

LANDYWOOD PRIMARY SCHOOL

Governor Induction Pack (version 1.0 August 2014)

Contents

Introduction	2
This pack includes the following:	2
For completion:.....	2
What School Governors Do	3
Different types of governor:	3
Specific responsibilities of the Governing Body	3
Governing Bodies Don't:	4
The key responsibilities of the Head Teacher are:	4
The key responsibilities for the Leadership Team are:.....	5
The Chair of Governors is responsible for (as listed by OfSTED)	5
Clerk.....	6
Vice –Chair	6
Committee Chair	6
Being a school Governor	6
What Makes an Effective School Governor?	6
What Does the Effective Governor Need to be Familiar With?	6
How Much Time Do Governors give?	7
Be Prepared for a Meeting:.....	7
Attendance	7
Confidentiality	7
Governors and the law.....	8
Frequency, notice & duration of meetings	8
Agenda.....	8
Quorum.....	9
Register of Pecuniary Interests	9
Minutes.....	9
How the Governing body is structured at Landywood.....	9
Committees	10
Link Governors	10
Governor Training	10
Weblinks	11
Useful terms and abbreviations	14

Introduction

Welcome to your new governor induction pack produced by Landywood Primary School. This pack helps to explain the roles and responsibilities of being a governor, how the governing body is structured in our school and how the governing body carries out its duties.

This pack includes the following:

- The responsibilities of a governor
- The different types of governor
- The responsibilities of the Head teacher, Leadership Team and the Chair of Governors
- Being an effective governor
- the governing body membership and structure
- Useful terms and abbreviations
- Relevant supporting information:
 - a copy of the school improvement plan (SIP)
 - a full list of staff and the staffing structure
 - The school profile
 - a map showing the layout of the school
 - a copy of the school rules
 - a copy of the school targets
 - a copy of the school prospectus
 - recent school newsletters
 - a calendar of school events
 - a copy of the school's latest OfSTED report
 - papers from the last full governing body meeting
- Pecuniary Interest Guidance Notes
- Governor Code of Conduct (you will be asked to sign a central copy)
- Committee Guidance Notes
- Link Governor Guidance Notes

For completion:

- A pecuniary interests statement
- A skill matrix (Governor Competency Framework)

Many new governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted. In order to be effective, every governor needs some basic knowledge about their school and needs to be able to set this against a wider understanding of education. For both new and experienced governors there are training courses run by approved training providers. All governors are encouraged to take advantage of the training on offer. These courses are included in the school budget and free of charge to governors.

The school operates a live website where a wide range of school information is published both of a statutory nature as well as routine day-to-day information about school life. There is a section dedicated to Governors which gives further information of interest to, and about the, governors in our school. The website address is landywoodprimary.co.uk.

What School Governors Do

A school governing body has a strategic role in the development of the school but does not become involved in day-to-day management issues – that is the role of the Head Teacher.

You are there to:

- **provide a strategic view** - help to set and maintain the broad framework within which the Head Teacher and the staff should run the school
- **Provide support and challenge** - provide the Head Teacher, and by extension the Senior Leadership Team, with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask challenging questions
- **To ensure accountability** - the Head Teacher and staff report to the governing body on the school's performance. In turn the governing body is accountable to all stakeholders on the school's overall performance

To enable these three central strands of governance to be effectively discharged it is important that a governor knows the school. Knowing the school requires the governor to develop strong, open and transparent professional relationships with all aspects of the school community. As "friends" of the school it is also important that governors separate their broader volunteering roles engaged in the fabric of school life from the role of governor.

Different types of governor:

The Governing Body at Landywood is composed of 12 (twelve) members of equal voting rights from which the governors select a chair and vice-chair.

Parent Governors - parents or carers elected by other parents or carers with children at the School or, on occasion, appointed by the governing body.

Staff Governors - the Head Teacher is an ex-officio governor and a further staff member is elected by teaching and support Staff; *There is the headteacher plus 1 (one) staff member at Landywood*

LA Governors - appointed by the Local Authority, and approved by the governing body, who take regard of the skills and experience which schools require and appoint candidates who support the schools' ethos and mission.

Co-opted Governors - individuals chosen by governors from the local community and other stakeholders who represent various community interests and recruited based upon an evaluation of the skills and expertise required by the governing body as a whole to adequately discharge their duties.

Associate Members - a discretionary category appointed by the governing body from individuals who may be able to make specific contributions, but who is not a governor and has no vote at full governing body meetings but may be given voting rights at committee level.

Specific responsibilities of the Governing Body

Whilst there are a number of tasks the governing body may perform they can be summarised under three central themes of governance:

- Providing a coherent strategic vision and plan for the school
- Support and challenge to deliver school improvement
- Overseeing the financial prudence and integrity of public money

Beyond these the following serve as a guide to some of the tasks a governing body will perform to execute these core themes:

- set the overall budget for the school
- decide on the number of staff
- decide on the level of pay for teachers
- help to decide the priorities for the school when the school improvement plan is being developed
- ensure the national curriculum is taught to all pupils
- set targets for pupil achievement
- publish national test and exam results
- compare the performance of their school to similar schools
- receive information about the quality of teaching in the school
- have a published strategy for dealing with parental complaints and concerns
- ensure health and safety issues are addressed
- set the times of school sessions
- consult the Head Teacher when making decisions
- ask challenging questions
- help develop school policies and procedures
- consider the repair and maintenance of school buildings
- consider the use of school premises outside school hours
- Appoint committees of governors to look at specific issues such as finance, staffing, standards, curriculum and premises.

Governing Bodies Don't:

- inspect the school
- report on the quality of teaching after visiting the school
- authorise all expenditure
- focus on the needs of one specific child/children
- share concerns about staff capability
- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the school's policies on their own
- rubberstamp recommendations from the Head Teacher
- automatically approve all apologies for absence for meetings sent by governors
- need to be aware of the performance objectives which had been set for individual teachers
- write the OfSTED action plan

The key responsibilities of the Head Teacher are:

- the internal organisation, management and control of the school
- Performance Management of all staff
- formulating aims, objectives and policies for the governing body to consider adopting

- advising on and implementing the governing body strategic framework
- giving governors the information they need to help the school raise its standards
- reporting on progress at each Governing body meeting

The key responsibilities for the Leadership Team are:

Headteacher - Teaching and Learning, , Designated Safeguarding Lead, Health and Safety, Financial & Premises Management, Performance Management Team Leader

Key Stage 1 and Key Stage 2 Phase Leaders - Special Educational Needs Coordinator, Management and Deployment of Teaching Assistants, Inclusion Leader

EYFS Phase Leaders - The Early Years Foundation Stage curriculum and pupils, Nursery, Reception and transition to Year one

Core Curriculum Subject Leaders - The maths and literacy curriculum

The Chair of Governors is responsible for (as listed by OfSTED)

The Chair has a pivotal role to play in helping the governing body to work as a team. The Chair must have a clear view of the governing body, understand the shared visions for the school, and know how that vision is to be achieved.

- giving a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- manage meetings effectively
- keep other governors fully informed
- hold regular meetings with the Head Teacher
- co-operate with other agencies to support school improvement

The role of the chair is to bring together the various tasks and activities of the governing team back to the strategic vision agreed by all governors. The Chair is not expected to attend every meeting but dedicate sufficient time and resources to ensure they are adequately informed of the work of the governing body to promote effective communication and support of colleagues.

The Chair will research and act as a conduit for the governors to be fully informed of developments in Education and provision which will be of interest and useful purpose to the governors that will allow governors to discharge their duties in the most effective manner.

As well as the work internally to the school the Chair has an external facing role to represent the school and governing body to the broader cohort of stakeholders. This role will include building relationships with the wider community, local authority and organisations as well as other schools and governors as appropriate to facilitate effective networking and leadership. This will be to both promote the good work of the school as well as identifying best practice which will aid the school in its strategic development.

The Chair has limited delegated responsibilities where some decisions can be made due to their urgent nature in conjunction with the head teacher. All such decision should be reported to the Full Governing Body at the next meeting.

Within our school there are other key leadership roles undertaken by other members of the governing body these include

Clerk

The clerk to the governors is appointed to advise the governors of points in law and support the Chair in the effective management of the business of the governing body

Vice –Chair

The vice-chair is elected from the governing team and will act as a deputy for the Chair at times where the Chair is not available.

Committee Chair

Each committee will select from within its number a committee chair who is responsible for the business and tasks of that committee. In some cases the committee chair will have delegated responsibilities to make decisions on behalf of the committee if a matter is of an urgent nature, in such cases these decisions will be reported back to the members of the committee at the earliest opportunity and by the latest the next meeting should record these decisions. Where these decisions are being made it is usual for this to be in conjunction with the Chair and Head teacher.

The committee chair is responsible to liaise with the Chair of Governors regarding the agenda and business of the committee.

The committee chairs and the chair of governors meet formally once per term.

The committee will also appoint a clerk to record the minutes of all meetings.

Being a school Governor

What Makes an Effective School Governor?

- you care about improving all children’s educational attainment
- you want to work as part of a team and can value and respect the contribution made by different people
- you are willing to listen, learn and to ask questions
- you are open to ideas and have a feel for what is important to people
- you are enthusiastic
- you can commit time and energy
- you will attend relevant training

What Does the Effective Governor Need to be Familiar With?

- the recent history of the school
- the type of school and the nature of the pupil intake
- the number of pupils on roll and projected future numbers how the school is staffed, organised and managed
- the status of the school budget
- the contents of the school improvement plan
- the curriculum provided at the school
- the range of extracurricular activities on offer and the nature of any extended services
- the school policies

- how the school communicates with parents, other schools and the community
- the layout of the buildings, grounds, their suitability and state of repair

How Much Time Do Governors give?

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Your main task is to attend meetings of the school governing body. Meetings of the full governing body normally take place at least once, sometimes twice each term. Each committee normally meets once a term, but may meet more frequently dependent upon current issues the committees are involved with. On average it is expected that governors will spend no more than a day per half term on school business, usually a couple of hours at a time.

At Landywood we have constructed an annual governors calendar to allow forward planning of the working of the governing body in line with critical points of the school academic year.

As part of your role we expect our Governors to visit school on a pre-arranged basis and always for purposeful reason. During the Open Week's meetings should be arranged to suit the teaching commitments of the staff and ask that governors respect priorities of the school day and week. It is useful to visit whilst the school is open and working to allow governors to understand and feel the school whilst it is delivering teaching and learning.

It is important that governors know the staff and the staff know the governors on a formal and informal basis but always in a professional manner.

Governors are welcome, by invitation, to attend school performances, events, trips and some staff training.

Be Prepared for a Meeting:

- read the papers before the meeting
- Notify Chair/Head teacher of Any Other Business items that you would like adding to the agenda in advance of the meeting
- make sure you have all the necessary papers, prepare your thoughts and questions before the meeting
- Be prepared to participate in the meeting and ask questions if unsure or for clarification, and to provide challenge where necessary.

Attendance

Any governor who, without permission, is absent from meetings of the full governing body for a continuous period of six months will cease to be a governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted.

Confidentiality

Governing body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed. Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as governors. How an individual governor votes should always be regarded as confidential. The minutes of any part of the

meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.

Governors and the law

It should be noted that the governing body acts as a body corporate and is held responsible as a collective. This means that governors will not normally be held individually responsible for actions of the governing body, this will only be overridden in the case where an individual governor acts in a fraudulent or unlawful manner. Through the normal process of business this is avoided, however it is imperative that the declarations of interest are fully completed and up to date. If a governor considers at any time that there is a possibility of a conflict this should be raised with the Chair at the earliest opportunity and the governor will be recused from that aspect of business. The occasion may arise where a governor could be placed in a position to consider suppliers for school services in these instances under no circumstances should a governor be involved in the recommendation, purchase or procurement of services that could involve themselves, a family member or friend where the perception could be reached that the governors influenced the placement of services to personal advantage.

The intention of the law is that governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

Frequency, notice & duration of meetings

In line with the governors annual calendar usually, all meeting dates for the full governing body are set at the first meeting of the school year. The date of that first meeting is set at the last meeting of the previous term. You will usually be given a term's notice of the next full governing body meeting date. You should receive your papers for the formal full governing body meetings seven days before the meeting with the papers setting out details of the date, time and place.

Full governing body meetings usually start at 18:00, with a target duration of 2 hours. The weekday will normally be Thursday, but can be decided depending on the majority of those that can attend. Committee meetings are planned for a scheduled week as detailed in the governor calendar the day and time during that week is organised by the individual committees. Meetings may be on different weekdays and with different start-times from the main governing body.

Agenda

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

It is usual that supporting papers and information will accompany the agenda, however if you require further information or clarification contact the committee chair or chair of governors in the first instance.

You have the right to request that an item be placed on the agenda by contacting the Chair before the meeting. If "Any Other Business" features on the agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can

evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum

If a meeting of the governing body cannot be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable. If the governing body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

Register of Pecuniary Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. Each Governor is required to complete this register each year. A copy for you to sign is included in the supporting information and needs to be returned to the head teacher.

A guidance note on pecuniary interests is included with this pack.

Minutes

The clerk takes minutes of the full governors meetings which are a record of what happens at that meeting. Committee minutes are recorded by a governor attending the meeting and agreed by the committee chair prior to circulation. Committee minutes are circulated to all governors with the papers for the next full governing body.

Once approved by the full governing body, the minutes are a public record and available in the school office and placed on the school website.

How the Governing body is structured at Landywood

The whole Governing Body must meet once each term for a formal business meeting which looks at current issues within the school, takes a report from the head teacher and also takes feedback from the committees.

Whilst each Committee has a specific area of responsibility the support of other committees may need to be sought before decisions can be actioned. Each committee has a core membership and arranges its meetings within the group, however where a governor feels they wish to be involved in a specific issue, or they have a relevant skill, they may be invited to attend committee as an associate. Associate members of the committee have limited voting rights (see 'Associate Governor' definition on page 3). The committee may appoint associate governors to bring specific skills and knowledge to the issues at hand and these people do not have to be governors, indeed it may be helpful for third parties and members of the wider community to be recruited to support the business of school governance.

No governor may be part of an appeals committee if they were part of the original decision-making committee.

From time to time, the governing body may create a focus group to consider in depth a current issue. This group will last only until the completion of the tasks set by the governing body and is not a permanent committee. They can include individuals who are not governors, if it is thought that they can make a specific, relevant, contribution at that time.

Committees

A separate document giving detailed terms of reference, responsibilities and meeting frequency is enclosed. Committee membership and chairs are listed in that guidance document.

The two main committees are:

Curriculum and Standards

Finance & Personnel

Additionally the Foundation governors meet as a group with the school leadership on a termly basis. Although this is not a formal committee of the governing body the notes from the meeting are circulated at the following full governors meeting.

The committee chairs meet on a termly basis to co-ordinate the business of the committees and plan the work for the term ahead.

Link Governors

Due to the work commitments of governors, it is recognised that face-to face meetings are not always possible so liaison may be via emails, or telephone conversations, as well as through the governor visiting the school during open week.

The link role is an opportunity to focus on a specific area of school business alongside a member of the senior leadership team. The aim is to understand in-depth the link area along with the challenges and areas for development. The governor should bring support and challenge to the area and seek assurance for the governing body and report back progress against agreed objectives.

Governors are not to act as surrogate leaders moreover to work with their senior leadership partner to judge process against the school development plan agreed for that area.

The current list of link areas are:

Safeguarding, Early Years, Years 1and 2, Years 3 and 4, Years 5 and 6, Buildings/Health and Safety

Governor Training

Governors are encouraged to participate in training activities to increase their knowledge and effectiveness as governors. Activities may be arranged solely for our school or in partnership with other schools.

As part of this induction you will complete a skills audit and are invited to discuss with the Chair a development plan to build your skills to assist in the successful delivery of your role. Governors are expected to be an active participant in seeking courses and areas for development for themselves

and colleagues. The second, and equally important purpose, of the skills audit is to ensure you are deployed to the work of the governing body effectively to reflect your skills and interest.

The regular avenues for training are through approved sources and the principle three routes are

National College of Teaching & Learning

There are identified key learning and development opportunities from time to time including

Chairs Leadership Development

Financial stewardship, RAISEonline, performance management

Entrust Support Services Ltd

Provide a wide range of courses covering many aspects of governance. All new governors are expected to attend the “Welcome to being a governor part 1” course within six months of appointment. A regular list of courses and dates is available for governors to consider how best to develop their collective skills.

Modern Governor Website

This is a subscription website with many e-learning opportunities and is free to access for all governors at the school. www.moderngovernor.gov.uk the user name and password are created upon use.

Weblinks

Department for Education

The Department for Education (DfE) offers a range of information and advice for governors of all types of school, from guidance on the law and constitution of the governing body to committees, training and year planning.

www.gov.uk/schools-colleges/governance

National Governors' Association

The National Governors' Association (NGA) is an independent membership organisation that represents school governors of maintained schools and academies in England. Its aim is to improve the wellbeing of children and young people by promoting high standards in all our schools, and improving the effectiveness of their governing bodies.

NGA materials mentioned in this document are available on the NGA website at **www.nga.org.uk**.

Tel: 0121 237 3780 **Email:** governorhq@nga.org.uk

www.nga.org.uk

Freedom and Autonomy for Schools – National Association (FASNA)

Freedom and Autonomy for Schools – National Association (FASNA) is a national forum for self-governing primary, secondary and special schools and academies. FASNA has an Executive Board with elections structured to ensure equal representation of primary and secondary representatives, including heads and governors as well as clerks to governing bodies.

Tel: 0115 917 0142 **Email:** admin@fasna.org.uk

www.fasna.org.uk

GovernorLine

GovernorLine offers free, confidential advice, information and support to school governors, clerks and individuals involved directly in the governance of maintained schools in England. The service is free, seven days a week, from 9am to 10pm on weekdays, and from 11am to 4pm at weekends.

Tel: 08000 722 181 **www.education.gov.uk/a0064505/governorline-helping-you-helping-your-school**

Independent Academies Association

The Independent Academies Association (IAA) is a national body representing state-funded independent schools. A membership association, it brings academy leaders together, runs events and represents members' views on education policy to ministers.

Tel: 0115 942 1238 **Email:**
iaainfo@iaa.uk.net

www.iaa.uk.net

National Co-ordinators of Governor Services

National Co-ordinators of Governor Services (NCOGS) represents local authority providers of services to school governors. It is a source of good practice in training, materials and support services regionally, and also lobbies national bodies on governance issues.

www.ncogs.org.uk

SGOSS

SGOSS (formally School Governors' One Stop Shop) is an independent charity dedicated to recruiting volunteers with added-value skills and helping place them on school governing bodies across England. Its services are free to volunteers, employers, schools and local authorities.

Tel: 020 7354 9805 **Email:**
info@sgoss.org.uk

www.sgoss.org.uk

Staffordshire Learning Net

The Staffordshire County Council web portal for information available and common to all schools and academies across the County

<http://education.staffordshire.gov.uk>

Entrust

The joint venture company between SCC and Capita to deliver school support services across a range of options

Tel: 01785 277932

Email: enquiries@entrust-ed.co.uk

www.entrust-ed.co.uk

Useful terms and abbreviations

A

Academy a school in receipt of funding directly from the Secretary of State operated independent of the LA

Admission limit the maximum number of pupils intended to be admitted into any year of a school

AEN Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

ACE Advisory Centre for Education. A non-profit making campaigning body, which provides educational advice to parents and others

AMP Asset Management Plan

Appeals parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

Appraisal the periodic reviewing of staff to identify their future needs in terms of training and staff development generally

APR Annual Performance Review

APS Average Point Score the scoring system to track progress against the national curriculum

AQA Assessment and Qualifications Alliance. The largest examining board in the UK

ASCL Association of school and college leaders

Attainment target the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

AT Attainment Target

AWPU age weighted people unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

B

Ballot a method of voting, usually secret.

Baseline assessment - assessment of pupils' attainment on entry

Benchmarking - the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed.

Best value replaces compulsory competitive tendering and confirms the need for all school services to be efficient, cost effective and responsive to client needs

BEST Behaviour and Education Support Teams

BIP Behaviour Improvement Programme

Budget share the amount schools receive through the formula and for which the governing body has delegated responsibility under the local management of school (LMS)

C

CAF Common Assessment Framework

CC Children's Centre

Capital expenditure spending on building projects and large items of equipment

Casting vote an additional vote to be used by the chair when an equal number of votes are cast

Child protection governor the governor who acts as a link for child protection matters

CLA Children Looked After

Clerk the person appointed to carry out administrative duties to the governing body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the governing body on legal and procedural matters

Cohort a collective term used to describe a common group of pupils

Collective worship a single act of worship for all pupils required to take place in maintained schools

COGS Co-ordinators of Governor Services

CPD continuing professional development

CVA contextual value added

D

Data Dashboard an Ofsted online tool showing key performance indicators for a school available to all

DBS Disclosure & Barring Service. An organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

DDA disability discrimination act

Delegated budget money which governing bodies can use to their discretion

Delegated powers committee or the Head Teacher permitted to take action on behalf of the governing body

DFE Department for Education

Devolved capital funding funding allocated to schools specifically for large capital projects

Directed Time when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Head Teacher

E

EBD emotional and behavioural difficulties

ECM Every Child Matters

EDP education development plan

EHC Education Health & Care Plan

Ever6 A cohort of children defined as qualifying for FSM at any point in the last six years for which the school receives PP funding

EWO education welfare officer

Ex officio an individual who is able to attend meetings by virtue of holding a particular office

Exclusion pupils removed from schools for serious misconduct, either for a fixed period or permanent

Extended services a range of services or activities offered before or after the normal school day for the pupils, families and wider community

EYFS Early Years Foundation Stage Covers the nursery and reception years at school

F

Free School an independent state funded school founded recently to accommodate increased need for school places in a locality

FTE Fixed Term Exclusion

FOI Freedom of Information

Foundation an external organisation with an interest in the provision of education, usually a church, with a representation on the governing body

FSM free school meals

FTE full-time equivalent

FMSiS Financial Management Standards in Schools – (Replaced by SFVS from September 2011)

G

Governor Mark a quality recognition scheme for governing bodies

Good an Ofsted judgement grade 2 where the school is recognised as doing well but requiring some identified areas of improvement to become Outstanding

H

H&S health and safety

HE higher education

HLTA higher level teaching assistant

HMI her majesty's inspector

HMCI her majesty's chief inspector

HSE health and safety executive

I

IBP Individual Behaviour Plan

ICT information and communications technology

IEB Interim Executive Board, a small group of education professionals appointed to replace a governing body where it is deemed that governance has failed and the school needs specific and intensive support for a period of time

IEP individual education plan, drawn up for children with special needs

IIP Investors in People

IMD Index of Multiple Deprivation

Inadequate an Ofsted judgement grade 4 requiring special measures to improve rapidly and will be inspected termly until improvement is judged as to be at least grade 3

Independent schools a school not funded from the state

INSET in service education and training for staff

Instrument of government the legal document setting out the composition of the governing body

ISR individual school range

ITT initial teacher training

J

JAR Joint Area Review

K

KS Key Stage - the national curriculum is divided into four key stages, key stage one pupils aged five to seven, key stage two aged seven to 11, key stage three 11 to 14 and key stage four aged 14 to 16

L

LA Local Authority

LAC Looked After Children

LEA Local Education Authority

Levels defined attainment criteria against national curriculum targets

Link Governors governors defined as links to specific areas of school life or academic priority

LLE Local Leader in Education

LMS Local Management of Schools where schools manage their own budgets

LSA Learning Support Assistant

LSC Learning and Skills Council

M

M&E Monitoring and Evaluation

Maintained School a school which is funded through the local authority

MAT Multi Academy Trust – a group of academies under one common governing body

MAT Multi-Agency Team

MFL Modern Foreign Language

Mixed ability teaching group in which children of all abilities are taught together

MLD Moderate Learning Difficulty

MPS Main Pay Scale

MSB Mainstream Support Base

N

NAHT National Association of Head Teachers

NASUWT National Association of Schoolmasters and Union of Women Teachers

National curriculum the curriculum required by law to be taught in all schools. The governing body shares with the LA and the Head Teacher the responsibility of ensuring that it is implemented

NCTL National College of Teaching and Learning

NCVQ National Council for Vocational Qualifications

NGA National Governors Association

NGFL National Grid for Learning

NLE National Leader in Education

NLG National Leader of Governance

NPP Children not in receipt of pupil premium funding

NRT National Remodelling Team

NRwS New Relationship with School

Notice to improve OfSTED judgement

NPQH National Professional Qualification for Head Teachers

NTA Non-Teaching Assistant

NQT Newly Qualified Teacher

NSS National Support School, a school recognised to support other schools
NUT national union of teachers
NVQ National Vocational Qualification

O

OfSTED Office for Standards in Education. The body which arranges and sets education standards
Outstanding an Ofsted judgement grade 1 where the school is recognised as high achieving in all aspects

P

PANDA performance and assessment data
ParentView an online survey tool for parents to complete regarding their experience of the school their children attend
PE Physical Education
PFI Private Finance Initiative
PGCE Postgraduate Certificate in Education
PI Performance Indicators
PIVATS performance indicators the value added target setting
PLASC Pupil Level Annual School Census
PM performance management
PoCA Protection of Children Act
PPA planning, preparation and assessment time for teachers (10% guaranteed non-contact time)
Progress the measure used to follow pupil term on term improvement towards attainment
Prospectus information about an individual school. Must be published annually
PRP Performance Related Pay
PRU pupil referral unit
PP Pupil premium funding received for pupils qualified under criteria as CLA or FSM

Q

QCA Qualifications and Curriculum Authority
QTS qualified teacher status
Quorum the minimum number of members at a meeting for decisions to be made

R

RA record of achievement
RAG Red Amber Green rating used to evaluate criteria
RAISEonline Reporting and Analysis for Improvement through School Self- Evaluation
RE religious education
Requires Improvement an Ofsted judgement determined at grade 3 identifying a school which needs to foster rapid improvement in how it provides education and will be inspected again within 18 months
Risk assessment assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

S

SAT's standard attainment tasks used to assess attainment at the end of key stages of the national curriculum
SDP/SIP school development plan/school improvement plan
SEF self-evaluation form
SEND special educational needs and disability (previously **SEN** – Special Educational Needs)
SENCO special educational needs coordinator. The teacher responsible for coordinating SEND provision in the school
Secondments the release of staffing on a temporary basis for work elsewhere
Section 5 Inspection the routine inspection framework undertaken by Ofsted
Section 8 Inspection the reduced scope inspection framework undertaken by Ofsted for schools in special measures or judged inadequate previously and not showing adequate improvement during inspection to be graded Good

SFVS Schools Financial Value Standard. A series of evidence based guidelines to ensure good practice and secure financial management of schools.

SGOSS School governors one stop shop, an agency to assist with the recruitment of governors for a governing body

SIAMS Statutory Inspection of Anglican and Methodist Schools, an inspection regime defined by the church to grade the distinctive character of the school as Anglican or Methodist

SIMS schools information management system. A computer software package to assist with managing information on pupils, staff and resources

SIP School Improvement Partner

SLA service level agreement

SLD severe learning difficulty

SLT senior leadership team

SMT senior management team

SOC school organisation committee

Special measures a school which, when inspected has failed to provide an acceptable standard of education

Special school a school for children and young people whose needs cannot be met in a mainstream school

Sports Funding specified funding received by primary schools to support the development of sport and PE

Stakeholders person or group of people with an interest in a particular organization, for example a school, stakeholders being parents, staff, pupils, governors, the community etc

StudentView an online survey tool for students to complete regarding their experience of the school they attend

Supply teacher a teacher who works in the school on a temporary basis to cover staff absence

T

TA Teaching Assistant. A training classroom professional deployed to assist the learning objectives of pupils either as delivery and support or specialist one-to-one

TDA teaching and development agency

TLR's teaching and learning responsibilities leadership grade payment for teachers on the main or upper pay scale

Trustees members of an academy governing body registered at companies house with legal, corporate responsibility for the affairs of the academy

TTA teacher training agency

U

UFSM Universal free school meals an entitlement for all children in reception, year1 and year2

Umbrella Trust a group of academies with autonomous governing bodies working together in a formal, legally linked body

Unauthorised absence - absence by pupils from school which is not otherwise authorised

UPS upper pay scale

V

VA voluntary aided. Schools set up by and owned by a voluntary body usually the church body largely financed by the local authority. The governing body employs staff, controls pupil admissions and religious education

VC voluntary controlled

Value-added the progress schools help pupils make relative to their individual starting points

Virement the transfer of certain sums of money from one budget heading to another