

Tarka Learning Partnership (TLP) School Community Board Representative Role Description Overview

Governance at TLP

Tarka Learning Partnership is a Multi-Academy Trust made up of a group of North Devon schools and is directly accountable to the Secretary of State for Education for its academies, through its Board of Trustees.

Good governance is essential in helping the Trust and its schools to achieve its aims. It allows the Trust to openly report on activities, effectively manage risk, and set standards. Tarka Learning Partnership believes that governance should always be ethical, effective and accountable, and the Trust is led in this way.

Governance responsibilities at TP are shared between Members, Trustees, Representatives, the Trust central team and school staff. The Board of Trustees has established an Academy/School Community Board (ACB/SCB) for each academy within the Trust, to which some responsibilities are delegated under the Scheme of Delegation. The work of SCBs focuses working with the Head Teacher to ensure that the TLP and school ethos is lived out in the school on a daily basis. SCBs act on local views and issues – views of parents and the community.

Responsibilities of the SCB

These include:

- Advising/acting as a critical friend to the Headteacher to support the development of the academy in delegated matters
- Approving the curriculum and assessment provision within the academy
- Monitoring the school's performance against the School Improvement Plan and meeting the agreed performance targets
- Representing the interest of the Academy community in the running of the academy
- Working within agreed school policies
- Meeting statutory requirements
- Rooting the academy in its community and supporting its distinct identity, ensuring the school ethos is lived out on a day-to-day basis
- Ensuring a Church school's Christian distinctiveness is supported and developed (where relevant)
- Advising the Board of Trustees about local issues they need to consider that affect the academy
- When required, serving on panels such as to hear complaints, pupil disciplinary matters or grievances.

SCB structure and composition

The structure is for each school to have an Academy/School Community Board Committee which meets at least every half term. Meeting minutes go to the Board of Trustees for review and response, represented by TLP's Information and Governance Leader.

The Chair and Vice Chair is appointed by the SCB and the school elects/co-opts the correct number of parent, community and staff representatives and sets the quorum for the board, as set out in the Representatives' Handbook. A Chair of SCB meetings must not be a member of staff. This is to ensure impartiality within meetings where school business is discussed.

As well as attending meetings to help provide support and appropriate challenge to the school, Representatives will visit schools on a planned and strategic basis to better understand the school, experience the culture and ethos, identify how resources are being used, and check the accuracy of information you receive about the school. The Chair of the SCB will also support the school during an Ofsted inspection, usually being invited to meet the inspectors to discuss the SCB governance arrangements on behalf of the SCB.

SCB Representatives are expected to follow the principles and commitments set out in the Trust's Code of Conduct.

Further information about the role ahead of application can be obtained through a meeting with the school you are applying to volunteer at and through the Representatives' Handbook.