

Livability's Local Governing Bodies – Teaching, Learning & Assessment Committee Terms of Reference

The key areas of responsibility and prime focus are to challenge and support the establishment:

- To promote high standards of teaching, learning and welfare for each learner;
- To ensure that any weaknesses in the quality of education provision are identified and addressed;
- To ensure that resources are used effectively to secure maximum impact on learner outcomes.

SUMMARY OF KEY RESPONSIBILITIES ¹	
1.	Provide challenge and support in relation to quality of teaching, learning and assessment
2.	Reviewing learner outcomes
3.	Monitoring safeguarding
4.	Monitoring equality and diversity
5.	Reviewing organisational culture
6.	Reviewing self-assessment and quality management information
7.	Reviewing departmental reports and action plans

MAIN DUTIES	
1.	Review the impact of teaching and learning in terms of outcomes for learners; value for money and holding the college's senior leadership team to account for ensuring improvements to teaching, learning and assessment. Monitor and review education key performance indicator data.
2.	Review the annual safeguarding report and action plan and make any necessary recommendations to the full governing body. Monitor and challenge, where necessary, the effectiveness of safeguarding practice ² , including the prevention of radicalisation of learners and compliance with the Prevent duty.
3.	Monitor impact of curriculum and change projects and also consider financial implications. Ensure the curriculum gives high priority to English, mathematics and information and communication technology skills; and to ensure that learners improve their levels of skills in these subjects compared with their starting points and prepares individual learners well for the next stage of their education, training or employment. Receive progress reports on specific aspects of the curriculum, e.g., foundation learning, off site learning, sex and personal relationships.
4.	Monitor and analyse 'outcomes' including: learner achievement data, learner attendance and audit of delivery of support for individual learners as per contractual requirements with the education funding agency and local authority
5.	Review all self-assessment data from the learner voice, employers and all other stakeholders, its accuracy and how well it secures sustained improvement across the college, including any sub-contracted provision.
6.	Review the progression and destinations of learners and hold the senior leadership team to account for effectively using this information to improve the provision for current and future learners, reviewing the development strategy and responding appropriately to changing learner needs.
7.	Review the support learners receive to make informed choices about their current learning and future career plans and achieve these choices through thorough and impartial careers guidance. Consider how well the college prepares learners to become more independent in their everyday life and make recommendations as required. Support the college in community engagement including forming links with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities. Assess and monitor how well the college prepares its learners for successful life in modern Britain and promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.

¹ The Local Governing Body's detailed responsibilities are as set out in the 'Instrument & Articles Government'. Guidance and essential information for LGBs is provided within the Education Governance Handbook.

² Including adherence to Livability's safeguarding policy and compliance with required reporting procedures.

8.	Receive annual equality and diversity report and action plan and monitor the effectiveness of the plan in supporting the progress of groups of learners so that none is disadvantaged or underachieves and report outcomes to the local governing body. Review the college single equality statement and recommend its adoption to the local governing body.
9.	Receive the annual cycle for the review of organisational policies. Monitoring the implementation of policies and procedures relevant to the subcommittee and reports on outcomes and progress made to the local governing body.
10.	Monitor reports from external regulators e.g. Ofsted education inspections providing challenge and support and reporting key aspects to the local governing body. Receive the annual statement of quality focus and annual statement of intent; receive and monitor the annual quality cycle.
11.	Oversight and monitoring of the self-assessment report and quality improvement plan as relevant to the committee and make recommendations to the local governing body on key evidence areas.
12.	Have oversight of the organisation culture to ensure it reflects the Christian ethos of the charity. Monitor how the college promotes all forms of equality and diversity including understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers at other sites external to the provider.

Frequency	Termly report to LGB
Quorum	The minimum number of governors that would form a quorum is three providing the majority are not members of staff
Membership & Chair	A non-paid Governor can Chair/Vice-Chair
Ex Officio Members	Head
Tenure	One Academic Year