BRENTWOOD DIOCESAN EDUCATION SERVICE

"Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all."

Handbook for New Governors

'Catholic education endeavours to make the person of Jesus Christ known and loved, and to place Him and the teachings of the Catholic Church at the centre of the educational enterprise.'

The Distinctive Nature of the Catholic School, 1999

'The mission of schools and teachers is to develop an understanding of all that is true, good and beautiful'

Pope Francis (Oct 2017)

Contents

Dear new governor

I would like to take this opportunity to welcome you as a new governor and thank you for your contribution to Catholic education. Bishop Alan values the contribution made by you and all governors in the success of our schools and recognises the time, commitment and hard work of all who volunteer to become governors or trustees.

The Church provides Catholic schools to be more than just places where pupils are equipped with learning and skills for the workplace and responsible citizenship. Rather, they are the communities where the spiritual, cultural and personal worlds within which we live are harmonised to form the roots which support our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons and this is at the heart of your role.

We are ambitious for our children and young people and believe that all children should go to a school rated Good or Outstanding by Ofsted.

National research indicates that a school is unlikely to succeed without an effective governing board. Governing boards are key strategic decision-makers and vision setters and governors, although volunteers, play a vital strategic role in holding school leaders to account through support and challenge.

There are also expectations on the behaviour and personal attributes of school governors, including a personal commitment to take up opportunities to develop your knowledge and skills.

We are here to support and advise you as you grow into the role. The guidelines set out in this handbook are intended to give you the key information you need to start you on your journey.

We hope you will enjoy the challenge of being a governor and find it a rewarding experience.

If you have a question about governance or need further support please get in touch with Debbi Botham, Diocesan Governance Support Officer
debbibotham@brcdt.org

Robert Simpson
Director of Education
Diocese of Brentwood

Introduction

Responsibilities of Catholic schools

Under English law, governing bodies of Catholic schools have a corporate responsibility to ensure that their schools are managed in accordance with the diocesan Trust Deed or the Trust Deed of the relevant religious institution, as well as the school's Instrument of Government (maintained schools) or Scheme of Delegation, Memorandum of Understanding and Articles of Association (academies).

Your overarching duty is to preserve and develop the Catholic character of the school or schools for which you are responsible. This is best achieved through a committed working relationship with the Diocese.

The **Diocesan Protocol** explains and exemplifies the relationship between the Bishop and the Catholic schools of the diocese, building on the Memorandum of Understanding that has existed in the diocese for many years. Based on a CES model document, the basis for the Protocols document is to ensure the preservation and development of the Catholic character of the school through your relationship with the Diocese and provides clarity about what is expected from governors and school leaders in a variety of situations.

Educational Vision

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects you to promote and uphold high standards, including academic standards.

Catholic schools strive to enable each child to attain personal excellence in their studies and through the formation of their human values and understanding of God's purpose in their life.

Engaging with Parents

A Catholic schools primary purpose is to support families in the education of their children:

"Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognised as the primary and principal educators. This role in education is so important that only with difficulty can it be supplied where it is lacking."
Declaration of Vatican II on Catholic Education, 28 October 1965

Maintained schools have a strategic duty to have regard to the views of parents, but to be effective, all governing boards should have processes in place to consult and listen to parents and carers.

✓	• Have you read the Diocesan Protocol for VA Schools and Academies in the Diocese of Brentwood? • How does your school engage effectively with parents and carers?

Your school

In-School Induction
It is very important that you, as a new governor, feel welcomed into the school community and have the necessary information and support to fulfil your role with confidence.

Schools all have different ways of welcoming new governors but our model Induction checklist gives examples of the key information and support that you should receive as a new governor. Schools are welcome to use this checklist or adapt it for their school.

Please note especially that safeguarding training should be included as part of your governor induction. The Diocese also runs a safeguarding webinar for governors about twice a year. You can find details in the Events section of the Diocesan website.

Buddies/Mentors
It is important that new governors/trustees feel supported and that their skills and experience are utilised to good effect.

Effective governing boards match new governors with an experienced governor as a 'buddy'. This is to help you settle into your new role and understand what is expected of you, as well as to be a listening ear to help with jargon, protocols and other questions you may have.

.	• Has a meeting been arranged with the chair and headteacher to welcome you and explain how the school works? • Have you received key information from the school to support you in your new role? • Is there anything else you need? (Speak to your chair or training link governor if you would like a 'buddy' to guide you through your first few months)

Effective Governance

Governing boards are corporate bodies. Individual governors have no power or right to make decisions on behalf of the governing board, unless the governing board has delegated a specific function to them.

Core Functions

Your core strategic functions, as a member of a governing body at a Catholic school, are to:

- ensure clarity of Catholic vision, ethos and strategic direction
- hold the appropriate senior leadership to account for the educational performance and Catholic character of the School and its pupils; and for the internal organisation, management and control of the school, including performance management of staff
- oversee the financial performance of the School and make sure its money is well spent

Expectations

The expectation of individual governors is that they will:

- focus on raising standards to help every child achieve their potential
- respect the professional expertise of the executive leaders and staff
- understand and promote the distinctive nature of Catholic education
- set high expectations and ask challenging questions
- get to know the school and become involved in school life and activities
- take personal responsibility for their ongoing training and development
- actively participate in meetings
- support the school with parents and in the community
- recognise the corporate status of the governing body and the concept of collective responsibility
- respect confidentiality and the need to act with circumspection
- act and take decisions that are in the best interests of pupils

The Competency Framework for Governance outlines the knowledge, skills and behaviours needed for effective governance. This should be read alongside the DfE's Governance Handbook.

Code of Conduct

All governors are expected to sign the Code of Conduct on an annual basis and uphold the Seven Principles of Public Life (the Nolan principles). This sets out clear expectations of the role and behaviour required from all school governors and trustees in order for the governing body to properly carry out its work.

The expectation of the Diocese is that schools adopt the Catholic Education Service Code of Conduct

Meetings

The governing body conducts its business through formal meetings. There must be at least three full governing board meetings every year. Many governing bodies delegate some responsibilities to committees through agreed terms of reference.

Preparation

The agenda, minutes and any papers relating to the meeting will be circulated by the clerk at least seven days beforehand. Make sure you read the papers thoroughly before the meeting.

Top Tip

It is a good idea to make a note of any questions you have or points you want to raise prior to the meeting.

Attendance

You should make every effort to attend full governing body meetings and any committees to which you belong. If you are unable to attend you must inform the clerk and chair as soon as possible, explaining your reason for absence. This is so that the governing body can decide whether or not to accept your apology.

Working as part of a team

Governors hold an important public office. All Catholic schools must have a majority of foundation governors, appointed through the Diocese, to uphold the Catholic ethos of the school and the chair and vice chair must be foundation governors. As a new governor it is important to build effective working relationships with other members of the governing body as well as the school's senior leadership team.

Always acting in the best interests of the school, you are expected to play an active role as part of a team whilst respecting confidentiality and the need to act with integrity.

All governors are required to have an enhanced criminal records certificate from the Disclosure and Barring Service (DBS). This should be arranged through the school.

As well as the Code of Conduct, the clerk will ask you to record any pecuniary or business interests in the school's Business Register. This information, as well as your attendance record, will be published on the school's website.

.	• Do you understand the three core functions of the governing body? • Do you have a calendar of meetings for the year? • Have you signed the Code of Conduct for your governing body? • Have you recorded any pecuniary or business interests in the school's Business Register?

Strategic Leadership

There are four main aspects of strategic leadership.

Setting Direction

The governing board should ensure the school has a **vision** of what it will look like in three to five years' time. Governors should agree the strategy for achieving this vision.

Culture, Values and Ethos

The governing body should foster high expectations for the behaviour, progress and attainment of all pupils and ensure this is reflected in its policies and practices. Your school's **mission statement** should clearly set the direction for your school and be an outward sign of your Catholic school's ethos and values.

School Development Plan (SDP)

Sometimes called a School Improvement Plan (SIP), this is an important strategic working document covering the main areas your school is going to develop over the next one to four years. The action plan will set out how it is going to meet priorities and targets for improvement. The SDP should be an integral part of governing board meetings, since governors have a key role in monitoring progress.

If you do not have a copy of the SDP – ask your chair.

School Policies

Governing bodies must have in place various policies to satisfy their statutory duties and assist them in fulfilling statutory obligations - and a key strategic function of the governing body is to ensure these fit with the vision and aims of the school and are regularly reviewed and easily accessible..

DfE has published useful guidance on statutory policies for schools and academies.

In addition, Catholic schools and academies are required to use the CES model employment documents as mandated by the Bishops of England and Wales.

✓	• Do you have a copy of the school's latest School Development Plan? • What is the core mission and values of your school? How are these promoted? • Does your school have a timetable for the regular review of policies?

Effective Monitoring

School visits

In order to carry out your role effectively, you need to have a good understanding of the school. You are not an inspector, but well-planned strategic school visits can give governors an insight and understanding about their school, help to strengthen the governing body's strategic and monitoring role, and help to build trust and respect between staff and governors.

It is important to remember that governors should not be routinely involved in the day-to-day activity of the school - visits should have a clear purpose which aims to impact on school improvement. The expectation is that every governor makes at least one visit to the school a year to monitor an area of the school development plan and see the school in action.

Your school should have a School Visits Policy and the Diocese also has a Protocol for Governor Visits which can be used or adapted for your school.

Asking the right questions

Effective governing bodies hold their school leaders to account for improving pupil and staff performance by asking the right questions.

This will include looking for evidence around the impact of the school development plan and identifying priorities for future action.

Key questions governing bodies may want to consider include:
- What are we doing to raise standards for all children?
- How do we keep pupils safe and healthy?
- What is the school's record on attendance, behaviour and bullying?
- Is the school promoting high-quality provision across its curriculum?
- Which groups of pupils are the highest and lowest performing, and why?
- How effectively does the school listen to the views of staff, and ensure staff wellbeing?

Reflect

What are your school's greatest strengths? How do you know?

What needs to be improved? How do you know?

Rigorous analysis of data

Data is important. It can help you know your school better, supporting school improvement.

A range of data is available to help governors set high expectations and ask challenging questions, including:

Analyse School Performance
Analyse School Performance (ASP) is a secure web-based system which gives detailed analysis of achievement by pupil and group, both nationally and in comparison to similar schools. The ASP school performance summary report presents the data that governing bodies may want to focus on as their starting point for understanding school performance.

Internal data
Internal assessment data will include data on pupil or staff attendance, pupil or parent questionnaire responses and data on bullying and exclusions.

Progress 8 and Attainment 8
Progress 8 and Attainment 8 are pupil progress measures for secondary schools. Progress 8 aims to capture the progress made by pupils from the end of primary school to the end of key stage 4, comparing them to the achievements of other pupils nationally with similar prior attainment. Attainment 8 measures the achievement of a pupil across 8 qualifications.

DfE has published a useful resource Understanding your data: a guide for school governors and academy trustees to support you in reviewing the performance of their school.

Financial Performance
A key function of the governing body is to oversee financial performance and make sure money is well spent. All governors should have a basic understanding of the financial cycle and legal requirements for accountability and spend.

The Schools financial benchmarking website enables maintained schools and academies to compare their spending in detail with other schools, consider their comparative performance and think about how to improve their efficiency.

The Education Funding Agency has published information to help governors understand how to manage resources effectively.

✓	• Do you have a copy of your School Visits Policy? • Do you know how you can arrange a visit to your school? • Do your governing body or committee minutes evidence that governors have discussed performance data with school leaders?

Accountability

Headteacher report

Part of the role of the headteacher is to provide the governing body with the information it needs to be effective. It is the governing body who should agree the 'scope and format' of the report, but since the governors' role is mainly strategic, the termly headteacher report should focus on the progress against strategic priorities.

The expectation is that all governors will read the headteacher's report and accompanying information prior to governing body meetings and come prepared with questions focused on monitoring impact and progress against the school's strategic priorities. This is part of your role in holding the school's leaders to account.

Publishing Information

School governors hold an important public office and details of all new governors must be added to the school website as well as the Get Information about Schools (GIAS) register. Your school should arrange for this to happen.

Catholic Schools' Inspection (CSI)

All Catholic schools and academies (including Catholic independent and special schools) are subject to a diocesan inspection at least every five years.

They are inspected under the new Catholic Schools Inspection (CSI) Framework. All inspections are for two days with a minimum of two inspectors. Schools will be given two days' notice (including the day of the call).
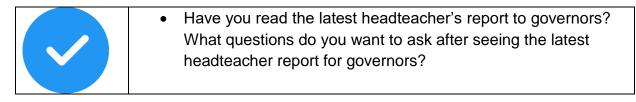
Schools in the Diocese of Brentwood which were last inspected under Section '48 from May 2017- February 2018 can expect to be inspected under CSI between September 2023 and July 2024. (Please note this may be subject to change if inspection administration circumstances outside of our control dictate).
Our CSI Checklist for Governors is useful preparation.

Ofsted

All maintained Catholic schools and academies are also subject to Ofsted inspections at the intervals prescribed by Her Majesty's Chief Inspector.

The judgement on governance is evaluated as part of the judgement on the effectiveness of Leadership and Management. In making this judgement, inspectors will consider the criteria set out in the School Inspection Handbook.

If you are expecting an Ofsted inspection soon, you may find our Ofsted checklist for governors useful.

	• Have you read the latest headteacher's report to governors? What questions do you want to ask after seeing the latest headteacher report for governors?

	• Have you read your school's last Ofsted report? What does the school need to do to improve further?

Developing your skills

When you first become a governor, it can be difficult to know where to start. Effective Induction is essential to help you understand your role and begin to make a positive contribution to your governing board

Induction Training

As well as in-school induction, it is important that new governors attend appropriate Catholic governor training to gain confidence and knowledge of their role within a Catholic setting.

We have developed a range of webinars and face-to-face training to support you in their role, including Diocesan Induction training *Being an Effective Governor in a Catholic School.* This consists of two modules (each lasts 2 hours) and the expectation is that governors attend both to complete their induction training.

Module 1: The Distinctive Nature of Catholic Schools –
This module explores the distinctive ethos of church schools and the role of governance within a Catholic setting.

Module 2: An Introduction to the Roles and Responsibilities of Governors
This module will help governors gain confidence and knowledge of the 3 core functions of governance and share good practice

You can check out the latest dates and book your place in the Events section of the Diocesan website

Diocesan training events for governors

Remember that Induction is only the beginning! All governors are expected to keep their knowledge and skills up to date so make the most of any guidance and training available to develop your skills and knowledge.

Please note that the Diocese expects that governors will be able to identify specifically Catholic training they have completed during the course of a term of office. The Diocese has developed a programme of governor development which includes webinars, face-to-face training and online learning through Gift-ED**.** The current programme of governor webinars and face-to-face training, and details of how to book, can be found in the Events section of the Diocesan website

Gift-ED – online learning

The Diocese of Brentwood Education Service has also developed a library of online courses to support governors in their role, including a *Faithful Governance* course for new governors.

Informative and easy to follow, the library of online courses are designed to support governors in our Catholic schools in their role and can be completed using multiple devices in short bite-sized chunks.

The Gift-ED library includes:
- Faithful Governance (for new and reappointed governors)

- Headteacher Appraisal (essential for governors serving on the Headteacher Appraisal panel)
- Engaging with Parents
- Preparing for Ofsted
- Curriculum for governors
- Appointing Headteachers/Deputy Headteachers
- Appointing Heads of RE

Although training via the Gift-ED App has been funded by the diocese for 4 years there is now a small charge for using this valuable resource.

[All resources are created by diocesan education specialists in partnership with Anspear. The 12 month subscription covers all courses for all users.](#)

Keeping up-to-date
Governor News
This one page summary of the key themes of national education policy, the local Diocesan context, training opportunities, research and good practice aims to keep you up-to-date with the constant changes and will be emailed to you once a month.

✓	- Have you booked your place on *Being an Effective Governor in a Catholic School?* (2 modules) - Does your school subscribe to Gift-ED? If so, ask them for the unique log-in details for your school

Compliance

All schools must comply with their statutory responsibilities. For example:

The Equality Act 2010: Guidance

Health and Safety at Work etc. Act 1974 (HSWA)

Education Act 2002 (broad and balanced curriculum, safeguarding)

Children and Families Act 2014 (legal duties in relation to pupils with SEND)

Key statutory responsibilities include:

Safeguarding

Safeguarding should be the number one priority for all schools. Everyone shares the responsibility for safeguarding and promoting the welfare of children and young people, but governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure they comply with their duties under legislation. The statutory guidance *Keeping Children Safe in Education* contains important requirements for all schools to have effective safeguarding policies and procedures.

A senior member of the school's leadership team must be designated to take responsibility for dealing with safeguarding issues but the governing body needs to ensure that an up-to-date child protection policy and staff behaviour policy are in place and published on the school website and that safeguarding is regularly monitored.

New governors must receive safeguarding training as part of their Induction.

The Curriculum

The governing body of a Catholic maintained school is responsible for policy relating to the whole curriculum, including religious education. This ensures that the curriculum of the school, including all the subjects of the National Curriculum, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of the pupils.

In Catholic schools, RE is the 'core of the core,' and at least 10% of timetabled teaching time must given over to the subject at key stage 1-4 (5% at Key Stage 5)

Reflection:
- How is the Catholic Life, Religious Education and Prayer and Liturgy in your school promoted, monitored and evaluated? How well does your website reflect this?

Pupil Premium

A key priority for all schools is raising outcomes for disadvantaged pupils (those eligible for free school meals, children in care or adopted from care and children of armed service personnel).

Schools receive pupil premium funding for each disadvantaged pupil. Governors should make sure that this is being spent effectively to narrow attainment gaps between these children and their peers. All maintained schools and most academies are required to publish a pupil premium strategy statement, using the statutory DfE template, on their website.

PE and Sport Premium for primary schools

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. They must use this funding to make **additional and sustainable** improvements to the quality of PE and sport offered. Governors should review how this funding is spent and the impact it has on pupils' PE and sport participation and attainment.

Careers Education and Guidance (secondary schools)

High quality careers education and guidance in school is critical to young people's futures and DfE have published statutory guidance for schools on providing careers guidance including an expectation that secondary schools should use the Gatsby Benchmarks to develop a careers programme for students.

In addition, from 1 January 2023, legislation came into force through the Skills and Post-16 Education Act making it a legal requirement for schools to ensure all year 8-13 pupils have at least six opportunities to meet providers of approved technical education qualifications or apprenticeships.

School Website

Governors and trustees need to ensure that the website is maintained, up-to-date and compliant. In the interests of transparency, the board must publish on its website up-to-date details of the governance arrangements they have put in place. The school must also make available a range of information such as the latest Ofsted report, details of the school's complaints procedure, accessibility plan and the impact of pupil premium spending.

For full details on what maintained schools should publish online

For full details on what academies and free schools should publish online

✓	• Who is the Designated Safeguarding Lead at your school? • Have you booked your place on the Diocesan safeguarding webinar for governors or attended in-school safeguarding training? • How is your school improving the outcomes for disadvantaged pupils?

Useful Contacts

Brentwood Diocesan Education Service (BDES)
Cathedral House, Brentwood, Essex, CM15 8AT
Tel: **+44 (0)1277 265284**
education@dioceseofbrentwood.org

Professional support, advice and guidance to schools in the Diocese including support from school advisers, support for Diocesan academies and Catholic Multi Academy Trusts, governance support and training and support with premises issues.

Diocesan Education Service Team Members

For details of upcoming governance development and how to book

For access to current and past Chairs' News, Governors News and CMAT News

For quick links to DFE guidance, Ofsted guidance, Diocesan guidance and model policies and academy guidance

Catholic Education Service (CES)
http://catholiceducation.org.uk/

The Catholic Education Service (CES) represents the Bishops' national education policy in relation to the 2300 Catholic schools and colleges which the Church is responsible for across England and Wales.

Please note that the CES do not deal with Catholic schools individually. The CES work with each diocese and any schools that are referred to the CES by their respective Diocese. Any school contacting the CES directly will be asked to refer the matter they are enquiring about to their home diocese.

Here you can find model policies and procedures to be used in Catholic schools including:

model disciplinary policy
model grievance policy
model appraisal policy
model capability policy
model admissions policies
model recruitment documents
model Codes of Conduct

Catholic Schools Inspectorate (CSI)
https://catholicschoolsinspectorate.org.uk/

The CSI website has some useful downloadable documents for inspection, including a Catholic School Self-Evaluation Document (CSED).

Department for Education (DfE)
https://www.gov.uk/government/organisations/department-for-education

Information, statutory guidance, news and current consultations from the DfE

Education and Skills Funding Agency (ESFA)
https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Information and guidance for academies.

FFT
https://fft.org.uk/

FFT is an independent subscription service which provides data analysis to help schools, MATs and academy chains analyse pupil results and progress

Ofsted
www.ofsted.gov.uk

Matters relating to inspection of schools, reports on good practice and Ofsted inspection reports.

BRENTWOOD DIOCESAN EDUCATION SERVICE

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Key Abbreviations and Acronyms for Governors and Trustees

A
AAD Academies Accounts Direction
ACAS Advisory, Conciliation and Arbitration Service
AFH Academies Financial Handbook
AFI Area for Improvement
AfL Assessment for Learning
AGM Annual General Meeting
AHT Assistant Headteacher
AI Assigned Inspector
ALN Additional Learning Needs
AO Accounting Officer
AoA Articles of Association
AMP Asbestos Management Plan
AMP Asset Management Plan
APP Assessing Pupils' Progress
APS Average Point Score
AQA Assessment and Qualifications Alliance
ARE Age Related Expected
ASB Aggregated Schools Budget
ASCL Association of School and College Lecturers
ASP Analyse School Performance
ASS Average Scaled Score
AST Advanced Skills Teacher
ATCRE Association of Teachers of Catholic Religious Education
ATH Academy Trust Handbook
AWPU Age Weighted Pupil Unit

B
BAME Black, Asian and Minority Ethnic
BDES Brentwood Diocesan Education Service
BSA Basic Skills Agency
BSF Building Schools for the Future

C
CAF Common Assessment Form
CAF Common Application Form

CAGs Centre-Assessed Grades
CAMHS Child and Adolescent Mental Health Services
CAO Chief Accounting Officer
CAT Cognitive Ability Test
CBCEW Catholic Bishops' Conference of England and Wales
CCC Catechism of the Catholic Church
CCE Child Criminal Exploitation
CCRS Catholic Certificate in Religious Studies
CEO Chief Executive Officer (MATs)
CES Catholic Education Service
CiC Children in Care
CIF Condition Improvement Fund (academies)
CIL Community Infrastructure Levy (contributions developers have to make to Local Authorities when building houses)
CIN Children in Need
CFO Chief Financial Officer
CLA Children Looked After
CLMD Catholic Life and Mission Directory
CMAT Catholic Multi Academy Trust
CME Children Missing Education
CoG Chair of Governors
CP Child Protection
CPD Continuing Professional Development
CRE Core Religious Education
CREDO Catholic Religious Education Development Opportunities (project)
CSE Child Sexual Exploitation
CSED Catholic Self-Evaluation Document
CSEL Catholic Schools Executive Leader
CSI Catholic Schools Inspection Framework (September 2022)
CSS Children's Support Service (previously PRUs)
CST Catholic Social Teaching

D
DA Domestic Abuse
DBE Diocesan Board of Education
DBS Disclosure & Barring Service
DCPO Designated Child Protection Officer
DDA Disability Discrimination Act
DFC Devolved Formula Capital
DfE Department for Education
DHT Deputy Headteacher
DME Dual or Multiple Exceptionality (special needs)
DSG Dedicated Schools Grant
DSL Designated Safeguarding Lead
DV Domestic Violence
D&T Design and Technology

E
EAL English as an additional language
EBacc English Baccalaureate

EBD Emotional & Behavioural Difficulties
ECF Early Careers Framework
ECT Early Careers Teacher (previously NQT)
Edtech Education Technology

EEDI Equality, Equity, Diversity and Inclusion
EEF Education Endowment Foundation
EHCP Education Health and Care plan
EHRC Equality and Human Rights Commission
EMA Ethnic Minority Achievement
EP Educational Psychologist
ERG External Review of Governance
ESFA Education and Skills Funding Agency
ESG Education Services Grant
EWO Education Welfare Officer
EYFS Early Years Foundation Stage
EYFSP Early Years Foundation Stage Profile

F
FAP Fair Access Protocol
FE Further Education
FFT Fischer Family Trust
FGB Full Governing Body
FGM Female Genital Mutilation
FOI Freedom of Information
FOIA Freedom of Information Act 2000
FRA Fire Risk Assessment
FSM Free School Meals
FSP Foundation Stage Profile
FTE Full Time Equivalent

G
GAG General Annual Grant
G&T Gifted and Talented
GCSE General Certificate of Secondary Education
GDPR General Data Protection Regulation
GEMS Good Estate Management in Schools (DfE)
GIAS Get Information about Schools
Gift-ED (library of online Diocesan courses for governors and school leaders)
GLD Good Level of Development
GSB General Schools Budget

H
HBA 'Honour Based' Abuse
HI Hearing Impairment
HiMP Health Improvement Plan
HLP High Learning Potential
HLTA Higher Level Teaching Assistant
HMI Her Majesty's Inspector of Schools
HMLR Her Majesty's Land Registry

HoD Head of Department
HoS Head of School
HR Human Resources
HSE Health and Safety Executive
HSWA Health and Safety at Work Act 1974
HT Headteacher
HTPM Headteacher Performance Management

I

IB Improvement Board
IB International Baccalaureate
ICT Information & Communication Technologies
IDSR Inspection Data Summary Report
IEB Interim Executive Board
IEP Individual Education Plan (SEN pupils)
iGCSE International General Certificate of Secondary Education
INSET In Service Educational Training
IoG Instrument of Government
ISA Independent Safeguarding Authority
ISA Independent Schools Association
ISR Individual School Range
ITT Initial Teacher Training

J

JAR Joint Area Review

K

KCSIE Keeping Children Safe in Education
KPI Key Performance Indicator
KS1 Key Stage 1. 5-7 years
KS2 Key Stage 2. 8-11 years
KS3 Key Stage 3. 12-14 years
KS4 Key Stage 4. 15-16 years
KS5 Key Stage 5. 17-18 years

L

LA Local Authority
LAC Looked After Children
LADO Local Authority Designated Officer (child protection)
LCSF Low Carbon Skills Funding
LCVAP Locally Controlled Voluntary Aided Programme – discontinued capital
funding programme, now replaced by VASCA
LD Learning Disabilities
LGC Local Governing Committee
LGPS Local Government Pension Scheme
LI Lead Inspector
LLDD Learner with Learning Difficulties or Disabilities
LLE Local Leader of Education
LSP Local Safeguarding Partnership
LSA Learning Support Assistant

M

MARF Multi Agency Referral Form
MASH Multi Agency Safeguarding Hub
MAT Multi Academy Trust
MATSCA MAT School Condition Allocation
MDA Mid-Day Assistant
MDS Mid-Day Supervisor
MDIF MAT Development and Improvement Fund
M&E Mechanical & Electrical
MEA Minority Ethnic Achievement
MES Minimum Expected Standards
MFL Modern Foreign Languages
MLD Moderate Learning Difficulties
MOU Memorandum of Understanding
MPR Main Pay Range
MSI Multi-Sensory Impairment
MTC Multiplication Tables Check

N

NACE National Association for Able Children
NAGC National Association for Gifted Children
NAHT National Association of Head Teachers
NASUWT National Association of Schoolmasters/Union of Women Teachers
NBRIA National Board of Religious Inspectors and Advisers
NC National Curriculum
NCT Non-Contact Time
NCTL National College for Teaching & Leadership
NEET Not in Education, Employment or Training
NEU National Education Union
NFD No Formal Designation (Ofsted Inspections)
NGA National Governance Association
NLE National Leader of Education
NLG National Leader of Governance
NOR Number on Roll
NPQH National Professional Qualification for Headship
NPQLB&C National Professional Qualification for Leading Behaviour and Culture
NPQLL Leading Literacy
NPQLT Leading Teacher Development
NPQSL National Professional Qualification for Senior Leaders
NQT Newly Qualified Teacher (Now ECT)
NSC National Schools Commissioner
NtG Narrowing the Gap
NUT National Union of Teachers
NVQ National Vocational Qualifications

O

OCR Oxford, Cambridge and RSA Examinations
Ofsted Office of Standards in Education
Ofqual Office of Qualifications & Examinations Regulation

OT Occupational Therapy

P
PAN Published Admissions Number
PCT Primary Care Team
PD Physical Disability
PDD Professional Development Day
PEP Personal Education Plan
PI Performance Indicator
PIB Pre Inspection Briefing
PLA Primary Link Adviser (Diocesan)
PLASC Pupil Level Annual Schools' Census
PLD Prayer and Liturgy Directory
PLP Pupil Learning Plan
PMLD Profound and Multiple Learning Difficulties
PMs Progress Measures
PMR Performance Management Review
PP Parish Priest
PPA Planning, Preparation and Assessment
PPG Pupil Premium Grant
PPM Planned Preventative Maintenance
PPR Pupil Progress Reviews
PRP Performance Related Pay
PRU Pupil Referral Unit
PSDS – Public Sector Decarbonisation Scheme
PSHE Personal Social Health and Economic education
PT Part Time
PTA Parent Teacher Association
PTR Pupil Teacher Ratio
PVE Preventing Violent Extremism

Q
QA Quality Assurance
QTS Qualified Teacher Status

R
RA Reading Age
RAD Raising Attainment for Disadvantaged Pupils
R&D Refurbishment and Demolition (An intrusive asbestos survey that MUST be used in localised areas before any building material such as a wall is disturbed by construction or demolition work)
RAAC Reinforced Autoclaved Aerated Concrete
RAP Raising Attainment Plan
RBA Reception Baseline Assessment
RECD Religious Education Curriculum Directory (2012 version in place until 2025)
RED Religious Education Directory
REN Renaissance Reading Programme
RHE Relationship and Health Education (Primary)
RoA Record of Achievement
RPA Raising the Participation Age

RPA Risk Protection Arrangement
RSC Regional Schools Commissioner
RSE Relationships and Sex Education
RSHE- Relationships, Sex and Health Education

S

S106 Funding Contributions developers have to make to Local Authorities when building houses.
S48 Inspection of the Religious Life and RE Provision in Catholic Schools
SALIX Salix Finance is a company that provides interest-free Government funding to the public sector to improve energy efficiency
SaLT Speech and Language Therapist
SAT Single Academy Trust
SATs Standard Assessment Tests
SEL Senior Executive Leader
SBM School Business Manager
SBP School Business Professional
SCA School Condition Allocations (given to eligible bodies responsible for maintaining school buildings)
SCC Schools Causing Concern
SCITT School - Centred Initial Teacher Training
SCR Single Central Record
SDP School Development Plan
SEAL Social & Emotional Aspects of Learning
SEMH Social, Emotional and Mental Health Needs
SEN Special Educational Needs
SENCO Special Educational Needs Coordinator
SEND Special Educational Needs and Disabilities
SEP Single Education Plan
SFVS Schools Financial Value Standard
SIB Strategic Intervention Board
SIC Statement of Internal Control
SIMS School Information & Management System
SIP School Improvement Plan
SLA Service Level Agreement
SLCN Speech, Language and Communication Needs
SLD Severe Learning Difficulties
SLE Specialist Leader in Education
SLT Senior Leadership Team
SoD Scheme of Delegation (Multi Academy Trust)
SOFA Statement of Financial Activities
SORP Statement of Recommended Practice
SoW Scheme of Work
SoWA Source of Wisdom and Authority
SpLD Specific Learning Difficulties
SMSC Spiritual, Moral, Social and Cultural (development)
SRP School Rebuilding Programme
SS Scaled Scores
SSE School Self Evaluation
STA Standards and Testing Agency

STEM Science, Technology, Engineering and Mathematics
STPCD School Teachers' Pay and Conditions Document
STRB School Teachers' Review Body

T
TA Teaching Assistant
TAC Team around the Child (in the context of meetings for child protection/vulnerable pupils etc)
TAF Team around the Family
TLG Training Link Governor
TLR Teaching and Learning (responsibility point)
TOCAs Transfer of Control Agreements (premises)
TRA Teaching Regulation Agency
TSA Teaching School Alliance
TSH Teaching School Hubs
TPS Teachers' Pension Scheme
TUPE Transfer of Undertakings (Protection of Employment) Regulations

U
UIFSM Universal Infant Free School Meals
UP Upper Pay Scale
UPN Unique Pupil Number
URN Unique Reference Number

V
VA Value Added
VA Voluntary Aided
VASCA Voluntary Aided School Condition Allocation (capital funding programme for Voluntary Aided schools)
VC Vice Chair
VfM Value for Money
VI Vision Impairment
VLE Virtual Learning Environment
VRQ Verbal Reasoning Quotient
VSH Virtual School Head

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