Sutton Grammar School Trust
Education committee: terms of reference

Name of trust:	Sutton Grammar School Trust
Name of committee:	Education committee
Date agreed:	1 October 2026
Review date:	Board meeting in the autumn term (202)
Chair of committee:	Samy Etienne
Governance professional:	Joanna Beeson
Membership:	Five Trustees and the Head: Samy Etienne; Felicity Alexander; Gina Bannerman; Paul Brione; Ben Cloves; Shashidhar Katakam; In attendance Deputy Head (Curriculum): Jamie Costello
Quorum:	Three non-executive Trustees
Meetings	Once a term, with additional meetings as required. The committee chair will decide, in consultation with other committee members and in conformity with the board's governance calendar, the venue (which may include a remote meeting) and date/time of meetings.

The committee's specific function, delegated by the trust board, is to support the trust board, Head and relevant members of the executive team in their responsibilities for the educational performance of the trust and its pupils in the context of the trust's strategy.

In accordance with the scheme of delegation and as appropriate, the committee will:

- report to the trust board on the outcome of its meetings (with a copy of its minutes);
- seek guidance or decision from the trust board; and
- liaise with and consult with other committees of the trust board where appropriate.

The committee will advise, monitor, evaluate and report to the board on the following:

Curriculum provision

1. The trust's provision of a high quality, ambitious curriculum for all pupils, having regard to those identified by the school as having special educational needs or disabilities (SEND), looked after children, those allocated pupil premium funding or a sixth form bursary, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

2. Proposed strategic changes to curriculum provision.
3. The sustainability of curriculum provision having regard to financial constraints.
4. Staff work life balance in delivering the curriculum.
5. The cultural representativeness and cultural sensitivity of the curriculum.
6. The extent to which curriculum policies and implementation reflect statutory equalities requirements.
7. The organisation and delivery of the curriculum (including review of subject leadership reports where appropriate/available).
8. The publication of statutory curriculum information on the school website.

Pupils' wider development

1. The effectiveness and inclusiveness of the trust's enrichment provision to support all pupils' broader development.
2. The effectiveness of the trust's work to enhance pupils' spiritual, moral, social and cultural development.
3. The effectiveness of the trust's provision of careers information, education, advice and guidance across year groups.
4. The approach towards ensuring that all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
5. The impact of pupil premium, bursary funding, and other targeted support on pupils' wider development.

Pupil achievement

1. Targets, results and achievements, including those of specific groups referred to in 1 above (under Curriculum provision) and, in addition, pupils with English as an additional language and female students in the V1th form.
2. The actions taken to address areas of concern regarding pupil achievement.
3. The quality of teaching and learning.
4. Teaching capacity, including staffing requirements.
5. The impact of continuing professional development on pupil achievement.
6. The progress and attainment of pupils by protected characteristic (eg ethnicity, SEND, gender and disadvantage).
7. Performance in public exams (including value-added).
8. The impact of assessment practices.

Inclusion

1. The impact of provision to ensure that all pupils feel a sense of belonging and have equitable access to the curriculum.
2. The impact of SEND provision, with reports from the SENDCO, when appropriate.
3. The impact of pupil premium and sixth form bursary funding, with reports from the pupil premium lead.
4. The trust's accessibility plan annually having regard to the role of the FGPC to also review.

School development plan (SDP) and risk register

1. The progress on elements of the SDP relevant to educational performance
2. Risks in the risk register and any emerging risk related to or potentially impacting on educational performance, reporting to the FGPC as appropriate.

Staffing (Curriculum-related)

1. The alignment with curriculum needs and financial sustainability of staffing structures.
2. Staff workload, wellbeing and professional development relating to curriculum delivery.
3. Staffing requirements related to curriculum changes.

Policies

The committee will review and monitor all policies delegated by the trust board in accordance with the board's governance calendar.

Delegated policies
Policies that are delegated to the committee to review include:
Accessibility plan (with FGPC)
Assessment policy
Curriculum policy
Relationships and sex education (RSE) policy (with trust board)
SEND policy (with trust board)