

Terms of Reference for the Curriculum Portfolio of the Board of Trustees of the United Schools Trust

Agreed at meeting of the full trust board on 13 September 2021. **Curriculum Portfolio holder is Suzannah Wharf.**

Review date September 2022. *These terms of reference should be reviewed annually by the Board and when there are any changes to the Board's membership.*

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

The Trust 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. The Governance Handbook states that one of the core functions of the trust 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 trustee with specific skills and experience of performance data, and by asking questions such as:

- 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 trustees may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every trust board has at least one trustee with the skills to understand and interpret the full detail of the performance data available. These trustees should make sure that the wider trust board has an accurate understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other 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.

Matters of Urgency

These may be dealt with by the chair of trustees and the principal and reported to the next meeting of the full board.

Delegation

Trust boards may use their powers to delegate functions and decisions to individual 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 portfolio holder and reported to the trust board in the minutes.

R = the portfolio holder to make a **recommendation** to the trust board, who will make the decision.

*Note from The Governance Consultancy Team: The level of delegated decision making given to a portfolio holder needs to be agreed by the full board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the portfolio holder making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the portfolio holder and the full board. **All delegated decisions must be reported to the full board through notes from the portfolio holder.***

Portfolio holders 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 TRUSTEE AND A PUPIL PREMIUM LEAD TRUSTEE.

Curriculum

Policies and Documents delegated to this portfolio:

- Collective Worship Policy (Recommended)
- Sex, Relationships and Health Education Policies (Statutory)
- Trustee Visits Policy or Protocol
- Curriculum information published on school website (Statutory)

To monitor and evaluate the agreed <i>intent, implementation</i> and <i>impact</i> 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 principal, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full trust 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 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 trustee visits to the school. Ensure all trustees are aware of and follow the agreed structure, including submitting appropriate reports to the board	R

by monitoring its implementation. Have regard for staff wellbeing and work life balance when devising the policy.	
To develop and review a monitoring procedure and cycle for trustees (including trustee visits) focusing on specific areas of the curriculum, linked to the 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 portfolio)	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: <ul style="list-style-type: none"> • 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 	D
Review & recommend term dates including non-pupil and inset days.	R