



GOVERNOR LINK ROLE PROFILE

CURRICULUM & ENRICHMENT

RGB

THE ROLE OF A LINK GOVERNOR

The role of governors in providing support and challenge to senior leaders is more important now than it ever has been. Schools are currently facing a great deal of uncertainty and their success in navigating through this period depends on strong and informed leadership.

As a link governor you will be required to:

- Make pre-arranged visits/calls to the school, with a clear focus. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to resources such as 'The Key' or ask the Headteacher for questions to ask. You may need to read applicable school policies which will be available on their website.
- Develop knowledge in their specialist area and take part in relevant training
- Make sure the school has relevant policies in place
- Monitor the implementation of the school's strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.

Work closely with the relevant member of staff

Set up regular meetings with the relevant staff member so you can monitor what the school's doing. These may include activities such as learning walks and meetings with students and staff.

Be the link to the board

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

How to monitor the subject/provision

We recommend you either meet your link staff member, or visit your school, at least **once a term, three times per year**. Establish a focus for each meeting or visit - these should be linked to any priorities on the schools 'SIP'. If your link area(s) are not on the SIP, work with school leaders to decide a focus for the visit based on their action plans.

What you should focus on

- Plans to improve the subject/provision
- The quality of delivery and impact for pupils
- Subject/provision uptake or student interaction
- Pupil and parent engagement
- Teacher/staff member workload and development

Ways to monitor

- Regular meetings with the relevant staff member(s)
- Visits to the school to see subject/provision in action
- Talking to pupils, parents and staff (or doing a survey)
- Reports from the relevant staff member(s)

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DUTIES & RESPONSIBILITIES

One way in which TSAT aspires to transform the life chances of its pupils is 'providing an educational framework that promotes the development of effective habits and cognitive structures'. Part of this educational framework will be a high-quality curriculum and enrichment programme. Academies are not obliged to follow the national curriculum, but must teach a broad and balanced curriculum including English, maths and science. They must also teach relationships and sex education, and religious education.

The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Enrichment programmes are a fantastic way to increase pupil's enjoyment of school life as well as creating further opportunities to develop pupil's knowledge, skills and understanding.

As the link Governor for Curriculum and Enrichment you will:

- To ensure that schools fulfil their statutory requirement of having Curriculum information displayed on their website.
- To ensure that schools are meeting the minimum curriculum requirements of teaching English, Maths, Science, RSE and RE.
- To ensure that the school is offering a 'broad and balanced' curriculum and understand the decisions the school have made to deliver this, with evidence of impact.
- To ensure that the school have evidence of how they have adapted the curriculum to meet the local context of the school and pupils.
- To review the school improvement plan focussing on subjects that have been identified as a focus for the academic year, monitor the changes to their curriculums and the impact of those changes through school visits and reviewing pupil performance data.
- Conduct a visit with a curriculum leader and focus your discussion on the following areas:
 - staff training;
 - use, condition and availability of standard and innovative resources;
 - curriculum and timetable arrangements; planning, assessment and recording procedures;
 - adapting to the curriculum so it is accessible to all;
 - standards of achievement; challenges and achievements.
- To ensure that the curriculum is accessible to all pupils such as those with SEND needs.
- Review the school's enrichment programme ensuring that it caters to and offers further opportunities outside of the classroom to all students.
- To review feedback and impact of the enrichment programme on pupil's academic performance and from a PSHE/wellbeing perspective.
- To review the outcomes from the Schools Quality Assurance Visits and ensure the schools have a plan to address any curriculum and enrichments aspects

RESOURCES

TRAINING RESOURCES

[The Thinking Schools Academy Trust, what is a Thinking School – Stuart Gardner](#)

Welcome, who we are and what we stand for, what is a thinking school, what impact does a thinking school have.

[Primary Assessment – Jody Murphy](#)

Primary Data explained.

[Primary: Ofsted Framework, Curriculum and T&L – Cormac Murphy](#)

Understanding of the framework and recent changes.

[Reading Framework - July 2021 – Sonia Nickerson](#)

Ofsted & DfE expectations and governors' role to play.

[Early Years Foundation Stage Framework Reforms 2021 – Sonia Nickerson](#)

Understanding of the framework including assessments & Sept 21 curriculum.

[Understanding Secondary Data – Stuart Gardner](#)

Secondary data explained.

[Secondary & 6th form: Ofsted Framework, Curriculum and T&L – Clare Brinklow & Simon Smith](#)

Understanding of the framework and recent changes.

USEFUL RESOURCES

[Video Webinar: How do we govern the school curriculum \(Highly recommended!\)](#)

[DfE: What should Academies publish on their websites about Curriculum?](#)

[Ofsted Article: Curriculum – Keeping it simple](#)

[Article: What does a broad and balanced curriculum look like](#)