

Victorious Academies Trust LGB terms of reference 2026/2027

Composition:

The Local Governing Board (LGB) will have the following members:

- A Chair, who is appointed by the Trust
- The Headteacher (This will include Head of Schools and Executive Headteachers)
- Up to 2 governors elected by staff which should cover different roles within the academy
- Up to 2 governors elected by parents
- At least 1 community governor appointed by the Local Governing Board (LGB). A maximum of 3 is permitted.

However, as long as there is at least one governor from each section, then the minimum size of a Local Governing Board can be 5.

Where current boards exceed membership in a section, all members can continue until their term of office ends. They should then not be replaced.

Appointment / election process:

Parent members: Elected by the parents and carers of registered pupils. Any parent/carer of a registered pupil can self-nominate and, where the number of nominations exceeds the number of vacancies, an election will be held via secret ballot (check articles for any specific requirements).

Staff members: Elected by the staff of the school. Any individual employed by the trust to work at the school can self-nominate, and where the number of nominations exceeds the number of vacancies, an election will be held via secret ballot.

Trust and Local Governing Board (LGB) appointed members: As a minimum, all potential members should be asked to outline their suitability for the role, and their appointment will be subject to a majority vote at a quorate board or committee meeting.

Terms of office:

Other than the Principal/Headteacher position which is 'ex-officio', the term of office will be 4 years. After two terms of office, the Trust Board must approve extensions.

Quorum:

Quorum to be determined by the trust board. The Trust Board follow recommendations from NGA by setting quorum at 50% of the committee members in post at the time of meeting.

Meetings:

Meeting frequency is determined by the trust board. This is 4 meeting per year: A planning meeting and then a termly meeting. Dates are approved in the Summer Term before the next academic year.

Chair of LGB:

To be appointed by the trust board.

Clerk:

Appointed by the trust board. For 2026/27 One Education will clerk all aspects of the Trust. or the committee itself (NGA recommends a consistent trust-wide approach).

Resignation and removal:

Committee members may resign by giving notice to the governance professional.

Committee members may be removed by Trust Board where the committee member is considered to have breached the code of conduct or to have brought the school/trust/their office into disrepute. This should follow a process whereby the individual has the opportunity to have the situation explained to them and to put forward a defence.

Eligibility / disqualification:

As laid out in the trust's articles.

Link local governor appointments:

The Local Governing Board (LGB) is required by the trust board to appoint to the following link roles:

- Safeguarding inc filtering and monitoring
- SEND
- Health and Safety
- Attendance

Conflicts of interest:

A committee member will be considered to have a conflict of interest, and should withdraw from any related discussion and vote, where:

there may be a conflict between the individual interests of the committee member and the interests of the trust or any of its academies;

a fair hearing is required and there is reasonable doubt about a committee member's ability to act impartially;

the committee member has a direct or indirect pecuniary interest.

Where there is disagreement about whether a committee member should withdraw, this will be determined by a vote of the other members present. If a committee member leaves the meeting in this context, they no longer count towards the quorum.

The LGB has delegated responsibility to:

Wider strategic responsibilities

1. ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders
2. have a strong understanding of, and contribute to, the school development plan
3. ensure that all required policies and procedures are in place (where these have been delegated) and that school leaders effectively operate in line with trust-wide and school policies
4. establish a strong relationship with the headteacher/head of school, to provide effective support and challenge, including contributing to their performance management process
5. work with the headteacher to identify academy-specific risk and monitor the academy risk register, reporting to the trust's audit and risk committee

Safeguarding

6. foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school
7. ensure that the trust's safeguarding policies are suitable and meet the needs of pupils
8. seek assurance that a suitably trained and experienced designated safeguarding lead and deputy(ies) are in place and receiving support, and that all staff have received training
9. designate a link governor to take leadership responsibility for oversight of safeguarding
10. monitor the overall effectiveness of the school's safeguarding provision, referring to pupil outcomes and other relevant data
11. monitor the school's estate (if delegated this responsibility under the scheme of delegation), ensuring that appropriate policies are adopted and followed to keep pupils and staff safe

Standards

12. work with senior leaders to review areas for school improvement and support strategies to address them in line with the trust's strategic objectives
13. in consultation with relevant executives that line manage headteachers/heads of school, monitor school performance and improvement through access to pupil performance data
14. ensure that the trust's curriculum is delivered to pupils in an appropriate manner for the school's context and is accessible to all pupils, including the most vulnerable
15. oversee the school's extra curricula offer, ensuring that this is accessible and equitable and has regard to the DfE Enrichment Benchmarks
16. monitor pupil mental health and wellbeing, ensuring that curriculum, teaching and learning promote resilience and support social and emotional learning
17. review pupil attendance data, monitoring trends and patterns, benchmarking against comparator schools and paying attention to pupil groups that face barriers to attendance
18. review data on pupil behaviour, including suspensions and exclusions, broken down by pupil groups, monitoring behaviour culture and implementation of the behaviour policy
19. monitor the school food offer, ensuring standards are met and that provision is inclusive
20. work with school leaders through oversight of the needs of the pupil premium cohort and other cohorts identified as vulnerable, and the impact of the school's use of the pupil premium grant

SEND

21. support the inclusion of all children in the curriculum and extra-curricular activities
22. ensure that the trust's policies for pupils with special educational needs and disabilities (SEND) are effectively implemented and meet the needs of the school's context
23. seek assurance that a suitably trained and experienced Special Educational Needs and Disabilities Co-ordinator (SENCO) is in place and receiving support, and that all staff have received appropriate training
24. ensure pupils with SEND have the resources they need to succeed, through monitoring of the Inclusion Funding Grant
25. designate a link governor to take leadership responsibility for oversight of SEND practices
26. work in partnership with the SENCO, and other stakeholders across the trust's community, to ensure that pupils with SEND are well supported and included in all aspects of school life
27. monitor the effectiveness of SEND provision, referring to relevant data such as pupil outcomes

Stakeholder engagement

28. develop a strong understanding of the community served by the school, including the particular challenges it faces, and identify any barriers to learning that this may present
29. consult all stakeholders, particularly parents, staff and pupils, in a meaningful way – and use insights to inform decision-making
30. help stakeholders understand the trust's values and vision for the future and the impact of the work of the local committee, eg through an annual stakeholder report
31. provide the trust board with insight into the challenges and opportunities faced by the community served by the school
32. monitor school data on staff wellbeing, workload and CPD plans