

**TRUNFURLONG INFANT SCHOOL
FGB CURRICULUM
TERMS OF REFERENCE 2025-26**

No.	SUBJECT AREA	ACTION	FREQUENCY	Report by:	Report at: *
	CONSTITUTION	<p>MEMBERSHIP – according to the agreed structure. Associate Members may be appointed by the Governing Board.</p> <p>GOVERNANCE PROFESSIONAL – cannot be the Headteacher. Not best practice to be a governor.</p> <p>QUORUM – at least THREE governors. Where a vote is required an FGB quorum must be present.</p> <p>VOTING RIGHTS – restricted to Governors. Associate Members can be given voting rights by the Governing Board. Chair to have a casting vote but only if a governor.</p> <p>CHAIR/VICE-CHAIR – to be elected annually by the whole Governing Board.</p>			
1	Leadership and Management	<p>Develop leadership and management with key teaching and learning priorities including:</p> <ul style="list-style-type: none"> • Clear, ambitious vision • Strong subject, pedagogical and pedagogical content knowledge • Engagement with learners and the community • Engage with staff- help manage workload / wellbeing • Effective and comprehensive safeguarding procedures • A whole school approach to mental health and wellbeing 	Ongoing	Governors	Full Board

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2		Develop, with the Headteacher and staff, through rigorous self-evaluation, a focussed School Development Plan to secure and sustain improvements focussing on: <ul style="list-style-type: none"> • Leadership and governance • Curriculum • Developing teaching • Achievement • Behaviour and attitudes • Attendance • Personal development and wellbeing • Inclusion • Safeguarding • Early Years and Sixth Form (if applicable) 	Annual: Summer for implementation in the forthcoming academic year	Headteacher	Full Board: Summer draft, Autumn approve final
3		Review the management of admissions and Key Stage transfer: <ul style="list-style-type: none"> • KS2 – liaison with feeder primary schools and management of transfer process of new intake • KS3 & 4 – options choices and guidance • KS4-5 – retention and transition 	Annual	Headteacher	Autumn
4		Support the development of middle and future leaders taking account of succession planning.	Ongoing	Headteacher	Headteacher Report
5	Monitoring and evaluation	Monitor the implementation of the SDP and issues raised in the most recent Ofsted Inspection by: <ul style="list-style-type: none"> • Liaising with subject leaders • Receiving termly updates from the Headteacher • Conducting monitoring and evaluation visits 	Termly	Subject Governors	

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6		Contribute to a robust School Self Evaluation Process, including governance – monitor progress and ensure actions are reflected in the SDP to secure improvement.	Termly	Governors	
7		<p>Receive and evaluate a termly report on:</p> <ul style="list-style-type: none"> • The development of teaching including, how it is assessed, the effectiveness of teaching practices and any action to secure improvement • The development, quality and implementation of the curriculum including any initiatives/interventions to support disadvantaged pupils, pupils with SEND and their impact • Inclusion – the support provided to vulnerable and disadvantages pupils, including those with SEND • Standards of Behaviour and attitudes – rewards/sanctions/exclusion data and the school’s approach to fostering positive behaviour • The impact of SMSC/PSHE/RSE provision and the Prevent Agenda • Pupil achievement - progress and attainment as a whole, and by sub-groups, including disadvantaged groups and those with SEND • Stakeholder engagement – activities, outcome and resultant actions to develop support for the school’s vision and approach • Personal development and wellbeing – how the school supports pupils’ growth and mental health • Safeguarding practices in school and the impact of CP issues 	Termly	Headteacher: data included in Headteacher Report	Full Board

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		<ul style="list-style-type: none"> • Educational visits – planned and taken and their value / impact. • Attendance rate (including rate of persistent absenteeism) and interventions in place to improve attendance in line with government guidance, as a whole, and by sub-groups, including disadvantaged groups and those with SEND 			
8	Quality of education	<p>Monitor the quality of education with specific regard to the following:</p> <ul style="list-style-type: none"> • Intent: Curriculum is ambitious and gives all learners the knowledge and cultural capital they need to succeed in life; curriculum is coherently planned and sequenced; same ambitions for all learners; learners study full curriculum. • Implementation: Teachers have good subject knowledge with support from leaders; teachers present subjects clearly and identify misconceptions; taught to remember in the long term; use assessment effectively; environment, resources and materials all conducive to positive learning; rigorous teaching of reading, mentioning reading for pleasure and phonics. • Impact: Effective learning across the curriculum (where relevant, this is reflected in test results; learners ready for next phase in life; learner read widely) 	Termly	Headteacher/ Subject Governor Visits	Include in Headteacher Report
9		<p>Monitor the use of alternative provision to meet pupil’s needs ensuring there is evidence to demonstrate that:</p> <ul style="list-style-type: none"> • It is good quality and safe • Pupils make progress • Qualifications are taken at the appropriate level 			

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		<ul style="list-style-type: none"> • Pupils receive good quality support. 			
10		Review the Pupil Premium strategy in line with the SDP. Ensure the strategy is published on the school website in line with requirements of grant funding, prescribed timeframes and using the DfE template.	Annually		Full Board
11		Engage with parents, carers and other stakeholders /agencies taking account of users' views to develop capacity for sustainable improvement in supporting pupils' outcomes, behaviour and safety and their spiritual, moral, social and cultural development.	Termly	Headteacher	
12		Monitor how the school engages with the school's wider community and the impact of the school on the community.	Termly	Headteacher	
13		<p>Improve the school, extend the curriculum and increase the range and quality of learning opportunities for students by working in partnership with:</p> <ul style="list-style-type: none"> • Other schools • External agencies • The community 	Termly	Headteacher – Include in termly report	Full Board
14		Review the content of the school's website to ensure that it meets the statutory requirements.	Annual	Headteacher/ Web Governor	Autumn term
15		<p>Have confidence in the robust evaluation of teaching and learning through a combination of learning walks, observations, work scrutiny, discussion and planning all appropriately moderated to ensure teachers and staff:</p> <ul style="list-style-type: none"> • Have high expectations of all pupils • Understand the needs of the age group they are working with • Have the relevant subject knowledge 	Termly	Headteacher	Include in Headteacher Report

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16		Understand how pupil assessment information is gathered and used to inform planning, teaching strategies and student support to improve outcomes.	Termly	Headteacher	
17		Ensure assessment is accurate through a process of internal and external moderation.	Termly	Headteacher	
18		Ensure parents and students understand their progress in relation to expected standards and what they need to do to improve through effective feedback and marking strategies.			
19	Personal Development	Understand pupil development through consideration of the following: <ul style="list-style-type: none"> Curriculum extends beyond the academic, technical or vocational – to include sufficient PE / sport provision, climate change awareness and sustainability and food education, including practical cooking, in line with government guidance Curriculum prioritises pupil wellbeing Teaches pupils how to stay safe, including online Prepares pupils for next steps including careers guidance in secondary schools to ensure pupils are aware of the full range of opportunities available Prepares them for life in modern Britain – British values 	Annual review	Headteacher	Full Board - Summer term
20	Behaviour and attitudes	Monitor behaviour and attitudes with specific regard for: <ul style="list-style-type: none"> High expectations; positive attitudes: show resilience High attendance and punctual Positive, respectful relationships: pupils feel safe 			
21		Ensure the school has robust processes for the identification, and support of, at risk children including those at risk of radicalisation and bullying.	Termly	Headteacher / CP Governor	

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22	Remote Learning	Develop and / or review the Remote Learning Policy and strategy in line with DfE guidance.	Autumn Term	Headteacher	Full Board
23	Educational Visits	Review the number and type of Educational Visits to: <ul style="list-style-type: none"> Identify gaps in opportunity and provision Consider the clarity of the objectives for visits The benefits for pupils towards learning and raising achievement 	Termly report in Headteacher Report; Annual review of cost and benefits.	Headteacher	Annual review Summer term to inform planning for next year.
PERSONNEL					
24	Staffing Structure	Ensure staffing meets school and curriculum requirements in liaison with the FGB	Annual Review	Headteacher	Spring Term
25	Recruitment	Ensure that Safer Recruitment practices are followed.	As required	Headteacher	
26		Ensure compliance with DfE guidelines for Early Career Teachers, including: Review of Induction Policy		Headteacher	
27		Support the recruitment of staff at the request of the Headteacher.		Board	
28	Equal Opportunities	Receive reports demonstrating equal opportunities have been considered e.g. disability, gender, and ethnicity.		Headteacher	
29	Leave of Absence	Receive a report of leave of absences approved by the Headteacher. Approve discretionary leave of absences in line with the policy previously agreed by the full Board.	As required	Chair of full Board	
30	Performance Management	Annual report on appraisal process to include: <ul style="list-style-type: none"> Evaluation and outcome of appraisal process Review of objectives – ensure these are linked to the SDP and reflected appropriately in all staff objectives 	Annual	Headteacher	Autumn

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		<ul style="list-style-type: none"> To understand the link between pay and performance to inform progression Review of progress of Early Career Teachers			
31		Monitor mid-year position: CPD and development opportunities	Annual	Headteacher	Spring – mid-year position
32	Workload / Wellbeing / Flexible Working	Ensure policies minimise impact on teacher workload / wellbeing. Monitor and support Headteacher’s workload / wellbeing. Receive and determine applications for flexible working taking advice from HR provider.	Annual As required As required	Headteacher	
33	Retirement	Receive and determine applications for retirement taking advice from HR provider.	As required	Headteacher	
34	Pay	Determine the school group size using the current School Teacher’s Pay and Conditions Document (STCPD)	When appropriate	Board	On Headteacher recruitment
35		Recommend the pay range for the Headteacher.	On Headteacher recruitment	Board	On Headteacher recruitment
36		Ensure pay ranges for the leadership group conform with the guidance in the STPCD.	On recruitment of Headteacher	Board	On recruitment of Headteacher
37		Monitor performance: <ul style="list-style-type: none"> Take account of the potential impact on pay and liaise with the full Board. Ensure appropriate support for staff is provided to enable them to achieve their objectives.	Mid-year	Headteacher	Spring Term
38	Policies	Monitor, review and approve policies in the school’s policy review schedule.	As specified in the schedule	Headteacher / Board	
39		Ensure changes to policies from the LA are implemented.	Termly	Headteacher / Board	

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40	Review	Contribute to a robust School Self Evaluation Process, to include governance, monitoring progress and ensuring actions are reflected in the SDP to secure improvement.	Termly	Governors	
41	Minutes	Minutes (with decisions and action points) will be taken at each meeting and circulated promptly to all members of the Governing Board.			

NB: Revisions since the previous version are *italicised and underlined*.