VENN

Terms of Reference – Education, Standards and Effectiveness Committee (ESEC)

The Board of Trustees has resolved to establish an Education, Standards and Effectiveness Committee to advise the Board on matters relating to:

- The broad educational needs of pupils across the trust's academies, particularly disadvantaged pupils, those with SEND, and others who may face barriers to learning or well-being.
- The curriculum principles that apply across all academies in the trust, ensuring ambition, inclusivity and coherence from early years through to post-16.
- How these curriculum principles are being implemented across the trust, and their impact on pupils' progress, knowledge, skills, qualifications and readiness for the next stage of education, training or employment.
- The quality of education, teaching and curriculum delivery across the trust, including how well pupils know more, remember more and can do more over time.
- Curriculum enrichment and wider opportunities provided throughout the trust that support pupils' personal development, character, health and well-being.
- The trust-wide approach to promoting pupils' spiritual, moral, social and cultural development, ensuring they are well prepared for participation and success in later life.

The committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board. They are in place to enable the Trust Board to deliver its responsibility and accountabilities highlighted within the Articles of Association, Academy Trust Handbook and the Trust's Scheme of Delegation. In the event of uncertainty regarding these terms of reference, the Scheme of Delegation shall take priority. In the event of further uncertainty, the Articles shall take priority.

1. Responsibilities

1.1. Achievement

- The trust-wide approach towards ensuring schools provide a high-quality education for all pupils (the impact), especially disadvantaged pupils and those with SEND, that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education, training or employment.
- The trust-wide approach towards ensuring schools' pupils, especially disadvantaged pupils, those with SEND, and those who may face other barriers to their learning and/or wellbeing, achieve well and make good progress through key stages in national tests and examinations (where relevant) compared to national averages.
- The trust-wide approach towards ensuring schools' pupils make progress across the curriculum from their starting points, so that they know more, remember more and are able to do more.

1.2. Curriculum and teaching

- The trust-wide approach towards ensuring school leaders design a high-quality, ambitious curriculum (including early years education and 16 to 19 study programme) for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, and those who may face other barriers to their learning and/or well-being.

- The trust-wide approach towards ensuring school leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages.
- The trust-wide approach towards ensuring school leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being.

1.3. Personal development and well-being

- The trust-wide approach towards ensuring schools have established a suitable and coherent programme of personal development, through both the curriculum and the wider opportunities and experiences provided for pupils.
- The trust-wide approach towards ensuring schools support pupils to develop the knowledge and skills they need for participation and success in later life.
- The trust-wide approach towards ensuring schools promote pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond.
- The trust-wide approach towards ensuring schools promote pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities.

2. Authority

The Education, Standards and Effectiveness Committee is a committee of the Trust Board. It is authorised to investigate any activity within these terms of reference and to exercise only those decision-making powers expressly delegated to it by the Board through the Scheme of Delegation. All other matters remain advisory or subject to recommendation to the Board.

3. Composition and meeting frequency

- The membership of the committee will comprise a minimum of four trustees.
- To be quorate, meetings shall consist of three members of the committee.
- The Chair of the committee will be appointed by the Board of Trustees in accordance with the Scheme of Delegation.
- Meetings will be held termly.

4. Reporting

The Education, Standards and Effectiveness Committee will report back to the Trust Board regularly every term.

5. Policies

Review, approve or recommend policies, and monitor their implementation, only where responsibility has been expressly delegated to the committee by the Trust Board through the Scheme of Delegation or the approved policy review schedule.