

TERMS OF REFERENCE

Quality of Education

Link Governor Role



**Education South West
Local Governing Body**

Approved By:	Full Governing Board
Date Approved:	September 2025
Appointed Governor:	Tbc
Cycle Review:	Annually
Date of Next Review:	September 2026

1. Summary of Role

The Quality of Education Link Governor is responsible for monitoring how effectively the school is delivering the Curriculum and ensuring that it adheres to statutory requirements. You are not expected to be an expert. You will work closely with subject leaders and the Headteacher to gain the insights you need to help the LGB hold staff to account and drive improvement.

The time commitments required to deliver this role during the school year are:

- Attendance at Local Governing Board Meetings each half term
- 2 x Curriculum Monitoring Meeting and associated reporting to LGB (twice per term including Governor Engagement Day)
- 1 EFYS Monitoring Meeting and associated reporting to LGB (once a term)

2. Operating Strategically

The Quality of Education Link Governors will ensure that they operate strategically. Link governors should not involve themselves in day-to-day management of the school or carry out staff roles on an unpaid basis.

3. Development and Training

Link governors will ensure they undertake all appropriate training to fully understand and deliver their role, including where possible and appropriate joining relevant staff training.

4. Monitoring

Establish a focus for each visit

This will be linked to the School Improvement Plan (SIP). You will need to monitor how subject leaders and the Headteacher are working to achieve the objective.

The table below gives some suggestions on what your monitoring visit may look like

Focus
Attainment and progress, especially End of Key Stage outcomes Key groups of children (SEND, PP, EAL) Teacher workload and professional development Quality of resources Pupil and parent engagement with subjects The curriculum (What's taught, why it is taught and how it is taught)
Ways to Monitor
Once a term meeting with subject leaders or Headteacher Visits to the school to see the curriculum in action Pupil Voice – talking to pupils about their learning Parent voice Staff Voice – through speaking to staff/ surveys
Reporting
Complete the link governor report (only fill in relevant sections) Highlight where you have asked challenging questions Include what you feel the next steps may be

APPENDIX 1

Suggested questions you may want to ask in your link governor meeting with (see governor visit forms)

- How does the school ensure all subjects are compliant with the requirements of the national curriculum?
- How does the school continue to support children to 'catch-up'?
- Are there any barriers to the curriculum? How can they be overcome?

Does the school's curriculum:

- teach children about mental health and emotional wellbeing
- ensure that pupils are prepared for life in modern Britain
- give opportunities to develop character and resilience
- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- provide pupils with an engaging variety of cultural experiences
- provide music and art and design for all pupils
- include religious education (RE) that is relevant to all pupils and respects all personal beliefs.
- Include Relationships Education or RSE and PSHE
- How does the school ensure it delivers the requirements of EYFS in preschool and reception?
- Monitor how the school measures and publishes how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently
- How do the progress and attainment of different groups of children compare – for example girls compared to boys, children eligible for Free School Meals (FSM)
- How are high-attaining children challenged to reach their potential
- How are we helping children take responsibility for their own learning?
- Do staff have the right knowledge and skills to deliver the curriculum really well? Are there any gaps where additional training is needed?