

# Terms of Reference for the Teaching and Learning Committee of the Governing Board of The Grove School

Membership: 6 members of the governing board including the headteacher

Associate members: [to be agreed by FGB](#)

Quorum : 3

Chair of Committee:

Clerk of Committee: Debbie Horton

Meeting dates for the academic year:

Four meetings a year. One each in Autumn and Spring terms and two in the summer term.

Agreed at meeting of the full governing board on 21st September 2021

Review date: annual

**The  
governing  
board  
responsibilities for  
teaching  
and  
learning**

## **including links with parents**

The governing board is the strategic lead for the school and has a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing boards is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. The Governance Handbook also states that one of the core functions of the governing board is: '*Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff*'. They should do this by making sure they have at least one governor/trustee with specific skills and experience of performance data, and by asking questions such as:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have your decisions been made with reference to external evidence, such as Ofsted's Data Dashboard, Analyse School Performance service (formerly RAISEonline), Fischer Family Trust etc. How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported?
- Is this a happy school with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are we doing to address any current issues, and how we will know if it is working?

- How good is our wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Many governors/trustees may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board has at least one governor with the skills to understand and interpret the full detail of the performance data available. These governors/trustees should make sure that the wider governing board has an accurate understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other governors/trustees should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

### Best Value

The board will ensure the principles of Best Value are followed when making decisions. The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective services.

### Withdrawal

Any governor/trustee or associate member employed to work at the school, other than the headteacher, **must** withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Headteacher must withdraw if his or her pay or performance is being discussed. Any governor/trustee or associate member must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form. The clerk must withdraw for discussions relating to their own pay or performance.

### Matters of Urgency

These may be dealt with by the chair of governor/trustees, chair of the committee and headteacher and reported to the next meeting of the committee or full governing board.

### Delegation

Governing boards may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

### Levels of Delegation - Decision or Recommendation

D = **decision** to be taken by the committee and reported to the full governing board in the minutes.

R = the committee to make a **recommendation** to the full governing board, who will make the decision.

*Note from The Governance Consultancy Team: The level of delegated decision making given to a committee needs to be agreed by the full governing board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the committee making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the committee and the full governing board. All delegated decisions must be reported to the full governing board through the minutes from the committee.*

**Governors Associate Members serving on the Teaching and Learning Committee will undertake appropriate training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.**

## **Curriculum.**

### **Policies and Documents delegated to this committee:**

Collective Worship Policy (Recommended)

- Sex, Relationships and Health Education Policies (Statutory)
- Governor Visits Policy or Protocol
- Curriculum information published on school website (Statutory)
- Provider Access Policy & Careers information published on school website (Statutory, years 8 to 13)

To monitor and evaluate the agreed <i>intent, implementation</i> and <i>impact</i> of the school curriculum. Consider evidence about how effectively the curriculum is achieving its aims for pupils and how this relates to the board's vision for the school. Report to the board.	<b>D</b>
To evaluate information from the headteacher, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board.	<b>D</b>
To agree the policies for sex & relationships education, health education and collective worship.	<b>D</b>
To agree the arrangements for educational visits and ensure that they are in line with current guidance (link to Health and Safety Lead).	<b>D</b>
To ensure the continued knowledge and understanding of governors / trustees in respect of the National Curriculum and/or changes in national programmes which impact on the curriculum.	<b>D</b>
To establish/recommend as appropriate the policy and/or protocol for governor / trustee visits to the school. Ensure all governors / trustees are aware of and follow the agreed structure, including submitting appropriate reports to the board, by monitoring its implementation. Have regard for staff wellbeing and work life balance when devising the policy.	<b>R</b>
To develop and review a monitoring procedure and cycle for governors (including governor / trustee visits) focusing on specific areas of the curriculum, linked to the School Development Plan (School Improvement Plan).	<b>D</b>
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children. Consider evidence to demonstrate how the curriculum is made accessible for all pupils. (Link with SEND/Inclusion lead governor.)	<b>D</b>
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	<b>D</b>
Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.	<b>D</b>
Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.	<b>D</b>
To ensure the relevant statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> <li>• The content of the curriculum by academic year and subject</li> <li>• How parents (including prospective parents) can obtain further information in relation to the curriculum</li> <li>• Key Stage 1 phonics and reading schemes in operation</li> </ul>	<b>D</b>
Review & recommend term dates including non-pupil and inset days.	<b>R</b>
Ensure an appropriate Provider Access Policy is in place and published on the school website (applicable to schools with pupils from year 8 to year 13).	<b>D</b>
Liaise with the Careers Leader to monitor that the school is on track to meet the Gatsby Benchmarks by 2020 (applicable to schools with pupils from year 8 to year 13).	<b>R</b>
Ensure that statutory information relating to the careers programme is published on the school website, including:	<b>D</b>

<ul style="list-style-type: none"> <li>• The name, email address and telephone number of the school's Careers Leader</li> <li>• A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>• How the school measures and assesses the impact of the careers programme on pupils</li> <li>• The date of the school's next review of the information published.</li> </ul> <p>(Applicable to schools with pupils from year 8 to year 13.)</p>	
---	--

## Inclusion / SEND

### Policies and Documents delegated to this committee or for recommendation to the FGB

- SEND Policy and information relating to SEND provision published on school website (Statutory)( R)
- Equality Policy (or information) and Equality Objectives (Statutory) ( D)
- Supporting Pupils at School with Medical Conditions Policy (Statutory) ( D)
- Education of Children in Care Policy ( D)
- Behaviour Policy & Behaviour Principles (Statutory) ( D)
- Attendance Policy (D)
- Child Protection Policy (Statutory) ( R)
- Devon County Council Safeguarding Audit ( to monitor)
- ~~Admissions Policy VA/Foundation (including Trust) schools only (Statutory)~~
- ~~Year 7 Catch-up premium, information on spending published on school website (Statutory)~~
- Exclusion procedures (if not included in Behaviour Policy) (Statutory)

The SEND and inclusion governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
To champion the requirements of children with Special Education Needs and Disabilities by contributing to the development of a SEND Policy, including provision for more able children, to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Finance and Personnel Lead Governors/Trustees.	<b>R</b>
Monitor the implementation and effectiveness of the agreed SEND policy and report to the full board. Ensure relevant statutory information relating to SEND is published on the school website, updated at least annually and when any changes occur.	<b>D</b>
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including, but not limited to: children in care; pupils with medical needs in school; pupils with English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	<b>D</b>
To consider impact for pupils, parents and staff with protected characteristics when developing/reviewing policies. To monitor the school's engagement with individuals with protected characteristics and ensure that they are given an opportunity to contribute to the development of school processes and procedures.	<b>D</b>
To assist with the identification of Equality Objectives for ratification by the board and monitor progress towards these objectives, reporting to the board at least annually	<b>R</b>
To ensure that the school meets the statutory requirements relating to equality legislation including publishing the Equality Objectives, equality information (or an agreed policy) on the school website to show how the school is complying with the Public Sector Equality Duty.	<b>D</b>
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority.	<b>D</b>
<del>To monitor and evaluate the impact of Year 7 Catch-up Premium funding and report to the full governing board. Ensure information is published on the school website to show how the money has been spent and the impact made.</del>	<b>D</b>

Ensure an attendance register is taken daily at school. Monitor pupil attendance figures and patterns. Review and evaluate progress towards the schools' attendance targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	<b>D</b>
To review and agree, with the headteacher, the Behaviour Policy based on the Behaviour Principles set by the board. Check that the Policy and relevant information is published on the school website and monitor that there is continuity of application throughout the school.	<b>D</b>
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	<b>D</b>
To meet with the SENDCO and work with them to analyse the impact of the schools' provision for SEND pupils in relation to attainment and progress; attendance, punctuality and exclusion.	<b>D</b>
Establish if the SENDCO has sufficient time and resources to enable them to carry out the role as described in the SEND Code of Practice? If your school shares a SENDCO across settings do they have sufficient administration support to enable them to fulfil their role effectively? (Note – this should not be the Headteacher of one of the schools. The Code of Practice states it may be appropriate for smaller primary schools to share a SENDCO, but this must be kept under review to ensure there is no negative impact on outcomes or quality of provision.)	<b>R</b>
To support the SENDCO in completing the SEN Funding Evaluation Tool (autumn term) and check that the data matches the information held by the school. Use the SEN Funding Evaluation Tool to ensure that provision is being targeted effectively and consider the implications of the following year's budget for learners with SEND and inclusion needs. Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.	<b>D</b>

## School Improvement

### Policies and Documents delegated to this committee:

- Results – the most recent Key Stage 2 or 4 results to be published on school website (Statutory)
- Ofsted Report, or a link to it, published on school website (Statutory)
- Performance tables, link to the DfE website available on school website (Statutory)

To contribute to strategic planning within the school and to recommend the School Improvement Plan priorities (School Development Plan) to the full governing board, to include identified governor/trustee monitoring and evaluation criteria. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	<b>R</b>
To review, monitor and evaluate the success and impact of the School Improvement Plan in conjunction with the head, senior leadership team and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To discuss areas for additional support/intervention and recommend allocation of resources, report to full governing board.	<b>R</b>
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing board. Ensure that governors/trustees involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	<b>D</b>
To ensure the continued knowledge and understanding of governors/trustees in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities.	<b>D</b>
To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the board is aware of the key findings of the most recent report and monitor actions being taken and progress relating to areas for improvement.	<b>D</b>
To analyse Key Stage 2 or Key Stage 4 data and results, including benchmarking, and report to the full governing board. Ensure that the most recent results are published on the school website in line with statutory	<b>D</b>

## Community, Staff and Parental Links

### Policies and Documents delegated to committee:

#### Complaints Procedure (Statutory)

- Data Protection Policy (Statutory)
- Freedom of Information (Fol) Publication Scheme (Statutory)
- Statement of the school's Ethos and Values published on school website (Statutory)
- ~~Home School Agreement~~

To assist the headteacher and Senior Leadership Team (SLT) in promoting good relationships and communication with parents and the wider community.	<b>D</b>
Ensure that the needs of stakeholders are monitored and there is an opportunity for individuals and groups to communicate their opinions and concerns. Ensure that the school (and the board where applicable) regularly consults with staff, parents and pupils, giving them an opportunity to contribute in the development of policies and procedures which will impact on them. Support the board in using parental views to inform the school's self-evaluation and strategic planning to improve the education of pupils. Ensure that parents, pupils and staff have a role in contributing to the board's vision for the school.	<b>D</b>
To monitor the quality and effectiveness of information for stakeholders on the school website, including ensuring statutory policies and governance information appears on the website in a timely manner.	<b>R</b>
Report back to parents, pupils and staff the results and the changes governors and trustees make as a result of listening to their views	<b>D</b>
To ensure a Complaints Procedure is in place, is appropriately reviewed and is monitored to ensure that it is followed consistently. Review any complaints once they have been dealt with (both formal and informal) to identify any common themes. Investigate any changes in practice required and recommend to the full governing board.	<b>R</b>
If the school has a home-school agreement in place review the agreement and seek input from stakeholders (pupils, parents and carers, staff) to inform changes in the document.	<b>R</b>
Act as champions for well-being and mental health for both staff and pupils. Analyse responses to the staff wellbeing survey to help understand the key issues in the school, and use information from the survey to assess the impact of any measures being taken to support staff wellbeing.	<b>D</b>
Monitor key aspects of mental health and emotional wellbeing and be aware of what is being done to promote a positive environment for children and young people. Identify how the school ensures timely identification, support and mentoring of vulnerable children and young people who may benefit from targeted support.	<b>D</b>
To keep the board up to date with work undertaken by the committee through regular (at least termly) written reports supplied to the FGB.	<b>D</b>
Contribute to the development of the annual surveys for parents, staff and/or pupils (as applicable). Analyse the responses from the survey(s) and report to the board.	<b>D</b>
Ensure that members of the board and staff are aware of the code of conduct when using social media.	<b>R</b>
Monitor and evaluate work life balance issues for staff, the SLT and members of the board. Review the school's use of job share arrangements, part-time working, flexible working, and staff workload to see if strategies are effective.	<b>D</b>
Monitor levels of staff absence and the reasons for absence to identify any potential areas of concern.	<b>D</b>
Monitor responses to staff exit interviews to identify any potential areas of concern.	<b>D</b>
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in consultation with the DPO. Monitor that the DPO has provided appropriate training for staff, governors and the school can demonstrate compliance with Data Protection Law.	<b>D</b>
Seek confirmation from the DPO that the school (or MAT) is registered with the Information Commissioners Office (ICO) as a Data Controller.	<b>D</b>



Working with the DPO, ensure that governors/trustees are aware that responsibility for compliance with data protection legislation lies with them and that they are kept informed about all key issues arising for the schools from the legislative changes and understand how to effectively monitor and review compliance	<b>D</b>
Liaise with the Data Protection Officer (DPO) to monitor and evaluate any data breaches and near misses to identify any changes in practice required. Ensure that any notifiable breaches are reported to the board	<b>D</b>
To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils work, transition processes and benchmarking.	<b>R</b>

## **Safeguarding**

### **Policies and documents delegated to this committee:**

#### **Safeguarding (R)**

To keep the Governing Board up to date with work undertaken by the Safeguarding Governor through regular (termly) written reports supplied to the clerk to disseminate to the FGB. (To ensure that statutory requirements are met, use the termly safeguarding data collection sheet found on Governance pages of Babcock LDP website.)	<b>D</b>
To ensure that the school appoints a Designated Safeguarding Lead (DSL) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to child protection training.	<b>D</b>
To ensure that the DSL role is clearly defined in the role holder's job description and the DSL receives refresher training at prescribed intervals.	<b>D</b>
Monitor and ensure that all staff, including temporary staff and volunteers, are provided with the school's safeguarding / child protection policy and staff behaviour policy/code of conduct.	<b>D</b>
To monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.	<b>D</b>
To consult with the DSL and recommend policies, including the Child Protection Policy, for review by the FGB, checking that the school has ensured that they are consistent with LSCB and statutory requirements, reviewed annually, cross referenced and made publicly available on the school's website.	<b>R</b>
To monitor and evaluate the school's procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Ensure that these are in line with statutory requirements and are effective.	<b>D</b>
To monitor and evaluate the school's safer recruitment procedures, including statutory checks on staff suitability to work with children and disqualification by association regulations. Ensure these are followed.	<b>D</b>
To monitor the staff training requirements for all staff and volunteers, including the Headteacher and ensure these meet statutory requirements. Check that all staff receive information on induction about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL.	<b>D</b>
Monitor and evaluate the arrangements for child protection training, including staff being regularly updated in line with statutory requirements– 'at least annually' for DSL.	<b>D</b>
Monitor and evaluate how the school ensures pupils are taught about safeguarding, including online, as part of a broad and balanced curriculum.	<b>D</b>
To ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority. Ensure that any weaknesses identified are rectified by the school without delay.	<b>D</b>
Prepare an action plan against weaknesses identified in the audit, plus any other areas identified in need of additional attention. Monitor and evaluate this action plan.	<b>R</b>
To ensure that all staff, governors and volunteers have received KCSiE (Keeping Children Safe in Education) statutory guidance.	<b>D</b>
To monitor and evaluate the Single Central Register (SCR) annually and sign it, but more frequently in larger schools or where staff turnover is high (termly).	<b>D</b>
<b>Online Safety</b>	

To monitor and evaluate the online safety policy and report to FGB. Policy/guidance on the use of mobile technology for both staff and pupils needs to be present (this could be part of online safety policy or acceptable user policy; models are available from the Governance Consultancy team).	<b>D</b>
To monitor and evaluate the school's effective application of the online safety policy.	<b>D</b>
To ensure that the school follows all current online safety advice and keeps the children and staff safe.	<b>D</b>
To support the school in encouraging parents and the wider community to become engaged in online safety activities.	<b>D</b>

## Pupil Premium

To be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, how much money is allocated to the school and which groups of pupils attract the premium. Ensure school has identified all children eligible for the pupil premium including those eligible for the early years pupil premium funding where there is a school-run nursery provision; Pupil Premium Plus for Children in Care/adopted children and Service Premium for pupils with parents in the armed forces.	<b>D</b>
To keep the board up to date with work undertaken by the Pupil Premium Governor through regular (at least termly) written reports supplied to the FGB.	<b>D</b>
To ensure that the school appoints a staff member as the Pupil Premium champion and provides appropriate training for this individual.	<b>D</b>
To appoint a pupil premium governor champion for disadvantaged children during board meetings and governor monitoring visits in order to ensure this remains a priority in all aspects of decision making.	<b>D</b>
To ensure that the school website is compliant in relation to the statutory requirements to publish the Pupil Premium strategy and a meaningful summary is published detailing how funding is used and the difference it is making.	<b>D</b>
To monitor to ensure that all staff are aware of the school's Pupil Premium strategy.	<b>D</b>
To work with the staff Pupil Premium champion and the leadership team to ensure that a pupil premium strategy is developed for approval by the board which: <ul style="list-style-type: none"> <li>Identifies the barriers faced by pupils eligible for Pupil Premium funding*</li> <li>Gives details of how the resources are to be allocated</li> <li>Gives an overview of the actions to be taken</li> <li>Gives a summary of the expected outcomes</li> <li>Identifies ways of monitoring the effectiveness of these actions as they are ongoing and notes who will be responsible for ensuring that this information is passed to the Pupil Premium governor and the board</li> <li>Explains what will be evaluated at the end of the action and what measures of success will be applied</li> <li>Allows the SLT and the board to know and be able to intervene quickly if outcomes are not improving in the way that they want them to.</li> </ul>	<b>R</b>
To monitor spending of the Pupil Premium, ensuring the money is spent in identifiable ways to support target groups of pupils.	<b>D</b>
Monitor the short term uses of the funding (e.g. with Year 6 or 11) and the longer term uses (e.g. with Year 5 or 10 and below). Is the balance right?	<b>R</b>
To challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources.	<b>R</b>
To have knowledge of what systems are in place in the school for evaluating the impact of pupil premium and how this is reported to the board.	<b>D</b>
To monitor the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.	<b>D</b>
To understand relevant school pupil performance data that shows progress of different groups over time in order to challenge headline data for Pupil Premium pupils in all year groups across the school, not just at the end of key stages.	<b>D</b>
To support the school in developing positive family and community links in order to raise aspirations for pupils eligible for Pupil Premium funding and celebrate the achievement of all pupils including vulnerable groups.	<b>D</b>
To monitor attendance, punctuality and behaviour (particularly exclusions) of pupils eligible for Pupil Premium	<b>D</b>



funding and the effectiveness of action to address any identified issues or patterns.	
To contribute to strategic planning for future improvements to enhance the progress of disadvantaged pupils and report to the board with recommended improvements; recommend a timeline for the next pupil premium strategy review.	<b>R</b>