

Northern Education Trust
Terms of Reference
(Stockton-on-Tees Primary Board)



Stockton –on-Tees Primary (hereinafter referred to as “the Primary Board”)

Membership

- Members will be appointed by the Primary Board in accordance with the Scheme of Delegation.

Quorum

- The quorum necessary for the transaction of business shall be 2 members present in person or by telephone.

Frequency of Meetings

- The Board shall meet at least three times a year at appropriate times and otherwise as required.

Minutes

- A clerk will be nominated and shall act as the Secretary of the Primary Board.
- The Secretary shall minute the proceedings and resolutions of meetings of the Primary Board.
- Draft minutes of the Primary Board meetings shall be circulated and, once agreed, to all members of the Primary Board.

Notice of Meetings

- Meetings of the Primary Board shall be called by the Secretary at the request of the Chair. Unless otherwise agreed, notice of each meeting confirming the venue, time and date together with an agenda of items to be discussed, shall be forwarded to each member of the Primary Board and any other person required to attend, giving 7 working days' notice.

Role of the Chair of the committee

- To ensure the business of the Primary Board is conducted properly, in accordance with legal requirements;
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To maintain effective links between the Primary Board and the Chief Executive of Northern Education Trust, representing the educational values and principles of each Academy and the Trust. The Chair must report back to members of the Primary Board as and when appropriate.
- To establish and foster an effective relationship with the Principal of the academies based on trust and mutual respect for each other's roles. The Chair should ensure that the Primary Board acts as a sounding board to the Principal and Senior Leadership Team, providing strategic direction and appropriate challenge in guaranteeing achievement of targets and progression.

Terms of reference

Statutory regulation identifies three core strategic functions for governing boards:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Principal to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent

In carrying out these functions a local board must take a strategic role, act as a critical friend to the Academies within the remit of the Primary Board and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities.

- Approval of each Academy's mission, strategy and long term business/development plans in accordance with NET values and principles
- Consideration of the Key Performance Indicator targets agreed with NET Director of Academies and the Achievement Partner
- Approval of systems of control and accountability, including financial and operational controls, risk assessment and procedures for handling internal grievances and managing conflicts of interest.
- Monitoring of each Academy's performance against approved plans and KPIs.
- To monitor the progress of work being undertaken by sub-committees and individual Portfolio Holders.
- To agree constitutional matters including procedures where the Primary Board has discretion.
- To hold at least three full Primary Board meetings a year.
- To appoint or remove the Vice Chair.
- To appoint or remove the Clerk to the Local Governing Board.
- To establish Portfolio Holders of the Primary Board and their terms of reference – Portfolio Holders will be appointed by the Primary Board in accordance with the internal Scheme of Delegation.
- To suspend a Governor.
- To decide when functions of the Primary Board will be delegated to committees, groups and individuals in accordance with the NET Scheme of Delegation.
- To receive reports from any individual, Portfolio Holder or committee and to consider whether any further action by the Primary Board is necessary.
- To agree and recommend to NET for approval, the strategic budget plan and the formal budget plan for the financial year for each academy.
- To keep the Safeguarding and Health & Safety policies and their practices under review and to make revisions where appropriate.
- To procure external services purchased by each Academy.
- To set fees and charges for the hire of Academy premises and purchases of services and the conditions of which shall apply.
- To review the delegation arrangements annually

Delegated Authority

- The Primary Board is a sub-committee of Northern Education Trust's main Board. NET's Scheme of Delegation sets out how the main Board fulfils its responsibilities for the leadership and management of the multi academy trust and explains the respective roles and responsibilities of the Directors of the Trust and the Primary Board.

Portfolio Holder Terms of reference

Leadership & Management (and Primary Board Chair)

- To ensure the business of the Board is conducted properly, in accordance with legal and delegation requirements of the Trust.
- To support the Academy in terms of continuous professional development in delivering effective and strong governance in their areas of focus. The Chair should facilitate the annual self-evaluation of the governing board in support of continuous improvement.
- To ensure effective safeguarding and child protection arrangements are in place at each Academy through consultation with the Principal.
- To develop the Academy's mission, strategy and long term business plans.
- Approval of systems of control and accountability, including financial and operational controls, risk assessment and procedures for handling internal grievances and managing conflicts of interest.
- Monitoring of the Academy's performance against approved plans and KPIs.
- To keep the Health and Safety Policy and its practices under review and to make revisions where appropriate.
- To manage health and safety in the Academy. To review the procedure for risk assessment of health and safety matters.
- To consider and agree the Academy Improvement Plan (formerly the School Development Plan) – short and medium term.
- To consider and endorse the plans to cultivate and support the professional development of all staff and governors alongside the resources required.
- To review and implement a Performance Management policy for all staff.
- To agree the programme of work and calendar of meetings for the academic year, based on known cycles of Academy improvement, financial management, staffing issues and communicating with parents/carers.
- To make recommendations to the Local Governing Board to establish exceptional working arrangements where particular circumstances arise.
- To consider the quality of the premises and the learning environment across the Academy.

Teaching & Learning

- To consider and evaluate Teaching, Learning and Assessment strategies, impact and progress towards KPIs (Key Performance Indicators)
- To consider appropriate use of resources to underpin delivery of effective teaching and learning, to achieve the highest possible standards in pupil progress
- To consider evidence regarding the quality of teaching and learning provided to pupils and strategies to quality assure and address any causes for concern.
- To ensure teaching and learning strategies, Academy's CPD programme and Performance Management/Appraisal systems triangulate data and are having impact.

Finance & Resources

- To agree the allocation of financial resources in accordance with Academy's priorities and subsequent capital and revenue expenditure.
- To review and monitor the reporting of pupil and sport premium allocation and catch-up funding, allocation of resources and impact of such funding to achieve the highest possible standards in pupil progress.
- To scrutinise financial plans including staffing for the delegated budget of the Academy.
- To produce and assign budget headings within the Academy's delegated budget for each financial year.
- To maintain arrangements for financial management and oversight of the Academy by the Principal including observance of Financial Regulations of the Trust.
- To consider annual budget proposals for the purposes of providing Community Education programmes within the academy.
- To consider the staffing structure and whole Academy pay policy, reviewing the staffing structure and pay policy where appropriate in consultation with the Principal.
- To manage and consider the general condition of the school site, buildings and assets.
- To manage the Academy's financial procedures (in accordance with NET's financial regulations) and consider the finance and budget proposals, including virement decisions, as prepared by the Academy for presentation to the Primary Board.

Personal Development, Behaviour & Welfare

- To review the evidence in meeting the Key Performance Indicators set by the Primary Board including quality assurance of the outputs from Heads of Phase/Faculty. This includes a review of behaviour, attendance, inclusion strategies and measures to ensure achievement and progress is demonstrated in relation to key groups of pupils.
- To review evidence about the academic attainment and progress of pupils over time. This would include:
 - Pupils' attitudes to learning in accordance with the positive ethos of the school as articulated in the Academy's vision including relationship with adults and other pupils;
 - Climate for learning and inclusion;
 - Pupil sanction and reward systems and evaluation as to the impact this has on improving behaviour, attendance and punctuality;
 - Impact of interventions, effective use of resources to underpin delivery of effective teaching and learning to support pupil progress including Special Education Needs monitoring of progress through Individual Education Plan reviews;
- To monitor attendance and the quality of data to highlight key trends across pupil groupings including interventions and evaluation of impact.
- To review pupil behaviour, serious incident reporting (including bullying, cyber bullying, prejudicial and racist behaviour) and interventions put in place by the Academy to manage and improve performance in these areas with demonstrable impact including pupil exclusion and managed move policies and practices.
- To review the range and quality of extra-curricular provision experienced by pupils.
- To review the analysis of pupil, parent/carer, governor and wider stakeholder views on the Academy and how feedback is used to develop practice.

Outcomes for pupils

- To consider and endorse the curriculum and extra curriculum provision and the teaching and support staff resources required to deliver the curriculum entitlement.
- To review evidence about the academic attainment and progress of pupils over time. This would include:
 - Performance of all groups including those in Pupil Referral Unit and ARC units within the Academy;
 - Progress rates and target setting of at least 3 levels (4 aps per year) of progress from KS1 to KS2 (or similar assessment criteria) as a minimum, with more aspirational levels of progress set to differentiate cohorts with higher levels of ability;
 - Impact of interventions, effective use of resources to underpin delivery of effective teaching and learning to support pupil progress including SEN monitoring of progress through IEP reviews.

Community

- To develop an understanding of the religious, ethnic and socio-economic characteristics of the academy's community in a local, national and global context.
- To ensure the academy has an appropriate set of planned actions based on an analysis of its context and is evaluating the impact of its work in the local community.
- To ensure the academy's actions have a positive impact on community cohesion within the academy and beyond.
- To ensure the quality, and use made, of the academy's evaluation of its work across the three strands set out above.
- To evaluate the evidence of the impact of the academy's work on outcomes, for instance in the quality of the pupils' spiritual, moral, social and cultural development.
- To evaluate the evidence of the impact of the academy's work in the local community.

