the work of the board

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Standing items with a Curriculum & Standards focus

- See Governor work plan

Standing items with a Resources (Assets) focus

- See Governor work plan

Curriculum & Standards focus

- Monitor and review the quality of teaching and classroom support
- Monitor and review the appropriateness of provision of continued professional development to support teachers, teaching staff, administrative staff and others employed by the school (in liaison with Pay & Performance Committee)
- Monitor and review policies and provision for the assessment and tracking of pupil progress
- Monitor and review pupil progress and attainment against Age Related Expectation (ARE) to include comparing performance:
 - I. On a termly and annual basis according to phase and class
 - II. Of specific groups including “Most Able”, Disadvantaged/Pupil Premium , Pupil with additional learning needs, SEND, EAL, LAC, by ethnicity and gender (and in liaison with Safeguarding and Inclusion committee)
 - III. By comparing school performance to National benchmarks and to similar schools
 - IV. By identifying school trends over time (normally 3 years)
 - Report to Pay & Performance committee on
 - I. Quality of teaching and TA support of pupil learning
 - II. Overall update on pupil progress and attainment and any concerns/actions arising (and to inform Pay & Performance committee and decisions about Pay awards)
 - Monitor and review the breadth and balance of the school’s curriculum
 - Ensuring school’s curriculum addresses the expectations of relevant National Curriculum requirements
 - Ensure the effective use of Sport and PE funding including impact and sustainability
 - Monitor and review the contribution and impact of partnership and collaborative working on the school’s development
 - Monitor and review the provision for staff development and training including how it relates to school priorities and impacts upon school performance

Resources (Assets) focus

- Provide support and guidance to Headteacher on all matters relating to school premises, grounds, security and Health & Safety
- Approve tenders and arrangements for maintenance, redecoration and improvements within the constraints of the budget allocated for this purpose
- Receive reports from Lead Governor responsible for Health & Safety and Risk Assessments, and ensure
 - that school complies with Health & Safety regulations
- Monitor and review the deployment and impact of pupil premium funding (including updating report on school website)
- Review the lettings arrangements and hiring fees annually for approval
- Prepare budget annually for approval of Governing Board
- Set financial priorities through SIP

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- Take advice from Pay & Performance committee on staff pay awards
- Authorisation of non-budgeted expenditure and virements
- Adopt financial regulations and procedures annually from LDST
- Adopt the level of delegation to Headteacher for day-to-day management of school budget from LDST
- Ensure Best Value is achieved in financial transactions
- Receive, and where appropriate, respond to periodic audit reports of public funds (budget monitoring reports)
- Ensure that non-public funds (eg.school private funds) are audited annually and that a certificate of audit is presented to Governing Board

Key Questions for governors to support and challenge the school

- Is the mission and aims of the school being achieved?
- Do we need to review the mission and aims of the school to ensure they are appropriate and relevant to the pupils and the community we serve?
- Does the budget enable the school to achieve the strategic vision, aims and SIP priorities?
- Does the budget represent value for money
- Do the governors have a clear and shared view about the strategic direction of the school?
- Does the governing body have the capacity and skills to support and challenge the school and deliver the TOR for each committee?
- How do we ensure the SIP and GIP priorities are challenging and appropriate?
- Is the school making sufficient progress in addressing priorities eg as identified in the SIP, GIP and external reviews such as Ofsted, LA audits etc?
- Are we planning effectively for succession planning eg school leadership and management, staffing, governance?
- Are we developing an effective partnership with parents/carers, the children, the local community and other stakeholders?
- How does the school support 'British Values' and takes account of 'Prevent'?
- Are the school policies effective and address statutory requirements?

Key Questions for governors to support and challenge the school, with a Curriculum & Standards focus

- Are actions being undertaken to address teaching that is less than "good"
- How are senior leadership judgements about the quality of teaching verified?
- What criteria are used to judge the quality of teaching?
- How are teachers who are judged "good" enabled to develop "outstanding" aspects of their teaching?
- Are we involved in teacher training partnerships? What is the value and risks?
- How does the school support teacher and other staff CPD?
- What impact does CPD have on school and staff?
- What partnerships are the school involved in, and how does the school benefit from these partnerships?
- How do we allocate our Sport and PE funding and what impact is it having on our children?
- **Curriculum**
- What has been achieved by the school in developing the curriculum?
- What is your curriculum trying to achieve?
- How is your curriculum designed to secure the best outcomes for pupils? What are the key features of your curriculum? (*sequencing, knowledge based, progression of knowledge and skills*)

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- How does the school prioritise the development of reading to ensure that all children can access the curriculum?
- How does the school ensure that mathematical fluency is secure throughout the school?
- What are the next steps for the school in reviewing the curriculum?
- How do you ensure that your teachers and subject leaders have the knowledge required to achieve a successful curriculum design? How are you facilitating the development of curriculum expertise across the school? (*discussion about CPD provided for teachers*)
- How do governors evaluate the impact of subject leaders' work in implementing a curriculum in line with the school's curriculum aims?
- How do you as governors, quality assure subjects at the school?
- How do you ensure that the curriculum meets the needs of all pupils?
- How do you as governors know that there is no mismatch between the planned and the delivered curriculum?

- **Pupil Outcomes**

- What progress and attainment is made by pupils in relation to ARE (age related expectation) and against national expectations by:
 - I. The class/cohort
 - II. Gender
 - III. Ethnicity
 - IV. Most Able
 - V. SEND
 - VI. Disadvantaged/Pupil Premium
 - VII. LAC
 - VIII. Pupils requiring additional support
- How does pupil progress and attainment compare to National benchmarks (Dashboard & FFT) and similar schools to determine the school's trends?
- Is the presentation to governors of pupil achievement information appropriate? Eg. does it provide governors with key information and leadership analysis, evaluation and judgements?
- How is pupil progress and achievement verified by the school?
- How well do children achieve? Which groups achieve better than others? Compared with national
- How do you know?
- Where do you get your data from, and how can you show that you understand the all the masses of data that is available to you? Are you familiar with the intricacies of ASP and IDSR? How do you use it?
- School Self evaluation
- How do you 'Self Evaluate' and review what you do?
- How are governors involved in self-evaluation.

Challenge and Support

- How are the governing body challenging/ supporting the School?
- In your opinion, what has been the impact of governance at the school?
- What are the **Strengths** of the school?
- What are the **Areas for Development**?
- What actions are being taken to address the priorities? What impact is this having?
- How do you know? (involvement in self-evaluation)
- What are you doing to see that improvements are being made?

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Key Questions for governors to support and challenge the school, with a Resources (Assets) focus

- Which activities are covered by Health & Safety law?
- What are the key Health & Safety roles in school?
- Who in school has responsibility for Health & Safety?
- How do we ensure Health & Safety requirements are met?
- What % of school budget has been spent to date?
- Which areas of school budget are overspending and why?
- Why has school requested virements?
- Has School Fund been audited?
- How much is owed to school for Bad Debts?
- What % of budget before claw back?
- How do we ensure effective monitoring of finance?
- Does the school provide Value for Money?

References to Ofsted to support work of Board:

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life*
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs*
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary*

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise*
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches*

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- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts*
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners*
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
- a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge*

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained*
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.*

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Safeguarding and Inclusion Committee: Constitution and Terms of Reference**Meetings**

- 1 The Committee will normally meet 3 times
- 2 Agenda will be agreed by Chair with Clerk and in liaison with the Headteacher with reference to TOR, previous agenda and other internal and external issues. The agenda will normally be set to Committee members at least seven days before the meeting with the relevant papers via the Governor Hub
- 3 The meetings will be minuted by the Clerk. The minutes will highlight questions asked by the Governors to support and challenge the school. The minutes will be available to the Chair of Committee and Headteacher within 10 working days of the meeting being held and remain as draft minutes until agreed at the next meeting of the Committee
- 4 The Clerk to Governors will keep a record of all meetings

Membership

- 1 The Committee will consist of:
 - a) A minimum of 3 Governors (as constituted) including the Headteacher (or their representative)
 - b) Associate members nominated by the Headteacher and / or Governors and agreed with the Local Governing Board.
- 2 The Chair and Vice Chair of this Committee will be identified by the Local Governing Board and serve a 1-year term and then subject to review by the Local Governing Board

Quorum

- 1 Three Governors (or over half of appointed Governors) and to include the Headteacher (or nominated representative) will represent a quorum

Focus

- Monitor and review safeguarding provision including e-safety and 'Prevent'
- Monitor and review the provision for disadvantaged and vulnerable groups such as 'looked after', those with 'additional learning needs', EAL (English as an additional language), disadvantaged/pupil premium (in liaison with the Curriculum and Standards Committee)
- Monitor and review pupil behaviour including rates of exclusions and incidents of bullying and racism and homophobia (supporting Equal Opportunities legislation 2010)
- Monitor and review pupil rates of attendance, punctuality, absences and persistent absences
- Review Committee Terms of Reference and make recommendations to Local Governing Board
- Have regard for the mental health & well-being of all children and staff through the appointment of the well-being **governor** and ensuring all policies and procedures promote mental health and well-being for all

Key statutory requirements and school policies to be monitored and reviewed

- 175 audit
- Accessibility, Disability and Safeguarding
- Child Protection and Safeguarding
- Pupil Behaviour
- Attendance

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- SEND / Special Needs
- Pupil Premium
- Promotion of British values
- Pupil's personal development

Standing Items

- Safeguarding report
- Attendance report
- Behaviour report
- Pupil Premium Report
- SEND report
- Feedback from recent Governor training to inform the work of the Committee

Lead Governors

- Pupil Premium Governor
- Safeguarding
- Well-being Governor

Key Questions for Governors to support and challenge the school

- How is the Safeguarding and Child Protection ensured?
- How is the school ensuring e-safety?
- How is the school supporting the 'Prevent'?
- How are SEND regulations supported including the identification of children requiring EHCP and providing for children with additional learning needs and the most-able including gifted and talented?
- How well behaved are our children?
- What are our rates of attendance and punctuality? Does the school need to take action to improve them? How do they compare to national expectations?
- How does the school address the 'Prevent' agenda?
- Have there been any incidents of bullying, racism and homophobia? If so, how have they been dealt with?
- How is the school supporting pupil's personal development?
- How is the school supporting pupil's and staff mental health and well-being?
- How well do disadvantage children do at school? What are their barriers to learning? How does the school use the Pupil Premium funding to support this?

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References to Ofsted to support work of Committee:

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct*
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements*
- learners have high attendance and are punctual*
- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.*

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents*
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy*
- at each stage of education, the provider prepares learners for future success in their next steps the provider prepares learners for life in modern Britain by:*
 - equipping them to be responsible, respectful, active citizens who contribute positively to society*
 - developing their understanding of fundamental British values*
 - developing their understanding and appreciation of diversity*
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.*

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Pay and Performance Committee: Constitution and Terms of Reference

Meetings

1. The Committee will normally meet 3 times during the school year to include Head teacher performance management meetings
2. Agenda will be agreed by Chair with clerk and in liaison with the Head teacher with reference to TOR, previous agenda and other internal and external issues. The agenda will normally be sent to committee members via LDST emails at least seven days before the meeting with relevant papers
3. The meetings will be minuted by the clerk except those involving the head teacher performance management. The minutes will highlight questions asked by the governors to support and challenge the school. The minutes will be available to Chair of committee and Headteacher within 10 working days of the meeting being held and remain as draft minutes until agreed at the next meeting of the committee.
4. The Clerk to Governors will keep a record of all meetings

Membership

1. The Committee will consist of:
2.
 - a. 4 governors (as constituted) including the head teacher (or their representative) Chair of LGB, Vice Chair, Chair of Inclusion & Safeguarding
 - b. Associate members nominated by head teacher and/or governors and agreed with LGB
3. The Chair and Vice Chair of this committee will be identified by LGB and serve a 1 year term and then subject to review by the LGB

Quorum

- 3 Governors (or over half of appointed governors) and to include the Head teacher (or nominated representative) will represent a quorum.

Focus

- To consider and ratify the staff pay recommendations of the head teacher.
- To fairly apply the criteria related to discretionary areas of pay, as identified within the Pay Policy, including Headteacher (within the pay range) and those on leadership levels/points.
- To determine/review salary at the time of the annual review for all staff, normally between the 1st September and 31st October, and provide an annual pay statement
- Provide an Interim Pay Statement for any member of staff whose situation changes during the year
- To review job descriptions annually through appraisal delegated to Headteacher and where responsibility or accountability is increased, to reconsider the grade in accordance with the appropriate guidelines
- Ensure that job descriptions are provided for all staff
- To ensure that statutory and contractual requirements are applied to all staff groups
- To ensure that adequate records of decisions are kept.
- Hear and consider any representations from staff regarding pay related decisions prior to a formal appeal

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- Undertake the Headteacher performance management and review and ensure they are rigorous and support school improvement
- Monitor staff appraisal to ensure targets are fit for purpose and support school improvement
- Review terms of reference for this committee and make recommendations to LGB Board

Key statutory requirements and school policies to be monitored and reviewed by the P&P Committee:

- Pay Policy
- Pay and Performance Terms of Reference
- Headteacher Performance Management target setting, interim review and annual review

Key Questions for governors to support and challenge the school

- Is the pay policy being applied appropriately?
- Are salary awards justified in relation to evidence used to determine pay?
- Is the appraisal process rigorous and fair, addressed school priorities and supports relevant equal opportunities legislation
- Are the headteacher's performance management targets appropriate and challenging eg how do they address the School improvement priorities, pupil progress, attainment and standards, the quality of teaching and learning etc
- Are there any issues of under-performance identified at the interim review meeting and/or determined by the leadership team

References to Ofsted framework –

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice*
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time*
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling¹⁶*
- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services*
- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload*

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- *leaders protect their staff from bullying and harassment*
- *those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training*
- *those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners*
- *the provider has a culture of safeguarding that supports effective arrangements to:*
 - *identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation*
 - *help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help*
 - *manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.*

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PUPIL ADMISSIONS COMMITTEE:

Meetings

1. The committee will normally meet twice during the academic year or otherwise if required.
2. Agenda will be agreed by Chair with clerk and in liaison with the Head teacher with reference to TOR, previous agenda and other internal and external issues at least 14 days before the meeting. The agenda will normally be sent to committee members at least seven days before the meeting with relevant papers via Governorhub.
3. The meetings will be minuted by the clerk. The minutes will highlight questions asked by the governors to support and challenge the school. The minutes will be available to Chair & Headteacher within 10 working days of the meeting being held and remain as draft minutes until agreed at the next meeting of the Local Governing Board.
4. The Clerk to Governors will keep a record of all meetings and upload to Governorhub when agreed.

Members: At least 3 governors (may include the Head teacher)

Quorum: 3 governors

Chair: To be appointed by the local governing board (or committee).

Clerk: To be appointed by the local governing board (or committee).

Terms of Reference:

- Determine offers of places for the annual admissions round in the light of the governors' Admissions Policy and within the timescales and procedures of the Local Authority's co-ordinated scheme;
- Determine offers of places to 'mid term' applicants in the light of the governors' Admissions Policy and the requirements of the Local Authority's co-ordinated scheme;
- Review the governing body's admissions policies annually and make any recommendations for change to the whole governing body;
- Ensure publication of the school's Admissions Arrangements in the School Prospectus and/or on-line as required by regulation and Codes of Practice;
- Ensure that the consultation process is carried out in accordance with guidance contained in the School Admissions Code of Practice;
- Ensure that admission appeals are held according to timescales in the Code of Practice and that appropriate case papers are produced as required

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OTHER COMMITTEES DEALING WITH STATUTORY MATTERS

The following committees do not have a direct bearing on the SEF.

CAUTIONARY NOTE ON IMPARTIALITY:

When appointing members to the committees in this section, please consider whether it is advisable to appoint a governor who is paid to work at the school. Even if that governor has no direct prior involvement or previous specific knowledge, the likelihood is that the governor will have come into contact with the person who works or studies at the school and possibly formed some prior opinion about them. In these circumstances, it is difficult to justify impartiality to another party from outside the school. Given that the governing body must be able to clearly demonstrate that it has followed the principles of natural justice and fair play, it might be prudent not to appoint a governor who is paid to work at the school.

Another factor to consider is what effect will there be on future relationships within the school if a governor who works at the school has sat in judgement in a hearing about another person in the school.

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Strategy Steering Group: Terms of Reference

Meetings

1. The group will meet as required
2. Agenda of meetings will be agreed by Chair of Governors in liaison with the Headteacher and other Governors. The agenda will normally be sent to the group members at least seven days before the meeting with relevant papers
3. The Headteacher will keep a record of all meeting and outcomes

Membership

1. The Committee will consist of:
 - a) A minimum of 3 Governors (as constituted) including the Headteacher (or their representative)
 - b) Associate members nominated by Headteacher and /or Governors and agreed with Local Governing Body

Terms of Reference

- To advise and make recommendations to the Local Governing Board on the strategic aims and direction of the school
- To liaise and collaborate with other organisations to inform and contribute to the continued development and strategic direction of the school.
- To explore and develop new collaborations and partnership to support the continued development and strategic direction of the school
- To undertake research and information gathering to inform the development and future strategic direction of the school
- Review terms of reference for this committee and make recommendations to Local Governing Body Board.
- This Committee has no delegated powers to make decisions and acts in an advisory capacity to the Local Governing Board only.

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HEARINGS COMMITTEE - STAFF DISCIPLINE

Note: the following committee models reflect the procedures which normally apply to all categories of school but voluntary aided schools may wish to adapt them to meet their own requirements:-

Members: At least 3 impartial governors excluding the Headteacher (NB: The number appointed to this committee directly affects the number required for an appeal committee). It is suggested that only experienced governors be appointed and consideration given if appointing Chair, who due to their role, will probably have prior knowledge of events.

Quorum: 3 governors (Chair to consult with CEO regarding involvement of Directors if necessary)

Clerk: To be appointed by the governing body.

Terms of Reference:

- Make any determination to dismiss any member of staff

- Make any decisions under LDST personnel procedures e.g. disciplinary, grievance, capability in relation to any member of staff

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STAFF APPEALS COMMITTEE

Members: No fewer members (impartial governors) than first committee (see also note on membership of Hearings Committee).

Quorum: At least 3 governors

Clerk: To be appointed by the local governing body.

Terms of Reference:

- Consider any appeal against a decision to dismiss a member of staff made by the first committee*;
- Consider any appeal against a decision short of dismissal under LDST personnel procedures e.g. Disciplinary, grievance, capability;
- Consider any appeal against selection for redundancy;
- Consider and decide upon any salary/pay decisions made by the first committee.

Disqualification - The Headteacher, any members of the original hearings committee.

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PUPIL DISCIPLINE COMMITTEE

Members: 3 governors (excluding the Headteacher and any governor with knowledge of pupil or incident)

Quorum: 3 governors

Clerk: To be appointed by the local governing board.

Terms of Reference:

- Operate within the statutory procedures and LDST exclusion policy and procedure relating to pupil exclusions, in particular to consider any representations about fixed term exclusions of between 5 and 15 days in one term, and

- Consider fixed term exclusions of more than 15 days in one term (including exclusions which in aggregate come to more than 15 days) and permanent exclusions;

- Review the School Behaviour and Discipline Policy, and make recommendations on changes, to the governing body or relevant committee in light of decisions made.

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COMPLAINTS COMMITTEE

-

Members: At least 3 governors (not to include anyone with prior knowledge of the matter to be discussed).

Quorum: 3 governors

Chair: To be appointed by committee.

Clerk: It is recommended that the committee be professionally clerked either by Clerk to Governors or external Clerk.

Terms of Reference:

- Act in accordance with School Governance Regulations and other legislation affecting the conduct and responsibilities of school governing bodies;
- Consider complaints in accordance with LDST agreed Complaints Procedure;
- Advise the governing body of decisions taken within the powers delegated by providing feedback (minutes of meetings etc to remain confidential);

Disqualification - The Headteacher, any governor with prior knowledge of the matter to be discussed.

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SELECTION PANEL FOR THE APPOINTMENT OF HEADTEACHER AND DEPUTY HEADTEACHER

Members: To be agreed.

Quorum: At least 3 governors

Clerk: To be appointed by governing body (or by committee)

Terms of Reference and Delegated Powers:

- Act in accordance with School Government Regulations, the Term of Reference Regulations and other legislation including LDST scheme of delegation affecting the conduct and responsibilities of school governing bodies;
- Appoint a Chair at the first meeting, unless appointed by the governing body;
- Decide criteria for the post, consulting as appropriate with governing body and Local Authority;
- Make necessary arrangements for advertising the post;
- Shortlist candidates for interview;
- Interview and recommend a suitable candidate to a meeting of the Local Governing Board for appointment;
- Liaise with LDST - the CEO (or their nominated representative) has a statutory right to be present and duty to give advice at all meetings of the selection panel. The selection panel has a duty to consider such advice;

NB: This panel is ***required*** to be established to consider each appointment of Headteacher/Deputy Headteacher.

A meeting of the full Local Governing Body will be required to approve the recommendation.

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