

Students Committee Terms of Reference

Membership

The Committee will consist of no fewer than three governors.

Quorum

The quorum for a meeting of the Committee shall be three governor members of the Committee.

Frequency of Meetings

The Committee will meet at least five times each academic year with at least one meeting per term.

Terms of Reference:

1. To act on matters **delegated** by the Full Governing Body.
2. To advise the Full Governing Body and to **act on its behalf** on any other matters of importance raised with the Committee.
3. To **liaise** and consult with other committees where necessary.
4. To consider **safeguarding and equalities implications** when undertaking all committee functions and have regard to relevant legislation and statutory guidance.
5. To consider the school's **Christian vision and ethos** when undertaking all committee functions.
6. To review, adopt and monitor, or delegate to the head teacher if permitted and deemed appropriate, all **policies** relating to students as set out in the Governing Body's Scheme of Delegation.
7. To be responsible for advising the Governing Body on **admissions** and the admissions criteria, including ensuring the school complies with the School Admissions Code.
8. To have oversight of **marketing** and promotion to attract students, publicity and relationships with the wider community.
9. To have oversight of the school's work on **student voice and engagement** with parents/carers.
10. To monitor and evaluate **safeguarding provision** to ensure that safeguarding legislation and guidance, including the Prevent duty, is followed and to receive regular reports from the lead governor for safeguarding and the Designated Safeguarding Lead.
11. To monitor and evaluate students' **behaviour**, attitudes to learning, exclusions and other serious disciplinary matters. (NB. Exclusions requiring governor review will be considered by an ad hoc Students Disciplinary Panel, comprising three governors, excluding staff governors).
12. To monitor and evaluate students' **attendance** and punctuality, including their impact on achievement, and the arrangements in place to maintain and improve them.
13. To ensure that an ambitious, broad and balanced **curriculum** is in place for all students.
14. To have oversight of the **enrichment**/extra-curricular offer.

15. To have oversight of the quality of the **ethos** of the school, worship in school and provision for students' spiritual, moral, social and cultural development.
16. To have oversight of the school's provision to meet regulations for **sex and relationships education** and health education.
17. To monitor and evaluate the school's provision to prepare students for the opportunities, responsibilities and experiences of **later life** in modern Britain, including careers education and guidance, and have oversight of student destinations.
18. To monitor and evaluate rates of progress and standards of **achievement** by students, including identified groups of students such as disadvantaged students.
19. To have oversight of **assessment** arrangements.
20. To have oversight of the impact of **continuous professional development** on improving teaching and learning, rates of progress and achievement.
21. To have oversight of provision to ensure that the requirements of students with special educational needs and disabilities (**SEND**) are met as set out in the SEND Code of Practice.
22. To have oversight of provision for all groups of **vulnerable children** and ensure their needs are identified and addressed.
23. To be responsible for **risk** management for the relevant areas of the school's Risk Register.

Notes:

This document was drawn up with reference to: previous committee ToRs, NGA model ToRs, Scheme of Delegation, DfE Governance Handbook, Ofsted framework.

Guidance on terminology used in this document:

- 'Oversight' – governors are aware of it; they have read the relevant documents (such as policies, procedures, reports) and they satisfy themselves by questioning staff that it is carried out appropriately (for example, that it aligns with the school's vision, ethos, and SDP; that impacts on different groups of students have been considered; that it is legally compliant etc.)
- 'Monitor and evaluate' – governors receive detailed reports including qualitative and/or quantitative data, and they assess performance against comparative data. They ask detailed questions of staff and routinely follow up to ensure improvement.
- 'Responsible' – governors actually do this work, or take ownership of the work if completed on governors' behalf by school staff.

NB: this terminology does not denote the importance of an item, but rather the practicalities of governors' involvement in it.

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