

Local Governing Board

Terms of Reference

Revised January 2026

Name of trust:	Keystone Academy Trust
Name of committee:	School Name Local Governing Board
Date agreed:	13 th January 2026
Review date:	<i>Terms of reference must be reviewed by the trust board annually.</i>

Trust Vision:	<p>A flourishing, open minded and resilient family of schools, inspired by others to live life in all its fulness.</p> <p>We are a multi-academy trust proudly serving both community and church schools. Our schools are places where children flourish, and where a strong sense of community provides a beacon of opportunity and hope as we ensure Stronger Futures for All. Together, our mission at Keystone remains unwavering, as we live <i>Life in all its fullness</i> (John 10:10).</p>
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Chair of committee:	Name of Chair
Clerk:	Name of Clerk
Membership:	<p>Community Schools - Minimum 5 governors (excluding the headteacher). At least 2 Local Governors, at least 2 Parent Governors and 1 Staff Governor.</p> <p>Former VA Schools - 8 governors excluding the headteacher. 4 Foundation Governors, at least 2 Parent Governors, 1 Church Governor and 1 Staff Governor.</p>
Quorum:	<p>Minimum 3 governors are present or 50% of the appointed board (rounded up) if more than 5 governors are on the board. Note. Governors on MAT Leave or long-term sickness are not included in the calculation.</p> <p>(Former VA Schools 50% of the appointed board rounded up)</p>



In line with the academy's vision and upholding the trust's vision and strategic priorities, the Local Governing Board has delegated responsibility for:

1. Establish a strong relationship with the Headteacher to provide effective support and challenge.
2. Work with senior leaders to identify strengths and areas for improvement in line with the trust's strategic objectives and priorities.
3. Approve and monitor the effectiveness of the academy improvement plan.
4. Where the academy employs ECTs the governing body should ensure compliance with the DfE statutory guidance, Induction for early career teachers.
5. Monitor the academy's readiness for Ofsted and SIAMS, where applicable, and its implications for governance.
6. Provide the trust board (through the Academy Visit Report) with insight into the challenges and opportunities faced by the academy's local community.
7. Review and approve Pupil Premium and PE and Sports Premium Strategy with leaders responsible for its implementation.
8. Responsible for ensuring effective filtering and monitoring facilities are in place.
9. Strategies for improving pupil numbers, i.e. marketing strategies.
10. Providing support with monitoring the delivery of statutory tests.

Achievements and Standards

The purpose of the local governor for Achievements and Standards is to lead the Local Governing Board in holding the Headteacher and leadership team to account for the educational performance of the academy and its pupils.

Key responsibilities:

1. Monitor how leaders are supporting staff in raising standards of teaching for learning and thus attainment and achievement of pupils.
2. Monitor academy performance and improvement through regular reviews of performance data, including statutory and non-statutory assessments, and pupil progress.
3. Assurance of academy's assessment procedures.
4. Monitoring effectiveness of CPD and its impact on improving standards.
5. Ensure that the required procedures are in place and that the academy is operating effectively in line with these.

Curriculum and Pupil Experience

The purpose of the local governor for Curriculum and Pupil Experience is to lead the Local Governing Board in holding the Headteacher and leaders to account in ensuring pupils in the academy have a broad and balanced curriculum that reflects the local context.

Key responsibilities:

1. Challenge that pupils are provided with a high-quality education, through a well-designed curriculum that is ambitious for **all** pupils.
2. Receive assurance that the curriculum offers pupil experiences which extend their boundaries of learning both within and beyond the normal school day.

3. Ensure the academy promotes British values and protected characteristics within a culture that is accepting of differences.
4. Evaluate information that demonstrates a positive attitude to learning and personal development, fostering a sense of belonging.
5. Ensure that the curriculum is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils well for the opportunities, responsibilities and experiences of later life in modern Britain.
6. Know the progress made towards achieving the academy's priorities.
7. Ensure that the wider curriculum offer develops spirituality for all pupils.

Church Schools:

8. Review the curriculum for Religious Education, especially the teaching of Christianity, and its impact on pupil outcomes and attitudes and its links with the academy's values and ethos.
9. Consider how the school's Christian vision and values permeates through all aspects of school life.
10. Review Collective Worship and evaluate its impact on pupils' spiritual development and how it reflects the academy's Christian values. Is it invitational, inclusive and inspiring.

Stakeholders

The purpose of the local governor for Stakeholders is to lead the Local Governing Board in holding the Headteacher and leaders to account in ensuring 'stronger futures for all' through their work, relationships, structures and communications. 'Stakeholders' are defined as all those whom the work of the academy can benefit or affects. It includes pupils, parents and carers, academy staff, outside agencies, local and system partners, business and members of the community.

Key responsibilities:

1. Ensure that leaders are harnessing the opportunities that the experience and expertise of all stakeholders can bring to the benefit of the academy whilst creating and maintaining a sense of belonging.
2. Consult stakeholders in person and through regular surveys – parents, staff and pupils – and use insights to inform decision-making.
3. Ensure effective measures are being taken by leaders to engage and communicate effectively.
4. Understand parental perception and the academy's reputation in the community, through publications, social media and commercial links.
5. Support, monitor, and develop links between the academy, the church, and the wider community, including parents.
6. Consider school food standards and how this extends to the promotion of healthy eating and drinking and the consideration of allergies and medical conditions.

Safeguarding, Attendance, and Behaviour

The purpose of the local governor for Safeguarding, Attendance, and Behaviour is to lead the Local Governing Board in holding the Headteacher and academy leaders to account for following legal processes and trust policies. They will be aware of the trust's policies and procedures for safeguarding, attendance, and behaviour and have an awareness of the Prevent Strategy, Keeping Children Safe in Education, and Working Together to Safeguard Children.

Key responsibilities:

1. Understand how the academy's contextualized safeguarding needs shapes safeguarding practices, continuous professional development and curriculum within the academy.
2. Monitor the implementation of safeguarding policies – including safer recruitment - and the effectiveness of these procedures.
3. Review evidence used by leaders to complete the annual Lincolnshire Safeguarding Audit.
4. Review logs of behaviour and serious incidents to understand the support provided for pupils.
5. Understand the barriers to good attendance and a sense of belonging and the actions taken by leaders to improve attendance for all groups of pupils, ensuring all pupils flourish.

SEND and Disadvantaged Pupils

The purpose of the local governor for SEND and Disadvantaged Pupils is to lead the Local Governing Board in holding the Headteacher and academy leaders to account for following legal processes and trust policies, ensuring the ongoing achievement and sense of belonging for vulnerable pupils. This is an important and valued role playing a large part in improving these pupils' lives.

Key responsibilities:

1. Support and challenge the academy to ensure that all pupils' needs are met and can flourish.
2. Know outcomes for vulnerable pupils and how leaders are addressing the attainment gap between these groups and non-SEND and non-disadvantaged pupils.
3. Be familiar with 'The Special Educational Needs Code of Practice' and key documentation such as the SEN Impact Report and Pupil Premium Strategy.
4. Sample pupil and parent voice to understand their perceptions and how barriers are being removed.

Premises and IT

The purpose of the local governor for Premises and IT is to understand the on-going needs and plans of the academy under the broad headings of maintenance priorities, health and safety issues and procedures, IT provision and future planning.

Key responsibilities:

1. Advise the Local Governing Board and the trustees on priorities, including health and safety, for the maintenance and development of the academy's premises.
2. Keep under review the 5-year Premises Maintenance Plan, the Accessibility Plan, and the IT Refresh and Development Plan.
3. Ensure that the procedures for the implementation of the trust Health and Safety policy for the academy are in place and updated as necessary.
4. Ensure safeguarding arrangements are in place to ensure that the site is secure and safe, including activities that take place outside normal school hours.
5. Review compliance with IT Acceptable Use Policy, cyber security and GDPR.
6. Where possible attend the trust-wide IT Management Board meetings.
7. Ensure a whole academy approach to environmental sustainability, which encompasses all aspects of school life, learning and management, encapsulated by the Six Cs: Curriculum, Culture, Campus, Community, CPD and Careers.



Church Schools' Effectiveness (for church schools only)

The local governor responsible for upholding the distinctive Christian foundation of their school will work collaboratively with a dedicated committee, that meets twice a year, to ensure that appropriate time is dedicated to considering values and their impact on daily life in the educational environment. The committee consists of:

- a foundation governor from the Local Governing Board of each church school
- Headteacher of each church school
- two representatives from the Trust Board
- trust CEO or their deputy