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The following information is aimed at both new and existing governors to explain your role and to point out ways in which you can make a difference.

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Please reply to:
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Dear Governor

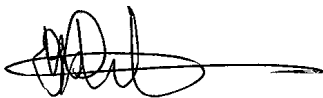
I am delighted that you have decided to become a school governor and would like to take this opportunity to thank you for the commitment you are making. The contribution of governing boards to the success of our schools and the achievement of pupils is crucial and can be very challenging, I am sure however that you will also find it a very rewarding and worthwhile experience.

As a new governor, there may seem to be a lot to learn about schools and the education service. Whatever your background and whether you are an appointed or elected governor, you along with your fellow governors, will take the strategic decision about the school and ensure that it is accountable to its community.

In order to assist you as much as possible and to help you approach your new role with confidence, induction-training sessions are organised every term, and details of the courses and how to register are enclosed with this letter.

I know that you will want to do all you can to raise school standards and give every child in your school the opportunity to progress, to succeed and to fulfil their potential. I along with members of the Governor Development Team look forward to working with you and will be available should you require any further advice or information.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Jackie White', with a long horizontal line extending to the right.

Mrs Jackie White
Governor Development Service Manager

Introduction to the Governor Development Service

All governing boards are required to appoint a Clerk/Support Officer. Schools and Academies in Middlesbrough have the option to purchase the service from the LA's Governor Development Service.

Governor Development Service provides the following services to schools and academies:

- A full clerking and support service for governing board meetings, including circulation of all relevant documentation, production of draft minutes, provision of advice on legal and procedural matters
- A telephone advice line for governors and governing boards (Telephone 01642 201988)
- Up to date and relevant information via the main Middlesbrough Council website www.middlesbrough.gov.uk → Schools and Learning → School Governors
- (Username: **sg** and Password: **governors**)
- A governor welcome pack for newly appointed governors
- Processing appointments for all categories of governorship, including the provision of paperwork for this function
- Governor Training and Development
- Termly updates
- Guidance documents

If you have any support or have any queries please don't hesitate to contact the Team:

GOVERNOR DEVELOPMENT SERVICE

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**Key Characteristics of Effective Governing Boards as Identified by
The Office for Standards in Education (Ofsted)**

Ensure clarity of vision, ethos and strategic direction

Hold the Head Teacher to account for the educational performance of the School/Academy and its pupils; and the performance management of staff

Overseeing the financial performance of the School/Academy and making sure its school budget is well spent

Governing Boards that clearly understand their roles and responsibilities, build productive relationships based on trust, openness and transparency with school leaders, know their schools well and use the views of parents, pupils and the wider community are best equipped to drive improvement in their schools

- Governors are clear about the aims of the school, and the values they wish to promote,
- Governors bring a wide range of expertise and experience; attend meetings regularly, bringing a different perspective which contributes to strengthening leadership. They question, they challenge assumptions and support effective decision-making focused on the best interest of pupils.
- The chair of governors supported by chairs of committees give a clear lead and help build strong teams which includes the head teacher, senior leaders and governors.
- Meetings are chaired well, supported by an effective clerk who is pivotal to ensuring statutory duties are met, meetings are well organised and governors receive the information they need in good time.
- Absolute clarity about the different roles and responsibilities of the head teacher and governors. The governing board has well organised committees with clear terms of reference, and an inter-related programme of meetings each focusing on key points.
- There is a clear school development plan, understood by all, which provides a clear structure for the work of governors, ensuring time is used appropriately and focused on raising standards in the school
- There are clear induction procedures for new governors and the whole governing board is committed to reflecting on their own effectiveness and development needs. They ensure that the best use is made of their skills and expertise, readily identifying their own training needs.
- Governors regularly visit school talking to staff, pupils and parents to gather information about the school at work.

Composition of Governing Boards

The Instrument of Government or the Articles of Association for Academies determines the size and make up of governing boards

Parent Governors

Parent Governors are elected by and from the parents of registered pupils at the school. They should be parents or carers of pupils currently at the school at the time of their election. If too few parents or carers stand for election to fill all the vacancies available, the Governing Board may appoint a parent or carer of a pupil at the school, or if that is not practicable of any child of compulsory school age. Governing boards may only appoint as a parent governor a parent who has, in their opinion, the skills to contribute to effective governance and the success of the school.

LA Governors

Local authority governors are nominated by the local authority but appointed by the governing board. The local authority can nominate any eligible person as a local authority governor, but it is for the governing board to decide whether their nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. Local authorities should therefore make every effort to understand the governing boards requirements and identify and nominate suitable candidates. An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

Foundation Governors

Foundation governors are either appointed or take the role by virtue of an office that they hold. Where appointed, the appointment is made by the person identified in the instrument of government (usually the school's founding body, church or other organisation). A foundation governor is someone who, in the opinion of the person entitled to appoint them, has the skills to contribute to the effective governance and success of the school, and who is appointed for the purpose of securing:

- in all cases, that the school's character (including religious character where it has one) is preserved and developed; and
 - that the school is conducted in accordance with the foundation's governing documents.
- In appointing a foundation governor, the person entitled to make the appointment should seek to understand and take into account the skills experience the governing body identifies that they need.

Co-opted Governors

Co-opted governors are appointed by the governing board. They are people who in the opinion of the board of governors have the skills required to contribute to the effective governance and success of the school.

Staff Governors

Teaching and support staff who, at the time of election, are employed by either the governing board or the local authority to work at the school under a contract of employment, and are eligible to be staff governors.

Staff governors are elected by the school staff. They cease to hold office when they cease to work at the school. It is important that prospective staff governors understand the nature of the role of a governor – and specifically that their role will not be to represent staff, nor to stand alongside the Headteacher in being held to account by the governing board, but to operate as part of the governing board to provide strategic leadership and to hold the Headteacher to account.

Associate Governors

The governing body can appoint associate members to serve on one or more governing boards committee and attend full governing body meetings. The definition of associate member is wide and pupils, school staff and people who want to contribute specifically on issues related to their area of expertise (for instance finance) can be appointed as associate members. Subject to the disqualifications set out in the Regulations, the governing boards may appoint a pupil, school staff member, or any other person as an associate member so that they can contribute their specific expertise. This can help to address specific gaps identified in the skills of board members, and/or help the governing board respond to particular challenges that they may be facing.

The Head Teacher

The Head Teacher is a member of the governing board by virtue of their office and counts as a member of the staff category. If the Head Teacher decides not to be a governor they must inform the clerk of that decision in writing. The Head Teachers' place remains reserved for them and cannot be taken by anyone else.

Academy Governance

Academies are state-funded independent schools accountable to the Secretary of State (SoS). Funding comes directly from central government.

Some Schools convert to academy status.

Other schools become sponsored academies.

Academies are run by an Academy Trust.

In order to become an academy, the school must establish an academy trust. The trust sets the strategic vision and ethos of the academy or academies, and oversees the governing body (if applicable). Legally, the academy trust is the employer of staff, the admissions authority and the owner or the lessee of the land and buildings.

There are a number of different structures in Academies as follows:

Single Converter Academy

Single converters have an academy trust (Board of Directors) and a governing body. The trust usually has fewer members than the governing body, and may have representatives from other organisations such as a university or charity.

The governing body of the academy has full delegated powers and operates in a similar way to the governing body of the original school, although with some new responsibilities including admissions and appeals, finance and accounting, human resources and estate management

The Multi-Academy Trust (MAT)

The MAT model consists of a number of academies that are all part of a single charitable company, with one board of directors and with a local governing body (LGB) or advisory body operating at a local level for each academy.

There is always an overarching Academy Trust which is responsible for running multiple academies. There will be a board of directors (equivalent to governors in a single academy trust fulfilling the role of both company law directors and charity trustee) who are responsible to the members of the MAT and which has overall responsibility for the academies under the Article of Association (AA), the Academy Trust may establish a local governing body for each academy and may delegate matters to those local governing bodies. All trusts must appoint a Chief Executive Officer (CEO) who must have oversight of financial transactions.

Sponsored Academies

Schools may choose to convert and join an existing academy trust (or newly created academy trust) and be sponsored by the lead academy. All low-performing schools becoming an academy are expected to become part of a sponsored academy group. Academy sponsors are accountable for progressive sustainable improvements to performance in their schools. The sponsor school may appoint an advisory board to oversee developments and report to the local governing board if established.

Umbrella Trust

Each school converts as a separate academy trust, then agrees to join or set up an umbrella trust (UT) to join a group of schools together. Schools can convert with a cluster of schools that they already have a relationship with; or with those that they identify as having a similar ethos or strength.

The attractiveness of the UT model, is that they retain the autonomy of having their own trust, while working with a group of schools that can allow shared governance, collaboration and procurement of services or vision such as diocese schools.

The government are anticipating that most schools will convert as part of a MAT or a sponsored academy. All academies, including free schools, are directly accountable to the Education Secretary, while all other state funded schools are accountable to local authorities. Both are inspected by Ofsted.

The structure of the members and governors of academies is set out in the Articles of Association.

Governor Responsibilities

Governors at an academy have a broader range of responsibilities than those at maintained schools, as a result of the Academy Trust being a charitable company (and so requiring compliance with company and charity law).

Governance Structure

An Academy Trust has two levels of governance:

1. **Trust Board Members:** The first three of whom sign the Articles of Association and become the first members of the company (school academy) have relatively few powers besides the ability to appoint and remove some of the governors.
2. **Governor:** There is discretion within the Article to establish the composition of the governing board, in particular how many member appointed, staff and parent governors there are and whether the LA is able to nominate one governor. There must be a minimum of 2 parent governors. There must be no more than one-third of staff governors including the Head Teacher who is an ex-officio governor. The composition of the governing board would need to comply with the Local Authority Associated Person (LAAP) 19.9% voting limit for individuals connected with local government.

19.9% Restriction

As a result of housing legislation, no more than 19.9% of Trust Board Members or governors can be associated with local government. Associated essentially means that they are employed by a Council (including at community schools) or are, or have been within the last four years, an elected councillor. This relates to the circumstances of individuals, not to their 'category' as a governor. For an academy Governing Board of 16-20 this means that only 3 can have an association with local government.

Faith Schools

Have a different set of Articles of Association and the foundation body would appoint the majority of governors.

JOB DESCRIPTION FOR SCHOOL GOVERNORS

Governance is a job – it just isn't paid! It is perhaps even more important for voluntary jobs than for paid ones to be clear about the parameters, expectations and limitations. It is important that the job description allows Governors varying types of commitment – there are many different ways of being a successful governor.

Job Description – School Governor

Responsible to: Chair of Governors

Purpose

To contribute through the work of the governing board in raising standards of achievement for all pupils, operating strategically, for delivering the following three core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff and
- Overseeing the financial performance of the school and making sure its money is well spent.

Responsibilities include:

- Setting vision and strategic direction of the school/academy
- Legal, regulatory and financial functions
- Staffing and performance management
- Regular attendance at meetings
- Monitoring outcomes/Visiting the school/academy
- Serving on a committee/attached to a specific area of work in the school
- Undertake training and development to build new skills/refresh knowledge
- Work within an agreed code of conduct
- Work collaboratively with all stakeholders and partners
- Maintain confidentiality

A PERSON SPECIFICATION FOR SCHOOL GOVERNORS

A Person Specification opens up the discussion about shared values on the Governing Board it has no legal status but can be used as a useful tool for recruitment.

Specifications:

- Believe Every Child Matters
- A passion for making education in Middlesbrough the very best
- Committed to the values of the school
- Commitment of offering time

- Willingness to undergo training and development
- Prepared to work as a member of a team
- Willing to contribute to school development and improvement
- An enquiring mind and confidence to question how decisions made help raise standards
- Reliable

Does the job description and person specification fit anybody that you know who would be interested in becoming a governor? We are always seeking people who are able to fulfil this role, if you feel you have the necessary commitment please contact Richard Painter on 01642-201985 or email richard_painter@middlesbrough.gov.uk

In fact how do you feel about the job description/person specification; do you think it is realistic and appropriate? Please let us have your views by emailing jackie_white@middlesbrough.gov.uk or talk to your clerk at your next governing body meeting.

MAKING A START

You will, no doubt, be keen to begin your new role and we hope this pack will help you to make a start, however, there is no substitute for actually getting involved and knowing your own school. The following information offers some suggestions regarding how you can begin to prepare yourself for an active and effective role as a governor.

Visiting the School

It is important for governors to establish/maintain regular contact with school. However, as you will be aware, schools are busy places and your school may have protocols and guidance to assist with your visit.

Your First Meeting

Your appointment letter, enclosed with this pack, should have included the date and time of your next full governing board meeting. Good practice would ensure that you receive the relevant papers approximately 7 – 10 days before the meeting. There may be quite a number of supporting documents attached to the agenda and you should spend some time reading and digesting these prior to the meeting.

Governing Board Members

Enclosed with your appointment letter is a list of the members of the full governing board for your school with contact details and the category of governance that they hold (see Page 4 for further information on Categories of Governor).

Governing Board Meeting Papers

Schools are required to make governing board meeting papers available for public inspection. If you want to familiarise yourself with the usual format of meetings and the issues discussed by the governing board recently, you could contact the Head Teacher and arrange to visit the school to read previous minutes and other relevant documentation. (Your Welcome Pack should include the last two sets of approved minutes.

Gathering Information

You may find it useful to gather information about your governing board and the school. The checklist gives details of where to obtain the information, some of which is contained in this Welcome Pack.

Use of Information and Resources

The DfE (Department for Education) produces a Governors Handbook, which is available on line and is an important reference document. You can access the current version on the DfE website: <https://www.gov.uk/government/publications/governance-handbook>
You will receive from Governor Development Service regular reports, which provides up-to-date news and information for governors and details of future training events.

VISITING YOUR SCHOOL

When it comes to learning about Governorship and being an effective Governor, there is no substitute for knowing your school. Apart from attending full governing board and committee meetings, Governors have many ways of getting to know their schools better. Reading the information the school provides talking to pupils, parents and staff, and attending school events are some ways of doing this. However, to really get to know how your school works, you need to make visits during the working day.

For a new Governor, it is important that arrangements to visit the school are made **within three weeks of your appointment as you will be required to take some ID verification into the school so a Criminal Records Check (CRC) can be initiated through the Disclosure and Barring Service (DBS).**

Arranging your Visit

Schools are busy places, so it is both sensible and polite to contact school beforehand. Do not be worried about intruding. Most Head Teachers and teachers will be only too pleased to know that you are interested enough to want to visit. Some Governing Boards arrange visits to school regularly and have a monthly or termly rota for this; many ask an experienced Governor to take over the job of escorting new Governors round the school. Ask about this when you contact the school to make arrangements for your DBS check. You could also ask to be put on the mailing list for school newsletters.

Planning your Visit

If this is your first visit, your aim will generally be to get to know the school and the people (pupils and staff) who work there. You might notice how well pupils and staff relate to each other and whether there is a lively, busy working atmosphere. Does the school provide an interesting environment? In later visits you might be visiting only one part of the school or making a full school visit for a specific purpose, the school development plan will help to organise your visit.

During your Visit

Your attitude during visits is important. The Governing Board has a responsibility for the strategic direction of the school, but this does not mean carrying out the role of an adviser or an inspector. The Government and the LA have staff to carry out that function. Nor is it the job of a Governor to judge the professional ability of teachers. It is important to remember that your success as a Governor will depend largely on forming a good working relationship with everyone in the school. This starts with your first visit.

After your Visit

For your own benefit, it is useful to keep a record of your visits, even if you only use it to ask questions to increase your understanding, or make notes about an item, which the Governing Board is due to discuss. It may not be a good idea to make notes during your visit as this could be misunderstood. The best time is immediately after your visit to the school and you should share these with the teacher concerned or the Head Teacher before reporting back to Board of Governors.

What Next?

It all depends on how much time you have available, but Governors do find many ways of enjoying finding out more. Some Governors volunteer to help with school activities, concerts, plays, sports days etc, some go along with staff on their Professional Development Days, Governors may also be linked to a particular aspect of the school development plan, department, class or subject area to help develop their knowledge. If your school has no induction programme for helping Governors to get to know the school, why not ask to have it included on a future agenda?

YOUR FIRST GOVERNING BOARD MEETING

As a school governor you will undertake a variety of activities, the most formal of which will be the actual governing board meetings. Your first meeting can seem a little daunting. Not only will you be joining a new group of people who may have been established for a long time, but the discussion will also centre on topics that may be unfamiliar to you. It is important that you remember that you will have views and skills that you can share. In the meantime the following will give you an indication of what to expect:

- EXPECT** a warm welcome from your clerk and other board members.
- EXPECT** to learn names over time – or through the boards own induction or mentoring programme. A useful ploy is to sketch the seating arrangement and jot down names of people as they introduce themselves.
- EXPECT** the meeting to be fairly formal although everyone will be friendly. This will vary from one board of governing to another, as some are very informal and relaxed. However, all governing boards have to follow certain rules about how meetings are conducted and follow a structured agenda. The clerk to the governing board is available at the meeting to support governors and give advice on procedural matters.
- EXPECT** At your first meeting, to receive some new information. Be prepared to ask questions to help clarify points for yourself. If you feel uncomfortable asking questions note any queries down and either ask someone after the meeting or look up the information in the “Governors Handbook”. You are also very welcome to contact your clerk at the Governor Development Service.

A TYPICAL AGENDA

You will receive the agenda and papers between 7 and 10 days prior to each meeting. Although agendas vary in content, they usually follow a similar format to that shown below. There are certain requirements with regard to the content of the agendas and those indicated below by an asterisk* will appear on every agenda. Many agenda items are accompanied by supporting documents, which will usually be circulated with your meeting papers. Where an agenda item has “Circulated” in brackets at the side the relevant paperwork should be enclosed in your envelope/email. If you do not receive your papers in good time please contact your clerk to ascertain if there is a problem.

HOW TO ADD/INCLUDE ITEMS ON THE AGENDA

Any governor can by contacting the Chair, Clerk or Head Teacher, request that an item be included on the agenda for discussion at the meeting. Including items on the agenda ensures that all governors are aware of what discussions may take place at the meeting and is the most efficient way of undertaking business.

EXAMPLE AGENDA

1. APOLOGIES FOR ABSENCE

The governing board must consider and decide whether or not to consent to apologies submitted by governors who are unable to attend a meeting.

2. DECLARATION OF INTERESTS/CONFLICT OF LOYALTY*

Governors and school staff have a responsibility to avoid any conflict between their own business/personal interests and the business of the School. This agenda item gives governors the opportunity to declare a particular interest in any of the agenda items so that they play no part in the discussion or decision-making process. Governors should also declare an interest in any item that comes up for discussion during the meeting. Interested parties may be asked to withdraw from the meeting during the discussion of the item in which they have declared an interest or conflict of loyalty.

3. MINUTES OF THE PREVIOUS MEETING*

Governors consider the minutes of the previous meeting in terms of their accuracy and may make amendments to the minutes if they feel that they are not accurate before agreeing that the Chair can sign them on their behalf as a true record of the meeting that had taken place.

4. MATTERS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING*

Governors will then have an opportunity to discuss any issues arising from the minutes of the last meeting. For example, a progress report may be given on an ongoing issue, a governor may wish to query whether an agreed action has been carried out or there may be some new information available on a subject discussed at the previous meeting. If significant discussion is required on an issue from the previous minutes, it should have been placed on the agenda as a main item.

5. TO RECEIVE ANY REPORTS FROM COMMITTEES/WORKING PARTIES GOVERNOR VISITS*

All committees and working parties are required to report back to the full governing board on a regular basis. Committees are required by law to produce minutes of their meetings, which have to be approved and signed as an accurate record by the Chair of the committee and then circulated to the full board of governors. This item gives governors an opportunity to report on any visits they have undertaken, to ask questions and to consider any recommendations made by the committees.

6. HEAD TEACHER'S REPORT

It is the Head Teacher's job to provide their board with the information it needs to do its job well. This means they should help the board access the data published by the department and Ofsted. They should also provide whatever management information the board requires to monitor different aspects of life in the school throughout the year. In particular, a board will need to see information relating to the priorities it has identified for improvement. This might include data on:

- pupil learning and progress;
- pupil applications, admissions, attendance and exclusions;
- staff deployment, absence, recruitment, retention, morale and performance and
- The quality of teaching.

The scope and format of the report is generally agreed between governors and the Head Teacher and considered at each termly full board meeting.

7. POLICIES

There are a number of policies and other documents school governing boards are legally required to hold these will be regular reviewed and will appear on your agenda at the appropriate time.

OTHER ITEMS

In addition to the more regular, standard items there will usually be several additional items, depending on what is happening within the school at the time. For example, the governing board may need to consider or discuss arrangements for appointing a new Head Teacher or Deputy Head Teacher

QUESTIONS AND ANSWERS ABOUT GOVERNING BODY MEETINGS

How often do governors meet?

Meetings of the full governing board must be held three times a year (e.g. once a term). It may also be necessary to hold a special meeting to discuss specific issues. Committees also tend to meet once or twice a term.

How many governors must be present for the meeting to be quorate?

A minimum number of governors must be present at meetings for decisions to be made. The quorum for any governing body meeting and vote must be one half (rounded up to a whole number) of the number of governors in post or the number specified in the academy articles of association.

What do I do if I can't attend a meeting?

If you are unable to attend a meeting it is important that you notify your clerk to the governing body, the Head Teacher or Chair as soon as possible. The board will decide whether or not to consent to the apologies submitted. A governor who fails to attend meetings of the full board for a period of 6 months and does not submit apologies or have them accepted by the board will be removed from the governing board.

Can I ask for an item to be included on the agenda?

If you would like an item to be included on the agenda for a board or committee meeting, speak to the Chair, or to your Clerk.

Who can be appointed as Chair of the governing board?

Any governor other than those who are paid to work at the school, for instance the Head Teacher and Staff Governors and pupils at the school cannot be elected as Chair or Vice-Chair.

What is the role of the Chair?

The main role of the Chair is to give the board a clear lead and direction, ensuring that governors work as an effective team, understand their accountability, the part they play in the strategic leadership of the school and in driving school improvement. At a meeting the Chair will:-

- Open the meeting;
- Welcome new governors or visitors;
- Ensure that the minutes are accurate and approved;
- Guide the board through the agenda for the meeting;
- Control the discussion by allocating appropriate times for agenda items and ensuring all governors have an opportunity to contribute;
- Clarify/summarise complex issues;
- Put matters to the vote, if necessary;
- Close the meeting.

The Chair plays a crucial role in setting the culture of the governing body and is “first among equals” but has no individual power. However, action taken under the Chair’s powers of urgency must be reported to the governing body as soon as possible.

What is the difference between a Committee and a Working Party?

Boards can delegate powers to committees, which may take decisions on behalf of the full board. However working parties have no delegated powers but meet to consider a particular issue and make recommendations. Both must report back to the full board.

HOW WE CAN SUPPORT YOU THROUGH TRAINING

A comprehensive range of training opportunities are available which are advertised in the Governor Development Service Training Programme. We try to offer a choice of a morning or an evening session to make it easier to fit the training into your busy lives. Venues for training are advised in the Training Programme. All Governors are expected initially to undertake the Induction Training Programme, governors can book their own training direct by contacting:

Jamie Fryett
Tel: 01642 201986
Email: jamie_fryett@middlesbrough.gov.uk

Induction training

- **Module 1** aims to: explain the main purpose of governing boards, differentiate the 3 key roles of governors
 - 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 the performance management of staff;** and
 - 3) **Overseeing the financial performance of the school and making sure its money is well spent.**
- **Module 2** aims to: Define the characteristics of effective governing bodies. Distinguish between monitoring and evaluation, including the governors’ role in both. Appreciate the variety of performance information available to the school. Identify ways to ensure that Governors’ visits to school are productive. Explain the procedures for governors’ meetings and identify ways to contribute with confidence.
- **Module 3** aims to: Explore the vision, ethos and strategic direction of a school, define the Head Teacher’s accountability to the board, identify the ways in which the Head reports to the board, define the boards accountability to key stakeholders.

Some boards may also offer their own bespoke Induction Training or a mentor to help you become familiar with your new role.

Further training opportunities are also available in areas such as Finance, Personnel Issues, Safeguarding, Safer Recruitment, Pupil Behaviour/Discipline and Health and Safety, Training for New Chairs and Vice Chairs again all advertised in the Training Programme, available on line at www.middlesbrough.gov.uk / Schools / School Governors

Sign in username = sg

Password = governor

Customised training tailored to individual governing body needs can also be arranged. Termly Forums give governors the opportunity to discuss current initiatives with the relevant LA Officer and is a really good time to network with other governors.

Governing Body Information: A Guide to Current Acronyms

AA	Articles of Association
AAN	Approved Admission Number
ABT	Attendance & Behaviour Team
AEN	Additional Educational Needs
AfA	Achievement for Learning
AfL	Assessment for Learning
AMP	Asset Management Plan
APP	Assessing Pupil Progress
ARE	Age Related Expectations
ASC	Annual School Census (Formerly PLASC – Pupil Level Annual Census)
ASP	Analyse School
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit
BESD	Behavioural, Emotional & Social Difficulties
BME	Black or Minority Ethnic
BSP	Behaviour Support Plan
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAT Plan	Core Action Team Plan
CEIAG/IAG	Careers Education, Information, Advice and Guidance
CEOP	Child Exploitation and online Protection Centre
CLL	Communication, Language & Literacy
CoGS	Coordinators of Governor Services
CIF	Common Inspection Framework
CP	Child Protection
CPD	Continuing Professional Development
CPoms	Child Protection online monitoring system
CRWM	Combined Reading, Writing and Maths
CSBM	Certificate in School Business Management
CVA	Contextual Value Added
DBS	Disclosure and Barring Service
DES	Disability Equality Scheme
DfE	Department for Education
DDA	Disability Discrimination Act
DSBM	Diploma in School Business Management
DSG	Dedicated Schools Grant
DSP	Designated Safeguarding Person
DT	Design Technoogy
EAL	English as an additional Language
EBacc	English Baccalaureate
EBD	Emotional & Behavioural Difficulties
EFA	Education Funding Agency
EGPS	English, Grammar, Punctuation and Spelling
EHCP	Education, Health Care Plan
ESBD	Emotional, Social and Behavioural Difficulties

ESW	Education Social Worker
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
FMG	Female Genital Mutilation
FFT	Fischer Family Trust (Data)
FGB	Full Governing Board
FSM	Free School Meals
FSP	Foundation Stage Profile
FTE	Full-time Equivalent
GAG	General Annual Grant
GCSE	General Certificate for Secondary Education
GDS	Governor Development Service
GLD	Good Level of Development
GNVQ	General National Vocational Qualification
GPS	Grammar, Punctuation and Spelling (See SPAG)
GTP	Graduate Teacher Programme
G & T	Gifted & Talented
H&S	Health & Safety
HLTA	Higher Level Teaching Assistant
HMI	Her Majesty's Inspectorate (of Schools and Colleges)
HoD	Head of Department
HoH	Head of House
HR	Human Resources
HT	Head Teacher
ICT	Information & Communication Technology
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
IIE	Investment in Excellence
INSET	In-Service Education & Training
IOG	Instrument of Government
ISB	Individual Schools Budget
ISR	Individual School Range
ITT	Initial Teacher Training
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LACSEG	Local Authority Central Spend Equivalent Grant
L&M	Leadership & Management
LADO	Local Authority Designated Officer (Safeguarding)
LGB	Local Governing Board
LLE	Local Leader of Education
LPSH	Leadership Programme for Serving Headteachers
LSA	Learning Support Assistant
MAP	Middlesbrough Achievement Partnership
MAT	Multi-Academy Trust
MFG	Minimum Funding Guarantee
MFL	Modern Foreign Language
MISE	Middlesbrough Information Systems for Education
MSTA	Middlesbrough Schools Teaching Alliance
NAHT	National Association of Headteachers
NASEN	National Association for Special Educational Needs
NAS/UWT	National Association for School Teachers / Union for Women Teachers
NCTL	National College for Teaching and Leadership
NFF	National Funding Formula

NGA	National Governors Association
NLE	National Leader in Education
NLG	National Leader of Governance
NOR	Number on Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
PAN	Pupil Admission Number
PAT	Pupil Achievement Tracker
PD	Professional Development
PEP	Personal Education Plan
PI	Performance Indicators
PiXL	Partners in Excellence
PLASC	Pupil Level Annual School Census
PLD	Physical Learning Difficulties
PLEDGE	Personalised Learning Development and Guidance
PMLD	Profound & Multiple Learning Difficulties
PM	Performance Management
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSA	Parent Support Advisor
PSHCE	Personal, Social, Health and Cultural Education
PSP	Pastoral Support Programme
PTR	Pupil/Teacher Ratio
PT	Part Time
PTA	Parent Teacher association
PTCD	Teacher Pay and Conditions Document
QA	Quality Assurance
QTS	Qualified Teacher Status
RIDDOR	Reporting Injuries, Diseases & Dangerous Occurrences
S4S&A	Space for Sport and the Arts
SACRE	Standing Advisory Council for Religious Education
SATs	Standard Assessment Tests
SBM	School Business Manager
SCR	Single Central Record
SDP	School Development Plan
SEAL	Social Emotional Aspects of Learning
SEBD	Social, Emotional and Behavioural Difficulties
SEF	Self Evaluation Form
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SFVS	Schools Financial Value Standard
SIC	Statement of Internal Control
SIMS	School Information Management System
SIP	School Improvement Plan
SLA	Service Level Agreement
SLD	Severe Learning Difficulties
SLE	Senior Leader in Education
SLT	Senior Leadership Team
SMF	Schools Management Forum
SMSC	Spiritual, Moral, Social and Cultural (development)

SMT	Senior Management Team
SPaG	Spelling, Punctuation and Grammar (now EGPS)
SRE	Sex and Relationship Education
SSET	School Self Evaluation Tracker
SSSR	Support School Self Review
STA	Standards & Testing Agency
STPCD	School Teachers Pay & Conditions Document
STRB	School Teachers Review Body
TA	Teaching Assistant
TaMHS	Targeted Mental Health in Schools
TES	Times Educational Supplement
TLR	Teaching & Learning Responsibility (points)
TSA	Teaching School Alliance
TTA	Teacher Training Agency
UIFSN	Universal Infant Free School Meals
UPRN	Unique Pupil Reference Number
VA	Value Added
VA	Voluntary Aided
VI	Visually Impaired
VLE	Virtual Learning Environment
WCL	Wellbeing, Care & Learning
YOT	Youth Offending Team

GLOSSARY

Definition of Jargon – specialised language concerned with particular subject; pretentious or nonsensical language, gobbledegook

Adviser	Person employed by the Authority, with expertise in a particular curriculum area or phase of education, to provide advice, guidance and support in all matters of education e.g. appointments, curriculum development, classroom practice and induction of teachers.
Agreed Syllabus	A non-denominational syllabus of religious education, agreed between the Churches and the LA for use in community schools.
Articles of Association	The Articles of Association prescribe the internal management, decision making and running of the academy trust and its liability.
Attainment Targets	Establish what children of differing ability should be expected to achieve by the end of each key stage of the National Curriculum i.e. at the ages of 7, 11, 14 and 16.
Banding	A method of allocating pupils to teaching groups sometimes used in large secondary schools. Each band consists of two or more groups following similar timetables.
Chair	The person elected to preside and control discussion at meetings. Occupies the 'Chair'.

Committee	A small number of Committee Members nominated or elected to deal with special business on behalf of the Governing Body.
‘Conduct’ (of a school)	All aspects of the running of a school, including its aims and the means by which these are pursued, the allocation of resources and the academic and pastoral organisation adopted.
Core Curriculum	The group of subjects considered to be essential to a pupil’s education and, therefore, studied by all pupils.
Curriculum	The sum of all the experiences to which a child is exposed at school, both inside and outside the classroom.
Directed Time	Time when a teacher must be available to carry out duties under the direction of the Head Teacher. As well as teaching lessons, it covers other duties such as attending staff meetings, parent consultation meetings and taking part in training activities. Full-time teachers’ directed time amounts to a maximum of 1,265 hours in any one school year.
Educational Psychologists	Carry out psychological assessments and work with individual children to improve learning and behaviour.
Exclusions	Head Teachers are permitted to exclude pupils from school for serious breaches of discipline.
Ex Officio (Latin)	“By virtue of office”, is appointed to a position by virtue of, and so long as holding, a particular office or post.
Falling Rolls	A decline in the numbers of pupils, either at a particular school, or because of lower birth rates or outward migration, across a wider area.
Forms of Entry	The number of forms or classes that a school admits each year, thus indicating the size of the school. For planning purposes a form of entry is taken as 30 pupils. Maximum number in KS1 infant class size is 30.
Foundation Stage	A stage of education for children aged from three to the end of reception year.
Funding Agreement	The funding agreement provides the framework within which the academy must operate. There are different versions to reflect the circumstances of different types of school, such as primary, secondary and special.
Governors	Those appointed to act as corporate members of a body set up to exercise general oversight of the school, in accordance with its Instrument of Government.
In Loco Parentis	“In the place of a parent” – a teacher must act towards a pupil as a reasonable parent would be expected to act.

Inspector	A person appointed to inspect, monitor, review and report on standards. At this point in time, the function is also linked to the provision of advice and support to further development, and good practice, in education.
Instrument of Government	A document which lays down the membership of a School Governing Body and the conduct of its meetings.
Key Stage	National Curriculum divided into four Key Stages ie KS1 = 5-7 years (Years 1 & 2) KS2 = 7-11 years (Years 3, 4, 5 & 6) KS3 = 11-14 years (Years 7, 8 & 9) KS4 – 14-16 years (Years 10 & 11)
Main Professional Grade	Basic salary scale for school teachers
Member	Any person accepted as belonging, with full rights and duties, to a committee.
Minutes	The formal written record of a meeting.
Motion	A proposal formally put forward or ‘moved’ (sometimes the expression ‘put down a motion’ is used – usually when it is required in writing in advance). If carried, it becomes a resolution. A motion must have a proposer and seconder.
OFSTED	Ofsted is the Office for Standards in Education, Children’s Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted is a non-ministerial department.
Pastoral Care	A school’s arrangements for monitoring and advising pupils on their personal, career and academic development.
Peripatetic Teacher	Teacher employed to teach in a number of schools, usually to give specialist instruction of some kind, e.g. in music.
Point of Order	A purely procedural or technical point (to be decided as such by the Chair) which may be raised at any time by any member and which takes precedence over all other business.
Qualified Teacher	A person who has successfully completed a teacher training course, and has been registered with the DfE as a qualified teacher.
Quorum	The minimum number or persons required to be present at a meeting before decisions can be taken.
Registered Inspector	A person appointed by OfSTED to lead a team to inspect and report upon the quality of teaching and learning in schools.
Resolution	A formal decision, which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting.

Second	To support formally the proposer of a motion or amendment. No motion can be accepted if the proposer fails to find a seconder.
Secondment	The release of staff on a temporary basis, often to undertake further professional development or research.
Sibling	A brother or sister.
Special School	A school for children whose special educational needs cannot be met within a mainstream school.
Special Unit	A unit attached to a mainstream school and providing for children with special needs.
Standard Assessment Tasks	National tasks devised to assess the progress of children at Key Stages 1 and 2.
Supply Teacher	A teacher employed to fill a temporary vacancy or to take the place of an absent teacher.
The Cabinet (Education)	A meeting of the Council which is responsible for the Education Policy of the LA.
Vertical Grouping	Classes formed (usually in primary schools) with children of different age groups.
Virement	The agreed transfer of money from the budget heading to which it has been allocated to another budget heading.