

Constitution and Terms of Reference: Advisory Group(s)

The Board of Directors reserves the right to withdraw any of the powers and responsibilities of Advisory Groups, or make amendments to these terms of reference, without notice.

Membership:	<p>1) Principal(s) or Headteacher(s) (for each school and college that is supported by the Advisory Group) (<i>ex officio</i>)</p> <p>2) Between 4 and 7 advisors appointed by the Board of Directors</p> <p>3) For Primary and Secondary settings - Up to 2 Parent advisors (for the term their child(ren) are attending a NCLT academy and up to two years after if they wish to continue) with the option of having up to one additional parent where they have a specific skill the advisory group requires.</p> <p>For College settings – No cap on the number of parents. Once their child has left the college, their designation will be changed to Board appointed (upon approval) if they wish to continue.</p> <p>Note - parent advisors are elected by the parent body of the relevant school or college</p> <p>Non-Voting Attendees</p> <ul style="list-style-type: none"> • a Director and/or Chief Executive as appropriate <p>Others may attend AG meetings, as invited</p> <p>Incoming schools with a different membership structure should aim to amend at the earliest opportunity.</p>
Term of Office:	4 years
Chair:	The Advisory Group will recommend a Chair and Vice-Chair though the appointment will be ratified by the Board. Election of the AG Chair and Vice Chair shall be annual. The Board reserves the right to substitute the Chair or Vice-Chair at any time.
Quorum:	The quorum for a meeting of the AG, and any vote on any matter at such a meeting, shall be any three of the voting members of the membership of advisors, or, where greater, any one third (rounded up to a whole number), including at least one co-optee.
Clerk:	School Business Manager/PA to the Principal/Clerk, or in their absence, the Executive PA to the Chief Executive
Frequency:	Secondary schools – 3 core meetings per year and 3 sub-committees (one for Behaviour and Inclusion and one for Attendance) Colleges and Primaries – 6 meetings per year
Method of Reporting to the Trust:	Minutes of Advisory Group meetings as well as a report from the Chair will be submitted to the Board of Directors once the draft has been approved by the Chair. Any amendments following formal approval will be reported at the subsequent meeting

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*Advisory Groups for secondary schools have delegated their responsibility to a sub-committee (further detail at the end of the document)

	Any areas of concerns must be reported.
Aims	<p>Provide support and challenge for principals to ensure:</p> <ul style="list-style-type: none"> • high quality leadership within schools and colleges • students are safe, supported and well-prepared for their futures • effective improvement planning • strong outcomes for students • high-quality teaching and learning • cooperation and collaboration between the schools and colleges in the Trust, and more widely • stakeholders are heard and their views considered <p>Champions the profession and advocates the excellent work done by the school/college.</p>
Responsibilities of the Advisory Group:	<p>Governance and Leadership</p> <ol style="list-style-type: none"> 1) Ensures there is a positive culture which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs) 2) To monitor and ensure there is a high-quality careers programme in place (secondary and colleges only) and appoint an Advisor to be the school/college’s Careers link 3) To monitor the safe organisation and approval of trips (as defined in the SoD) 4) Monitoring compliance with equalities legislation and ensures education is accessible to all (e.g. effectively teaches disadvantaged and SEND) 5) Monitor compliance with the Home Office’s ‘Revised Prevent duty guidance 6) Monitor that Health & Safety procedures are in place and strictly adhered to 7) Monitor that GDPR requirements are met 8) Monitor that the school estate is being managed strategically and effectively and maintain the estate in a safe working condition 9) Monitor uniform and appropriate dress codes for students 10) Monitors local risks (via the risk register) 11) Manage conflicts of interest 12) Reviews the annual self-evaluation form (SEF) or self-assessment report (SAR), as applicable based on previous academic year 13) To monitor and ensure there are effective safeguarding practices to safeguard and promote the welfare of children and appoint an Advisor to be the school/college’s Safeguarding link

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The management of estates, a range of core contracted services and large-scale procurement are managed centrally by the Trust, rather than individual schools and colleges or Advisory Groups. This includes cleaning, catering, transport, utilities, printing and IT procurement. This is in order to secure value for money and to free Advisory Groups to focus on their key responsibility of securing outstanding outcomes for students and teaching and learning. Advisory Groups must:

Notify the Board of Directors if they become aware of any Health and Safety compliance concerns, accidents or near misses that have not already been reported

Finance and Operations

- 14) Monitor pupil premium spend Inc. year 7 literacy and numeracy catch-up and PE and sport premium (as applicable)

Financial handling will be managed centrally by the Trust. School and college budgets, financial planning, financial policies and procedures, review of management accounts will be managed by the CFO and Board of Directors. Issues relating to audit and financial controls will be managed by the Trust's Audit Committee. Advisors will be provided high-level information regarding finances, for information purposes.

Any concerns in these areas should be highlighted to the Board of Directors at the earliest opportunity.

High Quality and Inclusive Education and School Improvement

- 15) Ensures that a supportive, challenging and performance-driven culture exists within schools and colleges which ensures high quality and inclusive education
- 16) Ensures the school/college applies the principles of the Trust's 6 pillars of effective school improvement
- 17) Establishes systems for hearing stakeholder voice
- 18) Monitors the educational achievement of looked-after and previously looked-after children
- 19) Ensuring compliance with SEND Code of Practice and appoint an Advisor to be the school/college's SEND link
- 20) Reviews and monitors attendance, behavior, pastoral support and enrichment opportunities*
- 21) Reviews School Improvement priorities via QulPs
- 22) Ensures the school provides Early Years Foundation Stage, in line with requirements (primaries only)
- 23) Reviews and monitors student attainment and progress
- 24) Monitors destinations of school & college leavers to ensure that they are well prepared for the next stage of education, employment or training and prepared to become confident citizens

Workforce

- 25) Considers workload, retention, working environments, CPD and career progression.
- 26) Reviews the quality of teaching

	<p><i>Human resources policies and procedures will largely be determined and managed centrally by the Trust, including recruitment and selection policies and procedures, pay frameworks, annual performance review (APR), discipline, grievance and capability. The responsibility of the principal/headteacher is to ensure that these policies are implemented appropriately, in accordance with policy.</i></p>
<p>Delegated responsibilities (secondary only)</p>	<p>Review and monitoring of:</p> <ul style="list-style-type: none"> • Attendance • Punctuality • Elective Home Education <p><i>All the above will fall under the remit of the Attendance committee</i></p> <ul style="list-style-type: none"> • Behaviour • Alternative Provision • Pastoral support • Enrichment opportunities <p><i>All the above will fall under the remit of the Behaviour and Inclusion committee</i></p>

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