

MONTSAYE COMMUNITY LEARNING PARTNERSHIP

TERMS OF REFERENCE FOR THE SCHOOL IMPROVEMENT BOARD

EFFECTIVE DATE 3rd JANUARY 2017 REVIEW DATE 3rd JANUARY 2018

ACADEMY

Montsaye Academy, Greening Road, Rothwell NN14 6BB (the “Academy”)

PURPOSE

The School Improvement Board’s primary role is to support the rapid turnaround of the Academy. The School Improvement Board has been established by the Trust Board and will report directly to the Trust Board on the progress of the Academy, recommending further action as necessary. The School Improvement Board shall meet at least once a month, more if necessary.

The School Improvement Board will ensure that the Action Plan for the Academy is being implemented and will advise on the development and review of the Action Plan, focussing on 4 key areas of action; effectiveness of leadership & management, teaching & learning, pupil outcomes and finance (in so far as any financial matters are addressed in the Action Plan). The Local Governing Body will continue to be responsible for the governance of the Academy and supporting the School Leadership Team.

Any decisions and actions other than those required in connection with the Action Plan will continue to be the responsibility of the Local Governing Body as envisaged by the Trust’s Scheme of Delegation.

MEMBERSHIP

The members of the School Improvement Board will be selected by the Trust Board, who will ensure that individuals have both relevant experience of school improvement and have the capacity and skills to work intensively within the Academy. Members of the School Improvement Board must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust’s mission and objectives for the Academy, drawing on their specialist skills where required. Whilst there is no limit on the numbers expected to serve on the School Improvement Board, in most cases it is not anticipated that there will be more than 3, with support from the Trust’s executive team and any external consultants where needed.

REVIEW

Operating with a School Improvement Board is not intended to be a long term arrangement and a target date has been identified for the review of the arrangement when the progress made by the Academy will be evaluated. Any initial period will not be greater than 12 months.

Responsibility / Delegated Authority	Assessment
Ethos and vision/Action Plan	
Support the actions of the Trust Board in developing an Action Plan which identifies the priorities for the Academy and addresses all and any weaknesses identified both by the Trust Board and Ofsted (and any others) and which reinforces the vision and ethos of the Trust and the Academy and will secure the necessary improvements.	
Implement and update the Action Plan, acknowledging that this is a dynamic document which will evolve as actions are taken and will address ongoing challenges and opportunities.	
Assist with the communication of the Trust's vision, helping to rebuild the Academy's reputation and re-establishing the community's trust and confidence in the Academy, the Trust and the family of schools run by the Trust.	
Leadership and Management	
Take the lead in the delivery of the Action Plan, ensuring that the Academy's Senior Leadership team are suitably supported and challenged to deliver the improvements that have been identified.	
Ensure that at all times the Academy is meeting any new legal requirements and duties as a consequence of the interventions of the Regional Schools Commissioner and Ofsted, having regard to the public sector equality duty in the performance of any duty.	
Evaluate the standards of teaching and learning in the Academy and ensure that proper standards of professional performance are established and maintained.	
Implement any pay policy and performance management policy for all teaching and non-teaching staff employed at the Academy put in place by the Trust Board, ensuring all affected staff of the Academy are kept informed and consulted if necessary.	
Implement any written policy for the appraisal of all teaching and non-teaching staff who work in the Academy put in place by the Trust Board, having regard to the objectives of the Academy's strategic plan and ensuring all staff of the Academy are kept informed and consulted if necessary.	

Responsibility / Delegated Authority	Assessment
Carry out the performance management and appraisal of the Principal/Headteacher, any deputies and other key leadership appointments in the Academy, supporting the Academy's leadership team in the performance management of all other staff, advising the Trust Board of any areas of weakness or where additional support and/or training is required.	
Advise the Trust Board on an appropriate programme for the training and professional development of all staff in the Academy, supporting and working with any Trust programme for the development of Principals/Headteachers and other key leadership appointments.	
Implement any written policy for staff disciplinary and grievance procedures put in place by the Trust Board and where appropriate advise on and support the Academy's leadership team on the implementation of the same.	
Undertake any disciplinary or grievance procedure for the Principal/Headteacher and other members of the Academy's leadership team, reporting to the Trust Board.	
Facilitate discussion with staff representative bodies, including the unions, at both Trust Board level and within the Academy.	
Teaching & Learning (Standards)	
Advise and report to the Trust Board on the targets for relevant Key Stages in the Academy, supporting the leadership team in the Academy on action to be taken to maximise attainment and pupil progress and advising on the transition by pupils from one key stage to the next supporting the development of a personalised learning plan for each pupil.	
Carry out regular reviews of the standards of teaching and learning in the Academy and agree with the leadership team specific actions to be taken to address areas of weakness, facilitating the sharing of best practice and the development of a training programme for staff which draws on the strengths of the Academy and secures additional resources which meet needs.	
Support the leadership team in undertaking any review of performance and if necessary forming a disciplinary panel where the capability of any member of staff in the Academy is under review, ensuring the Trust's HR policies are implemented.	
Support the Trust in making any key leadership appointments.	
Finance and Risk Management	
Ensure that at all times any funds delegated to the Academy or otherwise held on behalf of the Academy are safeguarded, having regard to the duty of the Trustees as trustees of charitable assets and as recipients of public money.	
Review and monitor the budget for the Academy, acknowledging any amounts that might need to be set aside for strategic costs and to implement the Action Plan.	

Responsibility / Delegated Authority	Assessment
Review the internal authorisations within the Academy, ensuring all commitments by the Academy are appropriate and do not expose either the Trust or the Academy to undue risk.	
Outcomes for Pupils	
Report on the steps being taken to improve outcomes for pupils.	
Delegation	
The School Improvement Board may delegate any powers and responsibilities to the Principal/Headteacher of the Academy, subject to any requirements of the Trust Board. The School Improvement Board will ensure the gradual transfer of responsibility to the Principal/Headteacher, the leadership team and the Local Governing Body when established is done sensitively to help successfully deliver the Academy's long term strategic plan and secure the improvements that have been made.	