



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)

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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.

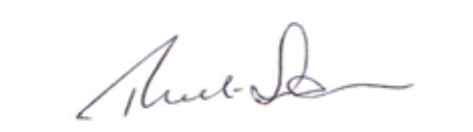
National research indicates that a school is unlikely to succeed without an effective governing board. Governing boards are key strategic decision-makers and vision setters and governors, although volunteers, play a vital strategic role in holding school leaders to account through support and challenge.

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.

A handwritten signature in blue ink, appearing to read 'Robert Simpson', enclosed within a thin blue rectangular border.

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

DfE has published guidance on the strategic leadership and governance of schools and academies. The governance handbook and competency framework documents have been withdrawn and replaced with new non statutory guidance - one guide for academy trusts and one for maintained schools.

Maintained schools governance

<https://www.gov.uk/guidance/governance-in-maintained-schools>

Academy trust governance

<https://www.gov.uk/guidance/-governance-in-academy-trusts>

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.

	<ul style="list-style-type: none"> • 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?
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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?

	<ul style="list-style-type: none">• Have you read your school's last Ofsted report? What does the school need to do to improve further?
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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 a requirement 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*. Induction consists of two modules (each lasts 2 hours) and the expectation is that governors attend both to complete their induction training. A certificate is sent to delegates once they have completed both modules.

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 requires 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](#), which is updated annually, 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).

Primary 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

Primary 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 must publish online](#)

For full details on [what academies and free schools must 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@brcdt.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

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

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
 CSER Catholic Self-Evaluation Report
 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
 DSoD Diocesan Scheme of Delegation
 DV Domestic Violence
 D&T Design and Technology

E

EAL English as an additional language

EBacc English Baccalaureate
EBD Emotional & Behavioural Difficulties
ECAF Electronic Common Assessment Framework
ECF Early Careers Framework
ECT Early Careers Teacher (previously NQT)
EET 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
EYPP Early Years Pupil Premium

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)
GEP Governor Exclusion Panel
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 His Majesty's Inspector of Schools
 HMLR His 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
 HUM Headteacher Update Meeting (during a CSI inspection)

I

IB Improvement Board
 IB International Baccalaureate
 ICFP Integrated Curriculum and Financial Planning Tool
 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
 IRP Independent Review Panel (Exclusions)
 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
NBGN National Black Governors Network
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
NOR Number on Roll
NPQH National Professional Qualification for Headship
NPQLB&C National Professional Qualification for Leading Behaviour and Culture
NPQLL Leading Literacy
NPQLTD 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

UFSM 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