Terms of Reference for the Teaching and Learning Committee of the Governing Board of Appledore School

Agreed at meeting of the full governing board on 22nd September 2026

Review date: September 2027

The governing board responsibilities for teaching and learning including links with parents

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

Membership:
Jeremy Cooper, Jo Fortune, Claire bannister, Louise May, Rich Evans

Associate members: *With voting rights as agreed by FGB*

Quorum *3*

Chair of Committee:

Jo Fortune

Clerk of Committee:

Miriam Goldsmith-Ryan

Meeting dates for the academic year:
13th October 2026, 1st December 2026, 26th January 2027, 27th April 2027

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

Many governors/trustees may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board has at least one governor with the skills to understand and interpret the full detail of the performance data available. These governors/trustees should make sure that the wider governing board has a accurate understanding of the school's performance. They should identify from

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the data the issues that most need to be discussed. Other governors/trustees should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

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

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

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

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

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

Levels of Delegation - Decision or Recommendation

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

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

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

PLEASE NOTE: THESE TERMS OF REFERENCE ASSUME THE BOARD ALSO HAS A SAFEGUARDING LEAD GOVERNOR AND A PUPIL PREMIUM LEAD GOVERNOR. If the board has not adopted these roles the terms of reference for these leads should be included within the responsibilities for the Teaching and Learning Committee.

Curriculum.

Policies and Documents delegated to this committee:

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

To monitor and evaluate the agreed *intent, implementation* and *impact* of the school curriculum. Consider evidence about how effectively the curriculum is achieving its aims for pupils and how this relates to the board's vision for the school. Report to the board.	**D**
To evaluate information from the headteacher, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board.	**D**
To agree the policies for sex & relationships education, health education and collective worship.	**D**
To agree the arrangements for educational visits and ensure that they are in line with current guidance (link to Health and Safety Lead).	**D**
To ensure the continued knowledge and understanding of governors / trustees in respect of the National Curriculum and/or changes in national programmes which impact on the curriculum.	**D**
To establish/recommend as appropriate the policy and/or protocol for governor / trustee visits to the school. Ensure all governors / trustees are aware of and follow the agreed structure, including submitting appropriate reports to the board, by monitoring its implementation. Have regard for staff wellbeing and work life balance when devising the policy.	**R**
To develop and review a monitoring procedure and cycle for governors (including governor / trustee visits) focusing on specific areas of the curriculum, linked to the School Development Plan (School Improvement Plan).	**D**
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children. Consider evidence to demonstrate how the curriculum is made accessible for all pupils. (Link with SEND/Inclusion lead governor.)	**D**
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	**D**
Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.	**D**
Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.	**D**
To ensure the relevant statutory information relating to the curriculum is published on the school website including: • The content of the curriculum by academic year and subject • How parents (including prospective parents) can obtain further information in relation to the curriculum • Key Stage 1 phonics and reading schemes in operation • Key Stage 4 list of courses leading to GCSE • Key Stage 4 list of other courses offered and the qualifications which may be acquired.	**D**
Review & recommend term dates including non–pupil and inset days.	**R**
Ensure an appropriate Provider Access Policy is in place and published on the school website (applicable to schools with pupils from year 8 to year 13).	**D**
Liaise with the Careers Leader to monitor that the school is on track to meet the Gatsby Benchmarks by 2020 (applicable to schools with pupils from year 8 to year 13).	**R**
Ensure that statutory information relating to the careers programme is published on the school website, including:	**D**

• The name, email address and telephone number of the school's Careers Leader • A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme • How the school measures and assesses the impact of the careers programme on pupils • The date of the school's next review of the information published. (Applicable to schools with pupils from year 8 to year 13.)	

Inclusion / SEND

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Policies and Documents delegated to this committee:

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

The SEND and inclusion governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	**D**
To champion the requirements of children with Special Education Needs and Disabilities by contributing to the development of a SEND Policy, including provision for more able children, to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Finance and Personnel Lead Governors/Trustees.	**R**
Monitor the implementation and effectiveness of the agreed SEND policy and report to the full board. Ensure relevant statutory information relating to SEND is published on the school website, updated at least annually and when any changes occur.	**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, but not limited to: children in care; pupils with medical needs in school; pupils with English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	**D**
To consider impact for pupils, parents and staff with protected characteristics when developing/reviewing policies. To monitor the school's engagement with individuals with protected characteristics and ensure that they are given an opportunity to contribute to the development of school processes and procedures.	**D**

To assist with the identification of Equality Objectives for ratification by the board and monitor progress towards these objectives, reporting to the board at least annually	**R**
To ensure that the school meets the statutory requirements relating to equality legislation including publishing the Equality Objectives, equality information (or an agreed policy) on the school website to show how the school is complying with the Public Sector Equality Duty.	**D**
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority.	**D**
To monitor and evaluate the impact of Year 7 Catch-up Premium funding and report to the full governing board. Ensure information is published on the school website to show how the money has been spent and the impact made.	**D**
Ensure an attendance register is taken daily at school. Monitor pupil attendance figures and patterns. Review and evaluate progress towards the schools' attendance targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	**D**
To review and agree, with the headteacher, the Behaviour Policy based on the Behaviour Principles set by the board. Check that the Policy and relevant information is published on the school website and monitor that there is continuity of application throughout the school.	**D**
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	**D**
To meet with the SENDCO and work with them to analyse the impact of the schools' provision for SEND pupils in relation to attainment and progress; attendance, punctuality and exclusion.	**D**
Establish if the SENDCO has sufficient time and resources to enable them to carry out the role as described in the SEND Code of Practice? If your school shares a SENDCO across settings do they have sufficient administration support to enable them to fulfil their role effectively? (Note – this should not be the Headteacher of one of the schools. The Code of Practice states it may be appropriate for smaller primary schools to share a SENDCO, but this must be kept under review to ensure there is no negative impact on outcomes or quality of provision.)	**R**
To support the SENDCO in completing the SEN Funding Evaluation Tool (autumn term) and check that the data matches the information held by the school. Use the SEN Funding Evaluation Tool to ensure that provision is being targeted effectively and consider the implications of the following year's budget for learners with SEND and inclusion needs. Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.	**D**

School Improvement

Policies and Documents delegated to this committee:

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

To contribute to strategic planning within the school and to recommend the School Improvement Plan priorities (School Development Plan) to the full governing board, to include identified governor/trustee monitoring and evaluation criteria. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	**R**
To review, monitor and evaluate the success and impact of the School Improvement Plan in conjunction with the head, senior leadership team and/or subject leaders, in accordance with the agreed formal monitoring	**R**

arrangements. To discuss areas for additional support/intervention and recommend allocation of resources, report to full governing board.	
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing board. Ensure that governors/trustees involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	**D**
To ensure the continued knowledge and understanding of governors/trustees in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities.	**D**
To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the board is aware of the key findings of the most recent report and monitor actions being taken and progress relating to areas for improvement.	**D**
To analyse Key Stage 2 or Key Stage 4 data and results, including benchmarking, and report to the full governing board. Ensure that the most recent results are published on the school website in line with statutory requirements.	**D**

Community, Staff and Parental Links

Policies and Documents delegated to committee:

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

  (If the board has a GDPR lead in place the Data Protection policy and FoI Scheme may be delegated to them.)

To assist the headteacher and Senior Leadership Team (SLT) in promoting good relationships and communication with parents and the wider community.	**D**
Ensure that the needs of stakeholders are monitored and there is an opportunity for individuals and groups to communicate their opinions and concerns. Ensure that the school (and the board where applicable) regularly consults with staff, parents and pupils, giving them an opportunity to contribute in the development of policies and procedures which will impact on them. Support the board in using parental views to inform the school's self-evaluation and strategic planning to improve the education of pupils. Ensure that parents, pupils and staff have a role in contributing to the board's vision for the school.	**D**
To monitor the quality and effectiveness of information for stakeholders on the school website, including ensuring statutory policies and governance information appears on the website in a timely manner.	**R**
Report back to parents, pupils and staff the results and the changes governors and trustees make as a result of listening to their views	**D**
To ensure a Complaints Procedure is in place, is appropriately reviewed and is monitored to ensure that it is followed consistently. Review any complaints once they have been dealt with (both formal and informal) to identify any common themes. Investigate any changes in practice required and recommend to the full governing board.	**R**
If the school has a home-school agreement in place review the agreement and seek input from stakeholders (pupils, parents and carers, staff) to inform changes in the document.	**R**
Act as champions for well-being and mental health for both staff and pupils. Analyse responses to the staff wellbeing survey to help understand the key issues in the school, and use information from the survey to assess the impact of any measures being taken to support staff wellbeing.	**D**

Monitor key aspects of mental health and emotional wellbeing and be aware of what is being done to promote a positive environment for children and young people. Identify how the school ensures timely identification, support and mentoring of vulnerable children and young people who may benefit from targeted support.	**D**
To keep the board up to date with work undertaken by the committee through regular (at least termly) written reports supplied to the FGB.	**D**
Contribute to the development of the annual surveys for parents, staff and/or pupils (as applicable). Analyse the responses from the survey(s) and report to the board.	**D**
Ensure that members of the board and staff are aware of the code of conduct when using social media.	**R**
Monitor and evaluate work life balance issues for staff, the SLT and members of the board. Review the school's use of job share arrangements, part-time working, flexible working, and staff workload to see if strategies are effective.	**D**
Monitor levels of staff absence and the reasons for absence to identify any potential areas of concern.	**D**
Monitor responses to staff exit interviews to identify any potential areas of concern.	**D**
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in consultation with the DPO. Monitor that the DPO has provided appropriate training for staff, governors and the school can demonstrate compliance with Data Protection Law. (May be delegated to the GDPR lead governor/trustee.)	**D**
Seek confirmation from the DPO that the school (or MAT) is registered with the Information Commissioners Office (ICO) as a Data Controller. (May be delegated to the GDPR lead governor/trustee.)	**D**
Working with the DPO, ensure that governors/trustees are aware that responsibility for compliance with data protection legislation lies with them and that they are kept informed about all key issues arising for the schools from the legislative changes and understand how to effectively monitor and review compliance. (May be delegated to the GDPR lead governor/trustee.)	**D**
Liaise with the Data Protection Officer (DPO) to monitor and evaluate any data breaches and near misses to identify any changes in practice required. Ensure that any notifiable breaches are reported to the board. (May be delegated to the GDPR lead governor/trustee.)	**D**
To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils work, transition processes and benchmarking.	**R**