



Academy Committee Terms of Reference

Written: January 2025

Date agreed: 27th March 2025

Review date: March 2026

Chair of committee:

Membership: 1 staff governor, 1 community governor, 2 parent governors as a minimum

Quorum: Minimum of 3 committee members

Meetings: Four times a year

Working in line with the Scheme of Delegation, the academy committee has delegated responsibility for:

Standards

1. Ensuring that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Working with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitoring school performance and improvement through regular reviews of performance data, including statutory test results, attendance rates, and pupil progress.
4. Ensuring that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
5. Ensuring that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
6. Establishing a strong relationship with the head teacher in order to provide effective support and challenge, including providing feedback to their performance management process.
7. To be fully aware of the contents of the DfE's statutory guidance on the Early Career Framework, which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs.

Stakeholder engagement

1. Consulting stakeholders – parents, staff and pupils – using insights to inform decision-making.
2. Helping stakeholders to understand the trust's values and vision for the future.





3. Providing the trust board with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

1. Fostering a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensuring that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitoring the implementation of safeguarding policies and the effectiveness of procedures.
4. Designating a governor to take leadership responsibility for safeguarding. (The Chair)
5. Monitoring the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

1. Ensuring that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seeking assurance that staff are trained to implement pupil strategies and support plans.
3. Ensuring pupils with SEND have the resources they need to succeed.
4. Designating a link governor to take leadership responsibility for SEND.
5. Working in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitoring the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

