



**PONTEFRACT**

---

ACADEMIES TRUST

**SCHOOL PERFORMANCE REVIEW BOARD  
TERMS OF REFERENCE**

## 1. PURPOSE

- 1.1. In the context of a multi-academy trust, the performance of every individual school is ultimately the responsibility of the Board of Trustees. The Board discharges this responsibility, primarily, through the function of the Executive Leadership Team of the Trust, who themselves are responsible (to the Board) for the performance of the school leadership.
- 1.2. This is reinforced by the work of School Performance Review Boards, which are formal sub- committees of the Board, and have a brief to review and challenge of performance at the working level in each school, independently of Trust management.
- 1.3. The role of the SPRB is to:
  - Carry the Trust’s vision, values, policies and priorities forward (detailed at **Annex A**).
  - Provide independent challenge to the school leadership, primarily in respect of pupil performance, the quality of the school experience and execution of the school improvement plan.
    - The independent challenge of school leadership is provided by non-school based members of the SPRB, primarily through their critical-friend review and challenge of performance data presented by the headteacher and school based members of the SPRB.
    - The non-school based members report to the Trust Board in an advisory capacity on pupil performance, the quality of the school experience and execution of the school improvement plan.
  - Formally feedback to the Board, independently of management, on standards of leadership and delivery of the outcomes targeted by the Trust in its Strategic Plan and the school in its Improvement Plan, highlighting strengths, weaknesses, opportunities for improvement and risks observed at working level in the schools.
  - Work in partnership with the Trust and school leadership to ensure an active, high-quality effective program of stakeholder and community engagement is delivered.
    - In this respect, there is no distinction in the roles of members of the SPRB who are Trust employees and non-employees. The SPRB, under the leadership of the chair, is intended to work as a collective to ensure effective community engagement.
- 1.4. The governance and leadership structure is summarised at **Annex B**. Each of the above bodies have detailed Terms of Reference which set out their roles and responsibilities and function. The authority of each group is controlled by the Board via the Scheme of Delegation.

## 2. COMPOSITION OF SCHOOL PERFORMANCE REVIEW BOARDS

- 2.1. Since the School Performance Review Boards are sub-committees of the Board, all appointments shall be made by the Board in accordance with the following provisions:
  - The total membership shall be not less than 6, comprising:
    - The headteacher.
    - 2 parent representatives.
    - 1 staff representative.
    - 2 community representatives (who may be a parent if their experience and skills are compatible with the needs of the SPRB).
    - The CEO and relevant executive leadership sit on the SPRB in an ex-officio capacity. The SPRB may continue to act notwithstanding a temporary vacancy in its composition.
- 2.2. Establishing SPRBs with a diverse range of suitably capable people is a priority. The role of the Chair of each SPRB will be to take the lead in working with the Trust Board to recruit and maintain a team of people with an appropriate blend of skills and experience to serve the needs to the school(s) being overseen by the SPRB.

### **3. TERM OF OFFICE**

- 3.1. Any representative shall hold and vacate office in accordance with the terms of their appointment but (except in the case of the headteacher) the length of their term of office shall not exceed four years.
- 3.2. Subject to remaining eligible to be a representative of the SPRB they may be re-appointed for consecutive periods.

### **4. APPOINTMENT OF CHAIR AND VICE CHAIR TO SPRB**

- 4.1. The Chair and Vice-Chair of the SPRB shall be appointed at the start of each academic year by the Trust Board.

### **5. RESPONSIBILITIES OF THE SPRB**

- 5.1. Each SPRB holds responsibility for an agreed number of academies within the Trust.
- 5.2. In order to discharge its role, the SPRB will primarily rely on a process of review of performance information and reports, observation and dialogue with the school leadership in which they question, challenge and support the leadership to the point where they are able to provide an informed view to the Board of their view of performance of the school and its leadership.
- 5.3. The independent challenge to the school leadership is provided by non-school based members of the SPRB through their review and challenge of performance data presented by the headteacher and school based members of the SPRB. The non-school based members report to the Trust Board in an advisory capacity on pupil performance, the quality of the school experience and execution of the school improvement plan.
- 5.4. In support of their work, the school and Trust leadership will be expected to provide to the SPRB timely, accurate, suitably summarised information and evidence. The SPRB will be empowered by the Board to make any reasonable information request necessary for them to fulfil their role.
- 5.5. In particular, the SPRB will have access to the Trust's process of routine Achievement and Improvement meetings led by the Executive Leadership Team with each headteacher present. These are to ensure that each school is supported and scrutinised in their educational performance. The meetings led by the ELT with the relevant headteacher and Senior Leadership Team ensure that lines of accountability are clear and that individual academies are held to account for their performance.
- 5.6. The Chair of the SPRB is invited to attend the Achievement and Improvement meeting so that the formal mechanism of school scrutiny and support is open, transparent and enables a member of the local community to be part of the process.
- 5.7. Each SPRB will be empowered to pursue whatever line of enquiry it sees fit in order to assess the effectiveness of the school in the key focus areas described in the following sub-sections.
- 5.8. The chair of each SPRB will communicate through the communications framework with the Trust Board on the effectiveness of the operation of the school(s).

#### ***Pupil Performance***

- 5.9. The SPRB will monitor and challenge how well all pupils are doing, as well as looking at significant and vulnerable groups. This includes:
  - Pupils' attainment (including comparisons to targets).
  - Pupils' progress (including comparisons to targets).
  - Pupils' behaviour.
  - Pupils' attendance (including comparisons to targets).
  - The extent to which pupils feel safe.
  - The extent to which pupils contribute to the school and the wider community.

- The quality of teaching and learning, and the extent to which the curriculum meets the needs of pupils.
  - The effectiveness with which the school promotes inclusive practice.
- 5.10. All data provided at SPRB meetings will have been validated by the Executive Leadership Team and Heads of School will use a standardised format for their headteachers report and dashboard on pupil performance.
- 5.11. In order to support this aspect of their work, all representatives of the SPRB will receive comprehensive training from the Trust on the following areas:
- School improvement planning.
  - School self-evaluation framework.
  - Ofsted Common Inspection Framework and School Inspection Handbook, with particular regard to the governance and the effectiveness of leadership and management. This will include pre- inspection training for all SPRBs.

### ***Ofsted Monitoring***

- 5.12. In academies who are subject to Section 8 Ofsted monitoring visits, the Board recommend that a small sub-group of the SPRB is created who will be responsible for overseeing the implementation of the Post-Ofsted action plan with the headteacher and executive leadership. These representatives would then be required to meet with Ofsted inspectors during any subsequent Section 8 or Section 5 Ofsted visits.
- 5.13. Where possible a Member of the Trust Board would also attend the meeting with Ofsted.

### ***Headteacher Performance Management***

- 5.14. SPRBs are not directly involved in the formal performance management of the headteacher. Each headteacher is line managed by a member of the Executive Leadership Team, but the performance and compensation committee of the Board will consult with the chair of the relevant SPRB as one of the key inputs to the annual review process.

### ***Linked Representatives***

- 5.15. The Trust has statutory duties and Ofsted requirements to meet in relation to governance. As such each SPRB will have a named representative for Special Educational Needs and Disabilities (SEND), Safeguarding and pupil premium.
- 5.16. The SPRB will appoint these annually at the first meeting of the academic year. These representatives will be given a named employee of the school within whom they can liaise to develop their knowledge and expertise in order to monitor the school's activity and compliance in these areas.

### ***Careers and Employability (secondary academies only)***

- 5.17. Supporting the school to reduce the number of children who are not in education, employment or training at age 16 and beyond.
- 5.18. Engagement with local employers to encourage them to work positively with the school in all aspects of employability.
- 5.19. Exploring local employers who may be able to offer employment routes for students, post education, including apprenticeships. Highlighting to the school the employability skills and qualifications that are valued highest by these employers.
- 5.20. Inviting employers, in liaison with the school's leadership, into the school to speak to children, introducing them to different careers and employers, as part of the careers and personal development curriculum.
- 5.21. Monitoring the destination of children leaving the school.

### ***Community and stakeholder engagement***

5.22. The SPRB is responsible for promoting good links, communication and understanding between the Trust, school leadership, stakeholders and the local community. A key aspect of the SPRB is to enable local people to get involved in the life of the school and its standing in the community e.g. inputting in to communications about the school, making links with local businesses, attending celebration events.

5.23. The SPRB has three elements with regard to community and stakeholder engagement.

#### **5.23.1 Community**

- Promote the work and vision of the school and the Trust within the local community.
- Make sure pupils maximise on local opportunities by finding ways to keep the school at the heart of the community and acting as a key link between the two.
- Work with the school's leadership to consider the individuality and uniqueness of the school's local community and how this can support driving improvements within the school.
- Act as an ambassador for the school in the local community.
- Ensuring that the school's leadership is aware and able to respond to local context and issues.

#### **5.23.2 Celebration**

- To help to make sure that celebration of staff, pupils and parents remains a priority for each school, and to find the best way to do this.

#### **5.23.3 Communication**

- To work with pupils, staff and parents to make sure that the school effectively communicates to all stakeholders, so that everyone feels part of school life and has the opportunity to access information and events.
- The Trust Board builds in discretion so that the SPRB has the opportunity and individual responsibility to develop the areas above so that this aspect of the terms of reference allow it to be a sounding board for the school.
- For example: whilst the SPRB is a committee of the Trust Board, it should be able to gauge the ideas and opinions of stakeholders and the community to work together on improving the three key areas and advising on how further improvements and shared learning can be achieved.

### ***Pupil Behaviour Management***

5.24. Under DfE guidance 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', convene a panel of the SPRB when:

- A pupil has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Trust's behaviour policy.
- Undertake a behaviour panel in line with the above guidance and the Trust's Behaviour Policy.

#### **5.25. Risk Management**

- To receive and review the annual risk register for the school
- To monitor school based risks against the risk management framework escalating to trustees where appropriate.

## **6 SKILLS AUDIT**

6.1. SPRB will be required to complete an annual review of their skills. This will provide an opportunity for the chair to consider the skills requirement for any vacant representative positions.

## **7. MEETINGS OF THE SPRB**

- 7.1. The SPRB shall meet formally four times per year, and shall hold such other meetings as may be necessary.
- 7.2. All meetings shall be convened by the Clerk to the SPRB, who shall send to the Representatives written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.
- 7.3. A special meeting of the SPRB shall be called by the Clerk whenever requested by the Chair or at the request in writing by any three representatives. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice-Chair may waive the need for seven days' notice of the meeting and substitute such notice as he/she thinks fit.
- 7.4. The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.
- 7.5. The agreed format of the agenda and minutes are provided at **Annexes C and D** respectively.

## **8. QUORUM FOR SPRB MEETINGS**

- 8.1. Meetings of the SPRB shall be quorate if a total of four SPRB representatives (including at least two non-executive members) are present.
- 8.2. If the number of Representatives assembled for a meeting of the SPRB does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the SPRB the number of Representatives present ceases to constitute a quorum, the meeting shall be terminated forthwith.
- 8.3. If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if he/she thinks fit, determine the time and date at which a further meeting shall be held and shall direct the Clerk to convene the meeting accordingly.

## **9. PROCEEDINGS FOR SPRB MEETINGS**

- 9.1. Every question to be decided at a meeting of the SPRB shall be determined by a majority of the votes of the Representatives present and voting on the question. Every Representative shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.
- 9.2. A Representative may not vote by proxy.
- 9.3. No resolution of the Representatives may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.

## **10. MINUTES AND PUBLICATION**

- 10.1. At every meeting of the SPRB the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the representatives present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.
- 10.2. The clerk to the SPRB shall ensure that a copy of the agenda for every meeting of the representatives, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting will be, as soon as is reasonably practicable, made available to the Company Secretary.

## **11. RESIGNATION AND REMOVAL OF SPRB REPRESENTATIVES**

- 11.1. A representative may at any time resign his office by giving notice in writing to the Clerk to the SPRB.
- 11.2. A representative shall cease to hold office if he/she is removed by the person or persons who appointed him/her. This provision does not apply in the case of the Parent or Staff Member.

- 11.3. The Trustees may terminate the appointment of any representative whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or the school.
- 11.4. Any staff member shall automatically cease to hold office if she or he ceases to be employed at the school. However, a Parent Representative shall not automatically cease to hold office solely by reason of the child (of whom that Parent Representative is a parent or carer) ceasing to be a pupil at the school.
- 11.5. The trustees may terminate the appointment of any representative who has failed to attend an SPRB meeting for 12 months or more.

## **12. MEMBERS OF THE SPRB**

- 12.1. The representatives are not, and nothing within this document is intended to make them, charity Trustees within the terms of section 97(1) of the Charities Act 1993 (although a representative may also be a Trustee).
- 12.2. Each representative shall act in the best interests of the Trust and school at all times.
- 12.3. The representatives must keep confidential all information of a confidential nature obtained by them relating to the school and the Trust.
- 12.4. The trustees reserve the right to withdraw delegated powers from the SPRB and disband it at any time.
- 12.5. On his or her appointment, each representative shall be required to signify that he/she is familiar and agrees to comply with:
  - the Articles of Association.
  - the Funding Agreements.
  - these Terms of Reference.
- 12.6. Each representative shall also be required to carry out training to ensure their skills and knowledge are up to date.
- 12.7. Each representative shall also be required to take part in regular self-review and is accountable for meeting his or her own training and development needs. It is a representative's responsibility to consider if, and raise any concerns where, he/she or she feels that appropriate training and development is not being provided.

### ***Eligibility***

- 12.8. No person shall be qualified to be a representative unless he/she is aged 18.
- 12.9. No current pupil of the academy shall be a representative.
- 12.10. A representative shall cease to hold office if he/she becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.
- 12.11. A representative shall cease to hold office if he/she is absent without the permission of the representatives from all their meetings held within a period of six months and the representatives resolve that this office be vacated.
- 12.12. A representative shall cease to hold office if he/she would be disqualified from acting as a charity Trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).
- 12.13. A person shall be disqualified from holding or continuing to hold office as a representative:
  - If his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced.
  - If he/she is the subject of a bankruptcy restrictions order or an interim order.

- If at any time when he/she is included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under section 1 of the Protection of Children Act 1999.
- If at any time he/she is disqualified from working with children under section 28, 29, 29A and 29B of the Criminal Justice and Court Services Act 2000.
- If he/she is a person in respect of whom a direction has been made under section 142 of the Education Act 2002.
- Where he/she has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.
- If he/she has not complied with the Trust's DBS policies. Representatives are required to be familiar with the DBS policies and must act in compliance with them.

12.14. Where a person becomes disqualified from holding, or continuing to hold office as a representative and he/she is, or is proposed, to become such a Representative, he/she shall upon becoming so disqualified give written notice of that fact to the Clerk to the SPRB.

### 13. CONFLICTS OF INTEREST

13.1. The income and property of the school must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions which apply to the Trustees with regard to having a personal financial interest shall also apply to the representatives.

13.2. The procedure detailed at article 6 of the Articles shall apply to the SPRB always provided that, in the case of a personal financial interest for a representative who is not also a trustee, it will still require the Trustees to authorise the benefit.

13.3. All representatives shall complete a declaration of interests' form on joining the SPRB and at the start of each academic year.

13.4. Any representative who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a representative shall disclose that fact to the Representatives as soon as he/she becomes aware of it and notify the Chair at the start of any meeting where that conflict relates to an agenda item. A representative must absent himself from any discussions of the SPRB in which it is possible that a conflict will arise between his duty to act solely in the interests of the academy and any duty or personal interest (including but not limited to any Personal Financial Interest).

### 14. CONDUCT OF SPRB REPRESENTATIVES

14.1. These terms of reference also encompass a code of conduct that has been derived from national good practice for the charity sector. It is intended to support local representatives in their role within Pontefract Academies Trust and to assist in its continual development and ensure good governance of the organisation. The code of conduct is included at **Annex F**.

#### *Principles of Public Life*

14.2. All representatives will, at all time, uphold the Seven Principles of Public Life, known as the Nolan Principles. They are:

- **Selflessness** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
- **Integrity** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.



- **Objectivity** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it.
- **Honesty** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** Holders of public office should promote and support these principles by leadership and example.

## 15. AMENDMENT OF TERMS OF REFERENCE

- 15.1. This document shall be subject to review at least once every twelve months.
- 15.2. This document may be modified or replaced by the trustees.

## **ANNEX A: MISSION, VISION, VALUES AND GUIDING PRINCIPLES**

### ***Mission***

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

### ***Vision***

Where every child and young person makes outstanding progress.

### ***Values and Guiding Principles***

At Pontefract Academies Trust, we live by our values and guiding principles. They inform and guide our daily work from the classroom to the central team.

#### **1. Achievement without excuses**

We have an unwavering focus on achievement. This is paramount so that all our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

#### **2. Our people matter**

We know that our people make a difference to the lives of our 3-16 year olds. We want to make our academies places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and the tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

#### **3. Excellence as standard**

We set high standards. "Good enough" is simply not. We do not accept second best from our pupils or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and, simple and precisely executed systems that not only develop and sustain excellent performance, but never stifles individual flair.

#### **4. Students come first**

Our academies are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in academies and the central trust office work to this end.

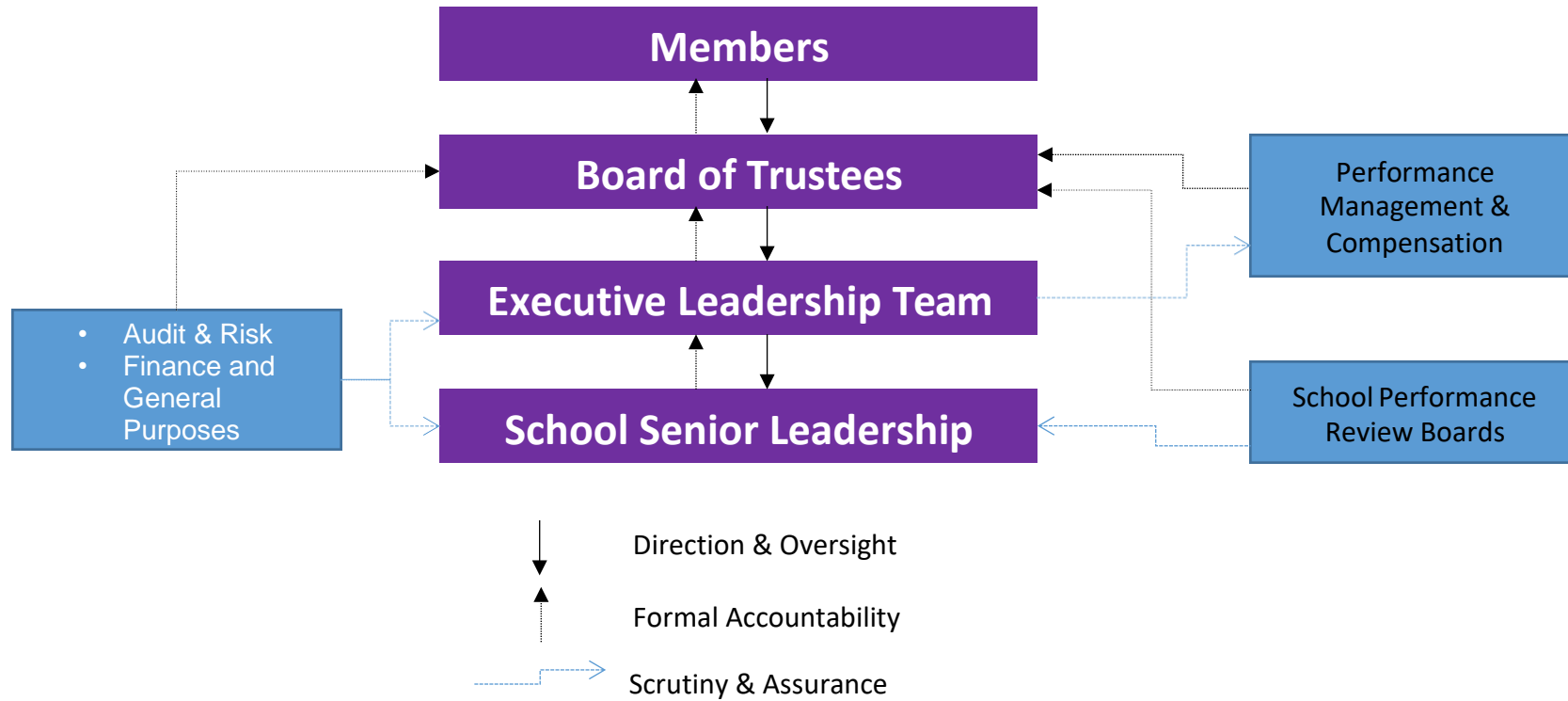
The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

#### **5. Stronger as one**

We take collective responsibility for each other and the results of all our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each academy. To this end collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of academies we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all

**ANNEX B – TRUST GOVERNANCE AND LEADERSHIP STRUCTURE**



## ANNEX C – TEMPLATE AGENDA

### Meeting of the SPRB on *insert date, time and location*

Item	Page	Description	Lead
1		Apologies & Quorum	Clerk
2		Declarations of Interest	Clerk
3		Appointment of Chair/Vice Chair	Clerk
4		Register of Interests	Chair
5		Minutes of previous meeting	Chair
6		Matters Arising	Chair
7		Headteachers report	Headteacher
9		School improvement priorities and progress to date	Headteacher
9a		Risk Management	Chair
10		Community and Stakeholder Engagement ( <i>Communication, Community, Celebration</i> )	Chair
11		Representatives' Monitoring & Visits	Chair
12		Representatives' CPD	Chair
13		Other urgent business	Chair
14		Date and Time of Next Meeting	Clerk

- 15.3. Colleagues are reminded that it will be assumed that papers have been read and any clarifications sought from the authors have been raised and answered with the result that any discussions can be pertinent and specific to the item under discussion.

**ANNEX D – TEMPLATE MINUTES**

**Example Meeting of the SPRB held on *insert date at insert time at insert location***

Present:

In attendance:

	Action By Date & Name
<b>1. Quorum and Apologies</b>	
Apologies were received from .....	
Resolved: That the absences of <i>insert names</i> be consented to.	
<b>2. Declaration of Interests</b>	
The following declarations of interest were formally noted:	
<b>3. Register of Interests</b>	
The register of interests of representatives was updated and it was confirmed that <i>insert name</i> would be responsible in the Academy for updating this on the website.	
Resolved: That the register of interests on the Academy website would be updated to reflect any changes to the Register of Interests.	
<b>4. Minutes of previous meeting</b>	
The minutes of the SPRB Meeting held on <i>insert date</i> were circulated with the agenda.	
Resolved: That the minutes of the meeting of the SPRB held on <i>insert date</i> be noted and confirmed and then signed by the Chair as a correct record.	
<b>5. Matters arising from the minutes</b>	
<i>Insert minutes.</i>	
Resolved: That the above points be noted. <i>Insert any agreed actions.</i>	
<b>6. Headteachers Report &amp; Pupil Performance Dashboard</b>	
The Headteachers report had been circulated with the agenda. Attention was drawn to the following points:	
Resolved: That the above points be noted.	
Resolved: That the above points be noted.	
<b>7. School Improvement Priorities and progress to date</b>	
<b>8. Community and Stakeholder Engagement (Communication, Community, Celebration)</b>	
<b>9. Representative Monitoring and Visits</b>	
<b>10. Representative CPD Requirements</b>	
<b>11. Other urgent business</b>	
<b>12. Date of next meeting:</b>	

Signed: .....

Dated:.....

**ANNEX E – SPRB SKILLS AUDIT**

1. The SPRB ‘Skills Audit Matrix’ allows the chair, headteacher and clerk to develop an overview of the balance and experience of the SPRB.
2. The Skills Audit Matrix is utilised to highlight gaps in the desired skills profile at Board level, and to influence the recruitment for future positions to the Board.
3. The Skills Audit Matrix has assessed the representatives of the SPRB against a number of key themes and skill areas, as follows:
  - Leadership
  - Risk Management
  - SEND
  - Safeguarding
  - Governance Experience
  - Careers & Employability
  - Compliance monitoring/auditing
  - Education experience
  - Communications

Name of SPRB Member	Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none/CPD required) to 5 (Extensive knowledge/qualification in this area)					Professional Qualification	Business Experience
		1	2	3	4	5		
	Leadership							
	SEND and/or LAC							
	Risk Management							
	Safeguarding							
	Careers and employability							
	Education Experience							
	Compliance Monitoring/Auditing							
	Communications							
	Governance Experience							

## **ANNEX F – CODE OF CONDUCT FOR PONTEFRACT ACADEMIES TRUST REPRESENTATIVES**

1. This code sets out the expectations of, and commitment required from, representatives in order for the SPRB to properly carry out its work within the academy and the community.
2. For the SPRB to carry out its role effectively, representatives must be:
  - Prepared and equipped to take their responsibilities seriously.
  - Willing and able to monitor and review their own performance.

### ***The role of a representative***

3. As a sub-committee of the trust Board the SPRB is a corporate body, which means:
  - No representative can act on her/his own without proper authority from the SPRB.
  - All representatives carry equal responsibility for decisions made.
  - Although appointed through different routes (i.e. parents, staff, community), the overriding concern of all representatives has to be the welfare of the academy as a whole.

### ***General***

4. We understand the purpose of the SPRB and the role of the headteacher as set out in these Terms of Reference.
5. We are aware of and accept the Nolan seven principles of public life.
6. We accept that we have no legal authority to act individually, except when the SPRB has given us delegated authority to do so, and therefore we will only speak on behalf of the SPRB when we have been specifically authorised to do so.
7. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected.
8. We will encourage open governance and will act appropriately.
9. We accept collective responsibility for all decisions made by the SPRB or the Trust Board. This means that we will not speak against majority decisions outside SPRB meetings.
10. We will consider carefully how our decisions may affect the community and others.
11. We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy. Our actions within the academy and the local community will reflect this.
12. In making or responding to criticism or complaints affecting the academy we will follow the procedures established by the Trust.

### ***Commitment***

13. We acknowledge that accepting office as a representative involves the commitment of significant amounts of time and energy.
14. We will each involve ourselves actively in the work of the SPRB, and accept our fair share of responsibilities, including service on committees or working groups.
15. We will not go beyond our duties or act outside of the powers of authority conveyed on us through the Scheme of Delegation, and acknowledge that were we to do so we could be held liable to the Trust and/or third parties.
16. We will make full efforts to attend all meetings and where we cannot attend provide apologies in advance.
17. We will get to know the academy well and respond to opportunities to involve ourselves in academy activities.

Our visits to academy will be arranged in advance with the staff and undertaken within the framework established by the SPRB and agreed with the headteacher.

18. We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
19. We are committed to actively supporting and challenging the headteacher.

### ***Relationships***

20. We will strive to work as a team in which constructive working relationships are actively promoted.
21. We will express views openly, courteously and respectfully in all our communications with other representatives.
22. We will support the chairperson in their role of ensuring appropriate conduct both at meetings and at all times.
23. We are prepared to answer queries from other representatives in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
24. We will seek to develop effective working relationships with the headteacher, staff and parents, the local communities, including local schools and other relevant agencies.

### ***Confidentiality***

25. We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside of the academy.
26. We will exercise the greatest prudence at all times when discussions regarding academy business arise outside an SPRB meeting.
27. We will not reveal the details of any SPRB vote.

### ***Conflicts of interests***

28. We will record any pecuniary or other business interest that we have in connection with the SPRB or Trust's business in the Register of Business Interests, which will subsequently be published on the Academy's website.
29. We will declare any pecuniary interest, or a personal interest which could be perceived as a conflict of interest in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

### ***Breach of this code of practice***

30. If we believe this code has been breached, we will raise this issue with the chairperson and they, or their nominee, will investigate; the Trust will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
31. We understand that any allegation of a material breach of this code of practice by any representative shall be raised with the Trust Board, and, if agreed to be substantiated by a majority of Pontefract Academies Trust Trustees, shall be recorded in the minutes of said meeting and can lead to consideration of suspension and/or removal from the SPRB.

### ***Undertaking:***

32. As a member of the SPRB I will always have the well-being of the children and the reputation of the Academy and Pontefract Academies Trust at heart; I will do all I can to be an ambassador for the academy and Trust, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the academy, Trust, the SPRB, the headteacher or staff.



**SCHOOL PERFORMANCE REVIEW BOARD TERMS OF REFERENCE**

SIGNATURE.....

Name .....

Date.....