



A Guide to Governor Induction

September 2018

The Clerk's Elbow

Welcome to the world of governance...

You have just been voted/elected/press ganged onto a governing board and you have not been given any information at all? Fear not help is at hand. Are you sitting comfortably? Then we'll begin.

This induction guide has emerged out of many years of governing experience, from a variety of perspectives, and is a 'top tips', quick hints and possibly even a few short cuts type thing, to get you up to speed so you don't sit at meetings thinking *what have I let myself in for...where's the door?* Like most things in governance it is correct at the time of going to press.

The Clerk's Elbow

Before we go any further I'd better explain who or what The Elbow is. The Elbow is a derivation of The Clerk's Elbow – contact details on Page 27. This is a pseudonym. The Elbow is National Leader of Governance, a trustee, a chair, a clerk in many schools and trusts, and regularly blogs¹ in the third person. Whilst all boards need a clerk not all boards have an Elbow, which may be a good thing when you think about it. You can decide later!

This guide refers to governors throughout because The Elbow remains rooted in the maintained sector although the information in this guide applies equally to trustees as well and therefore, by default applies to both schools and academies. The term school is used to mean school and academy - unless otherwise stated. The Elbow can't control other people moving the goal posts. If only she could!

Any confusion caused is accidental.

About You

You are, at this point in time one hopes, still keen on being a governor; presumably you weren't entirely pressganged. Being a governor is not like doing jury service - you can say no – but you are now a member of one of the largest volunteer groups in the country. Thank you. Whilst being a governor is very rewarding it is not always easy but as long as we all remember we are governing for the benefit of children and young people then we won't go far wrong.

Your First Meeting

Before your first meeting you will have been presented, if you are lucky, with a pack of information presumably by email (or if you even more lucky via an online portal) which contains, one would hope anyway, minutes of meetings, reports, some data, various other documents called policies and the last Ofsted Inspection Report or monitoring letter. There

¹ <https://clerkselfbowsite.wordpress.com/>

could be up to 20 attachments to this email and that is just for one meeting. Good luck with that. No seriously The Elbow is here to help and guide you so here goes...

About Governance

The Department for Education state that *the purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance*². Governance is the process in which and by which governors fulfil this purpose and is about how and why we make decisions.

There are some key documents about which you should be aware because they are very useful resources. They are quite long. They are sometimes updated. They are all free.

- Governance Handbook which is available [here](#). It is currently being updated. Don't print it out – it's over 130 pages long for one thing. The Elbow understands an update is imminent though there is no clear definition of imminent.
- Governance Competency Framework is available [here](#). This is long document. Please don't let it put you off. It's not a checklist but a useful list of skills and attributes.
- Other key documents are the primary legislation [primary legislation](#) and the [guidance](#) on the constitution of governing board which in the past this used to be called The Governors Guide to the Law; which did what it said on the tin.

If you are a governor in an academy (ie not a maintained school under Local Authority control) these documents will be of interest;

- The Academies Financial Handbook for September 2018 which is available [here](#) these get updated regularly and usefully include at the beginning a nice list of what has been updated.
- The Scheme of Delegation for your Trust. These are different for every Trust. They should be published on the Trust's website. These sort of accountability matrices and are very important
- The Multi—Academy Trust's Articles of Association which should also be published on the academy website. These are the guiding principles.

These three documents also worth looking at if you are in a maintained school and thinking of joining or forming a Multi-Academy Trust.

You will also need to have more than a passing acquaintance with [Ofsted](#). This website has a large number of useful documents, updates, blogs and links to inspection reports. Enjoy.

You will need to be clear if you are governing in a maintained school or an academy because how you do governance is slightly different in each of them.

² The 2017 Governance Handbook para 1.1

Another useful site is about [school performance](#) and you can compare schools as well. This is sometimes helpful and should help you generate the all important questions.

This Guide includes hyperlinks to sources of information you may find useful although this is not an exhaustive list. There are number of subscription based websites which your boards may subscribe to – you should be given access to these websites as you will need a password but some information is free to download. As with everything remember that there is a difference between opinion and fact. When in doubt ask an experienced governor or your clerk.

You may not be quite so keen on being governor after you have read that little lot but trust The Elbow. Governance is really interesting, but like most things in life you only get out what you put in.

For want of a better way of approaching the big, wide world of governance and because the beginning is a very good place to start, we'll start at A and work our way through the alphabet. A blank A-Z is included at the end of this guide so you can fill it in as you go along with your own A-Z.

A is for Accountability

Accountability is a word that you will hear often. Not only do you have to, as one of your three core functions of governance, hold the executive leaders to account for the performance of the school you're also accountable to Ofsted, the [Education and Skills Funding Agency](#), the [Regional Schools Commissioners](#), sometimes the diocese; but always the pupils and your school community. You may also need this on the DfE's [principles for a clear and simple accountability system](#).

A is for Acronym

Governance is full to brim with acronyms. It would take pages to fill you in with all the acronyms but there are some of the ones you will need for your first few meetings attached the at end of this Guide. Your school will have its own acronyms and abbreviations. You don't need to learn them all. No one will test you. When in doubt ask.

A is for Agenda

Each meeting should have an agenda – how else will you know what you are supposed to be talking about otherwise? This should be sent out by the clerk at least 7 days before the meeting so you can prepare accompanied by a full set of documents required for the meeting. Documents should not be presented to you (also known as tabling) at the meeting. Remember a good agenda is a beautiful thing.

A is for Articles of Association

These are important documents in academies. Most academies, but not all, base their articles on [these](#) which are the [DfE](#) model documents. The AoA is the document which sets out how the governance arrangements for the trust are structured. They also set out the procedures for meetings and how governors and trustees are appointed. The academy memorandum and articles of association set out the internal management, decision-making and processes of the academy trust and its liability. They form an annex to the funding agreement for each academy.

A is for Associate Members

Associate Members³ are not governors. Repeat after me Associate Members are not governors. Once more for good measure - Associate Members are not governors. Associate Members are those people who are appointed onto the board for a specific length of time to do a specific thing. They can attend the Full Governing Board (FGB) meeting but do not have voting rights and may be excluded from any part of the meeting which concerns staff or pupils. They can vote on committees but if the governing board agrees and this is minuted and they are over the age of 18, but cannot vote at FGB. Also they cannot chair, they do not count towards the quorum and whilst their information needs to be listed on the school website as yet it does not need to be published on the [Get Information About Schools](#) website (which sounds like an order when you think about it).

Being an Associate Member is very rewarding and many AM's go onto become governors.

B is for Board

All schools and academies have a governing board. Sometimes this called the FGB or Full Governing Board, sometimes it is called an LGB or Local Governing Board, LAC Local Academy Committee, LAB Local Academy Board, or sometimes LAC Local Academy Council. Yes, it is confusing, no, they don't do all the same things. If you are in an academy you need to read the scheme of delegation. This tells you what each layer of governance does. It may be easier to think of the scheme of delegation as an accountability matrix – a sort of 'who can do what' list.

You cannot just turn up at a governing board meeting. The only people who are not governors who can go to a board meeting are those who are invited. That sounds a bit like a closed shop – it isn't that bad – the minutes are published and covered by Freedom of Information requests (as they are legal documents) but remain confidential until they chair has agreed them and they have been circulated to those attending the meeting. See also minutes.

3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf Para A.8

The people who are a Board meeting are

- The Chair
- The Headteacher/Principal/Exec Headteacher
- The Governors
- The Clerk
- Associate Members
- Members of the Senior Leadership Team
- Anyone else who is invited eg outside speakers, members of staff giving a presentation.

C is for Chair

Every board needs a chair and every meeting needs a chair. They do not have to be the same person. The chair of the board, often called the chair of governors, is a position elected on a regular basis by the other members of the board and should be the person with the most appropriate skills and it should not be a popularity contest. Whilst there is no rule to say how long a chair should be the Chair of Governors⁴ (sometimes the chair is called the CoG which is what they are really) common sense would suggest they should not be chair forever. The [National Governance Association](#) (NGA) recommend 2 terms of 4 years but this is not statutory.

C is for Chair's Power to Act

Regulation 8 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 sets out the chair's power to act on behalf of the governing board in cases of urgency or emergency. This is not the most exciting of reads but it is really important that chairs only do what they are allowed to do by law. All actions must be reported to the board – it says so in the regulations.

C is for Clerk

Every meeting needs a clerk. A clerk is not just someone who takes the minutes. A clerk is an increasingly professional role and is the constitutional conscience of the board. They should be impartial and preferably independent of the school. This again is good practice. They should be paid to take the minutes. It's harder than it looks to do well. The chair, the headteacher and the clerk should be in regular communication; as a new governor you will not necessarily be in regular contact with the clerk but you need to know how to contact them.

In some Multi-Academy Trusts the clerk role is undertaken by the Company Secretary.

In some schools the clerk role is undertaken by someone who works in school.

⁴ Also chair of trustees

If a meeting takes place between two or more governors about a school related issue a record should be kept. This does not necessarily need to involve the clerk. We need to avoid cliques if at all possible.

C is for Code of Conduct

You will also be asked to sign, or at least you should be, a code of conduct. A code of conduct sets out which sets out clearly the purpose of the governing board, describes the appropriate relationships between individual governors/trustees/academy committee members, the whole governing board and the executive leaders in school. Lots of boards use the NGA⁵ Code as a basis; others use a local authority one and amend to fit their school. It is not compulsory to have a code of conduct but very good practice. Hint.

Everyone in public life is bound by the [Nolan Principles](#) and these underpin the code of conduct. These are worth learning.

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

⁵ You do not have to join the NGA but lots of governors and boards do.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

C is for Collaboration

You cannot govern in isolation. It is becoming increasingly common that schools work together even if they are not part of a formal situation such as a Multi-Academy Trust. Being collaborative is about looking outwards and not inwards. It is a good thing to be collaborative. As a governor there are many questions you can ask about collaboration.

C is for Committee

Not all schools have committees but if they do they should have a chair, some terms of reference, minutes taken (not always by the clerk) and an agenda. Committees are the engine room of a governing board, where the nitty gritty takes place, where detail is disseminated. It is important that you attend these meetings so you know what is going on. Attendance at committees should also be published on the school website.

C is for Co-opted Governor

These governors are appointed by the board because in the opinion of the board they have the requisite skills and experience to contribute effectively to governance in that setting. They used to be called Community Governors.

C is for Core Function

There are, according to the [Governance Handbook](#), three core functions of governance and these apply to all boards These are your guiding principles. Learn them.

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

C is for Conflict of Interest

At the beginning of every meeting there should be an opportunity for you to declare any business or pecuniary interests you may have in any matters on the agenda. It is really important, in the name of transparency, that these are recorded. It is good practice that you

inform the school of any business interests you may have as these have to be kept on a register. If you are not sure talk to the chair or the school business manager. You will be asked to complete a business interests form on a regular basis and it is up to you to ensure that you inform the school of any changes.

A conflict of interest can arise if you have any interests that may affect, or be seen to affect, your ability to take decisions that are impartial and therefore in the best interests of the school. These may arise from business or financial activities, from personal relationships (including friendships) or if you are a governor or trustee in another school or academy or charity.

If appropriate once you have declared an interest you may be asked to withdraw from the meeting for the relevant item of business and you will be not able to vote will on the matter under discussion.

When in doubt – ask.

C is for Curious

If you're not curious then why are you a governor?

Curious is one of the seven principles and personal attributes listed in the [Competency Framework for Governance](#). The principles and personal attributes that individuals bring to the board and which are as important as their skills and knowledge. The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are grouped under the headings of the six features of effective governance, which are set out in the Governance Handbook: strategic leadership; accountability; people; structures; compliance and evaluation.

The other Cs are;

Committed

Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

Confident

Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

Curious

Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

Challenging

Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement

Collaborative

Prepared to listen to and work in partnership with others and understanding

the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

Critical

Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to

improve their own and whole board effectiveness.

Creative

Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

D is for Decisions

If the board is not making any decisions it is not being effective. Decisions are made collectively and even if you wholeheartedly disagree with the decision made by the board you are bound by the code of conduct and the rules around confidentiality not to say so outside of the meeting. This is sometimes very hard. A good chair will allow everyone to express their opinions – just remember it should be in a respectful manner.

D is for Delegate

No one person should do everything. If you have skills which the board needs offer them. If no one wants them take them elsewhere. Your skills will be needed somewhere. Governors need to be professional in their approach but that does not mean you need to be a professional. The skills needed in and by schools these days are wide ranging but you must remember the difference between strategic and operational. Delegation when done properly supports distributed leadership and succession planning.

D is for Delegated Powers

These are really important but they should be used appropriately. Refer to the Scheme of Delegation. Always make sure that any actions taken by the Chair and which have been delegated are minuted and are capable of being delegated. There are certain matters which cannot be delegated eg approval of the budget, exclusions (unless an emergency) and permanently closing the school. Certain policies also cannot be delegated for approval.

E is for Ethos, Vision and Values

The first core function of governance as stated in the [Governance Handbook](#) is setting the strategic direction for the school. This is not as easy as it sounds. Your school will have a mission statement, and it may have a values statement and it may even have a vision. As a governor it is perfectly legitimate to ask '*what impact does the vision statement have on pupil*

outcomes? You may then wish to run a mile. After all there is a saying which goes something along the lines of visions should be lived and not laminated.

Governors should be part of agreeing the scope and content of the vision as well as monitoring it in practice.

E is for Effective

This word is often used. Effectiveness is tested by self-review, self-evaluation and self-reflection. Effective meetings are important – 6 hours discussing the colour of the walls in the school hall, the new build project, or the drainage of the school playing field is not an effective use of anyone's time. E is also for everyone, evaluation, expectations, and all points in between.

E is for Estates

The Elbow is not the owner of a country pile and imagines not many of you are. No, estates means the school building and grounds and the stuff inside is called the assets. The DfE have recently published the [top 10 estate checks for boards](#). Definitely worth a read but not easy to download.

E is for Equality

On top of everything else schools and academies are bound by equality legislation. They are also bound by health and safety and employment legislation as well. Advice can be found [here](#).

E is for External Review

There are a number of external reviews which are sometimes referred to at governor meetings these include;

- [External Reviews of Governance](#) ⁶
- [Pupil Premium Reviews](#)
- Teaching and Learning Reviews
- Special Education Needs and Disability Reviews
- Early Years Reviews
- Safeguarding and other audits

This is not an exclusive list. External reviews should be led by people outside the school or academy.

External reviews are a good way of assessing effectiveness. An ERG or Pupil Premium Review (or often both) is sometimes required following an Ofsted inspection.

⁶ Find a reviewer for an ERG or PP Review [here](#)

F is or Finance

Every board needs to consider, on a regular basis, the school budget. This is not easy. Budgets are under increasing pressure and governors are at the forefront of making difficult decisions about how school budgets are allocated. It is really important that governors remain strategic when discussing finance and leave the detailed operation and management of the budget to the headteacher.

There are a number of finance policies which are mandatory and which governors need to read, review, and ratify on a regular basis. Some of these policies can be delegated to committees and some cannot. A list of policies which cannot be delegated can be found [here](#). It is really important that you know which can and which you can't delegate and understand which decisions can be delegated to a person and which can't. If you don't know you may well get into a pickle. It is also a very good idea to have a finance committee/working party to undertake this role. It is not good practice just to have one person do this – you really need to make sure your meetings are quorate.

You may also like to consider [benchmarking](#) your school against similar schools. If you do this well you may well save money. The other thing that you must do with finance meetings is make sure that you minute them properly as an auditor may well check. You do not need to be a financial whiz kid to be a member of the finance committee so do not be put off.

In a maintained school you have to complete something called the Schools Financial Value Standard which is an audit tool and can be found [here](#). In an academy you have to follow the financial reporting requirements of the [ESFA](#).

F is for Free Schools

All schools except independent schools are free at the point of use. A free school is an academy set up by an organisation or a group of individuals, funded by the government but not controlled by the local authority. All other academies have converted from being mainstream schools. Free schools still have governors. They are still inspected by Ofsted.

G is for GDPR

GDPR stands for General Data Protection Regulations and you can find useful information [here](#). The need to comply with GDPR is not going to go away and is all about data protection. It is probably not the role of the governors to be the Data Protection Officer as there may be a conflict of interest but governors need to make sure there is someone doing this role. Many schools are now encouraging governors to have a school@ email address and to always use it for school matters. Schools are also undertaking detailed data mapping and other exercises. Some of this, whilst interesting, is operational but governors must have oversight.

Remember you do not need to ever see a document with pupil names on it.

G is for Get Information About Schools

This used to be called Edubase. Once you are a governor (or trustee) your name will be published on this [website](#). Governing is a responsible role and so we should know who is doing important job. If you are a Trustee your details will be published on the Companies House website as well.

G is for (own) Goal

Own goals can be easily avoided. Here are some top tips boards can employ to avoid own goals

- To ensure the meetings are quorate – make sure you get your papers on time from the clerk. If they don't arrive within 7 days of the meeting – say something.
- Having to read 20+ policies at once is not good practice and lots of school use a spreadsheet management system. This helps you remain compliant. Being compliant is important; you may get audited.
- To ensure that the terms of office for governors do not expire without you noticing - keep a check of the date you started in case everyone else forgets, sadly this happens. Also keep a record of the date you do any safeguarding training for the same reason.
- To ensure that meetings are quorate – agree dates in advance, and if you can't attend let someone know as soon as possible,
- To make sure your minutes are accurate and reflect your discussions read them as soon as they are sent to you. If you disagree with the minutes please discuss this respectfully.

G is for Governor

This can be quite confusing. In maintained schools governors are usually called governors. In academies at school or local level they can be called governors, committee members, representatives, advisors, and councillors. In a Multi Academy Trust the responsibility for governance is at trust board level. This is what is called an 'emerging picture' particularly in terms of how trusts operate. Lots of people are confused by the way so you are not alone if you are wondering what is going on.

Imagine a 3-layered cake if you will. The bottom layer is the local level – your school; the middle layer is the Trust board; the top layer are the Members. These boards should not all be populated by the same people but there is often overlap between the layers. Over time there will not be overlap. Each layer has different responsibilities as set out in the scheme of delegation. The Governance Handbook is a good place to start.

Governors with specific roles each should have a 'role description' so that they know what they are supposed to do and what powers they have eg what they can do under delegated powers.

You can be a governor at more than one school. Lots of people do. Just remember where you are if you do.

H is for Headteacher

These days not all schools have a headteacher, some have heads of school. These are different things. From the pupils' perspective they are not different but in terms of responsibility and accountability they are.

As a governor you have a duty of care towards the wellbeing of all staff, particularly the headteacher. Expecting your headteacher to answer emails at 11.00 PM is probably not very good for their wellbeing or yours, expecting your head teacher to attend a governing board meeting every Tuesday evening from 6.00 PM to 10.00 PM is not very good for their wellbeing or yours either, and neither is expecting a headteacher to have all the answers to all question at their fingertips every time you ask. They may well do but wouldn't it be nice to give them the time to find the answer? As a new governor it is probably appropriate for your questions to be dealt with in the first instance by the chair; this depends obviously on the nature of the question.

Most headteachers prepare a regular report to governors. These vary in both quality and length. Some are very short, some are very long. Length does not matter as long as they contain the information governors want and need to know not just what the headteacher wants to report on. Remember to be reasonable in all your requests for information and base your requests on genuine and relevant curiosity. Read the Headteacher's Report before you go to the meeting.

H is for Happy

Whilst governing is challenging it should also be enjoyable. There is no shame in admitting this as we are volunteers after all.

H is for HR

This is a topic of great importance. In an academy employees are employed by the Trust and not by the Local Authority. There are sometimes difficult decisions to be made. It is always good practice to seek external advice when dealing with HR matters. If you are new governor with HR expertise please do offer it but remember the boundaries.

I is for Induction

All governors should receive an induction but it is not mandatory. Perhaps it should be? Has your school got a policy or procedure for new governor induction? This induction can take many forms. You should receive lots of information about the school – eg pupil cohort information, the last Ofsted report, a governor email address, staffing structure (a who's who), who the link governors are. You may be sent on some induction or 'welcome to governance'

training. In school your induction is usually led by the chair or vice chair. You may be offered a mentor or buddy to help you with your first few months. You may be offered a tour of the school – this is useful as it helps you to picture the school in your mind when you are discussing Y4 or the geography department.

I is for IEB

An IEB or Interim Executive Board is a small (often less than 5) people appointed on a short term basis by the local authority to 'turn around' a school which has been judged as being in urgent need of support and improvement. An IEB replaces the governing board and may or may not involve existing governors. These schools are those which have been placed in special measures by Ofsted for example. Sometimes Trusts put IEB or equivalent into schools to bring about change quickly. The DfE have [guidance](#).

It may also be useful to read the guidance on schools causing concern [schools causing concern](#).

I is for Instrument of Government

In a maintained school⁷ the structure of the FGB is set out in a legal document called the Instrument of Government or IoG. The IoG states the name of the school, any religious designation, the number and type of governors on the board. In a faith school the IoG needs to be approved by the diocese as well as the Local Authority. In a maintained school for example the board must consist of as a minimum

- Headteacher – only the headteacher can be the headteacher governor
- 2 parent governors
- 1 staff governor
- 1 Local Authority governor
- A number of co-opted governors

In a faith school there will be foundation governors as well – usually making up 33% of the board in a voluntary controlled school and 50% in a Voluntary Aided school. Also only 33% of the board can be staff members irrespective of their category. Your clerk will be able to advise you on how this works in practice.

I is for Impact

Impact can be both positive and negative and is worth double checking you are having an impact on a regular basis. Don't worry too much at first as new governor if you are not seeing much impact – this will become more evident over time.

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf

For example the [March 2018](#) school Ofsted inspection handbook states⁸ that Inspectors will seek *evidence of the impact of those responsible for governance*; so it is worth reminding ourselves...an extract is extracted below;

Inspectors will consider whether governors:

1. work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition,
2. provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school,
3. provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school,
4. performance manage the headteacher rigorously,
5. understand the impact of teaching, learning and assessment on the progress of pupils currently in the school,
6. ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils,
7. ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding,
8. are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

Some boards end their meetings with a short discussion about impact. This is always interesting.

J is for Just

There is no such thing as just a governor. We all have a level of responsibility and just turning up for meetings three times a year is no longer acceptable. Moving swiftly on...

K is for KCSIE

KCSIE stands for **Keeping Children Safe in Education**. You can read it [here](#) and this has been updated in time for September 2018⁹. It is always good to keep yourself up to date with safeguarding.

You may also want to read this [Working Together to Safeguard Children 2018](#)

⁸ Para 153

⁹ This is the guidance as it stands at August 2018 https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf

This is a really important read for all governors and reading it is as non-mandatorily mandatory as you can get. You will need to have read and understood KCSIE and signed that you have done so. This needs to go in the minutes.

KCSIE states that

- *Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS,*
- *In the case of an academy trust, including those established to operate a free school, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees.*

If you are not prepared to have a DBS¹⁰ you cannot be a governor or trustee. DBS stands for Disclosure and Barring Service.

You may also be given a photo ID badge and it is important to remember that you need to wear this, or a visitor's badge, every time you visit school. You should always make an appointment, unless you are invited, if you are going to visit school to ensure that it is convenient.

K is for Knowing Your School

This is a good idea. Try and visit regularly. Keep a record of when you do visit. Remember that not every visit is governance and some visits are just visits. See link governor below.

L is for Leadership

It is a good idea to familiarise yourself with paragraphs 146-148 of [this](#) as a starting point. Ofsted judge governance as part of the Leadership and Management element of an inspection. If you have time read a few Ofsted [inspection reports](#) – they make interesting reading. You do not want to be on the receiving end of this type of comment *relationships between leaders in the school and those who are responsible for governance have completely broken down. Leadership is dysfunctional*¹¹

L is for Link Governor

Most schools have link governors. Having link governors is good practice. Having a link governor for safeguarding is essential but unless you have experience of safeguarding or have

¹⁰ <https://www.gov.uk/government/organisations/disclosure-and-barring-service> The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

¹¹ Kirkby College Ofsted Jan 2018

been a governor for a while agreeing to be the safeguarding governor at your first meeting is probably not a good idea. It is a very responsible role.

Trust boards often have link governors or equivalent.

Link governors used to be attached to subjects such as literacy and maths and music however many governing boards are now moving towards link governors to the objectives in the School Development or Improvement Plan. Faith schools may have a link governor for collective worship for example. They often do their link roles in pairs or small groups. This shares the work load and improves the knowledge of the whole board. It is important that if you do a link visit that you keep a record or write a report (your school should have an agreed template or report form which you can use). Unfortunately, these reports need to be a little more in depth than *'I had a lovely time in Year 2 and the school dinner was very nice'*. This is good to know of course but doesn't demonstrate impact of your visit or your own learning or reflections. You do not need to write War and Peace or a pedagogical discourse on the history curriculum. In fact, if you are discussing pedagogy¹² as a governor you are probably in the wrong meeting.

Link governors are not doing, and must not do, lesson observations.

M is for Master Funding Agreement

The funding agreement provides the framework within which your academy or free school will operate. Information can be found [here](#).

M is for Members

In a Multi-Academy Trust the top layer of the cake are the Members. In the past there used to be a minimum of 3 members in each trust, now the minimum is 5. Members have powers such as the power to remove an ineffective elected trustee. All academy trusts, as charitable companies, have both trustees (sometimes they are called directors because as well as being charitable companies academies have to adhere to company law as well) and members. As a new governor you will probably have very little to do with the members. Members also appoint the trust's auditors and receive the trust's annual audited accounts. This is really important. It is also worth noting that employees of the trust cannot be appointed as members. Trustees shouldn't be employees either, in an ideal world anyway, as this could be seen as them 'marking their own homework'. Although this is sometimes allowed by the Articles of Association.

M is for Meetings

Some boards have lots of meetings. There is no right or wrong number of meetings but meetings for the sake of meetings are not good. Meetings by email are not good either. You

¹² A definition is available here <https://en.oxforddictionaries.com/definition/pedagogy>

need to agree a protocol for conference call type meetings. Any conversation about the school between two or more governors is probably a meeting and a record should be kept. Most boards meet a minimum of 3 times per year, unless they are meetings of Members of the Academy Trust then they only need to meet once but may be more often as set out in the AoA. Most boards have committees or working parties/groups; some boards meet once per half term. Whichever model your board uses make sure you have seen the terms of reference for the meeting so you know what they are supposed to be talking about. All governors can have sight of all minutes apart from the confidential ones¹³ as these are for the people at the meeting. There are times when it is good not to know what was discussed in case you need to attend an appeal or disciplinary committee.

M is for Minutes

Minutes matter.

Minutes have many uses – to remind you what happened at the meeting, who attended and what decisions were made and when. They are also used by Ofsted to gauge effectiveness, by audit to check whether you have actually approved what you should have approved when you should have approved it, and by anyone doing an external review of governance. They are public documents. They should be accurate, grammatically correct, a true reflection of the meeting and include any disagreements impartially. They should record actions, questions, challenges and successes. They should make sense to anyone who was not at the meeting. The confidential elements of any governing board meeting should be clearly signposted as such. Minutes should be kept in perpetuity (this is not forever) and not in the clerk's shed. You can challenge the minutes at the next meeting if you think they do not accurately represent the meeting they are minutes of, but they should not be, generally speaking, a verbatim record of who said what. Some boards like to have individual governors questions named; some do not. There is no right or wrong way of taking minutes but they should be consistent.

All boards need to appoint a clerk. In an emergency a governor can take the minutes – this means anyone except the headteacher. It says so in the regulations [here](#), which are a very exciting read if you have the time.

M is for Multi-Academy Trust

Colloquially known as MATs Multi-Academy Trusts have been around for some time now and they are outside the control of the Local Authority. A MAT is a group of schools¹⁴ working in collaboration as one entity to improve and maintain high educational standards across the trust. The emphasis in that sentence is on one entity. All trusts have trustees (sometimes called directors) and these people should not automatically be the chairs of the local governing

¹³ This is a 'rule of thumb' – each board is different but there are certain minutes which not all the governors need to see. Ofsted can inspect confidential minutes.

¹⁴ Some MATs are what is known as Empty MATs ie they are set up as a MAT but only have one school.

boards ideally speaking as these roles are appointed on a skills and knowledge basis and not because they represent the local schools. This situation leads to a lot of heated debate.

Some MATs are SATs¹⁵ but probably not for much longer. This SAT is not to be confused with this type of SAT which are tests pupils sit at various stages in their learning journey.

N is for National

The word national is used in terms like National Leader of Education and National Leader of Governance and in qualifications such as NPQH, NPQSL and NPQML – which are professional qualifications often undertaken by staff. You may hear these terms during meetings. NLG for example often support schools by undertaking external reviews of governance, or by supporting the head and/or chair. Sometimes the headteacher or CEO of the Trust is an NLE. Further information can be found [here](#).

N is for Networking

Networking with other governors is a quick and easy way to share learning, meet other governors, and keep up to date. These networks may be offered by your Local Authority or MAT but there are lots of governor networks on the internet which you can join in with eg on Twitter or Facebook. Remember that not everything you read on the internet is true!

N is for No-show

It is always advisable to send your apologies in advance to both the chair and the clerk for good measure. Governor attendance should be published on the school website. Apologies do not have to be accepted but any that are received must be noted in the minutes. If you are no show and no apology for 6 months you may well be suspended from the board¹⁶.

O is for Ofsted

Ofsted is the Office for Standards in Education, Children's Services and Skills. Ofsted inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Not just schools. You can find out more about Ofsted [here](#). There is a lot of very useful information on the Ofsted website. It is a good idea to read the last Ofsted report on your school.

Boards are not governing for Ofsted. This does not mean that Ofsted is not important, it means that whilst boards need to be fully cognisant of the requirements of Ofsted they should not let it be their sole driver.

¹⁵ Single Academy Trusts

¹⁶ In maintained schools this is the legislation

<http://www.legislation.gov.uk/ukxi/2013/1624/regulation/17/made> and in a MAT it should be covered by the code of conduct or equivalent.

Ofsted have published a number of [myth busters](#); these are worth reading.

They also publish a series of surveys, blogs and reports which you can find on their website. Reading some of these is useful CPD.

O is for Oversight

Governors need to have oversight. They need to look up from the detail regularly. They should not be discussing operational matters but need to be aware what operational matters are so that there is no boundary crossing. Your introduction to governance training will go into this in more detail. They also need insight, hindsight and foresight though the latter is not always easy unless as The Elbow's colleague often says you can see round corners. Being prepared helps though.

P is for Performance Management

Governors need to have an understanding of, but not the detail about, performance management of the staff in the school. In terms of the Headteacher's Performance Management those governors undertaking HPTM should have undertaken training, should appoint the external advisor, and invest time into preparing for the HPTM. The outcome the HPTM needs to be minuted but not the detail. As a new governor you may not be part of the HPTM but you can ask if they Head has a wellbeing target for example and whether the targets set have been met. Some headteachers are happy to share their targets with all governors and some are not. Again, it is not mandatory that they do.

P is for Policy

There are a lot of policies in schools. Some of these are statutory and can only be ratified by the Full board, some are protocols masquerading as policies. Some governors do not need to read but merely know they exist – these are usually operational policies. Once a policy exists it needs to be monitored. Boards do this in different ways. Managing policies is the job of the school. It is not your role to write policies even if you are expert at it but you may be able to offer guidance if asked.

P is for Prevent Duty

The aims of the Prevent duty are to:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it,
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support,

- Work with sectors and institutions where there are risks of radicalisation that we need to address¹⁷,

This includes schools. Prevent is often a regular item on agendas and all governors should have an awareness of Prevent. It may be worth completing this [free online training](#) to help you.

P is for Progress 8

At secondary level governors need to be asking about Progress 8. Helpfully the DfE have published some [guidance](#).

P is for Pupils

This is so obvious it should not need to be said but there are boards who never hear from the pupils through pupil voice, questionnaires etc; where governors never experience the school day, and where pupils are reduced to data sets. It is good if you can to visit your school during day but always follow the school governor visits procedure. Is pupil voice a regular item on your board agendas?

P is for Pupil Premium

Pupil Premium is often shortened to PP. PP provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Sometimes PP pupils are called DA or disadvantaged (this is the case in the Department for Education's data sets) but be careful if you are talking to pupils at a link visit not to say they are PP or DA – they may not know. Additional monies are allocated for Looked After Children. Governors do not need to know who is in receipt of PP, but they need to ensure that the money spent has impact where it should be having impact. Often a governor is given the role as PP link governor but not always. All primary schools also get a sum of money called sports premium. This is not the same as PP and should be monitored separately. This should also be published on the school website.

It is really important to remember that you will have pupils in receipt of PP and who are SEND or who are high attainers or EAL¹⁸. They both deserve our very best efforts. If you are interested the [Education Endowment Foundation](#) publish some helpful research.

¹⁷ Source The Key for Governors

¹⁸ English as Additional Language

P is for Purpose

The [Governance Handbook](#) states that the purpose of governance *is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.* This is worth bearing in mind.

Q is for Questions

Curious questions matter. Not all questions are curious but all questions matter. It is a good idea to prepare your questions in advance – to use the headteacher’s report as a basis for your questions and ensure that all questions are minuted properly. How this is done varies from board to board. Questions asked should be minuted and so should the answers. A template is attached at the end of this document to help you think about your questions and which you may find a useful starting point.

Q is for Quorate

Meetings which are not quorate can still take place but they cannot necessarily make decisions. It is good to be aware what the quorum for all your meetings are even as a new governor. If there are 15 people round the table at an FGB in a maintained school, 3 of whom are not governors and there are 2 governor vacancies – what is the quorum?¹⁹

R is for Relationships

Healthy debate is a good thing. Ensuring that everyone has equal voice is important. Having a good chair is important. There is a very useful document available as a pdf called *‘What governing boards should expect from school leaders and what school leaders should expect from governing boards’* and is well worth reading. Healthy relationships are important to effective governance. Governors also need to be aware of the Relationships and Sex Education Policy. DfE information can be found [here](#).

R is for Related Party Transactions

Whilst RPT are something which academies need to think about it is good idea for all boards to

- Keep the business and pecuniary interests of all governors up to date and published on the website,

¹⁹ <http://www.legislation.gov.uk/ukxi/2013/1624/regulation/14/made>

The quorum for a meeting of the governing board and for any vote on any matter at such a meeting, is one half (rounded up to a whole number) of the membership of the governing board.

The membership of the governing body does not include vacant positions on the governing board.

Answer is 6

- To ensure that anyone with an interest of any kind in any item on the agenda of a meeting declares it; this includes the clerk,
- That potential conflicts of interest are identified as soon as possible.

R is for Risk

Risk is a topic which is becomingly increasing important. You will often discuss risk at meetings. It is always worth reading the risk register. It is good to be prepared and to remember that risk is not just about health and safety and finance and can include governance, leadership and safeguarding.

S is for Safeguarding

Top priority, end of.

As a new governor make sure you do L1 safeguarding training as soon as possible after you join the board. If you don't get asked to do it – ask.

S is for Single Central Record

A governor needs to take responsibility of reviewing the SCR against a checklist regularly. This is usually the safeguarding governor. There are useful checklists published on the internet.

Ofsted always check the SCR during an inspection. Always.

S is for Stakeholder

This word can be used to describe your wider school community.

S is for Skills and Knowledge Audits

These should be undertaken regularly and as a new governor you may have been asked to fill an audit form in before you joined the board. It is also a good idea to 'test' the board's knowledge regularly as well.

S is for Social Media

Lots of school use social media. If you use social media make sure you have read the school's social media policy, that you follow the requirements of the code of conduct and you respect the confidentiality of the board meetings. If someone has a complaint about the school always refer them to the school's complaints policy and try not to get involved.

S is for SPaG etc

Spelling, punctuation and grammar matters. Governors should be asking questions about reading, writing, maths, phonics, SPaG and science at primary school level. At secondary level you need to be asking about KS3 and Progress 8 and possibly A levels.

S is for Special

Every governors should read [this](#) which is the 'Special educational needs and disability code of practice' and is statutory guidance for organisations which work with and support children and young people aged 0 to 25 years who have special educational needs or disabilities.

A governor should be given the role of monitoring the outcomes of pupils with SEND. Each school has to have a SENCo or SENDCo. The SENCo has a critical role to play in ensuring that children with special educational needs and disabilities within a school receive the support they need. It is good practice for the board to receive an annual report on SEND.

Governors need to remember that not all PP pupils are SEND and so need to think about framing their questions carefully.

S is for Strategic

Boards should know the difference between strategic and operational although sometimes there is a balance to be made.

The three core functions of governance should be driving the business of governance. If your FGB or LGB is only talking about school trips, pupil performances and the colour of the new carpets this is not governance or strategic per se.

S is for System Leadership

You may well hear this phrase. System leaders are people who work with schools outside their own school. These people are known as National Leaders of Education (NLE) and National Leaders of Governance (NLG) who were appointed by the DfE (via something called the NCTL). You also hear about Teaching Schools and Teaching School Alliances. These also feed into system leadership.

T is for Training

Governor training is sometimes one of the first things that schools stop funding when budgets get tight, however there is much affordable training available. If you think about training as personal development then you may be able to take a wider approach to your own learning. As long as you are methodical in your approach to your learning, that there is always an item on governor training on the board agenda and you develop as a board ways to cascade learning then all will be well. It is a good idea to keep a copy of any certificates or email confirmation of attendance.

Sometimes boards have whole board training. This can take place as part of a board meeting, at an away day or be led by a member of staff or the headteacher. If this happens it is a good idea to make sure that it is minuted as having taken place.

T is for Trustee

Trustees, sometimes called directors, are the middle layer in the MAT. The [Governance Handbook](#) states *the board of Trustees manages the business of the academy trust and may exercise all the powers of the academy trust. The board should focus strongly on the three core functions of governance. The Trustees must ensure compliance with the trust's charitable objects and with company and charity law. The board of Trustees signs off the annual accounts and is responsible for adherence to the trust's funding agreement with the Secretary of State. It is the Trustees who are therefore responsible for the trust's accountability to Parliament and to the Secretary of State as the Principal Regulator of academies as exempt charities.*

T is for Types of Governor

The main types of governors are

- Co-opted governors are appointed by the board for their skills (used to be known as community governors),
- Staff governors are elected by the staff (1 in a maintained school – check the AoA in an academy),
- Parent governors are elected by the parent body (2 in a maintained school – check the AoA in an academy), you are representative of the parent body not a representative for the parent body; do not go rushing into the playground trying to gather views or report what was said at the meeting. There are rules about such things. This is sometimes hard.
- Foundation Governors are appointed by the church if you are in a church school but can also be appointed by the founding body of the school. If you are in a Voluntary Aided²⁰ (VA) Church of England school, for example, governors have some additional responsibilities. Ask what they are,
- The LA governor is recommended by the LA and the board now has an element of choice,
- Only the headteacher can be the headteacher governor,
- Associate members are not governors.

Each type of governor has a term of office. This is usually 4 years but can be less. It cannot be more without re-election or re-appointment. This should always be minuted.

The Chair should be elected following due process and can be any category apart from staff, head teacher or associate member; the same goes for the vice chair.

²⁰ Voluntary-aided schools are maintained schools and often, but not always, have a religious character. This is a very useful guide to the difference between VC and VA schools <http://www.rdbe.org.uk/schools/information-for-schools-3/information-for-schools-2/voluntary-aided-voluntary-controlled-schools/frequently-asked-questions-2>

U is for Understanding

If you don't understand something ask. Everyone was a new governor once and the chances are you won't be the only person on the board wondering.

U is not for Unilateral

All decisions are joint decisions and there are only very few times when the Chair should be making decisions outside of the board meeting and if they do these must be reported and minuted at the first available opportunity. Unilateral decision making is not good governance. Sadly this happens.

V is for Value(s)

Every school should have a vision and values statement. This could be a separate document or it could be incorporated into all the schools documents. These should be understood by everyone in school including the governors and should be collectively agreed. They should be embedded. They should not be imposed. If they are they are not values.

W is for Website

School websites are really important. The website should be easy to navigate just as your board minutes should be easy to follow. This is about setting standards.

The website should contain all the information required to be required to be published as well as all the other useful information about the school for the parents and carers and school community.

The DfE have produced [guidance](#) and they update it regularly. It may be worth checking if your board has a governor who regularly looks at the website. If you are governing in an academy then the guidance is [here](#).

W is for Wellbeing

It is good practice to consider the wellbeing of everyone. Staff, headteachers, pupils and governors. It is a good idea to have a governor who oversees this. Sometimes this is the safeguarding governor but not always.

W is for Whistleblowing

Only do this if you are totally 100% sure. If you find you need to whistle blow is it best to seek external and impartial advice first. The National Governance Association is one potential support as are National Leaders of Governance or the Governor Services team in your local authority if there is one.

X is for no excuses

No such thing anymore. It's no good telling Ofsted you didn't know what you needed to know...

Y is for You

Your voice is important. As a new governor you will bring a fresh perspective. Remember it is okay to enjoy being a governor.

Z is for zero

Data. Data. Data. There is a lot of data presented to governors; sometimes it can be impenetrable. It is a good idea to ask for an explanation of the data you are being presented with so that you can frame your questions and link visits accordingly. Sometimes a zero is acceptable eg a nil return; sometimes it is not. Context is everything.

And finally

This guide is only the beginning. There is a wealth of information available to help and support you in your new role. Being a governor or trustee is very rewarding. It is not always easy but if we remember that we are governing for the benefit of our children and young people then together the 250,000+ governors and trustees will make an impact on the outcomes and life chances of the next generation.

If you would like more information on governor training or you have any questions please contact

- Your local authority governor service team if there is one,
- A National Leader of Governance,
- Your chair of governors, MAT chair, clerk or governance manager.

Thank you for reading

Fiona Stagg BA Hons, FRSA

National Leader of Governance

I can be contacted on fiona@sbwgovernance.co.uk

www.sbwgovernance.co.uk

or follow me on Twitter @dogpaws23

Some useful information and templates...

A Selection of Acronym and Abbreviations		
AEN	Additional Educational Needs	
AFH	Academies Financial Handbook	
AoA	Articles of Association	Academies
ASP	Analyse School Performance	Data
CAHMS	Child and Adult Mental Health Service	Also Younger Minds
CIF	Condition Improvement Fund	academies
CIN	Child In Need	Safeguarding
CLA	Children Looked After	Sometimes called LAC
CoG	Chair of Governors	
CSE	Child Sexual Exploitation	Safeguarding
DBS	Disclosure and Barring Scheme	used to be called a CRB check
DDA	Disability Discrimination Act	
DFC	Devolved Formula Capital	Funding
DSL	Designated Safeguarding Lead	Safeguarding – often the Headteacher
EAL	English as Additional Language	
Ed Psych	Educational Psychologist	
EEF	Education Endowment Fund	online toolkits
ERG	External Review of Governance	
ESFA	Education Skills and Funding Agency	
EHCP	Education Health Care Plan	
EVER 6		Relates to FSM
EWO	Education Welfare Officer	
EYFS	Early Years Foundation Stage	Reception class
FFT	Fisher Family Trust	Data
FGM	Female Genital Mutilation	
FOI	Freedom of Information	
FSM	Free School Meals	

FTE	Full Time Equivalent	Staffing
GAG	General Agreement Grant	Academies
GB	Governing Board	sometimes called body
GDPR	General Data Protection Regulations	from May 25th 2018
HR	Human Resources	
HTLA	Higher Level Teaching Assistant	
HTPM	Headteachers Performance Management	
ICT	Information and Communications Technology	
IDSR	Inspection Data Summary Report	Primary and secondary
IEB	Interim Executive Board	GB of a school in Special Measures
INSET		Staff training days 5 per year
IOG	Instrument of Government	GB structure - legal document – maintained schools
ISR	Individual School Range	Used in pay decision for senior leaders
KCSIE	Keeping Children Safe in Education	
KS1 and KS2	Key Stage 1 (years 1-3); KS2 (years 3-6)	
KPI	Key Performance Indicator	
LAC	Looked After Child	
LCSB	Local Children's Safeguarding Board	
MAT	Multi Academy Trust	
MFL	Modern Foreign Languages	
NC	National Curriculum	
NFER	National Foundation for Education Research	
NGA	National Governance Association	
NLE	National Leader of Education	
NLG	National Leader of Governance	
NOR	Number on Roll	
NPQ	National Professional Qualification	eg NPQH, NPQSL, NPQSL, NPQEL

NQT	Newly Qualified Teacher	Also RQT Recently Qualified Teacher
Ofsted	Office for Standards in Education	
PAN	Planned Admission Number	
PHSE	Personal Social and Health Education	
PI	Performance Indicators	
PP	Pupil Premium	also sports premium
PPA	Planning Preparation Assessment	
PRP	Performance Related Pay	
PRU	Pupil Referral Unit	
PSED	Personal Social emotional development	
PTA	Parent Teacher Association	
PTCD	Staff pay and conditions document	
QA	Quality Assurance	
RIDDOR	Reporting of Injuries Diseases and Dangerous Occurrences Regulations	
RSC	Regional Schools Commissioner	
SATs	Standard Assessment Tests	KS1 and KS2
SCR	Single Central Record	
SDP	School Development Plan	Sometimes called improvement plan
SSIF	Structural School Improvement Fund	academies
SEF	Self Evaluation Form	
SENCO	Special Educational Needs co-ordinator	
SEND	Special Educational Needs and Disability	
SFVS	School Financial Value Standard	maintained schools only
SIAMS	Statutory Inspection of Anglican and Methodist Schools	
SLA	Service Level Agreement	
SLT	Senior Leadership Team	
SMCS	Spiritual, Moral, Social and Cultural Development	

SoD	Scheme of Delegation	Academies
STA	Standards and Testing Agency	
TA	Teaching Assistant	
TOR	Terms of Reference	
TSA	Teaching School Alliance	
UFSM	Universal Free School Meals	
URN	Unique Reference Number	each school has a unique number
VA	Voluntary Aided	
VC	Voluntary Controlled	
VFM	Value for Money	
VLE	Virtual Learning Environment	

A-Z of Governance – What's Yours?

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Your thoughts....

Curious Questions Matter. What's Yours?	
Date	Meeting of
Subject/Context	
Question	
Answer	
Shared with	
Next steps	