



# Exeter Diocese Board of Education

“Committed, in partnership with Governor or Directors and staff, to safeguarding and protecting the welfare of children and young people”

## Governors Welcome Pack



2017

I would firstly like to thank you for becoming a Foundation Governor or Director in a Church of England School in the Diocese of Exeter and welcome you to a family of 131 schools and academies. I hope that you will soon feel very much part of that family and that of your school.

The information in this pack is not exhaustive and subject to change; we will endeavour to keep you up to date with any changes in policy and procedure. There is an expectation that you will attend training courses provided by both ourselves and the Local Authority which clerk to Governor or Directors will have details. It is an expectation and condition of your appointment that you attend our Governor Induction course. The course will help you understand your role within a church school introducing Christian ethos and distinctiveness and the SIAMS Inspection framework.

While each Governor or Director brings a different and valid perspective to the governing body and has a different role to play because of their particular skills, talents and experience, an understanding of the corporate role and shared goals is vital if a governing body is to be effective.

Being a foundation Governor or Director of a Church School brings particular responsibilities. The information in this pack is designed to guide you through these, most of which will fall into place as you become accustomed to the role.

I hope you will find the work both enjoyable and rewarding

Yours sincerely,

John Searson  
Diocesan Director of Education

## Foundation Governance

Foundation Governors and Directors represent the historic link with the original foundation of the school and its distinctive religious character.

All Church of England Schools are required to have foundation Governor or Directors. The exact composition of the Governing Body is determined by its Instrument of Government (a copy can be obtained from the clerk) or in the case of an Academy by its Articles of Association (a copy can be obtained from the Clerk to Directors)

In Voluntary Aided schools Foundation Governors form the majority of the Governors on the Governing Body. This reflects the financial contribution made to the maintenance and improvement of the buildings, and the requirement that Voluntary Aided schools must provide Christian religious education and worship in accordance with the schools Trust Deed. In Voluntary Controlled schools foundation Governors are in the minority on the Governing Body. In the Diocese of Exeter Foundation Governors are appointed in the following way:

- The ex-officio foundation Governor or Director has a right of office and is usually the incumbent clergy unless a substitute Governor or Director has been nominated by the archdeacon (as stated in the Instrument or Articles)
- Foundation Governor appointed by the Diocesan Board of Education
- Foundation Directors appointed by the Academy members

Foundation Governors usually serve a four year term of office which may be renewable. The Church's interest in education stems from a philosophy that education is not just about acquiring knowledge which will enable children to earn a living in a competitive world. It begins from a position that this is God's world and everything in it has value. Religious education is important, but it is not the only subject which reflects spiritual values. The whole curriculum is given value by being considered in this way. To quote Archbishop William Temple – "Education is about fullness of life".

Foundation Governors are valuable and important to the ministry of the Church, providing the links between the parish, school and diocese. There will be a need for continued professional development such as training to keep abreast of the changes and developments in the education field and to deepen understanding on any number of issues which a school may face. Every Local Authority provides a variety of general courses for all school Governors and Directors, and in addition the Diocesan Education team has a training programme for staff and Governors.

In addition Foundation Governors, like all other Governors ensure that there is the best possible environment for children's learning and development, maintain and improve standards in the school, respect and involve parents and provide effective governance.

Academy Trusts have different governance arrangements to maintained schools with a wider range of duties. Academy trusts have an additional layer of governance known as members who are responsible for fundamental decisions such as changing the constitution of the academy trust. It is the governing body (directors) which remains the body responsible for making strategic decisions about the day to day running of the academy. The Exeter Diocesan Education Network

(EDEN) is a Member of every Academy Trust that has a Church School within it. EDEN appoints a representative who reports annually to EDEN. EDEN also appoints the Foundation Directors.

## The Governing Body

Governing bodies have a combination of appointed or elected Governor or Directors. The composition of the governing body is set out in the school's Instrument of Government.

|   |   |
|---|---|
| Parent Governor or Directors                  | elected from among parents of children and young people at the school.  |
| Staff Governor or Directors                   | elected from among the teaching and non-teaching staff at the school. The headteacher is an ex-officio member of the governing body of a maintained school.   |
| Local Authority Governor (Maintained schools) | appointed by local authorities (Devon, Torbay and Plymouth)   |
| Co-opted Governor or Directors                | appointed by members of the governing body/board of directors.  |
| Foundation Governor or Directors              | appointed by the Diocesan Board of Education or other organisations as specified in the Instrument of Government. One of the Foundation Governors is an Ex-officio (has the right of office) and the position is usually taken by the Incumbent of the Parish.<br>Members appoint foundation directors in academies.<br>Directors appoint foundation governors on local governing boards. |
| Associate Members                             | appointed by the governing body to add expertise to committees of the governing body. Associate members are non voting for decisions of the full governing body.  |
| Clerk   | Not a voting member. The Clerk issues papers, writes and circulates agendas and minutes for meetings. The Clerk is a very important member of the governing body  |



## What being a school Governor / Director involves:

- Formal meetings of the governing body – the law requires governing bodies to meet at least three times a year but many meet at least twice a term
- Reading – between meetings Governor / Directors need to read minutes of the last meeting, agenda of the next meeting and all supporting papers and documents
- Committee meetings or working parties – most governing bodies have established committees to undertake various aspects of their work
- School visits – Governor / Directors need to visit their school for focussed monitoring and to experience the school in action. Most schools have a policy on visits and on how the monitoring information is fed back to the governing body
- Training courses – Governor / Directors should aim to keep themselves well informed and up to date by attending relevant courses arranged by the Local Authority and the Diocese. The Diocesan Education office will send you details of your induction training and other training available
- Staffing – involvement in appointments, discipline and redundancy
- Financial management – Governing bodies have a duty to set a balanced budget and to monitor and keep spending under review. Schools usually agree a cycle of budget management linked into the School Improvement Plan.
- Governing bodies should also ensure financial integrity and that their school achieves value for money
- Pupil exclusions – Governor or Directors may sit on panels to consider pupil exclusion
- Policies – ensuring that the school has the correct policies which are approved by the governing body
- Your contributions – the most important quality that you bring is an interest in the school and in the education of young people together with the skills and knowledge that you have acquired through your life, such as parenting and/or some expertise in a particular area

Most governing bodies have established committees and appointed link Governor / Directors to carry out the detail of their work. The areas generally covered by committees are premises, health and safety, curriculum, staffing and finance and they offer an ideal way to put particular skills that you have acquired to good use.



## Meetings

The regular full governing body meetings are important for:

- Determining strategy
- Fulfilling statutory obligations
- Making decisions
- Reviewing performance
- Considering school problems
- Encouraging the governing body to work as a team

Meetings are effective when:

- They start on time
- Items on the agenda are properly introduced and explained
- The Governor / Directors have all read the reports to be considered, and prepared their comments on the reports
- Everyone is encouraged to participate and is listened to
- It is clear what actions are taken, by whom and when

You can play your part by:

- Preparing well for the meeting – read the agenda and other papers
- Taking papers with you to the meeting
- Making relevant contributions to the discussions
- Listening to the contributions of others
- Accepting the decisions made by the governing body are a collective responsibility
- Noting any tasks you have agreed to carry out and then fulfilling them
- Joining a committee and/or becoming a link Governor / Director and taking a special interest in a particular area of school life. You might be asked, on rare occasions, to sit on a pupil or staff discipline committee

Please remember that if you are unable to attend a meeting you should always tender your apologies to the Clerk.

Governing Body meetings are not usually open to the public. Visitors may attend meetings by invitation but maybe asked to leave if a confidential item is discussed.

Governor / Directors must observe confidentiality at all times regarding proceedings of the governing body, voting at meetings and from their visits as school Governor / Director.

## **Governor / Directors' responsibilities**

Governor / Directors are the strategic leaders of the school – the governing body has overall responsibility for the way the school is run, promoting the highest standards of achievement for its pupils.

Governor / Directors should establish a strategic framework for the school by:

- Set the aims and objectives for the school
- Set the policies for achieving those aims and objectives
- Set targets for achieving those aims and objectives
- Monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- Be a source of challenge and support to the headteacher/senior leader/CEO
- Having a commitment to the distinctive ethos of the school and an awareness and commitment to the quality of RE teaching and the provision for a daily act of collective worship

## **The Governing Body's responsibility to the Diocese**

- Notification of impending vacancy for a senior leader
- Notification of proposed alterations to the buildings in Voluntary Aided Schools and Academies
- Notification if there are any changes in the organisation of the school e.g., federation, amalgamation, conversion to academy etc.
- Notification of any major issues
- Notification of any changes to the Governing Body

## **Useful Information for Governor / Directors**

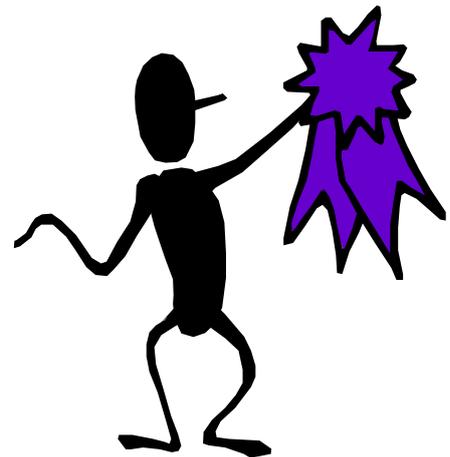
- The Governance Handbook
- The schools Instrument of Government (maintained schools)
- Articles of Association, Funding Agreement and Financial Handbook (for academies)
- Lists of members of the governing body, committees, working parties, memberships and terms of reference
- Calendar of Meetings, terms dates and other major events during the school year
- Schools current prospectus
- Schools current School Improvement Plan (or summary)
- Most recent Ofsted and SIAMS reports
- Minutes of the last two full governing body meeting
- Agreed induction/procedures and arrangements

## Top Tips for Governors / Directors

- Governors / Directors work as a team and accept collective responsibility
- Governors / Directors must always observe confidentiality, especially on staffing and pupil discipline
- All Governors / Directors have equal status
- Governors / Directors need to make a difference and make their views known
- Governors / Directors must attend meetings
- Governors / Directors must not raise issues relating to individual children or employees
- Governors / Directors must not speak out about governing body decisions in public
- Governors / Directors must always be prepared for meetings – read the paperwork beforehand
- Governors / Directors need to be committed and willing to give the time needed
- Governors / Directors must not leave all the work to the headteacher, senior leader, CEO and chair

## The rewards of being a Governor / Director

- The knowledge that you are helping raise standards of educational achievement for children and young people
- Having an opportunity to use your experience and expertise to help improve the quality of children and young peoples' learning
- Having a sense of purpose and achievement in the community as well as being a partner and involved in the community
- Having the opportunity to develop new skills



## DIOCESAN CONTACTS

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### **Administrative Assistant**

[education@exeter.anglican.org](mailto:education@exeter.anglican.org)

For information on Property Services for VA schools academies please contact:

Harry Tear  
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Tel 01392 294952

**The main focus of the Diocesan Education Team's work is to provide advice and support to the 131 Church of England schools in the Diocese. We offer training and development opportunities for Headteachers, senior leaders, staff and Governor / Directors.**

Below is a brief summary of the range of services we provide:

- Professional support for Headteachers in leadership and school management
- Assistance to schools in providing good quality Religious Education and worship
- Support and advice for RE and Collective Worship Co-ordinators
- Training and development in the spiritual and moral dimensions of the curriculum
- Advice and training on the Christian ethos of Church schools
- Advice on the recruitment and appointment of senior management staff and RE specialists in secondary schools
- Support and induction of new Headteachers
- Training and support for school inspections with particular reference to SIAMS
- An annual conference for Headteachers and school leaders, including governors / directors
- Website resources for all schools [www.exeter.anglican.org](http://www.exeter.anglican.org)
- Development of training materials and resources
- Updating schools on National developments
- Support for under-performing and vulnerable schools in conjunction with the Local Authority
- Support for Extended Services
- Support for the development of Church/school/community links
- Signposting schools to key services and working with other key organisations as appropriate
- Research and innovation linked to Church school leadership
- Development of special projects
- Succession planning

### **Support for Church schools**

The education team liaises with the Church of England Education and other key organisations to protect and promote the interests of Church schools. We also work closely with Local Authorities, Teaching Schools and Multi-Academy Trusts at all levels to support Church schools.

### **Telephone advice**

Telephone advice is available during normal office hours (9.00 – 5.00 Monday - Friday) 01392 294938.

### **Inspections**

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

The principal objective of a SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a Church of England School. The inspection process focuses on the impact that the Christian ethos of the Church School has on the children and young people who attend. Church Schools will employ a variety of strategies and styles, which reflect their particular local contexts or church tradition in order to be distinctive and effective. Towards this objective the Inspectors will seek answers to 4 key questions

- How well does the school, through its distinctive Christian character, meets the needs of all its learners
- What is the impact of collective worship on the school community
- How effective is the religious education (in VA schools and academies)

- How effective are the leadership and management

The inspector works with the school to assess the effectiveness of the school's own self-evaluation, and will report on the schools established strengths and identify areas for ongoing development. A major consideration of the SIAMS inspection is how the school recognises values and nurtures the spiritual dimension of children's experience and growth. Foundation Governor or Directors are usually involved in the inspection process. They contribute to the schools' self education process over a period of time, and meet the inspector during the course of the inspection day. The Diocese will offer training to support Foundation Governor or Directors in their role.

### **Church school buildings**

There are a number of differences between Voluntary Aided, Voluntary Controlled schools and Academies when it comes to school buildings and dealing with building matters.

In all Church of England schools the buildings and the land on which they are situated are owned by a Trust. In many case this will be the Exeter Diocesan Board of Finance or the Incumbent and Churchwardens but maybe a local historical trust. Playing fields are usually owned by the Local Authority. The Governing Body is responsible for the maintenance of the building and work in this area is often delegated to a sub-committee who report to the Governing Body. In a Church of England Academy all funding is currently received from the Department for Education, however consent for all building works MUST be obtained from the trustees.

In a VC school all funding is covered by the main budget or other grants: there is no contribution from the Governing Body and building advice is available from the local authority Property Services.

In a VA school routine repairs are funded from the main budget but the Governing Body is responsible for 10% of the cost of the projects funded by Devolved Formula Capital. Support for building, financial and Insurance matters is available from the Property Services office 01392 294952

### **Useful websites:**

[www.churchofengland.org](http://www.churchofengland.org)

[www.nga.org.uk](http://www.nga.org.uk) – National Governance Association

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

[www.dagdevon.uk](http://www.dagdevon.uk) – Devon Association of Governance

## Glossary

**Academy Academies** are publicly funded independent schools. Academies have different governance arrangements from other schools

**Academy committee** A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT's scheme of delegation

**Academy converter** A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school

**Admissions Code** A document providing statutory guidance on schools admission with which all schools must comply

**Articles of Association** The Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

**Associate members** Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers. They are appointed for 1-4 years, with the opportunity for reappointment. An associate member could be a pupil, member of staff or someone with expertise in a particular area. Academies' Articles of Association allow them to appoint non-governors to committees and give them voting rights

**ASP Analyse school performance** – a new service, providing schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline

**Assessment without levels** A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

**Attainment targets** These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum

**AWPU Age-Weighted Pupil Unit** – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

**Baseline assessment** Assessment of pupils' attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

**Capital funding** Spending on projects, improvements, and extensions to the school's land and buildings

**Chair's action** In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

**Chief Executive Officer (CEO)** The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole

**Coasting school** A school or academy whose performance falls within the government's coasting definition and is therefore eligible for intervention

**Clerk** The Clerk is the 'constitutional conscience' of the governing board. They provide advice on

governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

**Collaboration** An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers

**Community schools** Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also take a proportion of income known as 'top slice' for the provision of central services such as HR, legal etc.

**Community special schools** Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

**Competency framework for governance** A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

**Co-opted governor/trustee** Appointed by the governing board, generally on the basis of their skills

**CPD** Continuing Professional Development for school staff or the governing board

**DDA** Disability Discrimination Act

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

**Delegated powers** Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

**DfE Department for Education** – the government department responsible for schools and children

**DSG Dedicated School Grant** – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA's funding formula

**EAL** English as an Additional Language

**EBacc** A school performance measure based on achievement of GCSEs in 'core academic subjects' of English, maths, history or geography, the sciences and a language

**ESFA Education and Skills Funding Agency** – a single funding agency accountable for funding education and training for children, young people and adults (formerly the EFA and SFA)

**EHC plans Education, health and care plans** – the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs

**ESO Education Supervision Order**, which LAs may apply for to deal with cases of poor attendance at school

**Ethos** The morals, values and beliefs that do, or at least should, underpin the school culture

**EWO Education Welfare Officer** – a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in co-operation with the school

**Ex officio** Able to attend meetings by virtue of holding a particular office

**Exclusion** The temporary or permanent removal of a pupil from school for serious breaches of the school's behaviour and discipline policy

**Executive headteacher** Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site

**Executive leaders** Those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation

**Extended schools/ Enrichment services Schools** that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

**Federation** Two or more local authority maintained (or community) schools governed by one governing body

**FFT Fischer Family Trust** – a non-profit company that provides data and analyses to LAs and schools in England and Wales

**Form of entry** The number of classes of 30 children that a school admits each year

**Foundation governor/trustee** Appointed by the foundation board

**Foundation schools Maintained schools** in which the governing body is the employer, owns the land and buildings and sets the admission criteria

**Foundation special schools Maintained special schools**, which have the same freedoms as foundation schools (see above)

**Foundation stage Curriculum** followed by children below statutory school age, in schools and nursery/pre-school provision

**Free school** A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

**FSM Free school meals** – pupils are eligible for FSM if their parents receive certain benefits

**Funding agreement** The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

**Governing board** Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

**Governing body** Refers to the governing body of a maintained school and local governing bodies

**Headteacher Board** Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

**HLTA** Higher Level Teaching Assistant

**HMCI** Her Majesty's Chief Inspector of Schools

**HMI** Her Majesty's Inspector

**HSE** Health and Safety Executive

**IEP** Individual Education Plan for pupils with special educational needs

**INSET In-Service Education and Training** – courses for practising teachers and other school staff

**Instrument of Government** A legal document setting out the composition of maintained school governing bodies

**KS 1–4 Key stages 1-4.** The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national Curriculum

**LA Local authority** – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

**LA Governor** Nominated by the LA but appointed by the governing body

**LAC Looked After Children** – Children who are in care provision. May also refer to children who have been in care at any time in the last six years

**LGA Local Government Association** – national organisation supporting and representing local government

**LGB Local governing body** – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

**LGC Local governing committee** – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

**LACSEG Local Authority Central Spend Equivalent Grant** – the funding academies receive to meet their additional responsibilities

**Maintained schools** Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines.

**MAT Multi academy trust** – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)

**Mixed ability** A teaching group in which children of all abilities are taught together

**National curriculum** This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

**National Schools Commissioner (NSC)** A civil servant responsible for co-ordinating the work of the eight RSCs

**Non-teaching (support) staff** Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff

**NOR** Number on roll

**NPQH National Professional Qualification for Headship** – training for new or aspiring headteachers

**NQT** Newly Qualified Teacher

**Ofsted Office for Standards in Education, Children's Services and Skills** – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

**PAN Published Admissions Number** – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school

**PE and sports premium** Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

**PI Performance Indicators** (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

**PPA Planning, Preparation and Assessment** – 10% guaranteed non-contact time for teachers  
Progress 8 A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4

**PRU Pupil Referral Unit** – alternative education provision for pupils unable to attend a mainstream school or special school

**PTA Parent Teacher Association** – or PSA (Parent Staff Association)

**Pupil premium** Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

**QTS Qualified Teacher Status**

**Quorate** A meeting is quorate if a sufficient number of members are present. Decisions can only

be ratified if a meeting is quorate

**Regional Schools Commissioners (RSCs)** Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

**Resolution** A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

**Revenue funding** Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

**SACRE Standing Advisory Council on Religious Education** – local statutory board which advises on religious education and collective worship

**SATs Standard Assessment Tasks** – used for national curriculum assessment

**Scheme of delegation** A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

**School census** A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census

**School development plan** The operational document describing how the school will work towards the strategic priorities set by the governing board

**SEND** Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made

**SENCO SEN Co-ordinator** – the teacher responsible for co-ordinating SEND provision in the school

**Strategic plan** The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

**TA** Teaching Assistant

**Teaching schools** Schools that work with others to provide CPD for school staff

**Teaching school alliances** Led by teaching schools and include schools that are benefiting from support as well as strategic partners

**Terms of reference** The scope and limitations of a committee's activity or area of knowledge

**TLR Teaching and Learning Responsibility** – payments made to teachers for an additional responsibility

**VA Voluntary Aided** - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code.

**Value Added (VA)** The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils' current attainment

**VC Voluntary Controlled:** usually a denominational school wholly maintained but with certain residual rights regarding religious worship

**Vision** The school's vision should, in a few sentences, describe what the school will look like in three to five years' time