LOCAL COMMITTEE

Terms of Reference 2026-27 V3.0

Composition

The Local Committee has been established as a subcommittee of the Board in accordance with the Trust's Article of Association to work with headteachers and central colleagues on key aspects of schools' work.

The Committee will have a minimum of 5 members appointed by the Trust, one elected staff member, two elected parent members and the Headteacher. This composition may be varied in cases where a separate Memorandum of Understanding or Deed of Agreement is in place and in these circumstances the Tenax Trust may appoint additional local members to ensure a working majority is in place if necessary for the proper discharge of its responsibilities. The Trust Board will appoint a Chair for the Committee.

Members of the School Leadership Team may be invited to attend meetings by agreement, including deputising for the Headteacher where required.

The Committee shall meet 3 times a year.

The quorum for a meeting, and any vote on any matter thereat, shall be at least three committee members or 1/3 of the meeting members rounded to a whole number.

If the Chair, having consulted with members of the Committee, determines they may meet virtually.

Roles and Responsibilities

As a subcommittee of the Board, trustees ask that local committees consider key aspects of schools' work:

- Culture and ethos
- Christian Distinctiveness (Church schools only)
- Community
- People
- Safeguarding
- Improvement

Culture and ethos (all schools) (8)

Know and understand:

- The school's **vision and values** are known and lived by the school community
- Pupils' **behaviour** in school and what leaders are doing to sustain standards or secure improvements over time
- Pupils' levels of **attendance** and what leaders are doing to sustain strong levels or secure improvements over time; particularly for disadvantaged and SEND pupils
- what pupils say about school life through annual surveys, and that leaders are identifying and acting upon any areas of improvement
- That pupils know and understand the **fundamental British values** (FBV)

- work to develop pupils' **social, moral, spiritual and cultural development** is as strong as it can be The quality and equity in the academy's **personal development and extra-curricular** offer and that leaders ensure all pupils, particularly those who are disadvantaged and those with SEND, have equal access to this

Ensure:

- The Headteacher's decision to **exclude** any pupil, is in line with trust policy and national guidance. Members may also be called to consider reinstatement of a pupil who has been suspended within certain conditions

Christian Distinctiveness (Church of England schools only)

Know and understand leaders' work to ensure that:

- there is a theologically rooted **Christian vision** that permeates through all aspects of the school
- **collective worship** is inclusive, invitational and inspirational and plays a role in helping all to flourish
- **Religious education** has a high profile, its distinctive role and purpose is understood

Culture and ethos (Secondary Only):

Know and understand leaders work to:

- meet or exceed relevant DfE requirements for careers guidance and access, particularly for disadvantaged students and/or those with SEND

Community (4)

Know and understand:

- what parents say about school life, through annual surveys, and that leaders identify and act upon the areas of improvement
- how school leaders are working to promote the work of the school including through accessible, high-quality information on the school's website

Ensure:

- that local admission arrangements are suitable for applications for admissions and propose to the Trust, as Admission Authority, any changes relevant to local context
- school level complaints are handled in accordance with the Trust's complaint procedure

People (4)

- Support Headteacher recruitment
- Support school leaders with wider staff recruitment, as required
- Know and understand what staff say about school life through annual surveys, and that leaders are identifying and acting upon any areas of improvement

Safeguarding (1)

- Understand the **safeguarding culture** that leaders have created and support and challenge them to strengthen or sustain excellence

Improvement (4)

Know and understand:

- School performance

- School self-evaluation
- Focus of school improvement plans
- Progress being made against said plans