

The Governance of the Adult Learning Service

Governance Purpose

Strategy

Cabinet – Responsible

Committee – Consulted

NCC Officers – Accountable

Steering Group – Consulted

Education Quality

Cabinet – Responsible

Committee – Informed

NCC Officers – Accountable

Steering Group – Accountable

Financial Sustainability

Cabinet – Responsible

Committee – Consulted

NCC Officers – Accountable

Steering Group – Informed

Adult Learning Steering Group Terms of Reference Academic Year 2023-24

Membership

- 1.1. Steering Group members will represent Norfolk County Council and the Adult Learning service.
- 1.2. The Group will comprise the following members:
 - Simon Allen, New Anglia LEP
 - Cllr David Bills
 - Cllr Sharon Blundell
 - Cllr Margaret Dewsbury (Chair)
 - Jan Feeney, Employment and Skills Manager, Growth and Development, NCC
 - Kerry Murray, Assistant Head of Service, Libraries and Information, NCC
 - Sarah Rhoden, Director, Community, Information and Learning
 - Denise Saadvandi, Head of Adult Learning, NCC
 - Staff Representative.
- 1.3. Membership of the Steering Group will be reviewed annually.

Quorum

- 1.4. The quorum necessary for the transaction of business shall be 50% of Group members with a minimum of 2 Councillors. A duly convened meeting of the Group at which a quorum is present shall be competent to exercise all or any of the authorities and powers in or exercisable by the Group.

Frequency and purpose of meetings and activities

- 1.5. Steering group members will participate in the following meetings and other activities:

Formal Steering Group

Frequency: Every other month on Thursdays, 1-3pm

- Length: 2 hours = 10 hours
 - October
 - December
 - February
 - April

- June

Purpose: To support and challenge service performance and approve Operating Procedures and Processes

Location: Online (with hybrid option for 2 meetings)

Self-Assessment Planning Half-Day

Frequency: Annual

- Length: 3 hours
 - September

Purpose: To review service performance and influence the self-assessment report

Location: Face-to-face

Training Workshop and/or Self-directed

Frequency: One per term

- Length: 2 hours x 3 = 6 hours
 - November
 - March
 - July

Purpose:

- To provide essential training
- One of the workshops will cover mandatory Safeguarding and Prevent training
- One of the workshops will cover Ofsted

Location: Hybrid

Visits to Teaching and Learning

Frequency: Two per year

- Length: 2 x 3 = 6 hours

Purpose: To experience the service in action and to secure feedback from staff and learners

Location: Classroom and online

2. Notice of meetings

- 2.1. Notice of each meeting, confirming the venue, time and date will be sent to Group members via Outlook invite.
- 2.2. Agenda items to be discussed, and any supporting papers, shall be forwarded to each member of the Group and any other required attendees (as appropriate) no later than 4 working days before the date of the meeting.

3. Minutes of meetings

- 3.1. Full minutes will be taken of formal Steering Group meetings, including the names of those present and in attendance.
- 3.2. Minutes of the Steering Group meetings shall be circulated to all Group members within 10 working days.

4. Key Responsibilities of Steering Group members

The key responsibilities of Steering Group members are to:

- 6.1 Understand their role and carry it out effectively, ensuring that the service has a clear vision and strategy and that resources are managed well.
- 6.2 Know the service and understand its strengths and weaknesses.
- 6.3 Provide confident and supportive strategic leadership and create strong accountability for, and oversight and assurance of, educational performance to ensure continuous and sustainable improvement.
- 6.4 Create a culture of high expectations that enables learners and staff to excel and places the needs of learners, employers, communities, and Norfolk's economy first.
- 6.5 Contribute to shaping the service's strategic direction.

- 6.6 Ensure the service is meeting its statutory duties, including those under the Equality Act 2010, and those in relation to Safeguarding and the Prevent strategy.
- 6.7 Provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems.

5. Duties

The duties of a Steering Group member are to ensure that:

- 7.1 The service has a clear and ambitious vision for providing high-quality, inclusive education and training to all. The development of the service's curriculum intent considers the needs of residents, employers and the local, regional and national economy, as appropriate.
- 7.2 The implementation of the curriculum is consistently strong, with continuously improving and very high-quality teaching, learning and assessment and support for learners.
- 7.3 The impact of the curriculum is strong.
(Learners acquire and develop high-quality skills, make good progress and are ready for the next stage of education, employment or training. Learners consistently achieve highly, particularly the most disadvantaged. Learners with SEND achieve the best possible outcomes)
- 7.4 Leaders and staff create a safe, disciplined and positive environment and this has a strong, positive impact on the behaviour and attitudes of learners.
(There is a strong focus on attendance and punctuality and learners feel safe. Learners demonstrate consistently high positive attitudes and commitment to their education and/or training)
- 7.5 The service consistently and extensively promotes the personal development of learners, providing access to a wide and rich set of experiences, and this provides high quality opportunities for learners to develop their knowledge and skills beyond the purely academic, technical or vocational. Participation in

these activities is very high, particularly among those from disadvantaged backgrounds.

(Learners are prepared for life in modern Britain. The promotion of fundamental British values is at the heart of the service's works and protects learners from radicalisation and extremism, responding swiftly where learners are vulnerable to these issues. The promotion of equality of opportunity and an inclusive environment, enable learners to thrive)

- 7.6 The service ensures that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice and guidance and support they need to achieve their next steps and progress to positive destinations.
- 7.7 The service has a highly effective culture of safeguarding that enables staff to: identify, help and protect learners who may need early help or who are at risk of neglect, abuse, grooming, exploitation, radicalisation or extremism; help learners to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults and learners who may be a risk to other learners and vulnerable adults.
- 7.8 The service fulfils its legal duties and responsibilities, including those under the Equality Act 2010, and those in relation to Safeguarding and the Prevent strategy.
- 7.9 Regular, frequent and meaningful engagement takes place between leaders/managers and staff at all levels, so that they can be confident that issues will be identified. When issues are identified, in particular with workload, the service deals with them consistently, appropriately and quickly. Staff consistently report high levels of support for well-being issues and are protected from harassment, bullying and discrimination.
- 7.10 Teaching staff receive focused and highly effective professional development.
(Teachers' subject, vocational, technical, pedagogical and pedagogical content knowledge builds and develops consistently over time and improves the quality of education provided to learners)
- 7.11 The service's engagement with learners, parents, the community and employers, to plan and support the education and training that learners get and to meet the skills needs of the economy, is very effective. The service has

clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustainable improvement.

- 7.12 Adult Learning Statements of Intent and Operating Procedures, which have been approved by the Head of Service, are scrutinised and signed off. For the purposes of Ofsted and the Education and Skills Funding Agency, the service's Statements of Intent and Operating Procedures are the service's policies, however, these do not constitute Norfolk County Council policies, which are approved by Norfolk County Council's Cabinet.
- 7.13 Be informed of the financial sustainability of the service, so as to minimise the impact of fluctuations in the service's financial position on the delivery of high-quality learning to learners.

6. Learner and Employer Views

The Adult Learning service will establish:

- 8.1 A Learner Advisory Group to represent the views of learners.
- 8.2 An Employer Advisory Group to represent the view of employers

These representative groups will be established by 31/12/23 and will report into Steering Group.