



## SCHOOL ADVISORY BOARD (SAB) TERMS OF REFERENCE

### *Purpose*

Each school within Maiden Erlegh Trust has its own School Advisory Board (SAB) which is accountable to the Trust Board. Each SAB works closely with the Headteacher of their school to provide support and challenge in the context of the Trust's strategic vision and values. The SAB has an important community-facing role, ensuring that each school meets the needs of the students in its care and contributes positively to the local community.

Through harnessing local knowledge, resources and relationships, the SAB provides local input and feedback to the Trust Board to ensure accountability to local stakeholders and effectiveness in decision-making. Members of the SAB support the Trust Board to fulfil their statutory, contractual and regulatory duties by exercising the responsibilities delegated to the SAB by the Trust Board as detailed in the Scheme of Delegation.

SAB members also support the school by attending school events, providing support and encouragement to staff and pupils, developing links with the wider community and participating in panels for exclusions and senior recruitment.

The SAB shall meet formally four times a year.

### *Role and responsibilities*

Members of the SAB will;

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

### *Skills and competencies*

Those serving on the SAB must act in the best interest of their school and the wider Trust. Members of the SAB are expected to use their skills and experience in supporting their school to the best of their abilities.

SAB members are expected to:

- Prepare for meetings by reading the pre-circulated papers
- Attend meetings, being ready to ask questions, contribute to discussions and commit to agreed actions.
- Know their school in the round (context, strengths, and areas for improvement).
- Make purposeful visits to the school (e.g. governance visits, school events).
- Learn how the Trust is supporting their school.

- Understand the Trust's strategic vision and values and how the work of their school fits into that.
- Demonstrate a commitment to fulfilling the Trust's vision and objectives for the school.
- Take opportunities to celebrate the school's successes and progress, in school and in the wider community.
- Ensure meaningful engagement with parents and the School community.
- Understand the relevant policies and procedures of the Trust and how these are implemented by the school.
- Keep up to date with latest information, guidance and policy (e.g. from the Trust and DfE).
- Be respectful of the views of others and open to new ideas and thoughts.
- Commit to undertake training/skills development and to participate in evaluating the SAB's work.
- Treat all confidential information confidentially.
- Work collaboratively as a team and make and stand by collective decisions.

The SAB are expected to complete a self-evaluation exercise annually which included a skills audit. This provides evidence of the SAB's contribution to the success of the school and supports both individual and group development. Specific skills may be needed if a member of the SAB is to take responsibility for a specific area as part of a working party or when invited to serve on any of the Trustee Committees looking at finances, audit and risk, safeguarding, standards and school improvement across the Trust.

### *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.

Every SAB member has the opportunity to take on a SAB link role. These roles, which give SAB members an opportunity to develop a greater understanding of the detailed workings of a relevant area within the school, are usually allocated in the first meeting of the academic year. A SAB must have a Safeguarding link and a SEND link and can allocate further link roles in line with the remit of the SAB and school improvement priorities.

The SAB will comply with any guidance issued 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.

### *Scheme of Delegation*

The Scheme of Delegation is the key document defining the lines of responsibility and accountability in the Trust and providing a systematic way of ensuring Members, Trustees, Committees (including School Advisory Boards), Trust Leadership and Headteachers are clear about their responsibilities and accountabilities. The Trust reserves the right to place restrictions on academies that are judged to be 'Inadequate' or 'Requires Improvement'. Any restrictions on delegated authority will be determined on a case-by-case basis considering the local context and will ensure that those academies can place a high degree of focus on achieving their improvement objectives. 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.