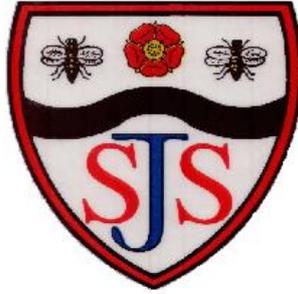


Shadsworth Junior School

Governor Handbook

2025 - 2026





Shadsworth Junior School

Governors Handbook

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National Governors' Association

www.nga.org.uk

Blackburn with Darwen Borough Council

SHADSWORTH JUNIOR SCHOOL INSTRUMENT OF GOVERNMENT

1. The name of the school is Shadsworth Junior School
2. The school is a community school.
3. The name of the governing body is “The governing body of Shadsworth Junior School”
4. The governing body shall consist of: a). 4 Parent governors b). 1 LA governor
c). 1 Headteacher governor
d). 1 Staff governor
e). 8 Co-opted governors
5. Total number of governors 15
6. The term of office is 4 years
7. This instrument of government comes into effect on 14 November 2014
8. This instrument was made by order of Blackburn with Darwen Local Authority on 14 November 2014.
9. A copy of the instrument must be supplied to every member of the governing body (and the Headteacher if not a governor).

Signature: Date: 14 November 2014

Linda Clegg

Director of Children’s Services (Blackburn with Darwen Borough Council)

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 establish the committees of the Governing Body and their terms of reference***
- **To appoint or remove a Clerk to each committee***
- **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 Health and Safety Policy and its practice under review and to make revisions where appropriate
- **To review the delegation arrangements annually***
- *These items cannot be delegated to either a committee or an individual*

The Governing Body Structure of Shadsworth Junior School

	<u>Expiry Date</u>
<u>AUTHORITY GOVERNORS (1)</u>	
Cllr Jim Shorrocks	01.09.2026
<u>STAFF GOVERNORS (1)</u>	
Mrs John Haworth	Headteacher
<u>PARENT GOVERNORS (4)</u>	
Mrs Julie Bolton	21.01.2028
<u>Vacancy X2</u>	
<u>CO-OPTED (8)</u>	
Ms Amanda Gaines	10.11.2026
Mrs Susan Parkinson	10.11.2026
Mrs Kim Stinson Vice Chair until Autumn 2025	10.11.2026
Noel Murphy	06.07.2027
Mrs Jackie Gallagher Chair until Autumn 2025	10.11.2026
Mr Emmanuel Debrah Ofosu	11.11.2025
Mr Simon Gimeno	11.11.2025
Mr Les Bassnett	28.02.2027
<u>Papers to:</u>	
Mr Martyn Hewitt	
Clerk to Governors: Bernie Bickerton	

Statutory Committees

<u>Staff Dismissal & Discipline</u>		Any 3 Governors not involved in the matter (not Staff or Teaching Governors)		
<u>Appeals</u>		Any 3 Governors not involved in the matter (not Staff or Teaching Governors)		
<u>Pupil Discipline</u>		Any 3 Governors not involved in the matter (not Staff or Teaching Governors)		
<u>OTHER COMMITTEES</u> (See Terms of Reference)				
<u>Curriculum</u> (<i>incorporating teaching and learning, Pupil welfare, CP & SEN</i>)		All Governors		
<u>Business</u> (<i>incorporating staffing and finance, pay and pay appeal, grievance</i>)		Mrs J. Gallagher , Mr J Haworth(Head), Mrs K. Stinson (C), Dr A. Parry, Mrs S. Parkinson; Papers to: Mr Martyn Hewitt & Mrs J Murphy		
<u>Community</u> (<i>incorporating health & safety, extended schools and buildings</i>)		Mr J Haworth(Head), Mrs J Gallagher (C), Mrs S Parkinson; Mr E Ofasu; Mr S Gimeno; Mr Murphy. Papers to Mr Martyn Hewitt & Mrs J Murphy		
<u>Head's Performance Review</u>		Dr A Parry, Mrs J Gallagher; Mrs K Stinson and External Advisor		
<u>Pay Appeal</u>		Any 3 Governors not involved in the matter (not Staff or Teaching Governors)		
<u>Grievance (Personnel)</u>		Any 3 Governors not involved in the matter (not Staff or Teaching Governors)		
<u>DESIGNATED RESPONSIBILITY</u> (See Terms of Reference)				
<u>SEN</u> Dr A Parry	<u>Link (Training)</u> Mrs J Gallagher	<u>Equality</u> Mrs S Parkinson	<u>Health & Safety Vacancy</u>	<u>Curriculum</u> Mrs J Gallagher
<u>PSHE</u> Mrs K Stinson	<u>Maths</u> Mrs K Stinson	<u>British Values</u> Mrs K Stinson	<u>English</u> Dr A Parry	<u>Pupil Premium</u> Mr S Gimeno Emmanuel Ofasu
<u>Safeguarding include Online Safety</u> Mrs J Gallagher				
Training Matrix to be formulated by Officer Manager				

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 to 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

THE 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 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

EXCULSIONS

- The Headteacher can exclude 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

RE and COLLECTIVE WORSHIP

- The Headteacher shall ensure that RE is provided in accordance with the school's basic curriculum
- The Headteacher shall ensure that each pupil at a community, foundation or voluntary school shall on each day take part in an act of collective worship
- The Headteacher shall make applications to the advisory councils (SACRE) concerning the requirements for collective worship in non-religious schools for disapplication

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

Disqualification – the Headteacher, Staff Governors, Pupils, Staff Members

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

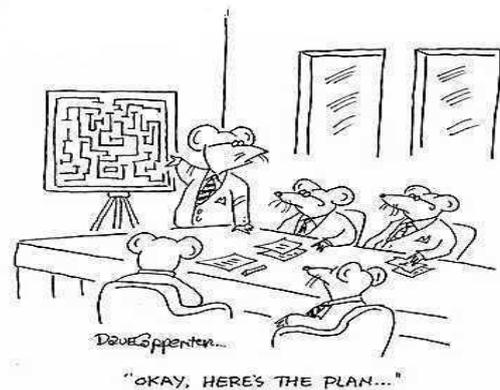
THE ROLE OF THE CHAIR OF A COMMITTEE

- 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

Disqualification – none

THE ROLE OF THE CLERK TO A COMMITTEE

- 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



Enjoy and Achieve Be Healthy	Economic Wellbeing	Make a Positive Contribution Be Safe
		

COMMITTEE MEMBERSHIP

CURRICULUM	BUSINESS	COMMUNITY
<i>Incorporating teaching and learning, Pupil welfare, CP and SEN</i>	<i>Incorporating staffing and finance, pay and pay appeal, grievance</i>	<i>Incorporating health and safety, extended schools and buildings</i>
Mrs Gallagher	Mrs Hetherington Mrs Stinson	Mrs Hetherington Mrs Gallagher
Mrs Hetherington Mrs Stinson	Mrs Gallagher Mrs Murphy	Mrs Parkinson
Dr Parry Mr Ofuso	Dr Parry	Mr Hewitt
Mr Gimeno Mr Hewitt	Mrs Parkinson	Mr Gimeno
Mrs Gaines Mrs Parkinson	Mr Hewitt	Mr Ofuso
Mr Murphy Mrs Bolton		

The Chair and Vice Chair are invited to attend all committees

The Headteacher and Deputy Headteacher attend all meetings

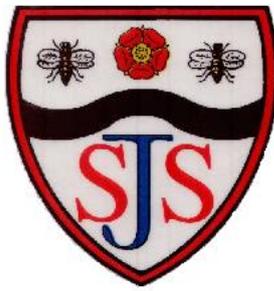
Please could all members of the Business Committee ensure that they are familiar with the LA Scheme for Finance in Schools – available from the School Business Manager.

Statutory Committees

Staff Dismissal and Disciplinary	Staff Dismissal and Disciplinary Appeals	Pupil Disciplinary	Headteacher Performance Review	Pay and Review Committee
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Link Governors to Classes

Class	Governor	Subject Leadership
6H	Simon Gimeno	Senior Leadership Team English
6C	Emmanuel Ofusa	Mental Health and Wellbeing and Maths
5W	Julie Bolton	Science
5J	Les Bassnett	ECT
4G	Noel Murphy	Geography/ History
3VW	Kim Stinson	PSHE
3W	Jackie Gallagher	Senior Leadership Team Music
SEN/Inclusion/LAC Nurture Rooms	Angela Parry	Senior Leadership Team Mrs Parkinson
CP/CAF	Jackie Gallagher	Mr Mooney



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**:

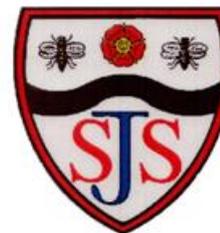
Functions relating to:

- 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

SHADSWORTH JUNIOR SCHOOL

GOVERNOR BODY MEETING DATES

2023 – 2024



Autumn Term 2025

Thursday 9 th October	Community and H&S Committee	4.30pm – 5.30pm
Thursday 9 th October	Business Committee	5.30pm – 6.15pm
Thursday 15 th October	Curriculum and Standards Committee	4.30pm – 5.30pm
Thursday 6 th November	Full Governing Body Meeting	4.30pm – 6.00pm

Spring Term 2026

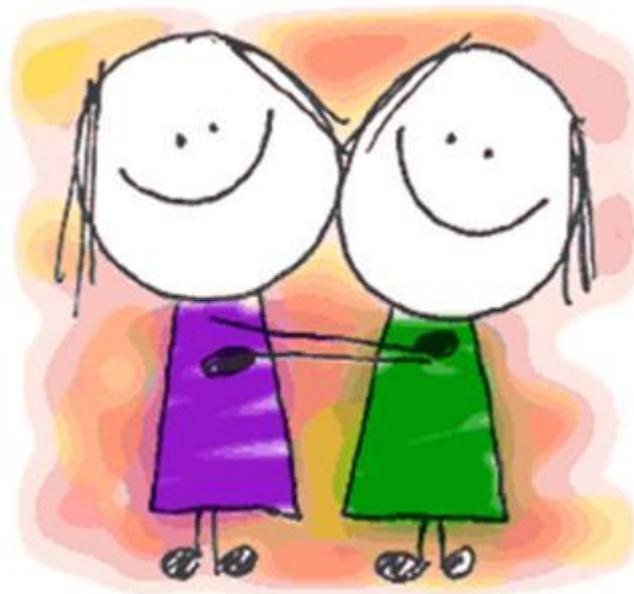
Thursday 29 th January	Curriculum and Standards Committee	4.30pm– 5.30pm
Thursday 5 th February	Community Committee	4.30pm – 5.30pm
Thursday 5 th February	Business Committee	5.30pm – 6.15pm
Thursday 26 th February	Full Governing Body Meeting	4.30pm – 6:30pm
Thursday 13 th March	Governor’s Budget Setting Meeting	9am – 12noon

Summer Term 2026

Thursday 30 th April	Community and H&S Committee	4.30pm – 5.30pm
Thursday 30 th April	Business Committee	5.30pm – 6.15pm
Thursday 14 th May	Curriculum and Standards Committee	4.30pm – 5.30pm
Thursday 9 th July	Full Governing Body Meeting	4.30pm – 6.00pm

CURRICULUM and STANDARDS

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ○ Elect Chair and Vice Chair ○ Agree terms of Reference ○ Agree SDP ○ Analysis of SAT results ○ School Profile ○ Target Setting ○ Review Pupil Attendance Targets ○ Governor Training 	<ul style="list-style-type: none"> ○ Monitor SDP ○ Curriculum Presentations Literacy / SEN/ PSHE ○ Raise On line Analysis ○ Update SEF ○ Governor Training ○ In Year Assessment Data and Tracking ○ Legislative Review CP Register and support 	<ul style="list-style-type: none"> ○ Monitor SDP and consider inclusions in next year's SDP ○ Curriculum Presentations Maths / Computing/ Selection of foundation subjects ○ Review Pupil exclusions for the year ○ Review SEN Policy ○ Update SEF ○ Governor Training



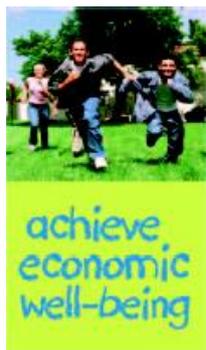
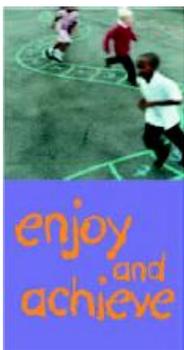
COMMUNITY / BUILDINGS / H&S

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">○ Elect Chair and Vice Chair○ Agree terms of Reference○ Monitor SDP○ Monitor SLA's○ H & S Issues / Policy Update○ Risk Assessments○ Building Development Plan○ Review CP policy○ Review Audits and Action Plans	<ul style="list-style-type: none">○ Asset Management Plan○ Governor Training○ Family Learning and Support○ Review Audits and Action Plans	<ul style="list-style-type: none">○ H&S walk around school○ Fire Risk Assessment○ Plan summer work○ Plan building work for forthcoming year○ Governor training○ Review Audits and Action Plans



BUSINESS / STAFFING / FINANCE

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ○ Elect Chair and Vice Chair ○ Agree terms of Reference ○ Monitor SDP ○ Monitor SLA's ○ Staffing Structure ○ Monitor Budget ○ Audit of School Fund ○ Policy Review ○ Report on Performance Management 	<ul style="list-style-type: none"> ○ Monitor Budget position ○ Update on staffing structure and plans for forthcoming year ○ Review Internal scheme of delegation ○ Financial Standard Section Update ○ Staff Training Update 	<ul style="list-style-type: none"> ○ H&S walk around school ○ Fire Risk Assessment ○ Plan summer work ○ Plan building work for forthcoming year ○ Governor training ○ Financial Standard Section Update ○ Review staffing structure and Pay ○ Inclusion in next year's SDP ○ Financial Benchmarking with other schools



Quorum (minimum of 3, committee can determine higher number)

Terms of Reference for Business / Finance Committee

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 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
- Comply with the School's Financial Value Standards (formerly FMSIS).
- *Additional items which individual Governing Bodies may wish to include*

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 agreed by the Governing Body	/ /
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Chair of the Committee	
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Clerk to the Committee	
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Terms of Reference for Curriculum and Standards Committee

Terms of reference:

- To consider and advise the governing body on standards and other matters relating to the
- school's curriculum, including statutory requirements and the School's Curriculum Policy
- 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 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.
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator
- *Additional items which individual Governing Bodies may wish to include*

These terms of reference agreed by the Governing Body	/ /
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Chair of the Committee	
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Clerk to the Committee	
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Quorum (minimum of 3, committee can determine higher number)	
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Date of review:	/ /
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Terms of Reference for Community / Buildings / H&S

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 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
- Comply with the School’s Financial Value Standards (formerly FMSIS).
- *Additional items which individual Governing Bodies may wish to include*

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 agreed by the Governing Body	/	/
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Chair of the Committee	
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Clerk to the Committee	
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Quorum (minimum of 3, committee can determine higher number)	
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Date of review:	/	/
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Terms of Reference for Headteacher's Performance Review

Terms of reference:

- To arrange to meet with the External Adviser / or School Improvement Partner (SIP) to discuss the Headteacher's performance targets
- To decide, with the support of the External Adviser / 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 – 2 or 3, but In Voluntary Aided and Voluntary Controlled Schools, at least one of the members must be a Foundation Governor. In Aided Schools, if the membership is three, then two must be Foundation Governors

Disqualification –The Headteacher and Staff Governors

These terms of reference agreed by the Governing Body	/ /
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Chair of the Group	
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Quorum (minimum of 2 suggested)	
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Date Group established	/ /
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Date of review:	/ /
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Terms of Reference for Pupil Discipline Committee

Terms of reference:

- 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 or 5 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 Chairman of Governors nor a member of staff, due to probable prior knowledge, should be a member)

These terms of reference agreed by the Governing Body	/ /
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Chair of the Committee	
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Clerk to the Committee *	
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*May be provided by the LA if part SLA.

Quorum:	3	Date of review:	/ /
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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.

APL Accreditation of Prior Learning.

AQA Assessment and Qualification Alliance.

AST Advanced Skills Teacher.

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.

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.

CET Continuing Education and Training.

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 City Technical 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.

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.

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.

EiC (Excellence in Cities) EiC was launched in March 1999 by the Prime Minister and Secretary of State. Its aim is to raise standards in specific city areas through targeted intervention and investment. EiC is mainly focused on secondary schools. The main programs involved are: extending opportunities for Gifted and Talented pupils, expansion of the number of specialist and beacon schools, establishing City Learning Centres, introducing new smaller Education Action Zones, providing access to Learning Mentors, and establishing Learning Support Units to tackle disruption.

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.

Family Literacy and Family Numeracy Courses Offered by most local authorities, these courses let you and your child learn skills together, and separately, in small courses run in co-operation with local schools.

Feeder Schools Some admission authorities give priority to children from certain primary 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.

ILT Information and Learning Technology.

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.

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.

Literacy Hour An hour of learning to read and write in school, broken down into various activities.

LMS Local Management of Schools.

LPSH Leadership Programme for Serving Heads.

LSA Learning Support Assistant.

LSAC Language Sports and Arts Colleges.

LSC Learning and Skills Council.

MA Modern Apprenticeships.

MFL Modern Foreign Languages.

MLD Mild 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.

National Curriculum Levels All pupils undergo national tests and teacher assessments at ages 7, 11 and 14. The school will then send a report to parents telling them what National Curriculum Levels their child has reached in both tests and assessments.

National Numeracy Strategy A government initiative which aims to raise standards of numeracy for all children in infant, primary and junior schools. It tries to involve parents as much as possible.

NCPTA National Confederation of Parent Teacher Associations.

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.

Nursery Classes in State Primary Schools These take children from the age of three or four and are open during school term time. They usually offer five half-day sessions a week. There must be one adult for every 13 children and staff are qualified teachers and assistants.

NVQ National Vocational Qualification — work-based qualification.

NYR National Year of Reading.

OCA Ofsted Complaints Adjudicator.

OCR Oxford, Cambridge and RSA Examinations Board.

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.

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.

PSE Personal and Social Education.

PSHE Personal, Social and Health Education.

PTA Parent Teacher Association.

PTR Pupil Teacher Ratio.

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.

SAS Special Agreement School.

SCAA School Curriculum and Assessment Authority.

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.

SI Statutory Instrument.

SIMS Schools Information Management Systems.

SLD Severe Learning Difficulties.

SLD Students with Learning Difficulty and/or Disability.

SMT Senior Management 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.

Specialist Schools Programme Additional funding enables secondary schools to develop strengths in a particular subject area, supported by local industry and in partnership with local schools and the wider community to share resources and expertise, while still delivering a National Curriculum-based education.

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.

Study Support Voluntary learning activity outside normal lessons which aims to improve children's motivation, build their self-esteem and help them to become more effective learners.

Sure Start A new, innovative cross-departmental strategy to improve services for children under four and their families in disadvantaged areas. Over the next three years it will support the development of at least 250 local programmes across England. These programmes will involve parents and carers as much as possible.

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.

TEC Training and Enterprise Council.

TES Times Educational Supplement.

TPS Teacher's Pension Scheme.

TQA Teaching Quality Assessment.

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