

The Role of the TLC

The requirements of the Trust's Scheme of Delegation and the national expectations related to efficient and effective governance, as identified in the Academy Trust Governance Guide (DfE 2024), have been used to support the development of the Trust's own local governance framework. The key elements of the Trust's local governance framework in relation to the role of the TLC are as follows:

i) Ensuring clarity of vision, ethos and strategic direction.

The TLC helps to shape the vision for the school, and this is reviewed annually. It also looks regularly at the progress being made against achieving the school's identified aims.

The School Development Plan (SDP) identifies the school's priorities for the year, and the TLC is instrumental in working with the Head Teacher to develop this and then monitoring progress against the identified priorities for the year.

Members of the TLC are linked to areas of the SDP and undertake a range of activity during the year – meeting staff, talking to pupils, reviewing plans, looking at pupils' work – so that they can see the progress being made against the priorities for themselves.

One member of the TLC has an oversight of the school's safeguarding arrangements as this is such an important area of school life. This member's role is to monitor the school's arrangements to support safeguarding to ensure that the school is doing what it should in this area.

Members of the TLC may also be linked to aspects of school life – e.g. Vulnerable pupils – where the area identified is of particular interest to the school.

Members report on their activity to the meetings of the TLC so that all members of the TLC are aware of what is going well and what is in need of development.

The TLC also identifies and manages any risks that might impact on the outcomes achieved by the school. Significant risks are escalated to the Board of Trustees to ensure that those areas identified as being of particular concern are being effectively managed and the risk mitigated.

ii) Holding school leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.

The TLC acts as a critical friend to the Head Teacher and is always striving to ensure that the school is doing the best it can for every pupil.

The TLC regularly reviews the information provided by the school on the progress and attainment of pupils and challenges the Head Teacher when performance appears to be uneven or inconsistent. Members ask about the organisation of the curriculum and the quality of teaching in the school. They make sure that the school has a robust system in place for the performance management of staff. The TLC relies on the Trust, with their support and input, to undertake the performance management of the Head Teacher on their behalf.

The TLC looks at a range of external data and information to see how the school compares to local and national benchmarks. It also receives and reviews the reports of external partners about the school so that it has as wide a view as possible of how the school is performing.

iii) Overseeing the financial performance of the organisation and ensuring that money is well spent for the benefit of all pupils.

The TLC is involved in discussion about the projected budget for the year, but the final approval of the school's budget is taken by the Board of Trustees. The TLC then receives regular updates on the progress of the budget for the year, and it challenges where there appears to be variations in what has been spent compared to what was expected to be spent.

The TLC also receives information about the school's plan for spending its Pupil Premium grant and PE and Sport grant. The school provides regular updates on the impact of these plans to meetings of the TLC.

As well as attending business meetings of the TLC, individual members of the TLC also attend regular training and development sessions. These relate to either the development of the TLC as a whole or to the personal development of individuals. All members of the TLC undertake regular, Trust-identified training. They can also access on-line training as members of the National Governance Association. Newly appointed members of the TLC receive a planned programme of induction support.

The school follows the policies approved by the Trust and, as such, these are all available on the Trust's website. The school has then developed its own procedures for each policy area that reflect Trust policy and identify how the school is putting the policy into practice.

The TLC is always trying to improve its effectiveness and efficiency, and an annual self-evaluation takes place at which the TLC decides, in terms of governance, what has gone well during the year and what the areas of focus need to be identified for the following year.