

Being a Governor at

Pinxton Village
Infant Schools



School Governor Induction Pack

Document Version Control

Version No.	Updated By	Governor Approval Date	Minute No	Description of Change
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2.0	Liz Hails	27/11/2013	FGB19/11/13	Updated to comply with Audit Services Action Plan Aug 2013 requirement - Ref R1
3.0	Liz Hails	10/02/2016	13/16 (d)	Updated to reflect latest information including new teaching school sections and Gov Expenses section
4.0	Jayne Cotton & Liz Hails	n/a	n/a	Update from Board to board, removal of 2 governors and addition of new governor. Email addresses updated and document changes for website version.

This document should be reviewed annually, prior to the start of the next school year, or earlier if a new Governor joins the PVIS Governing Board, to ensure its contents are up to date.

All changes require full Governing Board approval. Once approval is received, copies of any amended sections must be provided to all Governors where a full document reissue is not required.

Source Documentation:

Content from the following original documents requiring separate approval from the Governing Board have been used to compile this pack (latest versions):

- Governors Code of Conduct
- Governing Board Terms of Reference
- Roles and Responsibilities
- Financial Regulations and Procedures document
- Confidential Reporting Code

This document refers throughout to other information and documents which can be found via the link in the ‘Governing Board Induction Pack’ section of the ‘About the Governors’ page of the school website.

PINXTON VILLAGE INFANT SCHOOLS

Governor Induction Pack

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Further information about our schools, including key school documents can be found on our website: www.pvischools.com

1. Introduction

1.1. Your Commitment as a PVIS Governor

Thank you for becoming a Governor at PINXTON VILLAGE INFANT SCHOOLS (PVIS) and welcome to our Governing Board!

Governors are volunteers who commit their time and expertise to contribute to the governance of their school, with the goal of achieving educational excellence and ensuring strong management and financial control. They attend Governing Board meetings throughout the school year and work to further their school's development. Governing Board report to parents on the school's achievements and respond to inspection recommendations. Governors can also be appointed to sub-committees, with specific responsibilities and delegated decision making powers, e.g., the Head Teacher's performance review committee.

The role of a School Governor is to contribute to the work of the Governing Board in raising standards of achievement for all pupils. This involves ensuring that the vision, ethos and strategic direction of the school are clearly defined, that the head teacher performs his or her responsibilities for the educational performance of the school and ensuring the proper and effective use of the school's financial resources. Each individual Governor has a responsibility, working alongside other members of the Governing Board, to the staff and pupils of the school and the school's wider community.

Together with the Head Teacher, responsibilities of Governing Board include:

- Developing the school's strategic plan
- Determining aims, policies and priorities
- Setting targets
- Monitoring and evaluating
- Deciding the number of staff
- Overseeing the use of the school's budget
- Securing high levels of attendance and good standards of pupil behaviour

You must have an interest in our children's future, be willing to contribute and make a difference, respect the need for confidentiality and be able to work as part of a team.

1.2. Induction, Training and Governor Information

School Governors require a large amount of information to carry out their role. It will take time to become familiar with the range of discussion points and gain an understanding of them. **Questions in meetings are encouraged and welcomed to clarify points, ensure common understanding and also to challenge the Head Teacher and Senior Leadership Team in their management of the school. Everyone has a valuable contribution to make and Governors bring additional skills and experience, as well as alternative viewpoints to challenge**

and ratify the decision-making process. Do not be afraid to express your thoughts and opinions, even if you don't feel you understand all the detail.

This Induction Pack provides lots of useful information and you will receive further briefing reports and documents to review prior to each meeting to keep you fully informed. It is appreciated that some unfamiliar school and financial terminology and abbreviations may be used throughout this pack and in meeting papers. The Glossary in Section 14 can be used for reference when needed. Further Governor information is also available via the Department of Education's (DfE) Governance Handbook for school governors:

<https://www.gov.uk/government/publications/governance-handbook>

Please make sure you prepare for meetings by reading through all the meeting papers beforehand. Senior school staff/your Chair of Governors can be contacted in advance of the meeting (please allow sufficient time for a response) to clarify any items you need more explanation/information for. All new governors will be also offered a 'buddy', who is an experienced PVIS governor, who can also provide advice and support.

Governor training can be carried out by senior school staff and by attending official training courses, as they become available. Governor skills self-evaluations also take place annually to identify training/knowledge gaps and ensure our Governing Board as a whole have the skills necessary to provide effective governance.

Our induction process for new Governors is as follows:-

- After approval of the governor application form/election of a parent or staff governor, the new governor will be invited to a meeting with the Chair of Governors and the Head Teacher before their first Governing Board Meeting.
- During this meeting a PVIS Governors Induction Pack will be issued, along with new governor enrolment forms for completion
 1. Declaration of Eligibility Form (if not already handed in at application). Two proof of ID documents are required
 2. Register of Interests form
 3. Governor expenses set up form

Note - For all Derbyshire Governors, Derbyshire County Council Shared Service Centre will carry out a barred lists check to ensure the individual is not barred from carrying out such volunteer work on behalf of the school. If a Governor is also going into school regularly to work unsupervised with the children, i.e. once a week, or 4 or more times in a calendar month, then an Enhanced DBS check including barred lists is required. The Clerk to Governors will request new governor checks to take place within 21 days of the new governor's appointment.

- The Clerk to Governors will advise the new Governor of the available Local Authority (LA) governor training courses relevant to their needs, such as the 'Welcome to Governance' induction course.

- Governor Training needs are a standing agenda item at every meeting and all Governors will be able to request further training during the meetings.
- At their first meeting the new Governor will be introduced to the Governing Board and a 'Buddy' will be arranged whilst they settle into the role.

If any of the aforementioned induction process steps have not been carried out, please contact the Clerk to Governors to arrange. In the absence of the Clerk, please contact the Head Teacher or Chair of Governors.

Additional support and information is available from Governor Support at Derbyshire County Council:

Contact information

Email: governor.support@derbyshire.gov.uk

Tel: 01629 535769

Governor Support Service
Children and Younger Adults Department
County Hall
Matlock
Derbyshire
DE4 3AG

or via their website:

www.derbyshire.gov.uk/governors

www.derbyshire.gov.uk/governorsmagazine

and from the Department of Education (DfE) website:

www.education.gov.uk

2. Overview - Getting to know your Governing Board and School

Categories of school

Schools use various descriptors, e.g. infants, junior, primary, secondary, but the governing board's powers are more affected by the school's category.

There are three categories of Local Authority (LA) maintained schools – Community, Foundation and Voluntary. Voluntary schools may be Aided or Controlled. There are many similarities between the responsibilities of the governing Board in different categories of school; for example all are eligible to receive a delegated budget. The main differences are set out below.

Community schools

LAs own the land and buildings and retain legal responsibility for staffing. In practice governing Board exercise those functions under delegation. Our schools are in this category.

Pinxton Village Infant Schools is a federation of two community schools, Longwood Community Infant School and John King Infant School. A federation is where one or more schools share a single governing board under section 24 of the Education Act 2002.

Our LA is Derbyshire County Council.

Foundation schools

Own their land and buildings and are the direct employers of staff.

Voluntary Controlled schools

Established by a voluntary Board, usually the Church. Collective worship in these schools is in accordance with the Trust Deed. In appointing a Head Teacher, the governors may appoint someone who is able to preserve and develop the religious character of the school.

Voluntary Aided schools

Established by a voluntary board, usually the church, and consequently generally have a religious character. The governing board is responsible for the religious education and worship policy, and foundation governors are in a majority. Trustees own the land and buildings, and the governing board is the legal employer of staff. It is also responsible for 10% of the cost of capital and external maintenance works, and for the admissions policy.

Number of pupils

- **Age range** - our pupils are aged 4 – 7 years old.
- **Stages** - in the Reception year they are in the final year of the Early Years Foundation Stage. In Years 1 and 2 they are in Key Stage 1.
- **Classes** – no class can go over 30 children. At Longwood we have two mixed year classes across the three year groups. Our Reception intake per year is up to 20 children. At John King we normally have 5 classes across the three year groups, including some mixed year group classes. Where the total number of pupils is 120 or below, there will be 4 classes. Our Reception intake per year at John King is up to 50 pupils per year.

Size and Composition

The Instrument of Government is the document that records the name of the school and the constitution (membership) of its governing board. This is determined by the Governing Board but must have a minimum of 7 members.

Types of Governor

- **Parent governors** – parents (including carers) of registered pupils at school at the time of election who are elected to be representative of the parent board. They should keep in touch with those who elected them but make up their own minds on how to vote on any specific issue. No one who works in the school for more than 500 hours in any consecutive 12-month period is eligible for appointment or election as a parent governor. Similarly, elected members of the Local Authority are disqualified. We have 2 parent governors
- **Head Teacher** – the Head Teacher is a member of the governing board by virtue of their office. The Head Teacher may at any time resign as a governor but their place on the governing board is held open. They are still entitled to attend governing board meetings in their capacity as Head Teacher.
- **Staff governor** – A teaching or support staff member who, at the time of election, is employed by either the governing board or the local authority to work at the school under a contract of employment. The staff governor is elected and should communicate with those who elected them. A staff governor should make up their own mind on how to vote on any specific issue. We have 1 staff governor.
- **Local Authority governor** – nominated by the Local Authority that maintains the school and appointed by the governing board. As with all other governors they should be appointed with a view to their commitment to raising standards. They should keep in touch with those who nominated them but should vote according to the best interests of the school. No one who is eligible to be a staff governor can be appointed as an LA governor. We have 1 LA governor.
- **Foundation & partnership governors (only applies to Foundation schools)** Foundation governors are appointed by the school's founding Board, church or other organisation named in the school's instrument of government. If the school has a religious character, the foundation governors must preserve and develop this. They must also ensure compliance with the trust deed, if there is one. If a foundation school has no foundation or equivalent Board, the foundation

governors are replaced by partnership governors appointed by the governing board after a nomination process.

- **Co-opted governors** - people who in the opinion of the governing board have the skills required to contribute towards effective governance and success of the school. The number of co-opted governors who are eligible to be elected or appointed as the staff governor must not, when counted with the one staff governor and the Head Teacher, exceed one third of the total membership of the governing board. We have 6 co-opted governors and following this rule, only one PVIS staff member could be appointed as a co-opted governor.
- **Associate members** – individuals can be appointed by the governing board to serve on one or more governing board committees, and attend full governing board meetings. They are not governors, but the governing board may assign some voting rights in the committees to which they are appointed. We have 2 associate members.

Clerk to Governors Name – Jayne Cotton

The Governing Board appoints the Clerk to Governors. The Clerk is not a governor. The person appointed is paid for the work they do, plus expenses for postage etc. The Clerk should be able to advise the Governing Board on constitutional and procedural matters, powers and duties as well as:

- Minuting the decisions made at Governing Board meetings
- Receiving correspondence and bringing it to the attention of Governors
- Issuing correspondence on behalf of Governors
- Circulating notice of meetings and other information to Governors
- Preparing and sending out papers before and after Governing Board meetings and committee meetings, in consultation with the Chair

Clerk to Governors contact details:

Jayne Cotton

Email – clerktogov@pvis.derbyshire.sch.uk

Head Teacher's Name: **Jan Pierce**

The Head Teacher is responsible for:

- The internal organisation, management and control of the school
- Formulating aims and objectives, policies and targets for the Governing Board to consider adopting
- Advising on and implementing the Governing Board's strategic framework
- Giving Governors the information they need to help the school raise its standards

The Head Teacher is supported by the **Deputy Head Teacher, Christine Avery**, **Senior Teacher (TLR) Jess Knighton** and the **School Business Officer, Liz Hails**, all of whom work across both school sites.

The Chair's Name: Sebrina de Veer

The Vice-Chair's Name: Caroline Wilson

The Chair of Governors has a key role on the Governing Board. It is the Chair's responsibility to:

- ensure the business of the Governing Board is conducted properly, in accordance with legal requirements;
- ensure meetings are run effectively, focussing on priorities and making best use of time available, and ensuring that all members have an equal opportunity to participate in discussion and decision-making;
- establish and foster an effective relationship with the Head Teacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Board acts as a sounding board to the Head Teacher and provides strategic direction.

The Governing Board must elect a Chair and a Vice Chair, usually at the first meeting of the Autumn Term. There are no regulations prescribing the election process as Governing Board are best placed to decide how to organise this, but those standing for election should withdraw from the meeting when a vote is taken.

Meetings

The law says that the full Governing Board must meet at least three times a year. It is up to the Governing Board to decide how often they meet beyond this. We meet up to 8 times a year.

Dates and Times of Governing Board meetings 2016/17

- Wednesday 21st September 2016
- Thursday 20th October 2016 (Resource Management Focus)
- Wednesday 23rd November 2016 (School Improvement Focus)
- Thursday 9th February 2017 (Resource Management Focus)
- Wednesday 22nd March 2017 (School Improvement Focus)
- Monday 24th April 2017 (Budget Approval)
- Wednesday 14th June 2017 (Resource Management Focus)
- Wednesday 12th July 2017 (School Improvement Focus)

If an issue of serious concern arises, three Governors may call for an extra meeting to take place. They must give written notice to the Clerk that summarises the business to be conducted. The Clerk has to arrange the meeting. **There must always be at least seven days' notice of a meeting; unless the Chair decides there is an urgent need to call a meeting at short notice.**

2.1. Teaching School Governor Responsibilities

In September 2014, Longwood Infant School achieved teaching school status from the National College of Teaching and Leadership (NCTL). Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system. Teaching schools focus on the 'Big 6' areas of delivery:

- Initial Teacher Training - recruiting & training new teachers
- Continuing Professional Development - peer-to-peer professional & leadership development
- Succession Planning & Talent Management - identify & develop leadership potential
- School to School Support - provide & coordinate support for other schools
- Specialist Leaders of Education (SLE) - designate SLEs & broker specialist leaders to provide support
- Research & Development - engage & lead in educational research

Longwood's Teaching School is called 'Synergy', led by our Head Teacher Jan Pierce as Director of the Teaching School and managed full time by Anju Virdee, our Strategic Manager. A teaching school alliance (TSA) has been formed of member schools in our area who can support delivery of the 'Big 6' and/or schools who can benefit from support.

In addition to infant school governance responsibilities, the PVIS governing board is also responsible for the financial management of the teaching school and compliance with funding terms and conditions. Teaching school matters that need bringing to the attention of the PVIS governing board will be included on the meeting agenda when necessary and will form part of the normal meetings.

3. The Governing Board (March 2017)

Parent Governors – 2 positions

Jason Holmes (JK)
Caroline Wilson (LW) **Vice Chair**

Local Authority (LA) Governor – 1 position

Mary Dooley

Staff Governor –1 position

Jessica Knighton (Teacher)

Head Teacher

Head Teacher governor position is currently vacant, but held open for Mrs Pierce

Co-opted Governors – 6 positions

Gavin Morris
Sebrina de Veer - **Chair**
Matthew Peat
Shane Miles
Andrew Upton
Vacancy

Associate Members – as determined by the Governing Board

Christine Avery
Liz Hails

3.1. Governor contact information

NAME	EMAIL ADDRESS
Matthew Peat	g.mpeat@pvis.derbyshire.sch.uk
Mary Dooley	g.mdooley@pvis.derbyshire.sch.uk
Gavin Morris	g.gmorris@pvis.derbyshire.sch.uk
Sebrina De Veer	chairofgov@pvis.derbyshire.sch.uk
Jessica Knighton	jknighton@pvis.derbyshire.sch.uk
Caroline Wilson	g.cwilson@pvis.derbyshire.sch.uk
Jason Holmes	g.jholmes@pvis.derbyshire.sch.uk
Shane Miles	g.smiles@pvis.derbyshire.sch.uk
Andrew Upton	g.aupton@pvis.derbyshire.sch.uk
Vacancy	

Associate Members

NAME	TELEPHONE NO.	EMAIL ADDRESS
Liz Hails	01773 810314/810329	lhails@pvis.derbyshire.sch.uk
Christine Avery	01773 810314/810329	cavery@pvis.derbyshire.sch.uk

3.2. Instrument of Government

The Instrument of Government is a regulatory document which defines the membership of the Governing Board – the number and type of Governors required. This document is agreed with the Local Authority.

3.3. Governing Board Terms of Reference

The Governing Board Terms of Reference defines the role and responsibilities of the Governing Board and is reviewed annually by governors in the Autumn Term.

4. Governors Code of Conduct

'WORKING TOGETHER' - A CODE OF PRACTICE FOR THE GOVERNING BOARD OF FEDERATION OF PINXTON VILLAGE INFANT SCHOOLS

Introduction

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Governing Board and individual governors will operate.

The Governing Board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

The following information about each governor / associate member will be published on the school's website:

- Name
- Category of governor
- Which body appoints them
- Term of office
- The names of any committees the governor serves on
- Details of any positions of responsibility such as chair or vice-chair of the governing Board or a committee.

From 1 September 2015, the Governing Board will be under a duty to publish on their website their register of interests. The register should set out the relevant business interests of governors and details of any other educational establishments they govern. The register should also set out any relationships

between governors and members of the school staff including spouses, partners and relatives. (Statutory guidance for Governing Boards of maintained schools and local authorities in England – March 2015)

The Governing Board accepts the following principles and procedures:

General

1. We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
2. We recognise that our Headteacher is responsible for the implementation of policy and day-to-day management of the school and the implementation and operation of the curriculum.
3. We accept that all governors have equal status, and although appointed by different groups (e.g. parents, staff) our overriding concern will be the welfare of the school as a whole.
4. We have no legal authority to act individually, except when the Governing Board has given us delegated authority to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfill all the legal expectations as, or on behalf of, the employer.
6. We will encourage open government and should be seen to be doing so.
7. We will consider carefully, how our decisions may affect other schools.

Commitment

8. We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
9. We will each involve ourselves actively in the work of the Governing Board, attend regularly, and accept our fair share of responsibilities, including service on committees or working groups.
10. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
11. We will consider seriously our individual and collective needs for training and development.

Relationships

12. We will strive to work as a team.

13. We will seek to develop effective working relationships with our Head, staff, parents, the LA, and other relevant agencies (including the Diocesan Authorities ((where appropriate)), and the community.

Confidentiality

14. We will observe confidentiality regarding proceedings of the Governing Board in meetings and from our visits to school as governors.
15. We will observe complete confidentiality when required or asked to do so by the Governing Board, especially regarding matters concerning individual staff or students.
16. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Board;

Conduct

17. We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the Governing Board or its delegated agents.
18. We will only speak or act on behalf of the Governing Board when we have been specifically authorised to do so.
19. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Board.
20. Our visits to school will be undertaken within the framework established by the Governing Board, in agreement with the Head and staff.
21. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.

Suspension

- 22. If the need arises to use the sanction of suspending a governor, we will do so by following the Procedures Regulations so as to ensure a fair and objective process.**

Removal

23. We recognise that removing a governor from office is a last resort, and that it is the appointing body which have the power to remove those they appoint.

If the need arises to use the sanction of removing a governor, we will do so by following the Constitution Regulations so as to ensure a fair and objective process.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Undertaking:

As a member of the Governing Board I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Board, the Headteacher or staff.

I understand that I must declare business interests and this information will be published on the school's website along with my name, details of my term of office and responsibilities as a governor. Failure to reveal this information may be judged as bringing the Governing Board into disrepute and could lead to my role as a governor being suspended.

5. Governing Board Committees

Following a six-month trial ending in August 2015, Pinxton Village Infant Schools Governing Board formally adopted a full Governing Board attendance at all meetings, with each meeting having a specific focus on either resource management or school improvement. The governing board terms of reference includes information regarding the areas of responsibility for school improvement focussed meetings. It also provides information regarding the finance, personnel, premises, health and safety areas of responsibility for the resource management focussed meetings.

It has been found that when all governors attend all meetings, less repetition occurs and meetings do not over-run due to explanations to governors on differing committees. Governors are asked to express an interest in either 'school improvement' or 'resource management' to assist with governor visits and the monitoring process.

A committee of nominated governors does remain for the Head Teacher's performance management review.

Performance Management Committee 2016/2017

Caroline Wilson- Chair
Gavin Morris
Matthew Peat

Named Governors

The following governors are the 'named' governors with specific responsibilities for focus areas relating to child welfare and the School Improvement Plan:

SEND and Safeguarding Governors– Mary Dooley & Caroline Wilson
Quality of teaching, learning and assessment – Gavin Morris
Personal development, behaviour and safety –Matthew Peat
Outcomes for children and learners – Gavin Morris and Jessica Knighton
Sports Premium/Pupil Premium – Matthew Peat and Jessica Knighton
Finance – Sebrina de Veer and Jason Holmes
Leadership and Management –Sebrina de Veer
Early Years Foundation- Caroline Wilson
Health and Safety – Sebrina de Veer and Jason Holmes

6. Roles and Responsibilities

This document details the roles and responsibilities of the Governing Board, Headteacher/Deputy Headteacher, School Business Officer and School Business Assistants at Pinxton Village Infant Schools (PVIS). The schools share one Governing Board, one Head Teacher, one Deputy Head Teacher and one School Business Officer but have separate School Business Assistant roles at each site. The Head Teacher has line management responsibility for the Deputy Head, School Business Officer and the School Business Assistants. The schools have separate delegated budgets.

Longwood is also designated as a Teaching School by the National College of Teaching and Leadership, called Synergy. The roles and responsibilities relating to Synergy Teaching School are listed at the end of this section.

Governing Board

The statutory responsibilities of the Governing Board are detailed in Section 21 of the Education Act 2002. Governors have collective responsibility for the financial decisions and are answerable to parents and the wider community.

The Governors have a strategic responsibility for managing the school finances and resources to optimise the standards of education.

The Governors' role will be to:-

- Manage the school budget. Consider and approve the annual budget plan in line with the School Improvement Plan, by the second Friday in May each year.
- Decide whether to delegate responsibilities to the Finance Committee, Head Teacher/Deputy Head Teacher, School Business Officer or School Business Assistant and establish the level of their responsibility and financial limits.
- To determine the staff establishments in line with the School Improvement Plan / Strategic Forward Planning Document, and a pay policy for the School.
- To determine a procedure for ensuring there are adequate cover arrangements for teaching and support staff absences, taking into account budget limitations.
- Receive and consider information received from the LA regarding changes to the funding formula.
- Ensure accurate accounting records are maintained and retained for appropriate periods of time in accordance with the Governors' Document Retention Policy and legal requirements.
- To provide support, advice, and act as a 'critical friend' to the Head Teacher.
- Receive budget monitoring reports and consider changes to the budget plan in the light of information contained in the monitoring reports.
- Ensure the school meets all statutory financial responsibilities through the establishment and annual review of a financial policy and financial

regulations and procedures, taking into account the LA financial regulations.

- Ensure the school achieves 'Best Value' from its budget.
- Ensure that a Register of Business Interests is maintained for all governors and those staff who are in a position to influence financial decisions.
- Ensure that prompt responses are made where necessary to audit and other inspections, and improvement action plans are followed.
- Authorise the disposal/write off of inventory items and "written off stock".
- Ensure the school has an appropriate Confidential Reporting Code or 'Whistle Blowing' policy that staff, parents and contractors are made aware of it.

The Governing Board may delegate some of its responsibilities to a Committee. If this decision is taken, the main Governing Board will:-

- Define the terms of reference of all Committees that are in operation.
- Define the extent of delegation.
- Ensure the main Governing Board receives minutes and reports from each Committee.
- Annually review the Committee's terms of reference.
- Ensure there is a formal link between the Committee and other Governors' Committees where decisions of one affect the other.

Role of the Head Teacher/Deputy Head Teacher

The Head Teacher will be responsible for the day to day leadership and financial management of the school. The level of those responsibilities and maximum limits of expenditure will be determined by the Governing Board and formally minuted.

At PVIS, the Deputy Head Teacher carries out aspects of the Head Teachers financial leadership and management role due to the Head Teachers additional Teaching School responsibilities. Although ultimate responsibility remains with the Head Teacher, the Deputy Head Teacher's duties are also listed below. Financial management tasks are also delegated to the School Business Officer to perform on behalf of the Headteacher.

The key responsibilities of the Head Teacher will be:-

- HT/DHT - The internal organisation of the School to ensure the sound management of financial systems and procedures.
- HT/DHT - Formulate the draft budget plan for submission to the Governors in line with the School Improvement Plan and agreed staffing establishments for each school site.
- HT - To monitor the School budget at least *monthly* and ensure reports are provided to the Governors / Finance Committee.
- HT - To ensure financial policies and procedures are formulated and implemented to provide efficient and effective management and control (and in accordance with LA requirements).
- DHT - To ensure there is adequate supply cover for teaching and support staff absences in line with Governors' procedures and strategies.

- HT - Ensure all staff with financial responsibilities receive training and advice on financial policies and procedures.
- HT - Ensure the School's voluntary funds are independently audited on an annual basis and the accounts and auditor's report are presented to the Governors promptly.
- HT/DHT - Implement budget virements up to the limit as agreed by the Governors and obtain Governors' approval for virements above that level.
- HT - Ensure a response is provided to the audit reports and action plans and that reports to the Governors are provided on progress against these requirements.
- HT – Ensure the Schools Financial Value Standards submission is prepared and approved by the Governing Board before submission by the annual deadline.
- HT - Ensure the maintenance of an up to date inventory of equipment in a form approved by the Local Authority, which is reviewed annually.
- HT - Ensure the School has appropriate insurance cover for public liability, building and contents etc.
- HT/DHT - To authorise official orders for the purchase of goods and services up to the limit agreed by the Governors. The Governors will be responsible for approving orders above that limit.
- HT/DHT - To promptly authorise payment of purchase invoices in line with the School's Financial Procedures and Regulations.
- DHT – Completion of all employee leaver / starter / changes forms and submission to the D.C.C. Shared Services Centre.
- HT/DHT - Be responsible for the authorisation of employee timesheets / starters / leavers / changes forms.
- HT/DHT - To ensure that financial and confidential information is held securely at the school with access restricted to authorised staff only.

Role of the School Business Officer

The level of responsibility of the School Business Officer will be determined by the School Governors on the advice of the Head Teacher. The School Business Officer may be given responsibility for a level of expenditure determined by the Governing Board and formally minuted.

The key responsibilities of the School Business Officer will be:-

- Working with the Head Teacher to formulate a draft annual budget plan for each school for submission to the Governing Board.
- To monitor expenditure against budget headings and provide reports to the Head Teacher and the Governing Board.
- To authorise official orders for the purchase of goods and services up to the limit approved by Governors. The Head Teacher/Deputy Head Teacher and Governors will be responsible for orders above that limit.
- To promptly authorise payment of purchase invoices within approved limits, in line with the School's Financial Procedures and Regulations.
- To formulate and implement the school's financial policies and procedures to ensure efficient and effective management and control (and in accordance with LA requirements).

- To provide financial expertise and advice for other school staff with financial responsibilities. Also seeking specialist advice/guidance from the LA when required.
- To support the Head Teacher in ensuring all staff with financial responsibilities receive training and provide advice on financial policies and procedures.
- Complete the annual audit certificate of each school's voluntary funds and arrange for them to be independently audited on an annual basis. To also present the auditor's report to the Governors promptly and publish a statement on the school website confirming the audit had taken place and the outcome.
- Comply with internal audit requests for completion of pre visit questionnaires and evidence collation.
- To provide a response to the audit reports and action plans, implement recommendations for improvements and provide reports to the Governors on progress.
- To ensure previous audit requirements are considered in the daily financial management of the schools.
- To work with the Governing Board on drafting of the annual Schools Financial Values Standards submission, within the required deadline.
- Ensure the School achieves 'Best Value' in all aspects of purchasing on behalf of the school.
- Effectively control expenditure within areas of delegated budget responsibility to support the Head Teacher in achieving a surplus/balanced budget.
- Maintain the school inventories and ensure the annual reviews are carried out.
- Oversee the school uniform stock control procedure and undertake regular stock/cash checks.
- Ensure that financial and confidential information within the School Business Officers control is held securely at the school with access restricted to authorised staff only.
- Ensure access to the SAP finance system is adequately controlled and that the SAP Team are promptly notified to delete user accounts following staff departures.
- Carry out all financial tasks reasonably delegated by the Head Teacher/Deputy Head Teacher within their level of authority.

Role of the School Business Assistant

The level of responsibility of the School Business Assistant will be determined by the School Governors on the advice of the Head Teacher.

The key responsibilities of the School Business Assistant will be:-

- The general administration of the school's finance system and adherence to the school's financial procedures and regulations, ensuring good practice and efficiency.
- To maintain accurate and up to date financial records and accounts that will be retained for the statutory length of time.

- Operation of the School Imprest petty cash system, including undertaking Imprest bank account reconciliation.
- Operation of the School Voluntary Funds accounts, including undertaking School Fund bank account reconciliation.
- To bank all income promptly and intact, working with a second employee for verification purposes ensuring cash held in school is securely stored and does not exceed £250.
- Generate purchase orders for goods and services in line with the school's financial procedures.
- Ensure invoices are processed promptly and sent for approval in line with the School's financial procedures.
- Input monthly additional hours, absence and allowances for payroll processing and produce monthly payroll reports to be signed by the Head Teacher/Deputy Head Teacher.
- Check monthly postings reports for the school budgets and investigate any unverified postings with the School Business Officer.
- Operate the school uniform sales and stock process and support the School Business Officer with stock/cash checks (John King only).
- Ensure access to the RM Integris system is adequately controlled and that user accounts are promptly deleted following staff departures.
- Support the School Business Officer in preparing for internal audit visits.
- Ensure that financial and confidential information within the School Business Assistants control is held securely at the School with access restricted to authorised staff only.
- Carry out all financial tasks reasonably delegated by the Head Teacher/Deputy Head Teacher or School Business Officer within their level of authority.

Synergy Teaching School Responsibilities

PVIS Governing Board

In addition to the statutory responsibilities the Governors have a strategic responsibility for exercising governance responsibilities for Longwood Infant School as a National Teaching School.

PVIS governors will:

- Embrace Synergy Teaching School as an integral part of Longwood Infant School and PVIS.
- Sign and adhere to the annual Terms and Conditions of the Teaching School grant and other grants Synergy Teaching School can bid for.
- Consider the financial implications of the Teaching School Executive Board's strategic plans, including financial compliance with NCTL and DfE terms and conditions.
- To approve the teaching school budget, including staffing.
- To monitor the budget and teaching school business plan, including the scrutiny of income generation targets and future financial sustainability.

- To review and approve the Teaching School Finance Regulations and Procedures and Charging/Lettings policy and scale of charges annually, or as changes arise.
- To consider/approve virements between budget heads in excess of any delegation granted to the Director under the Governors' Scheme of Financial Delegation.
- To consider/approve any proposal involving recurring expenditure not provided for in the Governors' Scheme of Financial Delegation.
- To be responsible for contractual arrangements in respect of items given Governing Board approval, in accordance with Council Standing Orders and Financial Regulations, including the placing and opening of tenders and obtaining quotes and leasing of premises for teaching school activities.

- To consider proposals involving expenditure in excess of any delegation granted to the Director under the Governors' Scheme of Financial Delegation.
- To be responsible for ensuring a health and safety policy and appropriate H&S arrangements are in place.
- To monitor arrangements for teaching school premises including site security and accessibility.
- To champion the work of the Teaching School, including engaging stakeholders in the 'big six' delivery.
- To maintain the Teaching School designation by ensuring pupil performance at Longwood is monitored and ensuring a secure SLT/staffing structure and succession planning.
- To line manage the performance of the Director of Teaching School in accordance to Headteacher performance management.
- Chair of Governors from PVIS Governing Board to sit in attendance at the 4Derbyshire Alliance Executive Board meetings to ensure transparency and effective communication.
- PVIS Governing Board shall delegate the following responsibilities of the delivery of Synergy Teaching School to the 4Derbyshire Alliance Executive Board as:
 - To be informed of Teaching School income generation targets and progress
 - To provide advice and guidance on investment and spending with the delivering of TSA 'big 6'
 - To hold the Director of Synergy to account for Strategic Direction and each other
 - To have delegated responsibility for the lead and delivery of the NCTL Action Plans (pillar plans)

In addition to the roles and responsibilities for our infant schools, our Head Teacher is also Director of our Teaching School. As Director, she has the following additional responsibilities:

Director of Synergy Teaching School

- Accounting Officer for all grant monies received for National Support School, National Teaching School
- Accountable for reporting to NCTL and any other government Board releasing grant monies
- Accountable for Teaching School Budget and ensuring all income generation targets are met

Other teaching school staff responsibilities are as follows:

Strategic Manager

- Provide appropriate policy and procedures to support Teaching School grant transactions
- To prepare Teaching School budget annually and present timely reports to Director as advised
- To prepare financial and budgetary reports to PVIS Governors
- To support the preparation of any audit and reporting to NCTL for the Core Teaching School Grant

School Business Assistant

- To support the Strategic Manager and Director in budget reconciliation
- Financial transactions for grant monies
- Financial administration duties for grant monies

7. School Finance

The School's financial regulations and procedures and the latest audit report are integral to the financial management and administration of our infant schools.

These documents are based on financial management requirements detailed in the Derbyshire Scheme for Financing Schools. This scheme sets out the financial relationship between Derbyshire County Council and the maintained schools it funds. This scheme applies to all community, voluntary, foundation, community special and foundation special schools in the area of Derbyshire County Council. A copy of the Derbyshire Scheme can be found on the Derbyshire County Council website www.derbyshire.gov.uk. A copy of the latest audit report will be provided to all governors by the School Business Officer.

7.1 Teaching School Finance

Synergy Teaching School receives Department of Education (DfE) grants from Year 1 (September 2014) to year 4 of its operation, on a reducing basis. The purpose of the grant is as follows:

'To support the necessary leadership and administrative capacity to undertake the work in leading the alliance: action planning (including delivery of an agreed action plan to the National College of Teaching and Leadership [NCTL]), including designating and brokering the deployment of Specialist Leaders of Education (SLEs), sponsoring practitioner research, quality assuring all the activity undertaken by an alliance.'

Source: DfE Grant Offer Letter

Financially the teaching school can earn money through its activities such as running courses, room hire of its training centre, charging member schools of its alliance for receiving school to school support and alliance membership fees. The teaching school must become financially sustainable over this 4 year period as funding reduces and ceases. The Teaching school may also receive smaller amounts of grant funding to support specific activities such as supporting named schools but this shouldn't be used to cover general running costs. An annual return of how grant funding has been spent in accordance with NCTL terms and conditions is submitted each year. The Teaching School funds sit in a separate Derbyshire County Council (DCC) cost centre/budget to the infant school budgets and must follow DCC Financial Regulations and Procedures. The Teaching School have their own Financial Regulations and Procedures document as an Annex to the PVIS document.

8. School Improvement Plan

We have a joint School Improvement Plan, covering the ongoing development of both school sites. This is a working document, updated by the Head Teacher in consultation with the full Governing Board. Governors will receive updates on plan progress at each school improvement focused governing board meeting. Areas of improvement highlighted by Ofsted will also feature as actions in this document.

School Improvement Plans should cover a three year period and link improvement targets and deadlines with required resources and budget expenditure. A copy of the School Improvement Plan is displayed in school for public review and the latest version is available upon request from the Head Teacher.

9. Ofsted

Longwood Infants was last inspected by Ofsted in June 2009 and was awarded an 'Outstanding' rating.

John King Infants was last inspected in May 2013 under the new inspection framework and was awarded a 'Good' rating.

Our Ofsted reports are available on the 'Documents and Information' page of the schools website – www.pvischools.com, or directly from the Ofsted website - www.ofsted.gov.uk.

10. Local Authority Information – Governor Skills

Governor Desirable Competencies

The long term plan for our Governing Board is to have a wide range of desirable competencies. Our aim is to have a team of governors who will have a cross section of strengths in the areas listed below. Ideally individual members will have strengths in one or more of these areas which will ensure a full set of competencies are held.

General and Strategic Management

- Leads the development of strategic plans
- Able to identify viable options and select or recommend those most likely to achieve the School's goals and objectives.

Personnel Administration

- Understands the recruitment process (Safeguarding Children module),
- Understands disciplinary issues,
- Identifies the need for training,
- Understands employee performance management reviews.

Financial Management and Accountability

- Has a clear understanding of best financial management practice and school performance compared to it.
- Understands the LA and statutory financial requirements for the School.
- Understands and can undertake budget setting and budget monitoring activities
- An understanding of the Schools Financial Value Standard (SFVS) requirements.

Development of policy documents

- Has a commitment to the policies required by law
- Encourages the School to improve on standards.

Interpretation of the law and legal issues

- Awareness of Child Protection and Looked After Children issues
- Awareness of Health and Safety and Risk Assessment issues
- Knowledge of the SEN process and the desired requirements by law.

Knowledge of the media and the Arts

- Understands the importance or communicating the Schools performance to stakeholders
- Has the ability to promote the School and its achievements to the media.

Commitment and Challenge

- Has a commitment to the School and the work of the Governing Board
- Presents information and views clearly and influentially to others.

Further information regarding the knowledge, skills and behaviours needed for effective governance is also available via the Department of Education's (DfE) "A Competency Framework for Governance" publication which can be found here:

<https://www.gov.uk/government/publications/governance-handbook>

10.1. Governing Board Self-Evaluation form

To ensure effective governance and achievement of the standards required by our LA, it is important to periodically evaluate the performance of the Governing Board. Self-evaluation will therefore be carried out annually, as a Governors meeting agenda item. The results of this will allow Governors to identify strengths and any areas for development via training, a change in working practices, or where more information is needed

10.2. SFVS skills analysis matrix for the financial management skills needed by the governing Board

The Schools Financial Value Standard (SFVS) has been available for schools to use from September 2011. The SFVS has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place. Governing Boards have formal responsibility for the financial management of their schools, and so the standard is primarily aimed at governors.

Under the SFVS framework, all Governors on the Governing Board should complete the skills matrix which covers the financial management skills that best practice determines should be available within the governing board. Training or knowledge gaps can therefore be identified and plans put in place for Governors to attend training courses and/or to be given the required information.

11. Confidential Reporting Code

PVIS have adopted the LAs Confidential Reporting Code (whistleblowing policy) and a copy of this policy is available on the 'Documents and Information' page of the schools website – www.pvischools.com.

The following information is taken from Derbyshire County Council's website to provide further explanation for its use in school:

"Confidential reporting is the disclosure or communication of information about possible malpractice by individuals or organisations. Disclosure can be either internal within the organisation, or external to an outside authority.

The confidential reporting code is intended to enable individuals or organizations to disclose information about malpractice internally and to provide them with protection from subsequent victimisation, discrimination or disadvantage.

This will assist in detecting and deterring malpractice and, by demonstrating our accountability, maintain public confidence a good reputation. In line with the our commitment to high standards of openness, integrity and accountability, we expect employees who have a reasonable belief that malpractice is taking place within the organisation to come forward and voice those concerns internally.

This may be an awareness of suspected irregularity, wrongdoing or a failure of standards. This code provides the means for employees to make such disclosures and is available in the related documents section of this web page."

12. Statutory Guidance on Governance

12.1 School Governance (Federations) (England) Regulations 2012

12.2 School Governance (Constitution) (England) Regulations 2012

School Governing Board operate within a legal framework which is defined within these two statutory guidance documents from the Department for Education. This means that all Governors must have regard to it when carrying out duties relating to the constitution of governing Board in maintained schools.

As a federation of two infant schools, the School Governance (Federations) (England) Regulations 2012 apply and work alongside the School Governance (Constitution) (England) Regulations 2012 – the regulations for non-federated schools.

12.3 The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 set out the procedures which all Governing Board of maintained schools in England should follow.

It is the responsibility of the Chair of Governors to ensure the business of the Governing Board is conducted properly, in accordance with legal requirements. The Clerk to Governors should also advise the Governing Board on constitutional and procedural matters, powers and duties. A copy of these regulations is available on the www.legislation.gov.uk website.

13. Governor Expenses

Governors are able to claim governor expenses for approved duties as per the PVIS Governor Expenses Policy. "Approved duties" for the purpose of claiming travel, subsistence, childcare/babysitting and governor assistance expenses under this policy applies to duties other than normal attendance at full Governing Board meetings, committee meetings and governor visits at our schools.

Examples of approved duties would be:

- ✓ to attend governor training courses at a venue other than our schools;
- ✓ to visit other schools on governing Board business;
- ✓ to attend meetings on behalf of the PVIS Governing Board with other agencies such as the LA;
- ✓ to carry out other duties away from school approved by the Governing Board.

With regards to miscellaneous expenses, Governors can claim for printing, stationary and postage costs up to £15 per year for all governing board work, including governing board/committee meetings.

Governors may only claim expenses in respect of actual expenditure incurred and a valid receipt must be attached to the expenses claim form.

Expenses not allowed

1. Governors cannot claim 'attendance allowances' i.e. payment for actually attending Governing Board meetings;
2. Governors may not be reimbursed for loss of earnings;

14. Glossary of School Abbreviations and Financial Terms

Please use the list of terms and abbreviations which follow to support your understanding of the information contained within this pack and other information presented to you in your governor role. Cross-references are denoted by **bold type**. Terms explained at the end of this Glossary are denoted with an asterisk *.

Abbreviations/Acronyms

AAT	Association of Accounting Technicians
ACE	Advisory Centre for Education
ACSL	Association of School and College Leaders. ASCL is the new name for the Secondary Heads Association.
AMP	Asset Management Plan
AO	Administrative Officer
APP	Assessing Pupil Progress
APT&C	Administrative, Professional, Technical and Clerical, National Service Conditions
AST	Advanced Skills Teacher
ATL	Association of Teachers and Lecturers
AWPN	Age Weighted Pupil Number
AWPU	Age Weighted Pupil Unit
BECTA	British Educational Communication and Technology Agency
BIP	Behaviour Improvement Programme
BVP	Best Value Policy or Plan
CAD	Computer Aided Design
CEO	Chief Education Officer
CAS	Controls Assurance Statement
CERA	Capital Expenditure from the Revenue Account
CofE	Church of England
CFR	Consistent Financial Reporting*
CIPFA	Chartered Institute of Public Finance and Accountancy. See also IPF.
CIS	Construction Industry Scheme
CIT	Construction Industry Tax
COGS	Co-ordinators of Governor Support
CPD	Continuing Professional Development (of teachers)
CPP	Centre for Procurement Performance
CPS	Common Pay Scale
CRB	Criminal Records Bureau
CT	Children's Trust*
DCLG	Department for Communities and Local Government
DCSF	Department for Children, Schools and Families – now DfE
DDA	Disability Discrimination Act
DFC	Devolved Formula Capital
DfES	Department for Education & Skills: former name of DfE – now DfE
DfE	Department for Education
DPA	Data Protection Act
DSAS	Derbyshire Schools Administration System
DSC	Directory of Social Change
DSG	Dedicated Schools Grant*
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EFSS	Education Formula Spending Share
EiC	Excellence in Cities*
EIP	Education Improvement Partnership
EMAG	Ethnic Minority Achievement Grant
EP	Educational Psychologist

EPC	Educational Procurement Centre
ERS	Enhanced Resource School
ET	Employment Type
EU	European Union
EWO	Education Welfare Officer
FC	Finance Committee
FE	Further Education
FMS	Financial Management System, accounts software package
FMSiS	Financial Management Standard in Schools (Ended in 2010- replaced with SFVS)
FOI	Freedom of Information Act
FSM	Free School Meals
FSP	Foundation Stage Profile
FSS	Formula Spending Share*
FTE	Full Time Equivalent
GAAP	Generally Accepted Accounting Principles
GB	Governing Board
GMB	A public service union
GNVQ	General National Vocational Qualification
GP GD	Group Grade, denotes Service Conditions* for a particular individual
GTC	General Teaching Council
H&S	Health and Safety
HE	Higher Education
HLTA	Higher Level teaching Assistants
HMI	Her Majesty's Inspector of Schools,
HMRC	Her Majesty's Revenue & Customs, incorporating Inland Revenue
HMSO	Her Majesty's Stationery Office, which operates within OPSI
HR	Human Resources
ICT	Information and Communications Technology
IIP	Investors in People
INSET	In-Service Education of Teachers
IPF	Institute of Public Finance (the commercial services arm of the Chartered Institute of Public Finance and Accountancy)
ISB	Individual Schools Budget*
ISPSB	Individually Statemented Pupil Support Budget
IT	Information Technology
ITT	Initial Teacher Training
KS1-KS4	Key Stage 1 to Key Stage 4
KSWPU	Key Stage Weighted Pupil Unit
L1 to L43	Leadership Group spine (School Teachers' Pay & Conditions)
LA	Local Authority
LBA	Local Bank Account
LFM	Local Financial Management
LGA	Local Government Association
LGPS	Local Government Pension Scheme
LMS	Local Management of Schools
LMSS	Local Management of Special Schools
LSA	Learning Support Assistant
LSC	Learning and Skills Council
LSP	Local Strategic Partnership (related to extended schools)
M1-M6	Main pay scale for qualified classroom teachers
MA	Management Allowance
MBA	Master of Business Administration
MFG	Minimum Funding Guarantee - a nationally determined minimum increase in per pupil funding each financial year.
MLD	Moderate Learning Difficulty
NAGM	National Association of Governors and Managers
NAHT	National Association of Head Teachers
NASBM	National Association of School Business Management, formerly NBA
NASUWT	National Association of Schoolmasters Union of Women Teachers
NBA	National Bursars Association, the former name of what is now NASBM

NCSL	National College of School Leadership
NFER	National Foundation for Educational Research
NFF	National Funding Formula
NGC	National Governors' Council
NgfL	National Grid for Learning
NHS	National Health Service
NI	National Insurance
NNDR	National Non-Domestic Rates, or business rates.
NNEB	National Nursery Examination Board (Nursery Nurse Qualifications)
NOF	New Opportunities Fund
NOR	Numbers On Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualification
ODPM	Office of the Deputy Prime Minister (former name of DCLG)
Ofsted	Office for Standards in Education, a national schools' inspection service
OPSI	Office of Public Sector Information, incorporating HMSO
PACE	Police and Criminal Evidence Act (1984), significantly modified by the Serious Organised Crime and Police Act 2005.
PAN	Published Admission Number
PANDA	Performance and Assessment Data (Ofsted), now replaced by RAISEonline
PAT	Professional Association of Teachers. Can also refer to Pupil Achievement Tracker, which is now replaced by RAISEonline
PCT	Primary Care Trust (part of the NHS)
PFI	Private Finance Initiative
PHOENIX	The management information system now known as ' Facility '
PHU	Physically Handicapped Unit
PI	Performance Indicator
PICSI	Pre-Inspection Context Social Indicator report
PLASC	Pupil Level Annual School Census
PMLD	Profound and Multiple Learning Difficulties
PPA	Pre-school Playgroups Association
PPA	Planning Preparation Assessment
PPP	Public Private Partnership. Can also refer to a Public-Public Partnership, where applicable
PRC	Premature Retirement Compensation
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PTA	Parent / Teacher Association
PTR	Pupil Teacher Ratio
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
R5	Rising Fives (Four years olds in school the term of their fifth birthday). See also RR5 , and note that R5 is also used as a Resource Document reference in the Toolkit Index
R&R	Recruitment and Retention Allowance (School Teachers' Pay & Conditions)
RAISE	Reporting and Analysis for Improvement through School self-Evaluation
RC	Roman Catholic
RFO	Responsible Financial Officer (appointed under Section 151 of the Local Government Act 1972)
RI	Registered Inspector, a "Reggie" is the leader of an Ofsted * inspection team
ROA	Record of Achievement
RR5	Rising Fives (Four years olds in school the term before their fifth birthday). See also R5
S2s	Secure website where schools can upload their CTF's (Common Transfer Files containing a basic dataset about the pupil)
SA	School Action Plus
SACRE	Standing Advisory Council on Religious Education
SAO	Senior Administrative Officer

SAP	<i>SAP is a German Company and in German stands for “Systeme, Anwendungen, Produkte in der Daten-verarbeitung”, translated as “Systems Applications and Products in Data Processing</i>
SATs	Standard Assessment Tasks
SBM/SBO	School Business Manager/School Business Officer, formerly Bursar
SC	Service Conditions*
SCITT	School Centred Initial Teacher Training
SCS	Staff Cover Scheme*
SCP	Spinal Column Point, point on salary scale
SDP	School Development Plan (essentially the same as the SIP)
SEN	Special Educational Needs, also an Allowance for SEN staff
SF	Standards Fund*
SFSS	Schools Formula Spending Share
SFVS	Schools Financial Value Standard
SGOSS	School Governors One Stop Shop
SHA	Secondary Heads Association, now re-named as the Association of School and College Leaders (ASCL).
SI	Statutory Instrument
SIP	School Improvement Plan (essentially the same as the SDP)
SLA	Service Level Agreement
SLD	Severe Learning Difficulty
SMINC	School Meals Income
SMT	Senior Management Team or Senior Leadership Team
SP PT	See SCP .
SSA	Standard Spending Assessment*
SSFA	School Standards & Framework Act 1998
SSG	School Standards Grant*
SSR	Service Strategy and Regulation
STB	Summary Trial Balance
STRB	School Teachers’ Review Board
SWF	School Workforce
TA	Teaching Assistant
TA	Teaching Agency – formerly Teaching and Development Agency
TB	Trial Balance
TCH	Teacher paid on main or upper pay scale of School Teachers’ Pay & Conditions
TES	Times Educational Supplement
TGWU	Transport and General Workers’ Union
TLR	Teaching and Learning Responsibility
TP	Teachers’ Pensions
TSL	Technology Support for Learning, a technical support service for schools
TPS	Teachers’ Pension Scheme
UFC	Unofficial Funds Contributions
UNISON	Combined union of public service employees formed from NUPE, NALGO & COHSE
UPS	Upper Pay Scale (School Teachers’ Pay & Conditions)
UQT	Unqualified Teacher: also their pay scale
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for money

Terms that might crop up in discussions on school finance

Academies	A new type of school that bring a distinctive approach to school leadership drawing on the skills of sponsors and other supporters. They give Principals and staff new opportunities to develop educational strategies to raise standards and contribute to diversity in areas of disadvantage. Academies operate under a separate audit and accountability framework so are not required to meet the Standard
Activity Led Funding	Funding based on costing the number of staff etc needed to run particular activities in schools.
Age Weighted Pupil Number	AWPUs are funding attached to pupils which varies according to the pupils' age (see also KSWPUs)
Ancillary Staff	See Support Staff .
Attainment targets	The knowledge; skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the National Curriculum, i.e. assessed at ages 7, 11, 14 and 16.
Audit Commission	Independent Board set up by Government to monitor the use of funds by local authorities and certain other Board.
Best Value	A set of principles to promote value for money and service efficiency.
Capitation	Budget for books and equipment received by schools prior to LMS based on pupils' ages and numbers.
Capital Expenditure	Spending on building projects and equipment above a designated value.
Catchment Area	Area from which a school takes its pupils.
Children's Centres	Facilities run by Children's Trusts which offer a "one stop" shop for services for children and young people including local education, social care and some health services run by PCTs .
Children's Trusts	These integrate local education, social care and some health services run by PCTs for children and young people.
Clerk to the Governing Board	The person appointed to carry out administrative duties for the Governing Board, e.g. preparing an agenda, minuting meetings and dealing with correspondence. Advises the Board on legal and procedural matters.
CFR	Consistent Financial Reporting, the requirement for all schools to report their income and expenditure against a standard set of headings, which was introduced in 2002-03.
Contingency	Money set aside for unexpected costs.
Contracted In	Staff who pay a higher rate of national insurance as they are not in a pension scheme.
Contracted Out	Staff who pay a lower rate of national insurance as they are in a pension scheme.

Dedicated Schools Grant	A ring-fenced grant for schools paid by the DCSF to each local authority. A fundamental formula review, commenced in January 2008, which is due to be completed by 2010. Decisions made as a result of the review will determine the next multi-year DSG settlement
Delegated Budget	Maintained schools have a budget share calculated on the basis of a formula, and the right to spend this budget share is normally delegated to the school's Governing Board, to be spent for any purpose of the school or carried forward into subsequent financial years. School Block Allocation from April 2013.
Devolved Funding	Funding that has been allocated for a specific purpose and can only be spent on that purpose. There are no powers of carry forward for this funding and unspent balances revert to the LA at the close of the relevant period (often the financial year, but the following August for the Standards Fund).
Earmarked Funding	Funding that can only be spent on the purpose for which it was allocated and cannot be allocated elsewhere using virement or subsumed into the delegated budget .
Excellence in Cities	The aim of EiCs is to raise standards in specific city areas through targeted intervention and investment. EiC is mainly focused on secondary schools. The main programmes involved are: extending opportunities for Gifted and Talented pupils, expansion of the number of specialist and beacon schools, establishing City Learning Centres, introducing new smaller Education Action Zones, providing access to Learning Mentors, and establishing Learning Support Units to tackle disruption.
Extended School	A school which provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.
Fair Funding	The term that describes the system of funding for schools introduced in April 1999 which sets the framework for the financial relationship between schools and LAs .
Feeder School	A school which transfers pupils to another school, e.g. a Junior school "feeding" a Secondary school.
Formula/Formula funding	Schools receive their funding by means of a formula to ensure equal treatment of all schools. The basis of the formula is laid out in the annual section 52 budget statement. 75% of the funding has to be delivered on a pupil led basis.
Formula Spending Share	Successor to SSA as the amount used by Government as an indicator for the distribution of revenue support grant, which was replaced by the Dedicated Schools Grant .
Foundation schools	A type of state school introduced in 1999 by the School Standards and Framework Act 1998, which has more freedom than community schools to manage their school and decide on their own admissions. At foundation schools the governing Board is the employer and the admissions authority. The school's land and buildings are either owned by the governing Board or by a charitable foundation. Funding comes from the LA which also pays for any building work.

Increments	Process by which individuals move through their salary scale until they reach top of scale.
Individual Schools Budget	The total amount budgeted by an LA for the delegated budgets of all the schools it maintains.
Internal control	<p>An internal control system encompasses the policies, processes, tasks, behaviours and other aspects of an organisation that, taken together:</p> <ul style="list-style-type: none"> • facilitate its effective and efficient operation by enabling it to respond appropriately to significant operational, financial, compliance and other risks to achieving its objectives. This includes the safeguarding of assets from inappropriate use or from loss and fraud, and ensuring that liabilities are identified and managed; • help ensure the quality of internal and external reporting. This requires the maintenance of proper records and processes that generate a flow of timely, relevant and reliable information from within and outside the organisation; • help ensure compliance with applicable laws and regulations, and also with internal policies with respect to the conduct of business. <p>An organisation's system of internal control will reflect its control environment which encompasses its organisational structure. The system will include:</p> <ul style="list-style-type: none"> • control activities; • information and communications processes; and • processes for monitoring the continuing effectiveness of the system of internal control. <p>The system of internal control should:</p> <ul style="list-style-type: none"> • be embedded in the operations of the organisation and form part of its culture; • be capable of responding quickly to evolving risks to the business arising from factors within the organisation and to changes in the operational environment; and • include procedures for reporting immediately to appropriate levels of management any significant control failings or weaknesses that are identified together with details of corrective action being undertaken.
January Count	Another name for PLASC .
Key Stages	The four stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. Key Stage 1 where the majority of pupils are aged 5 to 7, Key Stage 2 where the majority of pupils are aged 8 to 11, Key Stage 3 where the majority of children are aged 12 to 14, and Key Stage 4 where the majority of pupils are aged 15 to 16.
Key Stage Weighted Pupil Units	Every age group has a particular weighting e.g. KS1 = 1.000 that is built into the local formula to deliver a level of resource related to that age group's needs. So KSWPUs are the total result of multiplying the number of pupils in each age group by the appropriate Key Stage weighting. Some LAs use different weightings within the key stages (AWPUs).
Lateral thinking	This is a term created by Edward de Bono, a Maltese psychologist, physician and writer who defined it as a method of thinking that was concerned with changing concepts and perception. Lateral thinking is about reasoning that is not

immediately obvious and about ideas that may not be obtainable by using only traditional step-by-step logic. A term often used for similar processes is "thinking outside the box". In a school context, this would tend to lead to creative or innovative solutions to problems such as funding or use of space.

LA Budget	The amount budgeted by the LA for administration and support services, as opposed to pupil provision.
Licensed deficit recovery	A school can apply to the Local Authority for a licensed deficit, which can only be approved in exceptional circumstances where the school can genuinely demonstrate that it cannot balance its budget without significant impact on the delivery of education. LA guidance will include the need for a recovery plan.
Management Allowance	An additional sum of money paid as a supplement to a teacher's basic salary, generally in recognition of additional duties or special responsibilities within the school.
Materiality	Materiality is a concept or convention that originates within auditing and accounting and relates to the importance of an amount, transaction, or discrepancy. However, it is now used more generally to mean focusing on those matters which are most significant. In the school context this might mean concentrating on the biggest items or those that have changed most when looking at a draft budget, or looking at the largest variations when looking at an in year monitoring report. In the original accounting sense, information is material if its omission or misstatement could influence the economic decision of users taken on the basis of the financial statements. Materiality depends on the size of the item or error judged in the particular circumstances of its omission or misstatement. Thus, materiality provides a threshold or cut-off point rather than being a primary qualitative characteristic which information must have if it is to be useful. (International Accounting Standards Board's "Framework for the Preparation and Presentation of Financial Statements").
National Curriculum	The programmes of study laid down by law for all pupils aged from 5 to 16 in state maintained schools. The National Curriculum provides a balanced education for a child covering 11 subjects overall, and is divided into four Key Stages according to age.
October Count	A return completed on the first Thursday in October stating the number of pupils and other key statistics in schools – Pupils in school in October are used for the following years budget.
Open Enrolment	Parental choice of school.
Option Appraisal	<p>Option appraisal is a decision making tool for use in defining objectives, identifying the different ways in which they can be achieved and examining all the important factors before taking a decision on implementing a project. An effective option appraisal will help you to answer three questions:</p> <ul style="list-style-type: none">• Have you taken into account all relevant factors in deciding what the project should be?• Should you go ahead with the project?• What is the best way to carry out the project? <p>In the school context this would most often be applied to new building work (eg new build or extension/refurbishment) but could</p>

equally be applied to staffing arrangements in terms of the size of classes and the mix of teachers and **LSAs** used to look after them. (See also S3.2)

PESTLE	This acronym relates to an analysis tool or approach that organisations can use as part of strategic planning, to help them to understand the external environment in which they are operating, both now and in the future. PESTLE stands for: <ul style="list-style-type: none">- Political- Economic- Social- Technological- Legal- Environmental
Planned Places	Alternative to AWPUs/KSWPUs in Special schools: the bulk of each special school's funding is normally determined by the numbers and type of places which it is planned should be available at the school that year, whether or not these places are occupied.
PLASC (January)	The Pupil Level Annual Schools Census, a census return of numbers of pupils and their ages and other characteristics from all schools to the DCSF , completed on the third Thursday in January. See also September Count .
Scheme for Financing Schools	Document drawn up by LA in consultation with schools and approved by Secretary of State setting out conditions under which schools manage their budgets and their financial relationship with the LA .
Schools Budget	The total amount budgeted by the LA for direct provision for pupils, including the ISB and other provision, mostly for under fives and pupils with SEN .
School Standards Grant	An additional grant paid to each school at the start of the financial year. No conditions are placed on the use of this grant other than those generally applying to a school's delegated budget.
Section 52	Section 52 of the School Standards and Framework Act 1998 requires LA s to provide all schools with a full account of their Schools Budget and LA Budget and how the funding is derived for each school.
Section 151	Section 151 of the Local Government Act 1972 requires local authorities to ensure the probity of the use of public funds.
Service Conditions	The pay and conditions of service for an individual.
SMART	This acronym refers to targets that an organisation sets. It has a number of slightly different variations, but the main ones are summarised below: <ul style="list-style-type: none">S - specific, significant, stretchingM - measurable, meaningful, motivationalA - agreed upon, attainable, achievable, acceptable, action-orientedR - realistic, relevant, reasonable, rewarding, results-orientedT - time-based, timely, tangible, trackable
Specialist Schools	A type of school that includes Technology, Language, Sports, Arts, Business & Enterprise, Engineering, Science, Maths & Computing, Humanities and Music colleges operating in England.

Staff Cover Scheme	Scheme run by LA s to cushion schools against the effects of long-term sickness.
Stakeholders	<p>Every organisation has people or groups of people who have an interest in what it does and these are referred to as 'stakeholders'. It matters to them what happens with an organisation and what it does - but often for very different reasons.</p> <p>For a school there will be a wide range of stakeholders who might include:</p> <ul style="list-style-type: none"> • pupils and their families • staff • the parent local authority • DCSF • Diocese and other linked organisations (where relevant) • financial institutions (where schools have loans) • communities within which the school operates • various pressure groups (e.g. PTA etc). <p>Stakeholders should not be confused with shareholders in a commercial organisation. A shareholder is a part owner of a business, as he or she has bought a part of its value. Shareholders can have a say in what the business does. They share in risks as well as successes. As a result, they are stakeholders but not the only stakeholders.</p>
Standard Spending Assessment	Annual amount used by Central Government to determine the distribution of revenue support grant (replaced by FSS and DSG).
Standards Fund	A programme of specific grants supporting national initiatives such as the Primary and Key Stage 3 strategies. Schools are free to vire (see Virement) between most Standards Fund grants in support of their improvement agenda, with the exception of EMAG and capital grants. Schools have until 31 August of the following financial year to spend their allocation. Finished in 2010
Standing Orders	Orders made by a LA for the regulation of their proceedings and business.
Statement	Statement of SEN , a written description of a child's educational needs made by an LA .
Support Staff	Clerical, welfare, technical, caretaking or supervisory staff employed in schools. Sometimes used to refer exclusively to Teaching Assistants.
Vertical Grouping	Classes formed with children of different ages.
Virement	A transfer of funding from one budget head to another.
Workforce agreement	The agreement represents consensus on the principles relating to tackling teacher workload whilst raising standards in schools.