



# LGB Terms of Reference and Responsibilities

2025-2026

Our vision is to enable all to flourish



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## 1. Acronyms used within this document

There are many acronyms used within the education sector, some of the common acronyms you will come across within these terms of reference are listed below. For a wider compendium of acronyms, you may come across in your time as a local governor please see our Trust Acronym Buster which is available in the Local Governance Member area on the DGAT website.

Acronym	Long form
CEO	Chief Executive Officer
COO	Chief Operating Officer
GHRO	Governance and HR Officer
DGAT	Diocese of Gloucester Academies Trust
DBS	Disclosure and Barring Service
LGB	Local Governing Board

## 2. Culture and purpose of local governance

**As a committee of the Trust Board, the Local Governing Board (LGB) is the anchor between the school and the wider Trust, ensuring that local knowledge, voice, and insight are reflected in Trust-wide understanding and decision making.**

Our vision is to enable all to flourish — pupils, staff, and the wider community. Local governance plays a vital role in realising this vision; by anchoring the school it serves firmly within both its local context and the strategic framework of the Trust.

Local governors work closely with school leaders to monitor progress, support continuous improvement, and ensure that the curriculum is ambitious, inclusive, and enriching for all learners, with a clear focus on educational excellence.

Additionally local governors work with the school to monitor the effectiveness of strategies to promote diversity, belonging, and inclusion across the whole school community.

Local governors ask thoughtful, informed questions to explore and evaluate the impact of the school's provision on the community it serves. They challenge constructively, champion equity, and ensure that every pupil feels like they belong, are valued, and are supported to succeed and flourish to their own unique potential.

At the delegation of the Trust Board, the LGB contributes to effective governance by providing strategic insight, local intelligence, and robust oversight. While the Board of Trustees retains responsibility for statutory accountability and overarching strategy, the LGB ensures that those strategies are understood, enacted, and embedded in a way that resonates locally and drives improvement on the ground.

Our culture of local governance is rooted in collaboration, transparency, and trust. Local governors are empowered to ask the right questions, celebrate what is working well, and identify where more needs to be done. They are accountability partners in shaping a school culture where staff are supported, leadership is strengthened, and children can thrive. In doing so, the LGB not only upholds the Trust’s vision and values but also makes a unique and essential contribution to the lived experience and outcomes of the school community it serves.

### 3. Membership and quorum

The LGB will have a minimum of five local governors but will not be subject to a maximum. The Trust’s strong preference is that LGBs are no larger than necessary to fulfil its delegated responsibilities. It is not expected that an LGB will need to be larger than 11 members. All local governors are required to have an enhanced Disclosure and Barring Service (DBS) check, section 128 check and right to work check.

The local governing board of Christ Church C of E Primary School will have the following members:

Type of governor	Number required	Appointed or elected
Foundation governor	6	Appointed by the Diocese Board of Education
Foundation Ex-officio governor	1	Automatic appointment of the local incumbent or their substitute for duration of time in role.
Parent governor	2	Elected by eligible members of the school parent body
Staff governor	1	Elected by eligible members of the school staff body
Co-opted governor	2	Appointed by the LGB
Headteacher ex-officio Governor	1	Automatic appointment for duration of time in role.
Trust appointed governor	0	Appointed by the Trust Board
<b>Total number</b>	<b>13</b>	

One Director (Trustee) shall be entitled to attend any meetings of the local governing board. The Director shall count towards the quorum for the purposes of the meeting and shall be entitled to vote on any resolution being considered by the local governing board. The presence of a Director will constitute one vote in any such matters. Members of the central team are entitled to attend any meeting of the local governing board but will not have voting rights or count towards quorum.

The quorum for a meeting of the local governing board, and any vote on any matter, shall be five local governors. For LGB's with less than seven local governors quorum will be calculated as 60% of the total membership, excluding vacancies.

#### 4. Appointments and elections

**Disqualification regulations for all local governors are set out in the Trust election and recruitment of local governors' guidance.**

The chair of the local governing board will be nominated by the local governing board and appointed by the Trust Board for a term of office of one academic year. A local governor is permitted to stand as Chair of the local governing board again at the end of their term of office but is not permitted to serve as chair for more than six terms.

Local governors must elect, on an annual basis, a vice chair of governors for a term of office for one academic year. A local governor is permitted to stand as a vice chair of the local governing board again at the end of their term of office but is not permitted to serve as vice chair for more than six terms.

There are templates and resources available on the Trust website to support with local governor appointments and elections.

**Foundation Governors:** The foundation governor(s) shall be appointed by the Diocesan Board of Education after discussion with the relevant Parochial Church Council (PCC), who will nominate individuals for consideration. One of the required number of foundation governors will be the officiating minister of the parish (ex-officio). Where the ex-officio is unable or unwilling to take up the position, a substitution may be proposed to the Trust by the officiating minister. The Trust will seek the approval of the appropriate Archdeacon to appoint a proposed substitute ex-officio foundation governor. The local governing board must follow the Diocese of Gloucester Board of Education process for the appointment of Foundation Governors which is available on the Diocesan website. The Diocese of Gloucester Board of Education does not allow serving staff members to be appointed as Foundation Governors in their own school and requires staff members and clergy to have a six month break in service before being nominated and appointed for a Foundation Governor role.

**Parent Governors:** The parent local governor(s) will be elected by parents of registered pupils at the school. The Returning Officer will make all necessary arrangements for the election of the parent local governor(s) in line with the Trust's protocol. If no parent expresses an interest to join the local governing board a person who has parental responsibility for a child of compulsory school age, with preference to parents in neighbouring Trust schools may be approached to undertake the role. If the number of parents standing for election is less than the number of vacancies, then no election is

required, and the parent is elected unopposed. Any remaining parent vacancies will then be appointed to by the Trust Board.

**Staff Governors:** A staff governor will be elected by a staff election. All staff members currently employed at the school will be eligible to vote. If no staff member expresses an interest to join the local governing board a person who is employed within another Trust School may be appointed by the Trust Board. If a staff governor takes maternity or paternity leave during their term of office, they can choose to continue in their role as staff governor or take maternity/paternity leave from their role. It is the staff governor's choice whether to continue with the role during the period of maternity/paternity leave therefore there is no decision required from the LGB. If the staff governor chooses to take time away from the role during their maternity/paternity leave they must notify the clerk of their decision as soon as possible. The clerk will then run a staff local governor election to cover maternity/paternity leave for an agreed fixed period which will end on the staff governor's return to work. Please seek further guidance from the Governance and HR Officer if required.

**Co-opted governors:** Co-opted governors may be appointed by the local governing board. A person who is employed at the school cannot be appointed as a co-opted local governor if this results in the number of staff on the local governing board exceeding one third of the total number of local governors (including the headteacher).

**Associates:** The membership of the local governing board may include persons who do not serve as local governors. These will be known as associates. Associates must always be in the minority and are appointed in an advisory role and for the skills and expertise they contribute to the local governing board. Associates will not be given voting rights and do not contribute to the quorum of any meeting of governors. The term of office and specific role of associates should be clearly identified in the minutes of the meeting where they are appointed. Appointments, in the first instance, should not exceed two years but this may be extended by a vote of the local governing board after the two years have elapsed. Associates are subject to the same disqualification regulations as all local governors, as set out in the Trust election and recruitment of local governors guidance.

When appointing or electing local governors, the local governing board skills audit will be considered to ensure governors have the necessary skills, knowledge and expertise to contribute to effective governance and outcomes of the school.

**Other attendees:** The local governing board may invite to a meeting any person it deems appropriate to assist, advise or report on a particular matter. Any additional attendee/s should only attend for the section of the meeting relevant to them and shall not count towards the meeting quorum or be entitled to vote on any matter.

## 5. Absence

If a local governor is absent without the permission of other members of the local governing board from all their meetings over a period of six months they will be disqualified from serving as a local governor. Prior to an absence issue reaching a six month period the Chair should make contact with any local governor who has been absent from a meeting without apologies having been received. The purpose of this contact is to pastorally check in with the local governor and ensure there are no new circumstances which prevent their attendance at meetings. LGBs that accept ongoing apologies for absence at meetings are granting permission for a local governor's absence. LGBs should give careful consideration to accepting ongoing apologies. If a local governor is absent from the first meeting of the academic year the clerk should make contact with them to ensure they are aware of and complete all required annual confirmations and reading. The clerk should give a date for this to be completed and follow up without delay if this has not been actioned. Please seek further guidance from the Governance and HR Officer if required.

If a local governor requests an extended period of absence e.g. maternity/paternity leave or sabbatical, please contact the Governance and HR Officer for guidance.

## 6. Statutory training and compliance

On appointment, local governors must attend and complete Trust induction training, whole school safeguarding training, Prevent training and cyber security training, plus the confirmations below. Prevent training must be completed every three years. There must be a minimum of two local governors who have completed safer recruitment training on the local governing board, and this must be refreshed every three years.

Local governors must annually complete the following:

- read and confirm they have understood this document, (Terms of Reference for the LGB 2025/26)
- read and confirm they have understood the most recent version of Keeping Children Safe in Education
- read and confirm they have understood Trust Safeguarding and Child Protection Policy
- read and confirm they have understood the Trustee and local governor privacy notice
- read and confirm they have understood Trust Local Governor Code of Conduct
- a declaration of interests
- an annual DBS self-declaration disclosure
- a skills audit
- cyber security training

All training and confirmation of the above must be recorded and confirmed on GovernorHub.

## 7. Appointing a chair and vice chair of governors

The chair of the local governing board is appointed annually by the Trust Board. A recommendation for the appointment of chair is made to the Trust Board by members of the local governing board prior to the Trust Board's last meeting of the academic year. Final approval and appointment rests with the Trust Board.

Where the Trust Board has approved co-chairs of the LGB for the year, the Governance and HR Officer or COO will meet with the appointed co-chairs, headteacher and clerk to ensure a clear and comprehensive plan is drawn up to identify individual responsibilities. The Trust Board may decide to implement a review period to ensure the arrangement is working successfully for all parties.

The headteacher, staff governor, pupils or staff members are not permitted to be appointed as chair of the local governing board.

The local governing board, unless otherwise directed by the Trust Board, will elect a vice chair of governors at the first meeting of the academic year.

The chair and vice chair may resign at any time by giving written notice to the governing board, via the clerk to governors.

### Removal of the chair

If the local governing board has a concern about the conduct or performance of the chair of governors a written account of concerns should be submitted to the Trust Board via the COO.

The Trust Board may remove the chair of governors using the process for a breach of conduct set out within the Local Governors' Code of Conduct. Reasons for the removal of the chair of governors may include, but are not limited to:

- Failure to lead the local governing board effectively
- Bringing the Trust or school into disrepute
- A breakdown of trust and confidence
- A failure to follow the direction of the Trust Board.

### Removal of the vice chair

Removal of the vice chair of governors is delegated to the local governing board using the process for a breach of conduct set out within the Local Governors' Code of Conduct.

## 8. Engagement with the Trust Board

The chair of the Trust Board hosts a chairs' group meeting three times a year. The CEO, COO and GHRO attend and report to these meetings. In these meetings, feedback is sought on local issues that are then shared with the Trust board to inform the Trust Board's strategic decision making and policy development. Updates from the Trust Board meeting are shared with this forum, with the intention that chairs cascade information to the local governing board.

## 9. Raising a concern about the Trust

The views of the local governing board are sought through the headteachers' forum and the chairs' group meeting. In addition, the COO or GHRO may attend local governing board meeting to seek the views and hear feedback from local governors. These views are relayed to the Trust Board to aid Trustees in their decision making. Should an individual local governing board identify that the Trust is not meeting its obligations to the school, it may make representation directly to the Trust through the chair of the Trust Board.

Ultimately a petition may be made to the Diocesan Board of Education or Regional Director. The legal position is that a school cannot itself choose to leave the Trust as it has no separate legal entity status. This decision can only be taken by the Regional Director.

## 10. Concern about the performance of the school or local governance

Where there is evidenced cause for concern about the performance of the school or local governing board, the Trust Board, acting reasonably, reserves the unfettered right to review or temporarily remove any power or responsibility delegated to the LGB under this Scheme of Delegation. The LGB will be informed of this intention immediately, in writing. Such concerns may include, but shall not be limited to:

- Action which undermines the work of the Trust
- Significant concerns about the educational outcomes for pupils
- Insufficient progress being made against educational targets.
- Performance which is no longer good in Ofsted framework terms
- Performance which is no longer good in SIAMS framework terms
- Safeguarding or health and safety issues
- Actions by the LGB which contravene the legal obligations of the Trust or undermine the effective operation of the Trust
- Concerns regarding financial irregularity (for example, but not limited to, fraud)
- Significant budgetary concerns
- Failure to comply with Trust or statutory policies

In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trust Board will have regard to and give due consideration of any views of the LGB.

If the Scheme of Delegation is rescinded, then the LGB may be removed. In these circumstances, the Trust Board will put in place an Interim Local Governing Board (ILGB)

which will address the areas of concern and govern the school. The longevity of the ILGB will be determined by the Trust Board and may be subject to discussion with the Regional Director.

## 11. Terms of office

The term of office for any local governor shall be four years. Subject to remaining eligible to be a particular type of local governor on the local governing board, any person may be re-appointed or re-elected (including being co-opted again) to the local governing board. Usually, local governors will serve no more than three terms of office.

The headteacher or incumbent (who shall serve *ex officio*) will hold office for the duration of their employment in the role that entitles them to the role of ex-officio governor.

The term of office for the chair of the LGB is one academic year. Local governors are permitted to stand for the position of chair for consecutive years should they wish to but will only be appointed for an academic year at a time. The maximum number of years any one governor can serve as chair is six years, this is in-line with guidance from the National Governance Association who advocate that this policy enables local governing boards to develop new leaders and continue the development of effective governance with a flow of new energy and new ideas. A local governor who has served as chair is not permitted to be re-elected as chair within two years of their last appointment.

## 12. Meetings of the local governing board

Subject to the Trust Scheme of Delegation, the local governing board may regulate its proceedings as the members of the local governing board consider best discharge their responsibilities and maintain oversight of the performance of the school.

The local governing board shall meet between three and six times in every academic year. The governing board must meet regularly enough to discharge the responsibilities set out in the Trust scheme of delegation. Clerks should add all meeting dates to the LGB calendar on GovernorHub.

The Trust provides all LGBs with an annual schedule of work which sets out a suggested framework for the delegated responsibilities of LGBs across each term.

This annual schedule of work provides a framework for compliance and ensuring accountability, the LGB will still need to identify appropriate monitoring activities to meet the three core functions of governance relevant to its school and local context. Template agenda's which align to the annual schedule of work are available on the Trust website for clerks to use.

The annual schedule of work can be found on the Trust website in the Local Governance Members areas. The password for this area can be requested from the GHRO.

Each meeting of the local governing board must be chaired by the appointed chair, or in their absence the vice-chair. If the vice-chair is not present at the meeting, the local governing board must elect a local governor present at the meeting to act as chair. The headteacher, staff governor or any person employed by the school or Trust is not permitted to chair a meeting of the local governing board in any circumstance.

The local governing board will appoint a clerk who will minute all meetings of the local governing board. Any local governor or associate is not permitted to be appointed as clerk but, excluding paid members of staff, a local governor may clerk a meeting in an emergency situation e.g. late notice absence of the substantive clerk.

Meetings of the local governing board will be convened by the clerk. In exercising their functions, the clerk will comply with any directions given by the Trust Board or the chair of the local governing board. Instruction from the Trust Board will take precedent over instruction from the chair of the local governing board.

Any three members of the local governing board may, by notice in writing given to the clerk, request a meeting of the local governing board; and it will be the duty of the clerk to convene such a meeting as soon as is reasonably practicable. No decisions will be taken at any meeting of the local governing board unless it is quorate.

Each local governor will be given written notice of a meeting at least seven clear days before the date of a meeting, together with a copy of the agenda for the meeting, with all associated papers. **Documents should only be tabled at meetings in exceptional circumstances.** Papers circulated before the meeting should not include the following:

- A named teacher or other person employed, or proposed to be employed, at the school.
- A named pupil at, or candidate for admission to, the school.
- Any matter which, by reason of its nature, the local governing board is satisfied should remain confidential.

It is expected that all papers for a meeting will have been read in advance and local governors will attend the meeting ready to participate fully and effectively. Leaders will be strongly encouraged to refrain from reading their reports but instead to present their report with an short overview of any items that have changed and then seek questions.

All minutes will include a list of attendees, apologies (both those accepted and those that have not) and unauthorised absences (i.e., no apologies given) and details of any appointments and resignations.

Minutes will also include details of all resolutions and a summary of discussions, to include a list of clear action points, as appropriate.

All questions, challenges and responses should be clearly minuted by the clerk and evidenced in the minutes.

The minutes of all meetings will be maintained by the clerk to the local governing board and will be signed (subject to the approval of the local governors) at the next subsequent meeting by the person acting as chair.

The clerk will ensure that copies of minutes of all meetings are uploaded to GovernorHub.

The clerk will ensure that a copy of the agenda for every meeting of the local governing board; the signed minutes of every such meeting; and any report, document or other paper considered at any such meeting, are, as soon as is reasonably practicable, made available at the school to persons wishing to inspect them.

Where the Trust Board, the chair or, in their absence the vice-chair, determines there is a matter or considerable urgent attention, it will be sufficient if the written notice of a meeting, and the copy of the agenda is given within a shorter timescale.

All conflicts of interest will be declared and managed in line with the 'Local Governing Board Code of Conduct' and the Trust 'Conflict of Interest Policy'.

The local governing board is permitted to hold a meeting remotely in the event it is not safe to meet face-to-face.

All remote meetings of the local governing board must be held in line with the Trust's 'Trustee and Local Governing Board Remote Meeting Policy'. Confidentiality must be observed during remote meetings. Attendees should be in a private room where they can be undisturbed and headphones worn.

A local governor will be able to participate in meetings by telephone or video conference provided that they have given notice of their intention to do so detailing contact information at least 48 hours before the meeting; and the board has access to the appropriate equipment. If, after all reasonable efforts, it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

## **Local governing board structure**

Local governing boards are able to determine their own structure, but this must reflect the responsibilities delegated to the local governing board and consider the workload and wellbeing of school leaders and local governors.

The Trust strongly recommend that local governing boards who choose a committee structure establish as a minimum a Standards and Ethos Committee. The Trust provides template terms of reference for this committee.

## **13. Decision making**

A decision made by the local governing board will only be valid if made within the requirements set out in these Terms of Reference and scheme of delegation. All local governors have a duty to act as a corporate entity and not as individuals and will act with integrity, objectivity and honesty. All decisions will be made in the best interests of the Trust, its schools and the children they serve.

All decisions made by the local governing board will be decided by a vote. The meeting must be quorate for a vote to be taken and made.

In the event of a tied vote, the chair of the meeting shall have a casting vote, this vote is in addition to any other vote they are entitled to.

It is not permitted for local governors to make decisions outside of a formal meeting of the Local Governing Board, including by email.

## **14. Chair's action**

The chair of the local governing board is permitted to act and make decisions in urgent situations, where a delay in taking action or making a decision would cause a serious, detrimental effect to the school, a pupil, parent or member of staff – this is known as a 'chair's action'. The vice chair is permitted to take the same action, in the absence of the chair of the local governing board.

Chairs of the local governing board should record any action taken outside of governing board meetings on the 'DGAT Record of Chair's Action' form which is available on the DGAT website and share this with the local governing board and Governance and HR Officer at the earliest opportunity.

## 15. GovernorHub

All LGBs must use GovernorHub for the secure storage and administration of LGB meetings. It is a requirement for all schools joining the Trust to use GovernorHub. As a minimum, the following should be organised via GovernorHub:

- A schedule for all LGB and committee meeting dates
- Signing of all annual confirmations – clerks will be advised of these and provided with relevant documents on an annual basis
- An up-to-date training record for all local governors
- Storage of signed meeting minutes and all meeting documentation
- The constitution of the LGB, including current membership and terms of office
- A copy of the LGB register of interests
- A copy of meeting attendance

It is important to ensure that any confidential information is secured securely on GovernorHub. Membership and access should be limited only to members of the LGB. If local governors wish to allow access to an associate governor or member of school staff, please speak with the Governance and HR Officer to agree the most secure way for this to happen. The Governance and HR Officer COO and Governance and HR Administrator have admin access to all LGB's GovernorHub.

### 16.0 Emails

It is expected that all local governors will use a Trust email address. Emails must not be forwarded to personal email addresses or to an email address external to the organisation.

## LGB responsibilities

The delegated responsibilities of the local governing board are set out in the Trust’s scheme of delegation. The table below shows those responsibilities that are delegated to local governing boards, along with some suggested ideas of how these areas might be monitored and the resources available to support with this. **Please note, some of the below responsibilities may be worded slightly differently to the delegations on the scheme of delegation, this is because they have been added below to fully describe the monitoring responsibility of the LGB and to support local governors to understand these.**

It is expected that every local governing board will have developed a clear monitoring plan by October half term. It is not expected that each of the below monitoring activities are included on the plan but local governors should ensure that they meet these responsibilities across the academic year.

Our training session ‘Creating an Effective Local Governor Monitoring Plan’ will explain how to set up a monitoring plan for the year and what LGBs should include and how to use it throughout the year. It is expected that at least one member of each LGB attends this training.

If you think there is a resource that would support you in your monitoring role that we have not provided, please let us know.

Area of responsibility	How governors might choose to monitor this area  This is not intended as a definitive or exhaustive list and LGBs must identify their own monitoring priorities and actions	Resources available to support  The resources below are not just specific to the area of responsibility on the right but can support local governors in all aspects of their delegated responsibilities
<b>School effectiveness</b>		
Monitor academic outcomes and progress for all groups of children, including pupils on the SEND register, children with EAL and disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Engaging with the Headteacher Report to the LGB</li> <li>- Termly SENDco report to the LGB</li> <li>- Annual SEND Local governor monitoring training.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB.</li> <li>- Trust training - Interacting with the Headteacher Report to the LGB</li> <li>- Trust template – SEND Report to LGB</li> </ul>

Area of responsibility	How governors might choose to monitor this area This is not intended as a definitive or exhaustive list and LGBs must identify their own monitoring priorities and actions	Resources available to support The resources below are not just specific to the area of responsibility on the right but can support local governors in all aspects of their delegated responsibilities
	<ul style="list-style-type: none"> <li>- Engaging with pupil progress data.</li> <li>- Engaging with the Regional Effectiveness Lead notes of visits – next steps section shared by CoG.</li> <li>- Specific monitoring visits to subject leaders to focus on a particular area.</li> <li>- Subject leader reports to local governors.</li> <li>- Subject leaders attending committee or LGB meeting to report on a specific area.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust training ‘SEND/Pupil Premium Governor Update’</li> <li>- Trust resource - SEND Monitoring Questions</li> <li>- Trust training - Understanding Data</li> <li>- Various monitoring question templates – please see DGAT website.</li> <li>- Trust Template: Subject Leader Report to LGB – this can be found in the Subject Leader Handbook in the Leaders section of the Trust website.</li> </ul>
Monitor the impact of the school’s academic ambitions on all groups of pupils.	<ul style="list-style-type: none"> <li>- Receiving a report on the school’s academic ambitions (anonymised.)</li> <li>- Engaging with the Headteacher Report to the LGB</li> <li>- Engaging with pupil progress data.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template for recording the school’s annual academic ambitions.</li> <li>- Trust template - Headteacher Report to the LGB.</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> <li>- Various monitoring question templates – please see DGAT website.</li> <li>- Curriculum information published on the school website.</li> </ul>
Monitor the implementation and impact of a broad and balanced curriculum, including an EYFS curriculum.	<ul style="list-style-type: none"> <li>- Engaging with the curriculum information published on the school website</li> </ul>	<ul style="list-style-type: none"> <li>- Various monitoring question templates – please see DGAT website.</li> </ul>

Area of responsibility	How governors might choose to monitor this area This is not intended as a definitive or exhaustive list and LGBs must identify their own monitoring priorities and actions	Resources available to support The resources below are not just specific to the area of responsibility on the right but can support local governors in all aspects of their delegated responsibilities
	<ul style="list-style-type: none"> <li>- Receiving a curriculum report from the curriculum lead and/or a specific curriculum monitoring visit.</li> <li>- Receiving curriculum reports from subject leaders who lead non-core subjects.</li> <li>- Engaging in pupil voice.</li> <li>- Triangulating monitoring with data outcomes.</li> <li>- Monitoring the school development plan.</li> <li>- Engaging with subject leader action plans and monitoring progress and impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum information published on the school website.</li> <li>- Trust training - Understanding Data</li> <li>- Trust resource - Pupil voice monitoring questions.</li> </ul>
Monitor exclusions	<ul style="list-style-type: none"> <li>- Via the Headteacher Report to the LGB.</li> <li>- Monitoring the impact of the school's Behaviour Policy.</li> <li>- Further focused monitoring visits if local governors consider it appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB.</li> <li>- Trust training – Equality and Exclusion Training</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> <li>- Behaviour Policy</li> <li>- Various monitoring question templates – please see DGAT website.</li> <li>- DfE guidance : <a href="#">Suspension and permanent exclusion</a></li> </ul>

Area of responsibility	How governors might choose to monitor this area This is not intended as a definitive or exhaustive list and LGBs must identify their own monitoring priorities and actions	Resources available to support The resources below are not just specific to the area of responsibility on the right but can support local governors in all aspects of their delegated responsibilities
Monitor the impact of the school's pupil premium strategy	<ul style="list-style-type: none"> <li>- Appointing a Pupil Premium Link Local Governor.</li> <li>- Receiving an update on the impact of the school's pupil premium strategy twice per academic year.</li> <li>- Local governor monitoring visit to meet the school's pupil premium champion.</li> <li>- Pupil premium champion reporting to the LGB or a committee.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource - Pupil premium monitoring questions.</li> <li>- Trust training - pupil premium Link Governor Training session.</li> <li>- Pupil premium strategy published on the school website.</li> </ul>
Monitor the impact of the school's PE and Sports strategy on all groups of children	<ul style="list-style-type: none"> <li>- Receiving an update on the impact of the school's PE and Sports premium strategy twice per academic year.</li> <li>- Engaging in pupil voice.</li> <li>- Further focused monitoring visits if local governors consider it appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- PE and Sports premium strategy published on the school website.</li> <li>- Trust resource - Pupil voice monitoring questions.</li> <li>- DfE guidance – <a href="#">PE and Sports Premium for Primary Schools</a></li> </ul>
Monitor the impact of RE in line with the school's curriculum.	<ul style="list-style-type: none"> <li>- RE subject leader reporting to LGB or a specific committee.</li> <li>- Local governor monitoring visit to meet the school's RE subject leader.</li> <li>- Book looks to identify progress towards the RE subject development plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource - RE monitoring questions.</li> <li>- Trust resource – Pupil voice monitoring questions.</li> </ul>

Area of responsibility	How governors might choose to monitor this area This is not intended as a definitive or exhaustive list and LGBs must identify their own monitoring priorities and actions	Resources available to support The resources below are not just specific to the area of responsibility on the right but can support local governors in all aspects of their delegated responsibilities
	<ul style="list-style-type: none"> <li>- Engaging with subject leader action plans and monitoring progress and impact.</li> <li>- Engaging in pupil voice.</li> </ul>	
<b>Safeguarding</b>		
Monitor the school's compliance with all safeguarding policies and practices.	<ul style="list-style-type: none"> <li>- Via the Headteacher Report to the LGB, with a focus on training for all staff and the impact of this.</li> <li>- Appointing an LGB Safeguarding Governor.</li> <li>- Safeguarding as a standard LGB meeting agenda item.</li> <li>- Termly DSL report to governors</li> <li>- Monitoring the school's KCSIE assurance declaration.</li> <li>- Engaging with any safeguarding actions arising from the Regional Effectiveness Lead notes of visits – next steps section shared by CoG.</li> <li>- Engaging with the outcome of the annual Regional Effectiveness Lead safeguarding audit.</li> <li>- Further focused monitoring visits if local governors consider it appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Child Protection and Safeguarding Policy.</li> <li>- Keeping Children Safe in Education</li> <li>- Trust template - Headteacher Report to the LGB.</li> <li>- Safeguarding monitoring questions.</li> <li>- Mandatory safeguarding training for local governors</li> <li>- Trust training - Safeguarding link governor annual update</li> <li>- Trust template – DSL report to the LGB</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>

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Monitor the implementation and impact of the Safer Recruitment Policy	<ul style="list-style-type: none"> <li>- Sitting on a recruitment panel and observing the process from start to finish in line with the safer recruitment policy.</li> <li>- Via the Headteacher Report to the LGB, with a focus on training for all staff and the impact of this.</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Recruitment Policy</li> <li>- Safeguarding monitoring questions.</li> <li>- Safer recruitment training</li> <li>- Trust template - Headteacher Report to the LGB.</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>
Monitor the impact of the school’s implementation of Prevent	<ul style="list-style-type: none"> <li>- Appointing an LGB Safeguarding Governor.</li> <li>- Safeguarding as a standard LGB meeting agenda item.</li> <li>- Termly DSL report to governors</li> <li>- Annual Regional effectiveness lead safeguarding audit.</li> </ul>	<ul style="list-style-type: none"> <li>- Child Protection and Safeguarding Policy</li> <li>- Trust resource - Safeguarding monitoring questions.</li> <li>- Trust template – DSL report to the LG</li> <li>- Mandatory Prevent training.</li> </ul>
Monitor (termly) the single central record to ensure compliance	<ul style="list-style-type: none"> <li>- Safeguarding link governor monitoring activity.</li> <li>- Receiving a report following the school’s annual SCR audit.</li> <li>- Termly DSL report to governors</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template – SCR checklist.</li> <li>- Single Central Record training.</li> <li>- Trust resource - Safeguarding monitoring questions.</li> <li>- Trust template – DSL report to the LGB</li> </ul>
<b>Vision and values</b>		
Develop, implement and monitor the impact of the school’s vision.	<ul style="list-style-type: none"> <li>- Development of the school’s vision is a significant and important piece of work. LGBs are encouraged to seek guidance from the COO and Diocesan education Team.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource – Monitoring the school’s distinctive Christian vision</li> <li>- <a href="#">Diocesan Education Team training</a></li> <li>- <a href="#">Diocesan Education Team resources</a></li> <li>- <a href="#">Church of England Vision for Education</a></li> </ul>

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	<ul style="list-style-type: none"> <li>- Considering the impact of the school’s vision should be integral to all aspects of the work of the LGB.</li> </ul>	
Monitor the school’s engagement with the Trust vision and the impact of this on the whole school community.	<ul style="list-style-type: none"> <li>- Discussions with school leaders.</li> <li>- Engaging in pupil, staff, parent, and community voice.</li> <li>- Engagement with Trust Board, Executive Leadership Team and central team.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust website</li> </ul>
(Church schools) Monitor the school’s SIAMS SEF and impact of the school’s distinctive Christian vision.	<ul style="list-style-type: none"> <li>- Engaging with the SIAMS leader and monitoring progress and impact of the SIAMS self-evaluation framework.</li> <li>- Monitoring training and development activities for staff.</li> <li>- Engaging in pupil, staff, parent, and community voice.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Diocesan Education Team training</a></li> <li>- <a href="#">Diocesan education Team resources</a></li> </ul>
(Church schools) Monitor the impact of collective worship on all pupils.	<ul style="list-style-type: none"> <li>- Engaging with the collective worship subject leader development plan and monitoring progress and impact.</li> <li>- Attending collective worship to monitor delivery against the school policy and development plan</li> <li>- Engaging in pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource – Monitoring Collective Worship</li> <li>- The school’s Collective Worship Policy.</li> </ul>
<b>Community and stakeholder engagement</b>		

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(Church schools) Monitor the school's links with the Church and parish and the impact of this within the local community.	<ul style="list-style-type: none"> <li>- Discussions with school leaders.</li> <li>- Monitoring of the opportunity for church leaders and the church community to engage with school life and the impact of this.</li> <li>- Engaging in pupil and church community voice.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource – Monitoring the school's distinctive Christian vision.</li> <li>- Trust resource – Pupil voice monitoring questions</li> </ul>
<b>Wellbeing and flourishing</b>		
Monitor the school's annual staff survey outcomes and the school's action plan to address any areas of concern.	<ul style="list-style-type: none"> <li>- Receiving reports from leaders following staff surveys and the impact of actions taken.</li> </ul>	<ul style="list-style-type: none"> <li>- GovernorHub Knowledge resource - Questions to ask about wellbeing</li> </ul>
Monitor the implementation and impact of the Staff Wellbeing Policy.	<ul style="list-style-type: none"> <li>- Discussions with school leaders</li> <li>- Engaging with staff voice</li> <li>- Engaging with the Headteacher Report to the LGB, with a specific focus on staff attendance and mobility and trends from exit surveys.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Wellbeing Policy</li> <li>- GovernorHub Knowledge resource - Questions to ask about wellbeing</li> <li>- GovernorHub Knowledge resource - Wellbeing initiatives: your role and what they look like in practice.</li> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>
Monitor the provision and impact of training and professional development for all staff, ensuring equity of opportunity.	<ul style="list-style-type: none"> <li>- Engaging with the Headteacher Report to the LGB</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>

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Monitor the attendance of all groups of staff.	<ul style="list-style-type: none"> <li>- Engaging with the Headteacher Report to the LGB</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>
Monitor the number of exit interviews offered and accepted and any trends identified.	<ul style="list-style-type: none"> <li>- Engaging with the Headteacher Report to the LGB</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>
<b>Equality and Diversity</b>		
Monitor the school’s accessibility plan and its impact.	<ul style="list-style-type: none"> <li>- Discussion with the Headteacher</li> <li>- Site visit</li> <li>- Engaging with curriculum information on the school website</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template – accessibility plan</li> <li>- GovernorHub Knowledge – monitoring your school’s accessibility plan</li> <li>- GovernorHub Knowledge – accessibility plan checklist</li> <li>- Spotlight on monitoring the accessibility plan Governance Briefing edition no 25 published January 2025 (available via GovernorHub notice board)</li> </ul>
Monitor the inclusivity of the school and culture of belonging.	<ul style="list-style-type: none"> <li>- Local governors should consider inclusivity and belonging in all aspects of their monitoring activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust training - Unconscious Bias</li> <li>- Trust training – Equality and Exclusion Training</li> <li>- Various DGAT monitoring templates</li> </ul>

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Monitor the impact of the school's commitment to upholding British Values and how these are embedded within the curriculum.	<ul style="list-style-type: none"> <li>- Meeting with subject leaders to explore how British Values are embedded throughout the school's curriculum.</li> <li>- Book looks.</li> <li>- Engaging in pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>- GovernorHub Knowledge - How to monitor the promotion of British values in your school.</li> <li>- Trust resource – Pupil voice monitoring questions</li> </ul>
<b>Health and Safety and Premises</b>		
Monitor the implementation of the school's premises maintenance plan.	<ul style="list-style-type: none"> <li>- Engaging with the Premises and Resources report to the LGB</li> <li>- Engaging with the Premises and Resources report to the LGB</li> <li>- Discussions with relevant school site staff.</li> <li>- Relevant staff reporting to the LGB.</li> </ul>	<ul style="list-style-type: none"> <li>- Health and Safety Policy</li> <li>- Trust resource – Health and Safety Checklist</li> <li>- Trust template – Premises and Resources report to the LGB</li> </ul>
Monitor the security of the school premises.	<ul style="list-style-type: none"> <li>- Site walks with relevant member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Trust template – Premises and Resources report to the LGB</li> <li>- Trust resource – Health and Safety Checklist</li> </ul>
Monitor the accident book, identifying trends and actions taken to minimise risks.	<ul style="list-style-type: none"> <li>- Monitoring visit to school to meet with relevant staff.</li> </ul>	
Monitor the school's risk register and impact of risk assessments to minimise risks.	<ul style="list-style-type: none"> <li>- Receiving a termly update from the Headteacher on the school risk register, identifying new, removed and rising risks.</li> </ul>	<ul style="list-style-type: none"> <li>- GovernorHub Knowledge - Governors' role in monitoring risk assessments</li> </ul>
<b>Policies</b>		

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Monitor the impact of the school's Behaviour Policy with a focus on behaviour for learning, inclusion, equity of opportunity and outcomes for pupils.	<ul style="list-style-type: none"> <li>- Engaging with the Headteacher Report to the LGB</li> <li>- Monitoring visit to school to meet with relevant staff e.g., senior leaders, pastoral lead, SENDco</li> <li>- Engaging with pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>- DfE Guidance – <a href="#">Behaviour in schools</a></li> <li>- School Behaviour Policy</li> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training - LGB Monitoring the Impact of Policies</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> <li>- Trust resource – Pupil voice monitoring questions</li> </ul>
Monitor the impact of the school's Pupil Attendance Policy with a focus on inclusion, equity of opportunity and outcomes for pupils.	Engaging with the Headteacher Report to the LGB	<ul style="list-style-type: none"> <li>- Trust template - Headteacher Report to the LGB</li> <li>- Trust training - LGB Monitoring the Impact of Policies</li> <li>- Trust training – Interacting with the Headteacher Report to the LGB</li> </ul>
Monitor the impact of the school's SEND Policy with a focus on inclusion, equity of opportunity and outcomes for pupils.	<ul style="list-style-type: none"> <li>- Appointing a SEND link Governor</li> <li>- Receiving and engaging with termly SENDco report to the LGB</li> <li>- Pupil progress data and outcomes</li> <li>- Engaging in pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>- School SEND information report – published on the school website</li> <li>- School SEND policy</li> <li>- Trust training 'SEND/Pupil Premium Governor Update'</li> <li>- Trust resource - SEND Monitoring Questions</li> </ul>

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		<ul style="list-style-type: none"> <li>- Trust training - Understanding Data</li> <li>- Trust resource – Pupil voice monitoring questions</li> </ul>
Monitor the implementation of the Health and Safety Policy.	<ul style="list-style-type: none"> <li>- Consider appointing a Health and Safety Governor – this is not a Trust requirement</li> <li>- Engaging with the Premises and Resources report to the LGB</li> <li>- Engaging with the Headteacher Report to the LGB, with a focus on health and safety training for relevant staff and the impact of this.</li> <li>- Monitoring visit to school to meet with relevant staff e.g., site staff</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource – Health and Safety Checklist</li> <li>- Health and Safety Policy plus additional related policies.</li> <li>- Trust template - Premises and Resources report to the LGB</li> <li>- DGAT CPDL brochure – to identify training requirements to school staff</li> </ul>
Monitor the implementation and impact of the RSHE Policy.	<ul style="list-style-type: none"> <li>- Monitoring visit to school to meet with relevant staff e.g., RSHE Lead</li> <li>- RSHE Lead reporting to a committee or LGB meeting</li> <li>- Engaging with RSHE subject development plan</li> <li>- Engaging with pupil voice</li> <li>- Book looks</li> </ul>	<ul style="list-style-type: none"> <li>- RSHE Policy</li> <li>- Trust resource – Questions for monitoring RSHE</li> <li>- DfE Guidance - <a href="#">Relationships Education, Relationships and Sex Education (RSE) and Health Education</a></li> </ul>
Additional responsibilities		

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Consider applications for staff to move to the upper pay scale.	<ul style="list-style-type: none"> <li>- As per Pay Policy</li> </ul>	
Convene a panel to consider any permanent exclusion of a pupil or any fixed-term exclusion which exceed a total of 15 days per term.	<ul style="list-style-type: none"> <li>- As per school Behaviour Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Trust training – Equality and Exclusion Training</li> <li>- Support must be sought from the Governance and HR Officer and/or COO.</li> </ul>
Convene a panel to consider an appeal related to a complaint, disciplinary or grievance as per Trust policy.	<ul style="list-style-type: none"> <li>- As per relevant policy.</li> </ul>	<ul style="list-style-type: none"> <li>- Support must be sought from the Governance and HR Officer and/or COO.</li> <li>- Trust training - LGB Panel Meetings</li> </ul>
A representative from the LGB will be invited to participate in the Headteacher’s performance management process.	<ul style="list-style-type: none"> <li>- As per Performance Management Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Trust resource – HT performance Management – LGB guidance</li> </ul>
Participate in the appointment of a Headteacher in collaboration with the CEO.	<ul style="list-style-type: none"> <li>- The recruitment process will be led by the CEO and further information shared at the time of recruitment</li> </ul>	
Participate in the recruitment of other staff members at the invitation and discretion of the Headteacher – this should support the LGB’s responsibility to monitor safer recruitment practices.		<ul style="list-style-type: none"> <li>- Safer Recruitment Policy</li> </ul>
Propose to the Trust Board any change to pupil admission numbers.	<ul style="list-style-type: none"> <li>- Guidance to be sought from the COO</li> </ul>	<ul style="list-style-type: none"> <li>- Support from COO</li> </ul>

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Consider requests for the deferral of admissions for summer born children.	- Guidance to be sought from the COO	- Admissions Policy