



BRADGATE
Education Partnership

Local Advisory Board Roles and Remits

Trust Mission Statement

Our mission is to create high quality educational opportunities for all children and young people across the partnership by developing a strong collaborative and co-operative model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

Bradgate Education Partnership – LAB Roles and Remits

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The Role of the Local Advisory Board

- ▶ The LAB is a sub-committee of the Trust Board, as set out in the SoD.
- ▶ The LAB provides local scrutiny and holds to account school leaders.
- ▶ The LAB should have sight of, and may participate in, key monitoring activities – e.g. QA visits, H&S visits, safeguarding audits, periodic financial management updates.
- ▶ The LAB should be familiar with all key trackers – Achievement*, H&S, Safeguarding and buildings compliance.
- ▶ The LAB should have sight of the period Management Accounts for Finance.
- ▶ The LAB should, via the leaders in the school, be familiar with key strengths/priorities for development of the academy through the School Improvement Plan.
- ▶ The LAB should raise any questions/concerns with school leaders – any further concerns should be raised with the central team or Trust Board.
- ▶ The LAB should be familiar with the LAB handbook & have undertaken necessary training, such as KCSIE update.
- ▶ Have a named governor for Safeguarding SEND / Finance / H&S / Achievement.
- ▶ We are one organisation/company. The LAB should support and promote the Trust.
- ▶ LAB governors are asked to read and review docs prior to the LAB meetings, tabling questions / challenging where needed.

How the Trust supports LABs

- ▶ ***Legal body which is accountable and responsible for the Trust and all the academies within it.***
- ▶ LAB Handbook - Main details of the role.
- ▶ LAB Handbook – Refer to Appendix 2 for a quick ‘overview’.
- ▶ Trust provide qualified, experienced Clerks to support meetings.
- ▶ Trust employ a Governance Lead (Isobel Jervis) for support on wider matters.
- ▶ Central team visit and challenge regularly.

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- ▶ Trust Safeguarding Annual visit led by Di Cresswell.
- ▶ SCR and Safer recruitment supported by the Trust HR Team.
- ▶ Termly CoG briefings with CEO / DoS.
- ▶ Termly CoG 1:1 with CEO.
- ▶ Trust email addresses provided which link LAB into Flick training and NGA training.
- ▶ Training expectations outlined to all (KCSIE/Safeguarding/Health & Safety).
- ▶ All visits – the Trust provide Notes of Visit which are to be shared with LABs. Schools have an annual School Appraisal Meeting (SAM) with the Director of Schools (DoS).

LAB Chair of Governors (CoG)

- ▶ Support the academy to improve outcomes for all learners (See Appendix 1).
- ▶ Help to link the LAB with the Trust.
- ▶ Work closely with the Clerk to ensure all School / Trust docs are tabled and discussed.
- ▶ Meet periodically with the HT and review priorities.
- ▶ Meet with the CEO (Termly CoGs meetings and 1-2-1s).
- ▶ Chair LAB meetings.
- ▶ Support Trust policies and protocols.
- ▶ Challenge, scrutinise and develop the academy.
- ▶ Help to recruit new LAB governors.
- ▶ To support the school to meet the Trust KPIs.
- ▶ Be familiar with LAB Handbook and apply it during meetings.
- ▶ Support the academy and the Trust during any Ofsted Inspection.
- ▶ To report any concerns back to the Trust (Isobel Jervis).
- ▶ Co-ordinate any appropriate follow-ups to LAB visits using the Trust templates.

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Link Governor Roles

***Achievement (typically Chair)**

- ▶ To understand pupil outcomes and performance against National benchmarks
- ▶ To review the performance of the school against targets – termly.
- ▶ To understand how the school uses assessment to track progress of pupils – including the use of FFT and PiXL.
- ▶ To be aware of the performance of groups within school, including any groups who are underperforming and always being aware of the performance of disadvantaged pupils and those categorised as SEND.
- ▶ To know priorities and planned strategies as set out in the expenditure of the PPG

**2020-21 - Due to Covid there have been no statutory assessments in primary schools, therefore any data provided is 'internal'. KS4 and KS5 outcomes are as a result of a modified TAG system.*

Finance Governor

- ▶ To review period management accounts.
- ▶ To prepare and ask questions.
- ▶ To challenge the school to stay within the budget set.
- ▶ To discuss the annual budget during the budget setting period.
- ▶ To support the school to meet the Trust KPIs.
- ▶ Ensure the Pupil Premium Plan is in place, that money is spent in a strategic fashion on those children who it is intended for.

Health and Safety Governor

- ▶ To annually walk the school, check for obvious issues and concerns, complete visit template.
- ▶ To review the Buildings compliance trackers.
- ▶ To review the H&S trackers.
- ▶ To support the school to meet the Trust KPIs.

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- ▶ To review the Flick training log, ensure all staff are trained and challenge where this isn't so.
- ▶ Ensure the school has a Maintenance and Decoration Plan / Cycle – review annually.

Safeguarding Governor

- ▶ Seek confirmation that the SCR is up to date and has been reviewed by the Trust.
- ▶ Ask and check that relevant staff have received relevant training.
 - Safer recruitment.
 - Annual Safeguarding Updates
 - DSL updates
 - KCSIE doc
 - Child Protection Policy
- ▶ Ask the SLT to present the Trust Safeguarding Audit and associated actions.
- ▶ Ask the SLT to present the LA Safeguarding Audit and associated actions.
- ▶ Support the LAB in completing mandatory NGA / Flick training.
- ▶ Support the LAB in using Trust email addresses.

SEND Governor

- ▶ Complete school visit and meet with SENDCo.
- ▶ Awareness of key challenges – achievement & expenditure.
- ▶ Raise any concerns to Trust/ TB.
- ▶ Complete visit using the LAB template.

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Appendix 1 -Trust KPIs

<i>A Trust with 18 to 20 Good and Outstanding Leicestershire academies...</i>	<i>RAG</i>
1. Our infant and primary academies' performance will be >5% above the national average and have a positive progress figure, increasing overtime.	
2a. Our secondary academies' performance will have a P8 of >0 at TRA and >-0.2 at WVA initially, and they will move forwards to a positive progress figure (+0.2), increasing over the next 2 to 3 years.	
2b. Our 6 th Form average point score will be between 32 and 35 with a progress score of >0.2.	
3a. Sickness absence to be targeted at 3.5%.	
3b. To manage staff turnover to <10%.	
3c. To ensure the Trust induction for any new starter is completed within 1 month of starting.	
4. To have rigour with our Safeguarding approaches, working together to protect all staff and pupils, reporting and improving key metrics to the Trust Board.	
5. To target 100% compliance on our Trust tracker for building compliance.	
6. To target 100% compliance on our Health and Safety tracker and to ensure our staff are rigorous with Health and Safety practices.	
7. To ensure we have Trust reserves of £2.400,000 (annual, group total).	
8a. To ensure our academies are independently, financially secure (1 months operational costs as a minimum reserve).	
8b. To ensure all academies move towards a maximum staffing costs of 75% vs total Income.	
9a. Our Primary attendance will be targeted to be >97%.	
9b. Our Secondary attendance will be targeted to be >95%.	
10a. Our Primary PA will be targeted to be <6%.	
10b. Our Secondary PA will be targeted to be <9.9%.	

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Appendix 2 - Acronyms explained

CEO – Chief Executive Officer

CoG – Chair of Governors

DoS – Director of Schools

DSL – Designated Senior Lead (Safeguarding)

FFT- Fischer Family Trust, used to provide Nationally comparative pupil performance estimates

HR – Human Resources

H&S – Health & Safety

HT – Head Teacher

KCSIE – Keeping Children Safe In Education

KPIs – Key Performance Indicators

LA – Local Authority (Leicestershire County Council)

LAB – Local Advisory Board

NGA – National Governance Association

PA – Persistent Absence

PiXL – School collaboration used by BEP schools to provide norm-referenced diagnostic assessments and teaching resources

PPG – Pupil Premium Grant

QA – Quality Assurance

SAM – School Appraisal Meeting

SCR – Single Central Record

SEND – Special Educational Needs

SENDCo – SEND Co-ordinator

SLT – Senior Leadership Team

SoD – Scheme of Delegation

TAG – Teacher Assessed Grades

TB – Trust Board

TRA – The Roundhill Academy

WVA – Wreake Valley Academy