



Create Learning Trust Local Governing Committees Terms of Reference October 2025

The membership of each Local Governing Committee (LGC) will be approved by the Board of Trustees.

The Chair of each LGC will be elected by its Board. The membership may vary according to individual Academy needs but will include the following:

- No more than 11 Academy representatives with a quorum of more than 50%, including Headteacher, 1 staff governor, 2 elected parent governors and up to 7 Co-opted governors.

The LGC will have the power to invite others, without voting rights, to give advice to the Board, e.g. a Trustee of the Trust Board.

The LGC must meet at least termly and report each term to the Board of Trustees and each Academy governor must achieve at least 75% attendance across a combination of meetings which they are a member of.

Aims:

1. To monitor provision and challenge the performance of the Academy.
2. To create the best possible educational experience for pupils of all abilities, in accordance with the vision of Create Learning Trust.
3. To maintain the academy's individual identity and status.

The Local Governing Committee operates within the agreed Scheme of Delegation and has delegated responsibility for:

Standards

4. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
5. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
6. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
7. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
8. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.

9. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
4. Designate a [link governor](#) to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

1. 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.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a [link governor](#) to take leadership responsibility for SEND.
5. Work 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. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.