



Drive Team Terms of Reference

1. Membership

- The group will be formed with the academy Principal and membership will comprise of parents (Parent Advisors), community members (Community Advisors), staff and pupils.
- The Drive Team will consist of a minimum of three advisors, plus the academy Principal, although it may continue to act notwithstanding a temporary vacancy. One member of the Drive Team will act as a lead parent or community representative to coordinate the work undertaken by the Drive Team.
- A Drive team will be in place for each academy.
- Appointment to the Drive Team will be through an application process, based on the skills, knowledge and experience required to support school improvement within the academy.
- Two parent advisors will be elected or appointed to the Accountability, Review and Challenge (ARC) group (in accordance with the Articles of Association) from a panel of regional elected Drive Team members who have received the necessary training to sit on the ARC group.
- The Drive Team advisor shall hold and vacate their position in accordance with terms of their appointment but, except in the case of the Academy Principal and the ARC group community advisor, the latter being an associate advisor position, which will be limited to a twelve-month period.
- A Drive Team advisor may resign their position by giving notice in writing to the Academy Principal.
- A Drive Team advisor may be removed by the Academy Principal if it is deemed their presence is not in the best interest of the Trust or the Academy.

2. Meetings

- The committee will meet termly and otherwise, as required.

3. Terms of Reference

- Parent and community advisors use school visits to look independently at a school without direct intervention from the Principal.
- For the group to be a 'task and finish' group and to work on actions and priorities identified through the Rapid Improvement Group (RIG). These priority areas will include, but not be restricted to; safeguarding, pupil premium and SEND. This does not include making judgements on the quality of teaching. A standard reporting template is used for this purpose.

- The role of each Drive Team member is to; provide a link between the Drive Team and the RIG; and provide clear challenge with rigour and support in equal measures where required in order to support school improvement.
- For parent and community advisors to engage with pupils through school visits or via the school council.
- For a community advisor to adopt the role of a safeguarding link between the Drive Team and the RIG. This individual will be involved in safeguarding audits and reviewing safeguarding procedures and practice within the academy, including the single central record.
- For a community advisor to adopt the role of a pupil premium lead between the Drive Team and the RIG and review the allocation of pupil premium funding and the impact of this funding on identified pupils.
- For a parent or community advisor to adopt the role of a SEND lead between the Drive Team and the RIG and review SEND provision, funding and procedure within the academy.
- For staff advisors to act as a voice for staff during Drive Team discussions. They will not have a 'task and finish' role as the parent and community representative does but will provide operational support for the Drive Team through links with the school council and leading on areas such as the health and wellbeing survey.
- The Drive Team tasks may include: *(this list is not exhaustive)*
 - Evaluating pupils' attitudes to learning and conduct around the academy
 - Evaluating and reviewing actions to reduce persistent absence. Reviewing data of racial, homophobic, bullying etc. incidents
 - Evaluating pupils' behaviour and how well it is managed
 - Evaluating school environments, this could be health and safety and facility management
 - Reviewing the effectiveness of parental and community liaison e.g. analysis linked to school questionnaires
 - Regularly meet with pupils to monitor and evaluate:
 - The extent to which pupils feel safe
 - The extent to which pupils adopt healthy lifestyles
 - The extent to which pupils contribute to the academy and wider community
 - The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.
 - The effectiveness with which the academy promotes community cohesion and promotes British Values
 - To support the completion of safeguarding audits and single central record checks
 - Carry out Trust audits and checks alongside the Principal
 - Reviewing the impact of the school improvements or action by meeting with middle leaders
 - Reviewing the impact of the school Self Evaluation Statement (SES)
 - Supporting to draft the school SES

- Evaluating the impact of pupil premium actions plans
- Evaluating the impact of sports premium actions plans
- Supporting external funds and grant applications.

- Terms of reference board approval (DATE)
- These terms of reference will be reviewed annually