This handbook has been written for the benefit of our Governors. We hope it will be useful to both new members of the Governing Body and also existing Governors. The content will be updated annually.

Name ____________________________
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1. The History of St Peter & St Paul Church of England Academy

Our school was founded in 1856 initially as two schools which occupied several buildings in the village of Syston. An Aided Junior School was opened on the present site in 1965 and a Controlled Infant School came to the site in 1972. The two schools were amalgamated in 1981 to form St Peter & St Paul Church of England Aided Primary School.

On 1st March 2013 the school joined the Diocesan Board of Education’s Leicester Academies Charitable Trust (DLAT) and became St Peter & St Paul Church of England Academy. The Diocesan Director of Education for all church schools in Leicester and Leicestershire, which range from small village primaries of about 50 pupils to St Peter & St Pauls which is one of the largest church schools in the county was involved in the decision.

The Church, Parents and Staff are all represented on the school’s Governing Body. They meet at least once each term as a full Governing Body and regularly as members of committees or working groups e.g. Finance, School Improvement, Health, Safety and Environment.

All Governors work closely with Miss Fiona Buchan, the headteacher to whom they delegate the day to day running of the school.

Throughout the lifetime of the school there has been strong links with the parish church of St Peter & St Paul’s. The school welcomes the clergy who take regular assemblies and encourage us to attend services in church.

In November 2017 we were once again judged ‘GOOD’ by an Ofsted inspection team. We were also judged as OUTSTANDING when visited by SIAMS inspectors in September 2016. We are also proud of the fact that we have a ‘School Achievement Award’, a ‘Basic Skills Award’, an Eco ‘Silver’ Flag, an Active Mark Gold Award for Sport plus numerous recognitions for our academic achievements in music, art and sport. We have been pleased to gain ‘Investors in People’ Status and National Healthy School Status.

All achievements are a result of our team effort with teachers, support staff, Governors, parents, pupils, members of the church and local community all working enthusiastically together.

We invite Governors and families to join our community and help us to achieve our aims as we work together to provide ‘Learning for Life in a Changing World.’
2. The Governing Body

Our Governing Body has 13 Governors:

- Mrs Nicola Hansard Chair of Governors – Parent Governor
- Mrs Kirti Asmal Vice Chair of Governors - Foundation Governor
- Miss Fiona Buchan Headteacher, Elected as a Governor
- Mrs Annabel Clarke Staff Governor (on Maternity Leave)
- Mr Alan Milner Parent Governor
- Mrs Katherine Rayner Foundation Governor
- Miss Rebecca Parker Staff Governor (on Maternity Leave)
- Mr Steven Stanford Foundation Governor
- Mrs Biddy Saunders Foundation Governor
- Mr Ralph Wood Associate Governor
- Mr Steve Hill (Temp Staff Governor – For RP)
- Mr Jim Rock (Temp Staff Governor – For AC)
- + Three Foundation Governor Vacancies
- Mrs Nicola Tyers Clerk to Governors

Whenever possible email & text messaging is used as an effective way of communicating with Governors. Email addresses are as follows:

School email admin@spspacademy.org

Mrs Marie Telford mtelford@spspacademy.org
Miss Fiona Buchan fbuchan@spspacademy.org
Mrs Kirti Asmal kasmal@pspaceademy.org
Mrs Annabel Clarke aclarke@spspacademy.org
Mrs Nicola Hansard nhansard@spspacademy.org
Mr Steve Hill shill@spspacademy.org
Mr Alan Milner amilner@spspacademy.org
Miss Rebecca Parker rparker@spspacademy.org
Mrs Katherine Rayner krayner@spspacademy.org
Mr Jim Rock jrock@spspacademy.org
Mrs Biddy Saunders bsaunders@spspacademy.org
Mr Steven Stanford sstanford@spspacademy.org
Mr Ralph Wood ralph.wood@leccofe.org
Mrs Nicola Tyers nicola.tyers@sky.com
3. Governors’ Committees and Working Groups

We hope all Governors will be able to attend the Local Governing Body (LGB) meetings which take place four times a year plus your allocated working groups.

It has been agreed that the LGB should meet four times a year with Finance at least half termly.

All other working groups to be led by the agreed named governor who will call a meeting if required.

The agreed Lead Governor to submit a written report once a term at least one week before the LGB meeting.

If groups or committees need to meet they will be scheduled as follows.

- Full Governing Body - Thursday at 6.00pm
- School Improvement Working Group - Thursday at 5.00pm
- Finance Committee - Monday at 1.30pm
- Staffing, Personnel & Pay Committee - Monday at 1.30pm
- Health, Safety & Environment - Friday at 9.00am + termly H & S inspections
- Ethos & Admissions Working Group - Tuesday at 3.30pm
- Engaging Parents’ Working Group - Friday at 9.00am
- Kitchen Working Group - Friday at 9.00am

Please let school know if meetings are due to be held and if you are able or unable to attend.

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<thead>
<tr>
<th>School Improvement Working Group (SIWG)</th>
<th>Finance Committee</th>
<th>Health Safety &amp; Environment (HSE)</th>
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<tr>
<td>• Kirti Asmal</td>
<td>• Kirti Asmal</td>
<td>• Steven Stanford</td>
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<td>• Fiona Buchan</td>
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<td>• Nicola Hansard</td>
<td>• Nicola Hansard</td>
<td>• Steven Stanford</td>
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<td>• Ralph Wood</td>
<td>• Kirti Asmal</td>
<td>• Steve Hill - SM</td>
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<td>• Fiona Buchan</td>
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<td>• Alan Milner</td>
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<tr>
<th>Staffing Personnel &amp; Pay Committee</th>
<th>Ethos &amp; Admissions Working Group (EAWG)</th>
<th>Complaints Committee</th>
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<tr>
<td>• Nicola Hansard</td>
<td>• Biddy Saunders</td>
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<td>• Fiona Buchan</td>
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<td>• Kirti Asmal</td>
<td>• Kirti Asmal</td>
<td>• Nicola Hansard</td>
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<td>• Steven Stanford</td>
<td>• Katherine Rayner</td>
<td>• Katherine Rayner</td>
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<tr>
<td>• Marie Telford - SBM</td>
<td>• Ruth Garner RE</td>
<td>• Katherine Rayner</td>
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<td>• Jane Mugglestone RE</td>
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St Peter & St Paul CE Academy
Governors’ Handbook including Job Descriptions - FJB – Autumn 2018 (1.9.18)
### Kitchen Working Group (KWG)
- Steven Stanford
- Fiona Buchan
- Steve Hill
- Alan Milner
- Jane Batt – Clubhouse & MD Manager
- Neil Gibson – Chef
- Marie Telford – SBM

### Engaging Parents Working Group (EPWG)
- Alan Milner
- Fiona Buchan
- Katherine Rayner
- Jim Rock
- Steven Stanford
- Tyson Oliver – PFA

### Pay Committee
- Nicola Hansard
- Fiona Buchan
- Biddy Saunders
- Steven Stanford

### Pay – Appeals Committee
- Ralph Wood
- Kirti Asmal
- Alan Milner
- Katherine Rayner

### Discipline / Dismissal / Grievance

#### Pupil Disciplinary
3 Governors from this Committee:
- Kirti Asmal
- Fiona Buchan
- Alan Milner
- Biddy Saunders

#### Pupil Disciplinary – Appeals
3 Governors from this Committee:
- Katherine Rayner
- Nicola Hansard
- Steven Stanford
- Ralph Wood

Governors have been allocated to lead the roles below:

<table>
<thead>
<tr>
<th>Governor Responsibility</th>
<th>Lead Governors</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Alan Milner &amp; Jim Rock</td>
</tr>
<tr>
<td>English – Reading, Writing, Grammar, Spelling &amp; Phonics</td>
<td>Kirti Asmal</td>
</tr>
<tr>
<td>EYFS – &amp; Induction</td>
<td>Nicola Hansard</td>
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<tr>
<td>Equality, Diversity &amp; Community cohesion / Parents</td>
<td>Katherine Rayner</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>Jim Rock &amp; Annabel Clarke</td>
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<tr>
<td>Governors’ Training &amp; Development</td>
<td>Nicola Hansard</td>
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<tr>
<td>Grant Applications</td>
<td>Steven Stanford</td>
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<tr>
<td>GDPR</td>
<td>Alan Milner &amp; Sophie Moss</td>
</tr>
<tr>
<td>ICT, e-safety &amp; Website</td>
<td>Alan Milner &amp; Steven Stanford</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nicola Hansard</td>
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<tr>
<td>Marketing</td>
<td>Alan Milner &amp; Steven Stanford</td>
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<tr>
<td>Mentoring &amp; Recruitment</td>
<td>Nicola Hansard</td>
</tr>
<tr>
<td>Policies</td>
<td>Katherine Rayner</td>
</tr>
<tr>
<td>Performance Management of HT</td>
<td>Biddy Saunders &amp; Kirti Asmal</td>
</tr>
<tr>
<td>Pupil Premium Grant</td>
<td>Alan Milner</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>Biddy Saunders &amp; Katherine Rayner</td>
</tr>
<tr>
<td>School Council</td>
<td>Ralph Wood</td>
</tr>
<tr>
<td>Sports’ Grant</td>
<td>Stephen Stanford &amp; Rebecca Parker</td>
</tr>
<tr>
<td>Special Educational Needs &amp; Disabilities (SEND) / LAC</td>
<td>Steven Stanford</td>
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</tbody>
</table>
**Governor Training**
A full list of courses is available from the Office & Nicola Hansard. Information about courses is also available from the Diocesan Board, DLAT & the Governors’ Support Service at County Hall Tel: 0116 3056431 website: [www.governors@leics.gov.uk](http://www.governors@leics.gov.uk)

Useful information is also found at [www.education.gov.uk/schools](http://www.education.gov.uk/schools) and on Leicestershire Trading Services. If you would like a login please ring the school office or let Fiona know.

**Governor Visits**
Governors are always welcome to visit. Many Governors help in classes, attend assemblies, hear readers, support swimming, attend trips etc. During each term two Governors are required to make a focused visit.

**School Improvement**
Our School Development Plan includes a rolling programme of Governors scheduled to visit. The focus should be linked to the School Development Plan and needs to be fully discussed with the Headteacher. A report should then be completed & discussed at the LGB meeting. We believe that it is essential that everyone involved in school agrees our mission statement and aims. These were agreed by teachers, support staff, parents, pupils and Governors and provide a clear focus for all.

5. **Job Descriptions**

**Introduction**
Governing Bodies have three core responsibilities:
1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

In order to achieve these responsibilities, our Local Governing Body (LGB) works with the DLAT (Diocesan Academies Trust and the school on planning and developing polices and keeping the school under review. Its powers and responsibilities must be exercised in partnership with the DLAT, the Headteacher and staff.

The following ‘job descriptions’ are for all and each of the categories of Governors, and includes a list of the duties of the Clerk to the Governors.

The responsibilities listed in the All Governor task descriptions cover every member of the LGB; those listed under the separate headings are in addition to, not instead of, these general responsibilities.

5a. **Expectations of ALL Governors**

**Meetings**
- Attend meetings of the LGB whenever possible, and provide good reasons for any failure to attend meetings
- Prepare for and contribute to meetings and complete any agreed follow-up work
**Teamwork**
- Contribute to the LGB’s operation as an effective team by establishing and maintaining good working relationships with other Governors and with staff
- Recognise the power of the LGB body is vested in the group and that no Governor has individual authority unless it is delegated by the LGB
- Recognise the respective roles of the LGB and the Headteacher and staff (the LGB is a strategic body, the operational management of the school is the responsibility of the HT)
- Recognise that Governors are equal members of the LGB and accept collective responsibility. Speak or act on behalf of the LGB only when authorised to do so.
- Accept a fair share of the LGB’s work, including through active committee membership

**Knowledge of the school**
- Arrange to visit the school when teaching and learning are taking place and attend school events and functions
- Know the school’s strengths, its areas for development and improvement plans

**Personal interests**
- Put responsibilities as a Governor before personal interests
- Ensure any business or pecuniary interests are declared as required and withdraw from meetings as appropriate

**Other**
- Maintain confidentiality
- Act at all times fairly and without prejudice
- Support the school in the community, exercising prudence and tact if contentious issues affecting the school arise outside the LGB, and follow procedures agreed by the LGB in making or responding to criticism or complaints

**Personal development**
- Undertake training and take advantage of opportunities to increase understanding and effectiveness as a Governor
- Keep up to date with governance through reading and accessing information via the National Governors Association material, Governor Support Services, the DLAT, school information – the website and newsletters as well as via Leicestershire Trading Services and Local Authority information.

5b. Chair of Governors

**Role and responsibilities in addition to those listed for ALL GOVERNORS**
- Ensure the effective organisation of the LGB
- Maintain a focus on the predominantly strategic role of the LGB and establish a clear understanding of the different roles of Governors and staff in the school
- Ensure all Governors are clear about their roles through a clear description of their key tasks
- Encourage and develop the LGB’s role as critical friend
- Build a team by recognising and using people’s strengths: delegate effectively, clarify objectives and use the whole LGB
**Meetings**
- Work closely with the Headteacher and Clerk to plan effective LGB meetings, ensuring relevant and realistic agendas
- Plan the year’s cycle of meetings and a timetable for action and reports
- Chair LGB meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to contribute
- Ensure all decisions taken at meetings are understood & minuted and that the necessary action is taken
- Ensure, supported by the Clerk, that the LGB’s meetings and affairs are conducted in accordance with the law
- Ensure, with the Clerk, that Governors receive relevant information and materials well in advance of meetings
- Emphasise that all Governors must accept collective responsibility for decisions taken at Governors’ meetings
- Use committees and smaller groups to meet statutory requirements, develop new ideas and agree plans of action

**Other**
- Encourage commitment, loyalty and high standards of behaviour by Governors through personal example and the development of clear, written expectations in a Code of Conduct
- Take the lead in managing the LGB’s accountability to parents
- Act on behalf of the LGB in emergencies and report any urgent action taken on behalf of the LGB, ensuring it is fully explained and supported
- Co-ordinate the LGB’s response to new legislation and emerging priorities
- Work closely with the DLAT and other schools in the Trust

**Planning**
- Work with the LGB to provide strategic direction: implement, plan and monitor progress
- Co-ordinate the formulation of an annual LGB development plan in sympathy with the school development plan, the DLAT, DBE and LA development plan, and ensure that all Governors have an opportunity to contribute to school development and target setting
- Work with the Headteacher and Governors on effective school policies
- Take the lead in co-ordinating the work of the Governing Body in relation to Ofsted inspection
- Ensure that the processes of Governor recruitment, induction and development are effective

**Supporting**
- Be seen regularly in the school and attend school functions
- Develop and maintain effective teamwork by the LGB
- Be accessible to Governors, staff and parents and keep in touch with Governors between meetings
- Develop working relationships with all Governors, including particularly the Vice Chair and chairs of committees, and ensure that individual Governors’ strengths are known and used and their efforts recognised
• Ensure that the efforts of staff are recognised by the LGB
• Develop an honest, open and supportive partnership with the Headteacher, making time to listen to concerns and give constructive advice
• Develop working relationships with the diocese, LA and other key partners
• Work in close partnership with the Clerk to manage the work of the LGB effectively
• Create opportunities for informal gatherings of Governors and staff
• Discourage cabals and caucuses in the LGB
• Meet Governors of other local schools from time to time
• Be ready to admit failure and accept more than a fair share of blame.
• Be ready to take on the jobs no-one else will do

5c. Vice Chair of Governors

Role and responsibilities in addition to those listed at All Governors
• Deputise during the absence of the Chair of Governors
• Support the Chair in the conduct of meetings
• Work closely with the Chair and take responsibility for agreed areas of work, e.g.: Support the effective operation of committees
• Check, with the Chair, that decisions taken by the LGB are enacted
• Co-ordinate the induction of new Governors
• Co-ordinate training of individual Governors and the Governing Body

5d. The Headteacher as a Governor

The Headteacher is automatically a member of the LGB and counts as a staff Governor. Any Headteacher who decides not to be a Governor must let the Clerk know in writing, and the place remains reserved.

Role and responsibilities in addition to those listed at ALL GOVERNORS
• Support the LGB in identifying its role in school development and improvement
• Meet regularly with the Chair & Clerk to plan, monitor and review meetings and the work of the LGB
• Provide information to the LGB and its committees / working Groups, including regular reports on the progress of the school development plan and academic standards
• Co-ordinate a programme of Governor visits to the school
• Promote partnership between staff and Governors
• Demonstrate respect for and value the contribution of the LGB and individual Governors
• Help Governors with the challenge aspect of critical friendship by encouraging relevant questions and providing clear and accurate explanations
5e. **Staff Governor**

*Teaching and support staff paid to work at the school are eligible to stand as staff Governors. Staff Governors are elected by the staff at the school. If the staff Governors leave the school they cannot remain on the LGB.*

**Role and responsibilities in addition to those listed at ALL GOVERNORS**

- Have the wellbeing of the school as your prime consideration
- Ensure you enjoy the equal treatment to which you are entitled, but be aware of the possible sensitivity of involvement in some staff - or pupil - related matters
- Avoid involvement in discussions/decisions where there is a personal interest in the outcome
- Develop strategies, in consultation with the Headteacher, that enable you to represent staff opinions as well as your personal views at Governors’ meetings
- Vote on issues according to your knowledge, experience and conscience
- Visit the school as a Governor on occasion

**Relationships**

- Share decisions with staff according to protocols on reporting and confidentiality established by the LGB in consultation with teacher and staff Governors and the Headteacher
- Ensure that delicate issues are discussed with the Headteacher before meetings

**Development**

- Develop your role as a Governor, including by attending relevant Governor training

5f. **Parent Governor**

*Parent Governors are elected by parents of registered pupils attending the school. They do not have to stand down if their child leaves the school but may do so if they wish. If insufficient parents stand for election, the LGB can appoint parent Governors and may remove an appointed parent Governor from office. A parent cannot be a parent Governor if they are an elected member of the LA or work at the school for more than 500 hours a year at the time of appointment.*

**Role and responsibilities in addition to those listed at All Governors**

- Have the wellbeing of the school as your prime consideration
- Act as representatives, not delegates, of the school’s parent body
- Develop strategies, in consultation with the Headteacher, that enable you to gain the views of parents and report back to them
- Take a particular interest in ensuring effective communication between the LGB and parents and also the school and parents
- Ensure the LGB manages its accountability to parents effectively
- Ensure that matters of individual or collective parental concern are handled according to policy by staff, the Headteacher, the Chair or the LGB

**Relationships**

- Establish productive links with the parents’ association (PTA)

**Development**

- Develop your role as a Governor, including by attending relevant Governor training.
5g. Foundation Governor

*In Church Schools Foundation Governors are appointed to represent the interests of the church authority or voluntary trust or organisation which established the school. Their terms of office are shown in the Instrument. They can be removed by the people who appointed them with reasonable cause. In some schools there are ex-officio foundation Governors, often the parish priest in church schools. As a church school within DLAT we are therefore required to appoint Foundation Governors.*

**Role and responsibilities in addition to those listed at All Governors**

- Have the wellbeing of the school as your prime consideration
- Preserve the distinctiveness of the school through its aims, policies and practice
- Be aware of the distinctive responsibilities of foundation schools and their LGBs: for example, regarding staff, admissions and premises
- Ensure you and the LGB are aware of issues relating to the church or foundation
- To support & hold school to account regarding all aspects of ethos, values and links to Christianity.

**Relationships**

- Maintain contact with the foundation
- As a Church School in DLAT the majority of foundation Governors must not result in the marginalisation of the views of other Governors

**Development**

- Develop your role as a Governor, including by attending specific Governor training especially offered by the DBE / DLAT which are relevant to the roles and responsibilities of church school Governors

5h. Co-opted Governors

*Co-opted Governors are chosen by the LGB to represent community interests. They can be people who live or work locally or others who are committed to ‘the good government and success of the school’. They can be removed by the LGB.*

**Role and responsibilities in addition to those listed at All GOVERNORS**

- Have the wellbeing of the school as your prime consideration
- Use your knowledge of the wider community to inform the decisions of the LGB
- Promote the school in the wider community
- Use your knowledge, skills and interests for the school’s benefit

**Development**

- Develop your role as a Governor, including by attending relevant Governor training
5i. Associate Governors

LGBs can benefit from being able to draw on expertise and experience from outside their formal Governor membership. The LGB can appoint associate members to serve on one or more of the LGB committees and attend full LGB meetings. Associate members are not Governors but people interested in contributing to the work of the LGB and the definition of associate member is wide and can include pupils, school staff and people with a particular area of expertise.

Associate members are appointed for between one and four years and can be reappointed. They can be removed by the LGB at any time. Provided they are 18 they can have bestowed voting rights within a committee, but not on any resolution concerning admissions, pupil discipline, election or appointment of Governors, or the budget and financial commitments of the LGB.

The role of the associate member will vary according to the reason for the appointment, but the list of responsibilities for all Governors shown at the start of this paper should be observed.

5j. Committee Chair

The LGB appoints committees, sets their terms of reference and agrees any delegated powers.

Role and responsibilities

- Ensure that the terms of reference and delegated powers of the committee are known and understood by all Governors
- Ensure that the committee fulfils relevant legal obligations on behalf of the LGB
- Co-ordinate the committee’s contribution to the LGB’s communications policies

Relationships

- Work with the Chair of Governors, other committee chairs and the Headteacher to ensure coherence in the management of the LGB and the school
- Promote effective teamwork and good working relationships within the committee

Development

- Formulate a committee development plan at the beginning of each academic year, consistent with the priorities of the school and the LGB
- Ensure the Governors strengths and interests are recognised and used in achieving the committee’s objectives
- Encourage the continued development of committee members’ knowledge and understanding, including through training
- Lead an annual review of committee work, making recommendations to the LGB

Meetings

- Ensure effective clerking arrangements for the committee
- Plan an annual meetings programme to fit in with the LGB and other committees
- Ensure that meetings are effectively planned & chaired, & that follow-up activity completed
- Ensure that minutes are accurate and published promptly
- Ensure that confidentiality is maintained
Lead Chair

_The LGB appoints a named Governor to lead agreed working groups._

**Role and responsibilities**

- Ensure that the terms of reference and delegated powers of the group are known and understood by all Governors
- Ensure that the group fulfils relevant legal obligations on behalf of the LGB
- Co-ordinate the group’s contribution to the LGB’s communications policies

**Relationships**

- Work with the Chair of Governors, other committee chairs and the Headteacher to ensure coherence in the management of the LGB and the school
- Promote effective teamwork and good working relationships within the committee

**Development**

- Formulate a committee development plan at the beginning of each academic year, consistent with the priorities of the school and the LGB
- Ensure the Governors strengths and interests are recognised and used in achieving the group’s objectives
- Encourage the continued development of the group’s members’ knowledge and understanding, including through training
- Lead an annual review of group’s work, making recommendations to the LGB

**Meetings**

- Work with the HT at the start of each term to establish and agree any work needing to be undertaken.
- Agree any dates with the HT and inform the Chair of Governors
- Keep a record of any action
- Submit a written report highlighting any points requiring discussion and agreement from the LGB and circulate it at least one week before the LGB meeting
- Ensure that confidentiality is maintained
6a. Governor with responsibility for Performance Management

The LGB appoints Governors for the Headteacher’s performance management. These Governors MUST, LEGALLY, work with an external adviser.

Responsibilities

Preparation
- Undertake training to understand the responsibilities of the appointed Governors
- Be aware of any relevant changes in legislation affecting the role
- Ensure that the LGB has appointed a lead appointed Governor
- Prepare, with HT, for the review meeting by ensuring monitoring arrangements for current objectives have been effected as planned & that objectives for the new year are considered & discussed
- PM Governors must have a good understanding of pupil performance data, current priorities in the SDP and emerging priorities to inform suitable and possible objectives for the Headteacher
- Consider any issues arising from the current objectives and the monitoring of those objectives, to inform discussion

Working with the External Adviser
- Work with the Headteacher to secure an external adviser
- Agree with the Headteacher and the external adviser the timing of the review meeting
- Agree with the external adviser and the Headteacher the agenda for the meeting, chairing arrangements, minutes and decisions on current and new objectives
- Decide, advised by the Headteacher and the external adviser, the data, information and forms that the external adviser needs and ensure this is sent out in good time
- Consider, with the Headteacher, the external adviser’s suggestions for the Headteacher’s objectives, based on an analysis of the information received
- Gather evidence of the monitoring of current year objectives in preparation for the informal and formal meetings with the external adviser
- Use the informal meeting with the external adviser to learn and inform about the PM process for the Headteacher, including the review and setting of objectives

The meeting and outcomes
- Ensure that a fair decision is reached, based on evidence, about the satisfactory achievement of the Headteacher’s current year objectives
- Seek agreement with the Headteacher on the new objectives, ensuring that at least one objective relates to pupil progress, at least one to leadership and management and that an objective for the head’s professional development is considered, taking any advice offered by the EA into consideration
- Ensure that the objectives are relevant and realistic, unambiguously stated and measurable, indicating milestones and monitoring procedures
- Formalise in writing the decision on the achievement of current objectives, with copies to the appointed Governors and the Headteacher
- Ensure the programme of monitoring new objectives is implemented as planned
- Contribute to the annual review of the LGB’s performance management policy
6b. Governor with responsibility for Training & Development

To help their schools most effectively, governing bodies need to take their own development seriously.

They should consider their training and support needs carefully, and be prepared to allocate funds for courses, visits to other schools or training for the whole Governing Body.

Governing Bodies are recommended to appoint a Link Governor for training and development.

Good working relationships with all Governors and the Clerk is crucial for this role to be effective.

Job Description

- Assist in planning of development activities for Governors in accordance with the school development plan and priorities, as well as taking account of individual needs
- Making use of school development plan, draw up prioritised list of skills and knowledge needed by Governing Body. Ensure school development plan has section on Governor learning and development
- Ensure new Governors receive school based induction pack including a copy of the Governors handbook and Job descriptions
- Encourage new Governors to attend a Governors induction sessions
- Ensure effective school based induction procedures for Governors are in place
- Ensure all Governors receive yearly training programme and support booking process, if required
- Encourage Governors to attend training and development opportunities and report back to Governing Body on value and content (preferably via a standing agenda item) Ensure decisions are made with regard to training and development Service Level Agreement and ensure that sufficient money is allocated to support Governor development
- Promote skills/experience audits and training needs audit – especially when inducting new Governors
- Encourage Governing Body to undertake an annual self review and liaise with Governor Support Service to secure bespoke training session if required to support this
- Liaise with other schools to promote joint training sessions
- Liaise with Governor Support Service in all matters relating to training
- Receive record of attendance of Governors at training and development sessions from the Governor Support Service and report back to Governing Body. Ensure record is filed safely
- Ensure certificates of attendance at training provided by Governor Support are received and given to Governors
- Attend annual link Governor forum to inform future training programme delivered by Governor Support Service
- Assist in maintenance of library of resources and information for Governors
6c. Governor with responsibility for Special Educational Needs & Disabilities (SEND)

The code of practice for identification and Assessment of Special Educational Needs recommends the nomination of a named Governor to take a particular interest on behalf of the Governing Body in the way the school manages its provision for children with SEN, and to report regularly to the Governing Body.

Job description
- Keep informed about relevant legislation and request to be kept informed about new materials published and distributed to schools
- Liaise with SENCO, other Governors and staff as necessary
- Assist in monitoring/evaluating SEN policy and ensure its annual review
- Ensure all parents are kept informed of school’s policy and communication between parents of children with SEN and the school is 2 way
- Consider whether Governing Body decisions will have implications on SEN
- Attend relevant training

Report back to the Governing Body following focused visits to school using agreed protocol on visiting and reporting procedures.

6d. Governor with responsibility for Safeguarding & Looked After children

Section 175 of the Education Act 2002 states Governing Bodies must ensure they exercise their functions with a view to safeguarding and promoting the welfare of children and to have regard to guidance issued by the Secretary of State. Essentially this duty requires Governing Bodies to have appropriate child protection procedures in place and are well resourced. Schools should have in place procedures for handling suspected cases of child abuse including those to be followed if an allegation is made against a member of staff. Schools should have a designated senior teacher and nominated Governor with responsibility for child protection. If a specific Governor is not named the responsibility will fall to the Chair of Governors.

The role of Child Protection Governor and Safeguarding sit well together as one role and could also incorporate a link role for Looked After Children.

Under section 52 of the Children Act 2004 local authorities have a duty to promote the educational achievement of children in their care. In order to implement this duty successfully they will need the active cooperation of schools. Governing bodies have a major responsibility for helping children to succeed, to raise awareness and challenge negative stereotypes.

Governing bodies are asked to have a nominated Governor with the responsibility for Looked After Children.

As good practice, in order to provide the appropriate challenge and scrutiny within this role, it is recommended that this role is not undertaken by a staff Governor.

The appointed Governor must be aware of the importance of confidentiality. The role is not about:
- Investigating concerns and allegations
- Asking for information or details about individual cases or pupils
- Acting independently
- Creating additional work for staff
Job Description

- Liaise with designated teacher (often the Headteacher) on a regular basis and provide a link between staff and Governing Body
- Oversee procedures relating to allegations made against Headteacher (this is not a direct role in undertaking enquiries, criminal or disciplinary investigations but one of liaison, ensuring good communication between all parties and providing information to assist enquiries if requested
- Ensure Local Authority, all staff and Governors are aware of name of designated member of staff and nominated Governor
- Ensure all staff members (including designated teacher) and Governors have received training at the appropriate level
- Support the Governing Body to have a greater understanding of child protection/safeguarding procedures and liaise with training and development link Governor to secure bespoke training if appropriate
- Attend relevant training – including enhanced safeguarding
- Ensure school has up to date and robust child protection policies and procedures consistent with Local Authority Safeguarding Board and that these are reviewed annually by Governing Body
- Ensure parents are aware of procedures in place
- Ensure Governors, via an agenda item, receive regular reports on:
  o changes to policy/procedures
  o training undertaken within school, o incidents of bullying and racial incidents
  o number of looked after on roll
  o number of exclusions
  o number of children on child protection register

Please note that all data provided above should not include any personal information (Much of the above information is found in the HT termly report but it would be acceptable to receive the information annually)

- Ensure section 175 audit is completed by school and Governing Body receives action plan
- Ensure all staff are aware of relevant policies in place and are familiar with referral process
- Ensure all staff receive induction training on child protection appropriate to their role and responsibilities
- Ensure Headteacher and one other Governor has undertaken NCSL safer recruitment training to strengthen safeguards against employing unsuitable people
- Ensure appropriate reporting and recording procedures are in place and staff are familiar with these

- Ensure relevant school policies have an appropriate link to safeguarding such as:
  1. Anti-bullying o Behaviour management
  2. Child Protection
  3. Allegations against staff
  4. Drugs guidance
  5. Health and safety
  6. First aid
  7. Internet safety
  8. PSHE
  9. Physical handling and restraint
  10. Racial equality
11. Recruitment and selection
12. Educational trips
13. Sex & Relationship Education
14. Use of photographs, social media and video
15. Use of volunteers and helpers
16. Whistle blowing
17. Work experience & Students

Report back to the Governing Body following focused visits to school using agreed protocol on visiting

6d continued - Governor with responsibility for Looked After Children (LAC)

- Ensure school has designated teacher for looked after children
- Ensure designated teacher attends appropriate training
- Liaise with designated teacher and keep Governing Body informed about issues affecting looked after children
- Attend specific training
- Keep abreast of local and national issues affecting looked after children
- Ensure there is an annual report to the Governing Body with regard to progress and attendance of children in public care, training undertaken by staff, opportunities for looked after children to play a particular role in the life of the school
- Ensure LA is aware of name of nominated Governor
- Ensure policy on looked after children is monitored and reviewed and assist in process
- Ensure over subscription criteria meets statutory requirements
- Ensure priorities for looked after children are considered when reviewing school policies
- Ensure school has an overview of the educational needs and progress of looked after children
- Ensure procedures are in place for looked after children to have up to date personal education plans

6e. Governor with responsibility for Equality, Diversity & Community Cohesion

Governing bodies are required to:

- Eliminate unlawful discrimination
- Ensure Equality of opportunity
- Promote good relations between people in a diverse community
- Promote community cohesion
- Establishing a link role for equalities will help to ensure the Governing Body fulfils its statutory duties

Job Description

- Ensure school has designated teacher for equality and diversity
- Ensure designated teacher attends appropriate training
- Liaise with designated teacher and keep Governing Body informed about issues affecting equality and diversity
- Attend specific training (including INSET by invitation)
• Keep abreast of local and national issues affecting equality and diversity
• Ensure Governing Body is fully aware of the legal requirements placed on it in relation to equalities and community cohesion
• Ensure priorities for equality and diversity are considered when reviewing school policies
• Ensure equality policies are updated in line with legislative changes
• Ensure Governing Body receives regular monitoring reports including achievements and complaints
• Ensure good practice is celebrated
• Report back to the Governing Body following focused visits to school using agreed protocol on visiting

6f. Governor with responsibility for the School Council

Job Description
• Find out how the school council operates, frequency of meetings, agendas, development of democratic systems
• Provide an information & communications link between Governing Body and council – two way flow
• Try to attend school council meetings (on invitation) as appropriate to agenda items
• Ensure Governing Body is aware of the work and role of school council and its impact on raising standards
• Support and promote the involvement of pupils in informing the decision making processes of the Governing Body such as consultations

Report back to the Governing Body following focused visits to school council using agreed protocol and reporting procedures

6g. Governor with responsibility for curriculum Links - English, Mathematics, ICT

It is suggested that subject link Governor’s report back to the Governing Body at committee level, which in turn will be offered to the full Governing Body within the committee minutes.

Job Description
• Take an interest in chosen area and keep up to date with local and national initiatives, Ofsted inspection criteria and current policy and practice impacting upon subject
• Meet on a regular basis with relevant co-ordinator to become informed on policies and practices in place in school and how the subject fits into school development plan
• Assist in monitoring and review of relevant policies and ensure this is completed in line with policy review timetable
• Liaising with subject co-ordinator, obtain following information:
  o Training available
  o Condition and availability of resources
  o SEND provision for subject area
  o Planning, assessment and recording procedures
  o Standards of achievement
  o Operation of policies
• Provide link about schools practice and policy in chosen area with school and Governing Body
• Attend relevant training (including INSET – by invitation)
• Visit school, within agreed protocol for Governors visits, to observe lessons in order to better understand how subject is taught
• Support and promote involvement of parents including assisting in lessons
• Encourage co-ordinator to give occasional presentation to Governing Body
• Report back to the Governing Body following focused visits to school using agreed protocol on visiting and reporting procedures

i. **ENGLISH**

   and

ii. **MATHS Governors**

**Job Description**

• Support and promote involvement of parents in strategy e.g. via prospectus, parents’ evenings, newsletters etc
• Ensure all Governors are familiar with the English/Maths curriculum
• Ensure Governing Body receives reports on how strategies are progressing and impact on standards
• Assist school in monitoring/evaluation/impact of current strategy action plan
• Help school secure resources to implement strategy e.g. people, time, finance
• Support school to help prioritise English/Maths in the development plan

iii. **ICT Governor**

**Job description**

• Monitor legal requirements for ICT
• Support the potential use of ICT for Governors
• Ensure all staff are adequately trained to use ICT to enhance teaching and learning and make effective use of resources
  • Support research to maximize further funding for ICT

6h. **Governor with responsibility for Gifted and Talented Pupils**

It is considered good practice to appoint a link for gifted and talented as it gives status and a commitment to the schools support for the able children.

**Job Description**

• Ensure able children are in the school development plan
• Ensure curriculum targets include high attainers and those working at greater depth
• Attend relevant training (including INSET – by invitation)
• Assist in the monitoring/evaluating of appropriate policies
• Meet on a regular basis with relevant co-ordinator to become informed on policies and practices in place in school
• Report back to the Governing Body following focused visits to school using agreed protocol and reporting procedures
6i. Governor with responsibility for Pupil Premium Pupils

_Understand relevant school pupil performance data that shows progress of different groups over time and to hold the school to account for ensuring that all available funding is used effectively to close the attainment between children who are in receipt of a free school meal and those who are not._

**Job Description**

- Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium
- Obtain and become familiar with the school’s pupil premium policy, if it has one
- Know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
- Understand relevant school pupil performance data that shows progress of different groups over time.
- Monitor spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
- Monitor the impact of pupil premium spending on target groups
- Meet occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for the pupil premium
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others
- Monitor Attendance of pupils identified as disadvantaged
- Challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources
- Take an active part in any Governing Body or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
- Report back to the Governing Body on the school’s use of the pupil premium

6j. Governor with Responsibility for Health, Safety & Environment

_The nominated Governor should link with the named health and safety representative and should be a member of the committee managing health and safety issues on behalf of the Governing Body. As a church school statutory health and safety responsibilities fall to the Governing Body in conjunction with the DLAT (as the employer) and the Governing Body must decide duties to be carried out by Headteacher and other employees. In practice the Governing Body should delegate specific health and safety tasks to others in the school but retains ultimate responsibility._

**Job Description**

- Work with schools’ health and safety representative to make regular termly health and safety inspections of premises
- Attend appropriate training (and INSET days on invitation)
- Keep Governing Body informed of health and safety issues
- Keep up to date with current legislation relating to health and safety matters received in school or other publications
- Assist in monitoring and review of health and safety policy and ensure this is completed annually
• Ensure suitable risk assessments are carried out as set out in health and safety policy, that these are reviewed annually and suitable procedures put in place to manage risks
• Ensure procedures such as fire drills are carried out
• Ensure regular reports on health and safety matters are received by Governing Body such as accident statistics, results of health and safety checks
• Ensure local authority annual health and safety audit is carried out
• Be aware of health and safety implications of matters under consideration by Governing Body and ensure these are understood before a decision is taken
• Report back to the Governing Body following focused visits to school using agreed protocol on visiting and reporting procedures

6k. Governor with responsibility for mentoring

Some inexperienced Governors can find the complexity, language and legal formalities of LGB meetings, often filled with people they don’t know, difficult and even overwhelming. The LGB may like to appoint a mentor for each new Governor – an experienced and trusted adviser who, as part of induction, can help the new member integrate into the role. This is not only an enormously valuable way of supporting new colleagues; it has been shown in some LGBs to reduce early resignation.

Role and responsibilities in addition to those listed at All GOVERNORS
• Co-ordinate, on behalf of the LGB, the effective induction of new Governors
• Develop an induction pack of materials to familiarise new Governors with the school and the LGB
• Be available as a first point of contact for new Governors
• Liaise with the school, the Clerk and Governor Services to ensure that new Governors receive the information the law requires they must have
• Liaise with the Chair and the Headteacher to ensure that new Governors are invited to see round the school and to meet staff and pupils
• Liaise with the Chair to ensure that new Governors are welcomed at their first meeting and introduced to other members and their roles
• Help new Governors to prepare for meetings by explaining the agenda items and discussing accompanying papers – maybe sit with them in meetings
• Encourage new Governors to undertake training and explain the role of the training co-ordinator
• Help the new Governor and the LGB to select appropriate committees for new Governors, meeting their interests and using knowledge and skills effectively
• Meet new Governors to evaluate their first year in office.

6l. Clerk to Governors

The law requires that the LGB appoint a Clerk to the Governing Body. The Clerk is responsible for, convening and attending meetings, taking minutes, maintaining a register of LGB members and being equipped to offer or access advice on legal and professional issues. All Governors should know how, when and where the Clerk may be contacted. This list of duties is taken principally from the model DfE job description for Clerks
Meetings
The Clerk will:

- Convene meetings of the LGB, including calling emergency meetings
- Work effectively with the Chair and Headteacher before the LGB meeting to prepare a purposeful agenda which takes account of DfE, DLAT & LA issues and is focused on school development
- Produce, collate and distribute the agenda and papers so that recipients receive them at least seven clear days, and preferably ten days, before the meeting
- Encourage the Headteacher and others to produce agenda papers on time
- Record the attendance of Governors at meetings and take appropriate action on absences. Record Governors arriving later for meetings or leaving early
- Advise the LGB on governance legislation and procedural matters where required before, during and after the meeting
- Take notes of LGB meetings to prepare minutes, including indicating who is responsible for agreed action. Record all decisions accurately and objectively with timescales for actions
- Include in bold/colour Governor challenging questions and the answers to the questions
- Send draft minutes to the Chair and Headteacher for amendment/approval by the Chair
- Copy & circulate the approved draft minutes to all Governors within the time scale agreed by the LGB
- Keep a minute book, or file of signed minutes, as an archive record
- Advise absent Governors of the date of the next meeting
- Liaise with the Chair prior to the next meeting to receive an update on the progress of actions agreed previously by the LGB
- Following approval of the minutes at the next meeting, forward a copy to the LA/Children’s Services Authority and, where agreed, to the appropriate church or foundation authority
- Chair that part of the meeting when the Chair is elected
- Clerk the LGB’s statutory committees
- Liaise on behalf of the LGB as appropriate with the DLAT & LA Authority, church authority, DfE and other outside agencies

Membership
The Clerk will:

- Maintain on file a copy of the LGB’s instrument of government
- Maintain a database of name, address and category of LGB members and their terms of office – including Associate Members
- Send a welcome letter & info to newly appointed Governors incl details of their terms of office
- Maintain copies of current terms of reference and membership of committees and working parties, and of Governors nominated to specific roles, such as literacy
- Advise Governors and appointing bodies well before the end of Governors’ terms of office so that elections or appointments can be made in good time
- Inform the LGB and DLAT of any changes to the LGB
- Maintain Governor meeting attendance records and advise the LGB of non-attendance of Governors
- Advise that a register of LGB pecuniary and business interests must be maintained and that it is reviewed annually and kept in the school
- Check with the Children’s Services Authority and, where appropriate, the church authority, that CRB / DBS disclosure has been successfully carried out on all new appointees and re-appointments
- Advise the LGB on procedural issues
- Ensure that policies are in place, and that a file is kept in the school of the policies and other school documents approved by the LGB.
7. Mission Statement & Aims

**Mission Statement**

‘Learning for Life in a Changing World’

**School Aims**

As a Church school we strive to provide an education of the highest quality and standard, based on Christian values. These were agreed by staff, Governors, parents and pupils.

At our school we aim:

To be safe, happy and healthy.

To care about each other and the community.

To be motivated, to be confident and independent.

To enjoy exciting learning and celebrate success.

To love God and love life.

**SPSP Agreed Values:**

RESPECT

HONESTY

PERSEVERANCE

**Ofsted and SIAMS Inspections**

Schools on average are inspected every three years. Our last Ofsted inspection took place in November 2017. At this inspection we were once again pleased to be graded as GOOD in all areas. As a Church School we also have a SIAMS inspection. The last SIAMS inspection took place in September 2016. This inspection reported on the religious aspects of school – RE, Collective Worship and the Spiritual, Moral, Social & Cultural Development of pupils. The SIAMs inspection judged us to be OUTSTANDING. Copies of the Ofsted (Section 5) & SIAMS Reports are available at the office.

**Confidentiality**

All staff & Governors are reminded of the importance of confidentiality. Documents, reports, minutes of meetings and information shared with Governors must be treated as confidential.

**No Smoking Policy**

Please remember that the school has a ‘No Smoking Policy’. Smoking is not allowed in the building or anywhere on the school site, in the building or grounds.
8. Terms of Reference Finance Committee

Membership
The Committee shall consist of at least four Governors, including the Headteacher.

*Also in attendance: Jim Rock, Deputy Headteacher & Sophie Moss, Assistant Headteacher
   Marie Telford - School Business Manager
   Whenever possible we will be joined by a representative from the DLAT*

Quorum
The quorum shall be three committee members of which one should be the Headteacher or her representative.

Meetings
The committee shall meet at least twice a term during the school term with additional meetings as necessary. The Chair is appointed at the first meeting in the Autumn Term.
The Headteacher and Chair will arrange the meeting and agenda.

Areas of Responsibility and Purpose of Committee

1. To provide guidance and assistance to the Headteacher and Governing Body in all matters relating to budgeting and finance.

2. To prepare and review financial policy statements, systems and procedures having regard to the DLAT’s and County Council’s financial regulations.

3. To receive regular reports from the Headteacher and School Business Manager on the school’s income & expenditure, showing a comparison of these against the budget estimates and approve necessary virements within the agreed amount. (£2,000 – reviewed September 2017).

4. To present a financial report to the Governing Body at least once a term.

5. To work with the Headteacher and other committees to consider each year’s annual School Improvement Plan priorities, taking into consideration long-term planning and resourcing before presenting an annual budget to the Governing Body for approval.

6. To recommend the level of delegation to the Headteacher and SBM for the day-to-day financial management for the school. All actions to be dual signed and agreed prior to ordering. (£2,000 Reviewed September 2017).

7. To monitor use of Petty Cash, used to avoid bank / cheque charges (up to £20 – agreed - September 2017).

8. To agree financial outgoing to levels approved by the Governing Body. (£5,000 Reviewed September 2017).
9. To confirm that all BACS/cheques are to have dual authorisation (in line with Diocesan Board of Education advice) and that a Governor is to co-authorise all payments for £5,000 and over.

Authorised individuals are:
- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Chair of Governors
- Vice Chair of Governors
- SBM

10. To ensure that robust procedures are in place regarding the correct use and authorisation of purchases online and when using the Charge Card and that the Procurement Policy is in place.

11. To confirm that personnel authorised to sign official orders, changes to staff contracts / salaries are authorised individuals. Chair / Vice Chair only to sign salary matters relating to the Headteacher.

12. To operate the Governing Body’s arrangements for obtaining quotes and inviting tenders in accordance with the DLAT’s and County Council’s financial regulations.

13. To provide a report of the school’s budget for Ofsted.

14. To discuss and respond to recommendations made in audit reports.

15. To recommend to the Governing Body a Charging Policy in accordance with legislation and guidance provided by the DLAT & LA.

16. To agree annual contracts e.g. Grounds, Personnel, Insurance etc.

17. To consider the Lettings Policy & charges before advising the Governing Body on such matters.

18. To use comparative statistical data in order to compare the school with similar sized schools for unit costs on energy, water, telephone etc.

19. To authorise write-offs and disposal of surplus stock and equipment and ensure that the annual inventory check is reported to the Governing Body.

20. To monitor new initiatives and assess their impact on school e.g. Delegation of SEN funding, school meals and the smooth running of the kitchen, Clubhouse, Lettings, use of online banking, impact of job evaluation, teachers’ workload agreement before reporting to the Governing Body.

21. To authorise educational visits.

22. To agree leave of absence for staff, with or without pay, having regard to DLAT and LA guidelines if the Staffing, Personnel & Pay Committee is unavailable.

St Peter & St Paul CE Academy
Governors’ Handbook including Job Descriptions - FJB – Autumn 2018 (1.9.18)
23. To be responsible for the review of policies as listed.

24. To ensure all aspects of FMGE (Schools’ Financial Management & Governance Evaluation) are in place and policies and procedures updated as required.

25. To ensure that data security and backup procedures for the schools’ financial system, staff and pupil database are carried out in line with DLAT & LA recommendations and will include ‘back-ups’ carried out remotely by the LA.

Areas of responsibility shared with other committees
- To contribute to the School Development Plan – financial information to be heavily interlinked to support and inform the Development Plan.
- To consider Inspection Reports, prepare action plans and monitor progress.
- To undertake focused monitoring Governor visits.
- To contribute to the SEF.

The Finance committee is responsible for the review of the following policies;
- 25 years’ Service
- Best Value
- Charging for School Activities
- Debt Policy
- Dinner Money Policy
- Educational Visits / Risk Assessments
- Extended Schools
- Finance Terms of Reference
- Financial Regulations
- Lettings and use of Premises Out of Hours
- Maternity / Adoption - Policy & Procedure
- Maternity / Adoption Leave - Pay Policy & Procedure
- Pay Policy – Support Staff & Pay Policy – Teaching Staff
- Procurement Card Policy
- Register of Business Interests
- Remote Decision Policy
- Scheme for Financing School
- Statement of Internal Control
- Teachers’ Pay & Conditions of Service

Reporting of Meetings
All meetings are to be minuted with copies submitted to the clerk and SBM for filing.
The Committee Chair will give a report of matters considered at each LGB meeting.
The terms of reference are to be reviewed annually in the Autumn Term.

Reviewed by the Finance Committee on 28th September 2017
Approved by the Local Governing Body on 12th October 2017 To be reviewed annually at the first Finance Committee meeting in the Autumn Term
9. Terms of Reference - Staffing, Personnel & Pay Committee

Membership
The Committee shall consist of at least four Governors, including the Headteacher.

Also in attendance – Marie Telford - SBM

Quorum
The quorum shall be three committee members, of which one should be the Headteacher or her representative.

Meetings
The Committee shall meet at least once a term and otherwise as required. The Chair is appointed at the first meeting in the Autumn Term.

The Headteacher and Chair will arrange the meeting and agenda.

Areas of Responsibility and Purpose of Committee
- To decide, with the Headteacher, the arrangements for all appointments of staff except for the Headteacher.
- To ensure that all procedures relating to the recruitment, selection & appointment of staff comply with legislation and LA / DLAT &DBE guidelines.
- To work with the Headteacher to ensure that staff job descriptions are up to date.
- To review annually, with the Headteacher, the staffing structure and salaries for the predicted annual financial budget.
- To ensure staff pay statements are issued annually.
- To organise an external adviser to work with Governors to set, monitor and review the Headteacher’s targets in line with the Performance Management Policy.
- To monitor and review the Deputy Headteacher’s and Assistant Headteacher’s targets in line with the Performance Management Policy.
- To monitor staff absenteeism.
- To ensure staff are informed of the Grievance & Discipline Policies.
- To deal with issues in accordance with the Grievance Policy.
- To report to the Local Governing Body.

The SP & P Committee is responsible for the review of the following policies and areas:
- Attendance – Pupils / Attendance - Staff
- Appeal Protocol for school based staff
- Capability – Teacher / Capability – Support Staff
- Child Protection / Safeguarding
- Clear Desk Policy
- Complaints
- Continuing Prof Development (CPD)
- Data Protection
- Dignity at Work
- Disciplinary Procedure for all Staff
Equal Opportunities – Pupils / Equal Opportunities - Staff
Exclusions - Toolkit
Gender Equality
Governors’ Handbook
Governors’ Visits - Monitoring Policy
Grievance Procedure for all Staff
Guidance & Arrangement of Short Term Cover by Support Staff
Management of Attendance - Staff Toolkit
Performance Management - Whole School
Personal Use of Social Media
Physical Intervention
PPA Policy
Race Equality
Restructuring & Reduction Policy for School - Toolkit
Safe use of new technologies - E-Safety – Pupils / E-Safety – Staff
Staff Dress Code
Staff Handbook
Whistle Blowing

Areas of responsibility shared with other Committees
- To contribute to the SEF
- To undertake focused Governor visits
- To contribute to the School Development Plan
- To consider Ofsted Reports, prepare action plans & monitor progress.

Reporting of Meetings
All meetings are to be minuted with copies submitted to the clerk and the SBM for filing. The Committee Chair will give a report of matters considered at each LGB meeting.

Terms of reference to be reviewed annually in the Autumn Term.
10. Terms of Reference - Health, Safety & Environment Working Group

Membership
The Working Group shall have an identified Lead Governor and include the Headteacher plus two other named Governors and the Site Manager.

The Lead Governor shall meet with the Headteacher at the beginning of each term to agree and plan work for the term.

Meetings
The Group shall meet as required.
The Lead is appointed at the first meeting in the Autumn Term.

Areas of Responsibility and Purpose of Group
- To review the Health & Safety Policy.
- To complete the LA Annual Health & Safety Return.
- To ensure all aspects of GDPR are in place.
- To make at least two inspections of the premises & grounds each year.
- To ensure an annual risk assessment of the premises is carried out.
- To make regular assessments of any risk factors which may put the health, safety and welfare of staff, pupils and visitors at risk and to monitor and evaluate safety outcomes (e.g. risk assessment reports / accident statistics / near misses).
- To ensure that a fire drill / evacuation is held at least twice a year.
- To review the security requirements of school annually.
- To submit proposals to the LGB for an annual maintenance and decoration programme of work.
- To monitor the conditions of the premises & grounds & report to the Governing Body.
- To recommend to the LGB any necessary adjustments to allow access & use of premises for the disabled
- To work with the DBE surveyors monitoring building work.
- To report to the Local Governing Body.

This HSE Committee is responsible for the review of the following policies and areas:
- Accessibility Plan
- Business Continuity Plan
- Cycling to School - Pupils
- Disability Discrimination Act
- Energy and Environmental Issues
- Fire Protection
- Health & Safety (including School Security)
- Healthy School
- Instrument of Government
- Management of a Major Incident – Emergency Planning
- Medicines in School
- Mobile Phones
- Risk Management
- Visitors, Volunteers & Students
- Whole School Food Policy
Areas of responsibility shared with other Committees & Working Groups

- To undertake focused Governor visits.
- To contribute to the School Improvement Plan.
- To consider Ofsted reports, prepare action plans & monitor progress.

Reporting of Meetings

The Lead Governor will provide a written report to include matters considered at least one week before each LGB meeting.

Terms of reference to be reviewed annually in the Autumn Term.
11. Terms of Reference - School Improvement Working Group

Membership
The Working Group shall have an identified Lead Governor and include the Headteacher plus two other named Governors.

*The Lead Governor shall meet with the Headteacher at the beginning of each term to agree and plan work for the term.*

Meetings
The Group shall meet as required.
The Lead is appointed at the first meeting in the Autumn Term.

Areas of Responsibility and Purpose of the Working Group
- To have an understanding & overview of all curriculum areas and their place within the broader school curriculum especially literacy and mathematics.
- To advise the Governing Body on the school’s curriculum statement and its statutory obligation regarding the National Curriculum in accordance with the national & local requirements.
- With the assistance of staff, to provide information about how the curriculum is taught, evaluated and resourced.
- To review with staff all curriculum policies in line with the School Development Plan
- To monitor progress of cohorts through test and assessment results
- To oversee arrangements for assessment and communicating with parents.
- To make recommendations on strategic developments and ensure that targets are set to improve pupil achievement and school effectiveness.

The School Improvement Working Group is responsible for the review of the following policies and areas:
- Assessment
- Curriculum Policies & Early Years Foundation Stage
- ICT / Internet & E safety (with EPWG)
- PE / Sports Statement
- Presentation, Marking & Feedback
- Monitoring, Evaluation & Review – Self Evaluation
- Pupil Premium Statement
- School Prospectus
- School Session Times
- SEND / Inclusion / More Able / Gifted & Talented
- Standards
- Teaching & Learning

Areas of responsibility shared with other Committees & Working Groups
- To contribute to and ensure the SEF & SIAMS tool kit are regularly updated.
- To contribute to and monitor, evaluate and review the School Development Plan.
- To consider Ofsted and SIAMS Reports, prepare action plans & monitor progress.
- To undertake focused Governor visits.
Reporting of Meetings

The Lead Governor will provide a written report to include matters considered at least one week before each LGB meeting.

Terms of reference to be reviewed annually in the Autumn Term.
13. Terms of Reference - Ethos and Admissions Working Group

Membership
The Working Group shall have an identified Lead Governor and include the Headteacher plus two other named Governors.

Attendance to include: Jane Mugglestone & Ruth Garner, RE Coordinators

The Lead Governor shall meet with the Headteacher at the beginning of each term to agree and plan work for the term.

Meetings
The Group shall meet as required.

The Lead is appointed at the first meeting in the Autumn Term.

As a Church School responsibilities and purpose of the Ethos and Admissions Working Group include:
- To consider all aspects of school in accordance with the DBE, National & Local requirements.
- To review the Admissions Policy & agree admissions into EYFS and requests for places into KS1 & 2.
- To oversee the Governing Body’s curriculum responsibilities e.g. Sex and Relationships, RE, Collective Worship, Spiritual, Moral, Social & Cultural ensuring school follows recommendations and advice provided by the DLAT / DBE & the National Society.
- To monitor the statutory implications of Collective Worship and report to the LGB.
- To make recommendations to other committees with reference to pupils SMSC development.
- To be involved in the organisation of church services, visits to religious centres, visitors of Christian and other faith leaders and to promote Community Cohesion.
- To ensure all Governors are kept fully informed on all aspects of the SIAMS Tool Kit requirements & responsibilities of Church Schools & SIAMS inspections.

The Ethos and Admissions Working Group is responsible for the review of the following policies & areas:
- Collective Worship
- Religious Education
- Mission Statement, Aims & Ethos
- Spiritual, Moral, Social & Cultural Development
- Sex & Relationships
- Behaviour & Discipline
- Anti-racism
- Anti-bullying
- Admissions
- SIAMS Tool Kit

Areas of responsibility shared with other Committees and Working Groups
- To contribute to the SEF.
- To ensure the SIAMS Tool Kit is kept up to date.
- To contribute to the School Development Plan.
- To consider SIAMS Inspection Reports, prepare action plans and monitor progress.
 To consider Ofsted Reports & be involved in preparing action plans & monitor progress.
 To undertake focused Governor visits.

**Reporting of Meetings**

The Lead Governor will provide a written report to include matters considered at least one week before each LGB meeting.

**Terms of reference to be reviewed annually in the Autumn Term.**
14. Terms of Reference - Engaging Parents Working Group

Membership
The Working Group shall consist of Governors, staff and PFA members including the Headteacher.

Meetings
The group shall meet at least once a term and otherwise as required. The Lead is appointed at the first meeting in the Autumn Term.

The Headteacher and Chair will arrange the meeting and agenda.

Areas of Responsibility and Purpose of the Working Group

- To encourage families into school to engage with us.
- To increase staff understanding of the family / parent voice.
- To use technology to communicate with parents.
- To review activities so parents can support learning at home.
- To ensure school to home communication is both clear and effective.
- To make recommendations to the SMT / LGB with reference to parent engagement in the Teaching & Learning development.
- To be involved in the organisation, promotion and provision of parent events and activities.
- To ensure all Governors are kept fully informed on all aspects of the working group.

The EPWG is encouraged to feedback to the LGB on the following policies & areas:
- Mission Statement, Aims & Ethos
- Sex & Relationships
- Behaviour & Discipline
- E-Safety
- EYFS - Transition into school
- Family Learning
- Home / School Communication
- Home / School Agreement
- Homework
- Before School & Afterschool care

Areas of responsibility shared with other Committees
- To contribute to the SEF.
- To ensure any areas recommended for improvement by OFSTED, SIAMS or DLAT are included and addressed in the SDP and progress is monitored.
- To organise and evaluate the Annual Parents Questionnaire making recommendations to the LGB / SMT.
- To keep up to date on DLAT, DfE parent issues and initiatives.
- To make regular visits especially when parents are invited into school e.g. Parents’ Evenings, Church Services, Performances, Class Assemblies, Parent Drop ins, Parents Briefings, Induction meetings, PFA events and Parent Workshops.
Reporting of Meetings
The Lead Governor will provide a written report to include matters considered at least one week before each LGB meeting.

Terms of reference to be reviewed annually in the Autumn Term.

15. Annual Dates
The Headteacher’s report to Governors is circulated prior to termly LGB meeting. This document includes a list of key dates and activities which are due to take place. Governors are invited to join school for a wide range of activities and meetings. We hope that during the year Governors will be able to attend some or all of the following events:

- Parents’ Evenings - October & February
- Harvest Church Service and a Harvest Lunch
- Joint staff / Governors’ Meeting - October
- Christingle Service - December
- Christmas Bazaar - December
- Christmas Production - December
- EYFS Nativity - December
- Christmas Lunch - December
- Christmas Carol Service – December
- Y3 Bible Giving Service - February
- Easter Church Service & Easter Lunch - March / April
- Easter Bonnet Parade - March / April
- Summer Sports Festival – May / June
- PFA Summer Fayre – June/July
- Year 5/6 Production – June /July
- Leavers’ Lunch - July
- Leavers’ Service - July
- Cathedral Services
+ Activities organised by the PFA
16. August 2018 - Staff List

### Roles & Responsibilities

**Miss Fiona Buchan** - Headteacher
- Whole School incl Standards, Safeguarding, Pupil Premium

**Miss Zoe Cottam (MTThF)** - EYFS SLT/TLR
- EYFS Co-ordinator, EYFS Curriculum, Work Placements

**Miss Sonal Umeria** - EYFS
- Outdoor Learning

**Miss Rachel Corset (WThF)** - Y1
- Phonics & Early Reading

**Miss Sarah Pope (MTW)** - Y1
- PSHCE / Houses & School Council

**Miss Helen Whitfield** - Y1
- ICT - Curriculum & e-safety

**Miss Jadine Jochim** - Y2 NQT

**Miss Ruth Garner (MTW)** - Y2
- RE / PSHCE

**Mrs Sophie Moss (WThF)** - Y2 Assistant HT
- KS1 Curriculum, KS1 Co-ordinator, GDPR

**Mr Tyson Oliver** - Y3
- Art & Design Technology, Parent Engagement, PFA

**Miss Emily Shephard** - Y3
- Music

**Miss Gemma Horn** - Y4
- PE & Games

**Mrs Julie Lowe** - Y4
- Science

**Mrs Jane Mugglestone (MTWTh)** - Y5
- RE & Collective Worship

**Mr Jim Rock** - Y5 Deputy HT
- KS2 Curriculum, Assessment, KS2 Coordinator

**Mr Jon Chamberlain** - Y6 SLT/TLR
- Maths Co-ordinator, Phase Leader Y5/6

**Mr Stephen Clarke** - Y6 SLT/TLR
- Literacy Co-ordinator, ICT hardware

**Mrs Carolyn Hall** SLT/SENCO
- SENCo / Inclusion / LSAs / LAC

**Mrs Annabel Clarke (MFL & EAL)** – Maternity Leave until Dec 2018

**Miss Rebecca Parker (ICT Curriculum / e-safety)** - Maternity Leave until Nov 2018

### Support Staff

**Admin Staff**
- Mrs Marie Telford - School Business Manager
- Mrs Julie Cooper - Admin Assistant
- Mrs Jeanette Judd - Clerical Assistant
- Mrs Khiloni Baboo - Clerical Assistant

**Classroom and Lunchtime Support**
- NB We currently have four lunchtime supervisors however, our LSAs are timetabled to work in class as well as before school, during the lunchbreak and after school.

**Mrs Alison Adams** - HLTA / Classroom Support / PPA & Class release / Clubhouse Assistant
**Mrs Jane Batt** - LSA / Midday Manager / Clubhouse Manager
**Mrs Lisa Bell** - LSA / Clubhouse Assistant
**Mrs Collette Bryans** - LSA
**Mrs Ali Etty** - LSA
**Miss Gemma Evans** - LSA
**Mrs Carole Evatt** - Lunchtime Supervisor
**Mrs Sue Gamble** - LSA
**Mrs Karen Hoey** - LSA
**Mrs Sharan Hollis** - LSA
**Mrs Kelly Hudson** - LSA
**Mrs Denise Hurst** - Lunchtime Supervisor
**Ms Helen Joyce** - LSA / Clubhouse Assistant
**Mrs Alison Linney** - LSA
Mrs Jane Mellor - LSA
Miss Sophie O'Hara - LSA / Clubhouse Assistant
Mrs Meetal Pancholi - LSA
Mrs Maz Roberts - LSA
Mrs Rachel Robinson - LSA - Reading Recovery
Mrs Elaine Searle - LSA
Ms Melanie Tranter - Lunchtime Supervisor
Ms Amy Webster - LSA
Miss Natalie West - NNEB - Classroom Support plus PPA & Class release
Mrs Denise Wheatley - Kitchen Assistant / Clubhouse Assistant
Mrs Lynne Wheatley - Lunchtime Supervisor

Site Manager  Mr Steve Hill
Assistant Premises Officer  Mr Aaron Hill

Cleaners  Mrs Tracey Burton  Mrs Sally Kinch  Vacancy

Kitchen Manager / Chef  Mr Neil Gibson
Assistant Kitchen Manager  Ms Sue Allen

Kitchen staff  Mrs Sally Kinch  Mrs Ellen Sanders  Mrs Denise Wheatley

Lunchtime Sports’ Coach  - Mr Graham Spencer

ICT Technicians  Mr Ben Cluskey  Mr James Crowhurst

DBE Team
Mrs Donna Moulds - CEO of DLAT
Canon Carolyn Lewis - Diocesan Director of Education
Mrs Yolanda Morley-McKay – Assistant Director for Education
Mr Ralph Wood - Educational Officer
Mrs Penny Kluver - Education Officer
Mrs Yamini Gupta - Administrator
Mrs Lorna Gregory - Departmental Secretary
Mr Jonathan Warren - YMD Chartered Surveyor
Mrs Karen Reading - YMD – Health & Safety Adviser
Mr Brian Dinsmore - DLAT Financial Adviser

I hope you have found this handbook useful. It was updated in September 2018 and was correct at time of printing. If there is any other information which you require please do not hesitate to contact me.

Kind regards

Fiona J Buchan
17. Code of Conduct for the Governing Body

1. Background
The purpose of this code of conduct is to help promote best practice in school governance. The Governing Body working as a team can make a significant contribution to a school’s performance, whereas a Governing Body that does not work together effectively has lesser impact. This code of conduct defines standards the Governing Body needs to attain with regard to the contribution it makes to ensuring continual improvement of all aspects of school life. It also defines the expectations placed on Governors in terms of confidentiality and behaviour.

2. Roles and responsibilities of individual Governors
Governors acknowledge that the office of Governor involves a commitment of time and energy to the role.

Governors should become actively involved in the work of the Governing Body, attending meetings regularly and accepting a fair share of responsibility, including serving on committees and working groups and visiting the school.

Governors are elected or appointed by different groups - including parents, teachers, staff, Church and the community. Although chosen by different groups each Governor has a responsibility to make up his/her own mind about issues that are considered by the Governing Body. Once decisions are made by the Governing Body (or under the delegated authority of the Governing Body), individual Governors are bound by them and are expected to support and abide by them.

It is important for individual Governors to be able to express their ideas and have them heard. Governors should accept that others may not share their views and strongly disagree with them. However, Governors are expected to respect each other and be courteous when there are differences of opinions.

Governors should accept the necessity of addressing individual and collective needs for training and development and should monitor and evaluate the effectiveness of the Governing Body on a regular basis.

Governors are responsible for informing the Chair of Governors if they find behaviour of others inappropriate and need support.

3. Roles and responsibilities of the Governing Body
The Governing Body is a corporate entity and acts as a group. No one category of Governor has any right to act individually, except when the Governing Body has delegated authority to do so (or when the Chair or Vice-Chair has to take urgent action).

The strength of a Governing Body lies in the talents and commitment of its members, and in their ability to work together as a team for the good of the school.
Every Governor has an equal right to participate and to state his or her own views. No Governor has the right to expect preferential treatment because of his or her status on this or any other body or group.

Governors should recognise and support the headteacher with his/her responsibilities for the day-to-day internal organisation, management and control of the school.

They should also advise on and implement the Governing Body's strategic framework within which the school operates and determines the character, aims, ethos and values of the school.

Governors are also expected to behave as "critical friends" to the school at all times. This includes monitoring and evaluating the work of the school, offering support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. This will also include challenging and asking questions of the headteacher.

Governors have a responsibility to act fairly and without prejudice at all times, and in so far as they have responsibilities for staff, will fulfil all that is expected of a good employer. Concerns about individual members of staff will be dealt with through the headteacher and not aired publicly.

Governors have a duty to get to know the school and are encouraged to involve themselves in school activities. Visits to the school will be undertaken within the framework established by the Governing Body and agreed with the headteacher.

Governors are accountable in the way they carry out their functions. All groups within the community are made welcome and encouraged to participate on the Governing Body.

The Governing Body acts at all times fairly, without prejudice and in accordance with the requirements laid down in Acts of Parliament and Regulations.

The Governing Body will decide how to deal with breaches of this code of conduct.

4. Confidentiality

The Governing Body should be open & honest in the way it undertakes its business. The discussions and decisions of the Governing Body are confidential and all Governors are expected to abide by this confidentiality.

Individual Governors are expected to respect that confidentiality, and not disclose information deemed as confidential in any other forum – including partners, family, friends or work colleagues. All discussion in reaching decisions should remain confidential to those present at the meeting.

All reports to the Governing Body and its committees are public documents after the meeting has considered them and must be available at the school to anyone wishing to view them unless the Governing Body specifically decides they are confidential. Only those specifically authorised will speak or act on behalf of the Governing Body.
**Monitoring Evaluation & Review**
This Handbook with Job Descriptions and the Governors Code of Conduct was agreed by Governors during the Autumn Term 2018 and will be reviewed as part of our Monitoring, Evaluation and Review Cycle in 2021.

18. **Acronyms and Abbreviations:**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>A &amp; W</td>
<td>Access &amp; Welfare</td>
</tr>
<tr>
<td>ACPC</td>
<td>Area Child Protection Committee</td>
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<td>AIO</td>
<td>Attendance Improvement Officer (formerly EWO)</td>
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<td>ALG</td>
<td>Association of Leicestershire Governors</td>
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<tr>
<td>AMP</td>
<td>Asset Management Plan</td>
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<td>APP</td>
<td>Assessing Pupils’ Progress</td>
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<td>ARE</td>
<td>Age Related Expectation</td>
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<td>ARR</td>
<td>Assessment, Recording &amp; Reporting</td>
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<td>AST</td>
<td>Advanced Skills Teacher</td>
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<td>AWPU</td>
<td>Age Weighted Pupil Unit</td>
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<tr>
<td>CLLD</td>
<td>Communication Literacy &amp; Language Development</td>
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<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CRB</td>
<td>Criminal Records Bureau</td>
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<tr>
<td>CYPS</td>
<td>Children &amp; Young Peoples Services</td>
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<tr>
<td>CW</td>
<td>Collective Worship</td>
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<td>DBE</td>
<td>Diocesan Board of Education</td>
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<td>DBS</td>
<td>Disclosure and Barring Service</td>
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<td>DfE</td>
<td>Department for Education</td>
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<td>DDA</td>
<td>Disability Discrimination Act</td>
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<td>DLAT</td>
<td>Diocese of Leicester Academies Trust</td>
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<td>DT</td>
<td>Design Technology</td>
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<td>EAL</td>
<td>English as an Additional Language</td>
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<td>Early Literacy Support</td>
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<td>EOP</td>
<td>Equal Opportunities Policy</td>
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<td>EPS</td>
<td>Educational Psychology Service</td>
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<td>Early Years Foundation Stage</td>
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<td>FSM</td>
<td>Free School Meals</td>
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<td>GB</td>
<td>Governing Body</td>
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<td>GWG</td>
<td>Governors’ Working Group</td>
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<td>GTC</td>
<td>General Teaching Council</td>
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<tr>
<td>H &amp; S</td>
<td>Health &amp; Safety</td>
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<tr>
<td>HLTA</td>
<td>Higher Level Teaching Assistant</td>
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<td>HMI</td>
<td>Her Majesty’s Inspection of Schools</td>
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<td>IAWB</td>
<td>Inter-Active Whiteboard</td>
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<tr>
<td>ICT</td>
<td>Information &amp; Communication Technology</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<td>INSET</td>
<td>In-Service Education &amp; Training</td>
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<td>ISB</td>
<td>Individual Schools’ Budget</td>
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<td>KS</td>
<td>Key Stage</td>
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<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>LA</td>
<td>Local Authority</td>
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<td>LACT</td>
<td>Leicester Academies Charitable Trust</td>
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<td>LEAMIS</td>
<td>LA Management Information Systems</td>
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<td>LLT</td>
<td>Leading Literacy Teacher</td>
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<td>L &amp; M</td>
<td>Leadership and Management</td>
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<td>LSA</td>
<td>Learning Support Assistant</td>
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<td>MAT</td>
<td>Multi-Academy Trust</td>
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<td>MER</td>
<td>Monitoring, Evaluation and Review</td>
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<td>MFL</td>
<td>Modern Foreign Language</td>
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<td>NCSL</td>
<td>National College for School Leaders</td>
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<td>NOR</td>
<td>Number on Roll</td>
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<td>NPQH</td>
<td>National Professional Qualification for Headteachers</td>
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<td>NQT</td>
<td>Newly Qualified Teacher</td>
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<td>OFSTED</td>
<td>Office for Standards in Education</td>
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<td>PFA</td>
<td>Parents Friends Association</td>
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<td>PGCE</td>
<td>Postgraduate Certificate of Education</td>
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<td>PLASC</td>
<td>Pupil Level Annual School Census</td>
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<td>PP</td>
<td>Pupil Premium</td>
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<td>PPA</td>
<td>Preparation, Planning &amp; Assessment</td>
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<td>Pupil Progress Meeting</td>
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<td>QCA</td>
<td>Qualifications &amp; Curriculum Authority</td>
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<td>RQT</td>
<td>Recently Qualified Teachers</td>
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<td>SACRE</td>
<td>Standing Advisory Council for Religious Education</td>
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<td>Social Emotional Aspects of Learning</td>
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<td>Special Educational Needs Co-ordinator</td>
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<td>SIAMS</td>
<td>Statutory Inspection of Anglican &amp; Methodist Schools</td>
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<td>SIMS</td>
<td>Schools Information Management System</td>
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<td>SIP</td>
<td>School Improvement Plan</td>
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<td>SLA</td>
<td>Service Level Agreement</td>
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<td>School Leadership Team</td>
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<td>SMSC</td>
<td>Spiritual, Moral, Social and Cultural</td>
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<td>School Management Team</td>
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<td>SOW</td>
<td>Schemes of Work</td>
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<td>Specialist Teaching Service</td>
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<td>Teaching &amp; Learning</td>
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<td>Teacher Assessment</td>
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<td>Universal Free School Meals</td>
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<td>Unique Pupil Number</td>
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<td>Unqualified Teacher</td>
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