

## Local Governing Body Terms of Reference & the role of Local Governors

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### Introduction

At HLA the college and schools will have Local Governors who together form a Local Governing Body (LGB); each LGB will be a committee of the Trust Board.

The main governing document for the Trust is the HLA Articles and drawn from this a Scheme of Delegation setting out the framework for governance. LGBs have delegated responsibilities in supporting the Board to fulfil its purpose and strengthen governance. Local Governors provide an important contextual view of their setting and an understanding of their individual communities covering key areas detailed in this document.

### Appointments and Elections

LGBs should be big enough to cover their core functions, however small enough to be focused on the education and community of their college and school, in the range of 8-10 Local Governors. In accordance with HLA's Articles, each LGB must have two elected Parent Governors.

Collyer's will have two Mercer Governors appointed by the Court of Assistants of the Mercers' Company. While no longer able (by law) to appoint Student Governors, Collyer's shall continue to elect two students from the Richard Collyer Union to attend LGB meetings as Student Governance Officers. The Chair of Collyer's LGB will also have an ex-officio role as a Trustee for The Collyer Endowment CIO.

The term of office for all Local Governors is 4 years aside from Collyer's Parent Governors who will be appointed for 2 years.

Category/number	Election	Appointing body	Term of office
Staff Governor (1) <i>Note: not the Principal/Head</i>	Yes	HLA Board to confirm appointment	4 years
Parent Governor (2)	Yes	HLA Board to confirm appointment	4 years (schools) 2 years (Collyer's)
Mercer Governors (2) (Collyer's only)	No	Court of Assistants of the Mercers' Company	4 years
Independent Governors (4-6)	No	HLA Board	4 years

*\*Note, will attend all meetings although not required to be a Governor*

## The LGB Chair and Deputy Chair

The LGB must propose one of their number (not the Staff Governor or Principal/Head) as Chair, for approval by the Board every year in the summer term. LGBs can select a Deputy Chair who can help support the Chair in their role. It is possible for co-chairs to be considered and for the Deputy Chair role to be shared to support succession. Any issues in recruiting a suitable Chair should be reported to the Board.

The LGB Chair should lead the recruitment of new Governors and any elections with support of their Governance Professional and make recommendations to the Board of their decisions.

## Meetings and Visits

LGBs should meet at the start of the academic year and at least once per term thereafter with meetings forming part of the Board calendar published in advance of the next academic year. There may be other sessions for the LGB to determine for example Governor monitoring and link visits. The aim is to keep Trust governance meetings within 2 hours.

LGBs are not required to have sub-committees, however Local Governors may participate in working groups where needed with involvement from Trustees.

As LGBs are focussed on core areas such as Standards, Safeguarding etc (see below role descriptions) it is helpful for the agenda to be centred around these areas with additional topics relevant to each setting. The Governance team can help guide LGBs, in particular on what matters may need to be reported between the Board and LGBs and vice versa.

Minutes should be taken as evidence of quality assurance processes. In terms of transparency, it is good practice to make available approved non confidential minutes on the college and schools' websites.

Attendance at meetings is an important part of the commitment to Local Governance and attendance data is required to be published on the individual websites. However, unless the meeting is a hearing where a formal decision is required, quoracy is not essential and it should be for the LGB Chair and Governance Professional to determine whether a meeting can go ahead based on the number of attendees.

As well as meetings, Local Governors are encouraged to visit their college or school and attend key events in the calendar year to get to know their college or school. Where a Governor holds a link role, the Governance Professional can assist in arranging termly meetings with relevant leads and completing visit reports.

## Panels and Hearings

Local Governors have delegated responsibility to form or sit on panels as set out in statutory guidance and Trust wide policies. Specifically these are:

- **Governors' Disciplinary Committee** to review decisions to exclude students
- Manage college or school specific **formal complaints** in line with the Trust's complaints procedure at the relevant stages
- Be involved in **admission appeals** (schools only)
- Sit on a **staff grievance, disciplinary or appeals** panel arranged by the Board.

Note it is sometimes helpful to share Governors across panels in the Trust and Local Governors may be asked to support another college or school.

## Compliance

DBS checks and safeguarding training are mandatory for Governors who will be included on the individual Single Central Register. Information must also be published about Local Governors online including name and details, interests and meeting attendance data. Governor names and terms of office should also be entered on the DfE's 'Get Information About Schools' which is publicly available.

## Information Management

A central information library with permission-based access has been developed so that meeting documents can be uploaded and shared. This will also include a central repository for policies and guidance.

## Support and Training

Local Governors will be provided with access to training platforms (TBC). Networking with other Link Governors is also encouraged.

Each LGB will be supported by a Governance Professional working as part of a Trust team where knowledge, experience and good practice can be shared. A Governance Professional may look after one or more organisation in the Trust and sometimes cover may be arranged in this way.

A new HLA Expenses Policy will be made available which sets out details of how Governors can claim out of pocket expenses while performing their duties

## The role of Local Governing Bodies (the 5 S')

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Link Governors to monitor and report back on specific aspects of these areas. LGBs should confirm their links annually in the summer term and seek support with training where needed.

### Standards

- Ensure that HLA Trust's vision, ethos and strategy is adopted and applied across the Trust by senior leaders
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with HLA's strategic objectives
- Monitor quality of education and delivery through regular reviews of performance data, including exam results, attendance rates, and student progress, to ensure that the college or school is meeting its targets
- Ensure that the college or school has adopted the relevant policies and is operating effectively in line with procedures.

### Safeguarding

- Foster a culture that prioritises the safety and wellbeing of all students and staff in the college or school and local community

- Monitor the implementation of Trust safeguarding policies and the effectiveness of local safeguarding arrangements
- Be the name Local Governor contact in communications relating to college/school specific arrangements
- Meet the Designated Safeguarding Lead (DSL) at least termly to monitor and maintain effective compliance with safeguarding and The Prevent duty
- Ensure that appropriate policies are adopted and followed in order to keep students and staff safe.
- Participate in Mental Health and Wellbeing forums where they exist
- Collaborate and share good practice with other HLA Safeguarding Governor
- Maintain confidentiality at all times when involved in safeguarding matters.

## SEND (Special Education Needs & Disabilities)

- Ensure that the HLA policy for students with SEND is implemented and adapted to the specific context where necessary such as Accessibility Plans
- Seek assurance that staff are trained to implement strategies and support plans
- Ensure all students with SEND have the resources they need to succeed
- Work in partnership with the SENCO as well as other stakeholders and the wider community to ensure that students with SEND are well-supported and included in all aspects of college or school life
- Monitor the overall effectiveness of the college or school's SEND provision, referring to student outcomes and other relevant data
- Collaborate and share good practice with other HLA SEND Governors.

## Stakeholder Engagement

- Review stakeholder surveys and other forms of feedback e.g via forums with parents, staff and students and encourage the LGB consider these insights
- Promote visible governance ensuring stakeholder voices are heard
- Foster a sense of community and collaboration, building positive relationships that benefit the college or school and its students and uphold HLA values and vision for the future with all stakeholders
- Provide the HLA Board with insight into the challenges and opportunities faced by the college or school community that may inform decision making.

## Skills & Careers (secondary and 16-19 only)

- Meet the nominated college or Careers lead at least termly to monitor progress against statutory guidance including the Trust's overarching policy
- Encourage employer engagement which provides opportunities for students including apprenticeships and work experience
- Monitor student engagement with relevant enrichment activities
- Receive and monitor data on progression to further and higher education
- Fulfil the statutory role of named Careers lead for the college or school
- Participate in any careers networks and events involving Governors including other Governors in HLA.

## Contribution to Trust Governance

Local Governors should ensure that they are making a positive and meaningful contribution to HLA by:

- Getting to know their college or school, including visiting occasionally during teaching hours and attending events
- Attending meetings, reading papers, and preparing questions for senior leaders in advance
- Ensuring they establish and maintain professional relationships with senior leaders and colleagues in the Trust
- Drafting visit reports to record evidence of monitoring to share with the LGB or the Board where requested
- Networking with other Local Governors in the Trust
- Providing feedback to the Board on specific matters
- Working with HLA Governance Professionals
- Undertaking induction training and engaging in ongoing development.
- Upholding professional standards of governance at all times in accordance with the HLA Code of Conduct for Governors.

## The role of the LGB Chair and Deputy Chair

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- Provide clear leadership and direction to the LGB keeping it focused on its remit and functions as delegated
- Work with the Deputy Chair to share key tasks
- Maintain communication and hold regular 1:1s with the Head/Principal
- Maintain communication with the Chair of the Board, and where appropriate the Chairs of other LGBs
- Develop an effective team of Governors (with support from the Governance Professionals) and ensure the membership and links are maintained, Governors undertake appropriate training and new Governors are successfully inducted
- Ensure the LGB is aware of agreed Trust policies and procedures which are implemented appropriately (via the Governance team)
- Work with the Governance Professional and Head/Principal to finalise the termly agenda (in the case of Collyer's this would include the annual meeting at Mercers' Hall)
- Represent the college or school at local events
- Participate in an Ofsted inspections drawing support from other Local Governors where needed
- Attend networking events with other LGB Chairs and the Board to facilitate communication and good governance across HLA
- Provide reports to the Board including requests on performance of the leadership team and Governance Professional in their setting.

Review: Last reviewed September 2025

Document to be agreed annually by the Board following feedback from LGBs.