





Ministry
of Defence



School Governance Committee

Constitution

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Date	Amendment Made	By Whom
1 Sep 23	V1.1 - Annual Review	Chair
4 Oct 2023	V2.0 Annual Review	Chair/Secretary
5 Dec 24	V3.0 – Annual Review, alignment with new DCS Directive, change of Chair	Chair / Vice Chair / SGC Secretary

BRITISH SECTION, SHAPE INTERNATIONAL SCHOOL

SCHOOL GOVERNANCE COMMITTEE (SGC) - CONSTITUTION

Introduction

1. Being a School Governor for the British Section, SHAPE International School (SIS)¹ is a terrific opportunity to make a difference and to support a school that plays a central part in our community. Governors have a responsibility for providing both challenge and support to the School Senior Leadership Team (SLT)² – being a “critical friend”. And they must also recognise that they are a key part of the strategic leadership and management of the School. Governors are a powerful force for school improvement, raising standards and ensuring that all children reach their full potential.
2. Ministry of Defence (MOD) School Governance Committees (SGC) do not have the same statutory responsibilities or full delegations held by a Governing Body in England; these responsibilities lie with the MOD’s Defence Children Services (DCS), with its MOD Schools department acting as the Appropriate Authority. However MOD SGCs do retain statutory duties for quality assurance that include: performance of the school and pupil outcomes, Safeguarding, Health and Safety compliance, financial propriety and Data Protection.
3. However, being a Governor is more than these and the SGC may involve itself in a broad range of matters that are consistent with the aim of improving holistic educational provision and outcomes for pupils and families. Governors must remember that it is the Headteacher and the SLT who are responsible for the day-to-day operational running of the School - this is not SGC business. The key roles for the SGC are strategic - providing a strategic view, supporting the School and staff and ensuring accountability. At all times it acts in the best interests of the pupils, focussed by the question, *“What difference will this make to the pupils in the School?”*
4. The Constitution sets out the details of the functioning and processes of the SGC and provides insight into the roles and responsibilities. It should be read alongside [Reference A](#).

Aim

5. The aim of this Constitution is to set out the Terms of Reference (TOR) of the SGC in order for prospective members to know what it does, for current members to recognise their responsibilities and how to conduct them and for other stakeholders to understand the roles and means the SGC has for the provision of strategic support to the School.

Key Roles

6. The SGC has the following key roles:

¹ The “British Section, SHAPE International School” will be referred to as “the School” in the remainder of this document.

² The School’s SLT consists of: the Headteacher, the Deputy Headteacher, the Maths Subject Leader, the English Subject Leader, the Early Years Manager and the School Special Educational Needs Coordinator (SENDCO).

- a. **Supporting the provision of a strategic view.** The SGC contributes to the setting up and review of the school's strategic framework, focusing on raising standards of achievement, establishing high expectations and promoting effective teaching and learning.
- b. **Acting as critical friend.** The SGC supports the Head Teacher and staff through provision of advice, guidance, information and constructive challenge.
- c. **Ensuring accountability.** Representing key stakeholders, the SGC holds the school to account by maintaining a strategic view on performance and, when appropriate, suggesting areas for development.

SGC Responsibilities

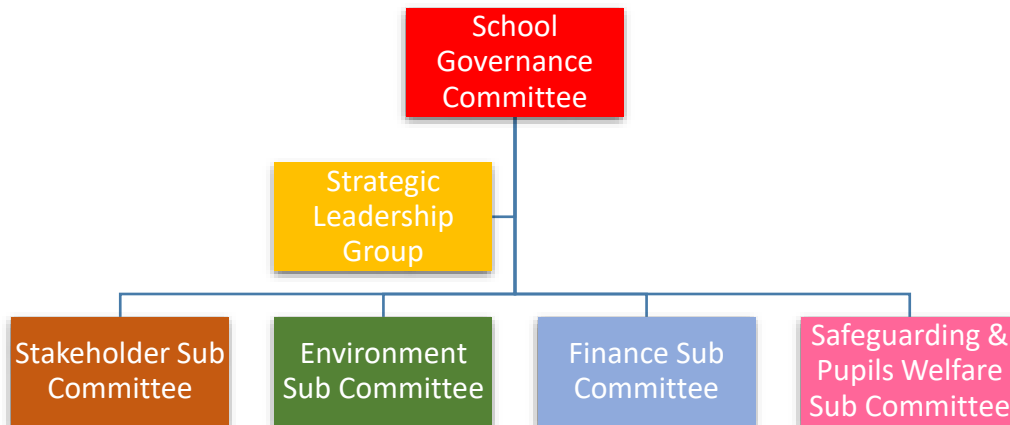
7. The SGC is responsible for:

- a. Working closely with leaders to communicate the vision, ethos and strategic direction of the School and/or Setting, developing a culture of ambition; providing a channel of communication between parents and community and promoting improvements to this communication;
- b. Working with leaders to ensure that Safeguarding procedures are robust and that the School or Setting provides a safe and healthy environment for learners and staff;
- c. Provide strategic challenge to senior leadership and assure themselves that the safeguarding policies and procedures in place are effective in the delivery of a robust approach to Safeguarding;
- d. Understanding the management of finances and how this supports the needs of learners, including those with special educational needs and/or disabilities (SEND), and other vulnerable children;
- e. Understanding the role of performance management for teachers in supporting objective setting and delivering priorities outlined in the School or Setting Development Plan (SDP);
- f. Understanding the extent to which the curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent or design), the way in which the curriculum is taught and assessed in order to support pupils to build their knowledge and apply their skills (Implementation or delivery), and the outcomes that pupils achieve as a result of the education they have received (Impact);
- g. Understanding the statutory assessment outcomes and other key performance data.

h. Responsibilities that do not fall to the SGC are listed at [Reference A](#).

SGC Membership

8. **Structure.** The SGC itself sits as a committee of all its members. There are also Sub-Committees and a Strategic Leadership Group that are each composed of a sub-set of the SGC’s membership. These structures are represented in the diagram below; their memberships and functions are outlined in the following paragraphs.



9. **Membership.** All Governors are members of the SGC, but not all members of the SGC are Governors; school staff play an important role in the SGC. For it to succeed in its strategic role, the SGC’s membership must include a balance of skills, knowledge, experience and appropriate representation; this is achieved by a mix of elections, *ex officio* appointments and nominations by the Chair. SGC membership³ is set out in the table below:

Ser	Role	Remarks
1	Chair	Governor. Appointed by the National Military Representative.
2	Vice Chair	Governor. Nominated by the Chair and endorsed by SGC.
3	Teaching Staff Representative	Governor. Elected by the Teaching Staff from volunteers from their number.
4	Support Staff Representative	Governor. Elected by the Support Staff from volunteers from their number.
5	Parent Representatives	Governors. Six Parent Representatives, elected by the Parents from volunteers from their number. It is intended that at least one Parent Representative should be a non-British, “International” parent <i>if</i> one (or more than one) volunteers.
6		
7		

³ Some Governors are appointed to the SGC *because* of their key responsibilities (see para 12, below) and so are listed by their key responsibility role in this membership list. Other key responsibilities are *assigned* to volunteers from the SGC’s other members.

Ser	Role	Remarks
8		
9		
10		
11	Safeguarding Governor	Governor. Nominated by the Chair and approved by the SGC. Has specific duties to maintain oversight of the School's safeguarding policy and practice.
12	Finance Governor	Governor. Nominated by the Chair and approved by the SGC. Has specific duties to maintain oversight of the School's budget and financial planning.
13	Community Representatives	Governors. Up to two representatives of the community, nominated by the Chair.
14		
15	MOD Schools or other DCS Representative	<i>Ex officio</i> member. School Improvement Advisor (SIA) or Assistant Chief Education Officer (ACEO).
16	Headteacher	<i>Ex officio</i> member.
17	Deputy Head	<i>Ex officio</i> member.
18	School Business Manager	<i>Ex officio</i> member.
19	Secretary to the SGC	Not a SGC member but critical to its functioning. The holder of this demanding position is appointed by the Chair in consultation with the Headteacher.

10. **Tenure.** All Governor appointments will be for a maximum period of 3 years. At the end of this period, elected individuals who wish to remain on the SGC will be expected to reapply alongside any other interested volunteers.

11. **Induction and Training.** Governors receive an induction programme on appointment which includes an information pack, meetings with the Chair and with the Headteacher and a tour of the school. New Governors will be "sponsored" by an existing Governor during their first term. They must:

- a. Read the Code of Conduct and sign to show that they accept its terms before they attend their first SGC meeting.
- b. Submit to a Disclosure and Barring Service (DBS) and local Belgian Police check.
- c. Undertake Safeguarding training

d. Attend the DCS's induction for new governors. Ideally this should be done within a term of their appointment.

12. **Routine Training.** Governors are encouraged to develop their own knowledge and skills through those online training courses which the MOD supports, and to make known any training needs they may have so these can be addressed as appropriate, in order to ensure effectiveness in the role. Whole-SGC training will be arranged periodically as needs arise or particular issues are identified. A Governor is expected to devote some of their own time to their continued training and not just provide the minimum commitment by attendance at committee meetings.

SGC Structure

13. **Strategic Leadership Group.** The Strategic Leadership Group (SLG) exists to drive the work of the SGC as a whole and of the Sub-Committees. Its members are the Chair, the Vice-Chair, the Headteacher and the chairs of the Sub-Committees. Other members of the School SLT, who may be neither SLG nor SGC members, may join the SLG for specific items or discussions. The SLG is a group and not a committee. It has no power to make decisions or act on behalf of the SGC. The purpose of the SLG is to identify what is operational management and what is strategic governance and from there to agree the work and schedule of the SGC and its Sub-Committees. In particular, it will give the chairs of the Sub-Committees clear guidance on what their Sub-Committees are expected to achieve. TORs for the SLG are at [Annex A](#).

14. **Sub-Committees.** The Sub-Committees enable their members, in the limited time they have available, to achieve a deeper level of understanding and expertise in the areas for which they are responsible than could be achieved by the SGC as a whole. By enabling "deep dives" into those areas, they play a critical role in enabling the wider SGC to perform its strategic function. All Sub-Committees have at least one member from the School staff. Sub-Committees can only act when both School staff and SGC members are present. Each Sub-Committee will have a designated lead who is responsible for the output of the committee. The Sub-Committee leads are also expected to work closely with the Clerk to agree meeting dates / locations at a mutually convenient time and finalise administration aspects. There are four standing Sub-Committees:

- a. **Finance Sub-Committee.** TORs at [Annex B](#).
- b. **Environment Sub-Committee.** TORs at [Annex C](#).
- c. **Safeguarding & Pupils' Welfare Sub-Committee.** TORs at [Annex D](#).
- d. **Stakeholder Sub-Committee.** TORs at [Annex E](#).

15. **Subject Governors.** Subject Governors volunteer to be responsible for monitoring one subject area within the curriculum. They will work with respective Subject Leads to ensure that children have access to a high-quality curriculum in the subject area whilst still reflecting the unique context of the school. TORs for Subject Governors are at [Annex F](#).

16. **Key Appointments.** In addition to the Chair, there are a number of other key appointments within the SGC. These include:

- a. **Vice Chair.** Volunteer from amongst the Governors nominated by the Chair and endorsed by SGC⁴. Is responsible for supporting the Chair, deputising for them whenever necessary, for setting up and/or overseeing the elections of Governors and for ensuring that the induction process for new Governors is carried out.
- b. **Safeguarding Governor.** Nominated by the Chair and approved by the SGC; has specific duties to maintain oversight of the School's safeguarding policy and practice. The Safeguarding Governor has responsibilities for the development and delivery of Governor training requirements, in close coordination with the MOD School Improvement Regional Team. Specific responsibilities for the Safeguarding Governor can be found in [Annex D of the Reference A](#).
- c. **Secretary to the SGC.** The Secretary should be selected by the Chair and does not need to be a member of the SGC. The Secretary is to liaise with the Chair and Head Teacher to determine the agenda for SGC meetings, issue calling notices for each meeting, distribute the agenda and associated papers and take the minutes of all SGC meetings. Draft minutes are to be submitted to the Chair for approval. They are to maintain an archive of the agenda, reports and minutes of previous SGC meetings.

SGC Operating Rhythm

17. The full SGC will convene at least every term (three times per year). Additional full SGC events may be convened, at the discretion of the Chair, in response to key activities and events or to enable the efficient delivery of collective professional development. There are many potential variations to how the SGC operates and it will always modify its routine to deal with emerging circumstances. But the SGC will normally operate according to same rhythm in each of the three terms of the School's academic year. This standard rhythm is as follows:

- a. Early in the term the SLG meets to determine for that term the work and schedule of the SGC and of its Sub-Committees.
- b. For the remainder of the term, the Sub-Committees complete the work defined by the SLG, in accordance with their TORs, and report accordingly to the remainder of the SGC. Sub-Committees decide how frequently they need to convene to be able to effectively support the full SGC meetings.
- c. Towards the end of the term, the full SGC meets to review the reports of the SLT and the Sub-Committees and to make decisions.
- d. Throughout the academic year the SGC will assist the Headteacher and the SLT with a review of all policies.

⁴ An election is conducted amongst the other Governors if there is more than one volunteer.

18. **Quorum.** At least 50% of the sitting membership must be present at the full SGC to achieve a quorum for the formal approval of decisions. The Chair or Vice Chair, and the Headteacher or Deputy Headteacher, must also be present and the number of voting members must include a majority who are not employees of the School.

19. **Decisions.** If unanimity cannot be achieved, decisions of the SGC and its Sub-Committees are made by a qualified majority of a quorum of their members; the overall majority must itself contain a majority of the Governors present.

Procedures and Principles

20. **Principles.** In all its activities, the SGC is to adhere to the following principles:

- a. The Headteacher and their SLT are responsible for the day-to-day operational running of the School - this is not SGC business.
- b. The SGC acts with integrity, objectivity and honesty in the best interest of the school and is open about the decisions it makes and the actions it takes.
- c. Notwithstanding the openness specified above, strict confidentiality is maintained over any privileged information (eg. privileged insights into future school plans, personal information about staff and pupils) that come under SGC discussion. The nature and content of those discussions are themselves kept confidential, as are the details of decisions made by vote – it is the decisions and actions that are published.
- d. All meetings of the SGC itself and of its sub-committees include a member of the SLT or other member of the school staff assigned by the Headteacher.
- e. When undertaking duties on behalf of the SGC, you are representing the school. At all times you must adhere to the values and ethos of the school and be cautious not to undermine any relationships that the school has nurtured and developed with external organisations (EJSU, BSG, SIS etc).

21. **Confidentiality.** Governors and other SGC members must maintain confidentiality when matters are deemed 'Confidential' or where they concern specific members of staff or pupils, both inside or outside school. However, safeguarding concerns will always take precedence and the Safeguarding Policy should be followed where there is a need to share information. If there are any concerns about a conflict of interest regarding safeguarding and confidentiality then the Designated Safeguarding Lead should be consulted. The greatest prudence must be exercised at all times when discussions regarding School business arise outside an SGC meeting. Governors and the clerk must ensure that all confidential papers are held and disposed of appropriately and must not reveal the details of any SGC vote. Confidentiality is one of the key requirements set out in the Code of Conduct.

22. **Code of Conduct.** The Code of Conduct sets out the expectations of, and commitment required from, Governors in order for the SGC to properly carry out its work within the School and the community. The Code of Conduct is at [Enclosure 1](#). On joining the SGC, new Governors must read the Code of Conduct and sign to show that they accept its terms

before they attend their first SGC meeting. The signed copies will be retained on record by the Clerk to the SGC.

23. **Interests.** An “interest” in this case, is a situation where a Governor may be affected personally or financially, directly or indirectly, or in some other way by a decision made at a meeting where the Governor is present. Where such conflicts exist, individual Governors must declare them, must not take part in the discussion, must not vote and should withdraw from the meeting. Their withdrawal and return should be minuted.

24. **Complaints.** Complaints are dealt with in line with the Complaints Procedure for DCS Schools & Settings Overseas DCS Jan 24 v 1.0.

Annexes:

- A. [Strategic Leadership Group - TORs.](#)
- B. [Finance Sub-Committee - TORs.](#)
- C. [Environment Sub-Committee - TORs.](#)
- D. [Safeguarding & Pupils' Welfare Sub-Committee - TORs.](#)
- E. [Stakeholder Sub-Committee - TORs.](#)
- F. [Subject Governors - TORs.](#)

Enclosure:

- 1. [British Section SGC - Code of Conduct](#)

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STRATEGIC LEADERSHIP GROUP - TERMS OF REFERENCE

- Membership:**
- Chair of SGC
 - Vice Chair of SGC
 - Headteacher
 - Chairs of the five Sub-Committees as required
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Chair: Chair of SGC

Quorum: Chair, Headteacher

Voting: By majority, if consensus cannot be achieved

Administration / Minutes: Decisions on direction and guidance to subcommittee chairs to be recorded and distributed to all members. Clerk to the SGC will support.

- Key Tasks:** The Strategic Leadership Group will:
- Determine, when necessary, what is operational management and what is strategic governance.
 - Agree the work and schedule of the SGC and its sub-committees.
 - Provide the chairs of the Sub-Committees clear guidance on what their Sub-Committees are expected to achieve.
 - Ensure the Sub-Committees are supporting the staff with the School Policy Reviews.
 - Ensure that the latest Policies are updated and visible on the school website.
 - Identify any risks or issues that require elevation to Defence Children Services.
 - Formulate options, for the governing body's consideration for priorities to the School Improvement Plan.
 - Review the progress of the School Development Plan and the ROSE Review Action Plan.
 - Consider the interpretation and implications of pupil performance data including the annual assessment report.
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- Consider statutory and non-statutory targets concerning pupil performance and suggest options and make recommendations to the Governing body.
 - Compare targets against outcomes and prepare the corresponding report for the SGC.
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FINANCE SUB-COMMITTEE - TERMS OF REFERENCE

- Membership:**
- Finance Governor
 - School Business Manager
 - Headteacher or Deputy Headteacher
 - At least two other Governors (who are not employees of the School)
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Chair: Finance Governor

Quorum: Finance Governor, School Business Manager, Headteacher or Deputy Headteacher, at least one other Governor. The number of voting members must include a majority who are not employees of the School.

Voting: By majority, if consensus cannot be achieved

Administration / Minutes: The Sub-Committee lead is responsible for agenda, diary markers and RoDs which should be distributed to the full SGC. NLT 1 week prior to the full SGC a short summary update on activity across the term/ risks / issues, should be provided to the Chair and the Clerk for circulation to the full SGC.

- Key Tasks:** The Finance Sub-Committee will take a lead on behalf of the SGC to:
- At the first meeting of the academic year, in consultation with the Headteacher, review the 3 year financial forecast and more detailed in year plan. Consider them, informed by the priorities established in the School Improvement Plan.
 - To recommend the financial plan proposal to the full SGC.
 - To review the monitor progress of the in-year financial position and report assessment of how it supports the School Improvement Plan.
 - In close coordination with the Headteacher, to oversee service level agreements on the SIS site and additional school funding bids.
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- To ensure the school operates within the Financial Regulations of the Ministry of Defence for Service Children's Education.
 - To review annually charges and remissions policy and expenses policy.
 - To provide advice to the school on matter relating to finance and MOD policy / process
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ENVIRONMENT SUB-COMMITTEE - TERMS OF REFERENCE

Membership:	<ul style="list-style-type: none">• At least three Governors• Headteacher <u>or</u> Deputy Headteacher
Chair:	Elected by the Sub-Committee's members from amongst its Governors at the first meeting of the School Year.
Quorum:	Chair, Headteacher or Deputy Headteacher, at least one other Governor. The number of voting members must include a majority who are not employees of the School.
Voting:	By majority, if consensus cannot be achieved.
Administration / Minutes:	<p>Sub-Committee leader is responsible for agenda, diary markers and RoDs which should be distributed to the full SGC.</p> <p>NLT 1 week prior to the full SGC a short summary update on activity across the term/ risks / issues, should be provided to the Chair and the Clerk for circulation to the full SGC.</p>
Key Tasks:	<p>The Environment Sub-Committee will take a lead on behalf of the SGC to:</p> <ul style="list-style-type: none">• Consider all matters relating to the buildings and grounds, including security and health & safety matters.• Inspect the premises at least annually and present a statement of priorities for maintenance and development for the approval of the governing body.• Conduct termly Health and Safety walk arounds with the School Business Manager• Ensure the school complies with Health & Safety regulations.• Ensure that recommendations for action following inspections and audits are satisfactorily implemented, mitigated or escalated as appropriate.• Ensure adequate insurance arrangements are in place.• Provide oversight and advice on the management of the school's Risk Assessments

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- Review the annual Safety Health and Environment (SHE) school improvement plan and previous SHE Audit.
 - Maintain an awareness of DCS policy and national H&S legislation as relates to an MOD school.
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SAFEGUARDING & PUPILS' WELLBEING SUB-COMMITTEE - TERMS OF REFERENCE

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- Membership:**
- Safeguarding Governor
 - Headteacher or Deputy Headteacher
 - At least two other Governors
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Chair: Safeguarding Governor

Quorum: Chair, Headteacher or Deputy Headteacher, at least one other Governor. The number of voting members must include a majority who are not employees of the School.

Voting: By majority, if consensus cannot be achieved.

Administration / Minutes: Sub-Committee leader is responsible for agenda, diary markers and RoDs which should be distributed to the full SGC.
NLT 1 week prior to the full SGC a short summary update on activity across the term/ risks / issues, should be provided to the Chair and the Clerk for circulation to the full SGC.

- Key Tasks:** The Safeguarding & Pupils' Wellbeing Sub-Committee will take a lead on behalf of the SGC to:
- Monitor and evaluate the quality of Personal Development, Behaviour and Welfare and where appropriate help identify strengths and/or areas for development.
 - Review the Personal Development, Behaviour and Welfare issues within the School Evaluation Framework (SEF).
 - Monitor and evaluate the success of school development plans relevant to Personal Development, Behaviour and Welfare.
 - Ensure the following are being met through Safeguarding audit and appraisal:
 - Compliance with Safeguarding policies and protocols.
 - Safeguarding Improvement.
 - Impact and consistency of Safeguarding across the school.
 - Build an effective relationship with the DSL that allows for support and challenge.
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- Complete s175 Assessment alongside DSL, monitoring impact of actions from s175 or SDP.
 - Ensure that SCR is being checked regularly and recorded (via HT/SM report).
 - Arrange termly monitoring visits with the DSL to
 - learn more about the context, challenges and community,
 - monitor progress of strategic safeguarding priorities
 - discuss action plans
 - understand the school's strengths and area for development
 - seek assurance that all staff, including new starters, are up to date with policy. (safeguarding directive), practice (how we actually do things e.g. use My Concern) and guidance.
 - Understand how the culture of safeguarding works in the school.
 - Ensure that the DSL, and DDSLs, receive the time, training and support they need to carry out their role properly.
 - Understand how safeguarding is built into the curriculum and how learners are taught how to keep themselves safe (including online and in the community).
 - Use data from HT report or core visit programme (CVP) to spot trends e.g. reporting increased (RIB move, better training etc).
 - To ensure that policies and practice prioritise health & safety (inc estates), welfare and well-being within the local context (checking the challenging).
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STAKEHOLDER SUB-COMMITTEE - TERMS OF REFERENCE

Membership:	<ul style="list-style-type: none">• At least three Governors• Headteacher <u>or</u> Deputy Headteacher
Chair:	Elected by the Sub-Committee's members from amongst its Governors at the first meeting of the School Year
Quorum:	Chair, Headteacher or Deputy Headteacher and at least one other Governor. The number of voting members must include a majority who are not employees of the School.
Voting:	By majority, if consensus cannot be achieved.
Administration / Minutes:	<p>Sub-Committee leader is responsible for agenda, diary markers and RoDs which should be distributed to the full SGC.</p> <p>NLT 1 week prior to the full SGC a short summary update on activity across the term/ risks / issues, should be provided to the Chair and the Clerk for circulation to the full SGC.</p>
Key Tasks:	<p>The Stakeholder Sub-Committee will take a lead on behalf of the SGC to:</p> <ul style="list-style-type: none">• Review staffing structures annually and report to the SGC on future appointments requirements in relation to the needs of the school generally and the delivery of the School Development Plan in particular.• Report on staff well-being and morale.• Ensure school staff have links to the wider SHAPE community and lines of communication.• Monitor the impact of continued professional development leading to improved classroom practice linking with the School Development plan.• Analyse surveys e.g. staff, learners and parents and report• Monitor the process of sampling to represent the widest representation of 'pupil voice'• Consider the validity of satisfaction metrics – does this align with what we know?

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- Keep staff wellbeing and workload a high priority e.g. feedback from visits, surveys
 - Follow up on initiatives or updates e.g. HT/SM report to check and challenge
 - Visit the school to talk to staff and learners e.g. mitigations of mobility, transition etc
 - Monitor up-to-date attendance analysis for all groups and behaviour data analysis
 - Consider initiatives to understand any barriers and improve attendance
 - Are there any Persistent Absence (PA) or Severe Absence (SA)
 - Work with school leaders to check that the individual educational needs of the service child is met
 - Provide insight into the challenges and opportunities faced by the local community.
 - Celebrate the successes e.g. achievements and improving attendance and behavior
 - Consider community pride and assess the community footprint
 - Consider Specific needs of Service children
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SUBJECT GOVERNORS - TERMS OF REFERENCE

Membership: • Subject Governor, who will partner with the teacher Subject Lead of the curriculum subject.

Minutes: Key points from meetings, including options and recommendations should be summarised and distributed to all governors.

Key Tasks: Each Subject Governor⁵ will:

- Collaboratively work with the school and the staff subject lead to determine engagement and interactions over the academic year, so as to minimise interruption.
- Develop an understanding of how their curriculum subject is planned, taught, evaluated and resourced.
- Review the intent, implementation and impact of the subject area through discussion with the Subject Leader.
- Develop a full understanding of the priority areas for their subject, as outlined by their partnered Subject Lead in their subject-specific action plan, and how this in turn links to the overall School Development Plan
- Observe how their subject is taught and how the teaching and learning of that subject progresses through KS 1 and 2.
- Develop an understanding of how the subject is designed so that all children have access to high quality teaching and learning and challenge.
- Review how the curriculum subject is inclusive and provides equal opportunities for all pupils.
- Identify how subject specific teaching is differentiated for pupils of differing starting points and learning needs.
- Develop an understanding of how the SLT monitors the implementation and impact of the curriculum including internal and external assessment analysis. To review information regarding school performance.

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⁵ Subjects will be chosen by the Headteacher and Chair in accordance with the School Development Plan, but should over time cover the full curriculum.