Nominated Governor(s) – Curriculum Subjects
Terms of Reference (2023-2024)

1.   The Nominated Governor for each subject is appointed by the Full Governing Body.

2.   The main function of the Nominated Governor for each subject is to keep the Governors informed about the way in which the subject is being managed and developed within Royal Cross. This is so the Governing Body can fulfil its responsibilities to ensure both the effective delivery of the Curriculum but also to provide the foundation for a sustainable future for the School.

3.   The key contact for the Nominated Governor for each subject will be the Deputy Headteacher.

Nominated Governors

4.   The Nominated Governor for each subject is to be able to support the Subject Leader. This in turn will ensure that impact of their work is such that it improves Pupil outcomes. In order to do so allocated Governors are requested to:

- Discuss with Senior Leaders how their Curriculum Area fits within the overall "Holistic Curriculum".

- Discuss with Subject Leaders their *Intent* and rationale for *Implementation* of their Curriculum Area.

- Undertake visits to School, as agreed with the Headteacher, to ask questions, make observations and collect evidence to support their understanding of the *Impact* the Curriculum is having on Pupils. Examples of such activities are as follows:

  - Lesson Observations from a Governors perspective i.e., gaining an understanding of what is being taught and why. It should be noted that it is the Headteachers role to carry out Lesson Observations focussed on the Teacher's performance.

  - Undertaking Learning Walks considering such items as wall displays, text books etc.

  - Looking at Pupils Books and other items of work.

  - Discussions with Pupils.

Role of the Subject Leader

5.   Subject Leaders are expected to be focussed on teaching and learning. They use their professional skills and judgement to have a positive impact, for their subject, on the educational progress of pupils throughout the School. In summary, staff are expected to:

- Lead, manage and develop their allocated Subject area within the School.

- Lead, develop and enhance the Teaching Practice of other staff within the School.

As a result of the work undertaken by the Subject Leader there should be a demonstrable improvement in Pupil outcomes.

Valid For Academic Year 2023-2024

OfSTED Expectations

6.   OfSTED will make a judgement on the quality of education by evaluating the School based on a "Top Level View" and a "Deep Dive". The former will utilise an introductory conversation by telephone with School Leaders. The latter "Deep Dive" will include the following elements:

- Evaluation of the Senior Leader's intent for the curriculum and their understanding of its implementation and impact.

- Evaluation of the Subject Leaders long and medium term thinking and planning, including the rationale for content choices and sequencing.

- Visits to a deliberately and explicitly connected sample of lessons.

- Work scrutiny of books and other kinds of work produced by Pupils.

- Discussion with teachers to understand how the curriculum informs their choices about content and sequencing.

- Discussions with Pupils.

Summary

7.   It should be noted that it is the role of the Nominated Governor for each subject is to ensure that the outcomes are achieved within the context of the strategic direction set by the Governing Body. The Headteacher is responsible for operational matters and the mechanisms for the successful delivery of results. The Nominated Governor for each subject should not become involved with issues that are the responsibility of the Headteacher.

8.   These Terms of Reference will be reviewed annually and be approved at the Full Governing Body Meeting held in the Autumn Term of the Academic Year. It should be noted that it is expected that these "generic" Terms of Reference will be developed as necessary for each of the following subjects: Mathematics, Science, Early Years Foundation Stage (EYFS), Physical Education (PE), Religious Education (RE), Personal, Social, Health and Economic (PSHE), Deaf Studies, English and Computing.