

## Quality & Stakeholders' Experience Committee

### General

Sub-Committees of the Trust Board are formed to support the function of the Board and to aid Trustees in delivering their duties. Sub-Committees are not therefore operational or management committees but **governance and oversight** committees. Responsibility for the Trust's performance has been delegated to the Chief Executive and through him/her to the executive team. It is for the executive team to find solutions and design approaches that will deliver excellent performance and quality on behalf of the Trust's students and other stakeholders. It is for the Board and its sub-committees to seek assurance that the executive has the capacity and capability to do this and to monitor the impact of executive action as manifested in results.

Committees will generally be involved in the following key activities:

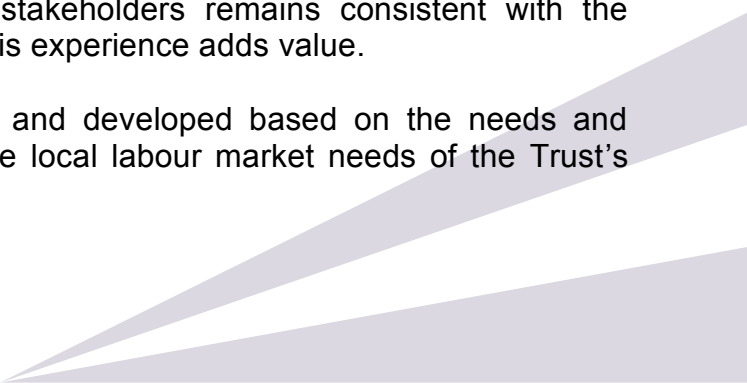
- Reviewing results and outcomes against agreed Key Performance Indicators and targets.
- Making enquiry into the “enablers” that have led to results e.g. strategies, management approaches, policies.
- Agreeing and monitoring improvement priorities.

### Core Terms of Reference

1. To map, enquire about, and understand the experience of each stakeholder group. This will be done on a holistic and “end to end” basis wherever possible. The key stakeholders are:

- Students (by group and need);
- Parents;
- Staff;
- The local community;
- Funding and regulatory bodies, including local authorities.
- Partners and wider networks that may contribute to the learning experience.

Of these groups, the needs of students will always take priority.

2. To ensure that the experience of stakeholders remains consistent with the Trust's vision and values, and that this experience adds value.
  3. To test that curriculum is designed and developed based on the needs and expectations of stakeholders and the local labour market needs of the Trust's institutions.
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4. To ensure that teaching, learning, and assessment are subject to continuous improvement and that innovation is used to generate increasing value for students and drive the Trust's institutions towards sustained Outstanding provision.
5. To ensure that robust and timely arrangements are in place for self-assessment, not just annually but in-year, and to agree mechanisms for prompt and urgent action to address poor performance. To monitor the impact of institutional Quality Improvement Plans throughout the year on the basis that these are "live" documents.
6. To define the key KPIs that will be most effective in monitoring the delivery of the highest quality experience for all students and the very best outcomes for all learner groups. To set associated targets, and to monitor performance against these.
7. To review and agree policies and strategies (as proposed by the executive team) that impact directly on the experience of stakeholder groups.
8. To seek assurance that the Trust's people management policies and frameworks enable the best possible experience for students. To ensure that:
  - i. People resources are planned, managed and improved.
  - ii. People's knowledge and competencies are identified, developed and sustained.
  - iii. People are involved and empowered through the Trust's vision and values.
  - iv. People are held to account for the level of their performance, with robust and timely interventions to support their development where needed in accordance with relevant policies.
  - v. People across the Trust and within its institutions have a voice and a dialogue.
  - vi. People are rewarded, recognised, and cared for.
9. To maintain close contact with institutional Local Governing Bodies as a primary source of assurance. LGB's will:
  - i. Gather and scrutinise evidence of local stakeholder experience;
  - ii. Receive input from Student, Parent, and Staff Governors directly;
  - iii. Enquire about local "enabling" factors that might influence results;
  - iv. Tri-angulate data and other reported evidence through local visits;
  - v. Monitor local compliance with Trust values, strategies, and policies;
  - vi. Monitor Safeguarding and Health & Safety matters at the local level on behalf of the Board.

- vii. Monitor the impact of values, strategies, and policies locally;
  - viii. Review the availability of local resources in terms of delivering results;
  - ix. Report findings to the Quality & Stakeholder's Experience Committee;
10. To seek assurance that the Trust's values in terms of both Equality & Diversity are being upheld as part of the stakeholder experience and to monitor the effectiveness of actions being taken to deliver Equality & Diversity objectives.
11. To report Committee output, including any identified risks, to the Trust Board on a termly basis, or more frequently if needed.
12. To input to the Performance Development Review of institutional Principals via the Chief Executive.

### **Way of Working**

The Committee will be led by evidence and data. It will establish benchmarks and trends wherever possible. Data will not be reported without commentary and analysis. Personal perceptions and anecdotal evidence will be discouraged.

The attendance of staff at meetings will be driven by the needs of the agenda and at the discretion of the Chair.

The meeting environment will also be driven by the agenda or external circumstances that may affect personal face-to-face attendance. Any decision about how the meeting should be held will be taken on the basis that it provides the best opportunity for participation, allowing all members to contribute within a safe environment that enables high-quality debate and oversight. The Chair of the Committee will have the autonomy to make this decision. Meeting environments that might be considered are:

- In person.
- Remote video conferencing (e.g. Zoom, Teams)
- Hybrid (where resources are available)

The Chair must apply caution to ensure the meeting environment is fit for purpose so that Trustees and/or Local Governors can fulfil their duties effectively. Meetings must also be UK GDPR compliant.

### **Delegated Authorities and Plan of Business**

The Board delegates authority to the Committee for:

- The agreement of all strategies and policies that impact on the experience of stakeholder groups.

*NB any strategies or policies requiring expenditure outside of budget or having implications for future financial planning will also need to be referred to the Finance & Resources Committee.*

- The development of curriculum across the Trust and its institutions.

*NB any significant changes to curriculum which may impact on the education character of the Trust's institution must still be referred to the Trust Board or in collaboration with the Trust Development Committee. Equally, any proposed changes that represent a departure from the Trust's agreed strategic plan must be referred back to Trustees.*

- To agree KPIs and targets that drive up quality and improve the stakeholder experience.

*NB The Committee has no delegated financial authority*

The Committee will determine for itself an annual Plan of Business that will deliver fulfilment of its terms of reference and delegated authorities. The Committee's delegated authorities and terms of reference will be reviewed by the Board annually.

## **Membership**

The Committee will comprise:

- A minimum of 3 Trustees and/or Local Governors provided that Trustees remain in majority. A Committee Chair will be elected annually from these Trustees.
- A minimum of 1 Local Governor from each institution.

Likely attendees by invitation:

- The Chief Executive
- Institution Principals
- The HR Director
- Quality leads for each institution and/or Trust-wide quality lead
- Other staff as driven by the agenda and business plan
- The Governance Manager.

## **Meetings**

The Committee will meet 4 times in each academic year.

In order to be quorate there must be at least 3 Trustees or Local Governors present (these do not need to be permanent members of the committee) provided that Trustees remain a majority of those present.