



GUIDANCE

TERMS OF REFERENCE FOR COMMITTEES

GENERAL NOTES ON THE TERMS OF REFERENCE

These terms of reference for church school and academy governing bodies and has been revised in light of the *September 2015 OFSTED framework*. *Changes to the previous terms of reference are highlighted in italics (and in red text)* The terms of reference make reference to matters relevant to both primary and secondary schools and irrelevant text will need to be deleted accordingly when adopting the models. they are deliberately detailed to ensure that all governors are aware of the delegated responsibilities of each committee and the key issues each should address. Governing bodies are free to set up a structure which suits their school's needs and may consider combining different committees. Rather than produce a range of different structural models, the Board has kept the terms of reference discrete so that governors can decide how they wish to operate.

Academy governing bodies must operate in accordance with their funding agreement and Memorandum and Articles of Association and because there are differences in these documents between academies, it is not possible to provide definitive terms of reference for academies. While, in general, the terms of reference will be relevant, it is important that the Funding Agreement and Articles are checked in order to ensure all responsibilities are covered, particularly in relation to financial matters and premises.

The following terms of reference are included:

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CURRICULUM AND STANDARDS COMMITTEE

Membership

1 The Curriculum and Standards Committee shall consist of X governors and the headteacher.

Meetings and Quorum

2 The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher.

Clerk

3 The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

Terms of Reference

Policy and statutory requirements

- (a) To ensure that the statutory requirements of the curriculum are being met and that the School Improvement Plan addresses curriculum priorities.
- (b) To ensure that the school offers a broad and balanced curriculum that *provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain* and focuses on priorities which ensure pupils make excellent progress in reading, writing and mathematics.
- (c) In consultation with the headteacher and appropriate staff, to monitor and keep under review curriculum policies and the sex and relationships education policy and ensure any amendments are presented to the governing body for approval.
- (d) In consultation with the headteacher and appropriate staff, to monitor and keep under review religious education (RE) and collective worship policy. (NB: If a Faith Group has been set up this may be included in their remit.)
- (e) To ensure that the School meets the statutory requirements in meeting the needs of pupils with special educational needs *or disability (SEND) (including those with Education & Health Care Plans)*, publishes and makes parents aware of its SEND policy and reports annually on the policy's success.
- (f) To monitor the impact of the equality policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

Curriculum Provision

- (g) To monitor:
 - (i) the impact of intervention strategies and additional support;
 - (ii) the effectiveness of assessment techniques, including assessment for learning;
 - (iii) the impact of provision for disabled pupils and those with special educational needs;
 - (iv) the impact of provision for different groups of pupils, including vulnerable children and looked after children, those eligible for the pupil premium and other such resources, More Able pupils;
 - (v) the effectiveness of the quality of teaching, learning *and assessment* and, in particular, *literacy* (including reading, writing *and oral* communication) and mathematics;
 - (vi) the effectiveness of the quality of early years provision;
 - (vii) the effectiveness of the quality of sixth form provision and the extent to which pupils' personal social and employability skills are developed;
 - (viii) *the extent to which pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning;*
 - (ix) the effectiveness of partnerships with other schools, external agencies and the community (including business) in improving the school, extending the curriculum and increasing the range and quality learning opportunities.

- (h) To monitor the spiritual, moral, social and cultural development of all pupils and ensure that this promotes tolerance of and respect. for people of all faiths (and none), cultures and lifestyles.

Pupil Performance

- (i) To monitor pupil performance, as follows:
 - (i) scrutinise RAISEonline data, *sixth form PANDA and Level 3 Value Added (L3VA) data (where applicable)*, local and school data, the data dashboard and the effectiveness of data-tracking in monitoring pupil progress;
 - (ii) in consultation with the headteacher, set targets for national curriculum tests and public examinations and assess the school's progress against Government floor standards *and coasting schools definition*;
 - (iii) review pupil progress (3-year trends) taking account of value-added indices for the school overall and for different groups (including those who have special educational needs or attend off-site alternative provision,, disabled pupils, disadvantaged pupils and the most able) and subjects, including those who have received intervention/additional support, those who joined the school after the normal phase transfer time, together with expected rates of progress;
 - (iv) where applicable, review information on the proportion of pupils attaining particular standards against national averages (3-year trends), with a focus on pupil attainment in reading, writing and mathematics, the outcome of most recent phonics screening check, average point scores, Early Years Foundation Stage Profile data, *the post-16 accountability measures*, etc;
 - (iv) scrutinise External Adviser reports.
- (j) To ensure that the pupil premium, *sports premium (where applicable)* and other additional funding are used *effectively* to overcome barriers to learning, including reading, writing and mathematics *and to liaise with the Resources Committee regarding the statement to be published on the website, particularly in relation to its impact on attainment.*
- (k) To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.

General

- (l) To ensure that methods of self-evaluation are robust and underpin actions and plans that focus on areas requiring improvement and are regularly updated to reflect information on curriculum and standards.
- (m) To ensure that pupils are provided with quality, impartial careers education, information and advice pre- and post-16 *to prepare them for the next stage of education, training, employment and adult life.*
- (n) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (o) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.
- (p) To determine any other matters referred to the Committee by the governing body.

PERSONNEL COMMITTEE

Membership

- 1 The Personnel Committee shall consist of *five* governors and the headteacher.
- 2 *Any governor or governors' panel required to deal with staffing matters, eg, to investigate or hear grievance, disciplinary and dismissal cases etc will be identified from this Committee in the first instance. Any previously uninvolved governor may also sit on any subsequent appeals panel. The headteacher and staff governors shall not serve on governor panels relating to staff issues.* In the event that one of the governors is unable to attend, or there is a conflict of interest, *other governors on the Governing Body will be asked for their participation providing they have been previously uninvolved with the specific case.*

Meetings and Quorum

- 3 The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher, but where a particular responsibility referred to in (h), (i) and (j) is being carried out those members nominated shall attend.

Clerk

- 4 The *panels* relating to dismissal will be clerked by the person appointed who will not be a member of the governing body.

Terms of reference

Policies, appointments and safeguarding

- (a) To keep under review and implement personnel policies relating to staff (discipline & grievance, redundancy, *appraisal* and staff development, performance management & capability, sickness absence, pay and *terms and* conditions of employment) and to refer any changes to policies to the Governing Body for approval, consulting with staff where appropriate.
- (b) To monitor the quality and effectiveness of the continuing professional development programme for staff and opportunities provided for promotion to ensure that it is based on staff needs including the needs of newly qualified teachers and teachers at an early stage in their career.
- (c) To review and approve the staffing complement and staffing structure (both teaching and non-teaching) in consultation with the headteacher and in relation to the School Improvement Plan.
- (d) To ensure that middle leaders are developed and to consider succession planning and the development of future leaders in the school.
- (e) To ensure that at least one member of the Committee has completed the accredited safer recruitment training and to monitor the effectiveness of the School's safeguarding procedures, including the single central record.
- (f) To monitor the impact of the equality policy in relation to recruitment and promotion.
- (g) To keep under review the policy on staff consultation.
- (h) To recruit and appoint all permanent teaching staff¹ as necessary.
- (i) To ensure that a teacher is appointed as the Special Educational Needs & *Disability* Co-ordinator (SENDSCO) and has received appropriate training.
- (j) To nominate from among their number one governor to appoint, with the headteacher, all other teaching and non-teaching posts.
- (k) To keep under review the school's capacity for supporting other schools.

¹ Except for the headteacher and deputy headteacher posts which require the setting up of a selection panel.

Pay

- (l) To nominate from among their number three governors, (including the headteacher²), to act as the Pay Committee:
 - (i) to review and determine each year the levels of pay for all teaching staff. This must be within the approved budget and in accordance with the current School Teachers' Pay and Conditions Document;
 - (ii) to communicate decisions on teacher's pay to staff in writing in accordance with the current School Teachers' Pay and Conditions Document. (The headteacher will issue the annual Pay statements on behalf of the Pay Committee no later than 31st October, and the Chair of Governors will issue the headteacher's pay statement no later than 31st December)
 - (iii) to review and determine each year the levels of pay for all non-teaching staff. This must be within the approved budget and in accordance with the National Joint Council for Local Government Service or other appropriate bodies, including any local agreements.
 - (iv) to communicate decisions on non-teaching staff pay in writing as soon as practicable after such decisions are made (Such decisions will normally be communicated to staff by the HT on behalf of the Pay Committee)
 - (v) to determine any application for early retirement and the level of enhancement of pension payments and lump sum payment in accordance with the pay policy and in consultation with the LA (if appropriate).

Performance Management

- (m) To nominate from among their number 3 governors³ to carry out the headteacher's performance management review, including the setting of targets in conjunction with the School's *External Adviser*. (In a voluntary aided school, 2 must be foundation governors.)
- (n) To ensure that the necessary arrangements are in place for the performance management of teaching staff in the school and that an up-to-date job description is available for each member of staff at the start of his/her performance management cycle.
- (o) To ensure that there is a **robust process linking** performance management and appraisal **to** salary progression.
- (p) To receive an annual report from the headteacher on the implementation of performance management and to report this to the governing body.
- (q) To ensure that performance management systems have an impact on school improvement including, improving teaching, leadership and management, and that opportunities are provided for promotion.

General

- (r) To ensure that the Resources Committee is apprised of any financial implications of any of the above before implementing any decision which will affect the budget.
- (s) To make recommendations to the Resources Committee with regard to emergency resourcing for such matters as supply cover.
- (t) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (u) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.
- (v) To determine any other matters referred to the Committee by the governing body.

² The headteacher cannot be a member of the Pay Committee where his/her own pay is being considered.

³ It is recommended that one of these governors is also a member of the Pay Committee since the performance management review may be pertinent to the Pay Committee's decision. A governor who has been party to the performance management review discussions can inform the Committee about whether the headteacher has met the targets. This helps to minimise the number of governors handling sensitive information.

PUPILS, PARENTS AND COMMUNITY COMMITTEE

Membership

1 The Pupils, Parents and Community Committee shall consist of X governors and the headteacher.

Meetings and Quorum

2 The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher.

Clerk

3 The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

Terms of reference

Personal Development, behaviour and welfare of pupils

- (a) To monitor:
- (i) the extent to which pupils enjoy and have a positive attitude to learning, *are self-confident and assured*, have respect for each other and adults *and have regard to British values*;
 - (ii) the extent to which pupils, including those from different groups, contribute to the school and wider community and engage in decision-making or consultation about issues which affect the quality of their learning;
 - (iii) the effectiveness of partnerships in promoting well-being;
 - (iv) the effectiveness of support structures in promoting personal development and well-being.
- (b) To rigorously monitor pupil attendance, punctuality at school and in lessons, the follow-up procedures for absent pupils *and the impact of the school's strategies to improve behaviour and attendance*;
- (c) To ensure that *effective safeguarding* procedures are in place, relevant staff have access to up-to-date training *and that procedures take account of the Prevent Duty and relevant guidance*.
- (d) To ensure that the school conducts effective risk assessments and has effective e-safety arrangements and that robust strategies are in place to ensure that pupils are able to assess and manage risk effectively, *including the risk of abuse, sexual exploitation and extremism* and to keep themselves safe, *especially when using the internet and social media*.
- (e) To keep under review the governors' discipline statement, to monitor the effectiveness of the behaviour policy, *including the impact of rewards*, in promoting good behaviour and respect for others.
- (f) To monitor patterns of permanent, fixed-term *and internal* exclusions for different groups of pupils and the impact of fixed-term exclusions on behaviour and the school's follow-up and support of excluded pupils and consider whether there are any trends in the data which need to be addressed.
- (g) To keep under review the Governing body's arrangements for suitable, full-time education of pupils excluded for more than 5 school days.
- (h) To monitor types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including any relating to prejudice against particular groups, eg, race, religion and belief, sex, sexual orientation, gender reassignment, special educational needs, or disability.
- (i) To monitor the effectiveness of the school's actions in tackling and preventing discriminatory and derogatory language and the school's response to extremist or discriminatory behaviour.
- (j) To liaise appropriately with the School Council and to ensure that the governing body is informed of pupils' views and responds appropriately.

Parents and the community

- (k) To keep under review a policy for communication with parents/carers and monitor the effectiveness of the school's engagement with parents and carers, *including "parent view" and other internal surveys*.
- (l) To seek the views of parents/carers about the school and present these to the governing body for action and report back to parents.
- (m) To ensure that parents are aware of their right to withdraw their child from RE and collective worship.
- (n) To *ensure that* the school prospectus (if any) is reviewed annually *and that the statutory requirements for the school website* are kept up to date.
- (o) To monitor and develop home-school links and keep under review the home-school agreement.
- (p) To monitor and keep under review the governing body's complaints policy.
- (q) To liaise appropriately with the PTA.
- (r) To ensure that the school meets the required standards in the provision of school lunches or other school food.
- (s) To monitor and evaluate the provision and outcomes of extended school activities.
- (t) To review and evaluate the community cohesion policy, including strategies that assist pupils in preparing for life in modern Britain and a global society.
- (u) To keep under review the policy on community use of the school and partnerships with community groups.

General

- (v) To monitor appropriate sections of the School's self-evaluation.
- (w) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (x) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.
- (y) To determine any other matters referred to the Committee by the governing body.

THE MINSTER NURSERY AND INFANT SCHOOL- TERMS OF REFERENCE

RESOURCES COMMITTEE

Membership

1 The Resources Committee shall consist of 6 governors and the headteacher.

Meetings and Quorum

2 The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher.

Clerk

3 The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

Terms of reference

- (a) To ensure that the School is solvent, that its finances are managed with integrity and that resources are managed effectively to achieve value for money
- (b) To consider the annual budget plan proposed by the headteacher prior to its submission to the governing body for approval, taking account of the School's priorities in the School Improvement Plan and recommendations from other committees and the School Council.
- (c) To monitor the expenditure of the School's annual budget and carry out a mid-year review.
- (d) To monitor and approve the expenditure of the pupil premium, sports premium (where applicable) and other additional funding and to liaise with the Pupils, Parents and Community Committee to ensure that an appropriate statement is updated on the school's website each year.
- (e) To monitor and keep under review the School's financial procedures and controls, including audit.
- (f) To ensure that the Schools Financial Value Standards and any requirements of the LA in relation to the school's budget share are met (in academies, equivalent requirements of the Academies Financial Handbook and the Education Funding Agency must be met).
- (g) The Resources Committee can approve expenditure above £10,000 and below £25,000 and virements above £10,000

| | Authorisation Limit |
|---------------------|---|
| Full Governing Body | Purchases- Over £25,000 |
| Headteacher | Virement- Up to £10,000 Purchases- Up to £10,000 |

- (h) To receive financial reports from the headteacher, deputy headteacher, bursar, school administrative officer or other persons as appropriate.
- (i) To monitor and review procurement activities and contract management.
- (j) To keep under review the school lettings policy.
- (k) To ensure that the "Governors' Fund", or other such fund, if any, is audited and that appropriate records are kept.

- (l) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (m) To determine any other matters referred to the Committee by the governing body.
- (n) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.

PREMISES COMMITTEE

Membership

1 The Premises Committee shall consist of X governors and the headteacher.

Meetings and Quorum

2 The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher. (Governors may wish to consider inviting the consultant to attend annually as appropriate.)

Clerk

3 The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

Terms of reference

- (a) To ensure that the SDBE is consulted and that governors and appropriate staff have due regard to the DfE Blue Book (VA schools) when making decisions regarding school buildings and the school site.
- (b) To monitor the health and safety policy, and ensure that appropriate checks and assessments (eg, fire risk assessments, asbestos registers, gas and electricity testing, legionella) are carried out.
- (c) To review the effectiveness of the school's safeguarding procedures in respect of the school premises and site in ensuring the safety of pupils.
- (d) To ensure compliance with any statutory direction given by the LA and the DfE in relation to health and safety and also with the governing body's health and safety policy and to receive regular reports on fire drills, accidents, dangerous occurrences from the appropriate person.
- (e) To inform the Resources Committee of any repairs or cleaning of premises or equipment that needs to be provided for within the budget as reported by the Premises Manager or Business Manager (as appropriate).
- (f) To determine priorities for maintenance and improvement of the premises through preparation of a 5-year development plan, taking into account potential sources of funding, advice from the LA, where appropriate, and advice from the Diocesan Board and the School's consultants, as appropriate.
- (g) To receive reports re any on-going maintenance, repairs, improvements and monitor progress of any bids for capital works, liaising with the Diocesan Board and LA as appropriate.
- (h) To monitor the condition of the school premises with the Premises Manager and, where appropriate, report to the SDBE any issues and update information where works have been executed, or inaccuracies occur in the records.
- (i) To ensure that adequate 100% insurance cover is provided for the school premises and the contents and liaise with the Diocesan Board and LA as appropriate.
- (j) To ensure that reasonable efforts are made to achieve maximum energy conservation and ensure that a Display Energy Certificate (DEC)⁴ and the accompanying report is commissioned annually.
- (k) To develop and maintain a sustainability policy in respect of use, maintenance and improvements of the school buildings and site, having due regard to the legal requirements and regulations.
- (l) To meet regularly with School's consultant in order to provide feedback to the Governing Body on service and to review working relationships.
- (m) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (n) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.
- (o) To determine any other matters referred to the Committee by the governing body.

⁴ The DEC must be displayed in a prominent position within the main entrance to the School.

ADMISSION COMMITTEE

Membership

- 1 The Admission Committee shall comprise four governors⁵, the fourth to act as reserve in case of absence, or conflict of interest, of one of the other governors.

Quorum

- 2 The quorum for a meeting of the Admission Committee shall be three governors.

Clerk

- 3 The Committee will appoint its own clerk who will not be a member of the Committee. The clerk's role will be to minute the decisions of the Committee.

Terms of reference

- (a) To determine applications for admission in accordance with the Governing Body's published admission policy whenever there is a decision to be made between applicants and, if there is oversubscription, to establish a waiting list in accordance with the governors' policy.
- (b) To authorise the Admission Committee to give power to the headteacher, or the Chair of the Admission Committee, to admit applicants outside the normal admission round where a decision does not have to be made, ie, where a vacancy or vacancies exist and the number of current applications does not exceed the number of vacancies. Such actions must be carried out in accordance with the protocols in the LA in-year co-ordination scheme where it exists.
- (c) Once a waiting list has been agreed by the Admission Committee for any year group, the headteacher, or Chair of the Admissions Committee, will have power to admit pupils in accordance with that list, provided that no new application has been received since it was established or reviewed, in which case any vacancy must be referred to the Committee for determination.
- (d) To ensure that the consultation on the school's admission arrangements (where required) takes place within the required timetable, and within that process, that the admission arrangements are determined each year by the full Governing Body regardless of whether, or not, changes are made.
- (e) To advise the full Governing Body on any changes to the admission arrangements and to seek the Governing Body's approval to the changes by the required date.
- (f) To ensure that arrangements are in place for parents to appeal against the Committee's decision not to offer a place.
- (g) To carry out its duties in accordance with the DFE Codes on Admission and Admission Appeals and with regard to the guidance of the Southwark Diocesan Board of Education.
- (h) To monitor the admission and appeals process and analyse the intake each year to ensure that the policy does not discriminate against any section of the community and bring appropriate matters to the attention of the Governing Body.
- (i) To report any decisions⁶ taken on behalf of the Governing Body to the next full meeting.
- (j) To carry out any other reasonable and appropriate duties at the request of the Governing Body.

⁵ The Board recommends that at least one governor is a foundation governor; a parent governor will have to withdraw if the applicant is well known to them and there is doubt about their ability to act impartially, or if they are applying for a place for their own child.

⁶ The minutes of the Admission Committee should include the names of all applicants, the criteria they fulfilled and whether they were offered a place. These may be required at an appeal hearing. The governing body would not need such detailed information, but would be given a summary detailing the number of pupils admitted under each criterion.

PUPIL DISCIPLINE COMMITTEE

Membership

- 1 The membership of the Pupil Discipline Committee shall consist of five members (excluding the headteacher) all of whom shall be governors of the school.

Quorum

- 2 The quorum for a meeting of the Committee shall be 3 governors.

Clerk

- 3 The Committee will appoint its own clerk who will not be a member of the governing body, or the headteacher. The clerk's role will be to record those present, to provide a record of the evidence that was considered and to record the decision of the Committee

Terms of reference

- (a) Following notification by the headteacher, the Committee will meet to consider exclusions in the following circumstances:
 - (i) exclusions of more than 5 school days and less than 15 school days in any one term where a parent requests a meeting and wishes to make representations;
 - (ii) exclusions which bring the total to more than 15 school days in any one term;
 - (iii) permanent exclusions;
 - (iv) exclusions of any length which would result in the pupil losing an opportunity to take a public examination.

In (iv) above, if it is not practical for a quorate meeting of the Committee to be held before the pupil is due to take the examination, the Chair of the Governing Body may act on behalf of the Committee in order to deal with the matter quickly.

- (b) In considering the above, the Committee must:
 - (i) consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded and have regard to the interests of other pupils and staff;
 - (ii) consider any representations by parent(s) of a pupil under 18, or a pupil who is 18+, the headteacher and, in the case of a maintained school by the LA;
 - (iii) allow those wishing to make representations to attend a meeting to present their views;
 - (iv) must establish the facts of the case in accordance with the civil standard of proof, ie, on the balance of probabilities it is more likely than not that a fact is true;
 - (iv) must consider whether to reinstate the pupil, and if so, give the appropriate direction to the headteacher, including the date on which the pupil should be reinstated;
 - (v) must take account of the relevant DFE guidance⁷;

In addition the Committee should:

- (vi) identify any steps that need to be taken to ensure that all parties are supported to participate (this is particularly important where pupils under 18 are speaking about their own exclusion or giving evidence);
 - (vii) ask all parties(except the clerk) to withdraw before making a decision.
- (c) Where the Committee is notified of an exclusion of five school days or less, in any one term, the Committee, or the Chair of the Committee must consider any statement from the parent (or pupil, if 18+) (NB: the Committee cannot direct reinstatement and is not required to arrange a meeting with parents);
 - (d) To report the Committee's decisions to the next full meeting of the governing body.

⁷ [Exclusion from maintained schools, academies and pupil referral units in England, 2012.](#)

STEERING COMMITTEE

Membership

- 1 The Steering Committee shall consist of the Chair of Governors, the Vice-chair of Governors, the Headteacher and Chairs of Committees. (In the absence of a Steering Committee, these terms of reference may equally be applied to the full Governing Body.)

Meetings and Quorum

- 2 The Committee shall meet at least once a year and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the Chair of Governors and Headteacher.

Clerk

- 3 The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

Terms of reference

- (a) To ensure that the ethos of the School and its vision for the School (*including chaplaincy where appropriate*) is clearly expressed and that the Governing Body is fully engaged in the School's strategic direction.
- (b) To agree the work of the Governing Body and its committees for the school year, including the cycle of meetings, in accordance with the School's agreed priorities.
- (c) To consider any recommendations made by committees with regard to the working of the Governing Body.
- (d) To lead on the Governing Body's own self-evaluation.
- (e) To consider priorities for training and development for the Governing Body.
- (f) To keep under review a code of conduct (see appendix 4) for the Governing Body and submit it to the Governing Body for approval each year.
- (g) To keep under review the arrangements for Governors' visits to school and ensure that a rota of visits is maintained each year.
- (h) *To ensure that the governing body is well prepared for inspection and key governors who are identified to be interviewed undertake any necessary preparation and training.*
- (i) To have a clear understanding of the School's strengths and weaknesses and to ensure that the School's key priorities are monitored and addressed through delegation to the Committees.
- (j) To ensure through its committees that the headteacher and senior leaders are held to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety.
- (k) To ensure that the Governing Body provides support and helps to strengthen the School's leadership.
- (l) To ensure that the School has robust systems and structures for school improvement planning and self-evaluation.
- (m) To ensure that the Governing Body engages with key stakeholders.
- (n) To ensure that the Governing Body carries out its statutory duties.

FAITH GROUP

Purpose

The purpose of forming a Faith Group is to ensure that the distinctiveness and effectiveness of a church school is maintained and enhanced.

Suggested membership

Headteacher or deputy, incumbent, foundation governor, RE subject leader, parent.

The group may on occasions co-opt other members of the school community such as pupils, church members, or other members of staff.

Terms of Reference

- (a) *To preserve, protect and develop the school's Christian ethos and ensure that this informs, permeates and impacts upon all aspects of school life.*
- (b) To keep under review the Statutory Inspection of Anglican & Methodist Schools (SIAMS) self-evaluation toolkit.
- (c) To monitor the impact of provision under the 4 key questions of the toolkit (eg, questionnaires, interviews, RE subject leader reports, lesson observation feedback).
- (d) *To monitor the impact of Spiritual, Moral, Social and Cultural development in the school.*
- (e) To address any developmental issues from *the previous SIAMS* Inspection.
- (f) To provide a forum for robust professional discussion amongst a group of stakeholders around aspects of being a church school *including the relationship between Christian values and British values and community cohesion.*
- (g) To keep under review policies for Religious Education and collective worship and *Spiritual, Moral, Social and Cultural* development and advise on the implementation of these policies (eg, *RE syllabus*, planning of school worship etc).
- (h) To foster and develop links between the church, the school (*including the school chaplain, where appropriate*) and The Diocese.
- (i) To maximise the use of SDBE resources (eg, advisory support, use of SDBE website, the SDBE training programme).
- (j) To report to the Governing Body the Group's recommendations.