



## **SCHOOL ADVISORY BOARD (SAB) TERMS OF REFERENCE**

### **PURPOSE**

Each School is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education and to have the best experience of school life possible.

The SAB has an important community facing role, ensuring the school meets the needs of its community and the students attending the school. The SAB represents the community and is responsible for ensuring engagement with parents and the wider community.

### **ROLES AND RESPONSIBILITIES**

The SAB shall meet at least 3 times a year.

Members of the SAB will;

- Serve as ambassadors of the school and the Trust, championing the school's achievements
- Be custodians of the values, ethos and reputation of the Trust
- Harness local knowledge, resources and relationships to benefit our children and their community
- Provide assurance on whether the Trust's understanding of the school matches the 'lived experience'
- Ensure the school is a safe and happy place to learn and work
- Support and challenge Senior Leaders in a constructive manner
- Monitor the school's progress towards goals set out in the School Improvement Plan
- Provide local input, signpost concerns and feedback to the Trust through Chairs Forum
- Engage with parents, stakeholders and the wider community
- Develop local links to the community for learning, development and employment
- Work within the Trust's Scheme of Delegation and policies

### **SKILLS AND ATTRIBUTIONS**

Those serving on the SAB must act in the best interest of the school and the Trust, whilst recognising that the school is part of a family of schools run by the Trust. Members of the SAB are expected to use their skills and experience in supporting the school and having made a commitment must fulfil that responsibility to serve to the best of their abilities. SAB members are expected to:

- Prepare for and attend meetings, being ready to contribute to discussions and commit to agreed actions
- Be ready to ask questions
- Demonstrate a commitment to fulfilling the Trust's mission and objectives for the school
- Understand the most up to date policies and procedures of the Trust and how these are flowed down to the school
- Be respectful of the views of others and to be open to new ideas and thoughts
- Keep up to date with educational changes
- Commit to training and skills development
- Treat all confidential information confidentially

### **COMPOSITION**

It is intended that the members of the SAB will be drawn from the community, those employed within the school, parents of students attending the school, organisations who provide support or work in partnership with the school and the wider community. Whilst there is no limit on the size of the SAB with the number being determined by the Board itself, the expectation is that it will comprise of 6-9 persons with at least 2 members being elected from amongst the parents of students attending the school and 1 member being elected from the staff body. The Headteacher of the school will serve on the SAB in an ex officio capacity. The chair of each SAB will be elected by the Board of Trustees.

A regular skills audit will be undertaken and those serving on the SAB should expect to be able to articulate their contribution to the success of the school. Specific skills may be needed if a member of the SAB is to take responsibility for a specific area when invited to serve on any of the Trustee Committees looking at finance, audit and risk, safeguarding, standards and school improvement across

the Trust or as part of a working party.

The SAB will comply with any guidance issued from time to time by the Trust Board as to the composition of the Board, the carrying out of elections and any other matter affecting the functioning of the SAB, including the removal of members of the SAB.

Minutes of SAB meetings will be circulated to all members of the school SAB and the Trust Board. Approved minutes will be available to the general public.

### **SCHEME OF DELEGATION**

The Trust reserves the right to review the delegated authority of each school where it considers that the school is not performing as expected, or where the Trust perceives there is a higher risk in maintaining these levels of delegation.

A new School joining the Trust may also have lower levels of delegated authority if the Trust considers this is necessary to mitigate a risk. Levels of delegated authority for each School will be reviewed annually.