



Local Governing Committee (LGC)

Scheme of delegated responsibilities and terms of reference

This document should be read in conjunction with the LGC workplan and relevant policies.

<p>Purpose</p>	<ul style="list-style-type: none"> • The LGC provides focused governance for the school at a local level on behalf of the Xavier Catholic Education Trust. The role is a strategic one, with the broad remit within the framework set by the trust board to: <ul style="list-style-type: none"> ○ Ensure clarity of vision, ethos and strategic direction ○ Hold the headteacher to account for educational performance and the performance management of staff ○ Ensure financial probity and value for money ○ Ensure that the school is conducted as a Catholic school in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust of the Diocese of Arundel and Brighton <p>The headteacher is responsible for the internal organisation, day to day management and control of the school and the implementation of the strategic framework established in partnership with the Xavier Catholic Education Trust, its executive leaders and LGC. Headteachers are line managed by the CEO or their delegated representative. LGCs can make recommendations, but do not have the authority to direct the actions of the headteacher.</p> <p>Except where directed otherwise by the trust, the LGC has freedom to regulate its own proceedings. The main powers and duties are detailed below. This document cannot be exhaustive. If in any doubt, confirmation should be sought from the trust via the CEO, trust clerk or chair of trustees as appropriate.</p> <p>The term 'ensure' is used frequently within this document. Governors are generally expected to 'ensure' by seeking assurance from headteachers. A <u>proportionate</u> element of that assurance should be triangulated from other sources.</p> <p>Any locally unresolved concerns about any aspect of how the school is run or overseen by the trust should be directed to the CEO and chair of the board through the LGC chair.</p>
<p>Constitution, membership and development</p>	<p>The LGC should comprise:</p> <ul style="list-style-type: none"> • 2 Parent Governors • 1 Staff Governor • 1 Headteacher • Foundation governors (Appointed by the Diocese) such that foundation governors outnumber all other governors by at least 2 in the constitution • Co-opted governors appointed by the LGC (if required) • Additional governors appointed by the trust (if required) <p>The constitution of the LGC should be no larger than it needs to be in order to fulfil its duties and should aim to operate with a maximum of 12 governors. Permission should be sought from the board before exceeding this number</p> <p>The Diocese maintains a record of individual LGC constitutions. In the event that the LGC wishes to vary its constitution, even within the permitted range, the Diocese should be informed via the Trust Board before any additional recruitments are made</p>



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	<p>All governors are required to comply with the trust’s code of conduct for LGCs and confirm their acceptance to this.</p> <p>The LGC is responsible for:</p> <ul style="list-style-type: none"> • The recruitment of candidates to maintain its membership; for the appointment of co-opted governors; the nomination of foundation governors and oversight of the election process for elected roles. • The provision of effective induction (including mentoring) of new governors and ongoing development of the LGC membership as a whole, taking advantage of any development opportunities provided by the trust. • The audit, at least annually, of the structure and effectiveness of the LGC including the knowledge and skills held by individual members, and consideration of any recommendations for change or development, including related to succession • Ensuring all governors participate in at least one piece of professional development each year (in addition to safeguarding updates) and all governors are appropriately developed to undertake their role <p>The term of office for all governor roles is four years. Governors may stand for a second term if they wish but other than for elected posts, further terms are in exceptional circumstances only. Governors can resign at any time by notifying the clerk in writing.</p> <p>The LGC is responsible its own suspension or removal of LGC members in the event of a serious breach or persistent breaches of the LGC code of conduct. The trust board may remove any or all governors at any time.</p>
<p>LGC internal appointment and processes.</p>	<ul style="list-style-type: none"> • To annually elect, and if necessary remove the chair of governors (subject to approval by the trust board) • To annually elect, and if necessary remove the vice chair • Subject to any direction by the trust, to appoint or dismiss the clerk to the LGC and make clerking arrangements for committees where necessary. (NB All meetings at which firm decisions are made MUST be minuted and the minutes filed promptly with LGC papers on GovernorHub, protected for confidentiality where appropriate) • To maintain a register of business interests and ensure all governors have appropriate DBS and section 128 clearance • To decide which functions of the LGC will, subject to any trust direction, be delegated to committees (e.g., admissions/pay) or individuals, including the headteacher • To establish and record the terms of reference and membership of committees and identified delegated lead roles (in line with any direction by the trust) • To receive reports from those with delegated roles and consider whether any further action by the governing body is necessary
<p>Meetings</p>	<ul style="list-style-type: none"> • A full LGC meeting should be held in each half term, the dates for which will usually be set in the preceding summer term. Dates will be synchronised with known school improvement, financial, reporting and communication cycles in order to support effective governance.



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	<ul style="list-style-type: none"> To respect the work-life balance of all concerned and support focused effective meetings, all meetings will aim to conclude within two hours. As far as possible, meetings should be scheduled to start between 7.30am and 5pm. Prior to any meeting, the LGC chair, headteacher and clerk will consult to agree the agenda, taking into account guidance provided in the trust workplan and model agendas, the requirement for supporting papers and the benefit of additional SLT members attending the meeting. Governors should be given notice of any meeting at least seven days in advance and be provided with the agenda and any supporting papers at that time. It is expected that governors will have read and sought to understand the papers ahead of the meeting. In order to facilitate a full response at the meeting, governors may be encouraged to submit any observations or questions to the headteacher in advance via the agreed mechanism for this purpose. Any governor may participate in meetings by telephone or video conference provided he or she had given notice of his/her intention to do so
Quorum	<ul style="list-style-type: none"> The quorum for decision-making is 3 governors except in the case of a motion to remove a governor, when it is two thirds of the membership in post (rounded up)
Delegated Powers and Duties	
Vision, values and ethos	<ul style="list-style-type: none"> To champion the Xavier Catholic Education Trust vision, values and ethos in the school and ensure that these are upheld To agree the local vision values and ethos of the school ensuring that these are consistent with that of the trust and take into account the needs and aspirations of the community within and local to the school. Provide appropriate supportive challenge that holds the headteacher to account for securing the values and ethos of the school and progress towards its vision.
Overview and scrutiny	<ul style="list-style-type: none"> To maintain effective oversight and provide the supportive challenge that ensures senior leaders secure high educational outcomes for all pupils; sustainable, prudent and efficient use of public resources compliant with trust expectations and regulatory requirements; the welfare and safety of pupils, staff and all visitors to the school.
Champions	<ul style="list-style-type: none"> Champion the school and the trust in the wider community and the wider community to the school.
Policy	<ul style="list-style-type: none"> Ensure the implementation of all trust wide policies at a local level. Agree statutory policies where delegated by the trust and provide supportive challenge to leaders on individual school policies when asked to do so by the headteacher. Ensure by seeking assurance that policies are appropriately publicised to their intended audience
Risk	<ul style="list-style-type: none"> To ensure the school is alert to its key risks in line with any direction by the trust and that where actions to mitigate identified risks are indicated, these are in place where. To ensure that risk is considered when reviewing any proposals to the LGC or decisions made by the LGC.



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Pupils, Parents and Community	<ul style="list-style-type: none"> • To regularly review attendance and pupil absences. • To monitor the use and impact of specific grants such as the pupil premium, sports premium and any other relevant grants • To ensure effective arrangements are in place for pupil support and representation at the school. • To ensure that the school website and other communications represent the school and trust in a way that is consistent with its ethos and purpose • Ensure a means whereby the school can receive and react to pupil and parental feedback. • To convene a committee to review complaints against the school when required to do so as set out in the complaint procedure, taking into account any provision for the convening of trust wide panels.
Safeguarding	<ul style="list-style-type: none"> • To commit to safeguarding and promoting the welfare of children and young people in line with the school's policy on safeguarding and expect all staff and volunteers to share the same commitment (including through LGC engagement in relevant training) • To work with the school to safeguard and promote the wellbeing of all members of the school community including in relation to emotional wellbeing and mental health
Behaviour and inclusion	<ul style="list-style-type: none"> • To review and maintain a set of behaviour principles for the school. • To receive termly reports on any racial and bullying incidents (provided as part of the safeguarding report • To convene a committee to review the exclusion of a pupil by the headteacher when required to do so • To champion high standards of education for all learners, paying particular attention to inclusive provision for SEND and disadvantaged pupils
Curriculum and Standards	<ul style="list-style-type: none"> • To understand and provide effective support and challenge to the intent of the school curriculum • To review the impact of the school's strategies on pupil outcomes. • To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the school. • To provide supportive challenge to the headteacher in the development of the school development plan taking into account any trust wide priorities or improvement strategies • To monitor implementation of the plan providing support and challenge towards planned outcomes being achieved
Finance	<ul style="list-style-type: none"> • To agree the annual school budget for recommendation to the trust board. • To monitor performance against budget and ensure that any significant variances and reasons for them are reported to the trust • To ensure proper financial controls are in place at the school • To enter into contracts up to the limits of delegation and within an agreed budget. • To support the trust board in its monitoring and evaluation of the delivery of any central services or function provided by or procured by the school or trust • To maximise the revenue collected via voluntary donation to the governors' fund and ensure it is well managed to maintain a reserve for



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	<p>contribution to premises works and the balance is spent wisely in the interests of the pupils in the school.</p>
Admissions	<ul style="list-style-type: none"> • To oversee consultation, publish admissions and determine arrangements as required in accordance with the School Admissions and Appeals Codes and guidance from the trust and diocese • To make arrangements for determining admissions and hearing admission appeals. • To ensure effective arrangements are in place for pupil recruitment. • To contribute to the development of the school prospectus where requested
Staffing	<ul style="list-style-type: none"> • To participate in the process to appoint the headteacher in partnership with by the Xavier CEO or their nominated representative. • Contribute to the appraisal of the headteacher in partnership with the CEO or their nominated representative • To support the headteacher in the development and review (from time to time) of an appropriate staffing structure for the school and ensure that the school is fully staffed in accordance with that structure. • Manage any claims and disputes with staff members, (once internal processes have been exhausted) having regard to any advice and recommendations given by the executive Team and/or trust's insurers or the ESFA • Convene a committee to consider appeals made as a result of disciplinary, grievance or redundancy processes in line with the relevant trust policy
Health, Safety and premises	<ul style="list-style-type: none"> • To provide overview and scrutiny of the frequency of site inspections and compliance with statutory testing requirements carried out by the school staff, seeking assurance that remedial actions are being taken by the management of the school or the trust as appropriate. • Ensure the school site is maintained in a good condition and support school leaders in escalating any matters of concern to the central team/trust board as required. • To provide supportive challenge to proposals for site improvements and champion agreed works including through support for fundraising
Inspection	<ul style="list-style-type: none"> • Participate fully in the process of any inspection carried out by Ofsted or the diocesan authority.