

# WHITGREAVE PRIMARY SCHOOL

## GOVERNOR HANDBOOK



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September 2018

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## Our Vision and Aims

### ***Learning Together, Achieving Forever!***

At Whitgreave Primary School, we aim to:

- Support each and every pupil, to achieve their full potential, both academically and personally, celebrating achievements, both within and outside of school. **SMSC: Spiritual.**
- Nurture and develop self-esteem and a self-belief for all pupils, so that pupils are prepared to take risks with their learning and learn from their mistakes. **SMSC: Social.**
- Provide a safe, secure and stimulating environment, whereby teaching and learning is challenging, engaging and inspiring, providing tools to aid enjoyment and enthusiasm, in order to reach the ultimate goal - success. **SMSC: Moral. BV: Rule of Law.**
- Empower all pupils to develop ownership of their own learning, thus fostering motivation and a love of learning, whilst building resilience, so that all pupils have the strength to overcome obstacles and barriers to their learning. **BV: Individual Liberty.**
- Foster an ethos of high expectations and aspirations for all. **SMSC: Moral. SMSC: Cultural.**
- Support each and every pupil to develop self-respect and to respect the opinions, feelings and possessions of others. **BV: Tolerance and mutual respect of those with different faiths and beliefs.**
- Provide all pupils with an equal opportunity to learn, share their opinions and to take part in all aspects of school life at Whitgreave, along with opportunities to develop life skills and experiences within the local Community and wider world. **BV: Individual Liberty. BV: Democracy.**
- Create a happy and friendly learning environment for all members of the Whitgreave Team, so that everyone feels valued and everyone feels welcome. **SMSC: Social. SMSC: Cultural.**
- Encourage the involvement of parents and carers in school life, working in partnership together, whilst encouraging and supporting parents and carers to develop their own skills and experiences. **SMSC: Social.**
- Develop an ethos, which underpins all aspects of school life, where everybody matters, everyone counts. **SMSC: Spiritual. BV: Tolerance and mutual respect of those with different faiths and beliefs.**

## What does a Governor do?

The Governing Board consists of 13 Governors, 3 elected by parents, 1 by the LA, 1 by the Staff, 1 Headteacher and 7 Co-opted appointed by the Governors to represent the Local Community. The Governors are actively engaged in the life of the school, though not in terms of the day-to-day management which is the responsibility of the Head Teacher. The points below summarise what is expected of each Governor as a minimum requirement.

### Governors

- + Attend the Governing Board meetings each year, read agendas and minutes, prepare challenge;
- + Become members of committees which meet at least once a term, or as necessary;
- + Attend training sessions, as appropriate and remain aware of their own training needs;
- + Form part of a Link Governor Team, utilising this role to monitor school improvement.

### Chair of Governors

The role of the Chair of Governors is to make sure that the Governing Board affairs are conducted in accordance with the law. In addition, to report any urgent action taken on behalf of the Governing Board, making sure it is fully explained and supported.

Chairs and Vice Chairs in the Chair's absence have no special power to take decisions on behalf of Governors unless there has been a resolution of the Whole Governing Board to delegate specific authority. *However, they do have the power to take action if the matter is urgent and if it concerns one of the functions that can be delegated.* The Education Regulations 1999 Regulation 43 defines urgent as a case where delay would be seriously harmful to the school, or to any pupil or member of staff, and it would not be reasonably practicable to hold a Governor's Meeting to resolve the issue. Any urgent action the Chair or Vice Chair on behalf of the Governing Board should be reported at the next meeting.

A copy of a Governor Job Description and Person Specification can be found in **Appendix A**.

## What skills and qualities does a Governor need?

### Self-Review

- ✚ The ability to stay focused on the needs of this school and its community and not to be diverted to other agendas that will not have a positive impact on the standards in our school;
- ✚ A determination to persevere in the face of difficulties and to stand up for what we believe is right, by working to a set of shared values and working within the aims of the school. A commitment to give time for attendance at meetings and participation in working parties;
- ✚ Spotting trends, keeping an open mind being forward thinking, being alert to new opportunities that may help us to move the school forward.

### School Improvement

- ✚ Having a curiosity of mind to find out new things about education and the role of the Governors;
- ✚ Asking questions of the school to ensure that standards are as high as they can possibly be;
- ✚ Helping to create a shared vision for the future of the school;
- ✚ Willing to listen to others, accept that everyone has a point of view and beliefs that are to be valued and use this diverse knowledge/skills base for the benefit of the school when appropriate.

### Professional Development

- ✚ A commitment to personal training in fulfilment of the Governor role;
- ✚ The ability to be a 'critical friend' to the school and to critically evaluate personal strengths and areas for development.

### Collaboration

- ✚ A readiness to work as part of a team, and working to a common purpose.

### Empathy and Listening

- ✚ A willingness to support the rest of the Governor Team, especially new colleagues;
- ✚ An understanding that everyone has different strengths and weaknesses and the ability to exercise tolerance of others but also to recognise professional conduct;
- ✚ A commitment to equal opportunities, including disability and race equalities.

## How does a Governor at Whitgreave Primary School work?

We actively encourage Governors to play as full a part as they can in the life of the school. The staff and pupils appreciate the support and interest of Governors.

### Monitoring and Evaluation

Governors have a responsibility to monitor and evaluate the progress of school and contribute to the self-evaluation process. This can be done through:

- + Monitoring progress made towards the target's set out in the School Development Plan (e.g. The Head Teacher's Report to Governors);
- + Reports/Presentations by members of staff at meetings;
- + Analysis of statistical data;
- + Analysis of external reports;
- + Visits to school;
- + Link Governor monitoring activities.

### Link Governors

The Governing Board invites Governors to take on a link with particular priorities from the School Development Plan and gives Governors particular responsibilities, for example, where there is a statutory duty to name a Governor to have responsibility for Special Needs or Child Protection/Safeguarding.

The Link Governors enable the Governing Board to be better informed about aspects of the curriculum and the School Development Plan. They are also a means of building up a positive relationship between the Governing Board and the Staff.

A Link Governor could undertake some of the following:

- + Become better informed about relevant documents and legislation;
- + Liaise with the relevant member of staff in order to become better informed and monitor progress;
- + Attend training and development opportunities;
- + Carry out monitoring activities within school, in line with the School Development Plan;
- + Disseminate knowledge gained with the Governing Board.

### Visits to School

Governors are always welcome in school and, apart from attendance at formal meetings, Governors can arrange visits to develop a knowledge and understanding of the curriculum, how it is taught and how the school operates. These visits can take a variety of forms including meetings with staff, visits to classrooms, attending assemblies, INSET or staff updates etc.

Governor visits should:

- ✚ Have a clear purpose;
- ✚ Be arranged and agreed before the visit takes place;
- ✚ Be an opportunity to celebrate what the school does well;
- ✚ Provide an opportunity for Governors to ask questions and develop their understanding;
- ✚ Develop positive relationships between Staff and Governors;
- ✚ Inform decision making.

Classroom visits are primarily for Governors to gain knowledge about the school. The visits should be supportive of the Governors role but not be seen as an inspection. The purpose, timing and length of visits will have been agreed in advance so staff and children will try to make you feel comfortable and welcome.

Whilst in Classes:

- ✚ Be positive, not critical or confrontational;
- ✚ Get involved if you can;
- ✚ Talk to the staff and children about their learning, when appropriate;
- ✚ Make rigorous observations during your visit but remember that no professional teaching judgements should be made;
- ✚ Thank the member of staff when you are leaving.

### **Meeting with Staff**

Before you meet, familiarise yourself with the appropriate School Policy, check the actions listed in the School Development Plan and any progress summarised in the Head Teacher's Reports. The purpose of your meeting is to gain information. You could ask questions such as:

- ✚ How is the subject taught in different year groups?
- ✚ How is progress assessed?
- ✚ Are the resources used to support this area adequate?
- ✚ What impact have you had within your subject/area?
- ✚ What has worked well? What could be even better if?
- ✚ What support have you received in your role?
- ✚ What has exactly made the difference? Is it a change in practice generally, or is it attributable to one aspect of the new policy/initiative, in particular?
- ✚ The next steps - Is the change sustainable? Can you improve on it?

Further example of key questions to be used can be found in **Appendix B**.

Governors should feedback to the Head Teacher, outlining particular aspects and also feedback verbally or in writing. The school's Link Governor Report template should be used to provide feedback. This can be found in **Appendix C**.

## What makes an effective Governing Board?

Governors need:

- ✚ Energetic commitment;
- ✚ Make use of Governor expertise;
- ✚ Share the workload;
- ✚ Give and take on issues but ultimate loyalty to collective decisions, whether or not it concurs with your own view.

### Good Relationships with the Head Teacher

- ✚ Understand respective roles;
- ✚ Respect the position of the Head Teacher as the professional leader of the school.

### Effective Time Management and Delegation

- ✚ Identify issues for Whole Governing Body discussions;
- ✚ Delegate within clear Terms of Reference and Accountabilities.

### Effective Meetings

- ✚ Planned agendas;
- ✚ Clerical efficiency;
- ✚ Purposeful chairing;
- ✚ Clear minutes with appropriate action points.

### Know the School

- ✚ Planned visits to the school.

### Training and Development

- ✚ Consider Governor's own training needs and identify ways to meet them.

However, the Governing Board needs to undertake many activities other than those required by law in order to ensure that the school is effective. How these responsibilities are undertaken and how the Governors work together will significantly affect the outcomes.

It must be remembered that a Governing Board comprises of individual people who need to work together for the benefit of the school and the pupils.



## What training and support is available for Governors?

The Governing Board's role is an important and demanding one, but there is much support available:

- + Opportunities for open discussion with other Governors;
- + Regular briefings from the Head Teacher and the Staff on curriculum matters, standards, School Development Planning etc;
- + Access to LA Officers and the Inspectorate;
- + LA Governor Training Programme with both general sessions and those that are specific to the needs of the school;
- + Regular access to school;
- + Access to numerous web-sites, where up-to-date information can be found.

New Governors will also:

- + Receive specific training;
- + Have organised introductory visits to school to learn about how it operates and to meet staff;
- + Have undertaken the necessary school induction, which is carried out by the School Business Manager.

## Code of Practice for Governors

### General

The Governing Board had adopted the following Principles and Procedures:

- + We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates;
- + We recognise that the Head Teacher is responsible for the implementation of policy, day-to-day management of the school and the implementation of the curriculum;
- + We accept that all Governors have equal status and, although appointed by different groups (i.e. parents, staff, LA), our overriding concern will be the welfare of the school as a whole;
- + We have no legal authority to act individually, except when the Governing Board has given us delegated authority to do so;
- + We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer;
- + We will encourage open government and shall be seen to do so;
- + We will consider carefully how our decisions might affect others.

### Commitment

- + We acknowledge that accepting office as a Governor involves the commitment of significant amounts of time and energy;
- + We will each involve ourselves actively in the work of the Governing Board, attend regularly and accept our fair share of responsibilities, including service on committees or work groups;
- + We will get to know the school and respond to opportunities to involve ourselves in school activities;
- + We will consider seriously our individual and collective needs for training and development.

### Relationships

- + We will strive to work as a team;
- + We will seek to develop effective working relationships with the Head Teacher, staff and parents, the LA and other relevant agencies and the community.

### Confidentiality

- + We will observe confidentiality regarding proceedings of the Governing Board in meetings and from our visits to schools as Governors;
- + We will observe complete confidentiality when required or asked to do so by the Governing Board, especially regarding matters concerning individual staff or pupils;
- + We will exercise the greatest prudence of a discussion of a potentially contentious issue affecting the school arises outside the Governing Board.

## Conduct

- ✚ We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the *Governing Body* or its delegated agents. This means that we will not speak out against majority decisions in public or private outside the *Governing Body*.
- ✚ In making or responding to criticism or complaints affecting the school we will follow the procedures established by the *Governing Body*.
- ✚ Our visits to school will be undertaken within the framework established by the *Governing Body* and agreed with the Head Teacher.
- ✚ In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.

## Finance

### Sources of Funding

The Revenue Budget is made up of:

- + Delegated School's Budget;
- + Non-delegated School's Budget;
- + Centrally held LA Budget.

- ❖ In addition, the school receives annually Devolved Capital and, occasionally, targeted Capital funds;
- ❖ As the Governing Board is a Corporate Body, Governors will not incur personal liability in the exercise of their power to spend the delegated budget share *provided* they act in good faith.

### How the Governing Board decides on it's spending

- + Each March the Governing Board puts together and agrees it's spending plans for the forthcoming financial year and submits details to the Local Authority. The budget is based on known commitments (e.g business rates, salaries as known at the time of budgeting), estimates for pay awards, estimates of expenditure on utilities on the previous year's usage, etc.
- + There can be virements between Cost Centres during the year.

### The processes and controls in place to ensure integrity regarding, Best Value, Health and Safety and Safeguarding

- + Governors and key staff are asked to sign a 'Register of Business Interests'; no Governor or member of staff can take part in discussions/decisions where they have a pecuniary interest;
- + The school is required to abide by the Council's Financial Regulations, School Rules for Contracts, VAT requirements and should demonstrate Best Value;
- + The Local Authorities/School's Whistleblowing Policy and the LA sets out the procedure to be followed by persons working in the school or by Governors who wish to raise serious concerns about any aspect of the school's operations, including financial management;
- + The Governing Board will ensure that an enhanced DBS disclosure is undertaken for all posts and must comply with any national or local guidance issued by the Government or the LA;
- + When considering it's budget, the Governing Board should have due regard to it's duties in relation to the health, safety to staff, pupils and visitors.

### Provision of Financial Information

- + The school is required to provide the Local Authority with reports and financial information to enable the Local Authority to fulfil it's statutory responsibilities, particularly regarding Section 151 responsibilities, monitoring, statutory returns to government bodies with regard to taxation, pensions and other financial data, and the Council's and should show that the School is properly managing it's financial affairs.

## Procedures for Governors

### Absence

If you have to miss a meeting, please send apologies to the Clerk or the School Office. These apologies have to be formally accepted by committees and the main Governing Board. Non-attendance and lack of apologies may result in the Governing Board taking further action.

### Community

Governors being approached by members of the community with complaints should check with the complainant whether the normal school procedures have been used. In usual circumstances this should be enough to deal with issues. If in doubt, a Governor should contact the Head Teacher. Governors must remember that their role is to support the school, at all times.

### Committees

Governor Committees have delegated powers apart from specifically identified matters which must be dealt with by the full Governing Board.

### Confidentiality

Assume matters are confidential unless declared otherwise. Many decisions are public but the discussions leading to the decisions should be regarded as confidential. Confidential items, such as where an individual pupil or member of staff can be identified, are recorded separately and are not available for public inspection.

All governors receive *The Guide to the Law*, a summary of the law and procedures relating to the Governing Body role, issued by the DCSF.

### Identification

Conditions for disqualification for Governors are in the DCSF Manual; these are drawn to the attention of potential candidates prior to nomination as a Governor and relate to bankruptcy, multiple membership and failure to attend meetings.

### Emergency

In the case of an emergency, the Chair would be contacted and the matter dealt with in accordance with the school's Emergency Plan. The school has numerous policies which are regularly updated and constantly added to and relate to all aspects to school life.

Copies of School Policies are available from the Clerk to the Governors.

### **Raising an Item**

'Any Other Business' should be considered by the *Governing Board* or its *Committees* if agreed to whilst the agenda is discussed.

## Useful Information

You may find the following information useful:

### Links

[www.solgrid.org.uk/governors](http://www.solgrid.org.uk/governors)

[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.nga.org.uk](http://www.nga.org.uk)

### Glossary of Terms

Attached as **Appendix D** is a glossary of frequently used terms.

## Governor Job Description

The purpose of a Governor is to contribute to the work of the Governing Board in providing a high quality education and improving outcomes for all children at the school.

This involves providing a strategic view for the school, acting as a challenging friend and ensuring accountability.

Governors are there to represent the best interests of the school and all its children.

A Governor has many responsibilities, which may include the following, in consultation with the school's Leadership Team :-

- Develop the Strategic Plan for the school;
- Determine the vision, aims, policies and priorities of the school;
- Set targets;
- Monitor and evaluate the work of the school through the SEF Framework and as Link Governors;
- Appoint staff;
- Set and monitor the budget;
- Ensure that all children in the school have access to a broad and balanced curriculum which is suitable to age, aptitude and ability and which nurtures the whole child and encourages respect for others;
- Ensure the Health and Safety of children and staff;
- Maintain and improve the school environment;
- Measuring the impact of the Governing Board's work.

There are several tasks for Governors to undertake and they include:-

- Get to know the school, its needs, strengths and areas for development;
- Attend meetings (Full Governing Board Committees and Working Groups);
- Work as a member of a team;
- Commit to training and development opportunities;
- Act within the framework of the policies of the Governing Board and legal requirements;
- Speak, act and vote in the best interests of the school;
- Understand its targets and performance;
- Awareness of the OFSTED Framework;
- Act as a Link Governor;
- Respect all Governing Board decisions and support them in public.



## Governor Person Specification

Governors have a variety of skills and knowledge but there are a number of **essential** qualities required of any Governor and they include:-

- An interest in the education of all children;
- Committed to the vision and values of the school;
- Sound communication skills in listening, speaking and writing;
- Assimilation skills to help absorb and make use of wide ranges of information and data;
- The capacity to develop specific knowledge and understanding of the school and its community;
- A sense of fairness;
- A commitment to equalities;
- A commitment to securing the best educational outcomes for all children;
- Tact and diplomacy;
- An ability to work as a member of a team;
- An ability to respect confidentiality;
- A willing constructive work ethic with a team of Governors who have some or all of these qualities;
- A commitment to participate in training and self-evaluation.

## Key Questions for Governors

### **1. How well are we doing overall in ... (insert the topic under review such as the quality of teaching and learning, behaviour, pupil performance, etc)**

Where possible you are trying to get the picture of how the school is performing against:

- Previous performance/practice - ideally over a 3 year period (is it getting better, static or declining, how quickly is it improving, is it fast enough to ensure a "good" judgement at the next Ofsted inspection?)
- A range of benchmark outcomes including comparison to national outcomes/practice, similar schools, etc.
- Where are the strengths, and/or areas for development?
- What actions are school taking to tackle any issues identified?

### **2. How consistent is that performance across all our Year Groups? Subjects? Groups of pupils, such as FSM, LAC, SEN etc?**

The important issue to consider here is not simply are these groups improving but is the gap closing between them and the rest of the cohort and how do we compare to the performance of similar groups nationally?

### **3. How do we know, what is our evidence base?**

There are a range of external evidence documents including IDSR and ASP data, LA data, as well as the school's own analysis that will help to place the school's performance against the national and similar school performance. For internal data it is important that you know how the school ensures that the information that is presented is as reliable as possible. Governors are often provided with information about lesson observations but do you know for example, how often are teachers observed, are they observed with different age/ability groups, are all teachers observed, who observes them, what training is given to observers, how are assessments moderated externally?

### **4. What are we doing to improve weak and under performance and to encourage good practice?**

As a governor this is one of the most important elements of your role. Heads and other school leaders should be able to explain how they intend to improve underperformance in any of the areas listed above. Critical here is whether the improvement strategy is achieving the pace of change required to secure a "good" judgement by the next inspection. Discussion should include the different options that the leadership have considered to secure the necessary improvement, including where necessary more radical approaches.

### **5. How will we review and evaluate our strengths, weaknesses and pace of improvement?**

School leaders and other staff will be work incredibly hard to improve the outcomes of all young people. The critical aspect here is to focus on the impact of the improvement work against the success criteria in the school action plan/Ofsted framework. It is not enough to be working hard at improving, we all need to see that the action is improving the outcomes against the success

criteria. A key question includes, "have we secured the necessary improvements and if not what do we need to do differently?"

**6. What are our next steps? Are we on track?**

Do we need to do more of the strategies shown in the plan or change our direction/strategies for new ones? Again, here the key is the pace and consistency/impact of improvement.

Finally, please remember good governance is based on a positive partnership between school leaders and governors, with each understanding the role or the other. Having established the questions that governors can legitimately ask of school leaders, it is equally important to consider how best to ask those questions in order to sustain the open, positive and mutually supportive relationship that are found in our best schools.



The Governing Board of Whitgreave Primary School

Record of Governor Visit

Name:

Link Governor Role:

Date of Visit:

Which key priorities of the school were relevant to this visit? (Linked to the SDP)

- a)
- b)
- c)

What is going well? Did anything particularly impress you?

What areas are there for improvement? Do you have any concerns?

**Is there anything members of staff that you met with would like reporting back to *Governors*?**

**What next steps will you take?**

**Are there any actions you would like the *Governing Board* to take following your visit?**

## **PURPOSE OF VISITING**

1. Observe the range of attitudes, behaviour and achievements of the pupils.
2. Understand the views and values of the staff and pupils.
3. Evaluate the resources and the environment of the school.
4. Gain first-hand information to assist policy making and decision taking.
5. Governors are known and demonstrate their commitment to the school.
6. Observe the operation of policies.
7. Give active support to the activities of the school.
8. Be aware of changes and different approaches to teaching and learning.
9. Demonstrate being a critical friend of the school.
10. Holding the school to account, evaluating its progress.

## **ARRANGING AND PLANNING A VISIT**

1. Be aware of the school's policy on Governor Visits.
2. Agree a date and time with the Headteacher.
3. Clarify what you will do:
  - a. Time of arrival
  - b. Time of departure
  - c. Who you will see and the focus of your visit.
4. Remember that you are representing the Governing Board, and are a guest of the school. Governors do not have an automatic right to enter the school buildings.

5. Remember to respect the professionalism of the teachers and to respect the children.
6. Be supportive of the Headteacher and all staff.
7. You may wish to make a full report of your visit for the *Governing Board*, using the notes overleaf. Share your observations with the Headteacher first.

#### **THOUGHTS IN ADVANCE OF YOUR VISIT**

Note down here any questions that you intend to ask or any special focus for your visit.

Glossary of Terms for Governors

(The Guide to the Law for School Governors contains, at Annex 1, a Glossary of Terms used in that document. This might also be of interest to Governors).

<b>AFL</b> -	Assessment for Learning
<b>APP</b> -	Assessing Pupil Progress
<b>CPD</b> -	Continuing Professional Development
<b>DDA</b> -	Disability Discrimination Act, 1995
<b>Early Years</b> -	The term to cover Foundation Key Stage and Key Stage One
<b>EWO</b> -	Education Welfare Officer
<b>FKS</b> -	Foundation Key Stage - Nursery and Reception
<b>Formula Funding-</b>	The method by which funds for school budgets are calculated, based mainly on the number of pupils in a school
<b>FSP</b> -	Foundation Stage Profile
<b>HLTA</b> -	Higher Level Teaching Assistant
<b>ICT</b> -	Information Communication Technology
<b>IEP</b> -	Individual Education Plan
<b>Inclusion</b> -	The inclusion of pupils with special needs within mainstream school
<b>INSET</b> -	In service training
<b>ISR</b> -	Individual School Range - this is the range of seven consecutive spine points on the Head's salary scales, within which the Head of a school can be paid. The Teacher's Pay and Conditions Document (published annually) details the way this should be determined.
<b>KS1</b> -	Key Stage 1 - Years 1 and 2
<b>KS2</b> -	Key Stage 2 - Years 3 - 6
<b>LA</b> -	Local Authority
<b>LSA</b> -	Learning Support Assistant
<b>Main Pay Scale</b> -	For Classroom teachers - Points M1 to M6 (see Threshold)
<b>MFL</b> -	Modern Foreign Language
<b>NASUWT</b> -	National Association of Schoolmasters Union of Women Teachers
<b>NCSL</b> -	National College for School Leadership
<b>Devolved Capital-</b>	Devolved formula capital is funding devolved to schools for use on capital schemes, and now some ICT expenditure, which should be used within 3 years of the date of allocation
<b>NPQH</b> -	National Professional Qualification for Head Teachers
<b>National Vocational Qualification</b> -	Work related competence based qualifications at various levels from an initial GNVQ basic qualification through to NVQ Level 5
<b>NQT</b> -	Newly Qualified Teacher
<b>NUT</b> -	National Union of Teachers



<b>Ofsted -</b>	Office for Standards in Education
<b>PM -</b>	Performance Management
<b>PPA -</b>	Planning, Preparation and Assessment - the National Agreement on Workforce Reform sets out a guarantee of 10% of timetable time to be given to teachers for these tasks
<b>QCA -</b>	Qualifications and Curriculum Authority
<b>RAISE -</b>	Reporting and Analysis for Improvement through School
<b>SATs -</b>	Standard Assessment Tests
<b>SES -</b>	Self-Evaluation Schedule
<b>SEND -</b>	Special Educational Needs and Disabilities
<b>School Improvement Partner -</b>	Provided by and purchased from the LA
<b>Single Status -</b>	This is an agreement which seeks to standardise conditions of service of <u>all</u> categories of staff employed in local government (with the exception of teachers).
<b>SDP -</b>	School Development Plan - sets outline plans for 3 years and detailed plans for the forthcoming year.
<b>SMT -</b>	Senior Management Team
<b>Standards Fund Funds -</b>	Both revenue and capital, allocated central government through the LEA for specific purposes
<b>Statement Of SEN -</b>	The statement that identifies all a child's special educational needs, either within mainstream or a special school
<b>Threshold -</b>	After Point M6 on the main pay scale, teachers then have to fulfil certain criteria to pass through the threshold to get to Upper Scale
<b>Upper Pay Scale -</b>	For teaching staff. Now runs from UPS1 to UPS3
<b>VA -</b>	Value Added
<b>Virement -</b>	The movement of funds between budget headings
<b>Workforce Reform -</b>	The national agreement is introducing phased changes to teachers' contracts by removing administrative tasks, limited time spent covering colleagues, giving guaranteed non-contact time (see PPA), and leadership and management time for those with management roles.