Governance Handbook 2023-2024

Mission Statement

At Newall Green Primary School, we are a Peace Mala and Rights Respecting School. We provide an environment where the children feel happy, safe and ready to learn.
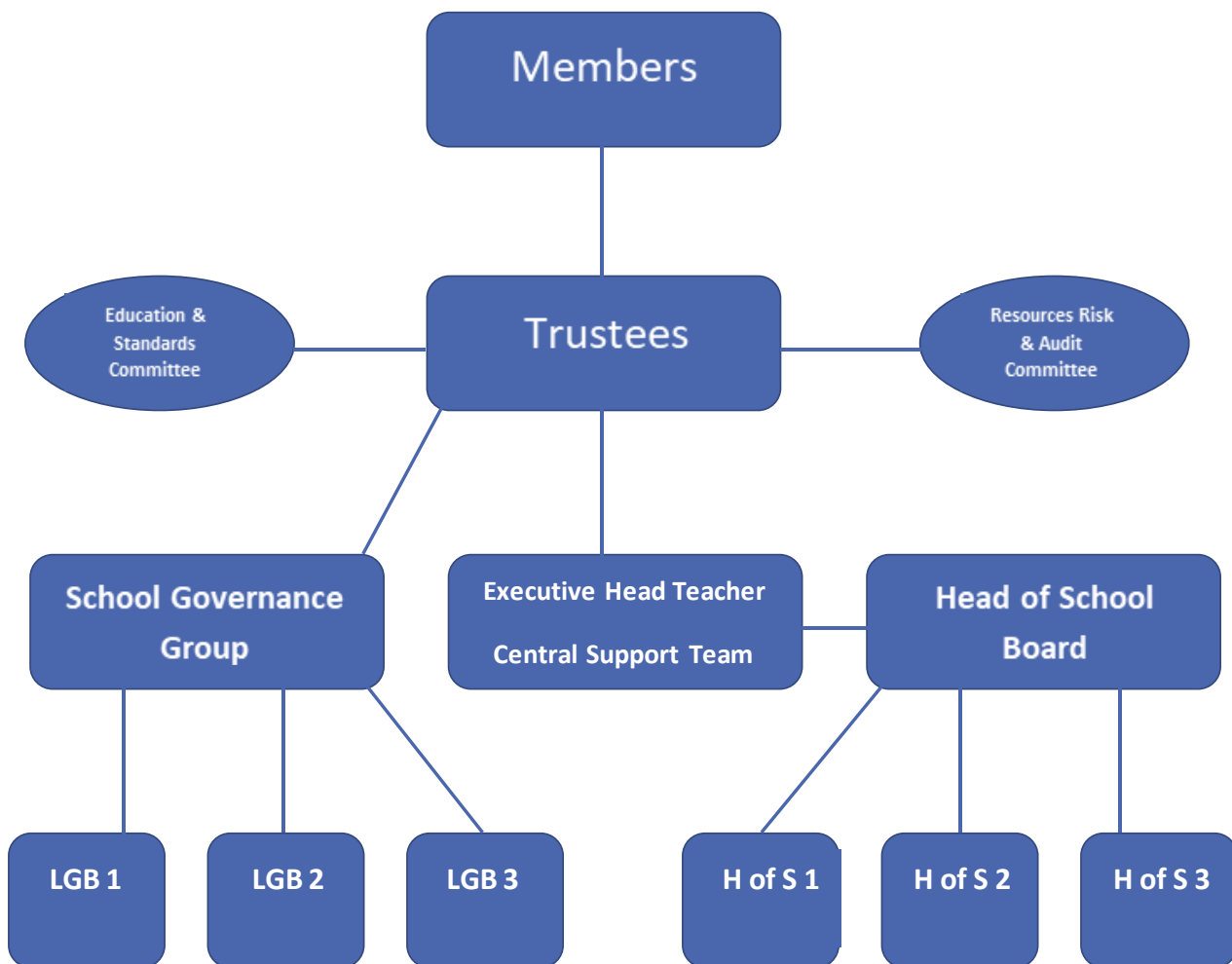
We use the five key skills for life; problem solving, teamwork, self-management (initiative, organisation, accountability), self-belief (confidence, resilience, positive attitude), and communication, so we are...

Aiming High To Reach Our Goals

The Cherry Tree Trust Multi Academy Trust Structure

Members

Education & Standards Committee — **Trustees** — **Resources Risk & Audit Committee**

School Governance Group

Executive Head Teacher / Central Support Team

Head of School Board

LGB 1   **LGB 2**   **LGB 3**

H of S 1   **H of S 2**   **H of S 3**

Trustees Core Functions: The Academy Trust's objects ("the Objects") are specifically restricted to the following:

1, To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum ("the mainstream Academies") or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them ("the alternative provision Academies") or 16 to 19 Academies offering a curriculum appropriate to the needs of its students ("the 16 to 19 Academies") or schools specially organised to make special educational provision for pupils with Special Educational Needs ("the Special Academies")

2, To promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

Introduction

Welcome to your new governor induction pack produced by Newall Green 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 Executive Head, Leadership Team and the Chair of Governors
- Being an effective governor
- The governing body membership and structure
- Useful terms and abbreviations

Relevant supporting information can be found on the school website:
http://newallgreen.manchester.sch.uk/

The information below can be found in the DfE document:

Academy Trust Governance Structures and Role Descriptors October 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/9246 73/Academies_governance_role_descriptors.pdf

Useful Links:

Welcome to Governance LIVE
Welcome to Governance LIVE free virtual sessions will complement any local school, trust or LA induction sessions and explore how to make an impact in the first six months.

NGA Learning Link e-learning

NGA Learning Link subscribers can access over 50 e-learning modules, including a suite of 8 modules covering key governance areas, perfect for those new to governance or those looking for a refresher.

Before becoming a Governor in our school, we would ask you to complete:

- A pecuniary interests statement
- A skill matrix

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 the Local Authority (LA). All governors are encouraged to take advantage of the training on offer. These courses are free of charge to governors.

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 Executive Head.

You are there to:

- **Act as a critical friend** - provide the Executive Head Teacher 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 Executive Head 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.

Different types of governor at Newall Green Primary School:

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 Executive Head and staff members elected by teaching and support Staff.

Trust Appointed Governors - individuals chosen by governors from the local community who represent community interests.

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 have limited voting rights at committee level.

Specific responsibilities of the Governing Body:

- 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
- Set the times of school sessions
- Consult the Executive Head 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

Governing Bodies Don't:

- Inspect the school
- Report on the quality of teaching after visiting the school
- Authorise all expenditure
- 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 Executive Head
- 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 Executive Head 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 business meeting

The key responsibilities for the Leadership Team are:

- To support the Executive Head in the day to day running of the school
- To oversee an OFSTED area for the next inspection

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

- Giving a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- Managing meetings effectively
- Keeping other governors fully informed
- Holding regular meetings with the Executive Head
- Co-operating with other agencies to support school improvement

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

Being a school Governor, what makes an effective school Governor?

- You care about improving 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 governors 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. Business meetings of the full governing body normally take place four times in a year; two in the autumn term, one in the spring term and one in the summer term but may meet more frequently depending upon current issues.

We actively encourage our Governors to visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. Governors are usually welcome, by invitation, to attend school performances, events and some staff training. All Governors are encouraged to be aligned to at least one subject within school. This gives governors an opportunity to build a relationship with staff and to champion this subject at meetings of the governing body which focus on curriculum development. We recognise that not all governors can visit school during the day due to work commitments.

Be prepared for a meeting:

- Read the papers before the meeting
- Know who all the governors are (governors could be asked to wear name labels to help you)
- Make sure you have all the necessary papers prepare your thoughts and questions before the meeting
- Bring with you a pen, your diary and your annotated papers

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

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

You will usually be given a terms 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. Committee meetings are organised by the committees and contact is made by email or telephone giving governors details of agendas or necessary information they need for a meeting.

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.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If "Any Other Business" features on your 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 the policy explains the process this is included.

Minutes

The clerk takes minutes of the Business meetings which are a record of what happens at that meeting. Minute takers at committee meetings are agreed at the start of the meeting. Once approved by the full governing body, the minutes are a public record and are displayed in the school.

Trust Board Members (Trustees)

Terms of Reference for The Cherry Tree Trust – Members

Membership A minimum of three Members at any one time.
The Executive Headteacher will be in attendance; the Clerk will convene and minute meetings

Quorum A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.

Meetings One meeting a year unless The Trustees call a General Meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a General Meeting in accordance with that Act.

Reporting Minutes to be submitted to the trust within three weeks of the meeting

Functions -Remit

Ensure the 'Objects' of the Cherry Tree Trust are adhered to as set out in the Articles.

- o Appoint or Remove Trustees.
- o Appoint / Remove External Auditors.

Name	Member
Phil Moore	Member
Barry Dawson	Member
Dan Lampard	Member
Simon Young	Member
Johny Anderson	Member

Terms of Reference for The Cherry Tree Trust – Trust Board (TB)

Specific responsibilities of the Trustees:

- Set the overall budget for the school
- Decide on the number of staff
- Decide on the level of pay for teachers
- Ensure health and safety issues are addressed
- Appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises.

Membership A minimum of five and a maximum of nine committee members.

The Executive Headteacher will be in attendance; the Clerk will convene and minute meetings

Quorum A minimum of three committee members appointed by the Trust

Meetings Four meeting a year, two in the autumn term, one in the spring term and one in the summer term

Reporting Minutes to be submitted to the trust within three weeks of the meeting

Functions- Remit

- Ensure clarity of Vision, Ethos and Values ensuring a strategic direction.
- Hold the Executive Head to account for the educational performance of the schools within the CTT.
- Oversee the financial performance of the schools within the trust ensuring that the Academy Trust handbook is complied with.

Cherry Tree Trust – Trust Board (TB)

Name	Governor Type	End of Term of Office
Andrew Wild	Director / Trustee (Chair)	31/10/23
Jo Reynolds	Director / Trustee	17/06/25
Roger Stone	Director / Trustee	17/06/25
David Thomas	Director / Trustee	01/01/26
Mark Chapman	Director / Trustee	
Sarah Rudd	Executive Head / Executive Head	

Cherry Tree Trust Sub Committees

Head Teachers Performance Management	
Andrew Wild	Chair
David Thomas	

Audit, Risk & Finance Committee	
Jo Reynolds	Chair
Roger Stone	Vice Chair
David Thomas	

Remit for the Audit Risk & Finance Committee

- Employees of the trust should not be audit and risk committee members, but the Accounting Officer and Chief Financial Officer should attend to provide information and participate in discussions.
- The Chair of Trustees should not be chair of the Audit and Risk & Finance Committee.
- Where the audit and risk committee are combined with another committee, employees should not participate as members when audit matters are discussed.

Quorum – both members of the Committee

Meetings -Three meetings a year.

Reporting

Minutes to be submitted to the trust within three weeks of the meeting.

Annual Governance Statement to reflect the Annual Summary of Internal Scrutiny by 31st December.

Functions /terms of reference

- oversee and approve the trust's programme of internal scrutiny
- ensure that risks are being addressed appropriately through internal scrutiny
- report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.
- Advise the Board and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks.

- Advise the Board on the appointment, re-appointment, dismissal and remuneration of the external auditor.
- Advise the Board on the need for and then, where appropriate, the appointment, reappointment, dismissal and remuneration of an internal auditor or other assurance provider.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Receive reports (assignment reports, annual reports, management letters etc) from the external auditor, internal auditor and other bodies, for example the EFA, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information or action.
- Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to agreed implementation dates are reasonable.
- Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- Ensure appropriate cooperation and coordination of the work of the external auditor and internal auditor.

Agreed programme of work for 2022-2024;

Area to be audited	Purpose	Dates
Governance	To provide assurance that the Governance delegation of duties is being actioned.	13th March 23
Payroll	To provide assurance that the Payroll procedures are robust and used correctly.	10th July 23
Building	To provide assurance that assets are being maintained, following the improvements made in 2021-2022.	Autumn
Safeguarding		
Site Management		
Absences for staff		
Absences for pupils		
Procurement		

Review the ratings and responses on the risk register to inform the programme of work, ensuring checks are modified as appropriate each year

Risk recorded on Risk Register	Risk rating	modifications

Newall Green Primary School Governors (LGB)

Membership - A minimum of seven and a maximum of nine committee members to include:

- Two elected parents
- One elected member of staff
- Four committee members appointed by the trust, one of whom will be the chair

The Executive Head will be in attendance; the Clerk will convene and minute meetings

Quorum -A minimum of three committee members appointed by the trust

Meetings

Six meetings a year, two in each term. One being a 'drop in day' the second meeting of the term is a full meeting.

Reporting

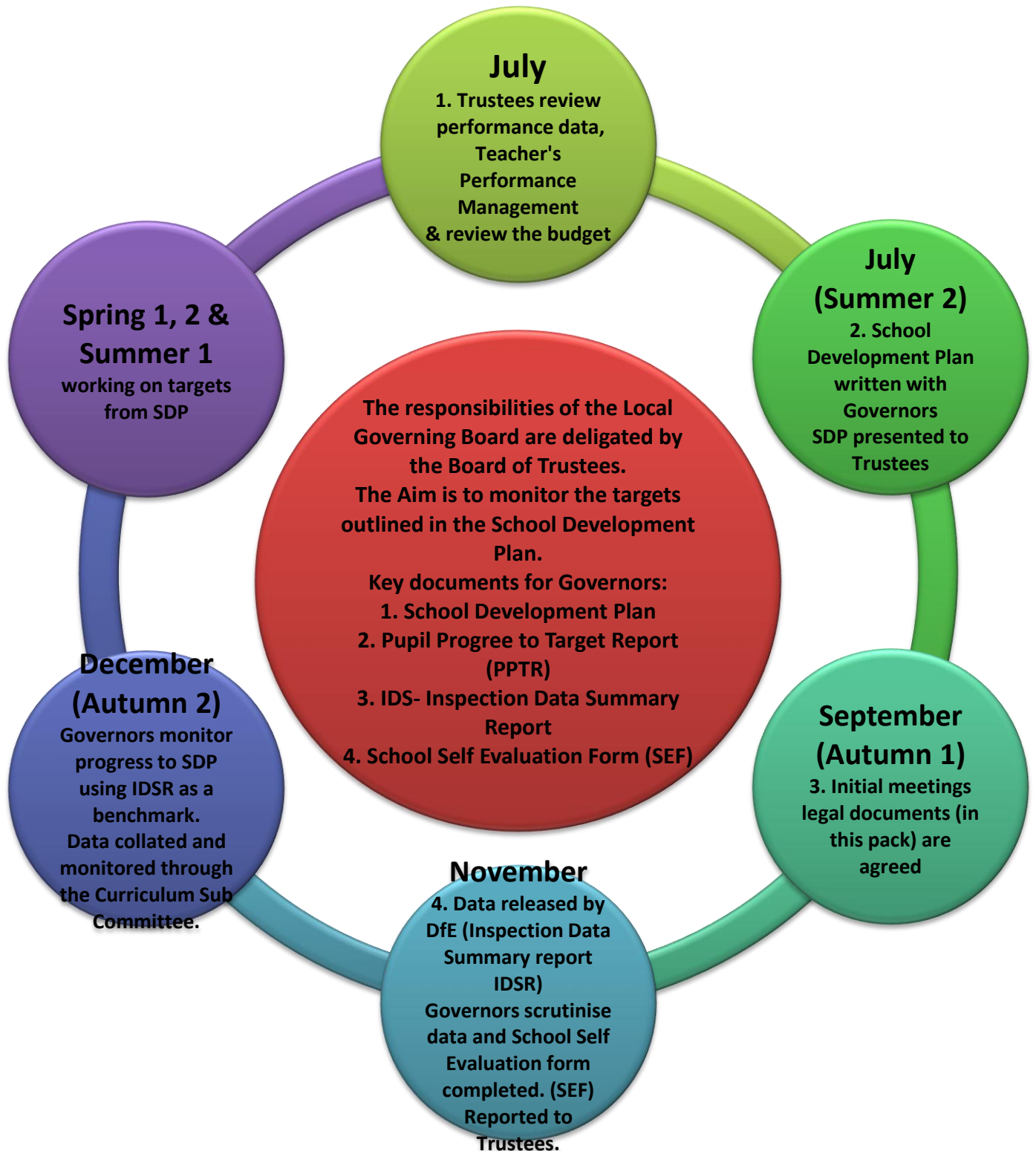Minutes to be submitted to the trust within three weeks of the meeting

Functions

The Local Governing Board are responsible for the link between the trust and the parents and the community, feeding into the trust's oversight and management of the school. The board delegates to them the following functions:
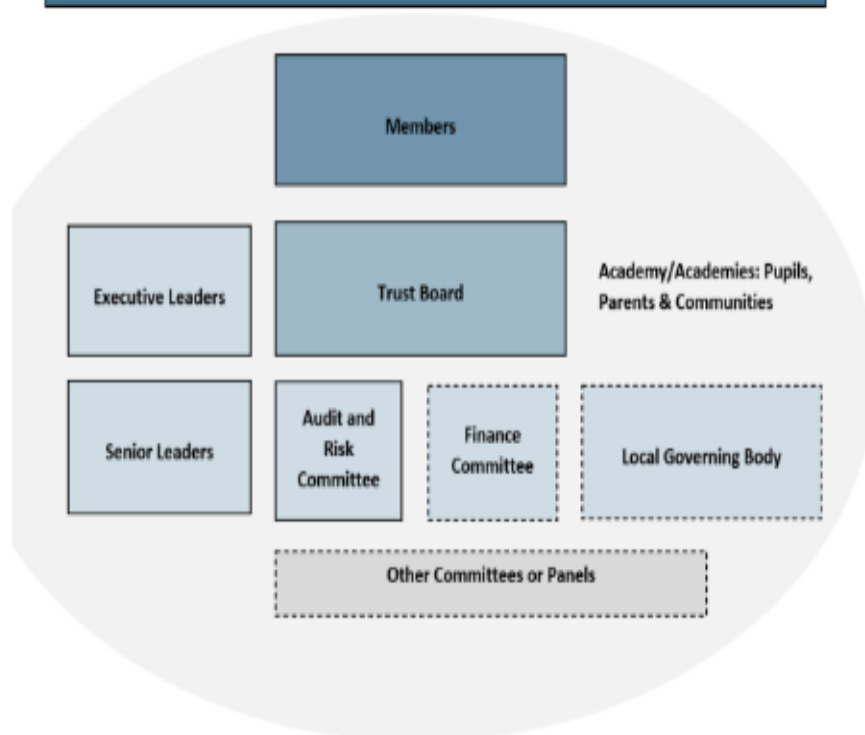
1. Building an understanding of the trust's ambitions for the school and its pupils – its vison and strategy and how this is realised at school level out-lined in the School Development Plan. Monitor the implementation of the School Development Plan in accordance with the actions out-lined in the plan.
2. Knowing the trust's values and becoming familiar with key policies, understanding how these work in practice so that they are creating a healthy culture for all. Evidence by observation and discussion that actions outlined on the plan are being put into place.
3. Ensuring that trustees and the CEO are aware of parents' and community views
4. Support and challenge NGPS leaders to ensure that the curriculum and the learning environment is the best that can be achieved for the pupils in NGPS.
5. Monitoring the work of the school, escalating any concerns to the CEO and / or trustees by:
   a. Scrutinising reports on the school's progress with achieving its ambitions
   b. Scrutinising reports on how the school complies with key policies
   c. Visiting the school during the school day and attending events
6. Reviewing key decisions made by the headteacher e.g. pupil exclusions and responses to complaints

Name	Governor Type	Link Governor	End of Term of Office
Tracey Rawlins	Chair of LGB		05/10/26
Sarah Drake	Trust Appointed	Safeguarding / Prevent	23/11/25
Charlotte Cooper	Trust Appointed		26/01/26
Robert Pattison	Trust Appointed		
Kimberley Lilley	Parent Governor		09/11/26
Liz Mulligan	Parent Governor	SEND	
Steph Ashton	Staff Governor		24/01/26
Hasna Ali	Teacher Governor		
Dianne Harris	Accounting Officer / Business Manager		

Annual Cycle of Governance

July
1. Trustees review performance data, Teacher's Performance Management & review the budget

July (Summer 2)
2. School Development Plan written with Governors SDP presented to Trustees

Spring 1, 2 & Summer 1
working on targets from SDP

December (Autumn 2)
Governors monitor progress to SDP using IDSR as a benchmark. Data collated and monitored through the Curriculum Sub Committee.

September (Autumn 1)
3. Initial meetings legal documents (in this pack) are agreed

November
4. Data released by DfE (Inspection Data Summary report IDSR) Governors scrutinise data and School Self Evaluation form completed. (SEF) Reported to Trustees.

The responsibilities of the Local Governing Board are deligated by the Board of Trustees.
The Aim is to monitor the targets outlined in the School Development Plan.
Key documents for Governors:
1. School Development Plan
2. Pupil Progree to Target Report (PPTR)
3. IDS- Inspection Data Summary Report
4. School Self Evaluation Form (SEF)

Department for Education and Agencies

Members

Executive Leaders

Trust Board

Academy/Academies: Pupils, Parents & Communities

Senior Leaders

Audit and Risk Committee

Finance Committee

Local Governing Body

Other Committees or Panels

Key

The relationships between the trust board and the committees, including the Local Governing Body, are based on the academy trust's scheme of delegation

Governance Structure Legally or Contractually Required

Optional Structure

Phase Leaders	Assistant heads	DH/HoS
Accountable to Assistant Heads	Accountable to Deputy Head and Head of school	Accountable to Executive Head
1. **Day to day** running of year group including open mornings, visits, visitors, sports activities, arts week etc. 2. **Learning walks** for environment including displays. 3. First point of call for child's first red card. 4. Check books are marked as per marking policy. 5. **Homework** – keep an eye on. 6. **Allocation of TAs** to booster groups. 7. **Data feedback** to Lisa for pupil premium spend. 8. **Write newsletter** for year group. 9. Performance management	1. **Planning** – does it match long term plans? 2. **Data** – SEN % on track, PP % on track, gaps – where are they what are we doing about them? Update these actions in the **Phase Leader Action Plan with the Gap data.** 3. **Targets** – do children know them and are the systems being used for verbal feedback? 4. **Observations** of new staff & NQTs in the relevant key stages. 5. **Assertive mentoring systems / reading files** 6. **Behaviour** – first port of call to sort parental issues after class teacher, 2nd red card child sent to AH. 7. After school duty. 8. In release time **support class teachers** with teaching more difficult children. 9. **Monitor that the newsletter** has been given out to parents. 10. Late night supervision of after school club. 11. Performance management.	1. EYFS, KS1 & KS2 data % on track + progress measures / RAP meetings. Update the Phase Leader Action Plan with the data and actions agreed at Pupil Progress meetings. 2. Non-core RAP meetings. 3. Meet with AH before RAP meetings to go through data – so that AH can support PL before RAP meeting. 4. Monitor the SDP. 5. Monitor the PLAP through ½ termly SMT meetings. 6. Late night supervision of after school club. 7. Performance management. 8. Oversee awards such as Healthy Schools, Wellbeing Award.

SAFEGUARDING

Safeguarding – NGPS complies with the legalisation outlined in Keeping Children Safe in Education 2021 (KCSIE) by:

1) Having a named Safeguarding Governor – Sarah Drake – (contact via Dianne Harris in Office) and Designated Safeguarding Leads (DSL) who are members of the Senior Leadership Team.

Tom Rudd
Designated Person
Safeguarding Lead

Sarah Rudd
Designated Person
Executive Head

Deputy Safeguarding Leads

| Elizabeth Pattenden | Kirstie McKenzie | Lisa Redford | Evelyn Uche | Sarah Burton |
| Alec Smith | Adam Pattenden | Sophie Tait | Cat Campbell | Helen Ackerley |

2) Having a current Child Protection Policy which outlines the procedures the staff in school use to protect children from adults and peers. This policy also outlines the types of neglect a child may experience and how to make a referral to gain help for the family or child.

3) Having a curriculum that educates children in keeping safe, within the home, school and community from adult abusers, peer on peer abuse and honour- based violence.

4) The Governors have outlined their expectations of Staff and visitors within school through the School Code of Conduct & there is a handout for visitors to school so that all the necessary information can be found quickly.

5) The Governors have worked with children to find their views about keeping themselves safe and their feelings about safety within school. From this work strong structures have been put into place that allow children to seek support if they are feeling unsafe by:
   a) Having specific people that they are able to talk to.
   b) Having a curriculum that develops understanding of how to stay safe, through PATHs, Circle time, anti-bullying week, Peace Mala assemblies & Peace Pals.
   c) Using support from people within school who can help pupils develop their understanding of their own personal safety such as Peace Pals.

6) Governors have set out the guidelines for the recruitment of suitable adults for positions within school by:
   a) Overseeing the 'Recruitment Policy & Procedures' policy.
   b) Ensuring that all volunteers are DBS checked and appropriately supervised.
   c) Being trained in Safer Recruitment

7) The Governors have appointed a designated person to promote the educational achievement of LAC children this is Vanessa Andrews.

8) Governors check the single central record using a spot check approach or at least once termly.

9) The Governors have also read and understood the part they play in 'Keeping children safe in Education' which has been updated in September 2023.

Useful terms and abbreviations

A

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

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

AST Advanced Skills Teacher

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 council 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)

BME Black and Minority Ethnic

BSF Building schools for the future. A 10 to 15 year programme for the rebuilding or refurbishing of schools

BV Best Value

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 oversees child protection

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

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

CRB Criminal Records Bureau. A organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

COGS Co-ordinators of Governor Services

CPD Continuing professional development

CVA Contextual value added

D

DDA Disability discrimination act

Delegated budget money which governing bodies can use to their discretion

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

DFES Department for Education and Skills

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
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

F

FTEx Fixed Term Exclusion
FOI Freedom of Information
FSM Free school meals
FTE Full-time equivalent

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
IEP Individual education plan, drawn up for children with special needs
IIP Investors in People
IMD Index of Multiple Deprivation
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
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

MAT Multi-Agency Team
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
NCVQ National Council for Vocational Qualifications
NGA National Governors Association
NGFL National Grid for Learning
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
NUT National union of teachers
NVQ National Vocational Qualification

O

OfSTED Office for Standards in Education. The body which arranges and sets education standards

P

PANDA Performance and assessment data
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)
Prospectus information about an individual school. Must be published annually
PRU Pupil referral unit

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
RAISE Reporting and Analysis for Improvement Through School Self- Evaluation
RE Religious education
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
School profile an online report to parents
SDP/SIP School development plan/school improvement plan
SEF Self-evaluation form
SEN Special educational needs

SENCO Special educational needs coordinator. The teacher responsible for coordinating SEN provision in the school

Secondments the release of staffing on a temporary basis for work elsewhere

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

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

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

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

T

TDA Teaching and development agency

TLR's Teaching and learning responsibilities

TTA Teacher training agency

U

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

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