



## Terms of Reference Curriculum Governors Montgomery Primary School

Agreed at the meeting of the full governing board on: 15<sup>th</sup> September 2025

Review date: Ongoing and September 2026

Name of the Curriculum Governor: The governing board in its entirety

These terms of reference should be reviewed annually by the Governing Board and when there are any changes to the Governing Board's membership.

### **Policies and Documents delegated to the governors:-**

- Collective Worship Policy (Recommended)
- Sex, Relationships and Health Education Policies (Statutory)
- Governor/Trustee Visits Policy or Protocol
- Curriculum information published on school website (Statutory)
- Provider Access Policy & Careers information published on school website (Statutory, years 8 to 13)

### **Duties which are delegated to the governors:-** ([DfE Governance Handbook](#))

*Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

**D** Delegated to Lead Governor/Trustee    **R** Make Recommendations to Full Governing Board

The Curriculum governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
To monitor and evaluate the agreed <i>intent, implementation</i> and <i>impact</i> of the school curriculum. Consider evidence about how effectively the curriculum is achieving its aims for pupils and how this relates to the board's vision for the school. Report to the board.	<b>D</b>
To evaluate information from the headteacher, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board.	<b>D</b>
To agree the policies for sex & relationships education, health education and collective worship.	<b>D</b>

To agree the arrangements for educational visits and ensure that they are in line with current guidance (link to Health and Safety Lead).	<b>D</b>
To ensure the continued knowledge and understanding of governors / trustees in respect of the National Curriculum and/or changes in national programmes which impact on the curriculum.	<b>D</b>
To establish/recommend as appropriate the policy and/or protocol for governor / trustee visits to the school. Ensure all governors / trustees are aware of and follow the agreed structure, including submitting appropriate reports to the board, by monitoring its implementation. Have regard for staff wellbeing and work life balance when devising the policy.	<b>R</b>
To develop and review a monitoring procedure and cycle for governors (including governor / trustee visits) focusing on specific areas of the curriculum, linked to the School Development Plan (School Improvement Plan).	<b>D</b>
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children. Consider evidence to demonstrate how the curriculum is made accessible for all pupils. (Link with SEND/Inclusion lead governor.)	<b>D</b>
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	<b>D</b>
Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.	<b>D</b>
Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.	<b>D</b>
To ensure the relevant statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> <li>• The content of the curriculum by academic year and subject</li> <li>• How parents (including prospective parents) can obtain further information in relation to the curriculum</li> <li>• Key Stage 1 phonics and reading schemes in operation</li> <li>• Key Stage 4 list of courses leading to GCSE</li> <li>• Key Stage 4 list of other courses offered and the qualifications which may be acquired.</li> <li>•</li> </ul>	<b>D</b>
Review & recommend term dates including non-pupil and inset days.	<b>R</b>
Ensure an appropriate Provider Access Policy is in place and published on the school website (applicable to schools with pupils from year 8 to year 13).	<b>D</b>
Liaise with the Careers Leader to monitor that the school is on track to meet the Gatsby Benchmarks by 2020 (applicable to schools with pupils from year 8 to year 13).	<b>R</b>



<p>Ensure that statutory information relating to the careers programme is published on the school website, including:</p> <ul style="list-style-type: none"> <li>• The name, email address and telephone number of the school's Careers Leader</li> <li>• A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>• How the school measures and assesses the impact of the careers programme on pupils</li> <li>• The date of the school's next review of the information published.</li> </ul> <p>(Applicable to schools with pupils from year 8 to year 13.)</p>	<b>D</b>
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***Note from The Governance Consultancy Team:** The level of delegated decision making given to an individual needs to be agreed by the full governing board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the lead governor making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the lead governor and committees or the full governing board. All delegated decisions must be reported to the full governing board.*