

# Role Description for Members of the Local Governing Bodies

## Role purpose

The trust board provides:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Responsibilities are delegated to local governing bodies to help the trust board fulfil this purpose and to strengthen governance across Stamford Park Trust.

## Responsibilities

NGA research highlights the ‘4Ss’ (safeguarding, SEND, standards and stakeholder engagement) detailed below as the minimum functions typically delegated to the local tier.

### Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the academy.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all students and staff in the academy.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the academy’s estate, ensuring that appropriate policies are adopted and followed in order to keep students and staff safe.

### SEND

- Ensure that the trust policy for students with special educational needs and disabilities (SEND) is implemented and adapted to the specific academy context where necessary.
- Seek assurance that staff are trained to implement student strategies and support plans.
- Ensure students with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that students with SEND are well-supported and included in all aspects of academy life.

- Monitor the overall effectiveness of the academy's SEND provision, referring to student outcomes and other relevant data.

### **Standards**

- Ensure that the trust's vision, ethos and strategy is adopted and applied by academy leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor academy performance and improvement through regular reviews of performance data, including exam results, attendance rates, and student progress, to ensure that the academy is meeting its targets.
- Ensure that the trust's curriculum is being provided to students in an appropriate manner for the academy's context.
- Ensure that the required policies and procedures are in place and that the academy is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher's performance management process.

### **Stakeholder engagement**

- Consult stakeholders such as parents, staff and students, and use these insights to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the academy's local community.

### **Panels and committees**

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to exclude students
- deal with formal complaints in line with the trust's complaints procedure

### **Contribution to the local governing body**

Local governors should ensure that they are making a positive and meaningful contribution to the local governing body by:

- attending meetings, reading papers, and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- getting to know the academy, including visiting the academy occasionally during academy hours
- undertaking induction training and engaging in ongoing development