Avondale Primary School

Learning, smiling, remembering

GOVERNOR HANDBOOK
2026-2027

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WELCOME

ADDRESS: Avondale Primary School
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I would like to offer you a warm welcome to the Governing Body of Avondale Primary School and provide you with some information which you may find useful.

As a Governing Body we have many responsibilities as well as facing challenges particularly when new initiatives and strategies are introduced, but don't worry, your fellow Governors, the Headteacher and Staff, as well as officers from the Local Authority are all on hand to help you. All Governors are encouraged to take an active part in the life and governance of the school as well as being given the opportunity to use and develop their own skills to help the children gain as much benefit as they possibly can from their time at Avondale Primary School.

I hope you will find being a Governor a pleasurable and rewarding experience, and look forward to working with you in the very near future.

As well as the information included in this booklet, you will also receive a number of useful documents including the school prospectus, a copy of the Instrument of Governance and the DfE Governors' Handbook – see the link below:
(https://www.gov.uk/government/publications/governors-handbook--3) .
Should you require any further information or have any questions, please do not hesitate to contact me at school.

Yours faithfully

Mrs Vicky Brown
Headteacher

Mr Iain Schofield
Chair of Governors

SCHOOL AIMS

Learning, Smiling and Remembering

Avondale School Aims

We are committed to achieving excellent standards of academic achievement for our pupils. In addition, we aim to develop kind, responsible and independent children.

At Avondale Primary School we aim to:

- promote high standards of achievement for all learners, in all subjects
- develop and instil key life skills and values in our pupils.
- encourage positive relationships and communications between home, our community and the wider world.

Aims for the school

We will accomplish our aims by:

- creating a happy, caring, safe, fair and courteous atmosphere where everyone is valued and can grow in confidence
- recognising and promoting high standards, effort and attainment through setting high expectations, innovative teaching and an investigative approach to learning
- providing a carefully planned, well resourced, stimulating learning environment, in which computing is thoroughly embedded, that reflects the needs and interests of all our children
- valuing and appreciating everyone as learners in our school community; children, parents, staff and governors by nurturing a desire to succeed and a sense of pride in their learning
- celebrating, valuing and respecting the diversity of races, religions and cultures represented in our school, our community and our nation.
- helping children to appreciate the benefits of healthy living and physical and mental fitness
- providing equal opportunities for everyone to access learning and to achieve according to their needs, abilities and disabilities
- working closely with parents and carers as partners in learning
- continually reviewing and improving the service we offer to all

GOVERNING BODY

Name	Governor Type	Term of Office Expiry Date
Mr Iain Schofield (Chair)	Co-opted	31/12/2028
Ms Natalie Banks	LEA Governor	25/07/2027
Mrs Karen Morgan	Co-opted	24/11/2028
Mrs Vicky Brown	Staff Governor	Duration of employment
Mrs Helen Brimelow	Parent Governor	14/09/2029
Mr Chris Hill	Parent Governor	17/07/2028
Mrs Emma Lowe (Vice Chair)	Co-opted	26/06/2027
Mr Paul Curry	Co-opted	28/11/2027
Mr Mike Smith	Co-opted	31/12/2028
Mrs Kate Holden	Co-opted	01/02/2029
Mr Ben Laycock	Staff Governor	16/11/2028
Ms Jade Johnson	Co-opted	15/03/2030

Statutory Committees

Staff Dismissal and Disciplinary	Staff Dismissal and Disciplinary Appeals	Pupil Disciplinary	Pupil Disciplinary Appeals	Admissions	Pay Committee	Pay Appeals
3 Governors	3 Governors (cannot be any Governor that was involved in stage 1)	Headteacher	2 Governors	Headteacher Admissions Liaison Officer from BwD	I Schofield E Lowe N Banks M Smith	Any Governor not involved in Pay Committee

Heads' Performance Review - Mr I Schofield, Mrs E Lowe + one other Governor.

Sub Committees

Curriculum	Resources
Karen Morgan (chair) I Schofield E Lowe (vice chair) V Brown M Smith K Holden	I Schofield (Chair) V Brown P Curry J Johnson C Hill (Vice Chair) B Laycock H Brimelow

Designated Governors

ROLE/RESPONSIBILITY	GOVERNOR	LIAISING WITH	REPORTING TO
English	E Lowe	K Nuttall	Curriculum
Mathematics	M Smith	E Johnson	Curriculum
Early Years	K Morgan	J Taylor	Curriculum
SEN	C Hill	S Stowe	Curriculum
Pupil Premium	I Schofield	K Morgan	Curriculum/Finance
LAC/CIOC	C Hill	S Stowe	Curriculum
Safeguarding	I Schofield	V Brown/D Wright	Curriculum/ Resources
PE	E Lowe	M Clegg/S Birch	Curriculum
French	N Banks	K Morgan	Curriculum
PSCHE	K Holden	L Bolton	Curriculum
Art	N Banks	K Lysons	Curriculum
Geography	P Curry	M Sharples	Curriculum
Computing	I Schofield	B Laycock	Curriculum
Science	B Laycock	E Smallridge	Curriculum
History	I Schofield	K Frankish	Curriculum
DT	P Curry	A Robinson	Curriculum
Music	K Morgan	J Wormald	Curriculum
Health & Safety	I Schofield	V Brown/G Graceaway	Resources
RE	J Johnson	S Mitchell	Curriculum
Behaviour	H Brimelow	S Duckett	Curriculum/FGB

What is the role of a Governor?

As part of the governing board team, a governor is expected to:

1. Contribute to the strategic discussions at governing board meetings which determine:
    - the vision and ethos of the school
    - clear and ambitious strategic priorities and targets for the school
    - that all children, including those with special educational needs, have access to a broad and balanced curriculum
    - the school's budget, including the expenditure of the pupil premium allocation
    - the school's staffing structure and key staffing policies
    - the principles to be used by school leaders to set other school policies

2. Hold executive leaders to account by monitoring the school's performance; this includes
    - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
    - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
    - asking challenging questions of school leaders
    - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
    - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
    - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
    - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises and that the way in which those resources are used has impact.

4. When required, serve on panels of governors to:
    - appoint the Headteacher and other senior leaders
    - appraise the Headteacher
    - set the Headteacher's pay and agree the pay recommendations for other staff
    - hear the second stage of staff grievances and disciplinary matters
    - hear appeals about pupil Exclusions

The role of a governor is largely a thinking and questioning role, not a doing role. A governor does NOT:

- write school policies
- undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- fundraise – this is the role of the PTA – the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgements on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff; if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board need to consider and rectify this

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.
In order to perform this role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and in agreement with the Headteacher, and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

REWARDS OF BEING A SCHOOL GOVERNOR

Being a governor is a rewarding and valuable experience. While undertaking your role as governor you are:

- investing in the next generation through provision of a sound and good quality education;
- developing new skills;
- acquiring new knowledge;
- developing a sense of community involvement and partnership;
- using your personal qualities and expertise to help the school, its pupils and its staff;

THE ROLE OF THE GOVERNING BODY

The Governing Body needs to take a strategic role, act as a critical friend to the School and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities

Terms of reference:

- To agree constitutional matters*, including procedures where the Governing Body has discretion
- To recruit new members as vacancies arise and to appoint new governors* where appropriate
- To hold at least three Governing Body meetings a year*
- To appoint or remove the Chair and Vice Chair*
- To appoint or remove a Clerk to the Governing Body*
- To establish the committees of the Governing Body and their terms of reference*.
- To suspend a governor*
- To decide which functions of the Governing Body will be delegated to committees, groups and individuals*
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary*
- To approve the first formal budget plan of the financial year

- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To review the delegation arrangements annually*
- *Any items which individual governing bodies may wish to include**these matters cannot be delegated to either a committee or an individual.

MENTOR ARRANGEMENTS

Each new Governor will be allocated a mentor/buddy from the Committee they are on. This person will make themselves available for help, advice and support throughout the year. Actual mentor allocation will be confirmed as soon as possible following appointment.

TRAINING

It is expected that Governors complete necessary training linked with their Governor role. Training can be accessed at:
http://www.bwdservicesforschools.co.uk/Training or
https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning.aspx or
https://thenationalcollege.co.uk/

Passwords for the above websites are available from the School Business Manager.

GOVERNOR COMMITMENT/EXPECTATIONS

- To regularly attend termly Full Governing Body meeting
- To regularly attend allocated Committee meetings
- All link Governors to liaise with Subject Leaders in the Autumn term through a report and appropriate challenge and support
- Subject leads for English, Maths, PP & SEND to provide a termly update to governors and governors to provide challenge and support.
- Governors to visit/support school on at least two occasions over the school year, e.g. Parents' Evenings, School Trips, Assemblies
- To provide reports for appropriate Committees as appropriate

THE ROLE OF THE HEADTEACHER

- If required by the LA scheme to draw up and submit to the governing body an annual budget plan for the school's funds which must conform to the LA's scheme
- If required by the LA scheme to prepare and submit the governing body any significant proposals for revisions to the budget plan within the strategic guidelines set by the governing body

STAFFING

- To advise the governing body on the appointment of all teachers – *except the Headteacher*
- To advise on the appointment of non-teaching staff

- To advise the governing body on the specification for a vacant teaching post
- To advise the governing body on adopting effective procedures to deal with incompetent teachers and to keep the governing body informed of the general operation of such procedures
- To advise the governing body on whether anyone employed at the school should be dismissed
- To advise the governing body on payments to be made
- To suspend staff in appropriate circumstances
- To deploy, manage and lead all teaching and non-teaching staff of the school and allocate particular duties to them
- To evaluate the standards of teaching and learning of the school and ensure that proper standards of professional performance are maintained

SECULAR CURRICULUM

- To determine, organise and implement an appropriate curriculum for the school
- To ensure that the National Curriculum is implemented in the school
- To advise the governing body on NC disapplication for any pupil(s)
- To draw up a policy for the secular curriculum for the school (the curriculum policy)
- To implement and review the policy once every school year and suggest any necessary changes to the governing body

PERFORMANCE MANAGEMENT

- To draft, if requested by the governing body, a school performance management policy within the framework set by the Appraisal Regulations
- To consult all school teachers at the school, if requested by the governing body, before drafting a performance management policy
- To implement the school performance management policy established by the governing body
- To appoint/act as appraisers for teachers
- To review complaints by teachers about their appraisal where the head has not been the appraiser
- To provide an annual written report on the effectiveness of the appraisal procedures to the governing body for their consultation
- To set the timing of the performance management cycle for other teachers

SUSPENSIONS

- The Headteacher can suspend pupils for fixed period(s) of not more than 45 days in total in a year or permanently

ADMISSIONS

- The Headteacher may deal with applications for admission only where the need to determine an application does not arise, which will be where none of the statutory circumstances for refusing admission apply under section 86 of the 1998 Act. This applies to applications at both the normal time of entry and to in-year applications

SCHOOL PREMISES

- Day to day management of the school and day to day charge of who can enter the school premises
- To advise the governing body where appropriate
- To comply with the LA's directions in community and VC schools

THE ROLE OF THE CHAIR OF THE GOVERNING BODY

- To ensure the business of the Governing Body is conducted properly, in accordance with legal and Blackburn with Darwen Borough Council delegation requirements.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making
- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the Headteacher and provides strategic direction

THE ROLE OF THE CLERK TO THE GOVERNING BODY

- To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Governing Body To advise the Governing Body on Constitutional and Procedural Matters, duties and powers
- To convene meetings of the Governing Body
- To attend meetings of the Governing Body and ensure minutes are taken
- To maintain a register of members of the Governing Body and report vacancies to the Governing Body
- To give and receive notices in accordance with relevant regulations
- To perform such other functions as may be determined by the Governing Body from time to time

Disqualification – Governors, Associate Members, the Headteacher

THE ROLE OF THE CHAIR OF A COMMITTEE

- To ensure the business of the Committee is conducted properly, in accordance with legal requirements
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making
- To liaise with the Headteacher regarding agendas for meetings

Disqualification – none

THE ROLE OF THE CLERK TO COMMITTEES

- To advise the Committee on procedural and legal matters
- To convene meetings of the Committee
- To attend meetings of the Committee and ensure minutes are taken
- To perform such other functions with respect to the Committee as may be determined by the Governing Body from time to time

Disqualification – the Headteacher

DELEGATION OF RESPONSIBILITY TO INDIVIDUALS

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference:

Terms of reference:

- To liaise with the appropriate member(s) of staff
- To visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the School
- To regularly report to the Governing Body, the Curriculum Committee whichever the Governing Body deems most appropriate, on developments and progress within their area of responsibility
- To raise the profile of the area of responsibility when related matters are considered by the Governing Body
- To attend training as appropriate
- *Any items which individual governing bodies may wish to include*

Disqualification – The following functions CANNOT be delegated to an individual:
Functions relating to:

- The alteration, closure or change of category of maintained schools
- The approval of the first formal budget plan of the financial year
- School discipline policies
- Exclusions of pupils (except in an emergency when the chair has the power to exercise these functions)
- Admissions

ROLE OF THE GOVERNING BODY - CONSTITUTION AND TERMS OF REFERENCE

The Full Governing Body meets at least once a term on dates planned in the Summer Term for the forthcoming academic year. At each regular termly meeting, the Governors receive the Head Teacher's report and the minutes of any Governors' Committee meetings. The draft agenda for full Governing Body meetings is drawn up by the Local Authority and the Chair of Governors, in consultation with the Head Teacher, who will amend it as appropriate.

The Chair meets regularly with the Head Teacher in order to provide challenge and support as well as keeping themselves informed of the wide range of issues affecting the school. Notes are kept of these meetings.

The Governing Body has established two main committees– Finance, Staffing, Buildings, Premises and Curriculum, Standards & Effectiveness. Their membership will be determined annually, or more often as appropriate; e.g. following a change in governor representation; with the general principle that all Governors will be a member of at least one of the committees; and that there will so far as possible be equal numbers of each

category of governor on each of those committees. Where possible, the decision as to which Committee a Governor should serve on will be determined by their particular skills and previous experience.

The Governing Body will establish as appropriate, a committee to consider an appeal from a parent/other adult having been being barred from the school premises by the Head Teacher. Complaints will be dealt with in line with the school's complaints policy (see website).

The Governing Body will identify link Governors for identified areas including;

- Maths and English
- Safeguarding
- Inclusion and SEND
- Pupil Premium
- Health and Safety

The Governing Body should be read in conjunction with the Scheme of Delegation, which provides further detail on committee and individual's financial responsibilities.

This list provides brief details of the categories of school governors:

Parent Governors– (all state schools)

Any parents, or carer, of a registered pupil at the school at the time of election is eligible to stand for election for parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school. Governing bodies may only appoint as a parent governor a parent who has, in their opinion, the skills to contribute to effective governance and the success of the school.

A parent governor is a representative and not a delegate of parents; neither is their role to promote the interests of their own children but all children.

Staff Governors– (all state schools)

Teaching and support staff who, at the time of the election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors. Staff governors are elected by school staff. They cease to hold office when they cease to work at the school. Their role will not be to represent staff, nor to stand alongside the Head Teacher in being held to account by the governing body, but to operate as part of the governing body to provide strategic leadership and to hold the head teacher to account.

LA Governor - (all state schools) –

Local authority governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any eligible person as a local authority governor, but it is for the governing body to decide whether their nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

Co-opted Governors

Co-opted governors are appointed by the governing body. They are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Associate members

Associate members are appointed by the governing body to serve on one or more governing body committee. They may also attend full governing body meetings. They are not governors and therefore do not have a vote in governing board decisions, but may be given a vote on decisions made by committees to which they are appointed. Associate members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school. The governing board may appoint a pupil, school staff member or any other person so they can contribute their specific expertise and help address gaps identified in the skills of governing board members.

GOVERNORS' MEETINGS 2026-2027

	Autumn	Spring	Summer
Resources committee	Monday 5th October 5pm	Monday 25 January 5pm	Tuesday 22nd June 5pm
Curriculum	Weds 14th October 5pm	Weds 3rd February 5pm	Weds 12th May 5pm
FGB	Monday 16th November 6pm	Monday 8th March 6pm	Monday 28th June 6pm
Budget setting		Monday 8th March 5pm	
Pay committee	Monday 16th November 5pm		
HT Performance	Weds 11th November 4pm		
Governor development sessions	Weds 16th September 5pm Start of year business meeting, data overview, SDP and safeguarding training	Tuesday 2nd March 5pm	

	Autumn	Spring	Summer
Resources committee	Monday 5th October 5pm	Monday 25 January 5pm	Tuesday 22nd June 5pm
Subject presentation	Art SEND	DT PP/French	PSHE/RE
Curriculum	Weds 14th October 5pm	Weds 3rd February 5pm	Weds 12th May 5pm
Subject presentation	Music English- Writing	History Geography	Science PE
FGB	Monday 16th November 6pm	Monday 8th March 6pm	Monday 28th June 6pm
Subject presentation	English – Phonics/Reading	Maths	Computing

PROPOSED AGENDAS – CURRICULUM COMMITTEE

AUTUMN TERM	SPRING TERM	SUMMER TERM
• Elect Chair and Vice Chair • Declaration of pecuniary interests • Agree terms of reference • Minutes of previous meeting • Matters arising • Data Analysis Presentation • SEN Impact report • School Development Plan • Subject development plans • Review pupil attendance • SIP Report • Child Protection /Safeguarding Policy • Racist Incident Reporting • Bullying Incident Reporting • Delegated issues from Full Governors • Legislative changes • Pupil Premium • CIOC Report • Monitoring of Subject • Website Review	• Declaration of pecuniary interests • Minutes of previous meeting • Matters arising • Subject Leader Presentation • Monitor School Development Plan • SIP Report Autumn • Pupil premium review • Review of governor subject reports • SEN report and polices • Freedom of information • School Evaluation –SEF • Child Protection /Safeguarding Policy updates • Supporting pupils with medical conditions • School Behaviour Policy • E safety Polices /ICT • British values • Racist Incident Reporting • Bullying Incident Reporting • Delegated issues from Full Governors • Legislative changes • Pupil Premium • CIOC • Monitoring Feedback • Equality information and objectives	• Declaration of pecuniary interests • Minutes of previous meeting • Matters arising • Monitor School Development Plan • SIP Report Spring • Data protection • Home School Agreement • Child Protection /Safeguarding Policy updates • Legislative changes • Teacher Appraisal • Racist Incident Reporting Bullying Incident Reporting • Staff handbook • Delegated issues from Full Governors • Pupil Premium/Sports Premium • CIOC • Monitoring Feedback summary • Marking

PROPOSED AGENDAS - RESOURCES COMMITTEE

AUTUMN TERM	SPRING TERM	SUMMER TERM
• Elect Chair and Vice Chair • Declaration of pecuniary interests • Agree terms of reference • Minutes of previous meeting • Health and Safety Policy • Site walk round reports from staff key issues • Health and Safety Issues • Accident reports-summary report • Health and Safety Policy • AMP Update • Devolved Formula Capital Statement Update Proposed building works • Delegated issues from Full Governors • Walk round of site by committee • Gritting plan and policy • School Closure procedures • Play Equipment • IT Audit • Maintenance Plan • GDPR Update • Accessibility Plan • Trip Overview (previous year)	• Declaration of pecuniary interests • Minutes of previous meeting • Matters arising • Site walk round reports from staff key issues • Health and Safety Issues • Accident reports-summary report Social Media Policy • EVC Visits • Premise management documents 1. Asset Management Plan for school building presentation and review propped building works 2. Supporting Pupils with medical conditions 3. Fire Risk Audit -Review 4. DDA Audit -Review 5. Review of risk assessments 9. Asset Register for school equipment –agree disposal of items • Delegated issues from Full Governors • First Aid • Training • Fire Update re drills/Progress against RA	• Declaration of pecuniary interests • Agree terms of reference • Minutes of previous meeting • Matters arising • Site walk round reports from staff key issues • Health and Safety Issues • Accident reports-summary report • Social media Policy • Sun safety Policy • Premise management documents 1. Asset Management Plan update 2. Fire Risk Plan-Review 3. Asset Register for school equipment –agree disposal of items 4. Business Continuity Plan • Delegated issues from Full Governors • Emergency Plan

PROPOSED AGENDAS - RESOURCES COMMITTEE

AUTUMN TERM	SPRING TERM	SUMMER TERM
• Elect Chair and Vice Chair • Declaration of Pecuniary Interests • Agree terms of reference • Scheme of delegation • Benchmarking (if available) • Minutes of previous meeting • Matters arising • School Budget report • Monitor Budget position Long Term • Plan Governor Training Review • Staffing Issues • Sickness Absence of staff • Delegated issues from Full Governors • Performance Management • SCR Update • PP Update/Review/New Targets • Sports Premium Update • Internal Scheme of Delegation • SFVS/Dashboard • Complaints Procedure	• Declaration of Pecuniary Interests • Minutes of previous meeting • Matters arising • Agree Financial Regulations and Internal • Scheme for Finance in Schools (if necessary) • Schools Financial Value Standard Finance Committee is asked to consider the completed Schools Financial Value Standard assessment for the school which needs to be completed, approved and submitted to the • Agree Best Value Statement • Audit of School Fund • Curriculum bids – Budget Setting • Agreement of SLAs • Budget Monitoring report to include as necessary • *Updates/Amendments to agreed 2025/2026 budget* • *Virements that need formally agreeing 3. Latest 2025/2026 monitoring including* • *significant variances from planned expenditure* • *Estimated Outturn position* • *Progress on the School Reserves Plan.* • Benchmarking of 2024/2025 expenditure to include as necessary. Comparison of significant areas of expenditure i.e. Staffing with similar schools from Schools Financial Benchmarking website. • Lettings charges • Staffing Issues • Sickness Absence of staff • Delegated issues from Full Governors • School meal charges • SCR Update • Governor Allowances	• Declaration of Pecuniary Interests • Minutes of previous meeting • Matters arising • Monitor Budget position • Outturn Figure • Section 52 Statement – EHCP update and Overview • SEND Funding • Financial Competencies of Governors • Central record of recruitment and vetting checks • Sickness Absence of staff • SCR Update

GOVERNOR AGENDAS/POLICY REVIEWS
FINANCE

Cycle A Autumn Term 2027	***Cycle A Spring Term 2028***	***Cycle A Summer 2028***
Single Central Record Policy for managing allegations against staff Volunteers Safeguarding Sickness Absence Complaints Teachers' Pay (link) Teachers' Capability Staff Discipline Exclusion Confidentiality BwD Code of Conduct ECT Policy Admissions Subject Access Policy Appraisal and Performance Management Policy Paternity Paternity leave (bereavement) procedures for school Appraisal and Performance Management Serial Complaints procedure Low level concern policy	Governor Allowances Dignity at Work Whistleblowing Recruitment and Retention Policy Single Central Record Public Sector Equality Special Leave Policy (Teachers) Special Leave Policy (support staff) Appraisal Support Staff	Staff Behaviour Policy Staff Handbook Home/School Agreement Information Systems Code of Conduct Grievance Policy DBS Policy (5 years) Appraisal Policy Lesson Observation Protocol Single Central Record Teacher Capability Capability of Support Staff Charges & Remissions
Cycle B Autumn Term 2026	***Cycle B Spring Term 2027***	***Cycle B Summer 2027***
Safeguarding Admissions Teachers' Pay Single Central Record Debt Management Policy Staff Discipline Remote Learning Policy Prevent ICT Acceptable Use Child on Child Social Media Separated parents	Equality Information & objectives Sickness Absence Management Single Central Record Freedom of Information Subject Access Request Policy & Procedure Public Sector Equality GDPR Schools mobile and home working	Home/School Agreement Induction Staff Handbook Capability of teachers Capability of support staff Visitors to school ICT Acceptable Use Single Central Record Staff Behaviour Leave of Absence Policy Maternity Charges & Remissions

GOVERNOR AGENDAS/POLICY REVIEWS
HEALTH & SAFETY

Cycle A Autumn Term 2027	***Cycle A Spring Term 2028***	***Cycle A Summer 2028***
Accessibility Plan Asthma School Closure Procedures Emergency Evacuation Health & Safety Risk Management Allergens	First Aid Policy No Smoking Missing Children Policy First Aid Overview Supporting children with medical needs & Medicines	Key Policy EVC Lone Working Policy Sun Safety Policy Asset Register/Disposal
Cycle B Autumn Term 2026	***Cycle B Spring Term 2027***	***Cycle B Summer 2027***
Health & Safety Policy Gritting Policy School Closure Procedures Lettings Policy Emergency Evacuation Accessibility Plan Martyn's Law Medical Needs Restraint Mobile phones policy	Asbestos Safety & Security Policy First Aid Overview Children with health needs who cannot attend school Intimate Care Mini Bus CCTV	Fire Safety in Schools Asset Register & Disposal Early Years Health & Safety

GOVERNOR AGENDAS/POLICY REVIEWS
CURRICULUM

Cycle A Autumn Term 2027	***Cycle A Spring Term 2028***	***Cycle A Summer 2028***
Behaviour SEND SEND Information Report Online Safety - SWGFL Healthy Eating Pupil Premium School Development Plan Homework Music Attendance Enrichment benchmarks	ARR EYFS Anti-bullying English Curriculum Policy British Values EYFS Equality Policy	Art History DT Computing RE Presentation PSCHE SRE EYFS Safer Eating
Cycle B Autumn Term 2026	***Cycle B Spring Term 2027***	***Cycle B Summer 2027***
Behaviour SEND SEND Information Report CIOC Pupil Premium T&L Policy Online Safety Policy School Development Plan PSHE Exclusion	Anti-bullying Maths Calculation Marking & Feedback Pupil Premium CME Equality and Diversity	Music Science PE Geography MFL Homework Policy

TERMS OF REFERENCE

Curriculum Committee

1. MEMBERSHIP

The committee shall consist of no fewer than four Governors. The Headteacher will attend most of these meetings.

QUORUM

No less than THREE members

2. MEETINGS

(a) Frequency

The committee will meet once each term and minutes of their deliberations will be available at the next Governors meeting.

If it is considered necessary for them to hold additional or emergency meeting(s), then this will be permissible but the agenda for that meeting will be only that issue which has caused the meeting to be called. These extraordinary meetings will be clerked and minuted as normal meetings and the minutes will be circulated to Governors as above.

The Chairman may, if necessary, receive reports/advice on specific topics from members of staff, advisors and/or Inspectors as considered appropriate. Under normal circumstances these written reports will be available to the committee and will be available in the Governors Resource Area for Governors who are not members of this committee.

(b) Functions

- To advise the Governing Body on the school's statutory requirements with regards to the National Curriculum and other such statutory issues of a curriculum nature.
- To monitor the progress of the SDP regarding pupil progress and attainment and curriculum developments
- To ensure that the national curriculum is taught and that the curriculum is broad and balanced, relevant to the needs and abilities of pupils and focuses on the necessary priorities to ensure that all pupils make good progress, especially in reading, writing and maths.
- To ensure that the school promotes the spiritual, moral, social and cultural developments of all pupils
- To ensure that statutory pupil assessments are carried out and results reported to parents/ carers and appropriate bodies
- To advise the Governing Body on the school's statutory requirements with regards to pupil welfare and attendance
- To monitor how the curriculum is taught, evaluated and resourced
- To monitor how British Values are incorporated within the school curriculum
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the relevant committees or the Governing Body
- To review at each meeting the curricular aspects of the School Improvement Plan
- To draft for approval by the Governing Body and then review on a regular basis:

* Policy for Collective Worship, RE

- To draft for approval by the Governing Body and then review on a regular basis:

* Policy for Sex and Relationship Education

- Ensure that the requirements of children with Special Educational Needs are met and that a school policy is in place in accordance with the SEN Code of Practice
- To make arrangements for the Governing Body to be represented at School Improvement discussions with the LEA and for reports to be received by the Governing Body to oversee arrangements for

individual governors to take a leading role in specific areas of provision, eg SEN, Literacy, Numeracy. To receive regular reports from them and advise the Governing Body.

Functions Excluded

It is particularly important that NO issues of a Grievance and disciplinary nature are discussed at this meeting. The rules of appeal define that an appeal committee will have two more governors that on the committee which heard the initial issue. Thus with six members present at this meeting there would be insufficient governors to hear an appeal against any decision taken. The Chairman will stop any discussion and his/her decision on this matter is NOT open to debate, i.e. it is final.

3. TOPICS

This committee will consider only topics of a curricular nature but may on occasion at the request of the Governing Body deal with other appropriate items.

4. VOTING

If it is necessary for a proposal to be put to the vote, then each member (including the Headteacher) shall have one vote. In the case of a tied vote the Chairman of the Committee shall have a second or casting vote.

5. MINUTES OF MEETINGS

These will be circulated by the Clerk to the Headteacher and Chairman of the Committee for clearance in accordance with the agreed method of operation of Committees, (copies may, if felt appropriate, be circulated to the Chairman and Vice Chairman of Governors).

These terms of reference shall normally be reviewed at the committee's first meeting of the academic year

Resources Committee

1. MEMBERSHIP

The committee shall consist of no fewer than five Governors
The Headteacher will attend these meetings. They will be clerked by the School Business Manager.

QUORUM

No less than three members

2. MEETINGS

(a) Frequency

The committee will meet at least once each term and minutes of their deliberations will be available at the next Governors meeting.
If it is considered necessary for them to hold additional or emergency meeting(s), then this will be permissible but the agenda for that meeting will be only that issue which has caused the meeting to be called. These extraordinary meetings will be clerked and minuted as normal meetings and the minutes will be circulated to Governors as above.
The Chairman may, if necessary, receive reports/advice on specific topics from members of staff, advisors and/or Inspectors as considered appropriate. Under normal circumstances these written reports will be available to the committee and will be available in the Governors Resource Area for Governors who are not members of this committee.

** The Committee will have full powers of delegation with respect to the following financial/estates matters:

- To approve programme for refurbishment
- To ensure the SIP can be met from the school budget
- To approve expenditure beyond the powers delegated to the Headteacher

Terms of reference:

- In consultation with the Headteacher, to draft the first formal budget plan of the financial year
- To establish and maintain an up to date 3 year financial plan
- To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body
- To ensure that the school operates within the Financial Regulations of the County Council
- To monitor expenditure of all voluntary funds kept on behalf of the Governing Body
- To annually review charges and remissions policies and expenses policies.
- To make decisions in respect of service agreements
- To make decisions on expenditure following recommendations from other committees
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised
- To determine whether sufficient funds are available for pay increments as recommended by the Headteacher
- In the light of the Headteacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments
- To present the GB with an annual planned maintenance, repair and replacement programme (including school grounds).
- To monitor the effects of vandalism
- To ensure that the school's statutory responsibilities relating to the security of the building, staff, pupils and visitors are met, in line with the school's H&S policy and related policies;
- To consider lettings policy matters, including charges and to advise the GB on such matters
- To consider any alterations and extensions to the building
- To have an overview of the building's accessibility in line with the appropriate requirements
- To review Health and Safety Premises report and recommendations in the Summer Term meeting
- To review the Educational Visits policy and regularly review requests for visits. Refer residential visits request to Full Governing Body

Disqualification –Any relevant person employed to work at the school other than as the Headteacher, when the subject for consideration is the pay or performance review of any person employed to work at the school

These terms of reference shall normally be reviewed at the committee's first meeting of the academic year

PAY COMMITTEE

1. MEMBERSHIP

The committee shall consist of no fewer than four Governors
The Headteacher will attend these meetings. They will be clerked by the School Office Manager.

QUORUM

No less than THREE members

2. MEETINGS

Frequency

The committee will meet once a year and minutes of their deliberations will be available at the next Governors meeting.
If it is considered necessary for them to hold additional or emergency meeting(s), then this will be permissible but the agenda for that meeting will be only that issue which has caused the meeting to be called. These extraordinary meetings will be clerked and minuted as normal meetings and the minutes will be circulated to Governors as above.
The Chairman may, if necessary, receive reports/advice on specific topics from members of staff, advisors and/or Inspectors as considered appropriate. Under normal circumstances these written reports will be

available to the committee and will be available in the Governors Resource Area for Governors who are not members of this committee

THE REMIT OF THE COMMITTEE WILL BE:

1. To draft the whole school pay policy, (based on the appropriate DfES model pay policy) in consultation with the Headteacher, staff and representatives of the recognised professional associations and unions with members in the school;
2. To conduct an annual review of the pay policy and its application;
3. To submit the draft policy and any proposed revisions which follow the annual review to the full Governing Body for formal approval;
4. To agree any salary progression on the Individual School Range (ISR) for the Headteacher in the light of recommendations.
5. To agree any salary progression on the Individual Salary Range for the Deputy Headteacher(and Assistant Headteacher in the light of recommendations;
6. To review annually – with a September 1st implementation date - the salaries of all teaching staff in the light of recommendations and to provide a statement to them;
7. To recommend to the Governing Body the powers to be delegated to the Headteacher;
8. To try to ensure that the pay policy meets the needs of the school to recruit, retain, develop and motivate staff;
9. To ensure that there is consistency between the application of the pay policy and the Governing Body's policies on advertising, job descriptions and equal opportunities;
10. To prepare and apply criteria to be used in the application of discretionary pay elements and relate these to job descriptions;
11. To implement the statutory and discretionary elements of the School Teachers' Pay & Conditions Document and to have regard to national and local grading agreements and LA advice on grading levels in respect of APT & C Staff and Manual Workers, having regard to employment legislation, equal pay and the Governing Body's policy on equal opportunities;
12. To establish appropriate differentials/relativities within the school;
13. To review the unit total of the school and the effect if any, on the ISR; and to annually review in the light of any recruitment and retention matters, the ISR;
14. To seek a balance between pay and other conditions of service, for example: non-contact time for teaching staff;
15. To keep in touch with the pay policies of other schools by seeking advice from the LA and to be aware of the impact of their decisions on other schools;
16. To have regard to guidance issued by the Authority and professional organisations as appropriate, and where necessary to seek advice.

The Committee has delegated responsibility to exercise all discretions in respect of pay. *(these powers under the staffing regulations may be delegated to the Headteacher – except in her own case; they may also be delegated to an individual appropriate governor, including the Chair. It is not however recommended to delegate these powers to one individual, unless in exceptional situations.)*

NB: the terms of reference given above relate to the Whole School Pay Policy. Where the committee has responsibility for other functions, eg appointment procedures, equal opportunities, staffing establishment, staffing review, staff welfare, trade union matters/staff liaison, the establishment of disciplinary/grievance procedures, additional terms of reference will be necessary.

3. TOPICS

This committee will consider only topics of pay but may on occasion at the request of the Governing Body deal with other appropriate items.

4. VOTING

If it is necessary for a proposal to be put to the vote, then each member (including the Headteacher) shall have one vote. In the case of a tied vote the Chairman of the Committee shall have a second or casting vote.

5. MINUTES OF MEETINGS

These will be circulated by the Clerk to the Headteacher and Chairman of the Committee for clearance in accordance with the agreed method of operation of Committees, (copies may, if felt appropriate, be circulated to the Chairman and Vice Chairman of Governors).

These terms of reference shall normally be reviewed at the committee's first meeting of the academic year

Staff Disciplinary Committee

Terms of reference:

- To make any determination to dismiss any member of staff *(unless delegated to the Headteacher. (See 2003 regulations)*
- **To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the Headteacher is the subject of the action***
- To determine whether the Headteacher shall lead in initial decisions regarding a potential dismissal of a member of staff.
- To make any decisions relating to any member of staff other than the Headteacher, under the Governing Body's personnel procedures (*unless delegated to the Headteacher)*
- To make any determination or decision under the Governing Body's General Complaints Procedure for Parents and others
- To make any determination or decision under the Governing Body's Curriculum Complaints Procedure, in respect of National Curriculum disapplications, and the operation of the Governing Body's charging policy:
- *Additional items which individual Governing Bodies may wish to include*

***cannot be delegated to an individual**

Membership – not less than 2 members of the Governing Body
(NB. The number appointed to this committee directly affects the number required for an Appeal Committee)

Disqualification – The Headteacher
(It is suggested that only experienced governors be appointed to this committee and that the Chairman of Governors, due to probable prior knowledge, should not be a member)

HEADTEACHER'S PERFORMANCE REVIEW GROUP

Terms of reference:

- To arrange to meet with the School Improvement Partner (SIP) to discuss the Headteacher's performance targets
- To decide, with the support of the SIP whether the targets have been met and to set new targets annually
- To monitor through the year the performance of the Headteacher against the targets
- To make recommendations to the Finance / Pay Committee in respect of awards for the successful meeting of targets set.
- To actively support the headteacher in relation to work-life balance issues for themselves and their staff.
- The governing body also need to appoint one of its non-employee members to be the 'Review Officer' to adjudicate on any complaint made by a teacher against a headteacher handling their Performance Management.
- *Additional items which individual Governing Bodies may wish to include*

Membership –3 Governors

Disqualification –The Headteacher and Staff Governors

APPEALS COMMITTEE

To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee*

- To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability*
- To consider any appeal against selection for redundancy*
- *Any items which individual governing bodies may wish to include*

*cannot be delegated to an individual

Membership – no fewer members than the Hearings Committee

Disqualification – The Headteacher
Any members of the Hearings Committee. It is suggested that only experienced governors be appointed to this committee and that the Chairman of Governors, due to probable prior knowledge, should not be a member)

PUPIL DISCIPLINE COMMITTEE

To consider representations from parents in the case of exclusions of 5 days or less (*Committee may not re-instate*)

- To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6th and 50th school days after receiving notice of the exclusion)*
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th school days after receiving notice of the exclusion)*
- To ensure that the guidance contained in the 'Improving Attendance and Behaviour' document is practised in the school, with specific reference to the role assigned to the Governing Body.
- To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Governing Body or relevant committee
- To differentiate between Welfare and Exclusions (appeals against fixed term or permanent exclusions). See guidance in Autumn Director Report 2006.
- *Any items which individual governing bodies may wish to include*

Membership – 3
NB. The Governing Body may nominate a pool of governors from which three or five will serve as the Discipline Committee to consider particular exclusions. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing. If, through non-attendance of a governor, four members consider an exclusion, the chair has the casting vote.

Disqualification – The Headteacher. Any Governor with prior knowledge of the pupil or the incident.

(It is suggested that neither the Chair of Governors nor a member of staff, due to probable prior knowledge, should be a member)

Phonics Governor

Purpose of the Role

- Having an understanding of current school policy and practice for teaching and learning of phonics, including phonics programmes.
- Keeping informed about national developments.
- Attending school INSET days on phonics.
- Planning visits to observe phonics lessons and report back to governors.
- Discussing the outcome of school visits with the phonics coordinator and the headteacher.
- Meeting with the phonics coordinator on a termly basis to discuss progress and issues.
- Discussing the outcomes of the school's monitoring and evaluation of teaching and learning with the headteacher and the phonics coordinator.
- Monitoring the school's progress towards achieving the agreed targets.
- Attending relevant governor training.
- Supporting the school in encouraging and valuing reading and writing for pleasure – taking an active role in supporting events such as book weeks, visiting authors, competitions and celebrations of pupils' achievements.

Sports Premium Governor

Purpose of the Role

- Having an understanding of current school policy and practice for sports premium and how this is spent.
- Keeping informed about national developments.
- Reporting back to governors on the success of the sports premium in consideration of the school improvement plan.
- Meeting with the headteacher on a termly basis to discuss progress and issues.
- Monitoring the school's progress towards achieving the agreed targets.
- Attending relevant governor training.
- Holding executive leaders to account for the educational performance of the organisation and its pupils.
- Overseeing the financial performance of the organisation and making sure its money is well spent.

Health & Safety Governor

Expected to carry out health and safety checks or inspections, but instead hold school leaders to account for complying with them.

As part of your role, you will:

- Work closely with senior staff to support health and safety, monitor implementation of the school's health and safety policy and provide challenge as appropriate.
- Attend and participate in the termly health and safety visit at the school.
- Seek assurance during the termly meetings that risk assessments are up-to-date, any risks are mitigated and dealt with appropriately and that staff know where to find them.
- Liaise with the headteacher to ensure accidents are investigated and steps are taken to avoid them happening again.
- Monitor how staff assess and follow up any identified health and safety issues.
- Check that any health and safety issues raised by your school development plan are being addressed and moved forward.
- Attend any relevant training for health and safety governors.
- Ask challenging questions and hold senior leaders to account on health and safety at the school.
- Receive confirmation that the school is prepared to deal with incidents and near misses.
- Check that school staff receive relevant and adequate health and safety training.

English Governor

Purpose of the Role

- Having an understanding of current school policy and practice for teaching and learning of literacy.
- Keeping informed about national developments.
- Attending school INSET days on literacy.
- Planning visits to observe literacy lessons and report back to governors.
- Discussing the outcome of school visits with the literacy coordinator and the headteacher.
- Meeting with the literacy coordinator on a termly basis to discuss progress and issues.
- Discussing the outcomes of the school's monitoring and evaluation of teaching and learning with the headteacher and the literacy coordinator.
- Monitoring the school's progress towards achieving the agreed targets.
- Attending relevant governor training.
- Supporting the school in encouraging and valuing reading and writing for pleasure – taking an active role in supporting events such as book weeks, visiting authors, competitions and celebrations of pupils' achievements.

Equalities Governor

Purpose of the Role

- The Equalities Governor is the link between the governing body and the school in relation to equalities matters.
- The governor should meet with staff regularly to discuss the implications of the government's Equality Act 2010 and the Equality and Human Rights Commission's Public Sector Equality Duty guidance for schools in England.
- Ensure compliance with equality duties including:
    - making sure the school complies with the relevant equality legislation;
    - publishing equality information annually;
    - identifying where practice could be improved and publishing equality objectives;
    - monitoring progress towards the equality objectives and reporting annually.
- DfE non-statutory guidance 2014 states that published information does not necessarily have to be statistical data. Many other kinds of information can be used to show how the school is promoting equality, such as publishing policies online or publishing minutes of governors' meetings.

Mathematics Governor

Purpose of the Role

- Developing and maintaining an understanding of how numeracy is progressing within the school.
- Understanding current school policy and practice for teaching and learning of mathematics.
- Keeping informed about national developments.
- Attending school INSET days on numeracy.
- Planning visits to observe the daily mathematics lesson and discuss them with staff.
- Meeting with the mathematics coordinator to discuss progress and issues.
- Discussing the outcomes of the school's monitoring and evaluation of teaching and learning with the headteacher and mathematics coordinator.
- Monitoring the school's progress in achieving the agreed mathematics targets.
- Taking an active role in supporting the mathematics coordinator with events such as maths weeks, competitions and celebrations of pupils' achievements.
- Taking responsibility for your own training and development needs to ensure that you have the skills required for the role of maths governor.

Attendance Governor

Purpose of the Role

Termly meetings should be arranged with the designated staff lead to support, challenge, monitor and evaluate the work of the school in relation to:

- Ensuring statutory duties in relation to pupil attendance are met.
- Minimising levels of absence and the impact on pupils' achievement.

A robust and regularly reviewed attendance policy should be in place that reflects the views of pupils and parents, sets out clearly expectations for parents, pupils and staff, explains how absence from school will be monitored and managed, and how the school will intervene when a child's attendance becomes a concern and how good attendance will be celebrated.

The pupil attendance governor may also wish to be a member of the school attendance panel which meets with parents whose children's attendance has not improved in spite of support from the school, local authority and other services.

Safeguarding Governor

Purpose of the Role

The safeguarding governor should act as a critical friend to the school for all safeguarding issues.

This should include that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda.

To monitor the training records of the school to ensure compliance.

- To ensure that interviewing panels are convened appropriately, that safer recruitment practices are followed and that single central record/recruitment checks are maintained.
- To be able to verify that the school has done all it can to inform its community of its responsibility to promote the welfare of children and keep them safe.
- To take account of how safe children feel when they are in school.
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of safeguarding governor.
- To review the needs to be met which ensure the school complies with 'Keeping Children Safe in Education'.
- Up to date policies, staff training and implementation of policy procedures.
- Information posters in school confirming the identity of the designated person.
- How internal records are maintained.

- How cases are monitored, though the governor will not have access to individual case files.

Pupil Premium Governor

In summary, this would include:

- Understanding what the pupil premium grant is, who it is for and what outcomes are expected to achieve.
- Championing disadvantaged children in the governing body during committee meetings and governor monitoring visits.
- Making sure that the equal opportunities policy at the school is fit for purpose and promotes equality of opportunity for disadvantaged pupils.
- Knowing how the pupil premium grant is being spent.
- Knowing the impact of funding on outcomes for children so that academic progress is accelerating and standards of behaviour and emotional wellbeing are high.
- Knowing what systems are in place in the school for evaluating the impact of pupil premium.
- Being able to challenge the school on headline data for this group.
- Being able to question the school on how well provision for this group is delivered through teaching interventions and through quality first teaching.
- Ensuring that the school website is compliant with statutory requirements and gives parents a meaningful summary of how funding is used and the difference it is making.
- Supporting the school in developing positive family and community links in order to raise aspirations for this group of pupils.

Looked After Children / Young Carers Governor

- To ensure that the designated teacher has access to appropriate training to fulfil their role and meet their statutory responsibilities.
- To monitor the effectiveness of the designated teacher by ensuring that the school has a clear overview of the educational needs and progress of looked after children.
- To ensure that the governing board and school leadership team consider what picture the information in the report is providing and what needs to be done.
- To ensure that the governing board and school leadership team are aware of, and able to keep themselves informed about, provision for and attainment of looked after children.
- To ensure the school adopts the policy for young carers.
- To ensure that the young carers' charter is signed and displayed prominently in school.

- To appoint a senior member of the school staff to be the designated lead for young carers.
- To receive regular updates from the headteacher's report to governors on activities in school that identify and support the welfare, achievement and attainment of young carers.
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of looked after children and young carers governor champion.

Behaviour Governor

- Challenge and support the school to improve behaviour at an individual and group level.
- Challenge how effective the current systems of communication with parents are around behaviour.
- Monitor standards of behaviour and behaviour data.
- Monitor the number of suspensions and permanent exclusions and the reasons they were made.
- Consider if any particular pupil group is more at risk of suspension or exclusion and challenge what the setting is doing to improve opportunities for these pupils and reduce exclusions.
- Consider what evidence there is to demonstrate a whole-school culture in which behaviour routines are implemented positively, consistently and with transparency.
- Seek evidence of the support and training which is in place to ensure staff can effectively implement the behaviour policy.
- Monitor how the school links and embeds behaviour expectations within personal, social, health and economic education (PSHE) and/or sex and relationships education.
- Monitor staff training on classroom management techniques.
- Monitor responses to staff surveys relating to the support they receive from the senior leadership team.
- Monitor and challenge how the behaviour policy is adapted to meet the needs of all pupils, including those with SEND and disabilities.
- Monitor how the school engages with outside agencies to support behaviour and what impact this is having.

SEND Governor

Equality Objectives to Comply with the Equality Act 2010

- To ensure that SEND children have access to the curriculum and that resources are used appropriately.
- To liaise with the school SENCO or SENDCO.

- To have an overview of the provision for vulnerable groups, funding availability, school provision, pupil progression/performance.
- To monitor the implementation of the SEND policy in school and its links to the school improvement plan.
- To ensure that the governing board are kept up to date with changes both locally and nationally for SEND pupils.
- To ensure that the school considers the needs of learners with chronic or long term medical conditions alongside other vulnerable groups and are doing all they can to safeguard and support this potentially vulnerable group of learners.
- Governors should be satisfied that identified groups of learners achieve as well as other groups given their starting points.
- Governors should know how staff members are trained to support these groups.
- Governors should be satisfied that school staff members are aware of the potential risks of a learner's condition not being well managed in school.
- Governors should be satisfied with the quality of support, guidance and care provided by staff.
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of SEND governor.

Online Safety / Cyber Security Governor

Purpose of the Role

Online Safety Governor

- To ensure that the school follows all current online safety advice to keep children and staff safe online.
- To approve the e-safety policy and review the effectiveness of the policy.
- Regular information about e-safety incidents and monitoring reports.
- Encourage engaged e-safety activities.
- The role of the e-safety governor will include:
    - regular review with the e-safety coordinator/officer;
    - reviewing e-safety incidents, filtering/challenge control logs.
- Have responsibility for your own training and development needs to ensure that you have the skills required for the role of online safety governor.

Cyber Security Governor

- Ensure that the school has IT policies and procedures in place that cover the use of ICT systems and data security, including compliance with GDPR.
- Ensure the governing board are cyber compliant and trained in cyber security.

GOVERNOR TRAINING

Governors are expected to undertake training at least annually to ensure that they know their role, can support and challenge the school and so they can contribute to school life.

Governors can access training provided by Blackburn with Darwen, which is sent out termly via email and also with the termly full Governing Body information. Avondale also buys into the National Governance Association (NGA) which is a website that holds a wealth of information.

SCHOOL FUNDING

Revenue Funding (Main Budget Allocation)

Revenue funding comes from the local authority and is known as the delegated budget. It provides funding for the day-to-day running costs of the school, for example staff salaries, energy costs, learning resources etc.

The Department for Education (DfE) will calculate the amount of funding local authorities are to receive to spend on schools, and will distribute this in the form of a ring-fenced grant known as the Dedicated Schools Grant (DSG). The DSG is delegated to individual schools on the basis of the local funding formula, which distributes the majority of funding to schools on the basis of pupil numbers.

Capital Funding (DFC)

Capital funding is made available to schools for spending on school buildings and/or furniture and equipment (including ICT equipment). The funding cannot be used to support the day-to-day running costs of the school or any routine building maintenance.

All schools receive a devolved capital allocation, which is calculated on a formulaic basis. In addition to this, Local Authorities receive capital funding for schools, which is utilised on individual schools according to need.

Pupil Premium

The pupil premium was introduced in April 2011 and is allocated to schools to support pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that Head Teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online.

The Governing Body and the School Budget

The Governing Body has a statutory responsibility for the financial management of the school, which includes deciding how the available funding is spent. In its strategic role, it must set the educational and financial priorities for the school and ensure the budget is managed effectively. It has a legal obligation to agree the annual budget plan, which must be submitted to the local authority.

The budget for the school should follow the priorities and objectives as set out in the School Improvement Plan. The Governing Body may delegate the preparation of the budget to a committee, who should ensure that the

Head Teacher and Office Manager are also involved in the budget setting process as appropriate. The committee may also wish to have due regard to benchmarking data available for other schools in similar situations. This may be found in school or on the DfE website.

The Governing Body should ensure that its financial responsibilities and those of its committees, the Headteacher and other staff are clearly defined and set down in a written policy. This allows the Governing Body to ensure that adequate systems of financial control are in place and that it receives the information it needs to carry out its role.

Once the budget has been approved, the Governing Body should monitor spending regularly throughout the year to ensure that it is in line with the budget. Where significant variances are identified these should be understood and any appropriate action and subsequent amendments to the budget made.

Schools are subject to both local authority auditing of the schools financial procedures and practices and possibly external audit as part of the audit of the local authority. The Governing Body should receive the auditor's report and ensure that any recommendations are acted upon and implemented as necessary.

As part of the inspection process, OFSTED will look at how well the school makes use of its resources and how these are linked to educational priorities.

The Fair Funding Scheme for Financing Schools

The Fair Funding Scheme for Financing Schools is a statutory document under Section 48 of the Schools Standards and Framework Act 1998. This Scheme sets out the financial relationship between the Local Authority and the maintained schools, which it funds. The Scheme details the requirements relating to financial management and associated issues that must be adhered to by the Local Authority and all maintained schools. The requirements are binding on both the Authority and on schools.

SOURCES OF INFORMATION

	Telephone/website
LA Governor Support	01254 666358
Andrew Hutchinson (Service Lead for Governance)	01254 666507
Advisory Centre for Education	0808 800 5793 (General Helpline)
Audit Commission	0207 828 1212 www.audit-commission.gov.uk
DfE switchboard and website	0870 001 2345 www.DfE.gov.uk
DfE Governors' website	www.governornet.co.uk
DfE Publications	0845 602 2260 0845 603 3360 (fax) DCSF@prolog.uk.com
DfE Standards Unit	www.standards.DfE.gov.uk
Information for School and College Governors (ISCG)	0207 229 0200 www.Governors.fsnet.co.uk
LA governor training programme and support services	01226 770770
National Association of School Governors (NASG)	0121 643 5787 www.nagm.org.uk
National Governors' Council (NGC)	0121 616 5104 www.ngc.org.uk
Ofsted Publications	07002 637833 www.ofsted.gov.uk

Qualifications and Curriculum Authority Publications	01787 884444 www.qca.org.uk
Teachernet (individual Governors can register, for email notification of the monthly DCSF circulation to Head Teachers and chairs)	www.teachernet.gov.uk
The Stationery Office (formerly HMSO publications)	0870 600 5522 www.tso.co.uk/bookshop
Times Educational Supplement published on Fridays	www.tes.co.uk
GovernorLine National Governors' Helpline Mon-Fri 9am-10pm; Sat & Sun (excluding bank holiday) 11am-4pm	08000 722181 www.governorline.info
DFE – A competency framework for Governance January 2017 DfE 00021 2017	http://www.nga.org.uk

Governor code of conduct

For maintained school governing bodies

The following model code of conduct is anchored in the Seven Nolan Principles of Public Life. It aligns with the Framework for Ethical Leadership in Education which helps to guide governing boards in their decision making and behaviour.

How to use this code of conduct

- Adapt this code of conduct to meet the needs of your governing body and context.
- Review and approve the code of conduct annually (normally at the first meeting of the autumn term).
- New governors should agree to the board's code of conduct on being appointed as part of their induction programme.
- Chairs may also use their code of conduct to support annual governor evaluation conversations.
- NGA recommends that governing bodies publish their code of conduct on their school website.

Helpful NGA resources

Resources to help governors to meet the standards set out in the code of conduct:

- Role descriptions for governors and trustees
- Guidance on school monitoring visits
- Effective teamwork: a guide for governing boards
- Appointing and removing governors

NGA model code of conduct

Once this code has been adopted, all governors agree to faithfully abide by it.

We will abide by the Seven Nolan Principles of Public Life and demonstrate our commitment to ethical governance:

Selflessness
We will act solely in terms of the public interest.

Integrity
We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to

gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity
We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability
We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness
We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty
We will be truthful.

Leadership
We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

NGA recognises the following fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. * We will develop, share and live the ethos and values of our school
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. * We will fully cooperate with requests that are necessary to ensure organisational compliance, including disclosure and barring checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and, where we cannot attend, explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.

2. We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.
5. * We will practice good ICT security, keep personal data safe and support GDPR compliance.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the register of business interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

* We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions including suspension or removal from the governing body as a last resort.

Adopted by: [Avondale *Governing body*] on **Signed:** [chair of board]

We agree that this code of conduct will be reviewed annually endorsed by the full governing

Annex

The seven principles of public life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations)

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

GLOSSARY OF TERMS

Academy Academies are a new type of school. They are publicly-funded independent schools, for pupils of all abilities, established by sponsors from business, faith or voluntary groups working in highly innovative partnerships with central Government and local education partners. Their independent status allows them the flexibility to be innovative and creative in their curriculum, staffing and governance and to work in different ways to traditional local authority schools. Visit the Standards Site for more information.

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

Admissions Authority Schools which handle their own pupil applications are admission authorities. They send out information about the school and pupil application forms, giving a deadline for receipt. Local authorities are also admission authorities as they are responsible for admissions to community and voluntary-controlled schools.

Advanced GNVQ Advanced General National Vocational Qualification This is similar to BTEC and the equivalent of two A levels. The subjects offered have a vocational element such as childhood studies.

AMP Asset Management Plan

ATL Association of Teachers & Lecturers

APL Accreditation of Prior Learning.

AQA Assessment and Qualification Alliance.

BA with QTS Bachelor of Arts — arts degree-level ITT qualification leading to QTS. One of the main routes into primary teaching.

Baseline Assessment An assessment of a child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what a child can do when starting school and helps them to plan lessons and measure progress. Areas covered include language and literacy, mathematics and personal and social development.

BECTA British Educational Communications and Technology Agency.

BEd with QTS Bachelor of Education — degree-level initial teacher training qualification leading to qualified teacher status. One of the main routes into primary teaching. **Book Trust** An independent educational charity established to promote books and reading among readers of all ages and cultures.

BSA Basic Skills Agency.

BSc Bachelor of Science Science degree-level initial teacher training qualification leading to qualified teacher status. One of the main routes into primary teaching.

BTEC National Qualification equivalent to two A level courses. Subjects include nursery nursing, business studies and art and design. There are considerable practical elements to the courses with work placements offered.

CAF Common Assessment Framework

CAMHS Child Adolescent Mental Health Services

CAT Cognitive Ability Test (Produced by the National Foundation for Educational Research).

Catchment Area Some admission authorities give priority to children who live in an area around the school.

CEO Chief Education Officer.

CHI The Support Society for Children of Higher Intelligence.

Childminders Childminders look after children under five and school age children after hours and in the holidays. The local authority decides how many children a childminder can care for, and childminders are able to register as part of a network to provide early education.

Community school State schools in England and Wales which are wholly owned and maintained by the local authority. The local authority is the admissions authority — it has main responsibility for deciding arrangements for admitting pupils.

County Schools State schools in England and Wales which are wholly owned and maintained by local authorities. **CPI** Child Protection Issue..

CTC CityTechnical College Independent all ability non-fee-paying schools for pupils aged 11 to 18. There are 14 CTCs and one CCTA — City College for the Technology of the Arts, in urban areas across England. CTCs teach the National Curriculum to pre-16-year-olds with a focus on science, mathematics and technology. They offer a wide range of vocational qualifications and part of their role is to innovate in the development, management and delivery of the curriculum.
Day Nurseries These take children under five for the whole working day. Children can attend on a part-time or full-time basis according to their parents' needs. They may be run by local authorities, voluntary organisations, private companies, individuals or employers. There must be at least one adult for every eight children and at least half of the staff must have a qualification recognised by the local authority.
DCSF Department for Children, Schools and Families.
DfE Department for Education
Designated Teachers Advocates who liaise with other services on behalf of young people in care.
DfES Department for Education and Skills. (From July 2007 no longer in existence).
Disapplied pupils The National Curriculum assessments have been designed to make sure that as many children as possible can be assessed. There may, however, be a small number of pupils who are not able to take part in some or all of the assessments, even allowing for the full range of arrangements that can be made. Usually this only happens if all or part of the National Curriculum is not suitable for a pupil because he or she has certain special educational needs. The assessments are designed to cater for most pupils with special educational needs.
DLOs Desirable Learning Outcomes.
DPC Data Protection Commission/Commissioner.
DRC Disability Rights Commission.
EAB Education Assets Board.
EAL English as an Additional Language.
Early Years Development and Childcare Partnership Plans education locally for children below compulsory school age, and childcare for children from 0 to 14 years. One Partnership in each local authority area draws up a plan each year which explains what local early education and childcare services will be provided and includes a list of all local providers of free early education.
Early Years Development and Childcare Plan A local plan which sets out how early education and childcare services will be provided.
EAZs Education Action Zones Groups of 15 to 25 schools which aim to create new partnerships, raise standards and generate innovation within education. These groups of schools receive £1million a year for three to five years. An EAZ based on a single secondary school and its associated primaries will receive £350,000 a year. These smaller EAZs are only being set up in Excellence in Cities areas.
EBD Emotional and Behavioural Difficulties.
EDP Education Development Plan.
ESRA Event Specific Risk Assessment
Education Welfare Officers (otherwise known as Education Social Workers) Employed by local authorities to monitor school attendance and help parents meet their responsibilities.
EECs Early Excellence Centres.
EYFS Early Years Foundation Stage
Exclusion The suspension or expulsion of a pupil from school for disciplinary reasons.
Extended school A school that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.
Feeder Schools Some admission authorities give priority to children from certain primary schools.
FFT Fischer Family Trust (provide data to schools)
Foundation Schools Type of state school which is run by the local authority but which has more freedom than community schools to manage their school and decide on their own admissions.
FSM Free School Meals.
GEST Grants for Education, Support and Training.
GNVQ General National Vocational Qualification
Vocational qualifications taken mainly by pupils age 16 and in full-time education.
GTC General Teaching Council.
GTP Graduate Teacher Programme.

GTTR Graduate Teacher Training Registry Central agency for processing applications for most postgraduate (Post Graduate Certificate Education) initial teacher training courses. HEA Health Education Authority.

HEADLAMP Headteachers Leadership and Management Programme.

Healthy Schools Initiative Government scheme to help improve the health of both pupils and teachers. The initiative includes a Wired for Health website, a Healthy Teacher focus to address occupational health issues for staff and cooks' academies in schools to improve knowledge about nutrition. HMCI Her Majesty's Chief Inspector of Schools.

HMI — Her Majesty's Inspector OFSTED inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice.

HNC Higher National Certificate.

HND Higher National Diploma — a two-year course that equates to two years of a degree course. Offered in many subject areas, mostly with a practical application. HNDs may also have an industrial or commercial placement as part of the course.

Home-school agreements All state schools are required to have written home-school agreements, drawn up in consultation in parents. They are non-binding statements explaining the school's aims and values, the responsibilities of both school and parents, and what the school expects of its pupils. Parents will be invited to sign a parental declaration, indicating that they understand and accept the contents of the agreement.

HSE Health & Safety Executive.

ICT Information and Communications Technology.

IEP Individual Education Programme. Programmes which are drawn up by the class teacher and/or special needs co-ordinator within a school to provide individual support for children deemed to have needs over and above that of other children in the class. This could be either due to learning difficulties or because they are considered to be exceptionally bright or gifted children.

Independent Schools These are schools which are not funded by the state and obtain most of their finances from fees paid by parents and income from investments. Some of the larger independent schools are known as public schools, while most boarding schools are independent. Further information is available from the ISIS — Independent Schools Information Service.

INSET In-service education and training All teachers have access to INSET in schools, helping them to refine their teaching and management skills.

IT Information Technology.

ITT Initial teacher training — most people need to take an ITT course in order to gain qualified teacher status (QTS).

ITT provider Provider of initial teacher training — e.g. college/university, consortium of schools.

ISR Individual School Range (categorising of a school and type/used in calculation of HT's salary)

KS Key Stage A child's progress through school is measured in Key Stages. Each Key Stage covers a number of school years. Starting at Key Stage 1 and finishing at Key Stage 4. · Key Stage 1 Infant School (3-7 years).

· Key Stage 2 Junior School (7-11 years).
· Key Stage 3 Lower Secondary School (12-13 years).
· Key Stage 4 Upper Secondary School (14-16 years).

LA Local Authority The term 'local authority' (or LA) describes a type of council which has responsibility for providing education to pupils of school age in its area. Their overall education remit also includes early years, the youth service and adult education. An LA is responsible for promoting high standards of education. It is responsible for contributing to the spiritual, moral, mental and physical development of the community by ensuring that efficient primary and secondary education is provided and ensuring that there are enough primary and secondary places with adequate facilities to meet the needs of pupils living in the area.

League Tables See Performance Tables.

Learning Direct A free advice telephone line which offers information on adult education and courses wherever you live and wherever you want to study (0800 100 900).

Licensed or Registered Teacher Scheme Employment based training leading to qualified teacher status.

LPSH Leadership Programme for Serving Heads.

LSA Learning Support Assistant.

LSAC Language Sports and Arts Colleges.
LSC Learning and Skills Council.
LSCB Local Safeguarding Children's Board
MA Modern Apprenticeships.
MFL Modern Foreign Languages.
MLD Moderate Learning Difficulties.
National Curriculum Covers what pupils should be taught in state maintained schools. The National Curriculum provides a balanced education for a child covering 11 subjects overall, and is divided into four Key Stages according to age.
NAHT National Association of Headteachers
NCS National Childcare Strategy.
NCT National Curriculum Test.
NFER National Foundation for Educational Research.
NGfL National Grid for Learning Government body responsible for information and communications technology in schools.
NIACE National Institute of Adult Continuing Education.
NOF New Opportunities Fund A lottery distributor created to award grants to education, health and environment projects throughout the UK.
NPQH National Professional Qualification for Headship.
NQT Newly Qualified Teacher.
NSPCC National Society for the Prevention of Cruelty to Children.
NVQ National Vocational Qualification — work-based qualification.
OCA Ofsted Complaints Adjudicator.
Ofsted Office for Standards in Education An official body which regularly inspects all the schools in England which are mainly or wholly state funded. Ofsted inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice. OSCI Out of School Childcare Initiative.
Oversubscription Criteria Often referred to as those rules applied by admission authorities when a school has more applications than places. They must by law be fair and objective and must be published annually in prospectuses and by local authorities in a prospectus explaining admissions at all schools in an area.
PANDA Performance and Assessment Reports
Produced by the Office For Standards in Education (Ofsted) and issued annually to schools. The contents of each PANDA report are confidential between Ofsted, the school, and the local authority, although schools are free to disseminate the information as they see fit.
PAT Pupil Assessment Tracker
Pathfinder A project which is testing out a Government policy over a defined period prior to its full implementation.
PE Physical Education.
Personal Education Plan (PEP) PEPs are schemes developed for young individuals in public care, designed to support their education.
Performance Tables The Department for Education and Skills publishes comparative secondary and 16 to 18 performance tables each year. The tables report achievements in public examinations and vocational qualifications in secondary schools and Further Education sector colleges. Primary school performance tables are published by local authorities and report the achievements of pupils at the end of Key Stage 2.
PGCE Postgraduate Certificate of Education — postgraduate-level Initial Teacher Training qualification.
PIN Parents Information Network.
Plenary The time at the end of a lesson in which the teacher finds out what children have learnt and re-emphasises the main points of the lesson.
PMLD Profound and Multiple Learning Difficulties.
PPA Planning, Preparation, Assessment
Pre-school playgroups These generally take children between the ages of three and five and most offer half-day sessions. Usually non-profit making and managed by volunteers and parents. There must be at least one adult for every eight children and at least half of the adults must be qualified leaders or assistants.

Private nursery schools These take children between the ages of two and five and offer half or full-day sessions and some stay open in the school holidays. There must be at least one adult for every 13 children and at least half of the staff must be qualified teachers.

Prospectus A school's prospectus is a brochure containing useful facts and figures, which the governing body must publish each year for parents and prospective parents. Ministers set minimum requirements for content, so that parents can easily make comparisons between different schools. Copies will be available at the school for reference or free of charge to parents on request.

PRU Pupil Referral Unit

PSE Personal and Social Education.

PSHE Personal, Social and Health Education.

PTFA Parent Teacher & Friends Association.

PSCHE Citizenship

Pupils with statements of Special Educational Needs (SEN). These statements describe any learning difficulties which pupils have, and specify the extra help or equipment they need. Around 3 per cent of school pupils nationally have statements. Some pupils with special educational needs are academically able. But schools face challenges in achieving Level 4 at Key Stage 2 for many pupils with SEN. The information on the numbers of pupils with SEN in each school helps you take this into account when looking at the school's results.

Pupils without statements These are other pupils registered as having special educational needs but whose schools meet the pupils' needs without statements.

QAA Quality Assurance Agency for Higher Education.

QCA Qualifications and Curriculum Authority.

QDC Qualifications Data Collection Steering Group.

QTS Qualified Teacher Status The professional status you need to obtain to teach in state maintained schools in England and Wales. QTS is normally awarded after successful completion of an Initial Teacher Training course.

QUIET Quality in Education and Training Associates.

Reception Classes in State Primary Schools These take children at four and five, some starting children off with half-day sessions. There must be at least one adult for every 13 children. Staff are qualified teachers and assistants.

REEF Race Employment and Education Forum.

Remodelling Remodelling is set out in a national agreement signed by the Secretary of State that aims to reform the school workforce. It is about giving teachers more time, extra support and renewed leadership in order to reduce teacher workload, raise standards, increase job satisfaction and improve the status of the profession.

SCITT School- Centred Initial Teacher Training

School-based teacher training course leading to Qualified Teacher Status.

SEN Special Educational Needs. This denotes any child that has been identified as having some form of educational need either as a result of learning difficulty or if they are deemed as particularly bright or gifted. These children receive additional support either from within the school or outside agencies. Consult the DfES booklet *SEN: A Guide for Parents* if you think your child may have special educational needs.

SENCO Special Educational Needs Coordinator.

SENCOP SEN Code of Practice

SIO School Improvement Officer

SIMS Schools Information Management Systems.

SLD Severe Learning Difficulties.

SLT Senior Leadership Team.

Special Schools State schools in England and Wales which are provided by local education authorities for certain children with special educational needs.

Specialist Schools This type of school includes technology, languages, sports and art colleges operating in England.

SRS Safer Routes to School A government initiative to make the environment safer to encourage children to walk or cycle to school, thereby avoiding school car runs. Schools and local education authorities work with local community and transport planners to facilitate safer routes to school. **SSD** Social Services Department.

State Nursery Schools These take children from the age of three or four and are open during school term time and normally offer five half-day sessions a week. There must be at least one adult for every 13 children. Staff are qualified teachers and assistants.
State Schools Otherwise known as publicly funded schools and attended by over 90 per cent of pupils. Parents do not pay any fees. Scottish state schools are maintained and controlled by the local education authority.
STRB School Teachers Review Body.
Teacher Assessment A formal assessment made by a teacher when your child is aged 7, 11 and 14.
Used alongside the national tests to judge a child's educational progress.
TES Times Educational Supplement.
TLR Teaching & Learning Responsibility (payment for additional responsibilities)
TPS Teacher's Pension Scheme.
TTA Teacher Training Agency, Responsible for raising standards in schools in England by attracting able and committed people to teaching and by improving the quality of teacher training.
VTC Virtual Teacher Centre A service for schools professionals providing news, support for professional development and the facility to search resources across the National Grid for Learning.
Voluntary aided school Schools in England and Wales which are maintained by the Local Education Authority, with a foundation (generally religious) which appoints most of the governing body. The governing body is the admissions authority.
Voluntary controlled school Schools in England and Wales which are maintained by the local authority, with a foundation (generally religious) which appoints some — but not most — of the governing body. The LA is the admissions authority.
Voluntary grammar schools Grant-maintained, integrated schools in Northern Ireland which take both Protestant and Roman Catholic pupils