

# **Dyke House Sports and Technology College – A Northern Education Trust Academy**

## **Teaching, Learning & Literacy**

Terms of Reference:

- To consider and evaluate Teaching, Learning and Literacy strategies, impact and progress towards KPIs
- To consider appropriate use of resources to underpin delivery of effective teaching and learning, supporting pupil progress.
- To consider evidence regarding the quality of teaching and learning provided to students and strategies to quality assure and address any causes for concern. To ensure teaching and learning strategies, Academy JPD programme and Performance Management/Appraisal systems triangulate data and are have impact.

## **Leadership & Governance**

Terms of Reference:

- To ensure the business of the Local Governing Board is conducted properly, in accordance with legal and delegation requirements of the Trust.
- To establish and foster an effective relationship with the Executive Principal and Head of College based on trust and mutual respect for each other's roles. The chair should ensure that the Local Governing Board acts as a sounding board to the Executive Principal, Head of College and Senior Leadership Team, providing strategic direction and appropriate challenge in guaranteeing achievement of targets and progression.
- To support the Local Governing Board and its members in terms of continuous professional development in delivering effective and strong governance in their areas of focus. The chair should facilitate the annual self-evaluation of the governing body in support of continuous improvement.
- To maintain effective links with the Chair and Chief Executive of Northern Education Trust, representing the educational values and principles of the Academy and the Trust. The chair must report back to members of the Local Governing Board as and when appropriate.
- To ensure effective safeguarding and child protection arrangements are in place across the Academy through consultation with the Executive Principal and Head of College.
- Approval of the Academy's mission, strategy and long term business plans.
- Consideration of the Key Performance Indicators set by the Achievement Partner.
- Approval of systems of control and accountability, including financial and operational controls, risk assessment and procedures for handling internal grievances and managing conflicts of interest.
- Monitoring of the Academy's performance against approved plans and KPIs.

- To keep the Health and Safety Policy and its practices under review and to make revisions where appropriate.
- To consider and endorse the Academy Improvement Plan (formerly the School Development Plan) – short and medium term
- To consider and endorse the plans to cultivate and support the professional development of all staff alongside the resources required.
- To manage health and safety in the Academy. To review the procedure for risk assessment of health and safety matters.
- To review and implement a Performance Management policy for all staff.
- To agree the programme of work and calendar of meetings for the Local Governing Board and its committees for the Academy year, based on known cycles of Academy improvement, financial management, staffing issues and communicating with parents/carers.
- To monitor the progress of work being undertaken by committees and individuals.
- To make recommendations to the Local Governing Board to establish exceptional working arrangements where particular circumstances arise.
- To consider the quality of the premises and the learning environment across the Academy.

### **Finance & Resources**

#### Terms of Reference:

- To agree the allocation of financial resources in accordance with Academy priorities and subsequent capital and revenue expenditure.
- To review and monitor the reporting of pupil premium allocation and catch-up funding, allocation of resources and impact of such funding.
- To scrutinise financial plans including staffing for the delegated budget of the Academy.
- To produce and assign budget headings within the Academy's delegated budget for each financial year.
- To maintain arrangements for financial management and oversight of the Academy by the Executive Principal and Head of College including observance of Financial Regulations of the Trust.
- To consider annual budget proposals for the purposes of providing Community Education programmes.
- To consider the staffing structure and whole Academy pay policy, reviewing the staffing structure and pay policy where appropriate in consultation with the Executive Principal and Head of College.
- To set fees and charges for the hire of Academy premises and purchases of services and the conditions of which shall apply.
- To manage and consider the general condition of the school site, buildings and assets.
- To manage the Academy's financial procedures (in accordance with NET's financial regulations) and consider the finance and budget proposals,

including virement decisions, as prepared by the Academy for presentation to the Leadership, Curriculum and Finance Committee and Local Governing Board.

- To procure external services purchased by the Academy.

### **Student Welfare**

Terms of Reference:

- To review the evidence in meeting the Key Performance Indicators set by the Local Governing Board including quality assurance of the outputs from Heads of Schools and Heads of Departments. The committee must review behaviour, attendance, inclusion strategies and measures to ensure achievement and progress is demonstrated in relation to key groups of students
- To review evidence about the academic attainment and progress of students over time. This would include:
  - Students' attitudes to learning in accordance with the positive ethos of the school as articulated in the Academy's vision including relationship with adults and other students;
  - Climate for learning and inclusion;
  - Student sanction and reward systems and evaluation as to the impact this has on improving behaviour, attendance and punctuality;
  - Impact of interventions, effective use of resources to underpin delivery of effective teaching and learning to support student progress including SEN monitoring of progress through IEP reviews;
- To monitor attendance and the quality of data to highlight key trends across student groupings including interventions and evaluation of impact.
- To review student behaviour, serious incident reporting (including bullying, cyber bullying, prejudicial and racist behaviour) and interventions put in place by the Academy to manage and improve performance in these areas with demonstrable impact including student exclusion and managed move policies and practices.
- To review the range and quality of extra curricular provision experienced by students.
- To review the analysis of student, parent/carer, governor and wider stakeholder views on the Academy and how feedback is used to develop practice.

### **Attainment & Achievement**

Terms of Reference:

- To consider and endorse the curriculum and extra curriculum provision and the teaching and support staff resources required to deliver the curriculum entitlement.
- To review evidence about the academic attainment and progress of students over time. This would include:
  - Performance of all groups including those in IRU and ACE units within the Academy;
  - Progress rates and target setting of at least 3 levels of progress from KS2 to KS4 as a minimum, with more aspirational levels of progress set to differentiate cohorts with higher levels of ability;

- Impact of interventions, effective use of resources to underpin delivery of effective teaching and learning to support student progress including SEN monitoring of progress through IEP reviews;