Churchward Local Governing Committee (LGC)

Terms of Reference

As Agreed by the Board of Trustees of Brunel Academies Trust

Date: 09.12.2025

Name of Trust:	**Brunel Academies Trust (BAT)**
Name of Committee:	**Local Governing Committee**
Date Agreed by BAT Board of Trustees:	**9 December 2025**
Review Date:	**December 2026**

Chair of Committee (Appointed by the BAT Board of Trustees:	**John Nield**
Governance Professional:	**Hannah Boardman**
Membership:	• *Head of Provision (HoP) Ex-Officio* • *Up to a maximum of 6 x Co-opted Governors* • *Up to 2 x Elected Parent/Carer Governors* • *Up to 2 x Elected Staff Governors* • *1 x LGC Governance Professional (non-voting)* ***Appointed Link Governors:*** • *1 x Link Governor for Safeguarding* • *1 x Link Governor for SEND / Inclusion* • *1 x Link Governor for Curriculum* • *1 x Link Governor for 6th form/Careers* ***Additional Attendees:*** • *Members of the Leadership Team of the Education Provision may be invited to attend meetings of the LGC at the discretion of the Chair of Governors and with the approval of the HoP* • *Members of the Executive Leadership Team or representatives of the Central Services Team may attend meetings as required* • *All BAT Trustees including nominated Link Trustees e.g. Link Trustees for Safeguarding may attend as required.*
Quorum:	• *Chair/Vice Chair*

	• *Minimum of 2 Governors* • *HoP or Deputy HoP*
Meetings:	**3 x per year (once per term)** **6 x per year for LGCs of Schools / Provisions in Intensive Support**

1.0 Constitution and Authority

The constitution of the Local Governing Committee (LGC) is determined by the relevant Brunel Academies Trust (BAT) Board of Trustees. The LGC will act as committee of the BAT Board of Trustees. LGCs act at local level on behalf of BAT with delegated responsibilities as set out in the BAT Scheme of Delegation. The LGC is accountable to the BAT Board of Trustees.

2.0 The Role of the LGCs

The BAT Board has overall legal responsibility for the operation of BAT and the schools/ provisions within it. The BAT Board works collaboratively and in partnership with their family of provisions and their associated LGCs and have established a Chairs' Network Group comprised of the BAT Board and LGC Chairs and Vice Chairs. The Chairs' Network Group meets three times per year together with key members of the C-Suite and Executive Leadership Team where they receive a Business Update providing school / provision specific information and identifying business related trends across the Trust and also provides a forum to ask questions, share good practice and to drive good governance across the trust.

The Board makes decisions, following consultation with the LGCs on matters that affect the provisions, via the Chairs' Network Group. The Board has put in place effective arrangements for monitoring and evaluating the performance of the LGCs and the provisions and has identified Link Trustees for each school to ensure that should any concerns be identified by the LGC, these can be escalated to the BAT Board of Trustees for their consideration and response.

The LGC's perform a vital role on behalf of the BAT Board in developing the strategic priorities for the school / provision, in line with the Strategic Plan, and in reviewing, scrutinising, and monitoring delegated areas in greater depth and feeding information up to the Board. The key role of the LGC is to advise, support and challenge the Head Teacher (HT) / Head of Provision (HoP) to deliver successful outcomes for all CYP against its core set of principles as set down in the provisions' statutory care and/or education frameworks.

The LGC plays a prominent role in the provision's inspection from Ofsted and is assessed as part of the Inspection's Leadership and Management criterion. The LGC needs to have an in-depth knowledge of their provision and scrutinise the evidence of quality teaching and learning and meaningful outcomes and progression pathways.

The governors who serve on the LGCs are appointed by the BAT Board, and in the case of St Mark's CoE School, Foundation Governors are appointed by the Salisbury Diocesan Board of Education (SDBE) to ensure that the school maintains a faith-based perspective. Each of the school / academy LGCs also includes both parent / carer and staff governors who are elected in accordance with BAT parent / carer and staff governor election procedures. Where the BAT Board of Trustees determines that that an LGC requires 'Additional' or 'Intensive' support, the board will decide whether or not it is appropriate to have elected parent and staff governors on the LGC.

BAT considers that LGCs are best placed to assess whether the provision is working within agreed policies, meeting agreed targets, managing its delegated finances well and is compliant. The LGC monitors the performance of the school / provision/s by challenging and supporting HTs/HoPs and monitoring progress towards annual provision / School Improvement Plans (SIPs). LGC's meet 3 x per year to review and monitor the School / Provision SIP, and the HTs/HoPs provide a Head Teacher's / HoP's Report and a Safeguarding Report (3 x per year) to the LGCs, for their monitoring, review and scrutiny.

The LGC Chairs / Vice Chairs will also receive a Business Update at the Chairs' Network meetings 3 x per year.

The Governors that sit on the Local Governing Committee serve a vital role in being the collective 'eyes and ears' of the provision, ensuring that voices are heard, and account is rendered. The LGC has a role in representing BAT, consulting with others outside of the organisation, being both an ambassador for BAT but also engaging with stakeholders. LGCs are embedded within their provision and should 'know their provision' engaging with Children and Young People, parents, carers, employees and the wider community. There is an expectation that Governors will visit the school / provision on a regular basis (at least 3 x per year) and for identified Link Governors to work within different cohorts within the provision. This 'eyes and ears' role of the LGCs is critical to the BAT Board in ensuring that there is in-depth knowledge, review, scrutiny and monitoring of the areas of responsibility delegated to the LGCs which have been defined in four 'Core Functions':

Core Functions:

1. Ensuring clarity of the school /provision's vision, values and strategic direction;
2. Holding the HT/HoP to Account for the Educational Performance, safeguarding and care/wellbeing of the provision and its Children and Young People (CYP);
3. Overseeing the Financial Performance of the school / provision and making sure its delegated budget is well spent;
4. Compliance

The Core Functions of the LGCs are reflected in the BAT Scheme of Delegation and summarised in Annex A. which provides a summary of the roles and responsibilities of the LGC's for each of the Core Functions.

School / Provision / Local Governing Committee Level of Support

BAT operates an Education Performance / Effectiveness Model which is a central system of grading its schools and which is overseen and quality assured by the Education Improvement Team (EIT). This system utilises the current Ofsted grade/scorecard of the school/ provision and the quality assurance information held on each school, to award a 'trust grade' which highlights whether the school is improving, sustaining or declining within its current Ofsted grading/scorecard.

The system allows for a focused conversation at ELT, LGC and Board level. The EIT utilises key evidence to ensure there is rigour in systems and processes, the intelligence this provides informs resource deployment, improvement and strategic planning with a common goal of ensuring all schools / provisions provide 'high quality inclusive education'. The EIT will determine the level of support that a school / provision requires as; 'Core' 'Additional' or 'Intensive' in any specific area, which includes; leadership and governance, curriculum, teaching and pedagogy, achievement, behaviour and attitudes, attendance, personal development and wellbeing, early years (where relevant), sixth form (where relevant) and inclusion. Judgements are based on Headteacher self-evaluation, School Improvement Plan (SIP) and Key Performance Indicator (KPI) progress and monitoring, both internal and external.

All schools / provisions have a Link EIT professional. This Link Professional, supports, challenges and draws on resource within the EIT or externally to ensure that the school / provision sustainably improves. The Link Professional can draw on Headteacher/senior leader resource from within the wider trust to facilitate.

The Link Professional validates the Headteacher/Principal Self-Evaluation Form (SEF) and improvement planning through a process of targeted support and school improvement work. They provide an evaluative written report to the LGC's and board at key evaluate points in the academic year. Safeguarding, Professional Development and SEND / Inclusion leads input into these reports. Primary schools and targeted specialist provisions receive a data / standard's review 3 x per year, following a data drop or publication of attainment data.

All BAT schools/provisions which are assessed by the EIT as requiring 'Core' support are granted the 'earned autonomy' to work within this Scheme of Delegation. For schools / provisions requiring 'Additional' or 'Intensive' support, for example a school / provision where there are concerns identified regarding leadership, governance or other areas, the BAT Board may decide otherwise and the LGC may have fewer delegated functions, which will be determined by the BAT Board on a case by case basis.

Where concerns are identified by the EIT around a school / provision's performance and/or the LGC is not giving the provision the strategic leadership it requires or fails to carry out its duties and responsibilities effectively, the Board may suspend 'earned autonomy' that may lead to changing leadership and composition of the LGC and the full or partial withdrawal of its delegated authority.

The Board may fully or partially withdraw any of their school / provision LGCs delegated authority and consider a period of 'Additional' or 'Intensive Support' such as holding additional meetings (6 x per year instead of 3 x per year) the removal of some or part of the existing LGC, or strengthening the LGC with additional members, which could include members of the ELT and/or Trustees.

3.0 Expectations of LGC Governors

Key characteristics

LGC governors should refer to the Governance Handbook which sets out the Governor Code of Conduct which all governors are expected to adhere to. There is an expectation that governors ensure that they maintain the following standards as a minimum:

- Engagement - take an active role in their duties as a Governor including attendance at school/provision activities, visiting the school/provision, membership on committees and sub-committees.
- Confidentiality - accept and maintain the highest levels of confidentiality at all times, understanding that an LGC cannot be effective if there is a question about confidentiality.
- Contribution - bring to the LGC skills, experience and community knowledge and make use of them to enrich the work of the LGC and the school/provision.
- Reporting - provide brief written reports as required, providing the reports in good time to give the person responsible for the administration of the meeting adequate time to collate and distribute all reports.

Attendance

The LGC governors are expected to attend all LGC meetings and the meetings of any LGC committees of which they are a named member. Governors who miss more than two consecutive meetings may be asked to reconsider their membership of the LGC.

The LGC Chair or Vice Chair must be present at all meetings. Only in extraordinary circumstances would the LGC Chair not be in attendance. In such a situation the Chair would inform the other members of the LGC, giving at least three days' notice, and delegate authority for chairing the meeting to the Vice-Chair of the LGC in their absence.

The LGC may make such arrangements as they see fit for the discharge of their functions by any other person. Other individuals and observers may only attend with agreement of the LGC.

Frequency and Preparation

The LGC must meet at least 3 x per year (6 x per year for those in Intensive Support). Agendas and papers should be circulated at least seven days in advance of the meeting. The LGC should ensure that the agendas include reports from any sub-committees and a rolling programme of policy review. Statutory reporting should be a standing item on all agendas. The LGC will also focus on compliance with relevant education standards throughout the school/provision as a key component of each meeting.

Responsibilities

The LGC works in partnership with the Head of Provision, the Senior Leadership Team, and the Brunel Executive Leadership Team to:

- Agree and monitor the implementation of the School/Provision Improvement Plan / Action plans
- Uphold the values of the school and the ethos and core values of Brunel
- Hold the Head of Provision and Senior Leadership Team to account and be accountable to any interested party for the school/provision performance
- Determine appropriate standards and targets to be met by the school / provision
- Agree strategies to achieve continuous improvement, raising standards for all CYP
- Monitor and review the following: the achievement of all groups of CYP, the quality of teaching and the curriculum, safeguarding processes, behaviour, attendance, punctuality and safety of pupils, leadership and management and finances.
- Ensure budgets are allocated effectively reflecting the priorities as set out in the school's strategic and school's improvement plans

Specific Duties

- Monitor strategies for continuous improvement and implementation of short, medium and long-term school improvement plans developed by the Head of Provision and senior leadership team.

- Ensures that the vision and values of both Brunel and the school are upheld in school improvement plans.
- Review the support provided by the trust to implement the action plan and build capacity for improvement.
- Responds to school inspections; Governors should make themselves available to meet with inspectors.
- Promotes the school within the local community and the involvement of parents in the life of the school.
- Monitors community and parental involvement in the life of the school and the impact the school has on the local community.
- Takes a strategic overview of staffing structures and professional development of staff, based on a sound knowledge of the quality and effectiveness of the teaching staff.
- Ensures the school adheres to trust procurement and financial systems, and that best value is achieved.
- Has an overview of the curriculum and the extra-curricular provision, ensuring it meets the needs of and adequately provides for all pupils.
- Has a designated member to oversee safeguarding and specific vulnerable groups including pupil premium.
- Reviews local school policies, procedures and processes.
- Ensure compliance with the Independent School Standards.
- Provides support to the Head of Provision and the school during disciplinary, capability and grievance procedures for staff, or during exclusion procedures for pupil. This may involve sitting on the panels during initial hearings and appeals where necessary.
- Supports the recruitment and mentoring of new LGC members to ensure that the LGC has the skills and experience necessary to enact the duties and responsibilities of all matters pertaining to the governance of the school.

Decision Making

When a difficult issue arises, the Chair should canvas information from the membership and encourage respectful debate. If it is decided that a formal decision needs to be taken the Chair should then summarise the position and the views of those present. The required decision should then be proposed and seconded by members of the LGC, and a decision taken. Where not all members are in agreement a decision will be made by a quorum.

Reporting

The minutes of all LGC meetings and sub-committees must be formally recorded and submitted to Chair as soon as is reasonable following the meeting. The purpose for this reporting requirement is to ensure that the communication between the LGC and the BAT Board is timely and that any issues are drawn to the attention of the appropriate Board. Where appropriate, or as directed by the Chair/CEO or DoE, education advisors or educational partners may attend LGC meetings and will report back.

The minutes of all LGC meetings and sub-committees may be requested by the Ofsted. The minutes form part of the evidence that inspection teams will use to judge the quality and cohesion of governance at local level and through to BAT.

Review

The LGC is responsible for reviewing its own membership and activities at least on an annual basis.

4.0 Undertaking

As a Governor at the Education Provision, I confirm I have read and understood the LGC Terms of Reference.

Signed……

Printed Name…… Date……

Governor Position (Co-opted/Staff/Parent)……..

Declaration *The BAT Board of Trustees, at their meetings held on 09/12/2025 resolved to adopt these Terms of Reference. A copy has been forwarded to the Governance Professional to the Board of Trustees for the formal BAT records*.

These Terms of Reference will be reviewed annually

Signature _____ Date _____

William Wyldbore-Smith
Chairman of the Brunel Academies Trust Board of Trustees

Annex A. LGC Role & Responsibilities Summary	
Core Function 1: Ensuring Clarity of Vision, Values and Strategic Direction	**Core Function 2: Holding the HT/HoP to Account for the Educational Performance, safeguarding and care/wellbeing of the provision and its Children and Young People (CYP)**
• Reviewing the School / provision's Vision Statement in line with BATs Vision • Reviewing the School /Provision Improvement Plan (SIP) in line with the BAT Strategic Plan, ensuring a drive for improvement • Creating and reviewing agreed focussed priorities/set objectives for the Local Governing Committee linked to the School / Provision Development Plan (SDP) • Overseeing the learning and development to be undertaken by employees and governors e.g. safer recruitment, appointments and aspects of employment law • Feedback on Governors Visits • Having oversight of the promise and promotion of the work/life balance of employees • Ensuring that the voices of stakeholders are heard	• Working with the CEdO/EIT to review HT/HoP Performance and Pay • Quality assuring / reviewing outcomes of the provision's Self-evaluation process (SEF) and School / Provision Improvement Plan (SIP) • Review performance information of the provision ensuring that CYP target setting is robust and challenging and review progress towards targets • Reviewing reports on the quality of education (summary provided by the HT/HoP), considering actions and evaluating their implementation • Receiving reports from HT/HoP/curriculum leaders on the curriculum and reviewing curriculum development priorities • Reviewing and scrutinising the evidence of good quality education for all CYP in accordance with the criteria of the relevant section of the Education Inspection Framework - GOV.UK (www.gov.uk) • In relation to All Aboard Nursery; reviewing and scrutinising evidence of good quality education for all CYP in accordance with the Ofsted criteria for inspections of early years providers in England registered under sections 49 and 50 of the Childcare Act 2006 Early years inspection handbook - GOV.UK (www.gov.uk) • Reviewing provision of independent and impartial careers education, information and advice • Receiving analysis of progress/examination results and key stage assessments (where appropriate) and considering implications in relation to targets set • Reviewing the destination of leavers (Secondary schools only) • Reviewing the progress and impact of School Improvement priorities for the current year, and identifying priorities for the new School Improvement Plan for the next academic year • Reviewing attendance data of employees and CYP and ensuring that a register of CYP attendance is maintained • Undertaking appointment/dismissal or suspension of teachers and support employees (as required) • Reviewing and monitoring employee data including; employee wellbeing, employee learning and development and employee performance
Core Function 3: Overseeing the Financial Performance of the provision and making sure its delegated budget is well spent	**Core Function 4: Compliance (holding the Head Teacher to account through monitoring and scrutinising information to ensure that the following are in place):**
• Receiving and reviewing (3 x per year) the budget monitoring reports of projection vs actuals, ensuring an understanding of any variances	• Ensuring compliance with and monitoring implementation of all Tier 1 and Tier 2 Policies • Ensuring that a Designated Safeguarding Lead (DSL) is in place in the provision • Ensuring that equal opportunities practices are embedded in all policies and frameworks

• Ensuring that the provision as relevant publishes details of use of pupil premium and any other catch up premiums as allocated by the DfE, and its impact (sports premium primary schools only) and grants for children in the care of the local authority • Reviewing the budget and programme for employee CPD ensuring it is being implemented and meeting the needs of employees • Receiving summary outcomes of Teachers and Support Employees performance management review and quality assuring decisions in line with the BAT Performance and Pay policy and legal requirements • Receiving progress reports on School /Provision Improvement/Development Plan priorities and the implications for the budget and employees allocated for this • Making purchasing decisions for services from external providers where appropriate and in line with the Scheme of Delegation • Feedback any wider issues/requests for BAT Board support i.e. national funding formula	• Designating a 'responsible person' for Looked After Children • Monitoring the implementation of the Relationships and Sex Education policy and ensuring parents/carers are informed of their right to withdraw their CYP • Monitoring the implementation of the provision Behaviour Policy and ensuring it is publicised to employees, CYP and parents/carers via the website • Monitoring the implementation of the Accessibility Plan and ensuring that it is reviewed every 3 years • Conducting risk assessments as appropriate • Ensuring provision of free school meals to those CYP meeting the criteria, including Universal Infant Free School Meals (if applicable) • Ensuring that school lunch nutritional standards are met (School food regulations 2015), if applicable • Monitoring data on attendance/absence, and other related CYP information • Receiving reports on Safeguarding through the HT/HoP reports and Safeguarding Audit Reports • Reviewing Health and Safety, Child/Vulnerable Adult Protection and Safeguarding training requirements for employees and governors and ensuring courses are being attended where appropriate • Having due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent Duty and the Safeguarding Child/Vulnerable Adults Protection policy • **Ensuring that employees are directed to read the updated version of Keeping children safe in education 2025** • Ensuring that the BAT Complaints Procedure is published on the provision website and that complaints reaching stage 3 of the policy are managed in accordance with the policy • Ensuring that the provision complies and publishes the BAT Freedom of Information Scheme • Monitoring the implementation of the BAT Health and Safety Policy and Safeguarding, Child/Vulnerable Adults Protection Policies and Procedures • Reviewing provision for gifted, more able and talented CYP • Deciding to offer and/or cease additional activities and to what form these should take • Monitoring and reviewing the provision's Risk Registers • In relation to All Aboard Nursery, Compliance with Ofsted for inspections of early years providers in England registered under sections 49 and 50 of the Childcare Act 2006 Early years inspection handbook - GOV.UK (www.gov.uk) • Ensuring compliance with SIAMS and Flourishing Schools (where relevant) including oversight and monitoring

Annex B – Acronym List:

Acronyms	Meaning
AAT	Augmentative and Alternative Technology
AGM	Annual General Meeting
AIB	Academy Improvement Board
A&RC	Audit and Risk Committee
ARC	Autism Resource Centre
ASC	Autistic Spectrum Condition
AHT	Assistant Headteacher
AT	Assistive Technology
ATH	Academy Trust Handbook
BASIS	Brunel Autism Support & Inclusion Service
BAT	Brunel Academies Trust
BCP	Business Continuity Plan
BDP	Business Development Plan
BE	Brunel Education
BFR	Budget Forecast Return
BHS	Brimble Hill School
CEC	Community Enterprise Centre
CEO	Chief Executive Officer
CFO	Chief Finance Officer
COO	Chief Operating Officer
CPD	Continuous Professional Development
C&I	Communication & Interaction
CST	Central Service Team
CWD	Churchward School
CYP	Children and Young People
DAF	Development Application Form
DBS	Disclosure and Barring Service

DDSL	Designated Deputy Safeguard Lead
DfE	Department for Education
DIA	Diversity Impact Assessed
DMM	Digital Media Manager
DoE	Director of Education
DoP	Director of People
DoI	Declaration of Interest
DOM	Director Operations Meeting
DoO	Director of Operations
DPA	Data Protection Act 2018 (DPA 2018)
DPO	Data Protection Officer
DSE	Display Screen Equipment
DSG	Dedicated Schools Grant
DSL	Designated Safeguard Lead
E&D	Education and Development
E&FM	Estates & Facilities Management
EELT	Extended Executive Leadership Team
EHCP	Education Health Care Plan
ELT	Executive Leadership Team
EPP	Education Provision Profile
EP&PC	Executive Pay and Performance Committee
EPs	Education Provisions
ESFA	Education Skills Funding Agency
EIT	Education Improvement Team
EYFS	Early Years Foundation Stage
F&CC	Finance and Capital Committee
FOIA	Freedom of Information Act 2000
FSM	Free School Meals
GDPR	General Data Protection Regulation (GDPR)
GIAS	Get information about schools

H&S	Health and Safety
HAF	Holiday Activity and Food Programme
HoPs	Heads of Provisions
HoS	Heads of Service
JD	Job Description
KCSIE	Keeping Children Safe in Education
KPI	Key Performance Indicator
LA	Local Authority
LAC	Looked After Child
LCs	Learning Coaches
LGC	Local Governing Committee
LMC	Local Management Committee
MAT	Multi Academy Trust
MDSAs	Midday Supervisory Assistants
MLD	Moderate Learning Disability
NQTs	Newly Qualified Teachers
OT	Occupational Therapist
P&C	People and Culture
PA	Personal Assistant
PAN	Published Admissions Numbers
PDP	Personal Development Plan
PFI	Private Finance Initiative
PHE	Public Health England
PM	Performance Management
PMLD	Profound and Multiple Learning Difficulties
PPE	Personal Protective Equipment
PPG	Pupil Premium Grant
PRR	Performance Risk Rating
PSP	People Services (HR & Payroll System)
PWG	Policy Working Group

QA	Quality Assurance
QIP	Quality Improvement Plan
RAG	Red Amber Green
RMSAT	Resource and Management Self-Assessment Tool
SC	Standards Committee
S&C	Strategy & Communications
SALT	Speech and Language Therapist
SAR	Self-Assessment Report
SASS	Swindon Autism Support Service
SBC	Swindon Borough Council
SCID	Social Communication Interaction Difficulties
SDBE	Salisbury Diocesan Board of Education
SDM	Senior Development Manager
SEF	Self Evaluation Form
SENCO	Special Educational Needs Co-ordinator
SEMH	Social Emotional & Mental Health
SEND	Special Educational Needs and/or Disabilities
SIP	School Improvement Plan
SLA	Service Level Agreements
SLD	Severe Learning Disability
SLT	Senior Leadership Team
SMT	Senior Management Team
SO	Strategic Objectives
SoD	Schemes of Delegation
SPI	Special Post 16 Institute
SRP	Special Resource Provisions
T&L	Teaching and Learning
TAs	Teaching Assistants
ToR	Terms of Reference
UET	Uplands Enterprise Trust

UTC	University Technical College
VI	Visual Impairment