

# LANSBURY LAWRENCE PRIMARY SCHOOL

## TERMS OF REFERENCE

Any policies and documents not assigned to the three committees are, in the view of the author, best dealt with by the full governing body e.g. admission arrangements or the head, e.g. register of attendance.

The content was influenced by Westminster Governor Services and Governors at St Joseph's Primary School Kingston.

## CURRICULUM AND ACHIEVEMENT COMMITTEE

### Membership

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

### Quorum

The quorum for meetings of the Committee is 3 governors. The meeting will not take place unless the headteacher or her/his representative is present.

### Meetings

The Committee will meet at least once a term, in advance of the main governing body meeting, with additional meetings as necessary.

Responsibilities: all committees have the following responsibilities. To:

1. receive reports from members of staff about matters relating to any of the issues listed in their terms of reference
2. to monitor and evaluate relevant parts of the SEF, the school development plan and the policies allocated to them, reporting or making recommendations to the full governing body
3. consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body
4. consider the views of students when making strategic decisions that will impact on them
5. consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/ drafting policies. **See Annex A for information about the General Equality Duty**

**The Curriculum and Achievement Committee** will oversee pupil achievement and the quality of teaching, ensuring the school provides a high quality learning experience and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements.

The Committee will monitor and evaluate relevant Equality Objectives, policies and assigned sections of the SEF and linked issues in the SDP notably:

- how the school deals with its statutory obligations in relation to the National Curriculum; the performance of different groups, subjects and key stages making relevant comparisons to local and national data and analysing trends;
- the SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special education needs and with disabilities;
- provision for, progress and attainment of vulnerable groups e.g. looked after children, young carers and the effectiveness of any intervention strategies;
- the quality of teaching and learning;
- the range and impact of extra-curricular activities on pupil learning

**Statutory policies and documents**

Equality information and objectives  
EYFS information (nurseries)  
Sex Education Policy  
SEN Policy- for presentation to FGB

**Voting**

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

**Voting rights of associate members on committee**

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or pupils are being discussed

Terms of Reference agreed on \_\_\_\_\_

## Annex A

### The General Equality Duty

A school must have **due regard to the need to**

- a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

### Protected characteristics

- Age (not pupils)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

## PERSONNEL, FINANCE &

### PREMISES COMMITTEE

#### Membership

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

#### Quorum

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#### Meetings

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4. consider the views of students when making strategic decisions that will impact on them
5. consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/ drafting policies. **See Annex A for information about the General Equality Duty**
6. take appropriate action on any other relevant matter referred by the governing body

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**The Personnel, Finance and Premises Committee** will have oversight of finance, staffing and premises

### **Finance**

- 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
- keep under review the scheme of delegation in financial matters including the level of delegation to the headteacher for the day-to-day financial management of the school and present to the governing body any recommendations for change;
- 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;
- monitor the budget (and any other devolved funds) and ensure a termly report to the governing body drawing on evaluations from the other committees and making any appropriate recommendations for future budgetary decisions.

### **Premises, health and safety**

- draw up medium and long term plans relating to the repair, maintenance and development of premises and infrastructure and recommend action to the governing body
- monitor and evaluate health and safety and emergency procedures ensuring that necessary checks and risk assessments are carried out and action points are implemented

### **Staffing**

- monitor and evaluate staffing policies and procedures, ensuring that all principles of good and fair employment practice are adhered to, the staff and trade unions are consulted and legal requirements fulfilled
- agree the staffing establishment and structure (teaching and non-teaching) at least annually in relation to the budget and school development plan;
- recommend to the governing body the procedure for filling vacancies and making staff appointments below the Leadership Group;
- ensure that the school complies with the General Equality Duty in relation to staff. See annex A
- ensure the school complies with all requirements in relation to safer recruitment
- monitor and evaluate the impact of the budget for continuing professional development

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

- 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;
- ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document\*\*;
- ensure an annual review of support staff salaries in line with current arrangements in the NJC for local government or other appropriate bodies
- consider the recommendation of the headteacher's performance review group in relation to whether to award the head an annual increment\*\*\*;
- scrutinise a sample of performance management review statements for staff to ensure a link between quality of teaching and pay progression.

\*\*Anyone employed to work at the school other than the headteacher must withdraw from this item

\*\*\*Anyone employed to work at the school including the headteacher must withdraw from this item

#### **Statutory Policies and documents**

Accessibility Plan  
Allegations of abuse against staff  
Appraisal (performance mgt)  
Capability  
Central Record of recruitment and vetting checks  
Charing and Remissions policy  
Data Protection  
Equality information and objectives  
Freedom of Information Scheme  
Governors' Allowances policy  
Health and safety risk assessments  
Premises management regs  
Staff discipline, conduct and grievance  
Teachers' Pay policy  
Whistle Blowing (required by guidance)

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## Annex A

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- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Protected characteristics

- ☐ Age (not pupils)
- ☐ Disability
- ☐ Ethnicity and race
- ☐ Gender
- ☐ Gender reassignment
- ☐ Marriage and civil partnership
- ☐ Pregnancy and maternity
- ☐ Religion and belief
- ☐ Sexual identity and orientation

## CHILDREN, FAMILIES AND COMMUNITY COMMITTEE

### Membership

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### Quorum

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4. consider the views of students when making strategic decisions that will impact on them
5. consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/ drafting policies. **See Annex A for information about the General Equality Duty**
6. take appropriate action on any other relevant matter referred by the governing body

**The Children, Families and Community committee** will monitor and evaluate relevant Equality Objectives and assigned sections of the SEF and linked key issues in the SDP notably;

- the school's contribution to pupil well-being, including the extent to which pupils feel safe, adopt healthy lifestyles and contribute to the school and wider community;
- attendance, punctuality and behaviour patterns and trends;
- the views of pupils and how these are taken into account;
- the effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils
- the engagement of parents with the school, parental views and how these are taken into account and consider ways in which home-school links can be further developed, making appropriate recommendations;
- community links and community use of the school, monitoring and evaluating the school's contribution to promoting community cohesion;

### **Statutory policies and documents**

Behaviour Policy  
Child Protection Policy  
Complaints procedure statement  
Compliance with information on line  
Equality information and objectives  
Home School Agreement  
Register of pupils' admission to school  
Register of pupils' attendance  
Statement of behaviour principles

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Terms of Reference agreed by the Governing Body on .....

*To be reviewed* \_\_\_\_