

Ashfield Junior School Governors' Handbook 2017/2018



ASHFIELD JUNIOR SCHOOL
FOUNDED 1845

Inspiring Today's Child for Tomorrow

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Introduction

This document explains the general operating procedures of the Governing Board of Ashfield Junior School. It should be read in conjunction with Hertfordshire's Instrument and Articles of Government and any relevant legislation.

The purpose of this document is to assist new governors and current governors in their understanding of the Governing Board of Ashfield Junior School. This document is subject to annual review in order to reflect current processes and structure of the Governing Board.

Structure of the Governing Board

The Governing Board meets at regular intervals throughout the academic year and has established a number of committees with delegated responsibilities as defined in the committees Terms of Reference.

The constitution of the Governing Board allows for:

- Head teacher
- 4 Community / co-opted governors
- 1 Staff governor
- 2 Foundation governors (nominated by the Ashfield Trust)
- 1 LEA governor
- 4 Parent governors (elected).

In addition, the deputy head attends meetings as an associate governor.

List of Governors

Name	Type
Carolyn Dalziel	Head teacher
Charmaine Davison	Staff
Di Hoeksma	Community
Fiona Waloff	Foundation
Sandra Podro	Community
Linda Silver	Foundation
Anne Swerling	LEA
Gareth Jones	Parent
Tom Usher	Parent
Daniel Phillips	Parent

Michelle Ralph	Parent
Chris Holt	Community

List of Associate Governors and Staff Representatives

Name	Role
Helen Flint	Associate
Louisa Smyth	SENCO Welfare Committee

Clerk

Christine Marshall is the clerk to the Governing Board. She is contracted to clerk three Full Governing Board meetings each year. She currently clerks the Curriculum Attainment & Progress committee meetings.

Her contact email is: marshallchristine@btinternet.com.

Committees

Committee	Membership
Curriculum Attainment & Progress	Gareth Jones (chair) Charmaine Davison Fiona Waloff Tom Usher Helen Flint (non-governor)
Finance Resources & Personnel	Daniel Phillips (chair) Carolyn Dalziel Anne Swerling Chris Holt Charmaine Davidson Fiona Waloff
Welfare & Community	Di Hoeksma (chair) Carolyn Dalziel Linda Silver Louisa Smythe (SENCO) Michelle Ralph Special Role (CP + CLA + SEN + D&E) - Di Hoeksma

	Sandra Podro (Health & Safety Walks & Fire Risk Assessment)
Governor Self Evaluation Working Party	Chair of Governors (chair) Carolyn Dalziel Chairs of committees to attend by default (or to delegate as required).

Designated Roles

Role	Governors
Chair of Governors	
Joint Vice-Chair of Governors	Fiona Waloff Gareth Jones
Head Teacher Performance Management	Gareth Jones Fiona Waloff
Link & Training	The Chair of Governors has responsibility for organising training
Safeguarding, Children Looked After, Vulnerable Groups, SEN and Disabilities	Di Hoeksma
ICT	Daniel Phillips

Meeting Dates for 2017/2018

Full Governing Board

Thursday 30.11.2017, 18.00 at Ashfield Junior School, Dining Room

Wednesday 14.03.2018, 18.00 at Ashfield Junior School, Dining Room

Wednesday 16.05.2018, 18.00 at Ashfield Junior School, Dining Room (this date might change)

In-house Training Event

Understanding the Landscape – 21 February 2018

First Committee/Working Party Meeting Dates

Finance Resources & Personnel

- Wednesday 21.02.18, 18.00 at Ashfield Junior School, Staff Room

Curriculum Attainment & Progress

- Wednesday 28.02.2018, 17.45 at Ashfield Junior School, Staff Room

Welfare and Community

- Tuesday 03.10.2017

Governor Self Evaluation Working Party

- TBA

Head Teacher's Performance Management (Review)

- Wednesday 14.03.2018, 17.00

Roles and Responsibilities

Governors' Roles

The Governors of Ashfield School are at the heart of how the school operates. It is important, therefore, that the Governing Board gets its job done correctly and efficiently. How we do our job affects the interests of pupils, staff and the reputation of the school in the community. As governors we support and challenge the head teacher by gathering views, asking questions and discussing what's best for the school. Governors are required to play an active part in the decision making process of the school, getting involved in real issues. We do not merely 'rubber stamp' decisions. We should be prepared to give and take advice and must be loyal to decisions taken by the Governing Board as a whole. As long as the Governing Board acts within the law, and takes appropriate advice, governors are protected from any financial liability for the decisions they take.

Roles:

- Governors have a **strategic** role to ensure that all pupils achieve the very best that they are capable of. They help to develop the vision for the school through agreeing the aims and values of the school: setting a policy on the curriculum; setting budgets and approving school development plans; and responding to inspection plans and publishing action plans.
- **Monitoring and evaluating** the school's work. This is achieved by making sure that the school keeps to its policies, budgets and plans and keeps up to date with the quality and educational standards in the school. Governors will visit the school regularly to observe lessons, scrutinise books, and assess facilities.
- In an **executive** role, Governors take direct responsibility for the recruitment of senior staff and some disciplinary matters.
- **Accountability** – making sure parents are kept informed about what is happening in the school and that parents' views are taken into account. They report on progress against the school improvement plan. Governors are also responsible to the wider community.
- Governors serve as a '**Critical Friend**' by supporting, advising and challenging the head teacher through gathering views and asking questions.

Governors therefore have a great deal of power – but **only as a group**. Individually, governors have no responsibility, liability or power. As a governor, you may find that individual parents raise issues with you in the hope that you will act on them. Remember that as you cannot act for the Governing Board, you should encourage parents to take the matter up with the head teacher if they have not already done so. Although appointed through different routes (i.e. parents, staff, Local Authority Community, Foundation), the overriding concern of all governors has to be the welfare of the school as a whole. If you are ever in doubt as to what to do, get advice from the Chair of Governors They will provide practical help and skills.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously,
- Acknowledged as the accountable Board by the lead professionals,
- Supported by the appropriate authorities in that task; and Monitor and review their own performance.

Governor's Code of Conduct

As Ashfield Governors, we should:

- Give support, advice and help to the school.
- Take a real pride in the school and the achievements of its pupils and staff.
- Work on and agree general school policies and the *School Improvement Plan*.
- Work in partnership with the staff for the benefit of the school.
- Visit the school during the school day in order to gain a clear understanding of the working of the school.
- Give advance notice of an intention to visit the school, if only to be certain that the most appropriate members of staff are available.
- Maintain confidentiality – from time to time items of a confidential nature will be discussed and it is essential that confidentiality is maintained.
- Never comment to the press, LA Officers or Councillors, gossip in the community, or challenge members of staff even though feelings are strong over a particular issue. In the first instance we report any concerns or fears direct to the Head and/or the Chair.
- Refrain from using our privileged position as a governor to discuss or gain an advantage for our own children. If we wish to discuss your children, then we should approach the school in the same way as any other parent.
- Study recommendations made by the Head and staff, question the recommendations, and be constructive in any criticism.
- Accept and act on collective decisions of the Governing Board.
- Join with staff dealing with current issues of importance, particularly where a lay opinion would be an advantage (for example, ethnic minority governors can have a particular role in making schools aware of equal opportunities and cultural issues).
- Visit other schools, meet with other Heads, talk to other governors, read the educational press, so that a wider knowledge of the education system is gained.
- Take every opportunity to promote the school in all aspects.
- Participate in the appointment of Head Teacher and Deputy Head (and other staff as requested by the Head Teacher).
- Participate in school activities in particular those which promote the school.
- Participate in training sessions – listen to what is happening in other schools and nationally to identify any improvements we could suggest to your governors.
- Be prepared to examine critically the school's accounts and budget statements and participate in discussions and decision making in all areas of the school's finances.

Responsibilities of the Governing Board

The responsibilities of the Governing Board are defined by legislation. The DfE [Governor's Guide to the Law](#) addresses governors' responsibilities in detail. These are summarised below:

- Instrument of Government
 - Appointment of Chair/Vice
 - Appointment of community and foundation governors as required by the instrument
 - Appointment of clerk
 - Appoint SEN, CP (safeguarding) and CLA governor
 - Hold at least 3 governors meetings per year

- Curriculum
 - Standards, including target setting
 - Curriculum policies

- Religious education
- Sex Education
- Collective worship
- Special Education Needs

- Finance
 - According to the Schedule of Financial Delegation

- School staffing
 - Head Teacher Performance Management
 - Performance Management Policy
 - Safer Recruitment

- School premises;

- School Organisation
 - Category and status
 - Timing of the school day/number of sessions
 - Nutrition Standards & Provision of Free School Meals

- Discipline and attendance
 - Exclusions
 - Home/School Agreement
 - School Prospectus & Profile
 - Health & Safety
 - Safeguarding Procedures
 - All school policies.

Key Roles/Terms of Reference

Role of Chair and Vice-Chair of Governors

The role of the Chair (and Vice-Chair in the Chair's absence) includes the following:

- To make sure that the Governing Board's affairs are conducted in accordance with the law.
- 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 a 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 (School Government)(England) 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 governors' meeting to resolve the issue. Any urgent action the Chair or Vice Chair takes on behalf of the Governing Board should be reported at the next meeting.
- To ensure that meetings are run effectively - making sure that they start and finish on time, that agenda items are properly introduced, that people are encouraged to contribute and that decisions are taken when necessary and documented in the minutes.
- To help the Governing Board work as a team - by recognising and using people's strengths, delegating effectively, clarifying objectives and using the whole Governing Board by creating committees and small groups to develop new ideas, work out plans of action and to cover contentious or difficult areas of planning. Define, with the Governing Board, a clear understanding of the roles of the Chair, Vice Chair, the other governors and the professionals within the school.
- To work with the Head - be available to the Head, make time to listen to concerns and give constructive advice, talk through disagreements before Governing Board meetings, work together on effective school policies.
- To carry out any duties delegated by the Governing Board, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LEA, be accessible to other governors, staff and parents, and to meet governors from other schools.
- To use time effectively, their own and other people's - plan the year's cycle of meetings and a timetable for action and reports - plan for effective meetings.
- To make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.

Role of the Clerk to Governing Board

The clerk needs to work effectively with the chair of governors, the other governors and the head teacher to support the Governing Board. The clerk should be able to advise the Governing Board on constitutional and procedural matters, duties and powers. The clerk is accountable to the Governing Board.

Role of the Head Teacher

The head teacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets, which are established by the Governing Board. The head teacher:

- Is responsible for the internal organisation, management and control of the school.
- Advises on, and implements the Governing Board's strategic framework.
- Formulates aims and objectives, policies and targets for the Governing Board to consider adopting.
- Reports on progress to the Governing Board at least once a year.
- Formulates and implements the policies for leading the school towards the set targets.
- Gives the Governing Board enough information to ensure that the governors are confident that delegated responsibilities and the head teacher's responsibilities have been met.
- Is along with the other professional staff accountable to the Governing Board for the school's performance.
- Draws up and submits to the Governing Board an annual budget plan for the school's voluntary fund, and any proposals for revisions to the budget plan as required by the LA scheme.

Other activities that are delegated to the Head Teacher by the Governing Board

The head teacher is accountable to the Governing Board, which can delegate much of its financial responsibility to the head teacher. The head teacher has delegated responsibility for:

- Leading and managing the creation of a strategic plan (the *School Improvement Plan*), underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers effectiveness and securing school improvement.
- Ensuring that the relevant LA financial regulations/standing orders or DfE requirements are implemented.
- Establishing sound internal financial controls which are managed on a daily basis by the head teacher and the finance officer.
- Ensuring the effective implementation of current financial systems and procedures described in the financial management handbook (even in the absence of key staff).
- Checking that the funds delegated by the Local Education Authority are correct.
- Compiling draft budgets to the Governing Board and appropriate committees.
- Producing regular reconciled budget/financial reports to the Governing Board, LEA and DfE as appropriate.

Responsibilities of the Head Teacher in Respect of the Management of Resources

In resources management terms, the head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for:

- Creating a productive, disciplined learning environment.
- Day-to-day management, organisation and administration of the school.

More specifically, the head teacher has responsibility to:

- Meet regularly with the LA budget adviser to discuss the budget profile and to make any necessary adjustments.
- Obtain governors approval for any budget virements above his/her delegated authority level.
- Consider and respond promptly to recommendations in school audit/inspection reports, and advise governors of results and any remedial action to be implemented.
- Ensure the maintenance of accurate and current inventories of all attractive and portable items.
- Ensure the adequacy of the schools insurance arrangements as part of the annual financial review
- Implement school pay policy and appointment procedures.
- Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.
- Manage and organise accommodation efficiently and effectively to ensure it meets needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and usage of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

Chairs of Committees and Working Parties

Chairs of committees have the following responsibilities:

- Ensure that the terms of reference (TOR) for their committee are written, reviewed and agreed by members. These should be reviewed annually at the first committee meeting of the academic year.
- Ensure that the TORs are followed. In particular that the appropriate meetings are arranged and planned and take place.
- Ensure that meetings have an appropriate agenda, are clerked and that minutes are taken and processed according to the procedures in appendix A.
- Report back on committee progress at full governing Board meetings.
- Ensure that the committee has an agreed plan that includes review of policies related to the committee.

Governing Board Standing Orders

The Governing Board has adopted the HCC Choices and Good Practice for Governing Bodies guide and established the following Standing Orders for its operation.

Membership

- The Governing Board will ensure it has sufficient governors to undertake its duties effectively and to maintain the quorum for a full Governing Board meeting at 50% (or above) of currently appointed governors.
- All governors will be appointed for a 4 year term of office.
- All governors are required to complete a Pre-Appointment Check Form and to provide proof of identity and proof of address to the Head Teacher or Chair of Governors. (This applies to governors who are re-appointed as well as new governors.)
- Governors must complete a DBS check when requested by the school.
- The Governing Board will ensure that it creates an environment which enables it to recruit and retain effective governors and which encourages the participation of all groups and sections of the community.
- The Governing Board will be proactive in recruiting governors whose appointment is their responsibility.
- Staff governors shall be nominated by the Head Teacher.
- Parent governors shall be appointed by the parent Board (elected where necessary).
- Foundation governors shall be appointed by the Ashfield Foundation.
- Community governors shall be appointed by the Governing Board.
- Associated members shall be appointed by Governing Board.
- Community and associate member appointments must approved at a full meeting of the Governing Board.

Election of chair and vice-chair

- Any changes to the Governing Board's arrangements for elections (below) will be made in advance of any election.
- The chair and vice chair will be elected for one year at a time and shall hold the position for no longer than 2 years maximum.
- Candidates may self-nominate at any time in advance of a vote.
- Candidates will be able to make a personal statement to the meeting before the vote if they wish.
- The clerk will take the chair for the election of the chairman.
- Where an election is contested it shall be decided by a majority vote, voting will be by secret ballot with the candidate receiving the largest number of votes being elected.

Appointment of Clerk

The Governing Board subscribes to the County Clerking Service.

Meetings

- An annual calendar of dates for full Governing Board and the initial committee meetings will be set in advance and published.
- Subsequent committee meeting dates will be set within committee and published within committee meeting minutes.
- The Governing Board will, as far as possible, plan its business across the year to take account of the school's internal management cycle and the ready availability of information and reports.
- The Governing Board will hold the minimum number of meetings necessary to ensure the strategic business of the school is properly addressed.
- The programme of meeting agendas will have a focus on the governors' responsibilities in monitoring progress and evaluating outcomes of the School Improvement Plan, within the full range of Governing Board responsibilities.
- Governors will receive relevant information sufficiently in advance of meetings to enable sound discussion and decisions to be made.
- Recording the acceptance of apologies does not imply the consent of the Governing Board for a governor to be absent with regard to the Disqualification Regulations for non-attendance. Consent for absence may be granted by the Governing Board on request from governors who know they will be unable to attend meetings for an extended period. Where a governor's pattern of attendance is causing concern they will be alerted to this by the clerk or chair.
- The Governing Board will aim to complete full Governing Board and committee meetings within two hours.
- The Governing Board will ensure that there is an opportunity at least annually for all parents who wish to do so to meet with governors to discuss the current and future conduct of the school.

Governing Board Organisation

- Committee structure
 - The Governing Board are required to review its overall committee effectiveness, structure and membership annually.
 - Subject to Regulations, the Governing Board will make provision for staff dismissal and appeal, pupil discipline committees.
 - Terms of reference must be reviewed annually by each committee at the first meeting of the academic year for subsequent ratification by the Governing Board.

The Governing Board will elect the chair for each committee annually, who will not be a member of staff or an associate member.
 - Clerking arrangements for committees are as defined in the Terms of Reference. Wherever possible, committees should avoid asking the committee chair or Head Teacher to clerk meetings.

- Delegation:
 - The Governing Board delegates responsibility as specified in Committee's Terms of Reference. In addition to responsibilities retained at Governing Board level by Regulations, the Governing Board will not delegate:
 - approval of the *School Improvement Plan*
 - school budget.
- School Improvement - The Governing Board:
 - Will seek a shared understanding of the key strengths and weaknesses of the school.
 - Will participate in the completion and updating of the Ofsted Self-Evaluation Form (SEF) and consider its contents.
 - Is continuously self-evaluative about its own performance.
 - Has involvement in the planning and agenda for school improvement and contributes to the strategic development of the school.
 - Uses a variety of internal and external information and takes appropriate action on it.
 - Considers the need to seek a view from the LEA as part of preparation for the head teacher's performance management review.
 - Requires written information from the head teacher on:
 - pupil achievement and progress
 - performance Data
 - progress against the *School Improvement Plan*
 - effectiveness of the Performance Management Policy
 - school self-evaluation (in addition to the SEF)
 - fulfilment of statutory responsibilities as listed in Part C of the SEF
 - Will be made aware and make use of external inspection reports from SEAs and other external advisers as well as from County Council officers. Those reports provided by Herts SEA School Improvement Programme to the chair of governors (except those naming individual staff) will be circulated to all members of the Governing Board.

Governing Board Relationships

The Governing Board and head teacher will respect each other's roles and maintain a professional and open relationship, acknowledging the skills and contributions of all.

- The Governing Board will use staff and governor time appropriately, sensitively and effectively.
- The Governing Board will, in the way it conducts its business, have regard to the need for the head teacher and staff to maintain a reasonable work/life balance.
- In planning the frequency and times of meetings the Governing Board will have regard to the equality of opportunity to serve of current and future governors.
- All governors will contribute to discussions, and support the corporate decision making process, maintaining appropriate levels of confidentiality and discretion.
- The Governing Board believes conflict is best resolved openly through discussion, corporate decision-making and acceptance of the majority view. Where this cannot be achieved, suspension of a governor will be used as a last resort, in accordance with current Regulations.
- New governors will be welcomed and provided with appropriate induction and training.

- All governors will share the workload and take on additional responsibility at an appropriate time.
- All governors will undertake training relevant to their role.

Committee Roles and Responsibilities

The most current Committee Terms of Reference are available from the School Office:

- TOR – Curriculum, Attainment and Progress
- TOR – Finance Resources & Personnel Committee
- TOR - SEF Committee
- TOR-Welfare Committee (October 2017)

The sections below provide a brief description of each committee...

Curriculum Attainment & Progress

The committee performs the following functions:

- The committee will consider matters directed by the Governing Board of the Chair of Governors. They will be informed of the required output in terms of scope of decision making and actions. Any decision or action outside this scope must be referred back to the Governing Board.
- To make recommendations, after consultation with the Head Teacher and staff, on the school's self Evaluation Form and School Improvement Plan.
- To review the provision for Spiritual, Moral, Social & Cultural Development (2.8) Visits and Visitors (2.11).
- The committee will monitor Six Hats Thinking, Financial Capability, Outdoor & Adventurous Learning, Curriculum Resources.
- Work Sampling and curriculum policies.
- Review the policy for sex education and make recommendations.
- The committee will undertake the monitoring of: the work of Subject Leaders, Subject Leader development, the impact of curriculum developments.
- In particular it will advise the Governing Board on a regular basis on: Curriculum policies for Assessment, Recording & Monitoring and Teaching & Learning.

The working party will monitor the attainment and progress of pupil's learning using data such as:

- SATs results (Raise Online)
- Evidence and tracking data
- Pupil progress - Reading, Writing, Maths
- Distribution Graphs –Reading, Writing, Maths
- ICT subject grids
- Internal Assessment Processes
- SATs administration
- Target Setting (Standards Visit)

- Work sampling –core subjects.

The working party meets twice a year: In January, following the standards' visit (once the Raise Online data becomes available) and again in June/July once preliminary SATs results are available.

Finance, Resources & Personnel

The Finance, Resources & Personnel committee considers matters related to both the School's finances and premises.

Finance Matters

- To prepare and review financial policy statements.
- To provide guidance and assistance to the Head Teacher and Governing Board on financial matters.
- To prepare longer-term financial plans having regard to roll projection and signals from central government and the LA regarding future years' budgets.
- In consultation with the Head Teacher to consider the school's income and to draft the first formal budget in the financial year for the Governing Board to consider.
- To monitor spending against budget and to ensure that expenditure remains within the prescribed limits.
- To monitor expenditure of all voluntary funds held by the school.
- To authorise the signing of monitoring reports to the LA.
- Where appropriate, to assist the committee dealing with personnel in determining salary levels for individual posts.
- To act in accordance with the school's Schedule of Delegation.
 - To advise the Governing Board on such matters as:
 - The budget needed to run the school in accordance with statutory requirements and the school improvement plan.
 - Ensuring that the Governing Board's financial policy and actions are in accordance with legislation, other statutory requirements and the LA's Financial Regulations.
 - Prioritising on major items of expenditure.
 - The purchasing of goods and services in the context of Best Value.
 - Generating additional income.

Premises Matters

- Provide support and guidance for the Head Teacher on all matters relating to the school premises and grounds, security and health and safety.
- Monitor and revise the premises elements of the Accessibility Plan.
- Inspect the premises and grounds annually and prepare a report on any issues identified and a proposed order of priorities for maintenance and development for the approval of the Governing Board.
- Approve the costs and arrangements for repairs, maintenance and redecoration within the budget allocation and to oversee the preparation and implementation of contracts.

- Be aware of the respective responsibilities of the Governing Board and the LA in relation to premises, to ensure that the LA is informed of any matters for which it has responsibility, and to will monitor such issues in order to ensure that appropriate action is taken.
- Undertake an annual safety and security audit of the premises and report on same to the Governing Board; and to ensure that the school complies with health and safety regulations.
- Report findings of inspections and audits to the Head Teacher and liaise with him/her to ensure that action is taken as appropriate.
- Seek advice from the LA as appropriate.
- Ensure the discharge of governors' responsibilities regarding litter under the Environmental Protection Act 1990.
- Prepare a lettings and charges policy for the approval of the Governing Board and to monitor and evaluate the implementation of that policy.
- Consider and make recommendations on risk management and insurance arrangements with regard to vandalism and other premises-related.

Personnel Matters:

The Personnel committee considers matters related to staffing.

- Periodically reviews the school's staffing arrangements.
- Supports the Head Teacher during recruitment interviews.
- Ensures effective succession planning takes place for senior staff.
- Ensures the relevant personnel policies are kept up to date and applied.
- safer recruitment
- SCR (single central records)
- Support the Head Teacher during recruitment interviews
- Ensure effective succession planning takes place for senior staff

Welfare & Community

This committee is broadly responsible for welfare and community issues. The committee will assist and support the Head Teacher in monitoring:

- To ensure systems are in place to diminish the difference for our vulnerable groups
- pupil questionnaires and interviews
- Personal Development
- To review the policy and provision for Collective Worship and Religious Education and Citizenship (within Personal Development) and make recommendations.
- risk assessments for activities and trips
- accidents
- attendance including holidays in term time, absence patterns and exclusions; DDA information including access to learning
- safeguarding

- child protection procedures
- looked after children procedures
- child in need procedures
- Families First Assessment procedures, the effectiveness and monitoring use of extended opportunities and outside agencies to promote learning and well-being for SEN/Disability and Vulnerable groups.
- communications with the Parent Body (including the effectiveness of the parent questionnaire, Parent Focus Groups, events such as Open Evenings, the school website and other forms of communication).
- communications with the Pupil Body (including the running of the School Council, pupil questionnaires).
- communications with the wider community outside of the school.

The committee will...

- Consider matters directed by the Governing Board of the Chair of Governors. They will be informed of the required output in terms of scope of decision making and actions. Any decision or action outside this scope must be referred back to the Governing Board.
- To make recommendations, after consultation with the Head Teacher and staff, on the school's Self Evaluation Form and School Improvement Plan (where appropriate and applicable – note that currently Community Cohesion is not explicitly referenced within the SEF / SIP).

Governor Self-Evaluation

The working party will assist and support the Head Teacher in ensuring:

- The school meets all its statutory duties.
- The school aims are reviewed.
- The school brochure is reviewed.
- Review and maintain the Governing Board section of the *School Evaluation Summary*.
- An action plan is established and monitored to increase the effectiveness of the Governing Board in fulfilling its role.

Strategic Role

School Mission

To provide 5 Star Service for our children and families so that:

- children thrive both socially and academically to be the best they can be
- parents are confident that their children are happy, safe and well supported in their learning and development

School Aims

Ashfield will be a school:

- Where learning is challenging and fun
- Where it's cool to be a high achiever and we are proud to be the best that we can be
- With a skills based curriculum which engages the children and fully equips them for life in the 21st century

“Inspiring Today’s Child for Tomorrow”

School Self Evaluation

Rigorous school self-evaluation is the starting point for planning, inspection and relations with the maintaining authority, including the dialogue with the School Improvement Partner.

As of 2011 it is no longer a requirement to have a SEF and there is no recommended format for a SEF under the new Ofsted Framework for Inspection. The lack of a prescribed format has allowed us to present our school evaluation in any way we like; and we have chosen to present it under the four new inspection headings in a document we call a *Self Evaluation Summary*.

The Headings for our *Self Evaluation Summary* are as follows:

- Introduction & School Context
- Pupil Achievement
- Quality of Teaching
- Leadership & Management
- Behaviour & Safety
- Spiritual, Moral, Social & Cultural.

While the *School Context* and *Spiritual, Moral, Social & Cultural* are not judged and graded independently, it is useful to provide them as separate sections to provide a really good picture of Ashfield and a good understanding of the background to the school. SMSC is referred to throughout the document, but is something that we at Ashfield do really well.

The *Self Evaluation Summary* is provided to governors as a draft for comment in the Autumn term.

In addition, committees are encouraged to keep under review the relevant areas of the *Self Evaluation Summary* as a standing agenda item for each of their meetings.

Strategic Planning

The school's draft priorities for the following academic are identified and discussed at the first full Governing Board meeting of the summer term. Priorities are identified from the *Self Evaluation Summary* and the output of committee meetings including the Governing Board Self Evaluation meeting.

The *School Improvement Plan* is updated in the summer term following the joint agreement of the school's priorities annually and the drafting of the *Self Evaluation Summary*. This document sets out in detail the priorities and targets for the year ahead with appropriate success criteria.

The *School Improvement Plan* is prepared by the senior management team and provided as a draft for Governors to review. The *School Improvement Plan* reflects the areas identified by the *Self Evaluation Summary* as weaknesses and where the school has a capacity to improve.

The main aim of any *School Improvement Plan* is to set out a cycle of actions that reflects a commitment to continuous improvement. The format is based on the new OfSTED Framework (January 2012) and therefore is aligned to the *Self Evaluation Summary*. It is a slim document that just picks out the Key Priorities for the school over the year.

Not included within the *School Improvement Plan* are the subject leader action plans, or work that the committees of the Governing Board are doing (e.g. the asset management plan and carbon reduction scheme –the job of the resources committee). These have their documented actions elsewhere.

In addition, committees are encouraged keep under review the relevant areas of the *School Improvement Plan* as a standing agenda item for each of their meetings.

Statutory School Policies

The Governing Board is responsible for ensuring the preparation and approval of all statutory school policies and changes to those policies. The responsibility for the evaluation and review of statutory policies has been delegated by the Full Governing Board to appropriate Committees.

A Policy Schedule that lists all statutory policies and their review dates is available from the school Office.

A list of statutory policies is maintained by the DfE at:

<http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/a00201669/statutory-policies-for-schools>

Electronic and paper copies of all policies are kept in the School Office and are available on request.

The School Office maintains the *Master Policies Spreadsheet* which lists policies against their next review dates.

Many of our school policies are adopted from Hertfordshire's Model Policies. A full list of these is available at:

http://www.thegrid.org.uk/info/model_policies/index.shtml.

Register of Pecuniary Interest

It is mandatory that if a governor has a financial interest in any matter under consideration, then that governor must withdraw from the meeting at which the issue is being discussed. 'Having a pecuniary interest' is a term with quite a wide remit. It includes people who own companies and people who are employed by them. It even extends to relatives, including spouses, who live with the governor and who themselves would have a pecuniary interest. (This is all set out in 'School Governors - A Guide to the Law').

At the first Full Governing Board meeting of the academic year Governors shall be asked to declare any pecuniary interests on a standard form.

At each meeting of the Full Governing Board and Committees, Governors shall be asked to declare any conflicts of interest and to withdraw from that meeting as appropriate.

Staffing

All teaching and non-teaching staff are employed by the Local Authority.

The school is responsible for recruitment, performance management, capability management and disciplinary action. All of these are covered by relevant the policy documents.

Furthermore, the Head Teacher is responsible for setting the staffing profile and ensuring that this provides the most effective deployment of resources within the school. Governors are responsible for monitoring this via committees (personnel, resources and curriculum).

Equality

The Governing Board has responsibility for making sure that the school complies with the Equality duties set out in the [Race Relations Act 1976 \(as amended by the Race Relations Act 2000\)](#), the [Disability Discrimination Act 1995](#) (as amended by the [Disability Discrimination Act 2005](#)) and the [Sex Discrimination Act 1975](#) (as amended by the [Equality Act 2006](#) and the [Equality Act 2010](#)). The general duty on schools is to have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity in the area of race, disability and gender. Specific duties require schools to implement specific equality schemes in those areas.

In addition to their general responsibilities within the law, the Governing Board must:

- Have a written race equality policy which should identify the action to be taken to tackle racial discrimination and to promote racial equality and good race relations across all areas of school activity.
- Assess the impact of policies on ethnic minority pupils, staff and parents to identify whether such policies help to achieve racial equality.
- Gather attainment data which shows how pupils with different characteristics are performing (via RAISE Online).
- Monitor the implementation of the race equality policy and its impact on pupils, staff and parents and monitor the levels of pupil attainment by ethnicity.
- Make reasonable adjustments if their premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person.
- Plan to increase over time the accessibility of schools to disabled pupils.
- Plan to increase access to the school curriculum, improving access to the physical environment of the school and improving the delivery of written information to disabled pupils.
- To publish information to demonstrate how they are complying with the Public Sector Equality Duty.
- To prepare and publish equality objectives.

Detailed advice for governors and school leaders on the implication of the Equality Act 2010 is available from the DfE:

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20march%202012.pdf>

Information from Governors to Parents

School Prospectus

Each year the Governing Board must publish a school prospectus for parents and prospective parents. The current prospectus is available from the School Office and on the School Website.

<http://www.ashfield.herts.sch.uk/prospectus.html>

School Website

The governor's page on the School's website may be found at:

<http://www.ashfield.herts.sch.uk/governors.html>

Financial Management

The Governing Board is responsible for the Financial Management of the School. The school follows the Schools Financial Value Standard (SFVS):

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/Schools%20Financial%20Value%20Standard/a00192114/schools-financial-value-standard-sfvs>

The SFVS has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place. Governing bodies have formal responsibility for the financial management of their schools, and so the standard is primarily aimed at governors.

Role of the Governing Board

The Governing Board are given their powers and duties as an incorporated Board. The Statutory responsibilities of the Governing Board detailed in section 21 of the Education Act 2002. Governors are required to:

- manage the school budget, consider the annual budget plan, approve the budget, consider and approve any proposed revisions to the budget plan;
- decide on how to spend delegated budget depending on any conditions set out in the LA scheme within the financial year;
- decide whether to delegate their powers to spend the delegated budget to the head teacher if so, they should establish the financial limits of delegated authority;
- be consulted by the Local Authority (LA) on significant changes to the LA's fair funding;
- make sure accurate accounts are kept;
- ensure that the school submits a return, via the local authority, as part of the Consistent Financial Reporting (CFR) regulations introduced in April 2003;
- determine the staff complement and a pay policy for the school (in accordance with School Teachers Pay and Conditions);
- act as a 'critical friend' to the head teacher by providing advice, challenge and support;
- establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted;
- review annually the *Schedule of Financial Delegation* and monitor its application.

A detailed specification of the role of governors in the financial management of the school is defined in the *Schedule of Financial Delegation* available from the School Office.

Role of the Head Teacher

The role and responsibilities of the Head Teacher are covered in the previous section.

A detailed specification of the role of Head Teacher in the financial management of the school is defined in the *Schedule of Financial Delegation* available from the School Office.

Reporting Requirements

The school is required to submit the following financial returns:

- SVFS by 31 March
- Annual approved budget by 31 May
- Strategic Financial Plan by 30 June
- Approved revised budget for the year by 30 November.
- Assignment of balances as at 31st March to specific purposes by 1 May.

Appendix A - Documentation Procedures

The table below that lists all Governing Board document types (minutes, agendas, TORs, policies, reports etc) and identified the process for creation, distribution and storage and the parties responsible.

Documents	Electronic / Paper	Process	Person(s) Responsible
Full GB Agendas	Electronic	To be prepared by Chair of Governors and HT and sent to clerk prior to meeting to form part of <i>Full GB Meeting Distributable Items</i> .	Chair of Governors
Full GB Meeting Distributable items (minutes, agendas, HT reports, etc)	Electronic	Clerk to include School Office on electronic distribution list. School Admin to store all electronic files safely on Admin PC.	Clerk School Office
Full GB Meeting Distributable items (minutes, agendas, HT reports, etc)	Paper	Paper copies to be signed by the Chair of Governors at the full GB meeting and filed in school.	Chair of Governors
Full GB Meeting Minutes	Electronic	Draft minutes to be created by clerk and sent to Chair and HT for review. Final draft of minutes to be sent by clerk to all governors and the School Office. Final draft of minutes to form part of <i>Full GB Meeting Distributable Items</i> for the next full GB meeting.	Clerk School Office
HT Report	Electronic	Report prepared by HT for full GB meeting. <i>Forms part of Full GB Meeting Distributable Items.</i>	HT
Committee Agendas	Electronic	To be prepared by Chairs of Committees in conjunction with HT or other SLT member and sent to all committee members prior to meeting.	Chair of Committee

<p>Committee Minutes (Not Personnel Committee – see below)</p>	<p>Electronic</p>	<p>Draft minutes to be distributed to all committee governors, Chair of Governors and the School Office once they become available.</p> <p>School Office to file safely on Admin PC.</p> <p>Chair of Governors to ensure included in <i>Full GB Meeting Distributable Items</i> for next full GB meeting.</p> <p>Committee Chairs to highlight to School Office which policies have been reviewed.</p> <p>School Office to update review dates in the <i>Master Policies Spreadsheet</i> as necessary.</p>	<p>Chair of Committee Chair of Governors School Office</p>
<p>Personnel Committee Minutes</p>	<p>Electronic</p>	<p>Draft minutes to be distributed to all members of the Personnel Committee and the School Office once they become available.</p> <p>School Office to file safely on Admin PC.</p> <p>Chairs to highlight to School Office which policies have been reviewed.</p> <p>School Office to update review dates in the <i>Master Policies Spreadsheet</i> as necessary.</p>	<p>Chair of Personnel Committee School Office</p>
<p>Committee Terms of Reference</p>	<p>Electronic</p>	<p>Updated copies of TORs should be sent to the School Office.</p> <p>School Office to file safely on Admin PC.</p> <p>(Initial set of TORs to be collated by Chair of Governors and sent to the School Office.)</p>	<p>Chair of Committee Chair of Governors</p>
<p>Committee Membership List</p>	<p>Electronic</p>	<p>Chair of Governors to ensure it is up to date and to provide to School Office upon change.</p> <p>School Office to file safely on Admin PC.</p>	<p>Chair of Governors</p>

Master Policies Spreadsheet	Electronic	School Office to maintain this as an index of all school policies and statutory documents and their last reviewed dates. School Office to maintain and update when notified that policies have been reviewed.	School Office
Policy Documents	Electronic	School Office to file safely on Admin PC.	School Office
Policy Documents	Paper	School Office to file paper copies in policy file.	School Office
Committee Reports (at full GB meeting)	Electronic	Only required if the committee chair (or other member) is unable to provide a verbal report at full GB meeting. If required, this is to be sent to the clerk for inclusion in the <i>Full GB Meeting Distributable Items</i> prior to the meeting.	Chair of Committee
Governor Visit Report (at full GB meeting)	Electronic	Only required if the visiting governor is unable to provide a verbal report at full GB meeting. If required, this is to be sent to the clerk for inclusion in the <i>Full GB Meeting Distributable Items</i> prior to the meeting. NB: This does not replace the <i>Governor Visit Form</i> .	Visiting Governor
Governor Visit Form	Paper	To be completed by the visiting governor at the time of the visit. Paper copy filed at school.	Visiting Governor

Appendix B - Glossary of Abbreviations and Acronyms

5AC	Five or more good (grades A*-C) GCSEs
5ACEM	5 or more good (grades A*-C) GCSEs inc English and Maths
A Level	Advanced Level, GCE
ABA	Anti-Bullying Alliance
ABR	Approved Budget Return
ACE	Advisory Centre for Education
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
AHT	Assistant Head Teacher
AIO	Attendance Improvement Officer
ALS	Additional Literacy Support
AMP	Asset Management Plan
APP	Assessment of Pupil Progress
APS	Average Points Score
AQA	Assessment and Qualifications Alliance
ASCL	Association of School and College Leaders
ASD	Autism Spectrum Disorder
AS Level	Advanced Supplementary Level, GCE
AST	Advanced Skills Teacher
AT	Attainment Target
ATL	Association of Teachers and Lecturers
AWPU	Age-Weighted Pupil Unit
BA	Bachelor of Arts
BECTA	British Educational Communications and Technology Agency
BEd	Bachelor of Education
BESD	Behavioural, Emotional and Social Disorder
BeST	Behaviour Support Team
BME	Black and Minority Ethnic
BSA	Basic Skills Agency
BSF	Building Schools for the Future
BSP	Behaviour Support Plan
BSc	Bachelor of Science
BTEC	Business and Technology Education Council
BV	Best Value
CA	Classroom Assistant
CAF	Common Assessment Framework/Form
CAS	Controls Assurance Statement
CAST	Central Assessment Support Team
CAT	Cognitive Ability Test
CE	Cambridge Education
CEG	Careers Education and Guidance
CFR	Consistent Financial Reporting
CGF	County Governors' Forum
CGLI	City and Guilds of London Institute
ciC	Child(ren) in Care
ciN	Child(ren) in Need
CIRP	Critical Incident Recovery Plan

CIS	Children's Information Service
CLA	Child(ren) Looked After
CoSHH	Control of Substances Hazardous to Health
CP	Child Protection
CPD	Continuing Professional Development
CRB	Criminal Records Bureau
CSF	Children, Schools and Families
CVA	Contextual Value Added
DCS	Director of Children's Services
DCSF	Department for Children, Schools and Families
DCTP	District Children's Trust Partnership
DDA	Disability Discrimination Act 1995/2005
DED	Disability Equality Duty
DES	Disability Equality Scheme
DFC	Devolved Formula Capital
DH	Department of Health
DHT	Deputy Head Teacher
DoB	Date of Birth
DPA	Data Protection Act
DSG	Dedicated Schools Grant
DT	Designated Teacher (for Child Safeguarding)
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EBLO	Education Business Link Organisation
ECAR	Every Child a Reader
ECAT	Every Child a Talker
ECC	Every Child Counts
ECM	Every Child Matters
EDI	Electronic Data Interchange
Ed. Psych	Educational Psychologist (often referred to as EP)
EDT	Emergency Duty Team
EEC	Early Excellence Centre
EHCP	Education & health care Plan (formerly known as statements of educational needs)
EHRC	Equality & Human Rights Commission
ELC	Eastern Leadership Centre
ELP	Early Learning Plan
ELS	Early Literacy Support
ELSA	Early Learning Support Assistant
EMA	Education Maintenance Allowance
EMAG	Ethnic Minority Achievement Grant
EOTAS	Education other than at school
EP	Educational Psychologist
EPAT	Educational Psychology Advisory Teacher
EPF	Earmarked Pupil Funding
EPS	Education Personnel Services
ESC	Education Support Centre
ESD	Education for Sustainable Development
ESOL	English for Speakers of Other Languages

ESL (E2L)	English as a Second Language
EWO	Educational Welfare Officer
EWT	Equivalent Whole Time
EYFS	Early Years Foundation Stage
FASNA	Foundation and Aided Schools National Association
FE	Further Education/Form of Entry
FFT	Fischer Family Trust
FHE	Further and Higher Education
FISS	Family Intervention and Support Service
FMSiS	Financial Management Standard in Schools
FOIA	Freedom of Information Act
FRSA	Fellow of the Royal Society of Arts
FSM	Free School Meals
FSW	Family Support Worker
FSP	Foundation Stage Profile
FTE	Full Time Equivalent
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GDC	Governor Development Co-ordinator
GED	Gender Equality Duty
GEL	Governors East Learning
GNVQ	General National Vocational Qualification
G RTP	Graduate and Registered Teacher Programme
GTC	General Teaching Council
HASSH	Hertfordshire Association of Secondary School Heads
H&S	Health and Safety
HCC	Hertfordshire County Council
HDC	Hertfordshire Development Centre
HCYPTP	Hertfordshire Children's and Young People's Trust Partnership
HE	Higher Education
HEBP	Hertfordshire Education Business Partnership
HGfL	Hertfordshire Grid for Learning
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector of Education, Children's Services and Skills
HMI	Her Majesty's Inspector/Inspectorate
HQS	Hertfordshire Quality Standards
HR	Human Resources
HRA	Human Rights Act 1998
HSWA	Health and Safety at Work Act
HT	Head Teacher
IAG	Information, Advice and Guidance
IAP	Independent Appeals Panel
IB	International Baccalaureate
IBB	Independent Barring Board
ICT	Information and Communications Technology
IEB	Interim Executive Board

IEP	Individual Education Plan
IGCSE	International GCSE
InCo	Inclusion Co-ordinator
INSET	In-Service Education and Training
IP	Integrated Practice
IIP	Investors In People
INCO	Inclusion Co-ordinator
ISA	Independent Safeguarding Authority
ISB	Individual School Budget
ISCG	Information for School and College Governors
ISR	Individual School Range
ITT	Initial Teacher Training
IWB	Interactive Whiteboard
JAR	Joint Annual Review
JARV	Joint Annual Review Visit
JM	Junior Mixed
JMI	Junior Mixed Infants
KS	Key Stage
LA	Local Authority
LAC	[See CLA]
LADO	Local Authority Designated Officer (for Child Protection)
LAT	Learning Achievement Tracker
LBP	Lead Behaviour Professional
LDD	Learning Difficulties and Disabilities
L&M	Leadership and Management
L&T	Learning and Teaching
LLSC	Local Learning and Skills Council
LP	Learning Platform/Lead Professional
LPSH	Leadership Programme for Serving Heads
LSA	Learning Support Assistant
LSC	Learning and Skills Council
LSCB	Local Safeguarding Children Board
MA	Master of Arts
MAT	Multi Academy trust
MASH	Multi Agency Support Hub
MECSS	Minority Ethnic Curriculum Support Service
MEd	Master of Education
MFL	Modern Foreign Language(s)
MGP	Making Good Progress
MIS	Management Information System
MIU	Management Information Unit
MLD	Moderate Learning Difficulties
MSA	Middy Supervisory Assistant
MSc	Master of Science
NAA	National Assessment Agency
NAGTY	National Academy for Gifted and Talented Youth

NAHT	National Association of Head Teachers
NAPE	National Association for Primary Education
NASEN	National Association for Special Educational Needs
NASUWT	National Association for Schoolmasters Union of Women Teachers
NBA	National Bursars Association
NC	National Curriculum
NCPTA	National Confederation of Parent-Teacher Associations
NCSL	National College for School Leadership
NEET	Not in Education, Employment or Training
NFER	National Foundation for Educational Research
NGA	National Governors' Association
NHSP	National Healthy Schools Programme
NHSS	National Healthy Schools Status
NNEB	National Nursery Examination Board
NoR	Number on Roll
NPQH	National Professional Qualification for Headship
NPQIS	National Professional Qualification in Integrated Services
NPQICL	National Professional Qualification for Integrated Centre Leaders
NPS	National Primary Strategy
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualification
Ofsted	Office for Standards in Education, Children's Services and Skills
Ofqual	Office of the Qualifications and Examinations Regulator
OT	Occupational Therapist
OTT	Overseas Trained Teacher
OU	Open University
PAN	Published Admission Number
PCT	Primary Care Trust
PE	Physical Education
PESSCL	PE, School Sport & Club Links Strategy
PfS	Playing for Success
PGCE	Post-Graduate Certificate of Education
PGR	Parent Governor Representative
PHF	Primary Heads' Forum
PHU	Partially Hearing Unit
PI	Performance Indicator/Physically Impaired
PNI	Physically and Neurologically Impaired
PNS	Primary National Strategy
PoCAL	Protection of Children Act List
PoS	Programme of Study
PPA	Planning, Preparation and Assessment
PPG	Pupil Premium Grant
PPM	Personal Provision Map
PQM	Primary Quality Mark
PRC	Premature Retirement Compensation
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSED	Personal, Social and Emotional Development

PSHE	Personal, Social, Health and Economic
PSLN	Primary Strategy Learning Network
PSP	Pastoral Support Plan
PSW	Pupil Support Worker
PT	Part-Time
PTA	Parent-Teacher Association
PTR	Pupil Teacher Ratio
QCA	Qualifications and Curriculum Authority
QCDA	Qualifications and Curriculum Development Agency
QTS	Qualified Teacher Status
R&M	Repairs and Maintenance
RAG	Red, amber, green
RE	Religious Education
Rgl	Registered Inspector
RIG	Rewards & Incentives Group
RRA	Race Relations Act 1976
RSA	Royal Society of Arts/Rural Studies Assistant
SA	Supervisory Assistant/School Action
SACRE	Standing Advisory Council on RE
SALT	Speech and Language Therapist
SAPG	Strategic Area Partnership Group
SAT	Standard Assessment Test/Task
SDA	Sex Discrimination Act 1975
SDP	School Development Plan
SEA	School Effectiveness Adviser
SEAL	Social and Emotional Aspects of Learning
SEF	Self Evaluation Form
SEN	Special Educational Needs
SENCo	SEN Co-ordinator
SENDiS	Special Educational Needs and Disability Tribunal
SFU	School Funding Unit
SGOSS	School Governors' One-Stop Shop
SI	Statutory Instrument
SIA	School Inspections Act 1996
SIDNEY	Screening and Identification of Dyslexia in early years
SIMS	Schools Information Management Systems
SIP	School Improvement Partner/Plan
SIP	School Improvement Plan
SITSS	Schools IT Systems Support
SLA	Service Level Agreement
SLD	Severe Learning Difficulties
SLS	Schools Library Service
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Relevant, Timed
SMASH	School Meals Administrative System for Hertfordshire
SMT	Senior Management Team
SNSA	Special Needs Support Assistant
SofS	Secretary of State

SoW	Scheme of Work
SpLD	Specific Learning Difficulties
SRE	Sex and Relationships Education
SSA	Senior Supervisory Assistant/School Support Assistant
SSE	School Self Evaluation/Standards and School Effectiveness
SSFA	School Standards and Framework Act 1998
SSG	School Standards Grant
SSIM	Strategic School Improvement Manager
SSP	School Strategic Plan
SSSNB	School Support Staff Negotiating Board
STA	Specialist Teaching Assistant
STAC	Specialist Teaching Assistant Certificate
STEM	Science, Technology, Engineering and Mathematics
STPCD	School Teachers' Pay and Contributions Document
STRB	School Teachers' Review Board
SWD	School Workforce Development
TA	Teacher Assessment/Teaching Assistant
TAC	Team Around the Child
TaMHS	Targeted Mental Health in Schools
TDA	Training and Development Agency for Schools
TES	<i>Times Educational Supplement</i>
TESSS	The Extended Schools Support Service
TLF	Teaching and Learning in the Foundation subjects
TLR	Teaching and Learning Responsibility
UCAS	University and Colleges Admissions Service
UKPRP	United Kingdom Penn Resilience Programme
UPN	Unique Pupil Number
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for Money
VI	Visually Impaired
VLE	Virtual Learning Environment
VLP	Virtual Learning Platform
WAMG	Workforce Agreement Monitoring Group
WFR	Workforce remodelling
WR	Workforce Remodelling
YELLIS	Year Eleven Information System

Appendix C - Sources of other useful information

The DfE website:

<http://www.education.gov.uk/>.

DfE web site for Governance:

<http://www.education.gov.uk/schools/leadership/governance>

Guide to the Law for Governors:

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl>

Governing Board Procedures and Committees:

<http://www.education.gov.uk/schools/leadership/governance/governingBoardprocedures>

DfE Roles of Governing Bodies and Head Teachers (including decision planner):

<http://media.education.gov.uk/assets/files/doc/r/roles%20of%20governing%20bodies%20and%20Head%20Teachers.doc>

The Education (School Government) (Terms of Reference) (England) Regulations 2000:

<http://www.legislation.gov.uk/ukxi/2000/2122/contents/made>

DfE - Welcome to governance - a handbook for new school governors:

<http://www.education.gov.uk/schools/leadership/governance/traininganddevelopment/a0056580/welcome-to-governance-a-handbook-for-new-school-governors>

Hertfordshire Governance web site:

<http://www.hertsdirect.org/services/edlearn/getinvolved/governors/>

Hertfordshire Governance training:

<http://www.hertsdirect.org/services/edlearn/getinvolved/governors/training/>