



**Inspiring Primaries
Academy Trust**

Inspiring all to flourish and succeed

Governance Framework

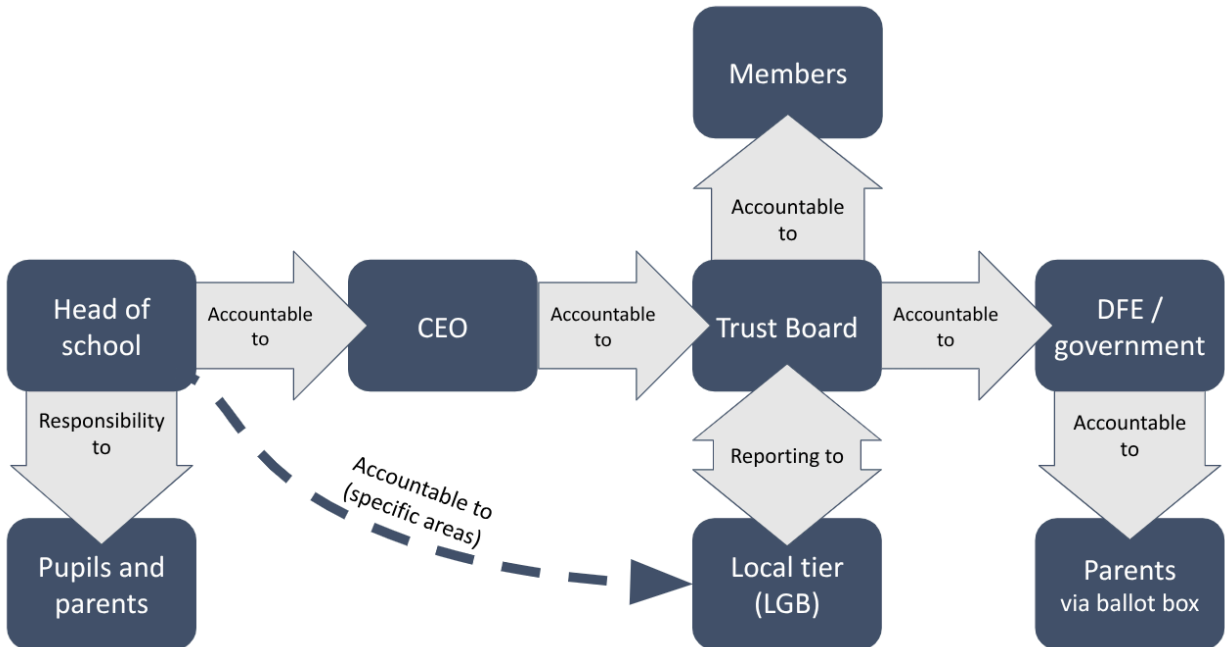
Local Governing Committee (LGC)

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1. Introduction



The Local Governing Committee (LGC) at each academy is part of wider governance across the Multi Academy Trust. LGCs work alongside the Trust Board of Directors, Central Team and Senior Leadership at the academies to ensure the best outcomes for pupils at their academy and across the trust. The roles and delegated functions across the trust are set out in the Scheme of Delegation (SoD).

The LGC play a crucial role in trust governance. They support the work of the trust board by;

- Providing support, monitoring and challenge for school leaders around educational experience and performance with a particular focus on vulnerable pupils.
- Providing high-quality local tier insights, enabling the trust board to account for the educational experience across the trust.
- Supporting church (where appropriate), community and stakeholder engagement.
- Supporting alignment with Trust strategy, approach, ethos, vision and values.

2. Principles of Public Life

The seven principles of public life defined by the Nolan Committee (The Committee on Standards in Public Life) apply to all in public service. This includes people who are elected or appointed to public office, nationally and locally. The following are the seven principles of conduct that underpin the work of public authorities and are to be adopted throughout Inspiring Primaries Academy Trust.

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

3. Local Governing Committee Remit

3.1. The work of the LGC is strategic not operational, the following are examples, not an exhaustive list. LGCs DO for example:

- Help to decide the priorities for the academy when the academy development plan is being developed.
- Monitor progress against the academy development plan.
- Contribute to setting targets for pupil achievement.
- Compare the performance of their academy to similar schools.
- Receive information about the quality of education in the academy.
- Adhere to the Trust published strategy and policies for dealing with parental complaints and concerns.
- Ask challenging questions.
- Support the development of academy policies and procedures.
- Contribute towards the Head of School performance management.

- Refer concerns with staffing matters such as performance and capability, complaints, grievance, discipline, or safeguarding concerns to the Trust central HR team.
- Support the development and embedding of Christian Distinctiveness within the academy (church schools only).

3.2. The work of the LGC is strategic not operational, the following are examples, not an exhaustive list. LGCs DO NOT for example:

Deal with staffing matters such as performance and capability, complaints, grievance, discipline issues or where safeguarding concerns are raised about a member of staff – all these should be referred to the Trust central HR team.

- Report on the quality of teaching after visiting the academy.
- Authorise expenditure or make payments.
- Decide on how pupils are taught different subjects.
- Have the right to exclude a pupil.
- Write the academy's policies on their own.
- Rubberstamp recommendations from the Head of School.
- Write the Self-Evaluation or Academy Improvement plan.
- Set the budget or staffing levels for the academy.

4. Local Governing Committee Members

4.1. Parent LGC Members

Parent LGC Members must have a child currently at the academy at the time of election and are elected by the other parents at the academy (they may be elected unopposed without a ballot, or recruited to the position if there are no nominations for an election). A parent LGC Member cannot be reappointed at the end of their term of office but may stand for re-election if they still have a child at the academy.

'Parent' is defined for the purposes of parent LGC Members as including 'any individual who has parental responsibility for a child or young person attending the academy'. It includes a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child. Every parent is entitled to be nominated as a parent LGC Member and to vote in the parent LGC Member elections. Someone who has parental responsibility or day-to-day care of a pupil is also eligible to serve and to vote.

Parents are not eligible to become parent LGC Members if they work at the academy at the time of election or appointment.

The role and responsibilities of parent LGC Members are no different from those of other LGC Members. Parent LGC Members are not delegates and do not speak 'on behalf' of the parent body but bring a parental perspective to the issues discussed. The main difference is

that parents are elected to the LGC, not appointed (unless there are fewer candidates than vacancies).

Parent LGC Members are:

- Well placed to understand parents' views and to remind the LGC how matters being discussed affect parents.
- Individuals. How they make decisions on any matter is up to them.
- In a good position to help the LGC to communicate effectively with parents.
- Equal in status to all other LGC Members.
- NOT expected to gather the views of other parents and take them to the LGC.
- NOT simply expected to represent the interests of parents.
- NOT a link between parents and the LGC.
- NOT expected to vote as instructed by other parents.

Tips for fulfilling the LGC Parent Member role:

- Attend LGC meetings regularly and play an active role in panels and decision- making.
- Learn all you can about the academy.
- Consider how the LGC communicates with parents. Could you help them to improve links?
- How accessible is the academy – how easy is it for parents to go into the academy to discuss things with school leaders or teachers? Could you give feedback to help the academy to be more open and welcoming?
- How accessible are the LGC Members – do parents ever get the opportunity to meet with LGC Members; do they know how to get in touch with the Chair of the LGC if they need to? Could you encourage the LGC to be more visible?
- Learn how the academy handles complaints and read the complaints policy. If another parent approaches you with a complaint, advise them to speak to the Head of School.
- Be approachable to other parents, but make sure you are clear about your role.
- Always represent the academy positively.
- As an LGC Member you are one of a group and must never act alone.
- Always support the decisions of the LGC. Have your say on decisions in meetings and vote in the way you wish; but then support the outcomes of votes – even if you disagree with them.
- Always, observe confidentiality. You will get to know a lot of highly sensitive and confidential information – do not discuss it with anyone who is not an LGC Member. Remember, an LGC Member can be suspended for serious breaches of confidentiality.

4.2. Staff LGC Members

Staff LGC Members must be employed at the academy. Staff LGC Members are elected (they may be elected unopposed without a ballot, or recruited to the position if there are no nominations for an election), except for the Head of School or Executive Headteacher (where appointed) who hold an ex-officio (by virtue of their position) staff LGC Member position on the LGC. A staff LGC Member cannot be reappointed at the end of their term of office but may stand for re-election.

Any teaching and support staff paid to work at the academy are eligible to join the LGC. To be eligible to stand for election and to vote in the election:

- A teacher must be employed under a contract of employment;

- A support staff member must be employed under a contract of employment or contract for services.

Staff who are eligible for election as staff LGC Member (i.e. who are paid to work at the academy) are not eligible to serve as parent or community LGC Members at their academy. Staff can, however, vote in parent LGC Member elections if they are parents and can be governors at another school. Their employment status will not affect their qualification for governorships in these categories at another school.

The role and responsibilities of staff LGC Members are no different from those of other LGC Members. Staff LGC Members are not delegates and do not speak 'on behalf' of the staff body but bring a staff perspective to the issues discussed. The main difference is that staff members are elected to the LGC, not appointed (unless there are fewer candidates than vacancies).

Staff LGC Members are:

- Well placed to understand staff views and to remind the LGC how matters being discussed affect members of staff.
- Individuals. How you make decisions on any matters is up to you.
- In a good position to help the LGC to communicate effectively with other members of staff.
- Equal in status to all other LGC Members.
- NOT expected to gather the views of other members of staff and take them to the LGC.
- NOT simply expected to represent the interests of members of staff.
- NOT a link between staff and the LGC.
- NOT expected to vote as instructed by other members of staff.

4.3. Community LGC Members

Where possible community LGC Members governors are recruited with skills that complement and enhance the existing skill base of the LGC. Community LGC Members are recommended by the LGC who have the local contacts, but they are appointed by the Trust board..

The role and responsibilities of community LGC Members are no different from those of other LGC Members.

Co-opted/Community LGC Members are:

- Well placed to understand the community perspective and to remind the LGC how matters being discussed affect the local community.
- Individuals. How they make decisions on any matter is up to them.
- In a good position to help the LGC to communicate effectively with other members of the local community.
- Equal in status to all other LGC Members.
- NOT expected to gather the views of other members of the local community and take them to the LGC.

- NOT simply expected to represent the interests of the local community.
- NOT expected to vote as instructed by other members of the local community.

4.4 Foundation LGC Members

Foundation LGC Members are appointed by the trust board. As part of the appointment process, the relevant Parochial Church Council (PCC) is informed of the nomination, which is scrutinised by the Diocesan Board of Education (DBE) before approval. Foundation LGC Members have a specific role in preserving and developing the academy's Christian ethos. One ex-officio foundation position is reserved for the incumbent (or substitute) from the parish in which the academy exists.

Aside from the role outlined above, the role and responsibilities of Foundation LGC Members are no different from those of other LGC Members.

Foundation LGC Members are:

- Well placed to understand the Christian perspective and to remind the LGC how matters being discussed affect the local community.
- Individuals. How they make decisions on any matter is up to them.
- In a good position to help the LGC to communicate effectively with other members of the local community and the parish church.
- Equal in status to all other LGC Members.
- NOT expected to gather the views of other members of the local community and take them to the LGC.
- NOT simply expected to represent the interests of the local community.
- NOT expected to vote as instructed by other members of the local community.

5. The LGC Chair and Vice Chair

The LGC Chair is responsible for:

- Giving a clear lead in organising the LGCs work, delegating and ensuring other LGC Members are fully involved;
- Uphold the vision and values of the trust;
- Alignment with, and support of the strategic objectives of the trust;
- Managing meetings effectively;
- Keeping other LGC Members fully informed;
- Holding regular meetings with the Head of School;
- Developing a strong working relationship with the CEO and Central Team;
- The Chair has a pivotal role to play in helping the LGC work as a team.

The Chair must have a clear view of the role of the LGC and the Trust and understand the shared visions for the academy and know how that vision is to be achieved. The Vice Chair supports with the work of the Chair and is ready to step into the role of the Chair should the need arise.

5.1. Election of the LGC Chair & Vice Chair

The election of Chair and Vice-Chair must take place annually. The election is usually carried out at the first LGC meeting of the academic year. LGC Members who are employed to work at the academy are not eligible to stand for the chair or vice-chair position. The Clerk will ask all LGC Members if they wish to stand for the chair or vice-chair position prior to the notification of the meeting, at least five days in advance of the meeting where the decision will be made. Throughout the election, the Clerk and any associate members do not have voting rights.

If more than one person stands for each post they should leave the room to allow for a discussion and a vote to take place. Voting can be by showing of hands, or by secret ballot as agreed by LGC prior to the vote. Chair and Vice Chair appointments then need to be notified to the Trust Governance Professional and to the Diocese Board of Education.

6. Key Focus Areas

The Local Governing Body committee have the following key focus areas to support the work of the trust board.

Focus area	Scrutiny	LGC committee lead	Reporting to board
School Improvement Plan	HOS report Q&A at LGC committee meeting Visits relevant to specific areas of SIP	Possibly for specific areas of the school development plan	Captured in minutes
Safeguarding	Safeguarding framework - termly focus	Yes	3x reports annually to trust board
SEND	SEND framework - termly focus	Yes	3x reports annually to trust board
Standards	HOS report and standards dashboard inc, attendance, suspensions, attainment/outcomes	No	Captured in minutes Trust board may request LGC look into specific areas in more detail
Stakeholder engagement	School visits Pupil, staff, parent survey/wellbeing data pack	No	Captured in minutes Trust board may request LGC look into specific areas in more detail
Church school vision	Church school vision framework - termly focus	Yes	3x reports annually to trust board



The School Development Plan (SDP) is reviewed annually during the summer term by school leaders and the central school improvement team at the school review meeting. A Local Governing Committee (LGC) representative is invited to attend the review meeting, contribute to the discussion, and help establish key priorities for the upcoming year. These priorities will align with the trust's overall strategy while also addressing the specific needs of the school.

At the first LGC meeting of the academic year, the SDP will be formally presented. A member of the school improvement team will attend to outline the tailored support the school will receive and respond to any questions from the committee.

If necessary, the LGC may appoint a lead for specific development areas to monitor progress and provide additional support to school leaders. In smaller schools, where the same individual may oversee multiple development areas, the LGC should consider consolidating visits to minimise disruption.

The Head of School will provide a RAG-rated update on each area of the School Improvement Plan during LGC Meetings 2, 3, and 4. The LGC is responsible for offering both challenge and support to the Head of School in implementing the plan. These discussions will be recorded in the minutes and reported to the trust board.

Work flow for Key Focus 1: School Development Plan





Safeguarding and promoting the welfare of children is everyone's responsibility and remains the top priority of the trust. The Trust Safeguarding Lead (Lee Evans) conducts an annual safeguarding audit at each school. Additionally, the school improvement team carries out various reviews incorporating safeguarding elements, including behavior. A summary of these audits and reviews will be shared with the Local Governing Committee (LGC).

The Head of School will provide a safeguarding update in their report during LGC Meetings 2, 3, and 4. Furthermore, the LGC Safeguarding Lead will complete a termly report for the trust board, which will also be presented at LGC meetings.

The LGC Safeguarding Lead plays a crucial role in ensuring that the committee has a clear understanding of the effectiveness of safeguarding across the academy. This individual should have a strong knowledge of safeguarding guidance and legislation and be confident in challenging academy leaders on their strategies for monitoring and improving pupil safety and behavior.

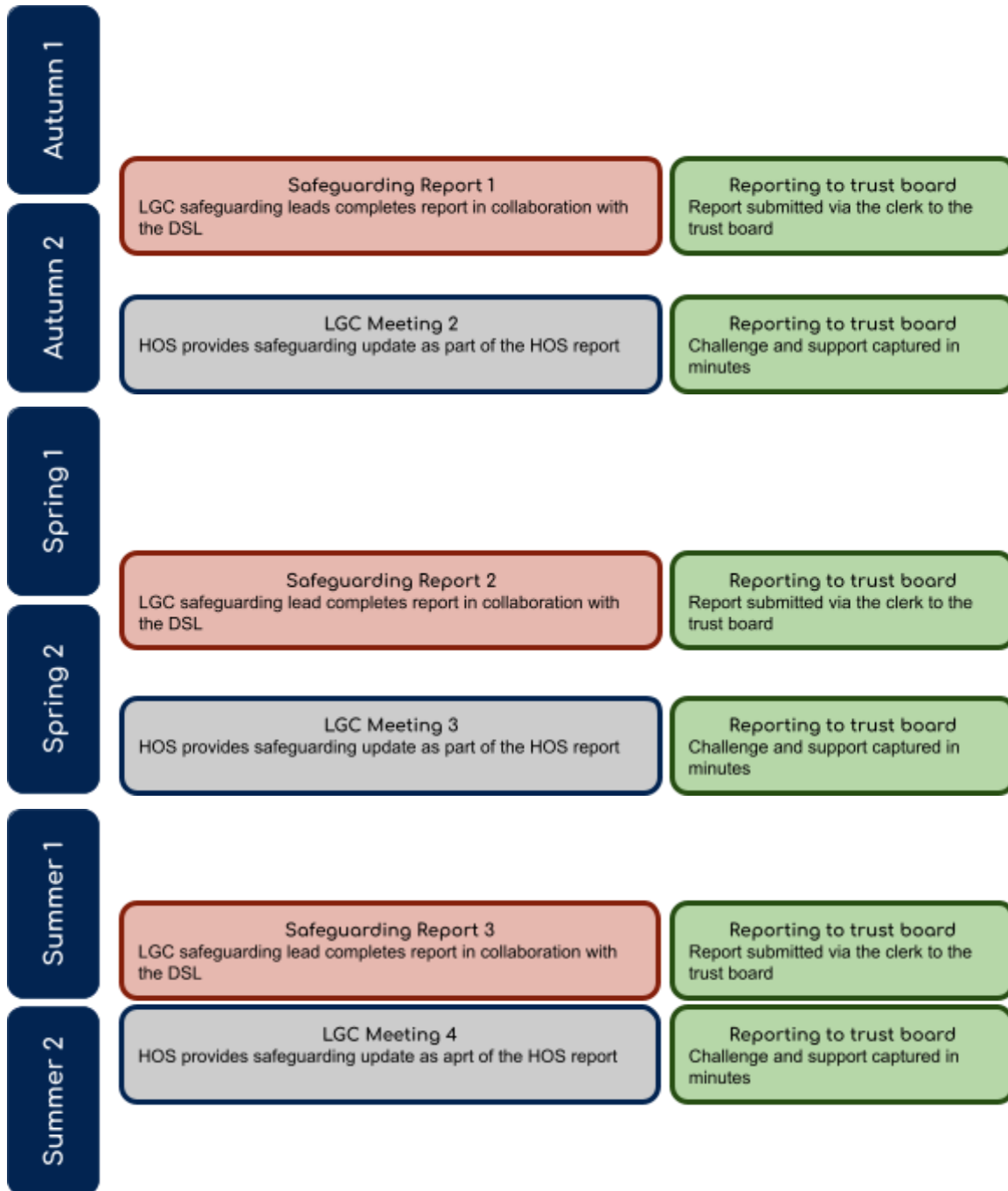
Additionally, the LGC Safeguarding Lead should actively contribute to the academy's safeguarding audit and maintain strategic oversight of safeguarding systems to ensure their effectiveness. They serve as the primary link between the LGC and the Designated Safeguarding Lead (DSL). Working collaboratively with the DSL, the LGC Safeguarding Lead must ensure that termly safeguarding reports are completed and included on the agenda for the relevant meetings.

The LGC Safeguarding Lead will:

- Make sure the academy has suitable and up-to-date policies for:
 - Safeguarding and Child Protection
 - Behaviour (including anti-bullying)
- Make sure the academy:
 - Has safeguarding systems and procedures in place and monitor them;
 - Has an appropriate safeguarding response to children who go missing from education;

- Has appropriate online filters and monitoring systems in place;
- Has appointed a designated safeguarding lead (DSL);
- Has safer recruitment processes in place;
- Has appointed a designated teacher to promote the educational achievement of looked after and previously looked-after children, and that this person has appropriate training;
- Meet regularly with the DSL to check that:
 - The academy's policies and procedures are effective and all staff and LGC committee members have had the appropriate level of training.
 - That the DSL has sufficient time, resources, and training to carry out their role effectively.
 - The curriculum covers safeguarding, including online safety, and reflects the risks for the young people in the local area.
 - Appropriate monitoring and tracking is in place for vulnerable students, and that there is a consistent approach across the academy.
 - That there are appropriate safeguards in place for students placed with Alternative Providers.
- Make sure that checks to the single central record (SCR) are happening (not checking it themselves).
- Keep the LGC up to date with statutory guidance relating to safeguarding and child protection and any advice issued locally by the academy's safeguarding partners.
- Encourage other members of the LGC to develop their understanding of their safeguarding responsibilities.
- Share good practice with other Safeguarding Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the LGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the LGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Work flow for Key Focus 2: Safeguarding





SEND (Special Educational Needs and Disabilities) relates to learners with additional challenges to learning, school activities or everyday life. Academies have a legal duty to help these pupils to engage fully in education and to do this may need to provide special provision for these pupils.

The head of school will provide a SEND update in their LGC report at meeting 2, 3 and 4. In addition, the LGC committee Lead for SEND will complete a termly report for the trust board, which will also be shared at the LGC committee meeting.

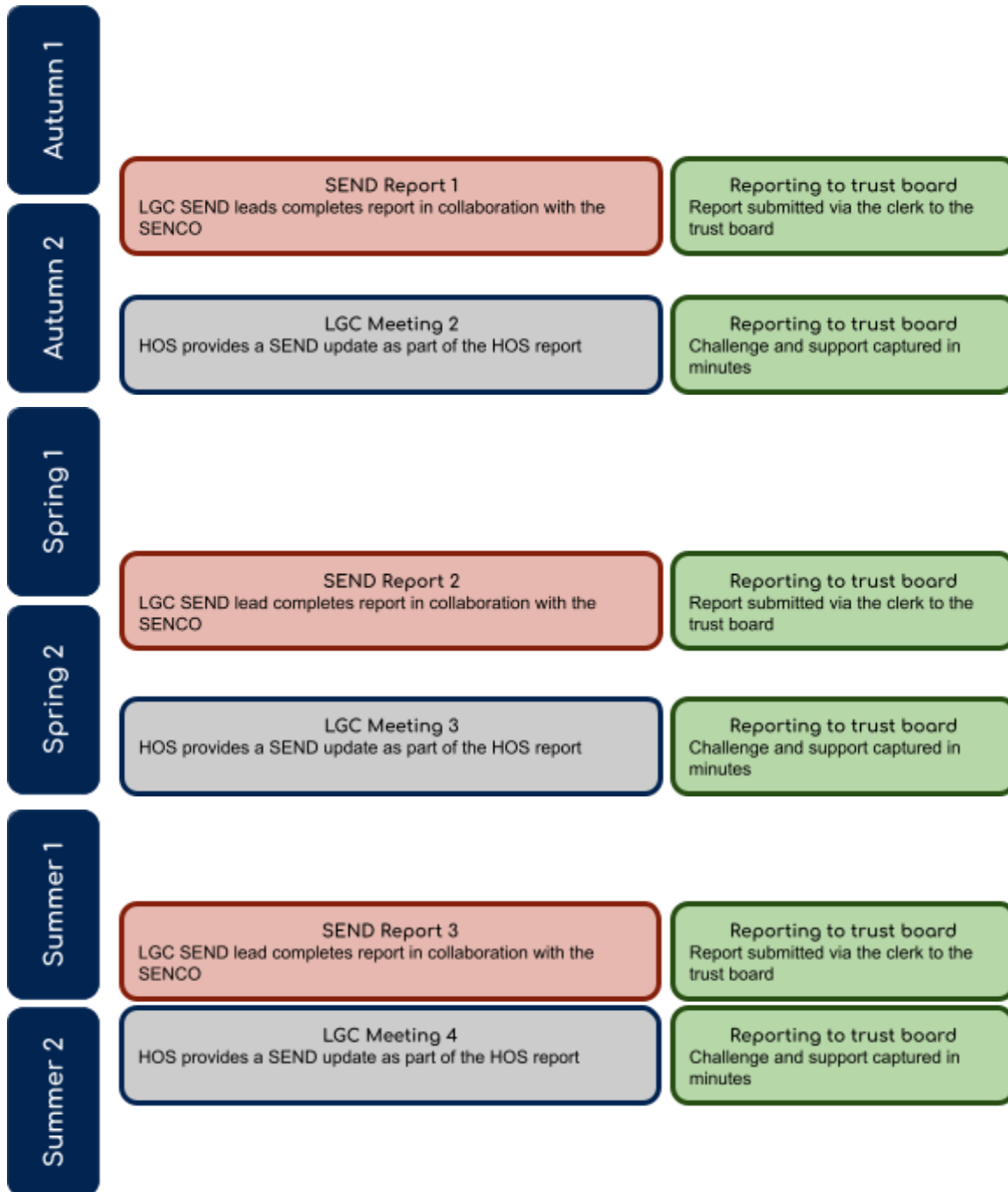
The LGC committee SEND lead is the link between the LGC and the SENDCo in relation to pupils with SEND.

The LGC SEND Lead will:

- Understand the LGC's responsibilities under the SEND Code of Practice.
- Understand the different SEND needs represented at the academy.
- Make sure the academy:
 - Makes the necessary provision for any pupil with SEND.
 - Can support pupils with medical conditions, consulting with health and social care professionals where appropriate.
 - Make reasonable adjustments in line with the Equality Act.
 - Is taking all necessary steps to eliminate discrimination and promote good relationships between all children.
 - Ensures that all pupils with SEND engage as fully as possible with everyday activities of the academy together with the children without SEND.
 - Has appointed a SENCO and they have received appropriate training.
 - Has a suitable and up to date SEND information report and policy which is published on the website.
- Meet the SENCO on a termly basis to monitor:
 - All aspects of SEND provision.
 - That the academy makes good use of its SEN budget and resources.
 - The progress of pupils with SEN.
 - Implementation of external education support and provision.

- Share good practice with other SEND Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the LGC as appropriate.
- Understand the local and national policy context for SEND.
- Report back to the LGC, ensuring that they are up to date with all issues related to SEND, consider SEND in any budget decisions and ask challenging questions about the academy SEND provision and strategies as well as making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Work flow for Key Focus 3: SEND & Inclusion





All Local Governing Committee (LGC) members have access to the live Trust Standards Dashboard, which provides trust-wide data on key performance indicators, including:

- Pupil Numbers (Numbers on roll)
- Attainment
- Statutory Assessments, including:
 - Key Stage 2 outcomes
 - Multiplication Times Table Check (Year 4)
 - Phonics Screening Check (Year 1 and Year 2)
 - Good Level of Development (GLD) at the end of EYFS
- Trust Assessments (Autumn, Spring, and Summer terms)
- School Attendance, including:
 - Overall statutory attendance
 - Authorised and unauthorised absences
 - Persistent absenteeism
- Behaviour, including:
 - Suspensions
 - Permanent exclusions

LGC members can filter the dashboard to view data for specific schools and pupil groups.

LGC members should use this data to hold school leaders accountable, with a particular focus on vulnerable groups, including disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND). The challenge and discussions based on this data will be reflected in the minutes of LGC meetings and reported to the Trust Board, ensuring a nuanced view of school performance that considers the local context.

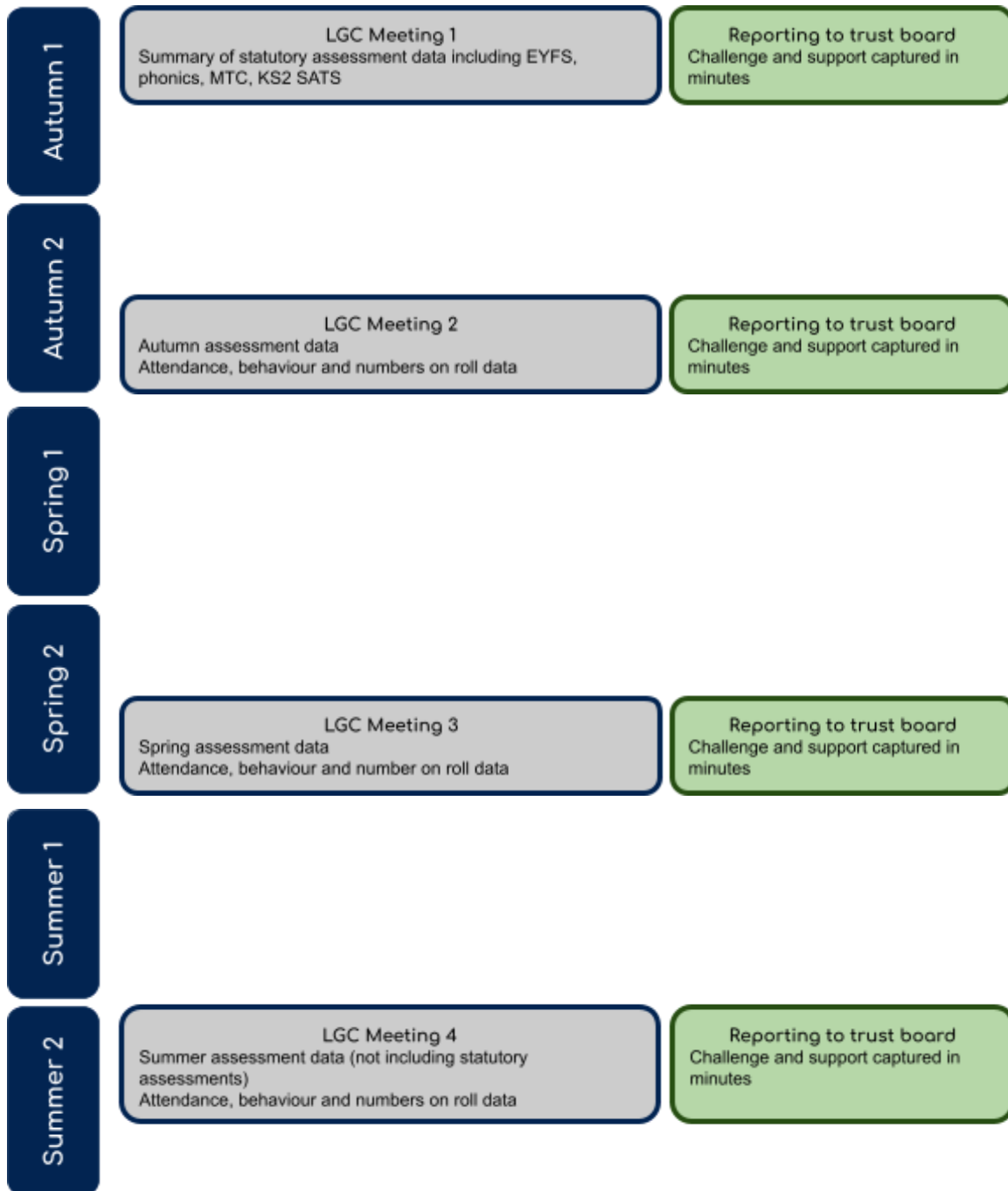
It is essential that the Trust Board receives high-quality insights from the local tier, highlighting:

- Strengths and successes
- Areas of concern

- Measures in place to improve or maintain standards and their impact
- The school's capacity to drive improvements and any additional support required

The Trust Board may also request that the LGC investigate specific areas of school performance and report back to support their strategic oversight and deployment of school improvement resources.

Work flow for Key Focus 4: Standards





The Local Governing Committee (LGC) plays a vital role in providing valuable insights into the experiences of students, parents, and staff. This perspective is essential in shaping planning and decision-making at both the school and trust levels.

Ahead of LGC meetings, data packs containing staff, pupil, and parent survey results will be distributed. LGC members should use these insights to both support and challenge school leaders' actions and decisions.

LGC members are encouraged to engage directly with stakeholders through school visits and attendance at school events. Engaging in discussions with staff, students, and parents helps develop a well-rounded understanding of the community's views and needs.

It is the committee's responsibility to gather and represent community perspectives to the Trust Board, while also serving as ambassadors for the trust.

LGC members will receive specialised training to help them evaluate stakeholder engagement, including guidance on key questions to ask staff, pupils, and parents. It is essential to recognise that LGC members play a dual role—supporting school leaders in these areas while also providing constructive challenge to ensure continuous improvement.

Parental Concerns

There is a formal process for handling complaints, which is set out in the Trust complaints policy.

Handling complaints is not easy. Quite often it is an LGC Member who parents turn to, in the first instance, when they have a particular concern about their child or a complaint about a member of staff in the academy. It is important to remember the following:

- LGC members should be familiar with the trust complaints policy.
- If parents approach a LGC member with a concern then direct them through the proper channel – which is usually the Head of School.
- Don't agree to solve the problem. Refer them to the Head of School.

- If a LGC member receives a number of comments on one particular issue, discuss this with the Chair and Head of School first.
- The LGC meeting is not the place to bring up petty grumbles – LGC members need to exercise good judgement.
- Never bypass the Head of School in any action you feel should be taken in response to a complaint.
- Remain impartial; do not offer an opinion.
- Remember to pass on the nice things people say too.

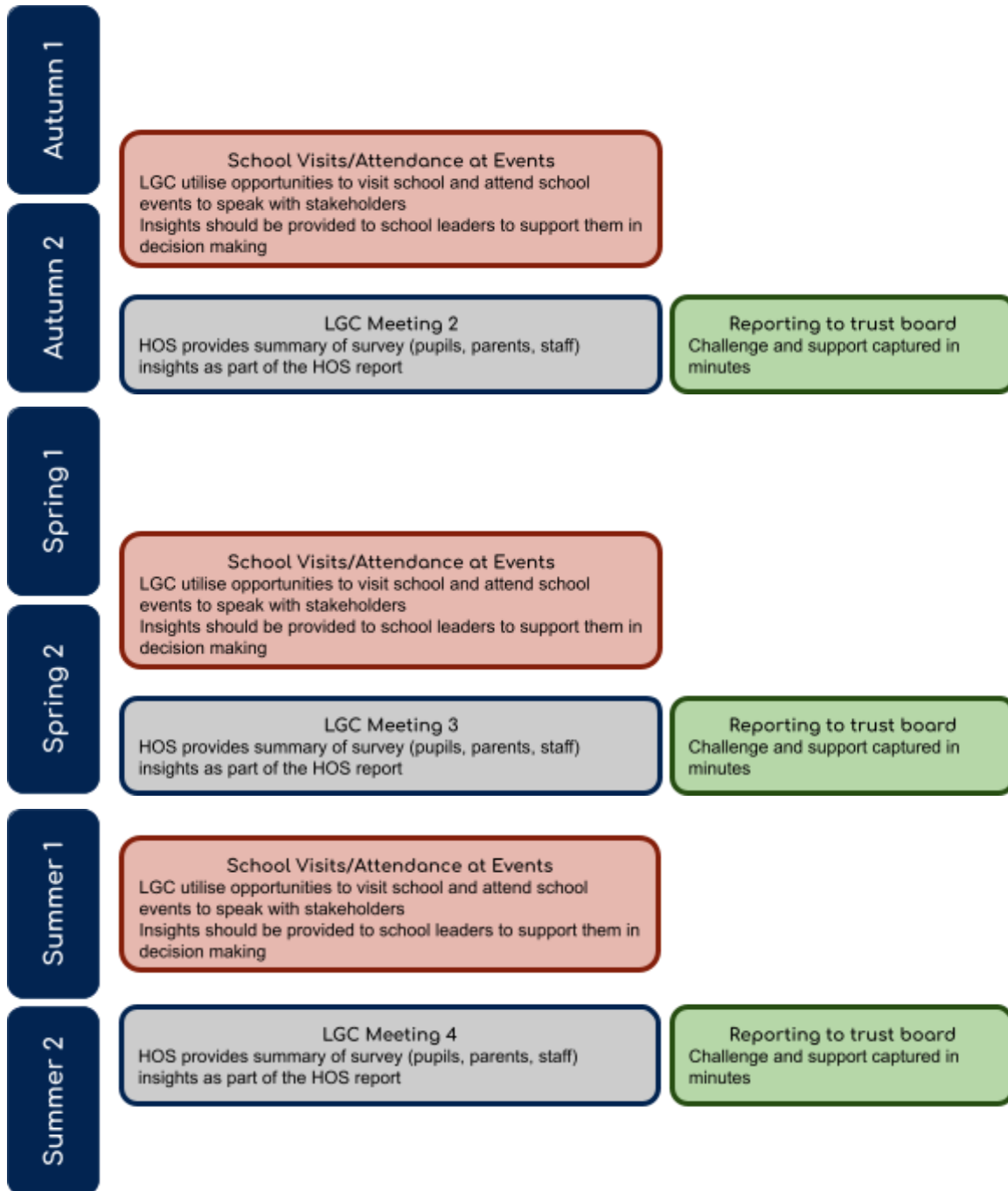
Staff concerns

LGC members **should not** deal with staffing matters such as performance, capability, pay progression, complaints, grievances, discipline issues or where safeguarding concerns are raised about a member of staff. **In these instances, the issue should be referred to the trust central HR team.**

If a member of staff raises a concern, it is important to remember the following:

- LGC members should be familiar with the trust whistleblowing policy.
- If a member of staff approaches a LGC member with concerns then direct them through the proper channel – which is usually the Head of School.
- Don't agree to solve the problem.
- If a LGC member receives a number of comments on one particular issue, discuss this with the Chair and Head of School first.
- The LGC meeting is not the place to bring up petty grumbles – LGC members need to exercise good judgement.
- Remain impartial, do not offer an opinion.
- Remember to pass on the nice things people say too.

Work flow for Key Focus 5: Stakeholder Engagement





Key Focus 6 Church School Vision (church schools only)

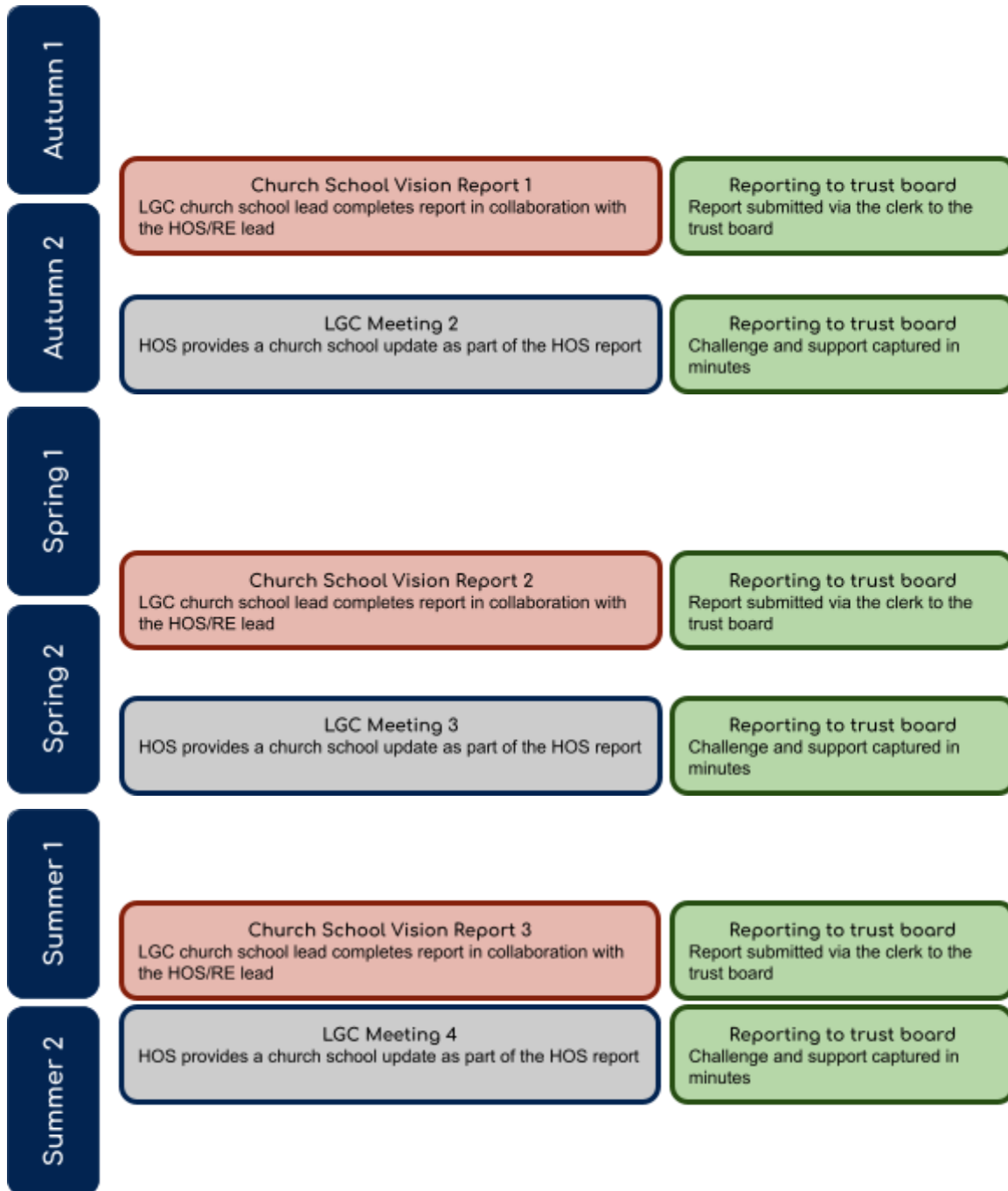
The Trust is dedicated to ensuring that all church school academies are recognised for their distinctive and inclusive Christian ethos and the positive impact this has on raising educational standards. Each academy will embody its Christian distinctiveness by providing an inspirational and holistic education, enabling all students and staff to develop and reach their full potential.

The LGC Lead for Church School Vision is responsible for understanding the Trust's ethos and values, applying them within the educational setting, and ensuring they are embedded in academy life.

The lead for church school vision will:

- Review the academy priorities in relation to academic and spiritual development and Christian Distinctiveness (from the Academy Improvement Plan) and monitor implementation.
- Promote the embedding of the Trust ethos and values into learning so that they permeate the academy environment.
- Develop and maintain relationships with local churches, the parochial church council and the Diocese Board of Education.
- Monitor the list of visitors who contribute to academy life through presentations, leadership of prayers and worship to check that they are appropriate role models and promote Trust and academy values and ethos.
- Make sure the academy:
 - Curriculum contributes to the Christian Distinctiveness of the academy.
 - Monitors pupil engagement in faith activities such as collective worship.
 - Provides faith and Christian Distinctiveness training for staff.
 - Undertakes activities to contribute to, and promote, inter-faith projects.
- Share good practice with other Leads for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the LGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the LGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Work flow for Key Focus 6: Church School Vision



7. Other Areas of Responsibility

In addition to its key focus areas, the Local Governing Committee (LGC) has responsibilities in other important areas. These responsibilities support the Trust's aims and objectives and help the Trust Board fulfill its duties effectively.

3.1. Championing the Trust's Vision & Strategy

All LGC members should be familiar with the Trust's vision and strategy. The Trust Board will provide opportunities for LGC members to contribute to this vision through the annual governance conference and ongoing communications. The LGC should also help reinforce the vision through school visits and engagement with stakeholders.

3.2. Consultation on Policy Development

To ensure consistency and reduce workload, many policies are aligned across the Trust. Where appropriate, the Trust Board will consult with each LGC on policy development through the LGC Chair's meeting. Local policies will continue to be reviewed and approved at LGC meetings or via GovernorHub.

3.3. Supporting Head of School Performance Management

An LGC representative is invited to provide feedback as part of the Head of School's (HoS) performance management process, including at interim meetings, to ensure all successes are recognised. However, this does not necessarily mean the representative will attend the meeting, which is led by the HoS's line manager.

3.4. Involvement in Head of School Recruitment

The Trust's executive leadership team holds ultimate responsibility for Head of School recruitment. However, the LGC plays a role in defining the person specification and shortlisting candidates. At least one LGC member will participate in the interview panel alongside the executive leadership team.

3.5. Awareness of Pupil Premium & Sport Premium Impact

The LGC should have a clear understanding of how Pupil Premium and Sport Premium funding is allocated and the impact it has on pupils. While the LGC does not control how these funds are spent, the LGC should monitor the impact of the spend and report successes and concerns to the Trust Board.

8. Panels

Local Governing Committees (LGCs) may be asked to form panels for specific purposes, including:

- Parent complaints
- Permanent exclusions of pupils
- Admissions

- Appeals

When a panel is required, the Head of School will inform the LGC Chair and request volunteers. Panels typically consist of three LGC members.

4.1. Panel Member Requirements

LGC members do not need specific qualifications or experience to serve on a panel, but training is available to support them in this role. However, certain circumstances may disqualify a member from participating:

- If they are a staff LGC member and the issue involves a colleague
- If they have a close personal or professional relationship with someone involved
- If they have been previously involved in an earlier stage of the process

4.2. Panel Process

Panels are convened to assess whether the correct policies and procedures were followed in addressing a particular issue or event. These formal meetings involve hearing evidence from both the academy and the individual involved, such as a complainant, appellant, or a pupil facing permanent exclusion.

4.3. Clerk & Governance Support

Panels are supported by the Clerk, who is responsible for arranging the panel. The governance professional provides guidance on panel procedures and can assist in sourcing panel members from other academies if needed.

9. Skeleton Agendas

5.1. Meeting 1

- Election of chair and vice chair
- Standards
 - Summer statutory assessment data
- School Development Plan
 - To be presented by the HOS outlining development areas and key milestones
 - School improvement team attends to explain school improvement support
- Allocation of LGC leads
 - SEND
 - Safeguarding
 - Church school vision (church schools only),
 - Specific areas of the school development plan, if necessary
- Presentation of Sports Premium strategy and evaluation

5.2. Meeting 2

- School Development Plan
 - RAG rated progress included in the HOS report

- Reports from any LGC monitoring and evaluation
- Standards
 - Headlines included in the HOS report, with focus on vulnerable pupil groups
- Safeguarding
 - LGC safeguarding lead report and update on any identified actions
 - Safeguarding headlines included in the HOS report. This will include data on bullying, discrimination and child on child abuse
- SEND
 - LGC SEND lead report and update on any identified actions
 - Headlines included in the HOS report highlighting changes in funding and impact of SEND/inclusion strategy
- Stakeholder engagement
 - Headlines included in the HOS report
 - Staffing updates
- Church school vision
 - LGC church school lead report and update on any identified actions
 - Headlines included in the HOS report
- Presentation of Pupil Premium strategy

5.3. Meeting 3

- School Development Plan
 - RAG rated progress included in the HOS report
 - Reports from any LGC monitoring and evaluation
- Standards
 - Headlines included in the HOS report, with focus on vulnerable pupil groups
- Safeguarding
 - LGC safeguarding lead report and update on any identified actions
 - Safeguarding headlines included in the HOS report. This will include data on bullying, discrimination and child on child abuse
- SEND
 - LGC SEND lead report and update on any identified actions
 - Headlines included in the HOS report highlighting changes in funding and impact of SEND/inclusion strategy
- Stakeholder engagement
 - Headlines included in the HOS report
 - Staffing updates
- Church school vision
 - LGC church school lead report and update on any identified actions
 - Headlines included in the HOS report

5.4. Meeting 4

- School Development Plan
 - RAG rated progress included in the HOS report
 - Reports from any LGC monitoring and evaluation

- Preliminary discussion to highlight possible key development areas for for the following year
- Standards
 - Headlines included in the HOS report, with focus on vulnerable pupil groups
- Safeguarding
 - LGC safeguarding lead report and update on any identified actions
 - Safeguarding headlines included in the HOS report. This will include data on bullying, discrimination and child on child abuse
- SEND
 - LGC SEND lead report and update on any identified actions
 - Headlines included in the HOS report highlighting changes in funding anf impact of SEND/inclusion strategy
- Stakeholder engagement
 - Headlines included in the HOS report
 - Staffing updates
- Church school vision
 - LGC church school lead report and update on any identified actions
 - Headlines included in the HOS report