

SHINE Multi Academy Trust Glossary



Person responsible for the document – **Leader of Governance**

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Introduction

This glossary aims to support the Board’s trustees and Local Governing Bodies (LGBs)¹ appointed local governors with an overview of the terms that may be used within communications they receive. With thanks to the National Governors Association for their model document, which supported the basis of this glossary.

A

Academy Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT’s scheme of delegation

Academy converter A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority-maintained school

Academy sponsor led A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code A document providing statutory guidance on schools’ admission with which all schools must comply

AHT Assistant Headteacher

Articles of Association The Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

ASCL Association of School and College Leaders – a headteacher union

¹ As at 11 September 2018 SHINE supports four provisions; Ironville and Codnor Park Primary School, Ranskill Primary School, Scotholme Primary and Nursery School and Whitemoor Academy

ASP a new service, providing schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline

Assessment without levels A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

ATL Association of Teachers and Lecturers – a union for education professionals

Attainment targets These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum

AWPU Age-Weighted Pupil Unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

B

Baseline assessment Assessment of pupils' attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

BDGP Business Development Growth Plan

Board SHINE's Board of Trustees

BPL Business and Projects Lead appointed to support the SHINE team

C

Capital funding Spending on projects, improvements, and extensions to the school's land and buildings

Chair's action In academies the chair is not allowed to take decisions without asking the Board or its LGB for their approval. SHINE's terms of reference document defines when the Chair can take action to ensure that any delay would not be detrimental to the academy, a member of staff, a pupil or a parent

Chief Executive Officer (CEO) The lead professional and head of the executive branch for a group of academies known as a Multi-Academy Trust (MAT). Although, not being a headteacher in any academy, they will be ultimately accountable to the Board for all aspects of the MAT as a whole

Coasting school A school or academy whose performance falls within the government's coasting definition and is therefore, eligible for intervention

Company Secretary Appointed to support the members of the Trust and its Board

Clerk The Clerk is the 'constitutional conscience' of the Board and its Local Governing Body (LGB). They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the Board and its LGB and relay information on legal requirements

Collaboration An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards (bodies), but may set up a joint committee to which they can delegate powers

Community schools Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also take a proportion of income known as 'top slice' for the provision of central services such as HR, legal etc

Community special schools Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

Competency framework for governance A document developed by the Department for Education (DfE), setting out the skills, knowledge and behaviours needed for effective governance

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts

Co-opted trustee/local governor Appointed by the Board or its LGB, generally on the basis of their skills

CPD Continuing Professional Development for academy staff

D

DDA Disability Discrimination Act

Delegated budget Money provided to academies, which local governors can manage at their discretion within the framework of the Boards scheme of delegation

Delegated powers Authority given to the Board's committees, LGB and its committees, the CEO, an individual governor or the Headteacher to take action on behalf of the Board

Designated person Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement

DfE Department for Education – the government department responsible for schools and children (formerly DCSF)

DHT Deputy Headteacher

Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1265 hours in a school year

Disapplication A term used where national curriculum requirements may not apply to a pupil

DSG Dedicated School Grant – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA's funding formula

E

EEF Education Endowment Foundation is dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents

EAL English as an Additional Language

EBD Emotional and Behavioural Difficulties

Education Forum Established by the government as a consultative group including the National Governors' Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions

ESFA Education and Skills Funding Agency – a single funding agency accountable for

funding education and training for children, young people and adults (formerly the EFA and SFA)

EHC plans Education, health and care plans – the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs

ESO Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school

Ethos The morals, values and beliefs that do, or at least should, underpin the academies culture

EWO Education Welfare Officer – a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in co-operation with the school

Ex officio Able to attend meetings by virtue of holding a particular office; within SHINE this role is associated to the CEO

Exclusion The temporary or permanent removal of a pupil from school for serious breaches of the school's behaviour and discipline policy

Executive headteacher Unlike a traditional headteacher who leads one academy only, an executive headteacher is the lead professional of more than one academy; or a lead professional who manages an academy with multiple phases; or who has management responsibility significantly beyond that of a single school site

Executive leaders Those held to account by the Board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff

Extended schools / Enrichment services Academies that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

F

Federation Two or more local authority maintained (or community) schools governed by one governing body

FFT Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales

FBD Finance and Business Director appointed to the SHINE team

Form of entry The number of classes of 30 children that an academy admits each year

Foundation trustee / local governors Appointed by the foundation board, currently not applicable within SHINE

Foundation schools Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria

Foundation special schools Maintained special schools, which have the same freedoms as foundation schools (see above)

Foundation stage Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

Free school A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

FS1 Foundation stage one - nursery

FS2 Foundation stage two - reception

FSM Free School Meals – pupils are eligible for FSM if their parents receive certain benefits

Funding agreement The document which sets out the relationship between an academy/MAT and the Education Skills Funding Agency (ESFA)/Department for Education (DfE)

G

GLD Good level of development

GOLDline – NGA's expert legal and procedural advice service

Governor services May be 'in-house' in larger MATs but often externally commissioned, governor services provide essential support to the Board and its LGBs which may be in the form

of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies are free to buy into their local authority's governor services or seek alternative arrangements

Governing board Refers to the MATs Board of trustees

Governing body Refers to the LGB of an academy which is part of SHINE

H

Headteacher Board Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HLTA Higher Level Teaching Assistant

HMCI Her Majesty's Chief Inspector of Schools

HMI Her Majesty's Inspector

HR Human Resources

HSE Health and Safety Executive

HT Headteacher

I

IEP Individual Education Plan for pupils with special educational needs

INSET In-Service Education and Training – courses for practicing teachers and other school staff

K

KCSiE Keeping Children Safe in Education

KS1 Key stage one (Year one and two)

KS2 Key stage two (Year three, four, five and six)

L

Learning link - NGA Learning Link is a comprehensive online training platform for governors and trustees on the full range of their responsibilities

LEE – Leader of Enhancement and Enrichment appointed to the SHINE team

LGB – LGB

Local association A group of trustees and governors from different schools/academies in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities

LA Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies – SHINE currently supports academies across Nottingham City, Nottinghamshire and Derbyshire LAs

LA Governor Nominated by the LA but appointed by the governing body of maintained schools

LAC Looked After Children – Children who are in care provision. May also refer to children who have been in care at any time in the last six years

LGA Local Government Association – national organisation supporting and representing local government

Local Governing Body LGB – a term used to describe a committee of the SHINE MAT Board, who has delegated powers to govern an academy within a MAT

LACSEG Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities

M

Maintained schools Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines

MAT Multi Academy Trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)

MAT board Common term for the board of trustees overseeing a multi academy trust

Mixed ability A teaching group in which children of all abilities are taught together

MFL Modern Foreign Languages

N

NAHT National Association of Head Teachers – a headteacher union

NASBM National Association of School Business Managers

NASUWT National Association of Schoolmasters Union of Women Teachers – a teaching union

National College National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children’s Services. In particular, it is responsible for the National Professional

Qualification for Headship, the Chairs of Governors’ Leadership Development Programme and National Clerks’ Development Programme

National curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

National Schools Commissioner (NSC) A civil servant responsible for co-ordinating the work of the eight RSCs

NFER National Foundation for Educational Research

NGA National Governors’ Association. The national membership organisation for school governors

Non-teaching (support) staff Members of the academy staff employed to provide services in a academy, such as teaching assistants, premises staff and office staff

NOR Number on roll

NPQH National Professional Qualification for Headship – training for new or aspiring headteachers

NPQML National Professional Qualification for Middle Leadership supports the professional development of aspiring and serving middle leaders

NPSL National Professional Qualification for Senior Leadership

NQT Newly Qualified Teacher

NUT National Union of Teachers – a teaching union

O

Ofqual Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications

Ofsted Office for Standards in Education, Children’s Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

OSV Off Site Visits

P

PAG Prior Attainment Groups

PAN Published Admissions Number – the number of children the academy trust determines must be admitted to any one-year group in the academy

Parent local governor Elected by the parents of the academy’s pupils

Peripatetic teacher One who teaches in a number of schools/academies, to give specialist instruction, e.g. in music

PE and sports premium Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

PFI Private Finance Initiative enables LAs to enter into contracts with the private sector for the provision of new and/or improved capital assets (i.e. infrastructure) and related services

PGR Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA

PI Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

PP Pupil Premium Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

PPA Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers

PRP Performance Related Pay – schools following the School Teachers' Pay and Conditions Document (STCPD) must now ensure teachers' pay is linked to their performance

PRU Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school

PSHE Personal Social Health and Economic education

PSP Pastoral Support Programme for pupils at serious risk of permanent exclusion

PTA Parent Teacher Association – or PSA (Parent Staff Association)

PTA UK National membership organisation for parent teacher associations – formerly NCPTA

PTR Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

Pupil profile Broad evaluation of a pupil's personality, interests and capabilities – this forms part of the pupil's Record of Achievement

Public Sector Equality Duty decisions affect people who are protected under the Equality Act 2010

Q

QTS Qualified Teacher Status

Quorate A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate

Quorum The minimum number of members present at a meeting before decisions can be made

R

Regional Schools Commissioners (RSCs) Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

ROA Record of Achievement

RSE Relationships Sex Education

S

SACRE Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship

SATs Standard Assessment Tasks – used for national curriculum assessment

Scheme of delegation A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

SBM School Business Manager a professional employed by a school/academy with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

School census A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies must take part in the census

School development plan The operational document describing how the school will work towards the strategic priorities set by the Board and its local governing bodies

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

SCR Serious Case Review

Secondment The release of staff on a temporary basis for work elsewhere

SEND Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made

SENCO SEN Coordinator – the teacher responsible for coordinating SEND provision in the school

SENDIST Special Educational Needs and Disability Tribunal

Senior Executive Leader (SEL) – academy trusts must appoint a senior executive leader (who may be known as the principal in a single academy trust, or CEO in a MAT, or equivalent) as the accounting officer (AO) for the trust

Service level agreement A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider

Service premium Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child's pension from the ministry of defence

Secretary of State for Education The senior government minister with responsibility for education. Leads the Department for Education

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

SFVS Schools Financial Value Standard – a means for the Board to assess its financial processes, capabilities and skills

Short inspection A one-day Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged 'outstanding')

SIMS Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita

Special school Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream provision

Special Unit (or Resourced Provision) A unit attached to a mainstream school to cater for children with specific special needs

Sponsor An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities

SSAT Specialist Schools and Academies Trust

Staff governor/trustee Elected by those who are paid to work at the school

Statementing Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans

STPCD School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales. Many academies will also follow the STPCD

Strategic plan The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

STRB School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay

Streaming Placing pupils in classes according to their ability across a range of subjects

T

TA Teaching Assistant

TSA Led by teaching schools and include schools that are benefiting from support as well as strategic partners

Terms of reference The scope and limitations of a committee's activity or area of knowledge

TLR Teaching and Learning Responsibility – payments made to teachers for an additional responsibility

Trust Deed The deed by which a voluntary aided or a voluntary controlled school has been established

Trustee board The Board of a single academy trust or MAT

U

UNISON Union of Public Employees. Many school support staff will be members of this union

V

Virtual school headteacher Looked after children are on a virtual school roll, and each local authority will employ an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They will also work with professionals in the Children's Services department of the council and with all schools in the area to promote the education of children in care

VA Voluntary Aided - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code

Value Added (VA) The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils' current attainment

VC Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship

Vertical grouping Classes formed (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

Vision The school's vision should, in a few sentences, describe what the school will look like in three to five years' time

VOICE A teaching union

Vocational A subject that would not be considered academic in the traditional sense. Students in key stage 4 and key stage 5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A levels

W

Work experience A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time
