



1. Role description

For local governors in a multi-academy trust

The trust board establishes the local tier and defines its functions. Local governors should read their trust's [scheme of delegation](#) in order to fully understand the responsibilities delegated to them.

Local governors should also refer to their [terms of reference](#) for procedural information relating to their LGB committee.

Governors are expected to confirm to the BLDT (Beeches Learning & Development Trust) [Code of Conduct](#).

2. 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 LGB committees (also known as local governing bodies) to help the trust board fulfil this purpose and to strengthen MAT governance.

3. Responsibilities

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

a. Safeguarding

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

b. SEND

- 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.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils 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 pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

c. Standards

- Ensure that the trust's vision, ethos, and strategy are adopted and applied by school 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 school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school 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.

d. Stakeholder engagement

- Consult stakeholders such as parents, staff, and pupils, 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 school's local community.

e. 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 pupils
- deal with formal complaints in line with the trust's complaints procedure

f. Contribution to the LGB committee

Local governors should ensure that they are making a positive and meaningful contribution to the committee 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 school, including visiting the school occasionally during school hours
- undertaking induction training and engaging in ongoing development

Expenses

Local governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that trusts should have such an [expenses policy](#). Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.