



KHJS LOCAL GOVERNING BODY - TERMS OF REFERENCE

Approved by:	Trust Board
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Date Approved:	July 2026
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Next review due:	July 2027
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Local Governing Body Terms of Reference

Chair of committee: Claire Geldart

Clerk: Abi George (Judicium Education)

Trust Governance Admin: Sam Brisco

Membership: 4 Years

Quorum: 3

Meetings: Termly

Monitoring: Completed on a half termly basis

The academy committee has delegated responsibility for:

Standards

1. Work with school leaders to promote the adoption and consistent application of the schools vision, ethos and strategy.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
4. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
5. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
6. Establish a strong relationship with the Head of Academy in order to provide effective support and challenge, including providing feedback to contribute to their performance management process.

Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the schools values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Curriculum

1. Review the curriculum offer, ensuring that statutory requirements are met.
2. Ensure that the curriculum offer reflects the school's values.
3. Ensure that the curriculum meets the needs of all pupils regardless of ability, age, sex or ethnicity.
4. Ensure that the requirements of pupils with special educational needs and disabilities (SEND) are met, as laid out in the Code of Practice.
5. Ensure that the curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness.
6. Ensure that required information relating to the school's curriculum is published on the school's website.
7. Monitor and evaluate the results of pupil's learning in terms of progress and attainment and how well pupils perform in examinations and assessments.
8. Evaluate the impact of the curriculum in terms of pupils' preparedness for the next stage of education and employment.
9. Monitor and review the progress and attainment of specific groups of pupils including those in receipt of pupil premium funding and pupils with SEND.
10. Monitor and evaluate the impact of continuing professional development on the quality of teaching.
11. Consider recommendations relating to teaching and learning from external reviews of the school (for example, Ofsted or local school improvement advisers), and ensure an appropriate plan is in place to act on any recommendations.
12. Review and monitor any policies delegated by Trust Board.

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.

4. Designate a link governor to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENDCO) and other stakeholders across the school to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Personal Development (Pupils)

1. Promote a holistic curriculum and enrichment offer that supports pupils' character, resilience, wellbeing and cultural capital, enabling them to flourish personally as well as academically.
2. Monitor how effectively the school provides opportunities for pupils to explore values, ethics, and diversity; including British values, community participation, service and leadership.
3. Seek assurance that the school's personal development provision is inclusive, accessible to all pupils and supports equity of opportunity.
4. Review how the school supports pupils' mental health, emotional wellbeing and pastoral care, ensuring systems are in place for early identification, support and appropriate referral.
5. Evaluate the impact of extra-curricular activities, pupil responsibilities, and leadership roles (e.g. school council, eco-teams, peer mentoring) on pupils' confidence, voice and readiness for next stages.
6. Challenge school leaders on how well pupils are prepared for life beyond primary school — socially, emotionally, ethically and in their roles as citizens.

7.Designate a link governor to take leadership responsibility for personal development and wellbeing, and regularly report on this to the governing body

Behaviour and Attendance

1.Regularly review behavioural, attendance and punctuality data — including patterns, trends and subgroup breakdowns (e.g. by year group, SEND, pupil premium) — to ensure consistency, fairness and effectiveness of strategies.

2.Ensure the school cultivates a positive behaviour culture, where expectations are explicit, relationships are respectful and restorative practices are embedded and effective.

3.Monitor how behaviour policies are applied during lessons and at unstructured times (e.g. break, lunchtime, transitions) and how consistently staff apply them.

4.Scrutinise rates of exclusions (fixed term / permanent), interventions and use of part-time timetables, asking leaders for rationale, mitigation and impact.

5.Monitor persistent absence, attendance gaps and punctuality concerns; work with leaders to strengthen and refine robust and tailored attendance strategies, including early intervention, family engagement, and barriers to attendance.

6.Ensure that behaviour, attendance and attitudes contribute positively to the learning environment, and that all pupils feel safe, included, and supported to engage fully.

7.Designate a link governor to take leadership responsibility for behaviour, attendance and attitudes, and regularly report on these to the governing body.

The Local Governing Body has been delegated specific areas of responsibility and may support and challenge the Headteacher within its delegated remit. The Trustees retain ultimate responsibility and accountability for the school, including holding the Headteacher to account.

