

LOCAL COMMITTEE

Terms of Reference 2025-26

Composition

The Local Committee (previously known as LGB) has been established as a subcommittee of the Board in accordance with the Trust's Article of Association to work with headteachers and central colleagues on key aspects of schools' work.

The Committee will have a minimum of 5 members appointed by the Trust, one elected staff member, two elected parent members and the Headteacher. This composition may be varied in cases where a separate Memorandum of Understanding or Deed of Agreement is in place and in these circumstances the Tenax Trust may appoint additional local members to ensure a working majority is in place if necessary for the proper discharge of its responsibilities. The Trust Board will appoint a Chair for the Committee.

Members of the School Leadership Team may be invited to attend meetings by agreement, including deputising for the Headteacher where required.

The Committee shall meet at least 3 times a year (normally 6 times a year during the first year of opening or if the school is rated as less than Good by Ofsted), and in any urgent circumstances, and its proceedings shall be recorded and reported to the Trust at the earliest convenient time and in any case at the next full meeting of the Trust Board, or Education Committee, if sooner.

The quorum for a meeting, and any vote on any matter thereat, shall be at least three committee members or 1/3 of the meeting members rounded to a whole number.

If the Chair, having consulted with members of the Committee, determines they may meet virtually.

Roles and Responsibilities

As a subcommittee of the Board, trustees ask that local committees consider key aspects of schools' work:

- Culture and ethos
- Christian Distinctiveness (Church schools only)
- Community
- People
- Safeguarding
- Improvement

Culture and ethos (all schools) (8)

Know and understand:

- The school's **vision and values** are known and lived by the school community
- Pupils' **behaviour** in school and what leaders are doing to sustain standards or secure improvements over time
- Pupils' levels of **attendance** and what leaders are doing to sustain strong levels or secure improvements over time; particularly for disadvantaged and SEND pupils

- What **pupils say** about school life is known and understood, through annual surveys and that leaders identify and act upon the areas for improvement
- That pupils know and understand the **fundamental British values** (FBV)
- The school's work to develop pupils' **social, moral, spiritual and cultural development** is as strong as it can be
- The quality and equity in the academy's **personal development and extra-curricular** offer and that leaders ensure all pupils, particularly those who are disadvantaged and those with SEND, have equal access to this

(Secondary only)

- How the school meets DfE requirements for careers guidance and access for all students, particularly those who are disadvantaged and those with SEND

Ensure:

- The Headteacher's decision to **exclude** any pupil, is in line with trust policy and national guidance. Members may also be called to consider reinstatement of a pupil who has been suspended within certain conditions

Community (4)

Know and understand:

- what parents say about school life, through annual surveys, and that leaders identify and act upon the areas of improvement

Ensure:

- that local admission arrangements are suitable for applications for admissions and propose to the Trust, as Admission Authority, any changes relevant to local context
- school level complaints are handled in accordance with the Trust's complaint procedure
- school level information on the school website is accessible and accurate and up to date

People (4)

- Support Headteacher recruitment
- Support school leaders with wider staff recruitment, as required
- Understand what staff say about school life, through annual surveys and that leaders identify and act upon the areas of improvement

Safeguarding (1)

- Understand the **safeguarding culture** that leaders have created and support and challenge them to strengthen or sustain excellence

Improvement (4)

Know and understand:

- School performance
- School self-evaluation
- Focus of school improvement plans
- Progress being made against said plans