



FULL GOVERNING BOARD TERMS OF REFERENCE

1. PURPOSE

- a. The Governing Board has high expectations for governance and is committed to ensuring that governors and senior leaders have the skills, knowledge and experience to run the Academy Trust.
- b. The Governing Board understands its role as strategic leaders of the School and the role it plays in ensuring every child gets the best possible education.
- c. The Governing Board must act as a corporate body and in doing so conduct its business with due regard to the law, statutory legislation, Academy Trust Governance Guide. March 2024, Academy Trust Handbook, July 2024, Articles of Association and Funding Agreement with the DfE.

The Governing Board will also act on guidance provided from other sources including but limited to the latest Education Inspection Framework – July 2023, the Key and Local Authority Reports.

2. MEMBERSHIP

- a. Governing Board membership will comply with the rules defined in the Articles of Association and published on the School website.
- b. The Governing Board, after taking into consideration: Strategic Review and Governance Review, have agreed a GB membership of 12, made up of the following trustees for 2024/2025:
 - Headteacher
 - 0 Trustees appointed by trust members [min 0, max 1]
 - 2 Parent Trustees [min 2, max 5]
 - 2 Staff Trustees [min 0, max 2]
 - 4 Community Trustees [min 0, max 4]
 - 3 Co-Opted Trustee [min 0, max 3]

3. QUORUM

The quorum for the purposes of appointing a Parent Trustee, vote on removal of a Trustee or vote on removal of the Chair of Trustees shall be two-thirds of the Trustees entitled to vote on those respective matters. In all other cases, it will be 50% of the number of Trustees in post.

4. STRUCTURES, COMMITTEES AND NAMED ROLES

- a. Trustees will, as a minimum, hold 3 Full Governing Board meetings and 1 AGM a year. Each Trustee shall be given at least 7 clear days before the date of a meeting a copy of the agenda for the meeting.
- b. Trustees will take into consideration: outcomes from Strategic Review and Governance Review, in determining the committees, sub-groups, named governors to help support governance. This will be agreed at the first GB meeting of the academic year along with the agreed Work Planner, see Appendix A.
- c. For 2024/2025 the Committees to support the work of the Governing Board are:
 - Curriculum
 - Finance & General Purposes
 - Appraisal & Pay
- d. Trustees shall, each school year, at their last full Governing Board meeting in the prior year, elect a Chair of Trustees and Vice-Chair of Trustees, who will serve in those roles throughout the upcoming school year [until the final Governing Board meeting of that school year].
- e. The terms of reference for committees will be agreed by the Governing Board.
- f. Trustees shall, each school year, at the last Full Governing Board meeting in the prior year, elect the Chairs of Committee, who will serve in those roles throughout the upcoming school year [until the final Governing Board meeting of that school year].
- g. The Governing Board will appoint and remove Trustees in line with the Articles of Association. There should be a presumption that an individual will only be a Governor at a maximum of two schools at any one time.
- h. Any Trustee, bar the Headteacher, must stand down from the Governing Board for at least one year after 3 successive terms of 4 years.

5. THE ACCOUNTABILITY OF GOVERNING BOARD

Trustees' first line of accountability is to parents, wider school and the local community.

For the academic year 2024/2025 the following criteria have been agreed with reference to the Education Inspection Framework – July 2023. Additional responsibilities, with reference to previous Handbooks have been retained, where found to be significant.

Trustees should, on an annual basis, complete a self-evaluation and record the impact of their work – with supporting evidence. Trustees should seek to perform an external review of the Governing Board every three to five years.

Governance is inspected under leadership and management. The Ofsted inspection handbook states that “this area of judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils”.

By keeping the strategy document, School Improvement Plan and relevant policies under review, the Board will be well placed to discuss:

- their strengths and areas for development
- the progress being made towards strategic priorities
- areas where expected progress is not being made
- the plans in place to address this.

The areas above incorporate the School’s quality of education, how its resources are managed and the culture of safeguarding.

The following table outlines leadership and management areas and how these relate to the work of the Governing Board.

Area of focus	Boards can demonstrate effective governance by evidencing that they:
Governing board self-review	<ul style="list-style-type: none"> ▪ have an effective induction programme in place to help new board members understand their role ▪ engage in regular internal and external self-review to improve skills, knowledge and the quality and impact of governance ▪ undertake a skills audit (at least annually) to identify the skills, knowledge and experience of board members and address any gaps through development and targeted recruitment
Vision and strategy	<ul style="list-style-type: none"> ▪ work collaboratively with school leaders and stakeholders to develop a clear and ambitious vision ▪ have created a strategy document setting out how the vision will be achieved ▪ are clear on what pupils should leave the school knowing and having done ▪ receive sufficient data to monitor the outcomes detailed in the strategy
Quality of education	<ul style="list-style-type: none"> ▪ monitor the impact of what pupils are taught (reviewing assessment and destination data to support with this) ▪ monitor the impact of the curriculum on all pupils and particularly those with special educational needs and disabilities and those eligible for pupil premium ▪ ensure that staff development needs are identified and CPD is well planned and resourced to support delivery of the curriculum ▪ hold leaders to account for the quality of education
Stakeholder engagement	<ul style="list-style-type: none"> ▪ monitor staff workload and wellbeing and pupil wellbeing regularly ▪ engage with pupils, staff, parents and the wider community to identify areas of strength and improvement ▪ build effective partnerships with external stakeholders (such as local employers) to improve educational standards for all pupils
Safeguarding	<ul style="list-style-type: none"> ▪ influence a positive culture of safeguarding ▪ provide strategic oversight and monitoring of safeguarding policies and practice ▪ understand the risks that their pupils are likely to face
Statutory requirements	<ul style="list-style-type: none"> ▪ use the services of a professional clerk to stay up to date and receive advice on the board’s legal duties ▪ comply with their statutory requirements including their legal duties under The Equality Act ▪ use an effective process to ensure up-to-date information is uploaded to the school or trust website

Self-evaluation will consider whether governors:	Responsibility delegated to:	Evidence reported back to GB Internal Controls:
Understand how the school makes decisions about teachers' salary progression and performance	Delegated to Appraisal and Pay committee	<ul style="list-style-type: none"> • Appraisal & Capability Policy –annual review • Pay Policy • Teachers' Appraisal Dashboard
Understand how the school makes decisions about non-teachers' salary progression and performance	Delegated to Appraisal and Pay committee	<ul style="list-style-type: none"> • Appraisal & Capability Policy –annual review • Pay Policy • Non-teachers' Appraisal Dashboard
Performance manage the Headteacher rigorously	Delegated to Headteacher's Appraisal Panel	<ul style="list-style-type: none"> • Headteacher's Appraisal
Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school	Delegated to Curriculum Committee	<ul style="list-style-type: none"> • Termly State of the Nation Report • Provisional Examinations Analysis • KS4 Examinations Analysis – ASP • KS5 Examinations Analysis – ALPS and IDSR
Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils	Curriculum Committee	<ul style="list-style-type: none"> • Termly State of the Nation Report • Provisional Examinations Analysis - Accuracy of Assessment Decisions
Ensure that the School's finances are properly managed	Delegated to Finance & General Purposes Committee	<ul style="list-style-type: none"> • Termly Financial Report • Annual Budget • Year-end accounts • Response to Audit Reports [Internal & External]
Can evaluate how the school is using the Pupil Premium and Recovery Premium and Special Educational Needs funding	Curriculum Committee	<ul style="list-style-type: none"> • Annual PPG and Recovery Premium Report to Parents • Termly State of the Nation Report
Effectively carry out their statutory duties, such as safeguarding and understand the boundaries of their role as governors.	<p>Not delegated with exception of:</p> <ol style="list-style-type: none"> 1. Policies delegated as defined in the Policy Review Schedule. 2. SEND oversight delegated to named Governor with reporting back to full GB on decisions. 	<ul style="list-style-type: none"> • Policy Review Schedule • Annual Work Planner • Audit of Financial Obligations • Annual Safeguarding Report • Annual LAC Report • Annual SEND Report • Governor Visits to School
Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition	Not delegated	<ul style="list-style-type: none"> • Strategic Review • Headteacher's Report to Governors

Self-evaluation will consider whether governors:	Responsibility delegated to:	Evidence reported back to GB Internal Controls:
Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school or hindering school improvement because of a lack of understanding of the issues facing the school	Delegated to Headteacher's Appraisal Panel Delegated to Appraisal and Pay Committee for Senior Leaders	<ul style="list-style-type: none"> • Headteacher's Appraisal • Teachers' Appraisal Dashboard
Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.	Not delegated	<ul style="list-style-type: none"> • Annual Review of Code of Practice [Nolan Principles] • Annual Year End Accounts • Policy Review Schedule
Engage with key stakeholders	Delegated to school	<ul style="list-style-type: none"> • Annual Staff Survey • Annual Parent Survey • Annual Student Survey

6. CLERKING

The Clerk for the Full Governing Board Meeting, AGM and Committees must be appointed by the Full Governing Body. If the Clerk appointed by the Governing Board is unable to attend a particular meeting of the Committee, the Governors present may appoint another person to act as Clerk for that meeting as long as they are not employed by the School.

Agreed by Governing Board

19 September 2024

7. CLARIFICATION NOTES

7.1 Members of the Academy Trust

The Members of the Trust, who are akin to shareholders, are the subscribers to its Memorandum of Association, and any other individuals permitted under its charitable Articles of Association. Members have a limited financial liability to the Trust in the event it is wound up and have the power to appoint and remove Trustees.

At the start of academic year 2021/2022, the Trust adopted an amendment to its Articles of Association. The new section on Members reads as follows:

12. The Members of the Academy Trust¹ shall comprise:

- a. the signatories to the Memorandum;
- b. up to 5 person(s) who may be appointed by the Governors of the Heston Community Academy Trust;
- c. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
- d. a Governor who may be appointed by the Governors of the Heston Community Academy Trust;
- e. any person appointed under Article 15a, provided that at any time the minimum number of Members shall not be less than three.

12a. An employee of the Academy Trust cannot be a Member of the Academy Trust.

13. Each person entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.

14. If any of the persons entitled to appoint Members in Article 12:

- a. in the case of an individual, die or become legally incapacitated;
- b. in the case of a corporate entity, cease to exist and are not replaced by a successor institution;
- c. becomes insolvent or makes any arrangement or composition with their creditors generally; or
- d. ceases to themselves be a Member, their right to appoint Members under these Articles shall vest in the remaining Members.

¹ There must be at least three signatories to the Memorandum of Association. The Department recommends that trusts should ideally have at least five members, though they may choose to have more or less than five. A minimum of five members helps to ensure that, to the extent Members are available to attend meetings, the Trust has enough Members to take decisions via special resolution (75% of members agree) without requiring unanimity, while minimising circumstances in which a split membership prevents decisions being taken by ordinary resolution (at least 51% of the Members are in favour). If members are to be appointed by a body or entity under (c) then that body or entity should be a Member. We would recommend that any such body or entity is a signatory to the Memorandum.

15. Membership will terminate automatically if:

- a. a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
- b. a Member (which is an individual) dies or becomes incapable by reason of illness or injury of managing and administering his or her own affairs; or
- c. a Member who is also a Governor ceases to be a Governor; or
- d. a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.

15a. The Members may agree by passing a special resolution to appoint such additional Members as they think fit.

16. In addition to Article 13, the Members may agree by passing a special resolution to remove any Member(s) [other than the Foundation/Sponsor body or a Member appointed by the Foundation/Sponsor body under Article 12c or any replacement of that Member appointed pursuant to Article 13]. The Member whose proposed removal is the subject of the resolution shall not be entitled to vote on that resolution.

16a. In exercising their rights under these Articles and the Companies Act 2006, the Members shall not do anything or take any action which would cause the Academy Trust to contravene its Objects.

17. Every person nominated to be a Member of the Academy Trust shall sign a written consent to become a Member and sign the register of Members on becoming a Member.

18. Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Academy Trust of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

7.2 Senior Leaders

The senior leaders within the school are defined as the Headteacher, Deputy Headteacher, Assistant Headteacher, Designated Safeguarding Lead and the Academy Business Manager/CFO.

Trustees will be involved in the recruitment and selection process for the Head and Deputy Headteacher, both permanent and temporary.

Appendix A

Annual Governing Body Work Planner – Key Actions for 2024/2025
 Note: Policies as defined in Policy Review Schedule will be a standing item

	GOVERNING BODY	CURRICULUM [SDP Themes 1, 2 & 3]	FINANCE & GENERAL	APPRAISAL & PAY [SDP Theme 1]
AUTUMN	Main focus: Summer Results/SDP			
	<ul style="list-style-type: none"> • Code of Practice • Governance Review • GB & Committee Terms of Reference • Review Summer results • Agree SEF, SDP, Targets and KPIs • Review / approve projects • Approve YE Accounts & Agree Audit Actions at AGM • Agree Behaviour Policy • Agree Admissions Policy 	<ul style="list-style-type: none"> • Review Data Harvest 1 • Review Quality of Education • Review of Behaviour and Attitudes • Review of Personal Development 	<ul style="list-style-type: none"> • Review Draft Year End Accounts/Audit • Review Responsible Officers Report • Review H&S Termly Report • Monitor Year-to-Date Spend • Review/Approve Projects • Review GDPR practice and compliance 	<ul style="list-style-type: none"> • Review/Approve Pay Decisions and document PM Process/Decisions • Review Leadership & Management • Review Staff Well-being • Agree Action Plan/Outcomes from A&P
SPRING	Main focus: Compliance			
	<ul style="list-style-type: none"> • Review SDP progress • Review ASP online/IDSR • Review HT report on A&P PM outcomes • Review annual report on Safeguarding / CP • Review annual LAC report • Review annual SEND report • Review annual CEIAG report • Review parents, staff and pupil views • Review HT PM & Staff PM report • Review/approve projects • Report on Governors' Open Day 	<ul style="list-style-type: none"> • Review Curriculum Offer • Review Data Harvest 2 • Review Quality of Education • Review of Behaviour and Attitudes • Review of Personal Development • Review Destinations Y11, Y12 & Y13 	<ul style="list-style-type: none"> • Review 3-year Financial Plan • Review Financial Management obligations • Review benchmarking data • Review supplier spends/VfM • Review RO Report • Review H&S Termly Report including Annual H&S Audit recommendations • Monitor Year-to-Date Spend • Review/Approve Projects 	<ul style="list-style-type: none"> • Review Anonymised Staffing Dashboard • Review Leadership & Management • Review Action Plan progress • Review impact of CPD
SUMMER	Main focus: Self Evaluation			
	<ul style="list-style-type: none"> • Elect Chair/Vice-chair and Chairs of Committees • Review SIP progress • Receive external School Review • Appoint HT Appraisal Panel • Review Strategic Process • Review School and GB SEF • Review 360 Feedback for Chair of Governors • External Governance Feedback [including HSGBA] • Review Community Cohesion report [including Y6 choices] • Agree next years' budget • Review/approve projects 	<ul style="list-style-type: none"> • Review Data Harvest 3 • Review Quality of Education • Review of Behaviour and Attitudes • Review of Personal Development 	<ul style="list-style-type: none"> • Monitor Year-to-Date Spend and review Spend-to-Go • Review/Validate New Budget • Review H&S Termly Report • Review/Approve Projects 	



APPRAISAL AND PAY COMMITTEE TERMS OF REFERENCE

1. Purpose of Committee

The remit of this Committee is to scrutinise the evidence and impact of all processes and policies relating to staff recruitment, development, retention and performance. All recommendations will be tabled to the full Governing Body for adoption.

KEY STAKEHOLDER FOCUS: All Staff

In fulfilling their obligations in this Committee:

- Trustees will understand and evaluate the quality and effectiveness of employment and conditions
- Trustees will understand and evaluate the effectiveness of staff-wellbeing strategies
- Trustees will understand and evaluate the quality and effectiveness of staff recruitment
- Trustees will understand and evaluate the quality and effectiveness of policies and processes relating to performance, pay and progression
- Trustees will understand and evaluate the quality and effectiveness of staffing structures and change
- Trustees will assess information in line with best practice demonstrated in schools and/or other leading organisations
- Trustees will report summary non-confidential information to the appropriate committee and/or Full Governing Board to ensure all Trustees are informed and are able to validate the recommendations coming from this committee.

2. Membership

- a. No fewer than four Trustees, including the Headteacher.
- b. The Committee shall co-opt such non-Trustee members as deemed appropriate and shall determine their voting rights.

3. Quorum

The quorum should be three, excluding the Headteacher or their representative.

4. Meetings

The Committee shall meet as defined in the annual calendar, which has been agreed by the Full

Governing Board.

Where agreed by Trustees at either this Committee or at Full Governing Board, Trustees will be able to review and vote on single point items using electronic means, e.g., email.

5. Objectives

- a. Understand and evaluate the quality and effectiveness of employment and conditions
- b. Capability, conduct & grievances

To review, adopt and monitor the procedures for dealing with staff discipline and grievances and ensure that staff are informed of these.

- c. Staff Wellbeing: Absence and Staff Turnover
 - I. Staff sickness absence: statistics/analysis
 - II. Staff turnover: statistics/analysis
 - III. Staff survey and wellbeing questionnaires - To keep under review staff work/life balance, working conditions and wellbeing.
- d. Understand and evaluate the quality and effectiveness of staff recruitment and retention
 - I. Review the School's Recruitment processes to ensure that there is an effective and robust process in place to attract high quality candidates for vacant positions.
 - II. Review and document the role of Trustees in the recruitment process from shortlisting to the interview process.
 - III. Review of leavers and joiners
- e. Understand and evaluate the quality and effectiveness of policies and processes relating to performance, pay and progression.
- f. Headteacher performance and appraisal
 - I. Appraisal: review sources of feedback e.g., use of 180/360 degree
 - II. National standards of excellence for Headteachers
- g. Professional Development
 - I. Review evidence and impact of CPD by department
 - II. Staff CPD: recommended expenditure
 - III. Pathways for teachers: ECT to UPS to Leadership/Lead Practitioner to Headship Roles. Pathways for other staff.
 - IV. Supporting a new Deputy Headteacher
- h. Staff performance and appraisal
 - I. Appraisal of teaching staff, support staff and leadership
 - II. Evaluating the effectiveness of middle leaders
 - III. Monitoring the performance of the SLT
 - IV. Performance management: report to Trustees.
 - V. Reviewing the sources of feedback to support teacher performance

- i. Staff pay and progression - To consider recommendations on staff salaries made by the Headteacher or the Headteacher Performance Management Panel and to make appropriate recommendations to the Finance Committee.
 - I. Approving pay recommendations
 - II. Teaching and learning responsibility [TLR] payments
 - III. Threshold assessments: role of the Governing Board
- j. Understand and evaluate the quality and effectiveness of staffing structures, in consultation with the Headteacher and other Committees, to determine the staffing structure of the school.

In consultation with staff, oversee any process leading to an organisational restructure

- k. Review Staffing structure: adding new roles, staff leaving
 - I. Staffing structures: Numbers, FTE by Department
 - II. Review of leadership structures in outstanding schools and make recommendations to the Full Governing Board
 - III. Effectiveness of Leadership & Management
 - IV. Succession Planning
 - V. To review and validate policies as defined in the Policy Review Schedule for recommendation and approval by the Full Governing Board.

6. Clerking

The Clerk for the Committee must be appointed by the Full Governing Board. If the Clerk appointed by the Governing Board is unable to attend a particular meeting of the Committee, the Trustees present may appoint another person to act as Clerk for that meeting as long as they are not employed by the School.

Agreed by Governing Board 19 September 2024



FINANCE AND GENERAL PURPOSES COMMITTEE TERMS OF REFERENCE

1. Purpose of Committee

Trustees will ensure that their obligations and duties as defined in the latest Academies Financial Handbook and other employer legislation such as Health & Safety at Work Acts are fully met.

Trustees will ensure solvency and probity, and that the financial resources made available to the School are managed effectively

Trustees will ensure their core roles defined in the Academies Financial Handbook are rigorously evaluated and assessed each year: -

- Roles and Responsibilities
- Main financial and governance requirements
- Delegated authorities
- Audit requirements

2. Membership

- a. No fewer than four Trustees, including the Headteacher
- b. The Committee shall co-opt such non-Trustee members as deemed appropriate and shall determine their voting rights.

3. Quorum

The quorum should be three, one of whom must be the Headteacher or their representative. In the event of a vote, staff Trustees and other Trustees, where this is a conflict of interest, will not be eligible to vote.

4. Meetings

The Committee shall meet as defined in the annual calendar, which has been agreed at the Full Governing Board. Where agreed by Trustees, either at this Committee or at Full Governing Board, Trustees will be able to review and vote on single point items using electronic means, e.g. email.

5. Objectives

- a. To review annually the Academies Financial Handbook and Health & Safety obligations to ensure that any changes are reflected in the School's procedures and policies.
- b. To complete an annual Financial Audit of Obligations relating to the current Academies Financial Handbook and monitor/review actions arising from the audit.
- c. To review and agree the Annual Budget for the day to day running of the School, including

headcount, for recommendation to the Full Governing Board.

- d. To review the 3-year cashflow forecast and adjust operational, project and asset investment plans appropriately to ensure financial stability.
- e. To review and agree total amount allocated to the Asset Investment Plan, for recommendation to the Full Governing Board.
- f. To review, approve, monitor and evaluate the capital projects that are submitted onto the Asset Investment Plan. [All projects must be reviewed by Trustees before going out to Tender.]
- g. To review, approve, monitor and evaluate the non-capitalised projects that are submitted onto the School Project Plan, taking into account total costs of implementation and on-going support, including internal staffing time.
- h. To review periodic Financial Reports and agree any adjustments in line with Financial Procedures & Scheme of Delegation.
- i. To review annually spend by supplier and the Approved Supplier List and validate whether best value is being derived.
- j. To review annually the financial benchmarking data against other like schools and agree actions to address.
- k. To review the findings from Internal Audit and act on recommendations made.
- l. To review the findings of the External Audit Report and act on recommendations made.
- m. To review the annual H&S Audit Report and act on recommendations made by the H&S Committee.
- n. To review and approve policies as defined in the Policy Review Schedule.
- o. To carry out ad-hoc inspections at school to validate any areas of concern raised by staff, internal audit or external audit regarding financial probity or Health & Safety risk.

6. Clerking

The Clerk for the Committee must be appointed by the Full Governing Board. If the Clerk appointed by the Governing Board is unable to attend a particular meeting of the Committee, the Governors present may appoint another person to act as Clerk for that meeting as long as they are not employed by the School.

Agreed by Governing Body 19 September 2024



CURRICULUM COMMITTEE TERMS OF REFERENCE

1. Purpose of Committee

The remit of this Committee is to scrutinise the evidence and impact of teaching and learning combined with personal development, behaviour and welfare on student outcomes.

KEY STAKEHOLDER FOCUS: Teaching Staff, Students, Parents

KEY OFSTED FOCUS: Quality of Education, Behaviour and Attitudes and Personal Development

In fulfilling their obligations in this Committee:

- Trustees will take sufficient account of student data including IDSR, FFT Governor Dashboard, ALPs and in-house data "State of Nation Report".
- Trustees will also take into account other student data, including Student Destinations, Career Guidance, Student Surveys and Student Council views.
- Trustees will assure themselves of the rigour of the assessment process.
- Trustees will ensure that they are aware of the impact of teaching on learning and progress in different subjects and year groups.
- Trustees will ensure that they are aware of the impact of teaching on learning and progress on significant groups such as boys, girls, high/middle/low attainers, SEND, PPG and key ethnic groups.

2. Membership

- a. No fewer than four Trustees, including the Headteacher.
- b. The Committee shall co-opt such non-Governor members [including students] as deemed appropriate and shall determine their voting rights.

3. Quorum

The quorum should be three, one of whom must be the Headteacher or their representative. In the event of a vote, staff Trustees and other Trustees with a conflict of interest will not be eligible to vote.

4. Meetings

The Committee shall meet as defined in the annual calendar, which has been agreed by the Full Governing Board. Where agreed by Trustees, at either this Committee or at Full Governing Board, Trustees will be able to review and vote on single point items using electronic means, e.g. email.

5. Objectives

- a. To understand the implications of any statutory obligations affecting ALL schools and/or Academies and the impact this will have on the Curriculum.
- b. To review and recommend the Curriculum Offer to the Full Governing Board on an annual basis, ensuring the needs of students, parents and community are balanced with national demands and staffing/finance constraints.
- c. To review and act on reports for Student Outcomes including but not limited to:
 - Summer Results [School, APS, ALPS, IDSR]
 - State of Nation report
 - Ofsted School Data Dashboard
 - Recommendations from the PPG steering group
- d. To review and act on reports relating to Student Personal Development, Behaviour and Welfare including but not limited to:
 - Behaviour Incidents, Attendance, Punctuality, Absence
 - SMSC [incl. British Values]
 - Physical, Emotional and Mental Well-Being
 - IT Literacy
 - Careers Guidance
 - Student rewards and sanctions
- e. To review and act on reports relating to the Quality of Teaching, Learning and Assessment including but not limited to:
 - T&L assessments
 - Literacy and Numeracy
 - Growth Mindsets
 - Feedback to Students/Parents
 - Views from Students/Parents/Staff on T&L
- f. To review the quality and effectiveness of the 6th Form covering both academic and student KPIs.
- g. Perform other strategic reviews to evaluate the quality of teaching and learning over time including but not limited to:
 - To review the quality and effectiveness of the data systems covering target setting, student progress and the reporting to students/parents
 - To review the evidence of CPD in improving teaching skills and their impact on learning outcomes in conjunction with the A&P Committee
 - To review the quality and effectiveness of enrichment opportunities offered to students
 - To review the views from the community [Employers, Universities and Feeder Schools] that will help improve student outcomes
 - To review the quality, effectiveness and mutuality of School Partnerships.
- h. To review and approve policies as defined in the Policy Review Schedule or as called by a Trustee.

6. Clerking

The Clerk for the Committee must be appointed by the Full Governing Board. If the Clerk appointed by the Governing Board is unable to attend a particular meeting of the Committee, the Governors present may appoint another person to act as Clerk for that meeting as long as they are not employed by the School.

Agreed by Governing Board 19 September 2024