



## **BRENTWOOD DIOCESAN EDUCATION SERVICE**

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

# **New Governors’ Handbook**



**‘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*

**“Where educational communities allow themselves to be guided by the word of Christ, they  
do not retreat but are revitalised; they do not build walls but bridges.”**

*Pope Leo, October 2025*

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Dear New Governor

I would like to take this opportunity to welcome you as a new governor and to 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 dedication of all who volunteer to become governors or trustees of our schools across the Diocese of Brentwood.

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 very ambitious for our children and young people and believe that all children should go to a high quality and outstanding school, both in terms of our Catholic Schools Inspection and Ofsted Inspection.

Catholic Canon Law 705 states that *“Education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young people are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and the right use of freedom and be formed to take an active part in social life.”*

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

There are also expectations on the conduct and personal attributes of school governors, including a commitment to attend appropriate opportunities to develop your knowledge and skills. The guidelines set out in this handbook are intended to give you the key information you need to start you on your journey. Please don't forget that the Brentwood Diocesan Education Team are always here to help, advise and support you as you grow into your role.

We hope you will really 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.



Mr Flavio Vettese  
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.

	<ul style="list-style-type: none"><li>• Has a meeting been arranged with the chair and headteacher to welcome you and explain how the school works?</li><li>• Have you received key information from the school to support you in your new role?</li><li>• 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)</li></ul>
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## 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:

- **Strategic Direction:** ensuring clarity of Catholic vision, ethos and long-term goals of the organization
- **Accountability:** Holding the appropriate senior leadership to account for the educational performance and Catholic character of the school and its pupils, the management of staff and pupil progress
- **Financial Oversight:** Ensuring proper and effective use of resources, including monitoring budgets and financial compliance
- **Compliance and Safety:** Monitoring legal duties, such as safeguarding, equality legislation and health and safety, to ensure a safe environment
- **Support and Challenge:** Acting as a "critical friend" to the leadership team, providing both support and necessary, courageous conversations to drive improvements

### 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 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 by 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's [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.

The Dfe has published useful guidance on policies and compliance relating to governance which is available in the [maintained school governance guide](#) or [academy trust governance guide](#).

In addition, Catholic schools and academies are required to use the Catholic Education Service's [Model Policies - employment documentation](#) 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.

### 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 spending.

The DfE has produced a [Financial Benchmarking and Insights Tool](#) which 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 as well as information to help Governors understand how to effectively [Manage Resources and Money](#).



- 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. The Diocese should also be informed of all new Governors and Trustees.

### 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 guidance set out in the [School Inspection: toolkit, operating guides and information](#).

If you are expecting an Ofsted inspection soon, you may find our [Ofsted Checklist for Governors](#) is 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 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 will 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.

### 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 and order forms can be downloaded [Here](#).

### Keeping up-to-date

#### Governor News

This 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. Previous editions can be accessed [Here](#).



- Have you booked your place on both modules of the Governor Induction?
- Does your school subscribe to Gift-ED? If so, ask them for the unique log-in details for your school so that you can begin your training.

## 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. *As of March 2026, we are awaiting the 2026 version following DFE consultation.*

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. A Governor/Trustee should also have responsibility

A safeguarding governor must be a designated member of a school's governing board, or a trustee in an academy trust, responsible for leading the strategic oversight of child protection arrangements. They ensure statutory duties (e.g., *Keeping Children Safe in Education*) are met, acting as a critical point of contact for the Designated Safeguarding Lead (DSL) and reporting back to the full board to ensure a "whole-school" approach to safety.

**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 are 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',

using the [Statutory DfE Template](#), on their website.

### PE and Sport Premium (Primary Schools)

Primary schools receive PE and Sport Premium Funding, based on the number of pupils in years 1 - 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 using this [Guide](#).

### Careers Education and Guidance (Secondary Schools)

High quality careers education and guidance is critical to young peoples' futures and the DfE have published the [Statutory Guidance for Schools](#) to support schools, including an expectation that secondary schools should use the [Gatsby Benchmarks](#) to develop a careers programme for students.

The Gatsby Benchmarks are a framework designed to improve careers education and guidance in secondary schools and colleges across England. Developed by the Gatsby Foundation and first published in 2014, they are now embedded within statutory guidance. The refreshed benchmarks reinforce the call for a more inclusive, responsive and future-facing approach to careers education.

In addition, from 1<sup>st</sup> 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 school's 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, 28 Ingrave Road, Brentwood, Essex, CM15 8AT

Tel: +44 (0)1277 265284

[education@brcdt.org](mailto: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](#)

Quick links:

[Diocesan guidance and model policies](#)

[DfE guidance](#)

[Governance for academies](#)

### **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 does not deal with Catholic schools individually. The CES works 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.*

### **Catholic Schools Inspectorate (CSI)**

<https://www.catholiceducation.org.uk/catholic-schools-inspectorate>

### **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](http://www.ofsted.gov.uk)

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

## New Governors' Checklist

### 1. Core Role

- I understand that my role is strategic, not operational
- I work collectively as part of the governing body
- I help preserve and develop the Catholic character of the school
- I focus on ensuring pupils flourish academically, spiritually, socially and morally
- I understand my duties regarding compliance and oversight

### 2. The Three Core Functions

#### Strategic Direction

- I know the school's Catholic vision, values, and ethos
- I understand and review the School Development Plan (SDP)
- I ensure policies align with the school's mission

#### Accountability

- I read and question the Headteacher's termly reports
- I monitor pupil outcomes and staff wellbeing
- I understand how Catholic Life, RE, Prayer & Liturgy are evaluated
- I know the school's Ofsted and CSI priorities

#### Financial Oversight

- I have a basic understanding of the school's finances
- I check that budgets are well managed and money is well spent
- I use benchmarking tools where appropriate to assess spending

### 3. Induction Requirements

- I have attended Diocesan Induction Training (Modules 1 & 2)
- I have completed safeguarding training
- I have met with the Chair and Headteacher
- I have been given essential documents (SDP, key policies, inspection reports)
- I have completed my DBS check
- I have declared any pecuniary/business interests
- I have been offered/assigned a governor buddy (optional)

### 4. Catholic Responsibilities

- I understand that RE is the "core of the core" curriculum subject
- I know the required RE teaching time (10% KS1-4 / 5% KS5)
- I actively monitor Catholic Life and Collective Worship
- I ensure Gospel values are embedded across policies and decisions

## 5. Monitoring the School

- I make at least one purposeful, strategic school visit a year
- My visits link directly to the SDP
- I ask evidence-based questions during meetings
- I understand and can interpret key data (attendance, progress, behaviour, ASP etc.)
- I review how well different pupil groups are being supported

## 6. Key Compliance Areas

- Safeguarding policy is up-to-date and monitored
- There is a named Designated Safeguarding Lead
- Curriculum meets statutory and Catholic requirements
- Pupil Premium funding strategy is published and evaluated
- Sports Premium funding (primary) is monitored and published
- Secondary: Careers education meets Gatsby benchmarks and legal access requirements
- The school website is fully compliant with DfE requirements

## 7. Inspections

### Catholic Schools Inspection (CSI)

- I understand the CSI framework and what inspectors will look for
- I know the school's most recent CSI outcomes

### Ofsted

- I understand how governance is judged
- I know the school's areas for improvement

## 8. Ongoing Development

- I complete Catholic-specific CPD regularly
- I access diocesan webinars and training
- I use Gift-ED online courses if the school subscribes
- I read the monthly Governor News updates

## 9. Useful Contacts

- I know how to contact the Brentwood Diocesan Education Service (BDES)
- I know how to access diocesan guidance and governor training
- I know where to find CES, CSI, DfE and Ofsted guidance online

## 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  
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  
ECAAF 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

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