



COMMITTEE TERMS OF REFERENCE

FULL GOVERNING BODY

FAITH GROUP

PUPILS, PARENTS AND COMMUNITY

RESOURCES

TEACHING AND LEARNING



FULL GOVERNING BODY TERMS OF REFERENCE

Vision Statement

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Membership

Our Instrument of Government sets out the number and type of governors required.

At Holy Trinity we have 6 different types and a total of 14 places on the governing body:

1 Head teacher

2 Parent Governors

1 Local Authority Governor

1 Co-opted Governor

8 Foundation Governors – including the Vicar who is ex-officio, 5 appointed by Holy Trinity Church PCC,

2 appointed by Southwark Diocese

1 Staff Governor

Governors have a term of office of 4 years from the date they are appointed.

Time off work - By law, employers must give employees who are school governors in maintained schools 'reasonable time off' to carry out their duties. The employee and employer must agree on what is 'reasonable time off'.

Meetings and Quorum

The Full Governing Body (often known as FGB) meets at least six times per year. Meetings are held at regular intervals throughout the school year and normally take place at 6.30pm at school.

The quorum for meetings is 50% of members

Responsibilities

Governing bodies should have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the head teacher to account for the educational performance of the school and it's pupils, and the performance management of staff; and
- c. Overseeing the financial performance of the school and making sure its money is well spent.

Ofsted's School Inspection Handbook provides further information on how inspectors evaluate governance as part of the judgement on leadership and management.

These include:

	Committee
<ul style="list-style-type: none"> • Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. 	Faith Group
<ul style="list-style-type: none"> • The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils 	PP&C
<ul style="list-style-type: none"> • Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important 	T&L
<ul style="list-style-type: none"> • How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 	PP&C
<ul style="list-style-type: none"> • The quality of continuing professional development for teachers including to develop leadership capacity and how leaders and governors use staff appraisal to promote effective practice across the school. 	T&L and Resources
<ul style="list-style-type: none"> • Rigorous performance management of the head teacher 	HT Perf Man Gp
<ul style="list-style-type: none"> • Pay decisions ensure that the school's finances are properly managed 	Pay Cttee
<ul style="list-style-type: none"> • How effectively leaders monitor the progress of pupils to ensure that none fall behind and underachieve, and how effectively governors hold them to account for this 	T&L
<ul style="list-style-type: none"> • How effectively leaders use additional funding, including sport premium funding, the pupil premium and special needs funding, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this 	Resources T&L
<ul style="list-style-type: none"> • How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community 	All cttees
<ul style="list-style-type: none"> • The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. 	PP&C
<ul style="list-style-type: none"> • Governors are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents. 	All govts
<ul style="list-style-type: none"> • The effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance 	All govts



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.

MEMBERSHIP

Head teacher 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.



PUPILS, PARENTS AND COMMUNITY COMMITTEE

MEMBERSHIP

The committee will comprise 3 governors including the head teacher plus up to three associate members to provide specific expertise/skills. The associate governors will represent the view of the parents corporately and the PTA.

MEETINGS AND QUORUM

The committee shall meet once a term. The quorum for meetings is 2 governors.

RESPONSIBILITIES

1. To receive and consider reports from the LA, head teacher, members of staff and parents about matters relating to items in the terms of reference.
2. To contribute to, monitor and evaluate assigned sections of the SEF, linked key issues in the SDP and policies allocated to this committee and thence to report to or make recommendations to the full governing body.
3. To consider recommendations from relevant external reviews/audits, to agree actions needed, to monitor and evaluate the implementation of any plan agreed and thence to report to or make recommendations to the full governing body.
4. To consider the views of staff, pupils and parents when making strategic decisions
5. To consider the impact on equality when making recommendations and reviewing / drafting policies.
6. To keep terms of reference under review and recommend any changes to the full governing body prior to the annual review of committees.

TERMS OF REFERENCE

a) Safeguarding

- i) to ensure that effective safeguarding procedures are in place and new staff are made aware
- ii) to ensure all staff and governors have access to up-to-date safeguarding and Prevent training
- iii) to monitor and evaluate the impact of safeguarding and child protection policies and monitor all safeguarding incidents including the single central record and medical issues, including accidents
- iv) to ensure that the school conducts effective risk assessments and has relevant e-safety arrangements in place
- v) to oversee provision for Children Looked After and that access is given to AfC's virtual school

b) PSHE

- i) to monitor the extent to which pupils enjoy and have a positive attitude to learning, have respect for each other, for adults and have regard to British values
- ii) to monitor the extent to which pupils contribute to the school and the wider community and engage in decision-making about issues which affect the quality of their learning

c) Behaviour and attendance

- i) To oversee pupil attendance, punctuality and follow-up procedures for absent pupils and the impact of strategies to improve behaviour and attendance, including referrals to SPA, CAMHs
- ii) to monitor the effectiveness of the behaviour policy in promoting good behaviour and respect for others
- iii) to monitor and evaluate patterns and trends in relation to exclusions and rewards and the school's follow-up and support of excluded pupils
- iv) to monitor all behaviour incidents including types, rates and patterns of all forms of bullying, cyber bullying and harassment

d) Communication

- i) to review communication with parents/carers and monitor the effectiveness of the school's engagement with parents and carers, particularly those who find it hard to engage
- ii) to ensure staff are made aware of the high standards of behaviour and conduct that are expected of them through the Staff Handbook and Code of Conduct
- iii) to ensure the school website is kept up-to-date and statutory requirements are fulfilled
- iv) to liaise appropriately with the PTA

e) Community and involvement

- i) to seek the views of pupils, parents and staff about the school and consider how these are taken into account in planning and day-to-day practice
- ii) to evaluate the effectiveness of partnerships with other schools and community groups, including business, to improve the school, extend the curriculum and improve the range and quality of learning experiences for pupils
- iii) to keep under review community use of the school
- iv) to liaise with the School Council and to ensure the GB is informed of pupils' views and responds appropriately

f) General

- i) to monitor pupil applications and admissions
- ii) to keep under review the GB's complaints guidance and monitor the complaints log
- iii) to review annually the equality objectives and publish the ways the school is meeting its public sector equality duty (all committees)

POLICIES AND DOCUMENTS FOR REVIEW BY THIS COMMITTEE

Attendance Policy

Behaviour and Anti-bullying Policy including Behaviour Charter and Home-School Agreement

Child Protection & Safeguarding Policy

Equal Opportunities and Inclusion Policy and Objectives – all committees

E-Safety Policy

Supporting Pupils with a Medical Condition Policy

Register of behaviour incidents

Register of bullying, racist incidents and allegations against staff

Register of exclusions

Register of pupil admissions to school
Register of applications to school for new year and in-year
Register of pupil attendance
Register of safeguarding alerts/referrals to SPA and CAMHs
Single Central Record including accident report forms, medical issues and fire precautions
Trip Risk assessments
Formal parent complaints
Log of parent compliments received
AfC approved Safeguarding Audit for school and governors (to replace NSPCC audit and LSCB governors compliance checklist)

Staff Handbook

Staff Code of Conduct – to incorporate Anti-radicalisation policy, Prevent training



RESOURCES COMMITTEE

MEMBERSHIP

The committee will comprise up to 6 governors and where appropriate associate members to provide specific expertise/skills.

MEETINGS AND QUORUM

The committee shall meet twice a term, in advance of the main governing body meeting, with additional meetings as necessary. The quorum for meetings is 3 governors.

RESPONSIBILITIES

1. To receive and consider reports from the local authority, head teacher, members of staff and governors about matters relating to items in the terms of reference.
2. To contribute to, monitor and evaluate assigned sections of the SEF, the SDP and policies allocated to this committee and thence to report to or make recommendations to the full governing body.
3. To consider recommendations from relevant external reviews/audits, to agree actions needed, to monitor and evaluate the implementation of any plan agreed and thence to report to or make recommendations to the full governing body.
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TERMS OF REFERENCE

The Resources Committee will monitor and evaluate the use of and impact of the school's budget, recruitment and professional development of staff, and premises.

a) Finance

- i. Receive financial reports from the head teacher, deputy head teacher, bursar, school administrative officer or other persons as appropriate.
- ii. Ensure that the school operates within the financial regulations of the local authority and complies with any DfE and SFVS requirements, responding to any issues arising from the audit of the school's accounts or SFVS review and ensuring value for money
- iii. Keep under review the scheme of delegation in financial matters including the level of delegation to the head teacher for the day-to-day financial management of the school and present to the governing body any recommendations for change;
- iv. Prepare and present to the governing body for ratification an annual budget reflecting priorities in the three year school development plan previously agreed by the FGB;
- v. Monitor the expenditure of the School's annual budget and carry out a mid-year review.
- vi. Evaluate the value for money achieved particularly in relation to specific grants such as pupil premium, primary PE and sport
- vii. Keep under review the school lettings policy.

b) Staffing

- i. Monitor and evaluate staffing policies and procedures, ensuring that all principles of good and fair employment practice are adhered to, that staff and trade unions are consulted and legal requirements fulfilled
- ii. Agree the staffing establishment and structure (teaching and non-teaching) at least annually in relation to the budget and the school development plan;
- iii. Monitor staff deployment, absence, recruitment, retention and morale
- iv. 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.
- v. Ensure that the school complies with the General Equality Duty in relation to staff
- vi. Ensure the school complies with all requirements in relation to safer recruitment
- vii. Ensure that at least one member of the Committee has completed the accredited safer recruitment training
- viii. Monitor and evaluate the impact of the budget for continuing professional development

The Committee will also nominate 3 governors to form the **Pay Review Committee** which will:

- i. Ensure a review of the whole school pay policy to take account of local and national developments and make appropriate recommendations to the governing body;
- ii. Ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document**;
- iii. Ensure an annual review of support staff salaries in line with current arrangements in the NJC for local government or other appropriate bodies;
- iv. Consider the recommendation of the head teacher's performance review group in relation to whether to award the head an annual increment ***;
- v. 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.
- vi. Ensure that performance management systems have an impact on school improvement including, improving teaching, leadership and management, and that opportunities are provided for promotion.
- vii. Receive an annual report from the head teacher on the implementation of performance management
- viii. Scrutinise a sample of performance management review statements for staff to ensure a robust process linking quality of teaching and pay progression

**Anyone employed to work at the school other than the head teacher must withdraw from this item

***Anyone employed to work at the school including the head teacher must withdraw from this item

c) **Premises, health and safety**

- 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.
- Receive reports on any on-going maintenance, repairs and improvements and draw up medium and long term plans.
- Receive any bids for capital works, liaising with the Diocesan Board and LA as appropriate.
- Monitor and evaluate health and safety and emergency procedures ensuring that necessary checks and risk assessments (eg, fire risk assessments, asbestos registers, gas and electricity testing, legionella) are carried out and action points are implemented
- Review the effectiveness of the school's safeguarding procedures in respect of the school premises and site in ensuring the safety of pupils.
- 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.



TEACHING AND LEARNING COMMITTEE

MEMBERSHIP

The committee will comprise up to 6 governors and where appropriate associate members to provide specific expertise/skills.

MEETINGS AND QUORUM

The committee shall meet twice a term, in advance of the main governing body meeting, with additional meetings as necessary. The quorum for meetings is 3 governors, ensuring that one member of the SLT is in attendance

RESPONSIBILITIES

1. To receive and consider reports from the local authority, head teacher, members of staff and governors about matters relating to items in the terms of reference.
2. To contribute to, monitor and evaluate assigned sections of the SEF, the SDP and policies allocated to this committee and thence to report to or make recommendations to the full governing body.
3. To consider recommendations from relevant external reviews/audits, to agree actions needed, to monitor and evaluate the implementation of any plan agreed and thence to report to or make recommendations to the full governing body.
4. To consider the views of staff, pupils and parents when making strategic decisions
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TERMS OF REFERENCE

Policy and statutory requirements

- i. To ensure that the statutory requirements of the curriculum are being met and that the School Development Plan addresses curriculum priorities.
- ii. 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.
- iii. In consultation with the head teacher 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.
- iv. In consultation with the head teacher and appropriate staff, to monitor and keep under review religious education (RE) and collective worship policy.
- v. Ensure parents are aware of their right to withdraw their child from RE and collective worship
- vi. 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.
- vii. To monitor the impact of the equality policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

Curriculum Provision

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 extent to which pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning;
- viii. 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.
- ix. The range and impact of extra- curricular activities on pupil achievement and well-being;
- x. How well teaching prepares pupils for the next stage in their education

Pupil Performance

To monitor pupil performance, as follows:

- i. Scrutinise RAISEonline data, local and school data, the data dashboard and the effectiveness of data-tracking in monitoring pupil progress;
- ii. In consultation with the head teacher, 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
- v. Scrutinise External Adviser reports.
- vi. 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 Finance Committee regarding the statement to be published on the website, particularly in relation to its impact on attainment.
- vii. To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.