

Appendix Three: Terms of Reference for an Academy Transformation Board (ATB)

Purpose

The Academy Transformation Board (ATB) is a short-term interim governance body established by the Trustees where they determine that additional governance oversight is required, for example because of governance failure, financial sustainability concerns, declining school standards, or where the current Local Governing Body (LGB) no longer has sufficient members to remain quorate. In these circumstances, the ATB will replace the current LGB on an interim basis until a substantive LGB is established

Membership

The ATB membership will be reviewed by the Trust board on a six monthly basis to ensure that the members have the necessary skills and experience to successfully fulfil its functions.

The membership of the ATB will be by appointment of the Trust Board. Members will need to have the skills and capacity to support and challenge the school leaders on all aspects of school business and education/standards. Membership will include:

- A minimum of four Trust board appointed members
- Headteacher (observer)

Quoracy

The minimum number of Trust appointed members in attendance at meetings should be three so that there are enough members to hold a majority when voting on matters discussed by the ATB.

Term of Office

The ATB members will be appointed for a period of 12 months by which time a substantive Local Governing Body (LGB) should have been appointed.

Chair of the ATB

The Chair of the ATB will be approved by the Trust Board. The Vice Chair will be elected from within the ATB Members.

Meetings

The ATB will meet half termly for an initial period of 12 months.

The ATB will have their own designated Governance Professional who will provide an effective clerking service to the ATB.

Agendas and papers will be provided to governors seven days in advance of the meeting through GovernorHub, with minutes circulated within 10 working days of the meeting.

Duties

- Provide robust governance oversight of the academy during the period of intervention, ensuring strong strategic direction, effective leadership challenge, and clear accountability for school improvement.
- Provide appropriate scrutiny to ensure that the academy is making sustained progress against agreed improvement priorities by scrutinising leaders' reports, self-evaluation, and evidence of impact.
- Seek assurance that statutory safeguarding requirements are met, including a strong safeguarding culture, safer recruitment, training compliance and timely reporting.
- Monitor adherence to statutory duties including SEND, equality, health & safety, data protection, and financial regulations, receiving regular assurances from leaders.
- Oversee the effectiveness of leaders' work to support SEND pupils, disadvantaged pupils and those identified as vulnerable, ensuring equitable access to the curriculum and support services.
- Provide strategic oversight of the quality of education, focusing on curriculum intent, implementation and impact.
- Scrutinise high-level performance information, including progress trends, attainment gaps, and key stage outcomes, ensuring leaders take timely action where performance is weaker.
- Oversee the impact of improvement strategies on raising standards and securing rapid, sustained improvement.
- Monitor high-level data on attendance, persistent absence, behaviour incidents, suspensions and exclusions, ensuring leaders maintain high expectations and consistent systems.
- Monitor the effectiveness of pastoral and wellbeing support for pupils and staff, ensuring leaders maintain a positive and inclusive school culture.
- Monitor financial performance at a strategic level, ensuring decisions are aligned to priorities for improvement and comply with Trust financial procedures.
- Scrutinise budget forecasts, staffing structures and resource allocation to ensure financial sustainability and value for money.
- Highlight financial risks or deviations from plan to the Trust Board promptly.
- Seek assurance that leaders maintain a safe, compliant learning environment with all statutory checks completed and recorded.
- Review the academy's risk register regularly, challenging mitigation strategies and escalating concerns where necessary.
- Ensure effective communication with parents, carers and the wider community, particularly during a period of intervention.
- Support succession planning and capacity building to ensure the academy is ready for the establishment of a substantive Local Governing Body.