

# TERMS OF REFERENCE FOR LINK GOVERNOR GROUPS

## EMMANUEL JUNIOR ACADEMY



THE  
DIOCESE OF  
SHEFFIELD  
ACADEMIES  
TRUST



**2022-23**

## Remit

- This group plays a key role in managing the business and ensuring that the work of the Link Governor Groups are co-ordinated and communicated.
- The Committee will monitor issues of a local and national importance and help shape the future direction of the School.
- The group is responsible for putting in places systems to support business continuity and ensuring that the work of the group is co-ordinated and communicated.
- The group will focus on supporting the school's work linked to Health and Safety, staffing, premises and financial management, in line with schemes of delegation and Trust Policies.
- The group will monitor issues of a local and national importance and help shape the future direction of the Academy.
- The group will set agendas for Local Governing Body meetings, in line with Trust agendas.

## Terms of Reference

### ***Leadership and Management: including the work of the Governing Body and school improvement***

1. Review the work of the Governing Body and the effectiveness of its contribution to school improvement.
2. Propose the key aims for the year ahead for the full consideration of the Governing Body.
3. Keep the membership of the Governing Body under review
4. Develop the capacity of the Governing body through coordinated support and training.
5. Ensure all Governors undertake their roles strategically and support where necessary.
6. Organise the schedule of meetings for the year ahead, bringing together the needs of the school and the Trust, securing full partnership working.
7. Support Link Governor Groups in organising their work and quality assure to ensure the appropriate balance between challenge and support.
8. Use the reports of the Link Governor groups, oversee quality issues, in particular, teaching, leadership and management which may need to be addressed.
9. Support the Executive Headteacher and Head of school in creating the three-year plan for the school.
10. Monitor the quality of strategic plans and evaluate their impact through in depth evaluation within the Link Governor groups.
11. Have a good understanding of the Developing Excellence Plan DEP, Pupil Premium Strategy (PP Strategy) and Self-Evaluation Form (SEF) in order to monitor progress towards milestones.
12. Oversee and validate the school's self-evaluation processes and the SEF on a regular basis.
13. Ensure funding is used effectively to support the implementation of the Business Strategy and Developing excellence Plan.
14. Review the impact of the pupil premium funding.
15. Scrutinise reviews carried out by the Trust
16. Work with the Executive Headteacher and Head of School to be fully prepared for OFSTED and SIAMs.

### ***Business Strategy and Statutory Duties***

17. Oversee and propose policies for review/consideration and ratification by the Full Governing Body.
18. Allocate responsibility for Governors action in respect of consultation processes, legislative requirements or issues arising in school as required.
19. Oversee the Equalities Agenda /Social Cohesion
20. Regularly receive updates from the trust and school leaders on website compliance.

### ***Premises / Health and Safety***

21. Receive reports from Trust Health and Safety and Premises visits
22. Provide support and guidance for the Executive Headteacher and Head of School on all matters relating to the school premises and grounds, security, Health and Safety.
23. Review data provided linked to near miss incidents and reportable accidents
24. When necessary participate in the development and review of Health and Safety policies and to recommend Trust policies for adoption by the governing body.
25. Work in partnership with DSAT to ensure that Health and Safety requirements and Codes of Practice are being implemented in the school.

### ***Finance***

26. Receive updates regarding budget and finance
27. Receive updates on the implications of developments at Trust, local and national level for school
28. Be familiar with the budget spending plans, funding structure and DSAT/Academy policies for financial delegation.

29. Review the school's charging and remission policy on an annual basis and make recommendations to the governing body.
30. Receive and where appropriate respond to periodic audit reports.
31. Ensure that a register of pecuniary interests is maintained for all staff and

### **Personnel / Staffing**

32. Review annually the school's Performance Management policy and form a Pay committee to review recommendations for Pay increases following the appraisal process.
33. Receive regular reports on the support given to teachers through quality CPD and rigorous performance management and the quality of teaching across school.

### **Meeting Dates**

Meeting 1	6/12/2022
Meeting 2	21/03/2022
Meeting 3	11/07/2022

### **Members:**

	<b>Link Governor Role</b>	<b>Quality Assurance Role</b>
Chair	Lorraine Shaw	
Vice Chair	Chris Ellis	
Adam Cornes	SLGG:Safeguarding LGG 1: Quality of Education	
Mo Andrews		LGG 1, LGG 2: Inclusion and Safeguarding

## Emmanuel Link Governor Group 1 Terms of Reference

### ***QUALITY OF EDUCATION- Curriculum intent, implementation and impact***

#### **Remit**

- This group takes an in-depth look into the work of the school in implementing the national curriculum, ensuring the curriculum intent becomes fully embedded over time.
- The group monitors curriculum developments and issues of a local and national importance and use this to support leaders in shaping the future direction of the School.
- This group holds leaders to account for the impact of the curriculum on children's progress and attainment.
- They evaluate the monitoring and self-evaluation work of leaders.
- The group evaluate progress against KPIs.
- The group explores data and pupil outcomes with leaders, particularly focusing on the most vulnerable.
- The group undertakes this work on behalf of the Full Governing Body and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Governing Body Meeting allocated.*

#### **Terms of Reference**

- Have awareness of the legal responsibilities of governors in terms of Curriculum provision and assessment.
- Ensure that all leaders have a clear rationale for the approach to and design of the curriculum that is taken.
- Monitor that the agreed National Curriculum requirements and the agreed intent are being implemented by the school, through its long term and medium term plans.
- Regularly review Emmanuel's approach to teaching and learning to ensure children know and remember more
- Consider and review the school's Curriculum policies (including Religious Education, Sex and Relationships Education and Drugs Education) and to make recommendations to the governing body with regard to their content and implementation.
- Regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.
- Consider and review the school's SEN policy and to make recommendations to the governing body with regard to their content and implementation.
- Work with school leaders to gain a full understanding of the quality and appropriateness of the curriculum across school, quality assuring the relevant sections of the Developing Excellence Plan (DEP).
- Evaluate the work of subject leaders in the identified priorities
- Ensure that curriculum design meets the requirements of children with SEND as laid out in the code of practice.
- Ensure that the curriculum is sufficiently adapted to support all children with additional needs, including the most disadvantaged.

- Regularly review Emmanuel's approach to teaching and learning to ensure children know and remember more
- When appropriate advise the Business Strategy group on the relative funding priorities necessary to deliver the curriculum.

**Impact:**

- Have an awareness of the national measures of expected progress and understand what constitutes good and better progress.
- Evaluate the approach leaders take to monitoring the curriculum, teaching and outcomes.
- Evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.
- Monitor and evaluate rates of progress and standards of achievement by pupils, including all underachieving or vulnerable groups (including SEND), receiving regular reports on the analysis of tests and assessments.
- Through monitoring impact of the curriculum, ensure that all children have equal opportunities.
- Be familiar with the school's Self-Evaluation Form and judgments linked to Quality of Education.
- Evaluate impact of the school's curriculum, using a range of evidence: work sampling records, external reports (Trust/SIP/OFSTED), external data, internal data, observation records, evidence of pupil's level of engagement and pupil discussions.
- Work with leaders to sample pupil outcomes in books to support evaluation of DEP priorities and milestones.
- Understand OFSTED's expectations linked to Early Reading Development and evaluate the school's work against this.

**Governor Self Evaluation Questions**

1. What is the impact of the curriculum and teaching across school on children's learning, and how do the leaders know? How far are KPIs on track to be met? Do the children know and remember more?
2. Are the key priorities identified within the DEP appropriate? What is the rationale for these?
3. Is the planned Curriculum ambitious enough across school and relevant to the community?
4. How far do the teachers understand what they are teaching and its place within the sequence of learning? How does the school know?
5. How far is the implementation of the curriculum on track to support the school in achieving its goals and aims and in supporting children with additional needs? How is the curriculum adapted to meet the needs of all pupils?
6. What is the overall quality of teaching within the wider curriculum and how do leaders know this?
7. How effectively is assessment used to support children in embedding knowledge and its application?
8. How well do children achieve?
9. What is the impact of the school's approach to early reading development? Is there any evidence of 'Reading failure'?
10. How far do pupils with SEND and the disadvantaged pupils make good progress and are prepared for the next stage of education?

**Meeting Dates and focus of meeting**

	<b>Date</b>	<b>Focus for the meeting</b>
Meeting 1: 8.11.22	WB <i>Report submitted for 6/12/2022</i>	<ul style="list-style-type: none"> <li>• Agree the terms of reference</li> <li>• Review the end of year data</li> <li>• Review the SEF</li> <li>• Review this years' DEP</li> <li>• Decide on the focus for the next meeting</li> </ul>
Meeting 2: 31.1.23	WB <i>Report submitted for 21/03/2022</i>	<ul style="list-style-type: none"> <li>• Review of progress and attainment data from the Autumn term</li> <li>• Review the impact of the curriculum on pupils vulnerable to not making expected progress (disadvantaged pupils and pupils with an identified SEN)</li> </ul>
Meeting 3: 25.4.23	WB <i>Report submitted for 11/07/2022</i>	<ul style="list-style-type: none"> <li>• Review of progress and attainment data from the Autumn term</li> <li>• Review the impact of the curriculum on pupils vulnerable to not making expected progress (disadvantaged pupils and pupils with an identified SEN)</li> </ul>

**Members of the Group**

<b>Governors</b>	<b>Senior Leaders</b>
Lorraine Shaw Bev Nicholson Amanda Smith	Adam Cornes Jo Thorpe

**BEHAVIOUR AND PERSONAL DEVELOPMENT**

**Remit**

- This group holds leaders to account for the impact of their work linked to behaviour, attendance, personal development and provision for SEND and NTE children.
- The group explores behaviour and attendance data with leaders, particularly focusing on the most vulnerable to evaluate the impact of our approach to Inclusion and personal development.
- The group undertakes this work on behalf of the Full Governing Body and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Governing Body Meeting allocated.*

**Terms of Reference**

- Explore how the curriculum supports the personal development of all children, particularly the most vulnerable.
- Evaluate how effectively the PSHE curriculum and chosen approach supports achievement.
- Evaluate the implementation of the RSE curriculum
- Evaluate the work of the inclusion team and the impact on pupil achievement and wellbeing, particularly for SEND and additional needs children.
- Consider and review the school’s policies on positive behaviour and discipline (including Anti-Bullying policy).
- Be familiar with and monitor the Developing Excellence Plan (DEP) and Self-Evaluation Form (SEF) linked to Behaviour and attitudes and Personal Development sections within the OFSTED framework
- Receive reports on the analysis of data for attendance and behaviour, challenging the school on its actions towards meeting milestones within the DEP.
- Evaluate the support put in place for pupils with an identified SEMH need

**Governor Self Evaluation Questions**

1. Are leaders taking appropriate action to reach identified KPIs and move towards securing outstanding behaviour and Personal development? How do they know?
2. Is the support given to vulnerable pupils having sufficient impact on their behaviour outcomes?
3. How prevalent is bullying, how is it identified and how is it addressed?
4. How far is the school developing children’s understanding of the protected characteristics?
5. How successfully is the RSHE curriculum agreed through consultation being implemented?
6. Do children attend school often enough? How do you know? If children are identified as not attending regularly enough, is enough being done to improve this? Are all children punctual enough?
7. How successfully do leaders build an inclusive environment in which children’s characters as well as academic achievement are developed?
8. Are children given sufficient opportunity to make a positive contribution to school life?
9. Are children prepared sufficiently to be safe on line? How are those with additional needs supported to keep safe?

**Meeting Dates and focus of meeting**

	<b>Date</b>	<b>Focus for the meeting</b>
Meeting 1: 11.11.22	WB <i>Report submitted for 6.12.22</i>	<ul style="list-style-type: none"> <li>• Agree the terms of reference</li> <li>• Review the end of year behaviour and attendance data</li> <li>• Review the SEF</li> <li>• Review this years’ DEP</li> <li>• Decide on the focus for the next meeting</li> </ul>
Meeting 2: 1.3.22	WB <i>Report submitted for 21.3.23</i>	<ul style="list-style-type: none"> <li>• Review attendance and behaviour data from the Autumn term</li> <li>• Review attendance procedures</li> <li>• Review attendance and behaviour for vulnerable pupils</li> <li>• Review the children’s understanding of how to stay safe online</li> </ul>
Meeting 3: 7.6.22	WB <i>Report submitted for 11/07/2022</i>	<ul style="list-style-type: none"> <li>• Review attendance and behaviour data from the Autumn term</li> <li>• Review attendance procedures</li> <li>• Review attendance and behaviour for vulnerable pupils</li> <li>• Review the children’s of the protected characteristics?</li> <li>• Evaluate the implementation of the RSE curriculum</li> </ul>

**Members of the Group**

<b>Governors</b>	<b>Senior Leaders</b>
Rhea Kurcewicz	Adam Cornes

## Emmanuel Special Link Governor Group Terms of Reference

### **SAFEGUARDING**

#### **Remit**

- This group plays a key role in the safeguarding of pupils across school and ensuring policies and practices are rigorous compliant with government legislation.
- The group takes an in-depth look at the systems that are used across school.
- The group undertakes this work on behalf of the Full Governing Body and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Governing Body Meeting allocated.*

#### **Terms of Reference**

- Be aware of the governing body's legal responsibilities in terms of safeguarding and relevant legislation in relation to children and families.
- Have a good understanding of Keeping Children Safe in Education and any changes within this.
- Have a good understanding of safeguarding risks which are likely to impact on families within our community and ensure actions are in place to support children with these.
- Consider and review the school's policies and approach to the development of children's social, emotional and behaviour needs.
- Monitor the school's engagement with other relevant agencies who work with children and families in line with the requirements of Safeguarding.
- Monitors the training undertaken by leaders and staff within school, ensuring all training is quality and up to date.
- Monitor the school's work using the reporting tool from the LA and DSAT and ensure this is submitted within the given timescale.
- Ensure that staff involved in Safeguarding work are given the appropriate support and supervision.

#### **Governor Self Evaluation Questions**

1. Are all safeguarding policies up to date and compliant with Government regulations and Keeping Children Safe in Education?
2. Are all policies embedded through the working practices of the school?
3. Are the school's policies and systems sufficiently robust enough to keep children safe?
4. Is all training up to date for staff and leaders at all levels?
5. Are children supported to keep themselves safe within the community and particularly when moving to secondary school?

#### **Meeting Dates and focus of meeting**

	<b>Date</b>	<b>Focus for the meeting</b>
Meeting 1: 15.11.22	Report submitted for: 6.12.2022	<ul style="list-style-type: none"> <li>• Agree the terms of reference</li> <li>• Update on Caseload and Safeguarding practices</li> <li>• Update on safeguarding audit carried out</li> <li>• Decide on the focus for the next meeting</li> </ul>
Meeting 2 1.3.2022	WB Report submitted for 21.3.22	<ul style="list-style-type: none"> <li>• Update on Caseload and Safeguarding practices</li> <li>• Update on safeguarding review carried out by DSAT and the key actions to be carried out</li> <li>• Monitors the training undertaken by leaders and staff within school, ensuring all training is quality and up to date.</li> <li>• Review the staff understanding of safeguarding procedures</li> </ul>
Meeting 3: 7.6.2022	WB Report submitted for 11.07.22	<ul style="list-style-type: none"> <li>• Update on Caseload and Safeguarding practices</li> <li>• Are children supported to keep themselves safe within the community and particularly when moving to secondary school</li> </ul>

## **Members of the Group**

<b>Governors</b>	<b>Senior Leaders</b>
Dan Morrel and Helen Gray	Adam Cornes

## **Emmanuel Special Link Governor Group 3 Terms of Reference**

### ***Policy Review Group (Task and Finish)***

#### **Remit**

- This group plays a key role scrutinising Statutory policies submitted for approval or for review.
- The group undertakes this work on behalf of the Full Governing Body and presents policies for approval at Local Governing Body Meetings.

#### **Terms of Reference**

- Support the creation of an annual calendar for approval of new policies and review of policies already in date.
- Maintain a register of statutory and non-statutory policies, ensuring full compliance.
- Ensure all relevant policies are on the website in line with statutory requirements.
- Ensure all policies are high quality and rigorous.
- Make recommendations to the Local Governing Body.

#### **Meeting Dates and focus of meeting**

	<b>Date</b>	<b>Focus for the meeting</b>
Meeting 1	WB	Agree the cycle for the year and policies for each meeting. Inclusion and curriculum Policies for
Meeting 2	WB	Review HR Focused Policies for Review
Meeting 3	WB	Health and Safety Policies for Review

## **Members of the Group**

<b>Governors</b>	<b>Senior Leaders</b>
Agreed for each meeting	Mo Andrews Adam Cornes

### **Chairing Link Governor Group Meetings**

It is important that each Link Governor Group Meeting has an effective Chair. It is not always easy to chair meetings and the effectiveness of the chair depends on the co-operation of all members in seeking to work effectively.

#### **In committee meetings the role of the Chair is to:**

- ↻ Ensure practical arrangements are in place for meetings and that they start on time
- ↻ Keep meetings business like and to time
- ↻ Ensure that all items are dealt with logically
- ↻ Ensure that the committee completes the task delegated by the governing body
- ↻ Deal with differences and conflict when they arise
- ↻ Help all members of the committee to contribute
- ↻ Summarise regularly for the benefit of members and the Clerk
- ↻ Ensure that an accurate record is kept
- ↻ Present reports and feedback from Committees to the full meetings of the governing body or to ensure this is done by another member.

#### **Between meetings the role of the Chair is to:**

- ↻ Prepare the agenda with the Team SLT Lead, in line with the overview within the Terms of Reference. Agree information to be provided by the SLT members.

- ↳ Aim for the discussions to be recorded during the meeting itself on the report templates provided.
- ↳ Agree the content of the report with the Team Lead following the meeting.
- ↳ Ensure actions are clearly identified.
- ↳ Take steps as needed to ensure groups members complete tasks (reminders)
- ↳ Be a point of contact
- ↳ Ensure the finalised report is uploaded to the Portal at least one week before the allocated Full Governing Body Meeting and alert Mary Gibson as clerk.
- ↳ In preparation for the Full Governing Body Meeting prepare to give an 'executive summary' of the meeting and be prepared to answer questions Governors may have.

As is required of the Chair of the governing body, the Chair of a Link Governor Group should keep in mind the main roles of the governing body:

- ✓ To provide a Strategic View
  - ✓ To act as a Critical Friend
  - ✓ To ensure Accountability.
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- ✓ As is required of the Chair of any group the Chair needs to be (or become)
  - ✓ A good listener
  - ✓ A team builder and collaborator