



Governors - Terms of Reference for Committees (DRAFT)

General considerations

Committee meetings shall not be open to the public

Any governor shall have the right to attend any committee meeting, but without power to vote unless a member of that committee.

The Chair of Governors shall be an ex-officio member of any committee to which s/he is otherwise appointed.

The membership and terms of reference of every committee shall be reviewed annually by the governing body's first meeting of the year.

The school's improvement and development plan must be approved by the governing body, but the formulation of the plan lies with the Head Teacher, assisted by the Senior Management Team.

Committees may wish to be involved with the sections of the plan, which is relevant to them.

If the Head Teacher is unable to attend, he may nominate a non-voting substitute, except where he is included in the quorum.

Full Governing Body shall have three Committees.

Full Governing Body – once per half-term

Committee 1 Quality of Education [HT / CEG] – once per term

Committee 2 Behaviour, Attitudes and Personal Development [HT / KC] - once per term

Committee 3 Leadership and Management [HT] – once per term

Committee 4 Sites and Assets [GA] – once per term

The terms of reference for the committees are taken from the new bite sized questions.

Full Governing Body

Membership

The governing body shall determine, and review annually at the first meeting of the school year, the establishment, terms of reference, consultation and membership of the committee.

Associate members may be members of the committee, but the majority of committee members shall be governors. Associate members may give advice, and may have limited voting rights in accordance with any restrictions placed upon them by the governing body.



Statutorily, they may not vote on resolutions concerning the budget or financial commitments of the governing body.

The committee shall consist of at least three governors plus the Head Teacher.

The committee shall have such co-opted non-voting members as the governing body shall appoint. The committee may make recommendations for these appointments.

Chairing

The Chair of the committee will be appointed by the full governing body.

N.B. *There are no restrictions as to who can chair a committee.*

Attendance

Members of the committee, the Head Teacher and the clerk to the committee have a right to attend committee meetings. The governing body or committee may allow other persons to attend.

Clerking

The governing body shall appoint a clerk to the committee. This must not be the Head of School, but committee members may act as clerk in the absence of a formally appointed clerk.

Committee 1: Quality of Education

Quorum

The quorum shall be three governors plus the Head Teacher or Deputy Head

Meetings

The committee shall meet once per term or as required.

Terms of Reference

- L1 How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?
- L2 How deliberate has the curriculum design been?
- L3 How clearly can the leadership team articulate the current priorities for the curriculum?
- L4 How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?
- L5 What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?
- L6 How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?
- L7 How demanding is the "daily diet" of pupil's work?



- L8 How effectively do teachers use assessment?
- L9 How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?
- L10 How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?
- L11 How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?
- [Sixth form] L2 How does the school judge the impact of its provision in enabling learner progress in level 3 qualifications in terms of value added?
n/a
- [Sixth form] L3 What is the school's judgement on its post-16 provision including its full delivery of the DFE's 16-19 study programme? How secure is the evidence on each of the four Ofsted judgement areas in relation to post-16?
- [Sixth form] L4 How confident is the school in articulating reasons for a differing judgement for post-16 compared to its view on the whole school?
- [Sixth form] L5 How well does the school prepare learners for the next stage of their education or employment?
- [Sixth form] L6 How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?
- [Sixth form] L7 How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?
- [Sixth form] L8 How rigorous is the work undertaken by students in the sixth form?
- [Sixth form] L9 How effectively do teachers use assessment?
- [Sixth form] L11 How accurately do results reflect the quality of education provided by the sixth form and the aims of the curriculum? Is there alignment?

Committee 2: Behaviour and Attitudes and Personal Development

Quorum

The quorum shall be three governors plus the Head Teacher or Deputy Head

Meetings

The committee shall meet once per term or as required.

Terms of Reference

Behaviour and Attitude



- L1 What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this? – [report to Committee 3]
- [Sixth form] L1 How effectively is safeguarding addressed in the sixth form? [report to Committee 3]
- L1 How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?
- L2 How effectively has the school promoted prompt and regular attendance?
- L3 What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?
- L4 How effectively has the school used its powers to temporarily and permanently exclude pupils?
- [Sixth form] L10 How successfully has the sixth form built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?
- [Sixth form] L12 How effectively has the sixth form promoted prompt and regular attendance?

Personal Development

- L1 How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?
- L2 What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?
- L3 How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?
- L4 How successfully does the school create opportunities for pupils to develop character?
- L5 How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?
- L6 How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?

Committee 3: Leadership and Management Committee

Quorum

The quorum shall be three governors and Head Teacher.

Meetings

The committee shall meet once per term or as required.

Terms of Reference



- L1 What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this? – [report from Committee 2]
- [Sixth form] L1 How effectively is safeguarding addressed in the sixth form? [report from Committee 2]
- L2 How effective is the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?
- L3 How clear and ambitious is the school's vision? Is this shared and "lived" across the school?
- L4 How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?
- L5 How effectively does governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?
- L6 Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?
- L7 How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?
- L8 How confident is leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling"?
- L9 How effective is the identification and provision of teachers' professional development?
- L10 How familiar is leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?

Committee 4: Sites and Assets

Quorum

The quorum shall be one external governor and any two other members of the committee plus School Business Manager.

Meetings

Once per term or as required

Duties Delegated to this Committee:

To Assist the Head Teacher and discharge the responsibilities of the Governing Body on matters relating to the School premises and grounds, security and environment and Health and Safety within school.



Premises

- L1 To regularly check the premises and grounds and prepare an annual statement for the governing body.
- L2 To receive reports from staff
- L3 To agree a statement of priorities for maintenance and improvement (with reference to the School Site Development Plan).
- L4 To monitor the costs and arrangements for maintenance repairs and redecoration within the budget allocation.
- L5 To oversee the preparation and implementation of contracts, ensuring best value principles are adhered to.
- L5 To agree, evaluate and review schools Accessibility Plan.
- L7 To review catering, school meals policy.
- L8 Reaffirm food standards in line with statutory duties.

Health and Safety

To assist the Head Teacher and discharge responsibilities of the Governing Body on matters relating to Health and Safety within school.

- L9 To ensure the site is compliant with the 2010 Equalities Act.
- L10 To assist the Governing Body and the Head Teacher to their responsibilities under the Health and Safety at Work Act 1974 and other relevant legislation in collaboration with the Local Authority.
- L11 To consider the advice and recommendations and the model Health and Safety policy supplied by the Local Authority and to agree and keep under review a Health and Safety Policy for school.
- L12 To ensure the necessary school management organization is in place to implement the schools Health and Safety policy.
- L13 To consider the Local Authorities policies on safety and emergency procedures, to review and recommend the following policies for the school adoption by the Governing Body:-
 - Accessibility Plan (Statutory)
 - Business Continuity Plan
 - Emergency Management Plan
 - Fire
 - Health and Safety (Statutory)
- L14 To monitor the effectiveness of the schools Health and Safety arrangements.
- L15 Ensure the appropriate risk assessment, including annual fire risk assessment, takes place and are acted upon.
- L16 To monitor accidents and incidents within the school.
- L17 Ensure that the schools free school meals provision is being met.
- L18 Ensure that nominated first aiders has appropriate training which is kept up to date.
- L19 Ensure that nominated Steps Trained staff has the appropriate training which is kept up to date.



GDPR

- To ensure that school has in place procedures full compliant with the Data Protection Act 2018.
- To approve the arrangements for ensuring appropriate and safekeeping and confidentiality of records and for the storage, management and transfer of information and data.

Sites and Assets Committee to follow.

Signed.....Date.....

Name and Title.....

Date of Next Review Autumn 2020