

Terms of Reference for the Teaching & Learning Committee of the Governing Body of Great Torrington School

Academic Year 2024 - 2025

Membership:

Andy Bloodworth	Headteacher
Lesley Wall	Co-opted Governor
Ian Newberry	Member Appointed
Emma Beer	Member Appointed
Barry Whewell	Member Appointed
Michael Machin	Co-opted Governor
Sharon Balman	Parent Governor
Caroline Chipperfield	Parent Governor
John Stanier	Assistant Headteacher Non-Governor
Helen Whiterod	Assistant Headteacher (INCo) Non-Governor
Niki Miller-Marshall	Assistant Headteacher Non-Governor
Jacqui Royse	Deputy Head – Governor

Quorum: Three and the Headteacher, or a representative appointed by him*.

Chair of Committee:

Clerk of Committee: Jo Pateman – Governance Professional

Meeting dates for Academic year 2024 /2025 as on Governors Calendar

Date agreed: 3rd October 2024

Date of next review: September 2025 but to be amended as membership changes

Chair of Governor's Signature:

Date. 3rd October 2024

* Headteacher could send 'substitute' to present information with the agreement of governors, but 'substitute' may not vote)

Agreed at meeting of full Governing Body 3rd October 2024

Signed

(Chairman of Governors)

Withdrawal

Any Governor must withdraw from the meeting for any discussion and/ or decision where they have a conflict of interest.

Matters of Urgency

These may be dealt with by the Chairman of Governors, Chair of the Committee and the decisions taken and the reasons for urgency will be explained fully at the next meeting of the Committee or Full Governing Body.

Delegation

Governing boards may use their power to delegate functions and decisions to committees or individual governors. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governors' 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 bring recommendation to a meeting of the Full Governing Board for a decision

Note from Governor Support: All delegated decisions must be reported to the Full Governing Board through the minutes from the committee.

Best Value

Where possible and reasonable the governing body 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.

The Governing Body's responsibilities for Teaching & Learning Matters:

The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement (Guide to the Law for School Governors). The governing body seeks to ensure that in all its activities the school is enabling every pupil to achieve their full potential and maximise their life chances, choices and opportunities hence the Dream, Believe, Achieve in our logo. **Decision or Recommendation**

D= decision to be taken by the committee and reported to the full GB in the minutes

R= the committee to bring recommendation to a meeting of the full GB for a decision

Note from Governor Support: All delegated decisions must be reported to the full Governing Body through the minutes from the committee.

Policies and documents delegated to this committee:

- Admission Policy
- Teaching & Learning Policy
- Relationships and Sex Education Policy
- Bullying Policy
- Careers Guidance Policy
- GTS Curriculum Statement
- Education of LAC
- Outdoor Education Visits and Off-Site Activities
- Exam policy
- Complaints – ratified at FGB
- ECT
- Behaviour – ratified at FGB

Curriculum	
To approve the school's Curriculum Statement, Teaching & Learning Policy and monitor and review the provision of the school's curriculum in line with national and local guidelines requirements	D
To ensure that the school maintains and delivers a broad and balanced curriculum in keeping with the aims of the school	D
To receive reports on, and critically discuss, the effectiveness of all the school's teaching and learning and curriculum policies, taking account of statutory guidance where appropriate	D
To agree priorities for curriculum development and teaching and learning through critical discussion of SE (Self Evaluation), internal and external data and reports, and through collaboration with headteacher and staff	D

To make representations to the Full Governing Body for any changes to teaching and learning and curriculum as necessary, including i) the provision of collective worship and RE, in line with the locally agreed syllabus, and ii) the school's policy on sex education	R
To develop and review a monitoring procedure and cycle for governors, focussing on specific areas of the curriculum, linked to the school improvement plan	R
To agree arrangements for educational visits and ensure that they are in line with current guidance (link to health and safety)	D
To ensure statutory information relating to the curriculum is published and to ensure the appropriate level of detail relating to the curriculum is clear and accessible on the school website	D
To review and ratify teaching and learning related policies as detailed in the Governors Annual Cycle	D

Inclusion	
To ensure that the requirements of children with special needs are met through establishing and monitoring a Special Educational Needs policy and any arrangements for gifted and talented children	D
To ensure relevant information relating to SEND is published on the school website	D
To ensure the needs of all pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups, including Looked After Children, children with medical needs, English as a second language, ethnic minority and traveller children, and all children who attract additional funding i.e. Pupil Premium and forces children	D
To ensure that governors involved in SEND monitoring have appropriate and current training to support their role	D
To ensure that the school meets the statutory requirements relating to equality legislation (race, disability, gender etc also link to Personnel)	D
To ensure that all children have equal opportunities	D

School Improvement	
To ensure that governors have an awareness of the barriers to learning specific to the school (attendance, behaviour etc.)	D
To ensure governors have a clear understanding of the school's performance data and an accurate view of how well pupils and groups of pupils are achieving compared with those in other schools	D
To ensure pupils are making appropriate progress towards targets	D
To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups. This will include analysis and discussion of performance data including ASP – Analyse School Performance, and other information including the school's own tracking data	D
To ensure that the school leadership has appropriate systems for monitoring and evaluating the quality of teaching and learning throughout the school	D
To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement	D
To monitor and evaluate the impact of continuing professional development on improving staff performance	D
To contribute to strategic planning within the school and set priorities for improvement in collaboration with leadership	D
To ensure that the vision for the school, Ofsted judgements, statutory responsibilities and school action	D

plans are incorporated in formulating the improvement plan	
To monitor and evaluate the impact of improvement plans which relate to the committee's area of operation	D
To ensure that the Pupil Premium is used effectively and to monitor and evaluate the impact of the school's Pupil Premium plan on those pupils' rates of progress and achievement	D
To monitor and evaluate provision for all groups of vulnerable children (e.g. Looked After Children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement	D
To regularly review the Assessment Policy and to ensure that the policy is operating effectively	D
To consider recommendations from external reviews of the school (e.g. Ofsted or local school improvement advisors), agree actions as a result of reviews and evaluate regularly the implementation of the plan	D
To advise the resources committee on the relative funding priorities necessary to deliver the curriculum and address any issues identified	D

Community and Parent links	
To assist the Headteacher in promoting good relationships and communication with parents and the community	D
To monitor the school's publicity, public presentation and relationships with the wider community	D
In respect of the duties under Extended Services legislation, to ensure that the needs of stakeholders are monitored and responded to appropriately	D
To ensure a complaints procedure is in place and monitored	D
To identify and celebrate pupil achievements	D
To ensure a home-school agreement is in place and monitored	D
To encourage wider networking with other schools in the Local Learning Community and other educational establishments	D
To ensure all statutory requirements for reporting and publishing information are met and the school website is fully compliant and presented in an accessible way	D