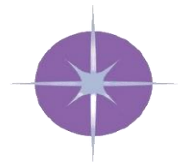




Freshford Church School



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Freshford Church School

Trust Local Committee (TLC)

Term 3 2026

Caroline Ford

TLC Chair, Trust-appointed



Talia Kelly

Safeguarding Lead, Parent Elected



Dudley Hinton

Parent Elected



Chris Cykowski

SEND Lead, Foundation Member



Penny Murray

Foundation Member



Sara Buchanan

Co-opted Member



BWMAT TLC Roles and Responsibilities

TLC members have responsibility for the following in their school:

- Ensuring clarity of vision, ethos and strategic direction
- Holding senior leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial and operational performance of the school and making sure that money is well spent.

Delegated roles are based on the National Governance Association 4S model and focus on:

- **SEND**
- **Standards**
- **Safeguarding**
- **Stakeholder Engagement**

Examples of the Impact of Governance at Freshford

- Supporting the Headteacher and staff during a period of leadership transition
- Being part of the collaborative work to establish the school values and to embed these in the school community.
- Providing constructive and consistent challenge on SEND provision.
- Maintaining effective financial oversight and ensuring that children are kept at the heart of decision making in annual budget setting,
- Ensuring we understand our school community well, so we can accurately identify future risks, and take steps to mitigate these.

Freshford TLC Priorities for 25-26

- Recruit a permanent Headteacher, whilst continuing to support the interim Headteacher and staff during this period of leadership transition.
- Continued focus on how SEND provision and processes are being strengthened, and evaluation of the outcomes for pupils with SEND.
- Continued focus on how our Christian vision is being embedded within the school, as part of the preparation for the SIAMS (Statutory Inspection of Anglican and Methodist Schools) next academic year.
- Develop opportunities and processes for TLC members to hear a range of views from the parent community.
- Succession planning to ensure we retain a strong TLC with the skills and dedication to continue to champion what makes our school unique, support our school leadership, engage positively with the Trust and proactively address the increasingly challenging financial climate.

The Current Freshford TLC

Membership type	Number of Members	Term	Election Process
Trust	2	4 years	Appointed by the BWMAT
Parent	2	4 years	Elected by parents/carers of children at the school
Foundation	1*	4 years	Appointed by the BWMAT and approved by the Diocese Board of Education

* For the duration of their terms of office, Freshford Church School TLC retains 2 foundation members, and 1 co-opted member following restructuring of BWMAT Governance

Members who've left over the last year



Trevor Quartermaine



Damian Todres

George Tomlinson
Parent Elected



Sarah Jones



Amy
McCullough

Caroline Ford
TLC Chair, Trust-appointed



Talia Kelly
Safeguarding Lead, Parent Elected



Dudley Hinton
Parent Elected



Chris Cykowski
SEND Lead, Foundation Member



Penny Murray
Foundation Member



Sara Buchanan
Co-opted Member



The Future Freshford TLC

Membership type	Number of Members	Term	Election Process
Trust	2	4 years	Appointed by the BWMAT
Parent	2	4 years	Elected by parents/carers of children at the school
Foundation	1*	4 years	Appointed by the BWMAT and approved by the Diocese Board of Education

* For the duration of their terms of office, Freshford Church School TLC retains 2 foundation members, and 1 co-opted member following restructuring of BWMAT Governance

Talia Kelly
Safeguarding Lead, Parent Elected



Caroline Ford
TLC Chair, Trust-appointed



Chris Cykowski
SEND Lead, Foundation Member



Penny Murray
Foundation Member



Vacancy for
Trust-
appointed
member

Dudley Hinton
Parent Elected



Vacancy
for
a parent
member

Sara Buchanan
Co-opted Member



Please note: the parent member must be a current parent, whereas the Trust-appointed role is anyone who is eligible, and this can include a current parent.

TLC Person Specification

TLC members do not need to have experience of education and an effective TLC will have members from different backgrounds, experiences and professions.

The essential qualities of any TLC member will however include:

- Keeping children at the heart of decision making and valuing the impact of education
- Knowing each child only has one chance for a positive start to their education
- A commitment to fairness and equality
- Upholding the vision and values of the school
- Analytical skills- asking questions and being professionally curious
- Being able to work as part of a team
- Sound communication and listening skills
- Openness to new learning, training and reflection
- Digital literacy to allow you to meet with staff online and review school documentation
- Being able to maintain confidentiality

TLC Activities

- Annual Governance Action Plan (GAP)
- Annual self-review of impact of governance
- Planned programme of termly monitoring by TLC – predicated on where the school needs to make improvement
- Link activity – safeguarding and any area(s) where the school feels it needs a particular focus
- Ongoing mitigation of risk through management of risk register
- Strategic monitoring and oversight of key areas - finance, estates, etc – but not operational engagement

TLC members will:

- Have an enhanced DBS check and a Section 128 check
- Complete expected training
- Attend 6 full TLC meetings over the year (Currently **Weds at 17:30 – 19:30**)
- Conduct additional monitoring visits or activities as agreed according to TLC priorities

BWMAT Training Requirements

Essential training

Training Offer	New TLC Members	TLC Members
Educare Child Protection in Education – full module	✓ within 4 weeks of appointment	✗
KCSIE Part 1 - DfE	✓ within 4 weeks of appointment	✓ annually by end of September
NGA Introduction to Local Governance	✓ within 4 weeks of appointment	✗
Educare Child Protection in Education – refresher	✗	✓ annually by end of September
Cyber Security	✓ within 1st school term of appointment	✓ annually by end of September
Educare The Prevent Duty	✓ within 1st school term of appointment	✓ every 4 years
Educare A Guide to UK Data Protection	✓ within 1st year of appointment	✓ every 4 years
NGA Equality, Diversity and Inclusion (4 modules - First steps; Measuring impact; Beyond compliance; Taking action)	✓ within 1st year of appointment	✓ every 4 years

Plus, a series of four BWMAT induction sessions for new TLC members

Good opportunity to reflect and consider questions to ask

The following slides contain additional information on the delegated roles to the TLC with regards to the National Governance Association 4S model

SEND

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Standards

- Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including attendance rates and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher's performance management process.

Safeguarding

- Ensure that the school's safeguarding procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding procedures and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

Stakeholder engagement

- Consult stakeholders such as parents/carers, staff and pupils, and use these insights to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the school's local community.