

Board terms of reference

For academy trust boards

Reviewed September 2025

Name of trust:	HOLMES CHAPEL COMPREHENSIVE SCHOOL & SIXTH FORM COLLEGE
Date agreed:	
Review date:	Terms of reference must be reviewed by the full trust board annually.
Board Chair:	TRACEY GOODWIN
Clerk:	Pauline Challinor
Membership:	
Quorum:	A minimum of three trustees must be in attendance for all meetings
Meetings:	Meeting frequency to be determined by the trust board – currently choose to meet once per month.

The Audit and Risk committee will monitor, evaluate and report on:

- recommend to members the appointment of an external auditor (in accordance with the trust's articles of association)
- receive the external auditors' annual plan, annual report, and accounts and recommend appropriate actions to the trust board in response to the findings
- to review the trust's insurance cover in compliance with its legal obligations
- evaluate the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks and report this to the trust board
- oversee and approve the trust's programme of internal scrutiny
- receive an annual health and safety audit report and monitor any arising actions
- to seek assurance that the risks identified are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major accident
- ensure that risks are being addressed appropriately through internal scrutiny
- ensure that inspections of the trust premises and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues

Remuneration Committee will monitor, evaluate and report on:

Staffing responsibilities

- review the staffing structure, ensuring that it meets the requirements of the school development plan, the curriculum and is affordable
- oversee the operation of the appraisal policy, including making arrangements for the senior executive leader's performance management
- review pay decision data to ensure that pay increments are awarded fairly
- ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice

The Board will monitor, evaluate and report on:

Curriculum matters

- The broad educational needs of the pupils attending the trust's academies.
- Other curriculum issues such as spiritual, moral, social and cultural learning.

Pupil achievement

- Pupil achievement and standards throughout the trust, including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and pupils with English as an additional language.

Wider outcomes

- The approach to
 - ensuring all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
 - improving pupils' health, wellbeing and physical literacy.
 - building the cultural capital of pupils.
 - promoting British values and providing pupils with a global outlook.
 - providing pupils with effective careers education.
- Issues related to pupil discipline such as levels of exclusions.
- Current and emerging patterns, trends and risks relating to attendance and behaviour
- Current and emerging patterns, trends and risks relating to pupil wellbeing.
- Engaging pupils, parents and the wider community in promoting and improving educational performance and wider outcomes for all pupils.

Standards

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

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

Safeguarding

- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of procedures.
- Designate a link governor to take leadership responsibility for safeguarding.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

- Ensure that the policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Designate a link governor to take leadership responsibility for SEND.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.