

School Governor Services

Information Pack



for new
governors



The City of Liverpool



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Also included with this information pack:

- Your governing body's Instrument of Government
- The current edition of **Governors' News**

Welcome

Welcome to your new role as a school governor and thank you for volunteering your time and energy to making a real difference to the lives of young people in Liverpool. Liverpool has over 2,500 school governors, all volunteers, making important decisions about the way their school is run. In your new role you will be able to contribute to your school's success by working with fellow governors, including the headteacher and staff at the school, to raise standards and ensure that every child reaches their full potential.

Effective governance involves team-work with the headteacher, staff, governors and the community. An effective governor is committed to the school, ready to ask questions and act as a 'critical friend'. This pack has been developed to provide basic information to help get you started and asking the right questions.

In Liverpool we have always valued the contribution of school governors and offer a wide range of services including training, clerking and support and advice on any aspect of school governance - the contact details of the School Governor Services team can be found on the back cover.

Governors' News is our termly newsletter and is sent direct to you. As well as news and articles on school governance it also outlines our programme of briefings and training sessions for governors - an important way to keep on top of developments.

Governors don't pay for training – each school is given a grant for training which includes governor training and development. Schools are usually more than happy to support governors in developing their role.

I hope you find the information in this pack useful. Thank you again for becoming a school governor. I do hope you find your term of office interesting and rewarding.

Dave Cadwallader
School Governor Services Officer
Liverpool Children's Services

The Role of the School Governor

This information pack is intended to complement the induction course for new governors, *The Role of the School Governor*.

This course is an important element of a governor's induction and it is recommended that all new governors attend.

The course is informal, non-threatening (you won't be put on the spot!) and provides a forum for participants to discuss how best to approach being a governor and to ask questions about their new role.

The course covers:

- types of schools
- categories of governor
- powers and duties of governing bodies
- school development plans
- effective governing bodies
- monitoring and evaluation
- organisation and procedures of meetings
- why, how and to whom are schools accountable?
- the Headteacher's report to the governing body
- dealing with complaints against the school

The course is held termly. Details can be found in **Governors' News**.



The role of the governing body

The governing body's role is to:

- **Provide a Strategic View**
- **Act as a 'Critical Friend'**
- **Ensure Accountability**

In practice this means:

Steering:

- agreeing aims
- agreeing policies
- setting budget
- agreeing improvement plans
- responding to inspection

Monitoring

- plans
- budget
- standards of education

Executive Decisions

- recruitment
- dismissal
- admissions and appeals against exclusion

Accounting to Parents

- The School Profile
- seeking views
- publish agenda and minutes

Support

- supporting and advising the headteacher

Categories of governor

Parent Governors

Parents, including carers, of pupils at the school are eligible to stand for governorship at the school. Parent governors are elected by other parents at the school. If insufficient parents stand for election, the governing body can appoint parent governors.

Staff Governors

Both teaching and non-teaching staff are eligible for staff governorship. Staff governors are elected by the school staff and must be paid to work at the school -volunteers are not eligible. The headteacher is a member of the governing body by virtue of his/her office and counts as a member of the staff category.

LA Governors

LA governors are appointed by the Local Authority. In Liverpool, the City Council is the appointing body.

Community Governors

Community governors are appointed by the governing body to represent community interests, including the business community.

Foundation Governors

Foundation governors are appointed by the school's founding body, usually the church or diocese. If the school has a religious character the foundation governors must preserve and develop this.

Sponsor Governors

Persons who give substantial assistance to the school, financially or in kind, or who provide services to the school can be appointed by the governing body as sponsor governors.

Associate Members

The governing body can appoint associate members to attend full governing body meetings in a non-voting capacity. Associate members may serve on one or more governing body committees with limited voting rights.



How business is conducted

Meetings

Governing bodies are required to meet three times a year although many meet more frequently. The venue, date and timing of the meeting is at the discretion of the governors. Please make every effort to attend all meetings.

Every member of the governing body must be given at least seven days' written notice of the time and date of the meeting. In advance of the meeting you should also receive minutes of the previous meeting and other papers to be considered, for example the head's report or committee reports. Sometimes papers are tabled at the meeting but this makes them harder to consider.

It is normal for the chair or headteacher to make contact with you ahead of your first meeting to provide preliminary information about how the governing body operates. At your first meeting try to arrive early in order to meet your fellow governors and the clerk before the meeting starts. The chair or head will introduce you.

Format

Some governing bodies operate on a formal basis whilst others prefer a more relaxed atmosphere especially if governors know each other well.

The chair is responsible for setting the tone of the meeting, ensuring that one person speaks at any one time, inviting questions and allowing every governor to have his/her say on the matter in hand.

Voting is not always needed because decisions are often reached by general

agreement. Should a vote be required a show of hands usually suffices although there may be times when the governing body feels a secret ballot is necessary.

You should always declare an interest, and if necessary withdraw from the meeting if you feel you have a personal interest in the outcome of a discussion.

Incorporation

Governing bodies are *incorporated* so that they have a separate legal identity. Providing the governing body acts with reasonable care and within the law, its members are not personally liable for any financial loss caused by its actions.

Except where the governing body delegates specific tasks or functions to a committee or individual, governors discharge their responsibilities collectively.

Committees

Most governing bodies have established a committee structure to help deal more effectively with their workload. Committees are commonly used to cover areas such as staffing, finance, buildings, and curriculum. *Ad hoc* committees may also be set up to deal with such issues as staff appointments, complaints and pupil exclusions.

The Guide to the Law for School Governors (*Chapter 3*) sets out those responsibilities which may or may not be delegated and the constitution and procedures of committees.

Roles at meetings of the governing body

All governors are of equal status having equal rights to contribute to discussions. There are however some roles which are defined and which carry specific responsibilities. These include:

Chair

The chair, and deputy chair, are elected by the governors. Any governor is eligible to stand as chair except for those employed at the school. In certain circumstances the chair can, in an emergency, make a decision on behalf of the governing body.

Clerk

The clerk is not a governor and is not entitled to vote. The clerk is appointed by the governing body to be responsible for all matters relating to communication: minutes, agenda, correspondence, etc. The clerk cannot be the head or a governor. A governor (but not the head) can act as clerk in an emergency.

Specialist Governors

Many governing bodies have individual governors who cover specific areas of responsibility; these can include:

- Child Protection
- Special Educational Needs
- Inclusion
- Looked After Children
- Governing Body Training and Development

If you feel you have skills or experience which may benefit a particular committee or specialist area be sure to let your governing body know!

What will be discussed at the meeting?

An agenda for the meeting will be sent to you at least seven days before the meeting indicating the items to be discussed. The agenda for the termly business meeting will usually include the following items:

Apologies for absence

It is courteous to always send apologies if you are unable to attend a meeting.

Minutes

Minutes of previous meetings have to be accepted by the governors as a true record and signed as such by the chair. Any inaccuracies in the minutes can be raised under this item.

Matters arising

Allows governors to be updated on action taken on issues raised at the previous meeting.

Headteacher's report

This important item allows governors to be informed about the organisation and activities of the school. It should contain sufficient information to enable you to know whether or not your responsibilities are being met.

Any other business

Issues that have arisen since the publication of the agenda may be discussed under this item if considered important enough.

Other items will appear on the agenda usually with accompanying papers.

Any governor can raise an item for inclusion on the agenda by contacting the chair.

Reading papers ahead of the meeting will allow you to reflect on the information issued to you, prepare questions for the meeting or contribute effectively to the debate.

Visiting the school

A visit to the school will allow you to get to know more about school life and will demonstrate to staff and pupils that you take your responsibilities seriously.

The headteacher may invite governors to join them at school trips, Christmas concerts, sports days, etc; accepting invitations gives you the chance to visit and become involved.

You may also ask the head to provide you with an initial insight into the school's activities.

In the case of all visits the first step is to contact the head and make an appointment. Give some indication of what you would like to see and how long you expect the visit to last.

The head could arrange for you to have a guided tour of the school to provide you with an overview of the accommodation. In large schools you may not have time to see everything but you should see enough to give you an impression of the facilities available both to pupils and staff.

An introduction to members of staff will give you the opportunity to speak to them and to ask any questions you may have.

Ahead of the visit you may wish to draw up a list of questions. If you have an interest in a particular aspect of the school (a curriculum subject or building and grounds, for example) you could let the head know of this in order

that the visit may better reflect this interest.

Some schools have a policy on visits by governors to enable them to be more structured and purposeful.

With all visits, please remember:

- An individual governor does not have an automatic right to visit the school;
- On arrival report to the school office;
- Visits make demands on your time and that of staff at the school. It is important to ensure that your visit is useful to the work of the governing body.

Collecting information from the school

The documents listed below provide information that should be readily available but will help you to build up a picture of your school.

The information can be obtained from either the head or clerk to the governing body.

About the School

The headteacher should be able to provide:

- A list of school staff and their responsibilities
- A plan of the school site and building
- A calendar of events within the school year
- The most recent Ofsted inspection report and the governing body's response
- The School Development/Improvement Plan (SDP/SIP)
- School policies
- The School Profile (also available online at <http://schoolsfinder.direct.gov.uk/>)
- The school's Prospectus
- Recent newsletters to parents

About the Governing Body

The clerk should be able to provide:

- Names and categories of fellow governors
- Committee membership and terms of reference
- Minutes and supporting documents of previous meetings

The National Curriculum

The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent.

It sets out:

- the subjects taught;
- the knowledge, skills and understanding required in each subject;
- standards or attainment targets in each subject that teachers can use to measure a child's progress and plan their future learning;
- how a child's progress is assessed and reported.

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils. Many schools use the Qualifications and Curriculum Authority (QCA) Schemes of Work to plan the curriculum. These provide a basis for delivering the National Curriculum.

The National Curriculum key stages

The National Curriculum is organised into blocks of years called 'key stages'.

There are four key stages as well as a Foundation Stage, which covers children below the minimum compulsory schooling age of five.

During their time at school, children will take a number of National Curriculum tests. These are compulsory at the end of years 2, 6 and 9 (age 7, 11 and 14)

and there are optional tests for years 3, 4 and 5 of primary school and years 7 and 8 of secondary school. The outcome of these tests is expressed as a National Curriculum level.

There are eight National Curriculum levels, covering ages 5-14 years. The lowest is Level 1, which describes the achievements of children at around the age of five. The highest is Level 8, which is attained by the most able pupils at the age of 14. There is also a description of 'exceptional performance' above Level 8, which only a very few pupils are expected to reach. Children move up through the levels at a rate of approximately one level for each two years of school. Children at the end of year 2 are expected to achieve at least Level 2, and children at the end of primary school (year 6) are expected to achieve at least Level 4. At year 9, the expected level is Level 5 or 6. After this, pupils start on their GCSE courses in year 10, and the National Curriculum levels no longer apply.

National Curriculum levels are also used by teachers to make their own assessments of children, based on their ongoing work rather than on a test. The National Curriculum includes level descriptions for each level, for each subject, and the teacher makes a judgement as to which level is the best overall description of the child's achievement. These Teacher Assessment levels are reported alongside the levels resulting from the tests.

A Guide to the National Curriculum

Q At what age must children start school in England?

A The term after the one in which they are five.

Q At what age may they Leave school?

A The end of the school year in which they are 16.

Q English schooling is divided into five age-related stages. What are these stages called?

A Age 3 - 5 Foundation
5 - 7 Key Stage 1
7- 11 Key Stage 2
11- 14 Key Stage 3
14 -16 Key Stage 4

Q What are schools catering for the following ages of pupils called?

A Age 3 - 5 Nursery
5 - 7 Infant
7- 11 Junior
5 - 11 Primary
11-16 Secondary

Comments

In areas with high nursery provision, many children start school before that age – but they don't have to.

Children do not have to attend school, but they do have to be educated. Parents may educate them at home, subject to monitoring by the Local Authority.

Children used to be able to leave at Easter if they were 16.

There is a drive to improve the education of 14-19 year olds – England has the lowest staying on rates in Europe.

The Foundation Stage is organised into six areas of learning. Early learning Goals specify what most children are expected to achieve in each area of learning by the end of the Foundation Stage.

Nursery classes may be attached to infant or primary schools and are then part of that school.

Some areas may have different local terminology and systems

A Guide to the National Curriculum ... continued

Q When do all pupils in state schools have to do national tests?

A At the end of each Key Stage.

Tests are commonly called SATs (Standard Assessment Tasks), but proper name is 'National Curriculum Tests'.

At end of KS4, pupils take GCSEs or GNVQs.

Pupils are also assessed by the teachers throughout the year and the results reported as Teacher Assessment.

Q Which subjects in the National Curriculum must all pupils study up to the age of 11?

A English, Maths, Science, Design and Technology, Information and Communication Technology, History, Geography, Art, Music and PE.

There are ten statutory subjects for all pupils up to age 11 plus Citizenship at KS3 & 4 and Modern Foreign Languages at KS3.

Religious Education is statutory but not part of the National Curriculum as the subject matter is decided locally.

Q Which of these are national tests?

A English, Maths and Science (Teacher Assessment at KS1)

KS1 tests are marked internally and subject to moderation (checking across classes and schools for consistency).

What level is a pupil expected to achieve...

Q At age 7?

A Level 2

These are 'average' levels and schools are required to set related targets. Pupils may exceed or not reach these levels.

Q Age 11?

A Level 4

The target level for GCSE is five A to C grades.*

Q Age 14?

A Level 5/6



Age	Year	Stage	Tests
3-4		Foundation	
4-5	Reception		
5-6	Year 1	Key Stage 1	
6-7	Year 2		National tests and tasks in English and Maths
7-8	Year 3	Key Stage 2	
8-9	Year 4		
9-10	Year 5		
10-11	Year 6		National tests and tasks in English, Maths and science
11-12	Year 7	Key Stage 3	
12-13	Year 8		
13-14	Year 9		National tests and tasks in English, Maths and Science
14-15	Year 10	Key Stage 4	Some children take GCSEs
15-16	Year 11		Most children take GCSEs or other national qualifications

Every Child Matters

Background

Since the launch of the Green Paper *Every Child Matters* in September 2003, there has been wide-ranging public debate about how to deliver improved care and services for children, young people and families. Following a consultation in 2003, the Government published *Every Child Matters: Next Steps* and passed the Children Act 2004.

In November 2004, *Every Child Matters: Change for Children* was released, setting out the national framework for local change programmes led by local authorities and their partners. In November 2005, the Childcare Bill was introduced to Parliament.

Aims and outcomes

The Government's vision is to create a joined-up system of health, family support, childcare and education services so that all children get the best start possible. Through the range of measures brought in under the Every Child Matters: Change for Children programme, organisations providing services to children, such as schools, hospitals and the police, will be enabled to work together and share information, so that all children, and especially those from vulnerable groups, have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Children's trusts

No single agency can deliver any one of these five outcomes on its own. Therefore, local authorities and their partners will work together through children's trusts, bringing together all services for children in that area. There will be more integrated processes through the new Common Assessment Framework (CAF) and joint planning and commissioning to reduce duplication and improve referral between agencies.

New Relationship with Schools

The New Relationship with Schools (NRwS) supports schools as they implement the ECM agenda. It is helping to raise standards, introduce priorities, reduce bureaucracy and increase information for parents.

Sure Start

Sure Start children's centres provide early education integrated with health and family support services. This network is being expanded and by 2010, there will be 3,500 centres across the country.

Special educational needs (SEN)

Removing Barriers to Achievement sets out the strategy for raising standards of support for children with SEN. There will be new emphasis on early identification and effective support for children with additional needs, as well as better integration of services around children and young people.

Extended schools

Restructuring and co-locating the services of extended schools will help to improve outcomes for children and young people. By 2010, all schools will offer childcare provision between 8am and 6pm all year round either on-site or in partnership with other schools and local providers.



Financial Management Standard in Schools (FMSiS)

The Financial Management Standard in Schools (FMSiS) is a DCSF requirement that demonstrates a school is managed well financially.

Schools are required to undergo a formal external assessment process in order to demonstrate that the Standard has been met. In Liverpool, external assessments will be undertaken by the local authority's Internal Audit Service in partnership with its Financial Management Officers.

Secondary schools were required to meet the Standard by 31 March 2007. Primary and special schools must meet the Standard by 31 March 2010 on a phased basis.

The purpose of the Standard

The purpose of FMSiS is to make the best use of resources in the education system and to achieve the best possible outcome for children.

The Standard and the supporting toolkit are designed to allow schools to take better informed decisions about the allocation of resources (*ie* time and money) at school level, supported by better information, planning and management.

The Role of the Governing Body

The governing body alongside the head teacher have direct control over substantial amounts of delegated funds. They make key decisions about the allocation of financial resources and often have to weigh competing priorities.

If governors have a good understanding of high standards of financial management and control and aim to achieve these, they are better able to safeguard the public money for which they are responsible.

What does the Standard include?

The Financial Management Standard itself is a simple statement of what a school that is managed well financially would look like. Good practice in a school, which meets the Standard, is analysed under five headings as follows:

- Leadership and Governance
Good financial management requires clear leadership and effective governance.
- People Management
The staff who are responsible for financial management must be well trained and ably led
- Policy and Strategy
Resources are deployed carefully to ensure the school meets its objectives, achieves Best Value, and undertakes activities that it can afford
- Partnerships and Resources
The school uses its resources efficiently and effectively, and seeks to access additional resources through partnerships and other arrangements
- Processes
Financial management includes effective processes for budgeting, monitoring, control and reporting to ensure that financial plans are achieved, loss and waste are minimal, and that safeguards against fraudulent practice are robust.

More information on FMSiS is available from the website: www.fmsis.info

Useful publications

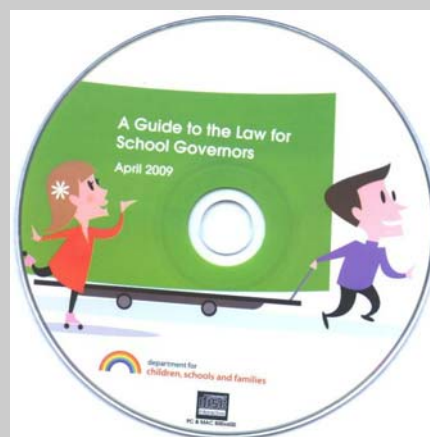
A Guide to the Law for School Governors Department for Children, Schools and Families

The *Guide to the Law* explains what the law says about the responsibilities of school governors and how these fit in with those of the headteacher, Local Authority and the Department for Children, Schools and Families (DCSF).

The *Guide to the Law* is issued as a free cd-rom by DCSF (copies are sent direct to schools). It is not intended to be read from front to back, but rather used as a reference book as and when required. New governors would however benefit from reading the following chapters:

- *Ch 2: Constitution of Governing Bodies*
- *Ch 3: Governing Body Powers, Duties and Procedures*

Updates are usually published on a termly basis on Governonet, DCSF's website for school governors: www.governonet.co.uk. Complete copies of the Guide can also be downloaded in both MSword or pdf format from this site.



Other Useful Publications

A Manual for Governors and their Clerks

Available from Information for School and College Governors (ISCG) this manual provides ideas for good practice on every topic, the main points of law with references to regulations and government guidance.

See facing page for details of how to contact ISCG.

Welcome to Governance

Available from the National Governors' Association (NGA) this handbook provides an overview of the roles and responsibilities of governing bodies. Including:

- Where to go for support and advice
- How governing body meetings are conducted
- The governing body's responsibility for finance
- Governors' role in Ofsted inspections

See facing page for details of how to contact NGA.

Useful organisations

Department for Children, Schools and Families (DCSF)

www.governornet.co.uk

other useful DCSF websites:

www.teachernet.gov.uk

www.standards.dcsf.gov.uk

www.parentscentre.gov.uk

Audit Commission

Self evaluation tools for managing school resources

www.schools.audit-commission.gov.uk

British Educational Communications and Technology Agency (Becta)

The main body responsible for ICT in schools

www.becta.org.uk/

GovernorLine

www.governorline.co.uk

Healthy Schools

www.healthyschools.gov.uk

Information for School and College Governors (ISCG)

www.governors.uk.com

National Governors' Association (NGA)

www.nga.org.uk

Office for Standards in Education (Ofsted)

www.ofsted.gov.uk

Qualification and Curriculum Authority (QCA)

www.qca.org.uk

Standards and Effectiveness Unit (SEU)

www.standards.dfes.gov.uk

Training and Development Agency for Schools (TDA)

www.tda.gov.uk

UK Governors

<http://forums.ukgovernors.org.uk>

Liverpool Governors' Forum (LGF)

representing and supporting school governors



The Liverpool Governors' Forum was formed to represent the views of member governing bodies from Liverpool schools by:

- liaising with all bodies connected with education, both locally and nationally;
- providing a forum for discussion and mutual assistance;
- promoting best practice in fulfilling statutory and other responsibilities with sensitivity;
- raising awareness of educational issues;
- providing a basis for pursuing common ideals and objectives.

To contact LGF or to access its discussion board visit the website: www.livgovforum.org

Glossary

Academies - publicly funded independent schools set up and run by sponsors.

ADD / ADHD - Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder.

Admissions authority - Local Authorities (LAs) are admissions authorities with responsibility for admissions to community and voluntary controlled schools. Schools that handle their own pupil applications are also admissions authorities. They send out information about the school and pupil application forms, giving a deadline for receipt.

AGM - Annual General Meeting.

Agreed syllabus - a syllabus of religious education that is not specific to one religion adopted by an LA for teaching in community and controlled schools. The course is developed by SACRE (see below).

ALSSH - Association of Liverpool Special Schools Headteachers.

Asset Management Plan - sets out maintenance and improvement requirements for property for the following four years.

Associate member - a person who is appointed by the governing body to attend meetings in a non-voting capacity, but who is not a governor. May also be appointed to committees with limited voting rights.

AST - Advanced Skills Teacher

Attainment targets - the knowledge, skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the National Curriculum, i.e. assessed at ages 7,11,14 and 16.

Audit Commission - independent body set up by Government to monitor the use of funds by local authorities and certain other bodies.

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, Maths and Personal and Social Development.

BECTA - British Educational Communications and Technology Agency.

Behaviour support plan - a statement that sets out local arrangements for schools and other service providers for the education of children with behavioural difficulties.

Best Value - Legislation obliging councils and schools to deliver services to clear standards by the most effective, economic and efficient means available.

BSF - Building Schools for the Future - a 15-20 year national programme to transform secondary age educational provision.

Capital expenditure - spending on building projects and large items of equipment.

Catchment Area - a defined geographical area from which a school takes its pupils.

Casting vote - an additional vote to be used by the Chair of a governing body if an equal number of votes are cast for and against a motion.

Clerk to the governing body - a person appointed to carry out administrative duties for the governing body such as preparing agenda and minuting meetings. Advises the governing body on legal and procedural matters.

Collaboration - where two or more governing bodies may arrange for any of their functions to be discharged jointly by holding joint meetings and/or having joint committees.

Community governor - a person appointed as a governor by the governing body, who lives or works in the community served by the school or, in the opinion of the governing body, a person who is committed to the success of the school.

Community school - a state school which is wholly owned and maintained by the LA.

Community Special School - a state school which is wholly owned and maintained by the LA providing for pupils with Special Educational Needs (SEN).

Connexions - service that provides a single point of access for all 13-19 year olds to help them prepare for the transition to work and adult life.

Contingency fund - money set aside for unexpected costs.

Core curriculum - English, Mathematics and a Science - those subjects which must be studied by all pupils.

Current expenditure - spending on the day-to-day running of schools, including staff costs, heating and lighting, consumables etc; sometimes also called recurrent expenditure.

CYPP - Children and Young People's Plan - the strategic framework for LA services to children, young people, and their families/carers.

Delegation - a process where one body or person gives another body or person authority to take decisions on a particular matter.

Department for Children, Schools and Families (DCSF) - central government department with responsibility for education.

Designated teacher - advocate who liaises with other services on behalf of young people in care.

Differentiation - the organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.

Directed Time - time when a teacher must be available to carry out duties, including attending staff and parental meetings.

Disapplication - term used where parts of the National Curriculum requirements are lifted or modified in relation to a pupil in specified cases or circumstances.

E2L / ESL - English as a Second Language.

EAL - English as an Additional Language.

EBD - Emotional and Behavioural Difficulties.

EYDCP - Early Years Development and Childcare Partnership - plans education locally for children below compulsory school age, and childcare for children from 0 to 14 years.

EWO - Education Welfare Officers - Employed by local authorities to monitor school attendance and help parents meet their responsibilities.

Exclusion - banning a pupil from school by the headteacher, either temporarily or permanently, on disciplinary grounds.

Ex-officio governor - someone who is automatically a governor/able to attend meetings by virtue of the office they hold e.g. headteacher, parish priest, vicar.

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.

Fair Funding - the scheme of delegating money to schools who then decide their spending priorities.

Federation of governing bodies - the coming together under one governing body of two or more schools.

Formula funding - the method by which funds for school budgets are calculated. The most important factor is the number of pupils.

Foundation governor - a person appointed to be a member of a school's governing body to ensure that the school preserves its particular religious character.

Foundation school - a type of state school which has more freedom than community schools to self-manage and decide its own admissions. At foundation schools the governing body is the employer and the admissions authority. The school's land and buildings are either owned by the governing body or by a charitable foundation. Funding comes from the LA which also pays for any building work.

Foundation stage - education provided from 3 years old to the end of Reception Year.

FoI - Freedom of Information.

FSM - Free School Meals.

General Teaching Council (GTC) - the professional body for school teachers.

GNVQ - General National Vocational Qualification - Taken mainly by pupils age 16 and in full-time education.

High Sights - a tool to support schools in developing a systematic approach to self review.

HMCI - Her Majesty's Chief Inspector of Schools

HMI - Her Majesty's Inspector - Ofsted Inspector.

Home-school agreement - Non-binding statements, drawn up in consultation with parents, explaining the school's aims and values, the responsibilities of both school and parents, and what the school expects of its pupils. Required of all state schools.

ICT - Information and Communications Technology

IEP - Individual Education Programme Programmes 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.

Inclusion - Educating all children in mainstream schools.

Independent school - any school which provides full time education for 5 or more pupils of compulsory school age, which is not maintained by an LA.

Information Commissioner - the independent body set up to oversee and enforce the Freedom of Information Act, and the Data Protection Act.

In-Service Education and Training (INSET) - the professional training and development of teachers working in schools - generally taken as short courses or day conferences.

Instrument of Government - legal document detailing the composition of a governing body of a school.

Key Stages - the four stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. Key Stage 1 where the majority of pupils are aged 5 to 7, Key Stage 2 where the majority of pupils are aged 8 to 11, Key Stage 3 where the majority of children are aged 12 to 14, and Key Stage 4 where the majority of pupils are aged 15 to 16.

LASH - Liverpool Association of Secondary Headteachers.

Lay inspector - Lay inspectors have no paid experience of teaching or managing a school, but are fully trained to take part in inspections. A governor can be a lay inspector.

LA - Local Authority - a type of council which has responsibility for providing education to pupils of school age in its area. Its 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.

LA governor - a person appointed as a governor by the LA.

Learning Mentors - Adults working on a one to one basis with specific children who have barriers to learning in an effort to engage the pupils with the learning process.

Learning Networks - a structure through which schools can work collaboratively.

Learning Support Units - Pre-exclusion units that provide full and part-time education for small groups of pupils for a limited length of time. A special curriculum is provided for pupils with the purpose of preparing them for re-integration into mainstream.

LMS - Local Management of Schools. System whereby schools are responsible for their delegated budgets and for managing their own affairs.

LPHA - Liverpool Primary Headteachers Association.

LSA - Learning Support Assistant

LSC - Learning and Skills Council.

Maintained school - a school for which an LA has financial and administrative responsibility.

MLD - Moderate Learning Difficulties.

MFL - Modern Foreign Languages

National Agreement - a consensus on the principles relating to tackling teacher workload whilst raising standards in schools.

National Curriculum - the programmes of study laid down by law for all pupils aged from 5 to 16 in state maintained schools divided into four Key Stages according to age.

Non-teaching staff - members of school staff employed by the governors to provide services in a school other than teaching, such as classroom assistants, cleaners and school secretaries.

Notice to Improve - As given by Ofsted to a school which is currently failing to provide an acceptable standard of education, but has the capacity to improve.

NPQH - National Professional Qualification for Headship.

NQT - newly qualified teacher.

OfSTED - Office for Standards in Education - the body which arranges and sets standards for inspections of schools and LAs.

Open enrolment - all schools must admit pupils up to their standard number (see below) which is calculated according to the physical capacity of the school to accommodate pupils.

Outturn - statement of what the school actually spent by the end of the financial year.

PAEWS - Pupil Attendance and Education Welfare Service.

PAEWO - Pupil Attendance and Education Welfare Officer. A professional dealing with attendance problems and other welfare matters in co-operation with the school.

Parent - includes any person having all the rights, duties, powers, responsibility and authority (see Parental Responsibility) which a parent of a child has by law, or who has care of him or her. Depending on the circumstances, therefore, a 'parent' may include not only the child's natural parents but also others such as step-parents, relatives, co-habitees of either natural parent and foster parents.

Parent governor - a parent elected by other parents of children at a school to serve on the governing body.

Parental responsibility - the rights, duties, powers, responsibilities and authority which a parent of a child has by law. More than one person may have parental responsibility for the same child at the same time, and a person does not cease to have such responsibility solely because some other person subsequently also acquires it.

PASS - Professional Accreditation for Support Staff in schools. Developed with the private sector as part of transforming the school workforce.

Performance tables - The Department for Education and Skills publishes comparative secondary and 16-18 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 LAs and report the achievements of pupils at the end of Key Stage 2.

Peripatetic teacher - one who gives specialist instruction in a number of schools, for example in music.

PFI - Private Finance Initiative. Government initiative launched in 1992 to open up opportunities for more private sector involvement in the provision of public services.

PMLD - Profound & Multiple Learning Disabilities.

Prospectus - a brochure containing useful facts and figures about the school, which the governing body must publish each year for parents and prospective parents.

PSHE - Personal, Social and Health Education

Pupils on roll - pupils registered at a school.

QCA - Qualifications and Curriculum Authority

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

Quorum - the number of governors who must be present to validate the proceedings of a governors' meeting.

Reception classes - take children at age four and five, some start children off with half-day sessions. Provided that the majority of the children reach statutory school age within the academic year, reception classes must have no more than 30 children with a qualified teacher.

Regulations - subordinate legislation deriving its authority from an Act of Parliament, legally binding on governing bodies and others (see also Statutory Instrument).

Remodelling - set out in a national agreement 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.

Resolution - a proposal made formally at a meeting which has been voted on and agreed.

SACRE - Standing Advisory Council on Religious Education. Committee advising an LA on matters connected with religious education and collective worship in schools. Churches and teachers are represented.

SATs - Standard Assessment Tests - reference to national tests to ascertain the level of attainment reached by pupils at the Key Stages of the National Curriculum. Documents published by official organisations do not use the term. The correct term is **Statutory Assessments**.

SEF - the **Self Evaluation Form** at the heart of the new inspection arrangements which puts more onus on a school to demonstrate that it can diagnose where its strengths and weaknesses are and do something about improving and developing them.

School Profile - a short, online document providing information about the school including performance data, the school's priorities and its vision/ethos.

SDP - School Development Plan. Also known as School Improvement Plan (below).

SEBD - Social, Emotional and Behavioural Difficulties.

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.

SENCO - Special Educational Needs

Co-ordinator - the teacher in a school who is responsible for arranging the extra help for children with special educational needs.

Service Agreements - Agreement taken out between a school and the LA for the delivery of certain services (eg. Finance, Governor Training)

Setting - A system of organising pupils into ability groups for particular subjects.

SIP - School Improvement Plan -

outlines the improvement or development opportunities identified as being the main priorities to be addressed in order to raise standards.

SIP - School Improvement Partner - an LA officer who works with the school to monitor, evaluate and challenge.

SLD - Severe Learning Difficulties.

SMT - Senior Management Team.

Special measures - a school requires special measures if it is found by Ofsted to be failing to give learners an acceptable standard of education, and where the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Special School - a school for children whose special educational needs cannot be met by a mainstream school.

Specialist schools - it is open to all maintained secondary schools (except those in Special Measures) to apply for Specialist status, allowing them to have a special focus on their chosen subject area whilst meeting the National Curriculum requirements. Specialist schools work in partnership with private sector sponsors and are supported by additional Government funding.

SPLD - Specific Learning Difficulties.

Sponsor governor - a person appointed by the governing body, who gives or has given substantial assistance to the school.

Staff governors - the headteacher and/or people working at the school who are elected as a governor, by people who are paid to work at the school.

Standard number - the number of pupil places available at a maintained (other than special) school. The standard number is an indicator of the school's physical capacity to accommodate

pupils. The school's admission authority may fix a different admission number which may be higher but not lower than the standard number.

Standards Fund - a collection of specific grants that enables schools and LAs to achieve improvement in education standards set out in agreed targets. The grants are paid to LAs who are required to devolve most of the money to their schools.

Statement of special educational needs - a written statement of a child's special educational needs and all the extra help he or she should get. The arrangements are made by the LA.

Statutory Instrument (SI) - subordinate legislation made under the authority of an Act of Parliament, usually authorised by the Secretary of State or one of his ministerial team, and which is normally laid before Parliament. It has the same force in law as an Act of Parliament.

STRB - School Teachers Review Body - a body appointed by the Prime Minister to examine and report on such matters relating to the statutory conditions of employment of school teachers including teachers' pay.

Streaming - Placing pupils in classes according to ability.

Sure Start - Cross-departmental strategy to improve services for young children and families. It is targeted at children under four and their families in areas of need.

Suspension - a process where a member of staff is told to stop working at the school temporarily, usually while a problem involving him or her is being investigated. In certain circumstances governors can also be suspended from the governing body.

TA - Teaching Assistant

Target Setting - Governing bodies of all maintained primary and secondary schools must set targets each autumn for improving pupil performance.

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.

Threshold - extra pay rise offered to experienced teachers. Individual applications are judged against national performance standards.

Voluntary aided school - a school set up and owned by a voluntary body, usually a church body, largely financed by an LA. The governing body employ the staff, and control pupil admissions and religious education. The school's land and buildings (apart from playing fields which are normally vested in the LA) will normally be owned by a charitable foundation.

Voluntary controlled school - a school set up by a voluntary body, often a church body (generally Church of England). Totally funded by an LA. The LA employ the staff. The school's land and buildings

(apart from the playing fields which are normally vested in the LA) will normally be owned by a charitable foundation.

Workforce remodelling - Putting into practice the principles of the National Agreement. Tackling teacher workload whilst raising standards in schools

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EDnet

EDnet is a secure website that enables school governors to access information that previously was only available via the corporate Intranet system.

Governors can logon to EDnet from any PC with internet access (for example from home, work, at a library or an internet café) using an individual username and password issued by your school.

EDnet will simplify and streamline communications between the local authority and school based staff and governors. In

addition to pages dedicated to school governors, the site includes information on curriculum, data, finance, health and safety, Service Level Agreements, vacancies, courses, pastoral care, local and national developments (including consultations) and much more.

The site will evolve and develop to meet the needs of staff and governing bodies and, to this end, feedback and ideas on how to improve the site is welcomed. Governors wishing to give feedback on EDnet should e-mail ednet@liverpool.gov.uk

Governors who haven't yet received a logon should contact their school administrative officer directly.

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EDnet

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Schools are the driving force behind the City's vision for all it's children and young people. We want them to achieve their full potential as healthy, safe, well educated and positive citizens who will be ready for the 21st century world of work. This extranet is the next step in improving communication with schools. It allows access from any internet linked PC, for any colleague with appropriate access rights. It will develop into a first point of contact for news, policies, forums, support and accessing sensitive services.




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Latest News

Are you a **Headteacher or Deputy Headteacher**? We have been asked by the **DCSF** to carry out a survey with staff who may use **Contact Point** in the future. The results will help the **DCSF** assess practitioner readiness and knowledge of CP prior to its implementation. Please complete our **CP Survey** (MS Word - 787.5Kb) and return to **SIT** by **30th November**.

The **Building Schools for the Future** Consultation has now formally begun. It will run until **10th December 2007**. For more information please read the **consultation letter** (PDF - 28.5Kb) from Stuart Smith.

Liverpool First, Liverpool City Council and Neighbourhood Management Services are inviting representatives from **Schools** and **Learning Networks** to attend a series of events entitled **Your City, Your Neighbourhood, Your Say.**

Stuart Smith will be hosting a series of **staff briefings**, focusing on the **5 Neighbourhood Areas** and the **changes** in how we will **support children and young people**. For more information and a list of times and locations please read the **Executive Director Briefing Letter**. (PDF - 461.3Kb)

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