



## **GOVERNOR LINK ROLE PROFILE**

**CURRICULUM & ENRICHMENT**

**AGB**



# THE ROLE OF AN AGB LINK GOVERNOR

A key role of the AGB is providing support and challenge to hold senior leaders to account for the performance of the school. This cannot be achieved by any one governor alone. It needs each governor on the board to have a specialist area, where they build their knowledge & understanding, and can more closely offer this support and challenge. With each governor on the board working on their specific areas we ensure each key area does have scrutiny by the Board.

## **As a link governor you will be required to:**

- Act as the lead governor for the AGB in this area
- Monitor the performance of the subject/provision through scrutiny of board papers but also importantly through meetings with the link staff member for your area. It is recommended that you meet with them 2 or 3 times a year, face to face or via video call. Visits should have a clear focus around the improvement plan for the area. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Monitor the implementation of the school's performance and improvement strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.
- Make sure the school has suitable and relevant policies in place for your link area
- When reading papers, pay particular attention to the data relevant to your area and ask questions accordingly
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to governor questions resource and resources such as 'Governor Hub'.
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Develop knowledge in their specialist area and take part in relevant training

## **Be the link to the Governing board**

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

## **What you should focus on**

- Understanding the Schools current performance in your link area
- Understand the statutory requirements or Ofsted framework requirements for your area and challenge if they are sufficiently in place
- Understand and challenge any decisions made around these areas; i.e why does the school insist on language GCSE for all pupils, or why does school spend Pupil Premium money in that way
- Know the plans to improve the area/provision in the school
- Ensure your knowledge of the quality of delivery and impact for pupils in your link area

## **Ways to monitor**

- Regular meetings with the relevant staff member(s) (this can be via teams or in person)
- Visits to the school to see subject/provision in action and culture within the school
- Review performance data from school through AGB reports, as well as reviewing information from external and internal reporting such as QA reports and Ofsted reports
- Attend meetings which give you first hand observations of the application of policies, procedures and culture within the school such as GDCs, staffing disciplinarys and complaint hearings.
- If relevant seek feedback through talking to pupils or looking at parent and staff surveys

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### DUTIES & RESPONSIBILITIES

One way in which TSAT aspires to transform the life chances of its pupils is 'providing an educational framework that promotes the development of effective habits and cognitive structures'. Part of this educational framework will be a high-quality curriculum and enrichment programme. Schools must teach a broad and balanced curriculum including English, Maths and Science. They must also teach relationships and sex education, and religious education.

The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Enrichment programmes (cultural capital) are a fantastic way to increase pupil's enjoyment of school life as well as creating further opportunities to develop pupil's knowledge, skills and understanding.

As the link Governor for Curriculum and Enrichment you will:

- Ensure that the school is offering a 'broad and balanced' curriculum and understand the decisions the school have made to deliver this, with evidence of impact.
- Ensure that the school have evidence of how they have adapted the curriculum to meet the local context of the school and pupils and is accessible to all pupils e.g., SEND needs.
- Ensure that schools are meeting the minimum curriculum requirements of teaching English, Maths, Science, RSE and RE.
- Conduct a visit with school leaders and focus your discussion on the following areas:
  - staff training;
  - use, condition and availability of standard and innovative resources;
  - curriculum and timetable arrangements;
  - adapting the curriculum so it is accessible to all;
  - planning, assessment and recording procedures;
  - standards of achievement;
  - challenges and achievements.
- Monitor school outcomes in line with targets and national averages, as well as interventions, strategies and plans in place so all students achieve the best outcomes possible.
- Review the school's enrichment programme ensuring that it caters to and offers further opportunities outside of the classroom to all pupils and pupils' engagement with this.
- Review the outcomes from the Schools Quality Assurance visits and Ofsted reports and ensure the schools have a plan to address any curriculum and enrichment aspects.

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## CURRICULUM & ENRICHMENT LINK GOVERNOR

### MEETING SUPPORT

#### **AGB Workbook**

At each full AGB meeting, the Headteacher will prepare and present an Academy Workbook which covers key performance data of the school. The areas are broken down into different tabs on the excel workbook.

When reading this document, your focus should be on the areas which relate to your link Governor Role and you should come prepared with questions to ask about the information on the relevant tabs;

- **Curriculum & Enrichment relevant tabs:** All Academic Performance Data Tabs

#### **Academy Policies**

It is important that each policy the AGB sign off is reviewed fully by Governors to ensure that the policy is in line with the strategy and vision for the school. Each policy should be assigned to a particular link governor so that more detailed review can be complete by that governor. Your Link governor role is specifically linked to;

- Relationship & Sex Education Policy
- Music Development Plan

#### **Good questions to ask in Governor Meetings or through Governor Visits:**

1. How can leaders be sure that the curriculum design has considered the most important knowledge or concepts that pupils need to know and that teachers need to focus on these within their lessons? How is this monitored?
2. What is the school doing to ensure that all pupils, especially the weakest readers, make sufficient progress to meet or exceed age related expectations? How effective are these strategies? How do you know? What needs to happen next?
3. Are there any issues with acquisition or recall and fundamental knowledge? Is this affecting the pace of pupil progress? How do teachers check the acquisition of knowledge?
4. How do leaders ensure that teachers use assessment to help embed key concepts, use knowledge fluently and develop their understanding and **NOT** simply memorise disconnected facts? How do you support all teachers to do this well? How do you challenge when it is not as effective as it needs to be?
5. Are outcomes where leaders expect them to be? What strategies are in place to improve outcomes and are these strategies effective? How do you know?
6. What monitoring/quality assurance of the curriculum is in place (internal & external) to ensure that the curriculum intent/planning is of a high quality? Can you demonstrate how feedback and recommendations are put in place?
7. How do you deliver cultural capital to pupils? How do you embed it throughout the curriculum? What impact do you expect the cultural capital to have on all pupils?

# RESOURCES

## TRAINING RESOURCES

[The Thinking Schools Academy Trust, what is a Thinking School – Stuart Gardner](#)

Welcome, who we are and what we stand for, what is a thinking school, what impact does a thinking school have.

[Primary Assessment – Jody Murphy](#)

Primary Data explained.

[Primary: Ofsted Framework, Curriculum and T&L – Cormac Murphy](#) Understanding of the framework and recent changes.

[Reading Framework - July 2021 – Sonia Nickerson](#) Ofsted & DfE expectations and governors' role to play.

[Early Years Foundation Stage Framework Reforms 2021 – Sonia Nickerson](#) Understanding of the framework including assessments & Sept 21 curriculum.

[Understanding Secondary Data – Stuart Gardner](#) Secondary data explained.

[Secondary & 6<sup>th</sup> form: Ofsted Framework, Curriculum and T&L – Clare Brinklow & Simon Smith](#) Understanding of the framework and recent changes.

## USEFUL RESOURCES

[Video Webinar: How do we govern the school curriculum \(Highly recommended!\)](#)

[DFE: What should Academies publish on their websites about Curriculum?](#)

[Ofsted Article: Curriculum – Keeping it simple](#)

[Article: What does a broad and balanced curriculum look like](#)

[Cultural capital: what it is and how to monitor it](#)