



Marches Academy Trust
Governance Handbook

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*Headteacher is used to describe the most senior person at the school, eg Headteacher, Associate Headteacher, Head of School etc

1. Introduction

The purpose of this handbook is to act as both a reference point for existing Governors, and as an induction into governing for new Governors.

The Handbook contains information on the following:

- Your role within the school and on the Local Governing Body
- Information on the structure of the Marches Academy Trust
- Procedures and protocols that you must be aware of
- Signposts to further information
- A glossary of terms and acronyms often used in meetings
- Information on the training which is available to Governors

The website for your school contains a great deal of information which you may also like to refer to:

- Contact details for members of staff
- Maps of the site
- Up and coming events
- Links to the most recent Ofsted Reports

2. Message from the Chair of the Board of Trustees

It is a great pleasure to have been involved in establishing the Marches Academy Trust, and I look forward to working closely with you in supporting our Schools.

On behalf of the Trust, I would like to express my appreciation for the commitment that you are making by taking on the role of Governor. The contribution that you will make in applying your own particular combination of skills, knowledge, and experience, is critical to the success of the school, as you demonstrate your support, challenging where and when you feel necessary as a critical friend, and playing your part in the development of the school along a path of continuous improvement. You also have the opportunity of working closely with other Governors, and of offering your individual expertise to the Headteacher and to the school's team of professionals where you have a particular area of interest.

I trust that you will find this Handbook of real value to you.



Arthur Walpole
Chair of Board of Trustees

3. Marches Academy Trust

3.1 Vision and Values

Our Vision – ‘Achievement through caring’

The Marches Academy Trust (MAT) is a vibrant learning community, comprising of a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are placed firmly at the centre of all we do; we pride ourselves on offering a wealth of opportunities allowing all in the learning community to experience success in many different ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.



Our core values:

Excellence – striving always for mastery and personal success

Integrity – consistently acting with honesty, compassion and respect

Empathy – embracing and supporting the uniqueness of every individual

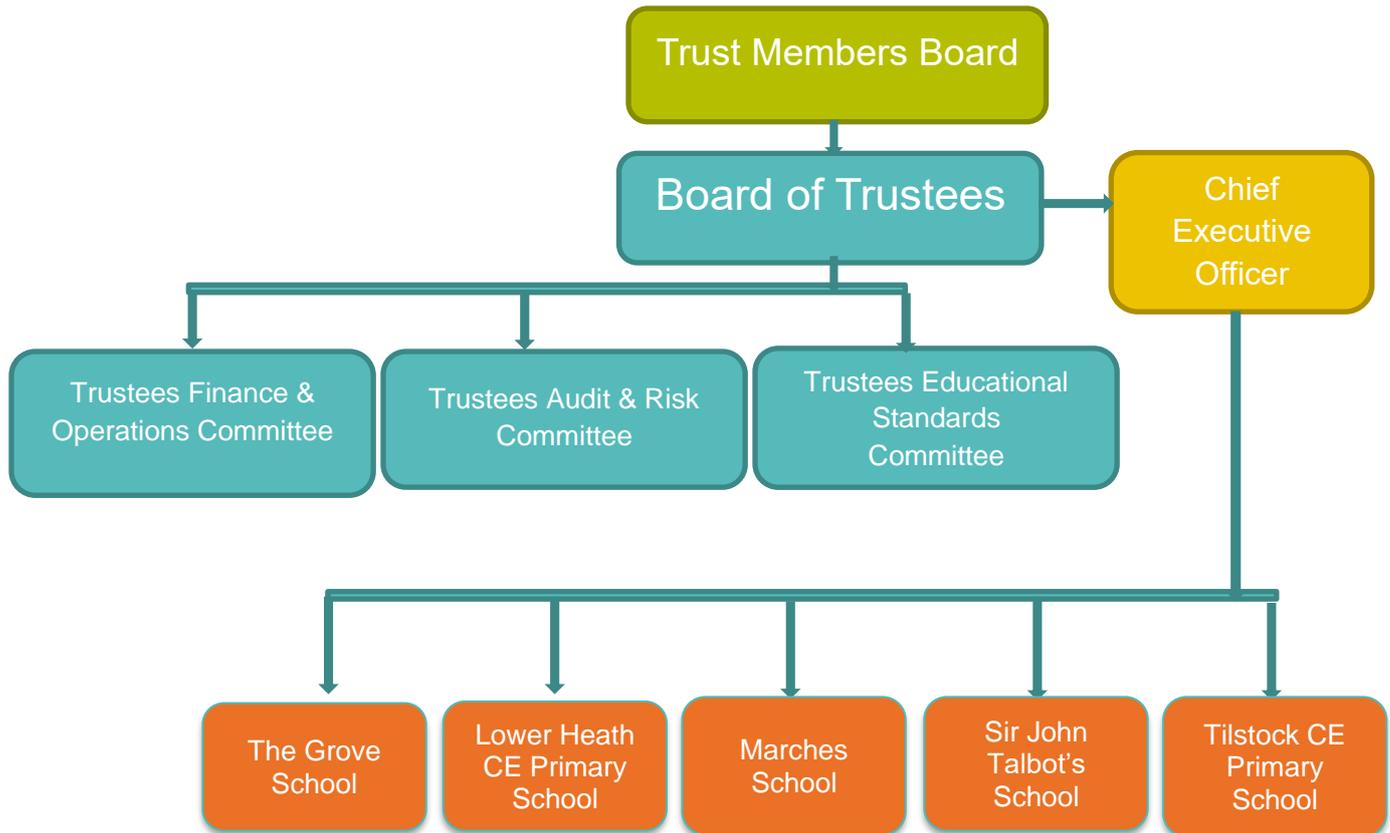
Creativity – inspiring and challenging through invention, experimentation and exploration

Equality – ensuring fair opportunity for all

Marches Academy Trust Learning Mission Statement

We believe: Successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

3.2 Governance Structure of the Marches Academy Trust



Each LGB is invited to send a representative to each of the Trust's committees. These representatives will participate in the meetings but only the Trustees will have voting rights where formal decisions are required.

3.3 The Relationship between the Academy Trust, the Local Governing Body and the Committees

- 3.3.1 The Local Governing Body will have delegate power to monitor the role of the school on an operational day to day basis, and review:
- the management and organisation of the school;
 - the implementation of the decisions of the Board and the CEO;
 - performance in relation to targets and standards approved by the Board;
 - the implementation of policies approved by the Board.
- 3.3.2 The Local Governing Body will report to the Board on decisions and will also provide advice and make recommendations to the Board on issues.
- 3.3.3 It is not proposed that the Local Governing Body will have any standing sub-committee. However it may be necessary, from time to time, with agreement by the Chair, to establish a single purpose working party of the Local Governing Body, in order to deal with an issue that cannot be dealt with adequately by the Local Governing Body in one of its scheduled meetings. Any such working party will be disbanded as soon as its work is complete.
- 3.3.4 The Board of Trustees may, if required, disband the Local Governing Body at any time and take over its function for governance.
- 3.3.5 The Board of Trustees can amend the levels of delegation of the Local Governing Body, if required, at any time.

3.4 The Constitution of the Local Governing Body

- 3.4.1 The constitution of the Local Governing Body will be defined by the Board of Trustees, and will be reviewed annually.
- 3.4.2 Membership of the Local Governing Body will be determined by the Board of Trustees, and the filling of vacancies for parent and staff vacancies is to be approved by the Trustees. The Trustees have an approved election process, and any vacancies will be filled through requests for nominations, and elections where there is more than one nomination.
- 3.4.3 The term of office for members of the Local Governing Body will be four years. A Governor will be removed from office by the Board of Trustees if they are absent, without the permission of the Local Governing Body, from three consecutive meetings, unless there are deemed to be extenuating circumstances.
- 3.4.4 Each Governor shall act in the best interests of the school at all times, and Trustees may terminate or suspend the appointment of any Governor whose presence or conduct is deemed by the Trustees not to be in the best interest of the Trust or the school. Governors will be required to operate within the Code of Conduct.
- 3.4.5 Part of the role of any Governor within the Trust will be to make visits into school, these should be carried out following the Trust's Governor Visits Protocol.

3.5 How Governors are appointed to the Local Governing Body

<u>Position</u>	<u>Appointed By</u>
Chair of LGB	Trustees
Staff Governor	By election by staff within each school
Parent Governor	By election by parents within each school
Community Governor	Trustees
Headteacher	Trustees

The Term of Office for all Governors is 4 years.

There is an expectation that all Governors read and sign the Code of Conduct on an annual basis.

4. The Meetings

4.1 Summary of Function / Responsibilities

The Board of Trustees will establish a Local Governing Body in each school, and will appoint the chair. A minimum of two parents will be elected to the body. The body will:

- seek to understand and question how the school is led and managed, acting as a critical friend: the Headteacher will report on how the school is fulfilling the Trust's ethos, vision and strategy;
- act as the panel, as required, when reviewing the Headteacher's decisions on exclusions, and other committees, as required;
- be the consultative body for the school's stakeholders;
- represent the school's stakeholders;
- forge links with the community;
- for church schools, to monitor and support the Christian distinctiveness and church ethos of the school;
- act as an ambassador for the school.

Meetings of the Local Governing Body should be purposeful, effective, and make efficient use of the time that volunteer Governors generously give to support the school.

The Local Governing Body should meet at least once every half term. Along with the standard items for each meeting there should be:

- updates on pupil achievement, including attendance and exclusions;
- reports from the Special Educational Needs and Disability, Safeguarding, Health and Safety, and Pupil Premium Governors, if appropriate;
- report from the Chair on any actions taken in the interim period;
- the Headteacher's reports - this will generally be the main agenda item and should embrace the key issues that Governors will need to assess the progress of the school (see below);
- Any Other Business (AOB) - except in extreme circumstances, AOB items should be submitted to the Chair in good time before the meeting to allow the issue to be itemised for Governors to consider before the meeting: it is at the Chair's discretion whether AOB items are accepted.

The agenda and supporting papers should be prepared and circulated in advance to give time for Governors to read them before the meeting. It would be good practice for Governors to receive the papers at least seven days prior to the meeting and, except in extreme circumstances, papers should not be tabled at the Local Governing Body meeting.

On the assumption that pre-reading has taken place, the Chair should take questions and points of clarification on each of the papers presented but the papers should not be re-read line by line in the meeting. **Local Governing Body meetings should last no more than about 2 hours.**

4.2 General Committee Proceedings

- 4.2.1 The committee shall be conducted in accordance with the School Governance (Roles, Procedures and Allowances) (England) (Amendment) Regulations 2013 and with any other regulations, amendments, or directions as may be issued from time to time.
- 4.2.2 The Vice Chair of the Local Governing Body will be elected by all those members of the Local Governing Body present at the first meeting of the Local Governing Body in the Autumn Term every year.
- 4.2.3 The meetings of the Local Governing Body will be quorate if three or one-third of the membership are present (whichever is greater).
- 4.2.4 The Clerking to the committees will be fulfilled by the Clerk to the Local Governing Body.
- 4.2.5 Minutes shall be kept of each meeting, and shall be presented to the next meeting of the Local Governing Body, for approval and signing. The minutes shall be kept in a separate minutes book, with confidential minutes and reports on yellow paper. A copy of the Local Governing Body minutes shall be submitted to meetings of the Board of Trustees, to include any recommendations made by the Local Governing Body.
- 4.2.6 Each Local Governing Body is authorised to invite attendance at its meetings from persons to assist or advise on a particular matter, or range of issues, including parents and members of the school staff who are not Governors.
- 4.2.7 Only Governors may vote at the Local Governing Body meetings. Where necessary, the elected Chair of the Committee may have a second or casting vote. Governors may not vote by proxy. Any Governor may participate in a meeting by telephone or video conference, provided that they have given reasonable notice to the Clerk, and that the Governors have access to the appropriate equipment.

4.2.8 In the event of a need to make genuinely urgent decisions between meetings, on matters falling within the remit of the committee, the Chair of the Local Governing Body, in consultation with the Chief Executive Officer, will take appropriate action on behalf of the Local Governing Body. The decisions taken and the reasons for urgency will be explained fully at the next Local Governing Body meeting.

4.3 Notice of Meetings

4.3.1 The Local Governing Body shall generally meet in accordance with the annual meeting schedule agreed at the start of each year; additional meetings will be called as and when necessary, at the request of the Chair, or at the request, in writing, by any three Governors.

4.3.2 Meetings of the Committees will be called by the Clerk, and seven days' notice will be given with an explanation of the purpose of the meeting.

4.4 Confidentiality

The Committee may need to meet in confidential mode, where the subject for consideration is the pay or performance review of any person employed to work at the School. In such cases any relevant person employed to work at the School, other than the Headteacher, should withdraw, unless specifically invited to stay by the Committee to contribute to the consideration of the matter. Governors must keep confidential all information of a confidential nature obtained by them relating to the school.

You are asked to leave any hard copies of confidential reports or minutes with the Clerk at the end of a meeting so that they can be securely destroyed.

4.5 Data Protection, Freedom of Information and Information Security

It is the responsibility of the Governors to ensure procedures are in place to ensure that the school complies with the Freedom of Information Act 2000 (FoIA) and the Data Protection Act 2018 (DPA). The Trust has both a Data Protection Policy and a Freedom of Information Policy, which are publically displayed on the school's websites.

The EU General Data Protection Regulation (GDPR) superseded the UK Data Protection Act 1998 on 25 May 2018. It expands the rights of individuals to control how their personal data is collected and processed, and places a range of new obligations on organisations to be more accountable for data protection.

What's new under the GDPR?

The principles are broadly similar to the principles in the Data Protection Act 1998 (the 1998 Act).

1998 Act:	GDPR
Principle 1 – fair and lawful	Principle (a) – lawfulness, fairness and transparency
Principle 2 – purposes	Principle (b) – purpose limitation
Principle 3 – adequacy	Principle (c) – data minimisation
Principle 4 – accuracy	Principle (d) – accuracy
Principle 5 - retention	Principle (e) – storage limitation

Principle 6 – rights	No principle – separate provisions in Chapter III
Principle 7 – security	Principle (f) – integrity and confidentiality
Principle 8 – international transfers	No principle – separate provisions in Chapter V
(no equivalent)	Accountability principle

If you want to know more about the Data Protection Act, this link to the Information Commissioner’s Office will act as a good starting point:

<https://ico.org.uk/for-organisations/data-protection-act-2018/>

Freedom of Information Act 2000

The Freedom of Information Act was passed to open up public bodies to greater scrutiny by the public. It has two key requirements:

- To require public organisations, such as schools, to have a publication scheme where they proactively publish details of budgets, policies and other key items of information – such as minutes of the Local Governing Body.
- To give members of the public the right to request copies of any information or document held by the school.

One key issue you need to be aware of is ‘Confidential minutes’ – these are not always confidential. Although such minutes are confidential at the moment of creation, such confidentiality can diminish over time. Although personal information would normally remain confidential (unless subject to a SAR request) until a person’s death, detailed information about contract terms and decisions would become available to the public on completion of the contract.

For more information about these Acts, please see:

<https://ico.org.uk/for-organisations/guide-to-freedom-of-information/>

Information Security

Some of the work you do as a Governor may involve holding personal and confidential information. You need to treat the security of this information as a top priority.

All papers from meetings should be either handed back at the end of the meeting, or returned to school for confidential shredding.

At home

1. Keep any files associated with your duties secure; use a password protected area of the hard drive or password protect each file individually. Ideally hard drives should be encrypted.
2. Don’t keep a back-up of all your work on a memory stick.
3. Securely delete all files.
4. Don’t leave paper files or meeting notes containing personal or confidential information on your desk, they should be locked away when not in use.

When moving information between locations

1. Keep paper records/files and your laptop secure at all times, they are your responsibility.

2. If leaving paper records or your laptop in a car, they need to be kept in a locked boot. If this is impossible they should be hidden away as much as possible and the car kept locked (don't leave your car unlocked whilst unloading!). Keep the paper records separate from your laptop – thieves will often take the laptop and leave the files, minimising the amount of information lost.
3. If the content of an email is personal or confidential, never disclose this in the subject line of the email.
4. If you have to use a memory stick or disc to move data, please make sure all files are individually password protected. Encrypted, password protected memory sticks are available if you hold really sensitive information.
5. Never post a disc or memory stick containing personal or confidential information; however, couriers or recorded delivery can be used if this is acceptable to the recipient (using an encrypted stick). Ideally they should be hand delivered to the intended recipient to ensure information security.
6. Never carry a disc or memory stick 'naked' in your pocket, put them in a sealed envelope with your contact details on the front (they have a habit of slipping out of pockets and getting lost).
7. Only forward emails containing personal information on a 'need to know' basis: take special care to check the contents of long email responses.

4.6 Governors Conduct before and during Meetings

- Read any papers circulated before the meeting.
- Attend meetings and arrive on time.
- Send apologies to the Clerk before the meeting if you cannot attend.
- Contribute to the discussions where relevant.
- Avoid anecdotal distractions.
- After debate, accept the majority view of the Local Governing Body.
- Respect the confidentiality of issues raised.

The Governors Code of Conduct (Section 8.1) lays out the full expectations of Governors.

4.7 The Terms of Reference

The following is a summary of the areas of responsibility. The full terms of reference are provided to the Governors at the first Local Governing Body meeting in the new academic year.

- Seek to understand and question how the school is led and managed, acting as a critical friend: the Headteacher will report on how the school is fulfilling the Trust's ethos, vision and strategy.
- Act as the panel, as required, when reviewing the Headteacher's decisions on exclusions, and other committees as required.
- Be the consultative body for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community.
- For church schools, to monitor and support the Christian distinctiveness and church ethos of the school;
- Act as an ambassador for the school
- To monitor and challenge, reporting on concerns from the Key Performance Indicators (KPIs) to the Trustees Educational Standards Committee.
- To deal with any other matters which the Board of Trustees may refer from time to time.

- To report to the Board of Trustees annually on members contribution and the impact of the Local Governing Body.
- To ensure value for money is being achieved from school budgets.
- To provide a consultative forum for the school for the implementation of new policies and procedures.

5. The Different Roles on the Governing Body

5.1 What Governors and the Headteacher Should expect of each other Support and Challenge

The Governors' role is to both challenge and support the leadership of the school, to ensure that the agreed vision for the school is delivered. Governors need to be aware of the progress the school is making through regular reviews and discussion. This needs to be supported by regular, rigorous data. It also needs to be set into the context of each cohort, and of cohorts over time. Governors need to be aware of the challenges which the Leadership is facing, and of the measures being taken to meet these challenges.

5.1.2 Support

The Governors need to publicly support the actions agreed at Local Governing Body meetings, even when these will prove difficult and unpopular. The Chair of Governors and the Local Governing Body have a role to play in staffing decisions that may result in reorganisation and redundancy. They have a role in the performance management of the Headteacher but also in supporting the leadership of the school in delivering effective performance management for all members of staff. The Headteacher needs the support of the Local Governing Body to ensure high quality teaching and learning throughout the school, and must be able to rely on this when the going gets tough.

5.1.3 Challenge

The new Ofsted framework has firmly linked effective governance with effective leadership of the school. Both need to be good to achieve a good grade from the inspection. Michael Wilshaw, HMCI, has further raised the stakes for school governance by stating that there can be 'no excuses' for Governors who do not hold their schools to account (House of Commons Education Committee: The Role of School Governing Bodies – Second Report of Session 2013-14, Volume I, 25th June 2013). This was with regard to the School Data Dashboard, which is now available for every school in the country and which will provide the basic data of which all Governors should be aware and fully understand.

5.1.4 Positions within the LGB

The Chair will be appointed by the Trust annually, and the Vice Chair is appointed by the members of the Local Governing Body. In the absence of the Chair, the Vice Chair will lead the meetings of the Local Governing Body and take 'Chair's action' if necessary. At a meeting where neither the Chair nor the Vice Chair is present, the Local Governing Body will elect a Chair from those present for the duration of that meeting.

5.2 Role of the Chair and Vice Chair of Governors

The Chair of the Local Governing Body is responsible for the efficient running of Governors' meetings. The Chair will liaise with the Clerk to the Local Governing Body, to ensure that agendas and associated papers are prepared in good time, and circulated before the meeting. This should, as a minimum, be 7 days. It will be the expectation that Governors will have read the papers before the meeting, to contribute to the effective and efficient governance of the school. Ideally, no meeting of the Local Governing Body should exceed two hours, and it is the Chair's role to ensure proper discussion and participation within this timescale.

The Chair will be expected to meet regularly with the Headteacher and establish a professional working relationship with the Headteacher, and the Senior Leadership Team of the school.

The Vice Chair of the Local Governing Body will substitute for the Chair in his/her absence and should follow the guidance set out above. Where the absence of the Chair is known in good time, it would be good practice for the Chair and Vice Chair to liaise in some detail to ensure that the Vice Chair is properly prepared for the meeting.

5.3 Role of the Clerk to the Local Governing Body

This is a crucial role for the smooth running of the Local Governing Body. Not only should the Clerk prepare agendas and circulate papers under the guidance of the Chair of Governors; they are also responsible for the efficient preparation of minutes of the meetings and their circulation. The Clerk will need to maintain a Register of Interests of Governors and keep careful details of attendance, absence and apologies to enable the Chair to monitor the commitment of each Governor.

The Clerk will be expected to be familiar with this 'Governance Handbook', the Trust 'Articles of Association', and the Terms of Reference, and to prepare and provide advice to the Chair and the Governors on proper procedure for all aspects of their work.

5.4 Role of Parent Governors

Parent Governors are representative parents rather than representatives of parents. Parent Governors play a vital role on governing bodies, holding the unique position of having a parental viewpoint of the school. Through the children, they have a first-hand experience of the delivery of the curriculum, and how the school is perceived from the 'consumers' point of view. This enables Parent Governors to bring a different perspective to the strategic management of the school. It is important for Parent Governors to establish a rapport with the parental body which elected him/her, whilst continuing to maintain a strategic approach to school governance. Although being available to advise parents on appropriate routes of action is a very important aspect of the role, it is vital that Parent Governors do not personally become involved in individual concerns. Apart from the possibility of this jeopardising appropriate complaints and appeals procedures, no Governor has the authority to act individually on behalf of the school.

Achieving a balance between being the impartial representative parent, and the often emotional issues relating to individual children's education, can sometimes be very difficult. Some practical ways to achieve this balance include:

- Make yourself available to parents.
- Never press your own child's case at the expense of others.
- Never promise to 'solve a problem' on your own.
- Be wary of bringing an individual's issue to meetings without following the agreed procedures.
- Abide by the agreed protocol regarding agenda items and Any Other Business.
- Keep yourself aware of parental views and concerns.
- Play an active part in Governor meetings.

What are the good bits about being a Parent Governor?

- You have a very privileged and responsible role.

- You have the opportunity to make a difference, not only for your children, but for children in years to come.
- You have the opportunity to make a difference for other parents, and to influence the way in which school works with them.
- You will learn a lot and develop new skills.

How to fulfil your role:

- Attend LGB meetings regularly, and play an active role in committees and decision-making.
- Learn all you can about the school.
- Consider how the LGB communicates with parents: could you help them to improve links?
- How accessible is the school – how easy is it for parents to go into school to discuss things with the Headteacher or teachers? Could you give feedback to help the school to be more open and welcoming?
- How accessible are the Governors – do parents ever get the opportunity to meet with them; do they know how to get in touch with the Chair of Governors if they need to? Could you encourage the LGB to be more visible?
- Learn how the school handles complaints, and read the complaints procedure. If another parent approaches you with a complaint, advise them to speak to the Headteacher.
- Be approachable to other parents but make sure you are clear about your role.
- Always represent the school positively.
- As a Governor you are one of a group and must never act alone.
- Always support the decisions of the LGB. Have your say on decisions in meetings, and vote in the way you wish but then support the outcomes of votes – even if you disagree with them.
- Always, always, always observe confidentiality. You will get to know a lot of highly sensitive and confidential information – do not discuss it with anyone who is not a Governor. Remember, a Governor can be suspended for serious breaches of confidentiality.

How you can help individual parents:

- From time to time you may be approached by other parents asking for help, or wanting to make a complaint about something the school is, or isn't, doing.
- Make it clear you can't act for the LGB.
- Don't raise expectations that the school will 'put it right' – there may be underlying issues or background that you don't know about.
- Keep an open mind – there are at least two sides to every story!
- You may need to explain why the LGB has made a decision in a certain way, so be prepared.

What to do if you experience a conflict between being a parent and being a Governor:

- This can happen – especially if you think the LGB is making decisions which you feel will adversely affect your child(ren).
- If a difficulty arises, take a step back and think things through as objectively as you can.
- If you are concerned, talk to the Headteacher or to the Chair of Governors.
- Make sure you do not break confidentiality when discussing your concerns outside LGB meetings.

Where to get help, advice and support:

- From other Governors.
- From the Headteacher.

- From the Chair of Governors.
- From the Clerk to the Local Governing Body.
- Ask for a Governor mentor or 'buddy' to help you through the first few months.
- Attend the induction training offered.

Although this is a very delicate role, there is ample support and training available. Effective Parent Governors will find working alongside the other members of the LGB both interesting and rewarding in that their efforts will ensure that the work of the LGB fulfils its duties to all children.

5.5 Governors with Additional Responsibilities

Individual Governors will be asked to take responsibility on behalf of the LGB for the oversight of key aspects of the life of the school. These must include:

- Special Educational Needs and Disability (SEND)
- Safeguarding
- Sustainability
- RE/Collective Worship/Citizen & Community Cohesion, and Bullying
- Gifted and Talent (MAP – More Able Pupils)
- Careers IAG

The Role of the SEND Governor

The 'Special educational needs and disability (SEND) code of practice: 0-25 years' (January 2015) states that each LGB must ensure that there is a designated Governor identified to maintain oversight of SEND provision, or make arrangements for this function to be delegated to an appropriate sub-committee. Once the route for monitoring SEND has been decided upon, it is important that the LGB agrees and plans how and when the monitoring will take place.

The SEND Governor will:

- have an oversight, review and monitor SEND provision. This will include reviewing the SEND action plan ensuring links to the School Development Plan, alongside reviewing progress against success criteria;
- have links to the school's SENCO and monitor provision for all, including costed provision and Top-Up funding;
- ensure that the SEN Information Report is up to date and available to all. The information detailed within the SEN Information Report is a good basis for Governors SEND monitoring activity;
- review the 'Assess, Plan, Do, Review' process including student, parent/carer voice;
- ensure that the accessibility plan is reviewed on an annual basis and includes details of how access to the curriculum, information, and the physical environment for pupils with disabilities will be increased.

The Role of the Safeguarding Governor

The LGB has a key role, in relation to the safeguarding of all pupils, to maintain strategic oversight of the school's implementation of the safeguarding policy and statutory guidance. The LGB's role is to ensure effective and clear safeguarding policies, that practices are operating throughout the school, and that the school recognises safeguarding as everyone's responsibility.

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Governing bodies must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.” Keeping Children Safe in Education (2018).

The Safeguarding Governor will monitor that the Designated Safeguarding Lead (DSL) has the training, support, resources and opportunity to perform their role effectively and that there is evidence of a relevant, specific job description.

The Safeguarding Governor will undertake regular checks of the school’s single central record (SCR) to determine that the appropriate recruitment checks have been undertaken for all permanent and temporary staff and volunteers, and that the SCR is compliant. The Safeguarding Governor will also ensure that each Governor has an enhanced DBS check and that the school has contacted the Teaching Regulation Agency to check if a proposed Governor is barred as a result of a Section 128 Direction, and that this information is recorded on the SCR.

The Safeguarding Governor will ensure that the DSL and wider staffing team recognises any potential additional needs that children with SEND may have, and that safeguarding systems and procedures recognise and address any potential barriers such as communication or behaviour.

The Safeguarding Governor will maintain strong links with both the school SENCO and Looked After Children (LAC) designated teacher, as well as undertake monitoring visits to review the implementation of their individual action plans.

The Sustainability Governor

The Governor with responsibility for sustainability will be expected to liaise with the Senior Leadership Group and the Trust Business Director to ensure that decisions made within the school are taken with sustainability in mind.

The RE/Collective Worship/Citizen & Community Cohesion and Bullying Governor

The Governor with responsibility for RE/Collective Worship/Citizen and Community Cohesion, and Bullying, will be expected to liaise with the Senior Leadership Group to ensure that the school is fulfilling its’ requirement in the provision of opportunities for collective worship. This Governor will be assessing whether the school is ensuring that students are prepared and have the life skills and attributes to succeed in Britain and the world in the 21st Century.

The Gifted and Talented (MAP – More Able Pupils) Governor

The Governor with responsibility for Gifted and Talented or MAP will be looking to ensure that the school has procedures in place to identify these students, and that the schools policies are being carried out effectively to ensure that the best is being achieved for these students.

The Careers IAG (Information, Advice and Guidance) Governor

The Governor with responsibility for Careers IAG will be working with the Senior Leadership Group to audit the activities that the school undertakes to provide Careers Information, Advice and Guidance to students.

5.6 School Development Plan (SDP) Link Governor

Ofsted want to see evidence that Governors are having an impact on a school's strategic direction. The School Development Plan (SDP) lays out that strategic direction split into four categories: Leadership, Teaching, Behaviour and Achievement. Governors are linked to departments and areas in agreement with the Headteacher and the respective Governor, thereby giving Governors a focus for visits into school.

6. Training for Governors

Buddy / Mentor

New Governors are paired up with a buddy/mentor to provide them with guidance and help.

Some of the course available to Governors (* these courses are essential). All training is subject to availability.

***Raising Awareness and Protecting Children**

This awareness session will enable participants to explore issues and deepen understanding in respect of: signs and symptoms of abuse, dealing with child protection disclosure and Shropshire Safeguarding Children's Board (SSCB) procedures. Alliance of Leading Learning/SSCB certificates are awarded after the training, which lasts for three years.

***New Governor Training**

This training is designed for recently appointed Governors as an introduction to the roles and responsibilities of school Governors.

Finance for Governors

Develop your knowledge of financial management and efficiency in a school setting, and your role in driving efficiency. The session will provide information on the tools, techniques, knowledge, and skills needed to challenge effectively on financial matters.

Chairs Leadership Programme

This programme seeks to provide an opportunity to explore and develop leadership skills, and to acquire professional knowledge of governance. A key feature of the programme is the notion of the participant as a reflective practitioner. This is someone who is able to deepen their learning about concepts and techniques related to their professional practice through reflecting on what they have learnt and how this will impact on their practice, and then apply this to themselves and their school, reflecting on their personal experience as they progress.

Taking the Chair

This programme is for Chairs and Vice Chairs of governing bodies.

Performance Related Pay

This training workshop will help you think about how you will make pay decisions: to plan to raise performance through pay, whilst minimising appeals and ensuring decisions about policy and reviews can be defended.

Safer Recruitment Training

Key features of recruitment that help deter, reject, or prevent the appointment of unsuitable staff. Consider policies, procedures and practices in safeguarding and recruitment to ensure children are kept safe and allegations are promptly reported. Awareness and understanding of offender's behaviour.

Child Exploitation and Online Protection Command (CEOP)

Highlights some of the risks associated with online environments.

www.ceop.police.uk

7. The Local Governing Body and Ofsted

The Governors should be aware how Ofsted will judge their effectiveness (please note that this applies to both Trustees and Governors, and that you should refer to the Terms of Reference for your role as Governor). This will help them to understand that their involvement is strategic, and not in any way to be engaged in the day-to-day management of the school and its functions. The Ofsted judgements are based upon how well the Governors:

- ensure clarity of vision, ethos and strategic direction;
- contribute to the school's self-review and evaluation, and understand its strengths and weaknesses;
- analyse monitoring data, particularly pupil progress;
- support and strengthen school leadership;
- provide challenge, and hold the Headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety;
- use performance management systems, including the performance management of the Headteacher, to improve teaching, leadership and management;
- ensure solvency and probity, and that the financial resources made available to the school are managed effectively;
- operate in such a way that statutory duties are met, and priorities are approved;
- engage with key stakeholders;
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

It is important that this detailed view of the school is shared and understood across the whole LGB. It is quite possible that inspectors will want to meet with more than the Chair of Governors who, in any case given the short notice of inspections, may not be available when the inspectors are in the school.

Governors should become familiar with the key data sets which show them how the school is performing. This will include the DfE Data Dashboard, and Data Reports produced by the Senior Leadership Group. It is anticipated that the Headteacher's report to Governors will include reference to, and training in, the more complex data sets such as the Fischer Family Trust data.

At every LGB meeting there should be an update on pupil achievement, including attendance and exclusions. There are key questions for Governors to ask about any data they are presented with regarding school improvement:

- What does it mean?
- Why is it like this?
- What are we doing about it?
- How successful have we been so far?

The LGB will meet at specific times of the year, and the Governors should expect to be able to gauge progress in the school from one meeting to the next. In order to do this, Governors need to ask:

- Where were we at the last report?
- Where are we now?
- What progress we have made?
- How do we know?

This is appropriate challenge in the relationship between the LGB, and the Headteacher, and Senior Leadership Group of the school. To ensure that this good practice is seen by Ofsted, **it is crucial that this is clearly minuted by the Clerk to the Local Governing Body to enable Ofsted to see the proper levels of challenge and support by the LGB.**

8. Procedures and Protocols

8.1 Trustee and Governor Code of Conduct

This code sets out the expectations on, and commitment required, from Trustees and governors, in order for the Board of Trustees and Local Governing Bodies to properly carry out its work within the school/s and the community.

The Trustee and Governor Code of Conduct can be found under the Governors section on the school website.

8.2 Governor Visits and Protocol

8.2.1 Visiting the School

Visiting the school during school hours is an important part of a Governor's role, enabling them to develop an understanding of the school beyond what is gained by attending LGB meetings.

According to the Guide to the Law for School Governors, visits enable Governors to, "fulfill their statutory responsibility for the conduct of the school". However, Governors do not have an automatic right to enter the school whenever they wish. They should arrange their visits in advance with the Headteacher.

The Local Governing Body should plan visits to cover a wide range of school work, and each visit should have a clear purpose.

School visits by Governors can also help them to fulfill their role of 'critical friend' to the Headteacher. Observing the school day in action can be a way of gathering information to ask questions about, or to use towards future policies.

However, visits do not replace professional inspection, or the monitoring and evaluation carried out by the Headteacher.

8.2.2 Visit Focus

Although not an exhaustive list, visits focus on:

- particular subjects, key stages or classes;
- the use made of the buildings or the site;
- the condition and maintenance of the premises;
- special educational needs;
- literacy and numeracy;
- the use of ICT equipment;

- the impact on the school of any changes eg reduced classes in a key stage;
- relative numbers of questions and responses to the teacher from boys to girls.

8.2.3 Informal Visits

Visits can also take place in an informal capacity. Everyone will be made clear about the capacity in which they are visiting, not to confuse the role.

- The Chair making a regular visit to see the Headteacher.
- To lend a helping hand with a school event.
- To get information from the office relating to a LGB/Committee meeting.
- To help in a class.
- To speak to a teacher in relation to your own child.
- Attend a school function or educational visit.

8.2.4 Purpose of Visits

Potential benefits:

To Governors

- To recognise and celebrate success.
- To develop relationships with the staff.
- To get to know the children.
- To recognise different teaching styles.
- To understand the environment in which teachers teach.
- To monitor policies in action.
- To inform decision making.
- To find out what resources are needed and prioritise them.

To teachers

- To ensure Governors understand the reality of the classroom.
- To get to know Governors.
- To understand better the Governors' roles and responsibilities.
- To have an opportunity to reflect on practice through discussion.
- To highlight the need for particular resources.

8.2.5 What a Visit is Not About

- A form of inspection to make judgements about professional expertise of the teacher.
- Checking on progress of own children.
- Pursuing personal agenda.
- Monopolising school/teacher time.

8.2.6 Protocols for Visits

Governors will at all times observe protocol and be sensitive to the surroundings.

- Governors must sign in at Reception and display their name badges at all times.
- Governors are there to observe and inform themselves. They will intrude as little as possible on the teachers' time.
- Governors attached to a department or class should arrange an appointment to discuss how to proceed with the link arrangement.
- Governors can only go into classes when invited to do so by the teacher.
- Governors can talk to pupils in class only when invited to do so by the teacher.
- Governors can only attend departmental or staff meetings when invited to do so.

- Members of staff may invite Governors into the staff room if they wish. Governors will not go into the staff room unless they are invited.
- Governors should always make an appointment when they want to come into school, not just drop in.
- Members of staff are always free to say that it is not convenient for a Governor to come in at any particular time.
- These informal contacts should not be used to raise individual problems that should properly be resolved by the Senior Management Team.
- If Governors see something that worries them, they will discuss this first with the teacher.
- Ensure that visits are no longer than 1 hour in length.

8.2.7 The Visit

Before a visit a governor will:

- contact the Headteacher and agree a date, time and focus for the visit;
- ensure that they are familiar with health and safety procedures, including what to do in the event of a fire;
- clarify the etiquette, courtesies and expectations for the visit;
- plan which classes will be visited;
- draw up a timetable for the visit with the Assistant Headteacher/Subject Leader;
- work with the Assistant Headteacher/Subject Leader to ensure that all staff are aware of the visit and the expectations on them;
- discuss with the coordinator if any supporting information is available, eg Ofsted Report, improvement plan, performance data;
- be clear beforehand exactly what you are looking for: try to prepare questions and submit to staff in advance.

8.2.8 During the Visit

During the visit a governor will:

- act as an observer and only participate in the class at the invitation of the teacher;
- remember that they are making the visit on behalf of the LGB and that it is not appropriate to make judgements or promises on behalf of the LGB;
- arrive on time and clarify the timetable with the Assistant Headteacher/Subject Leader;
- keep to the agreed timetable but be flexible;
- interact, do not interrupt;
- listen to staff and pupils;
- respect the professionalism of the teacher, supporting but not interfering;
- be calm and enjoy the visit.

8.2.9 Things Observed During a Visit to a Classroom

- Relationship between staff and pupils.
- Relationships between pupils.
- Variety of teaching styles.
- Availability and role of support staff.
- Behaviour and attitude of pupils.
- Enjoyment and enthusiasm of both staff and pupils.
- How the pupils are grouped.
- How different abilities are catered for.
- Children's work.

- Displays.
- Ethos.
- Equality of opportunity apparent.
- Use of space and working conditions.
- Quality and quantity of equipment and resources.
- Dissemination, monitoring, evaluation and review (Appendix A).

8.2.10 After the Visit

After visiting the school a governor will:

- discuss what they have observed with the teacher and use the opportunity to clarify any issue they are unclear about;
- thank the teacher for supporting them in their role as a Governor;
- refer to the purpose of the visit and consider together whether it has been achieved;
- meet with the Headteacher to give a verbal report, and to raise any issues that arose;
- complete the Governor Visit Proforma (Appendix B), reporting on the focus - the completed form is given to the Headteacher and then, after any possible alterations, the form will be circulated to the LGB and relevant staff;
- report back to the LGB as appropriate (a written report for the LGB must be available for the next full meeting): Governors must report without giving opinions and where possible, individuals should not be able to be identified.

8.2.11 Annual Programme of Visits

A programme of visits is planned and spread evenly across the school year in consultation with the Headteacher and the member of staff responsible for the area being monitored/visited.

8.2.12 Monitoring and Review of the School Visit Policy

This policy is monitored and reviewed annually to ensure that visits are achieving the potential benefits identified, to investigate any unexpected benefits, and to evaluate how the school can make practice even better.

Dissemination, monitoring, evaluation and review Appendix A

GOVERNOR MONITORING

Governor monitoring can take several forms:

- Pupil interviews.
- Meeting with subject/leader.
- Snapshot of a lesson.
- Walk around the school.

AIMS:

- To know and understand the level of enjoyment pupils have for the subject.
- To understand what pupils like best/least in the subject.
- To know the standards achieved in the subject.
- To know what steps are being taken to improve the subject area.
- To report main findings back to the full Governing Body.

*This year we would like to invite governors who are visiting subject leaders to participate in a **Learning Walk**. This should take up to 30 minutes. During the Learning Walk you can expect the subject leader to speak with you about areas listed below. Please raise questions if you need clarification or more information. Ideally the Learning Walk should take place while the children are in class.*

PUPIL INTERVIEWS: (suggested questions to ask a small group of children when walking around the classrooms)

These questions will help you gain an understanding of pupil attitudes toward the subject:

- Tell me about what you are learning today.
- Do you like (select curriculum area being monitored).
- Tell me what you most like doing in (select curriculum area being monitored).
- Is there anything you do not like in (select curriculum area being monitored).

**Key questions for subject/learning link Governor discussion with subject leader:
(Foundation subjects)**

- What is your vision for the subject?
- Do you have a set of minimum expectations?
- What were the Ofsted findings about the subject? (this question is mainly for literacy, maths, science and ICT. Other subjects may have been the focus of a curriculum inspection)
- What are the strengths of the subject? How do you know?
- How do you keep a track of standards and progress in the subject?
- What improvements have you made/planned for this year in the subject?
- What resources does the school have for the subject and how are these organised?
- Are there any additional resource needs?
- How do you help develop other teachers' skills in teaching the subject?

**Record form for a Governor's School visit
Appendix B**

**Marches Academy Trust
Governor Visit Proforma**

Date:	Name of Governor:
Governor's Area of Responsibility:	Member(s) of Staff seen during visit:
Reason for Visit (eg routine monitoring, specific focus):	
Preparation/background to visit (eg reading policy, discussion with Headteacher, review of SDP):	
Information gather during visit:	
Things I liked / what worked well:	
Things I need clarified or would like to know more about:	
Impact of visit / comments related to the SDP:	
Date for next visit:	
Any other information / further comments:	

9. Useful Links, Guidance and Resources

The Trust's Websites

Marches Academy Trust Website – www.marchesacademytrust.co.uk

Grove School – www.groveschoolmarketdrayton.co.uk

Lower Heath CE Primary School – www.lowerheath.co.uk

Marches School Website – www.marchesschool.co.uk

Sir John Talbots School Website – www.sirjohntalbots.co.uk

Tilstock CE Primary School - www.tilstockprimaryschool.co.uk

Ofsted Resources

Find an Ofsted Inspection Report – <https://reports.ofsted.gov.uk>

All published inspection reports are available via this link.

Ofsted Parent View – <https://parentview.ofsted.gov.uk/>

Resources for parents to give feedback on schools and you can also view results.

Department for Education

<https://www.compare-school-performance.service.gov.uk/>

Find schools in England and view school performance, characteristics, and spend per pupil data and for academies, their latest set of financial accounts. You can find schools using a map, search or follow the quick links

DfE Governance - <https://www.gov.uk/topic/schools-colleges-childrens-services/running-school-college>

Up to date links to DfE guidance and resources in relation to governance.

Shropshire Learning Gateway (Resource from Shropshire Council)

<https://www.shropshirelg.net/>

Username: marches.staff

Password: SANDlavender46

Other interesting websites

Questions for Governors - <http://www.questionsforgovernors.co.uk/>

National Governors Association – www.nga.org.uk

TES Governors Forum - http://community.tes.co.uk/tes_governors/f/17.aspx

10. List of Trustees and Governors

Trustees and Governors email addresses can be found on the Global Contact List in your @mmat.co.uk account, except where indicated.

Trustees

Arthur Walpole (Chair) (arthur.walpole@mmat.co.uk)

Alex Fry (Vice Chair)

Stuart Cowper

David Griffiths

Revd Canon Dr Judy Hunt

Mark Liquorish

Sarah Longville (CEO)

Grove School Local Governing Body

(all email addresses are: firstname.surname@groveschool.net)

Sonia Taylor (Headteacher)
Gail Beath (Clerk to the LGB)
Peter Ingham (Chair)
Sheila Halsall (Vice Chair)
Sophie Berry (Parent Governor)
David Cadwell
Rob Gittins
Dorothy Hanney
Rob Hewer
Richard Kolbe
Adele Marshall (Parent Governor)
David Minnery
Adrian Pembleton (Associate Member) (adrian.pembleton2@groveschool.net)
Amy Roberts (Staff Governor) (amy.roberts1@groveschool.net)
Ashley Silverstone

Lower Heath Local Governing Body

Deb Sadler (Headteacher) (head@heath.shropshire.sch.uk)
Wendy Adkin (Clerk to the LGB) (admin@heath.shropshire.sch.uk)
Barbara Bate (Chair)
Revd Sue Armstrong (Foundation Governor)
Catherine Bennett (Parent Governor)
Rowena Kaminski (Staff Governor)
Sue Ricketts (Parent Governor)
Paul Wynn

Marches School Local Governing Body

Alison Pearson (Headteacher)
Claire Ball (Clerk to the LGB)
Mark Liquorish (Chair)
Peter Wiggins (Vice Chair)
Anna Daggart
Karen Faux (Parent Governor)
Vince Hunt
Helen Jones
Anthony Lowry (Parent Governor)
Ben Morris (Parent Governor)
Emma Swindley (Staff Governor)

Sir John Talbots School Local Governing Body

David O'Toole (Headteacher)
Howard Prince (Clerk to the LGB)
Alex Fry (Chair)
Charlotte Crowshaw (Parent Governor)
Diane Gowen
Revd Canon Dr Judy Hunt
Dawn Lewis (Parent Governor)
Councillor Peggy Mullock
Bob Thompson

Tilstock CofE Primary School Local Governing Body

James Spicer (Headteacher)

Howard Prince (Clerk to the LGB)

Bob Thompson (Chair)

Revd Sue Armstrong (Foundation Governor)

Rachael Heaney

Rowena Kaminski (Staff Governor)

Councillor Peggy Mullock

11. Glossary of Terms used in meetings and within reports

Academies – Publicly funded independent secondary schools with sponsors from the private or voluntary sectors or from churches or other faith Sponsors

ACL – Adult and Community Learning

AD(H)D – Attention Deficit (Hyperactivity) Disorder

Admissions – In community schools part of a Local Authority policy but in foundation and voluntary aided schools the governing body is responsible for setting a policy

Admissions Register – Register of the details of pupils in alphabetical order.

AfL – Assessment for Learning

APA – Annual Performance Assessment

Appraisal – The process of assessing how well a member of staff is carrying out his or her job

APS – Average Points Score

AS – Asperger's Syndrome

ASD – Autistic Spectrum Disorder

Associate member – A person who is appointed by the Governing Body to work with a committee but who is not a governor

AST - Advanced Skills Teacher

At Risk Register – Children identified by Social Services or Schools as in danger of emotional, physical or sexual abuse or mental cruelty from within their families

Ballot – A method of voting, normally secret

Baseline assessment – An assessment of a child's skills and ability usually made by a teacher within the first 7 days of school entry

Basic skills – Reading, writing and arithmetic

Benchmarking - Comparing school expenditure with broadly similar schools from the LA, the region and nationally

BES – Behavioural, emotional and social difficulties

BEST – Behaviour and Education Support Team

Best Value – A policy confirming that governing bodies will work with regards to economy, efficiency and effectiveness

BST – Behaviour Support Team

BVP – Best value policy or plan

CAMHS – Child and Adolescent Mental Health Service

Capital Expenditure – Spending on building projects and large items of equipment

Carry-forward – Money left unspent at the end of the financial year that is carried forward to the school's budget for the following year

CAF – Common Assessment Framework

Casting Vote – An additional vote to be used by the Chair of Governors if an equal number of votes are cast for and against a motion

Child Protection Register – A central register maintained by Social Services which lists children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for whom there is a protection plan

Clerk to the Governing Body – A person appointed by governors to carry out administrative duties for the governing body and to advise on matters of legality and procedure

Collaboration – Where two or more governing bodies may arrange for any of their functions to be discharged jointly, by holding joint meetings and/or having joint committees

Collective Worship – All maintained schools should provide for collective worship for their pupils. The precise nature at a foundation or voluntary school will depend on the religious character of the school

Community Governors – Governors appointed by the Governing Body to represent community interests. Community Governors can be persons who live or work in the community served by the school or persons who do not work or live close to school but are committed to the good governance and success of the school

Competitive tendering – Obtaining quotes or tenders from two or more suppliers before awarding contracts

Connexions – Government service offering an advice and support service for young people

Contingency Fund – Money set aside for unexpected costs

Core subjects – English, maths and science

COSHH – Control of Substances Hazardous to Health

Coursework – Work completed over a period of time which counts towards a final mark along with an end of course examination in the case of GCSE and regular tests in the case of GNVQ

CPD – Continuing Professional Development - any activity that increases teachers' knowledge or understanding

CPI – Child Protection Issue

CT – Children's Trust

Curriculum – A broad definition including not just the list of subjects taught but all the pupils' learning experiences at school and the processes of learning as well as the knowledge that is acquired

DCSF – Department for Children, Schools and Families

DFC – Devolved Formula Capital

Delegated budget – Money provided to schools which governors can manage at their discretion

Delegated powers – Authority given to a committee or the Headteacher to take action on behalf of the Governing Body

Delegation – A process where one body or person gives another body or person authority to take decisions on a particular matter

DfE – Department for Education

Diocese – The area over which a bishop has jurisdiction

DRC – Disability Rights Commission

DSG – Dedicated Schools Grant

Dyslexia – Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills

EAL – English as an Additional Language

EBD – Emotional and Behavioural Difficulties

EDP – Education Development Plan which each LA is required to prepare setting out its strategies for improving standards in schools and raising pupil attainment

EOC – Equal Opportunities Commission

EP – Educational Psychologist

Equal Opportunities policy – A governing body's thinking and practice on issues of equality surrounding gender, race, sexuality, disability and class

ES – Extended School

EWO – Education Welfare Officer employed to help pupils and parents where there are problems, particularly regarding attendance

Exclusion – The temporary or permanent banning of a pupil by the Headteacher teacher on disciplinary grounds

Ex-officio – Someone who is a Governor by virtue of their office eg Vicar

Extended Schools – Schools which provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

EYFS – Early Years Foundation Stage

Failing School – A school identified as requiring special measures following an unsatisfactory Ofsted inspection

Family Centre – Provides pre-school education and opportunities for parents to be involved

Federation – The coming together under one governing body of not more than five maintained schools

Feeder Schools – Some authorities give priority to children from certain primary schools

FFT – Fischer Family Trust

FMSiS – Financial Management Standard in Schools

FOI – Freedom of Information

Foundation Governors – Governors appointed by the foundation body of a voluntary school for the purpose of securing that the character of the school is preserved and developed, and in particular that the school is conducted in accordance with the provision of any trust deed

Foundation schools – Type of school run by the Local Authority but with more freedom than community schools to manage their school and decide on their admissions. The school's land and buildings are either owned by the governing body or by a charitable foundation

FSM – Free School Meals

FT – Floor Target

FTE – Full Time Equivalent

GCSE – General Certificate of Secondary Education

GTC – The General Teaching Council - an independent professional body for teachers

G&T – Gifted and Talented

HASAW – Health And Safety At Work

HLTA – Higher Level Teaching Assistant

HMCI – Her Majesty's Chief Inspector of Schools

HMI – Her Majesty's Inspectorate

Home-School Agreements – a written contract between school, parents or carers and the pupil. It sets out expectations of attendance, behaviour, standards of education and homework. This is a statutory document for the Governing Body

HSE – Health and Safety Executive

IAG – Information Advice and Guidance

ICT – Information and Communication Technology

IEP – Individual Education Plan devised for meeting the special education needs of individual pupils with needs over and above that of other children

IIP – Investors in People

Inclusion – used to denote that pupils with special and other needs are included in a mainstream school

Increments – Process by which individuals move through their salary scale until they reach the top

Instrument of Government – A legal document setting out the composition of a governing body

Internal Control - A system which encompasses the policies, processes, tasks, behaviours and other aspects of an organisation which is effective and efficient

ITT – Initial Teacher Training

KS – Key Stages - The four stages of the National Curriculum for pupils aged 5-16

KS1 – Pupils aged 3-7

KS2 – Pupils aged 7-11

KS3 – Pupils aged 11-14

KS4 – Pupils aged 14-16

LA – Local Authority (previously known as the LEA – the Local Education Authority)

LAC – Looked After Children

LGA – Local Government Association

Liaison Governor – A Governor who acts as a critical friend to the Governor Development Team to monitor the training provision and evaluate the quality of the service provided to all Governors

MFL – Modern Foreign Languages

Mixed Ability – A teaching group in which children of all abilities are taught together and not streamed or set

Multi-disciplinary – Two or more professional trained in different specialisms working together to provide support, help and advice

NAHT – National Association of Headteacher teachers

NAPE – National Association for Primary Education, covering the ages from 3 to 13

NASUWT – National Association of Schoolmasters and Union of Women Teachers

NC – National Curriculum - Established by the 1988 Education Act to ensure that all pupils receive a broad and balanced education

National Curriculum – Disapplication - A term used where Curriculum requirements may not apply to a pupil

NCSL – National College for School Leadership

NEET – Not in Education, Employment or Training

NFER – National Foundations for Educational Research

NFF - National Formula Funding

NGA – National Governors’ Association

NGfL – National Grid for Learning

NHSP – National Healthy Schools Programme

NLE – National Leaders of Education

NOR – Number On Roll

NOV – Notes Of Visit

NPQH – National Professional Qualifications for Headteachers

NQT – Newly Qualified Teacher -Teachers who obtain Qualified Teacher Status (QTS) must successfully complete an induction period of three school terms (or equivalent) in order to remain eligible for employment as a teacher in maintained schools and non-maintained special schools

NRA – National Record of Achievement

NTI – Notice to Improve

NTG – Narrowing the Gap

NUT – National Union of Teachers

OCR – Oxford, Cambridge and RSA Examinations Board.

Ofqual – Office of the Qualifications and Examinations Regulator. The body responsible for regulating qualifications, examinations and national curriculum tests in England

Ofsted – Office for Standards in Education. The body which sets standards and arranges school inspections

PAN – Planned Admissions Number - The number of children the LA (or governing body of an Aided School) determines can be admitted to a school

Parent Champion – A person appointed where a school is causing concern to ensure good communication with parents to help them influence decisions about the future of the school

Performance Management – A review of teachers’ performance both as individuals and in teams. It sets a framework for Headteachers, teacher and their team leaders to establish and review priorities and objectives

Peripatetic teacher – Normally a teacher who provides specialist instruction eg music at a number of schools

PFI – Private Finance Initiative

PGR – Parent Governor Representatives

PI – Performance Indicators

PIB – Pre-Inspection Briefing

PIPs – Performance Indicators for Primary Schools

PLASC – Pupil Level Annual Schools Census

Plenary – The time at the end of a lesson in which the teacher finds out what children have learnt

PPA – Planning, Preparation and Assessment – 10% non-contact time for teachers

Professional Development Days – Non pupil days set aside for teachers to attend for planning, in service training curriculum or staff development

Progress File – Formerly the National Record of Achievement. Supports pupils from Year 9 in planning their future progression

Prospectus – Document describing the school’s ethos for prospective parents. The Education Act defines sections which must be included to allow parents to compare schools

PRP – Performance Related Pay

PRS – Pupil Referral Service

PRU – Pupil Referral Unit

PSA – Parent Support Adviser

PSHE – Personal, Social and Health Education

PSA – Parent Support Adviser – member of school staff offering specific but impartial advice to parents

PSP – Pastoral Support Programme/Plan for pupils at serious risk of permanent exclusion

PTA – Parent Teacher Association

PTR – Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

QTS – Qualified Teacher Status

Quorum – The number of Governors who must be present to validate the proceedings of a Governors’ meeting

RA – Relative Attainment

RAISE Online – Reporting and Analysis for Improvement through School Evaluation – Online performance and assessment reports produced nationally

RAP – Raising Attainment Plan

Record of Achievement – A profile detailing the pupil’s formal and informal achievements in secondary school. May include samples of work and pupil’s own self-assessment

Remodelling – Remodelling is set out in a national agreement that aims to reform the workforce. It is about giving teachers more time and support in order to raise standards, increase job satisfaction and improve the status of the profession

Resolution – A formal resolution made at a meeting which has been voted upon and agreed.

RI – Registered Inspector, who is authorised by Ofsted to lead an inspection team

ROA - Record of Achievement

SACRE – Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship

School Profile – A report by governors on the school’s performance, pre-populated with data supplied by the DCSF

SDP – School Development Plan

SEAL – Social and Emotional Aspects of Learning

SEF – Self/School Evaluation Form

SEND – Special Educational Needs and Disability

SENCO – SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school

SHA – Secondary Headteachers Association

SIMS – Schools Information Management Systems

SIP – School Improvement Partner / Plan

SLT – Senior Leadership Team

SMART Targets – An acronym for School Attainment Targets – Specific, Measurable, Attainable, Realistic, Time-limited

SMT – Senior Management Team

Special school – A school for children whose special educational needs cannot be met within a mainstream school

Target Setting – Each autumn, governing bodies of all maintained primary and secondary schools must set targets for improving pupil performance

T&L – Teaching and Learning

Teachers TV – A digital television channel and website which enables teachers and schools to learn by sharing practical ideas and information

TES – Times Educational Supplement

Threshold – Teachers may apply to be assessed to be paid above the threshold of their incremental ceiling

TLRs – Teaching and Learning Responsibility – additional payment for specific teaching and learning responsibilities over and beyond the normal teaching role

UCAS – Universities and Colleges Admissions Service – a central agency for processing applications for university courses

UNISON – Union of local authority, health and other public sector employees

UPS – Upper Pay Spine

Value Added – Shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

VA – Voluntary Aided – Schools with a foundation which appoints most of the governors. The governing body is the admission authority and employs the staff

VC – Voluntary Controlled – Schools with a foundation which appoints some of the governors. The **LA** (Local Authority) is the admission authority and employs the staff

Vertical grouping – Classes formed (in primary schools) with pupils of different age groups

Virement – A local authority term to enable monies to be transferred from one budget Headteaching to another

YJB – Youth Justice Board

YOT – Youth Offending Team