

Education – Acronyms' and Glossary

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

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

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

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

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

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

Associate members: Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers

A level: General Certificate of Education Advanced level – usually completed by some 16-18 year olds after GCSE

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

Assessment without levels: A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment

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

Attainment 8: A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications

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

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

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

Chair's action: In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

Chief Executive Officer (CEO): The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT)

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

Clerk: The Clerk is the 'constitutional conscience' of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

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

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

Competency framework for governance: A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

Co-opted governor / trustee: Appointed by the governing board, generally on the basis of their skills

CPD: Continuing Professional Development for school staff or the governing board

DDA: Disability Discrimination Act

Delegated budget: Money provided to schools, which governors can manage at their discretion

Delegated powers: Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

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

DfE: Department for Education – the government department responsible for schools and children

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

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

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

EEF: Education endowment foundation

EAL: English as an Additional Language

EBacc: A school performance measure based on achievement of GCSEs in ‘core academic subjects’ of English, maths, history or geography, the sciences and a language

EBD: Emotional and Behavioural Difficulties

ESFA: Education and Skills Funding Agency – a single funding agency accountable for funding education and training for children, young people and adults

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

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

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

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

Ex officio: Able to attend meetings by virtue of holding a particular office

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

Executive Head teacher: Unlike a traditional head teacher who leads one school only, an executive head teacher is the lead professional of more than one school

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

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

Form of entry: The number of classes of 30 children that a school admits each year

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

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

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

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

Freedom of Information (FOI): The Freedom of Information Act 2000 is an Act of Parliament of the United Kingdom that creates a public "right of access" to information held by public authorities

FSM: Free school meals – pupils are eligible for FSM if their parents receive certain benefits

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

General Data Protection Regulation (GDPR): If you control or process personal data relating to EU residents - whether they're customers or your own staff - you will have to do so in a way that complies with GDPR. Organisations don't have to be based in the EU to be bound by GDPR. They only need to be processing or holding data on EU residents in order for GDPR to apply to them. Depending on your role in collecting or processing that data, the regulation will view you as either a data controller or a data processor

GCSE: General Certificate of Secondary Education

Governing board Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

Governing body: Refers to the governing body of a maintained school only

HLTA: Higher Level Teaching Assistant

HMCI: Her Majesty's Chief Inspector of Schools

HMI: Her Majesty's Inspector

HSE: Health and Safety Executive

IEP: Individual Education Plan for pupils with special educational needs

IGCSE: International GCSE

INSET day: In-Service Education and Training – courses for practising teachers and other school staff

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Key stages (KS) The 4 stages of the national curriculum:

- KS1 for pupils aged 5-7
- KS2 for pupils aged 7-11
- KS3 for pupils aged 11-14;
- KS4 for pupils aged 14-16.
- KS5 applies to 16-19 year-olds but is not part of the national curriculum

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

LA Governor: Nominated by the LA but appointed by the governing body

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

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

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

MASH: Multi Agency Safeguarding Hub

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

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

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

NFER: National Foundation for Educational Research

NGA: National Governors' Association

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

NQT: Newly Qualified Teacher

NUT: National Union of Teachers – a teaching union

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

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

Parent governor / trustee: Member of the governing board elected by the parents of the school's pupils

Partnership governor: In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos

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

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in music

Personal Budget: is the funding provided by the council in relation to its statutory duties under the care act 2014 to enable the service user to meet their eligible outcomes.

Eligible parents and young people can make a request to personalise their support by being able to apply for a personal budget. Eligibility is decided by the All Age Disability team.

There are three ways to access a personal budget:

- a. Parent and Young people do not receive the money directly. The parent / young person co-designs service and services are then paid directly by the council
- b. Parent/ young person co-designs service and services are then managed by an external agency who takes an additional percentage. ie for Southwark council its people plus
- c. Parent / young person co-designs service. Payment comes in the form of a direct payment into a special bank account which has been set up

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

PFI: Private Finance Initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (infrastructure for example) and related services

PGCE: Post-Graduate Certificate of Education

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

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

Progress 8: A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4

PRP: Performance Related Pay – schools following the STCPD must now ensure teachers' pay is linked to their performance

PRU: Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school. The schools are set up for children who have been taken out of mainstream schools usually due to illness or exclusion. They can be managed publicly or privately and are set up in compliance with the Education Act of 1996 that states that every Local Area Authority must provide a suitable education for children of school age who cannot attend mainstream schools in the area. Most often the students who attend these schools display Emotional and Behaviour Difficulties (EBD). (also see special schools)

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

PTA: Parent Teacher Association or PSA (Parent Staff Association) or PA (Parent Association)

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

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

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

QTS: Qualified Teacher Status

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

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

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

ROA Record of Achievement

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

SATs: Standard Assessment Tasks – used for national curriculum assessment

School business manager: A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

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

School development plan: The operational document describing how the school will work towards the strategic priorities set by the governing board

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

SEND: Special Educational Needs and Disabilities

Special educational needs (SEN) definition from Children's and Family Act and Code of Practice:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within this definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

SENCO: Special Educational Needs Coordinator, Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school. The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

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SEND Code of Practice 0-25 years: This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. For ease of reference, young people are referred to in this Code of Practice as 'over 16'.

SEND: Disability linked to SEND: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

SEND Information report: The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

SEND Support: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

SENDIST: Special Educational Needs and Disability Tribunal

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

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

Short Breaks: (children and young people) vary from area to area but usually can be arranged from a few hours in the evening or weekend to an overnight break for those with the "**most complex**" needs. The short break can take place in the child's own home, the home of an approved carer, a residential or community setting.

This also provides parents and carers of children and young people with SEND with a valuable break from their caring responsibilities.

All Short breaks must be outcomes based and should always be a development opportunity for the young person.

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

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

Special Schools: Young people with an education, health and care plan (EHCP), whose needs cannot be fully met from within a mainstream provision

It is currently estimated there are 1.2 million children in England with a recognised special educational need or disability (SEND). About 50 per cent of children with an EHC plan are educated in mainstream primary or secondary schools. Of the remaining 50 per cent, the majority attend a government maintained special school. About two per cent of school-age children attend a special school, and a large vast majority have an EHC plan. Children who are

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educated in special schools have been identified as having a learning difficulty or disability which calls for special educational provision to be made for them.

Special schools are those that provide an education for children with a special educational need or disability. ‘There are many different types of special school, but essentially, they all educate children whose needs cannot be met within a mainstream setting, and their parents or carers have agreed to or requested a special school placement.

The type of special school available varies from area to area. Some are maintained state schools; some are academies; some are independent. Some schools admit children from three to 19 years of age (or even up to 25), while others are primary or secondary. Some areas have “assessment nurseries” which children attend while their needs are being assessed, while others have Early Years classes within a special school setting.

The government lists four broad types of special school, according to their specialism:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs

Some special schools are generic, catering for a wide range of needs, including some or all of these four broad areas. Others specialise in a particular area.’ Further, some schools specialise even within the above categories, such as autism or speech and language schools.

Some mainstream schools have special “units” or “resource bases” (see special units / resource bases) on site so children with SEND can receive specialist teaching but also access mainstream resources and mix more widely with their peer group.

Special Unit or Resource Base: A unit attached to a mainstream school to cater for children with specific special needs

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

SSAT: Specialist Schools and Academies Trust

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

SEF: self-evaluation form is the schools’ on going cycle of review and planning. This form is designed to be an important tool in this process, enabling schools to capture a summary of their evaluations. In the form they indicate our key strengths as well as what needs to be tackled to effect improvement. The form clearly outlines the progress students are making, the effectiveness of teaching, the behaviour of students, the quality of school’s leadership as well as the social and moral aspects of the school

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

TA: Teaching Assistant

Teaching schools: Schools that work with others to provide CPD for school staff

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

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

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

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

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

Vertical grouping: Classes formed (in primary schools) with children of different age groups

Virement: The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

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

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

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