

# Gladesmore Community School



## Governance & Finance

March 2023

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## The Role of the Governing Body

### **FUNCTION AND PURPOSE**

School governors have a legal responsibility to conduct for the school with a view to promoting high standards of educational achievement. They have three key roles: setting strategic direction, ensuring accountability, monitoring and evaluation.

### **A SUMMARY OF GOVERNING BODY RESPONSIBILITIES INCLUDE:**

- setting strategic direction, objectives, targets, and policies
- reviewing progress against the budget, plans and targets.
- approving the school budget.
- acting as a critical friend to the headteacher by providing support and challenge.
- appointing a headteacher.

### **GOVERNING BODIES ARE MADE UP OF KEY STAKEHOLDERS:**

- parents - parent governors are elected by other parents at the school
- staff, including the head teacher - staff i.e. teaching and other staff, governors are elected by the school staff.
- the community - the governing body appoints co-opted governors
- the local authority (la) - the la appoints one or more local education authority (lea) governors.

The clerk: the clerk is not a governor but prepares minutes of meetings and fulfils duties to ensure the GB runs effectively.

## Gladesmore Community School Governing Body Membership

Governing Body membership can be found on the school website in the dedicated Governors section.

### Instrument of Government

The Gladesmore Community School Governing Body was reconstituted in October 2014 in line with the DfE requirements. The make-up of the governing body is designed to ensure coverage of the necessary skills and experience required.

Governors are appointed for a term of **four years**.

The different types of Governor are: Parent; Local Authority; Staff; Co-opted

**Chair of Governors – Alex Sweet**

**Vice Chair of Governors – Maureen Black**

**Chair of Site, Finance & Personnel Committee – Annabel Schaafsma**

**SEND & Safeguarding Governor – Maureen Black**

### The role of a Governor

Governors work with the school on strategic planning, developing policies and keeping the school under review so that all our children achieve their full potential. Governors also monitor and evaluate progress towards the school's priorities and targets. They ask questions which are probing, analyse the school's performance and to work together with the staff. Governors should not be involved in the day to day running of the school, or try to be, and should always respect the professionalism of the head and the staff.

To be an effective governing body it is vital that all governors take an active role:

- Attend full governing body meetings – these meet five times a year.
- Be positive ambassadors for the school.
- Governors will take on other tasks as invited e.g., being part of policy review groups and interview panels.
- Attend training as and when required from the portfolio of training courses provided by hep.
- Attend key school events and awards evenings when invited.

## Governing Body Membership

Governors serve a four-year term of office. The Chair and Vice-chair of governors also serve a four-year term of office. The Chairs of the committees are appointed on an annual basis. Parent governors are elected by other parents at the school and the Staff governor is elected by staff employed by the school. Co-opted governors are appointed by the governing body on the basis of their skills and experience. The Local Authority governor is nominated by the LA and appointed by the governing body.

## Governing Body Meetings

Full Governing Body meetings take place at least once each term. Typically, the school usually has 5 full governing body meetings per year.

The governing body has set up a Site, Finance and Personnel Committee. This committee services the governing body and deals with matters and details that primarily focus on site, finance, and personnel items. Delegated powers enable the Committee to adopt relevant policies and approve financial documentation as appropriate.

### **Voting rights.**

Governors meetings have a standing item whereby governors declare any items that they may have a pecuniary interest in. Such would preclude governors from voting on specified items, and in addition, they would not be attendance for items that might present a conflict of interest. Otherwise, on the rare occasion of a governing body vote, all governors have an entitlement to vote on matters that are put to a vote when in attendance at a meeting.

## **Meeting Structure**

Meetings are divided into two parts. **Part 1** is a public meeting the minutes may be shared with interested parties.

**Part 2** is a strictly private and confidential section – minutes and discussions should be treated as such so matters are not shared with others.

## **Apologies if governors cannot attend a meeting**

If governors are not able to come to a Governors' meeting they notify the Clerk to explain why they cannot attend.

The Governing Body meeting must decide whether or not to accept the apologies sent by anyone not attending. If a Governor does not attend Governing Body meetings for 6 months without sending apologies *and* having their apologies accepted by the meeting, then they may be removed from the Governing Body.

## **Governing Body Committees**

The Governing Body Committees carry out detailed business of the Governing Body in scrutinising matters related to personnel, the site, school finances and pay. Committees discuss items, agree policies and take decisions as delegated by the full Governing Body and they report back to full Governing Body meetings.

## **Site, Finance & Personnel Committee**

This is the main governing body committee that has delegated responsibilities to steer, monitor and make decisions concerning the school's resources.

## **Pay Committee**

The Site, Finance & Personnel Committee members are designated to act as the Pay Committee. This Committee consists of at least two governors to consider matters in relation to staff pay progression and other staff pay matters.

## **Discipline Committee**

The role of the Discipline Committee is to consider any disciplinary appeals concerning pupils or staff. The Discipline Committee does not have a fixed membership; it is convened as and when needed. All Governors may be asked to serve on a Discipline Committee.

## **CEO/Head's Performance Management Committee**

A group consisting of at least two governors are responsible for the performance management of the CEO/Headteacher and meet to set and review the CEO/Head's annual targets. This committee includes an suitably qualified independent consultant to advise the governors.

## Quality Standards for Governing Bodies

1. Governors hold a shared, ambitious vision for the school which is clear and well communicated to staff, parents and pupils
2. The Governing Body sets the strategic direction of the school and has a central role in the leadership of the school, both in improvement planning and in the evaluation process
3. Governors are confident in providing high levels of professional challenge and support to ensure strategic approaches adopted will have a good impact on pupil outcomes.
4. Governors have an extremely good and detailed awareness of the school's strengths and areas for development
5. Governors have a secure and accurate understanding of the data about the performance of pupil groups and monitor their progress
6. The Governing Body has a clear and accurate knowledge of the quality of provision within its school, in particular the quality of teaching and how appraisal informs progression on the pay scale
7. Governors know how the school's performance compares with others locally and nationally
8. Governors ensure financial stability and ensure that resources are deployed for optimum impact on pupil outcomes, including monitoring the effectiveness of the Pupil Premium in improving the performance of targeted pupils
9. The Governing Body has adopted a robust approach to self-review of its own performance, including a development plan

## Code for governors and meetings

All governors, however appointed or elected, should recognise the welfare of the school as paramount. Governors should consider the contributions they may make to the discussion of agenda items being mindful that their function is to support the effectiveness of the school in its core job of educating children.

No governor has individual authority or power by being a member of the governing body unless it has been specifically delegated. Only the governing body as a whole may take actions or decisions unless agreed otherwise and formally minuted.

Governors accept corporate responsibility for the decisions of the governing body.

The governing body recognizes that it administers a public body funded by national and local taxation. It therefore recognizes the need to ensure that its proceedings are open to public scrutiny.

Governors have no authority individually to speak or write publicly on behalf of the governing body, except where the governing body has expressly agreed to a public statement. Urgent contacts from press or other institutions should only be responded to by agreement of the chair and headteacher and should be notified and justified to the governing body at its next meeting.

No governor should use his or her position to gain advantage in other relationships with the school or community (e.g., as a teacher, employee, parent, or councilor).

Meetings are divided into two parts, **Part 1** is a non-confidential part of governing body meetings may be open to observers from the public, at the discretion of the governing body. Whether such observers can speak during a meeting is, again, at the discretion of the governing body. **Part 2** is a strictly private and confidential section. Minutes and discussions are treated as such; so, matters cannot not be shared with others. Governors should not use any material learned at governing body meetings for other purposes. No item designated as confidential should be discussed outside the governing body.

No governor can be mandated by his or her elective or appointing body under any circumstances, although he or she may report any views expressed by members of that body. Ultimately, all governors are appointed to the governing body, and should act, for the good of the school, whatever their constituencies.

Some governors have other relationships with the school, such as parent or employee. They should be particularly careful to ensure that these relationships are conducted in a proper and ethical manner, and that their standing as a governor is not compromised or open to misinterpretation.



Governors should attend meetings regularly and punctually.

Governors should consider what individual skills, personal qualities, and knowledge they possess and put them to use for the good of the governing body and the school

### **Safeguarding**

Schools are required to carry out safeguarding checks on all staff including governors. The headteacher and at least one governor must have undertaken safe recruitment training for staff appointments. All governors will be expected to undertake basic safeguarding training. Pauline Jones the School's Designated Child Protection Officer will provide annual refresher training and reports on safeguarding. The Governor with specialist responsibility will lead the overall monitoring of child protection arrangements for the Governing Body, but governors should not get personally involved, or know details of individual cases, except in relation to any disciplinary functions they may need to deal with regarding allegations against members of staff.

### **Declaration of interests**

Governors are required to sign a declaration of any business interests they have which may affect their role as a Governor - for example if they have a financial interest in a company that may be contracted to provide services to the school. This is an important document which must be kept up to date so Governors are advised to notify the school if personal circumstances change.

### **Visiting the school**

Governors are encouraged to visit the school while it is running. Each year there is a special Governors Day for Governors to sit in on a range of lessons and assembly. Governors are also invited to other events and activities. Governors are welcome to visit the school; additional arrangements can be made for this. Under employment law Governors are entitled to reasonable unpaid time off work to carry out their duties. Some employers may allow paid time off for this.

### **Governor training**

Haringey Education Partnership run training programmes for governors, including a programme of induction sessions which new governors attend.

## Site, Finance & Personnel Committee Terms of Reference

Chair: Annabel Schaafsma

Clerk: Jan Smosarski

### **Membership:**

- At least 3 governors including the CEO/Headteacher. The Committee may also appoint Associate Members in order to draw on additional expertise.
- The Chair will be elected at the first meeting of the Committee each academic year.

### **Quorum:**

Three governors to include either the CEO/Headteacher or representative.

### **Meetings**

Meetings will be held quarterly, or otherwise as required.

### **Remit**

The main function of the committee will be to oversee the strategic use of school resources that contribute to conditions for high quality learning and teaching.

In **Site** matters the Committee should:

1. Provide support and guidance for the Headteacher on all matters relating to the school premises and grounds, security and health and safety
2. Maintain an overview of site development matters
3. Monitor contracts relating to premises and associated services

4. Monitor the implementation of health and safety legislative requirements of the school
5. Have an overview of lettings

In **Finance** matters the Committee should:

1. Comply with the Governors responsibilities
2. Allocate budget according to agreed priorities within the School Goals
3. Monitor finances to ensure that the school effectively manages the budget
4. Make virement choices – the headteacher can authorise virements up to £5,000 without reference back to the Site, Finance & Personnel Committee
5. Receive reports of developments - the Headteacher can authorise new expenditure of up to £100,000 without reference back to the Site, Finance & Personnel Committee
6. Take note of advice relating to the audit of financial management of the school

In **Personnel** matters the Committee should:

1. Agree personnel related policies such as pay, sickness, discipline, capability and grievance
2. Monitor staff appointments and departures
3. Assist with the appointment and promotion of senior staff
4. Monitor the Appraisal (Performance Management) Policy
5. Receive monitoring reports on staff attendance
6. Monitor the in service training provision for staff
7. Advise on staff conditions and welfare issues
8. Set up panels for personnel procedure hearing or appeals as needed
9. Set the criteria for selection and outline the sequence of events for redundancy procedures

In **Pay** matters the Committee should:

1. Act as a Pay Committee for the approval of Pay Spine progression
2. Monitor staff performance

### **Headteacher appointment and performance**

To oversee recruitment process of headteacher for consideration by the Governing Body as may be necessary. To set up and delegate responsibility for performance management and pay progression of headteacher to minimum two selected governors.

### **Staff appointments at TLR1b and above**

Together with the rest of the Governing Body, assist the headteacher in the process of recruitment of senior staff. Appointments at below TLR1b, support staff, short term posts and temporary positions have been delegated by the Governing Body to the headteacher.

## **School Vision and Ethos**

### **Our Motto**

Dream it, REACH for it, Achieve it!

### **Our Vision**

To provide an outstanding all-round education where our pupils make impressive progress in a positive, friendly, family community atmosphere.

### **The Gladesmore Ethos**

We are proud to be part of the highly successful Gladesmore Community School. There are many reasons for our success including the shared **respect** staff and pupils have for each other. This underpins our positive and inclusive atmosphere. We show great **enthusiasm** for learning and are constantly aiming to improve on what we do in order to exceed our previous best. We are very proud of our ambitious **attitude** and we warmly celebrate each other's commitment and progress. We are eager for our staff to provide a first-class education so that students continue to achieve high standards and make a valuable contribution to society.

We are all unique. A strong feature of our school is the way we embrace our differences and use them to make our education richer. Our school environment is safe and nurturing. We are a school where we work to develop good social skills and, through the spirit of **cooperation**, we help each other to succeed. We are a school where we concentrate when we need to and enjoy learning. We develop as independent learners and make progress through **hardwork** and commitment. We enjoy being part of the wider Gladesmore community because we are kind and friendly to each other. We appreciate that our school is a place where we can learn and have fun together.

The members of our highly skilled, knowledgeable and diverse staff reflect the positive goals of our school community and always look for the best in our students. As a Learning and Teaching body, we continuously explore better ways of promoting learning through building resilience, encouraging cooperation and fostering independence. Our stable staff team enjoy being part of the Gladesmore community and the school actively encourages their progress and development as professionals.

We want others to recognise pupils who went to Gladesmore as people noted for their:

**Respect; Enthusiasm; Attitude; Cooperation; and, Hardwork** who continue to REACH for their best and be their best.

## **REACH**

REACH is a simple way of communicating values that we strongly promote at Gladesmore. It is a pupil friendly way of expressing the Gladesmore Ethos statement.

If pupils' learn what these values mean and, importantly, demonstrate understanding through their actions, it is felt that their learning will be enhanced and social interactions will be positive. Pupils are encouraged to increasingly take responsible for their learning, take advantage of the opportunities available to them and help each other to succeed. We aim through this to be creating more effective learners and helping them develop into citizens better able to enter the world of work with both the required academic qualifications and the social and emotional maturity to be successful.

However, in order for REACH to be successful, these values need to run through everything we do from the way we speak to pupils to what we plan in our schemes of work. Consistency across the school is critical. Therefore, it is critical that all staff effectively model and reinforce the values of REACH.

Pupils will need to understand precisely what we mean by each of the values in the REACH acronym: we need to break down each value explicit to pupils. We need to explain, model, reinforce and praise the behaviours we expect – we need to teach these values.

REACH is not just a simple acronym but represents the values at the heart of our school and the means, with which we can continue to raise achievement, improve the climate for learning and strengthen our community.

## **Finance Guide**

This guide outlines what is needed to properly manage and monitor the school's budget and meet financial requirements.

### **Financial Benchmarking**

The School can compare its decisions relating to financial spending with others nationally and to similar school by using the Financial Benchmarking information:

<https://schools-financial-benchmarking.service.gov.uk/school/detail?urn=102157>

[https://schools-financial-benchmarking.service.gov.uk/?utm\\_source=BRC\\_maintained\\_19&utm\\_medium=email](https://schools-financial-benchmarking.service.gov.uk/?utm_source=BRC_maintained_19&utm_medium=email)

### **Budget setting**

1. The School will receive the school's budget share in March before the start of the financial year on 1<sup>st</sup> April.
2. The budget share is the money allocated from the DFE that is allocated through a formula set by the Haringey Schools Forum. It is mostly based on pupil numbers known as AWPU's (Age Weighted Pupil Units), but also has elements for other factors such as Pupil Premium, premises costs, SEN funding for statemented pupils plus a basic allocation.
3. Additionally, the school receives a capital grant which it can use for ICT and other capital projects, e.g. building or refurbishment.
4. The CEO/Headteacher, Business and Finance Managers will check the allocation for accuracy.
5. About one twelfth of this money, minus staff salaries, is paid into the school's bank account each month. This monthly income is known as the "cashflow".

At Governors' meetings:

1. The CEO/Head will present a draft budget to governors' for each financial year.
2. Salient points in the budget will need to be pointed out and identifying expenditure decisions that have to be made.
3. Links between the draft budget profile and the School Development Plan (SDP) should be explicit.
4. The role of governors is to go through the budget and consider the overall financial position and strategic allocation decisions
5. The CEO/Head will have highlighted decisions that have to be made. These should be considered.
6. Governors may also wish to interrogate parts of the budget including Service Level Agreements.
7. Governors should consider value for money as cheaper is not always better. Quality of service and provision of fail-safes need to be considered.
8. Multi-year budgets: it is best practice to project ahead and to have indicative projections for subsequent years.
9. Information about individual staff members' pay is confidential.

The Site, Finance & Personnel Committee agrees the final draft budget which will then go to the full governing body meeting for final ratification. The budget must not be in deficit unless there is specific agreement with Haringey which would also require an agreed recovery plan.

Meeting must be properly minute decisions that have been made, and these minutes must go to full governors' along with the final draft budget.

The governors must formally approve the budget and it must be minuted. The Chair of Governors and Headteacher must sign and date the final approved budget which is due to be returned to Haringey by the end of May.

### **Monthly procedures and returns**

1. Each month, the School receives the cashflow and payroll information and will check them for accuracy.
2. At the end of each month a statement of income and expenditure in all areas is prepared. This is checked by the CEO/Head and retained on record by the Finance Manager. Expenditure or income that appears to be too low or too high or is otherwise unexpected will be explored and followed up as may be appropriate.

### **Quarterly procedures and returns**

1. Each quarter, at the end of June, September, December and March, the school completes a quarterly return. This is available for the local authority and is a short financial summary showing overall income and expenditure. It also gives an estimate of the expected surplus or deficit at the end of the financial year in March. This is known as the carry forward and may be positive or negative.
2. Site, Finance & Personnel Committee meetings are scheduled at the end of each quarter to discuss the return and to make any decisions that may be necessary to deal with variances on the original budget. Notable under and overspends will be identified.
3. If the projected carry forward is lower or higher than expected, and especially if it is negative, the reason(s) will need to be explored and if necessary, a plan may be implemented to deal with it.
4. The budget may need to be revised periodically to deal with staff changes or other matters that arise. Funds can be switched from one budget heading to another by using virements.
5. Meetings are minuted and go to, and be minuted by, the next full governors' meeting.
6. The quarterly return must be signed and dated by the Head and the Chair of the Site, Finance & Personnel Committee.

### **Uncommitted balances**

If it looks as though the balance at the end of the year will be over 8% of the budget share. It is essential to make allocation decisions on how the surplus is to be spent, with timescales, by the end of December. These decisions must be minuted.

### **Annual procedures and returns**

1. The CEO/Headteacher will present the annual return at the end of the financial year to the Site, Finance & Personnel Committee. This will coincide with the planning of the draft budget for the new financial year.
2. If there is a surplus or deficit at the end of the year, this will be carried forward to the new financial year.
3. The carry forward should have been predicted in the third quarter return in January. If it is negative – i.e., the school is in deficit – then governors must ensure that the budget for the new year takes this into account. This means that expenditure will have to be cut, not only to ‘pay back’ the deficit, but also to ensure that the school does not continue in financial difficulties.

### **Schools Financial Value Standard [SFVS]**

The school is required to make on-going assessments against the Schools Financial Value Standard. Governors need to ensure that this self-assessment is in place and any actions identified to further improve financial practice are planned. A copy of the SFVS is sent to the local authority each financial year.

### **Minutes of Governors meetings**

Minutes of full governors’ and Site, Finance & Personnel Committee meetings are signed and dated by the Chair and kept by the CEO/Head.

### **Haringey Financial Regulations**

The Haringey Finance Manual sets out the procedures that schools should follow in managing its finances. It identifies documents that governing bodies should have in place and be regularly reviewed.

## **Audit**

Haringey Council commission Mazars to undertake a systematic process of financial audit of school finances. Following an Audit, a report is issued for the governing body. The Audit assesses the financial rating assurance of the school. Gladesmore obtained a Substantial Assurance rating in the last Audit, this being the highest rating and has consistently maintained this standard in successive audits.

### **Audit Assurance Ratings.**

1. Substantial Assurance - Where the audit finds no significant weaknesses and the auditors deem that overall risks are being effectively managed. Any issues raised are minor and are within an adequate control



2. Adequate Assurance – Where there is generally a sound control framework in place, but there are significant issues of compliance or efficiency or some specific gaps in the control framework which need to be addressed. Adequate assurance indicates that despite this, there is no indication that risks are crystallising at present.
3. Limited Assurance – Where controls are such that the system objectives are put at risk. Improvements are required to the control environment.
4. Nil Assurance - Where key controls do exist, they are not applied consistently. There is no or inadequate framework of key controls in place to manage risks. This substantially increases the likelihood that the service will not achieve its objectives.

### **Governor Visits to School**

Governors' have a duty to support the school, to promote high standards and monitor the school's performance. Visits are an important part of the duties so as to gain some insight into what the school is like and how the school operates. They show staff that governors take responsibilities seriously and are interested in what happens in school. Governors have powers to make decisions that affect the school and so need to have a good understanding of the school's work.

Governors' are encouraged to attend informal events such as open evenings, school productions and performances. Participation at these events gives an opportunity to see the work done.

During Governors' Days the school invites governors into lessons. This is an ideal opportunity to see a variety of subjects and see how the school works on a day-to-day basis.

### **What visits tell governors**

- What the ethos and atmosphere of the school is like;
- How pupils relate to the staff and other pupils;
- How staff relate to pupils and each other;
- The motivation and behaviour of pupils;
- The sort of activities children do in the curriculum.

### **Governors' Allowances**

## **Introduction**

Governing bodies can pay their members' expenses for travel or other duties if required for the effective performance of the governing body. In accordance with the regulations travelling and subsistence allowance claims must be recorded.

Attendance allowance and loss of earnings cannot be paid.

## **Budget**

A Budget will be set aside for claims annually. In the case of an allowable expense, or set of expenses, which is likely to cause the budget to be exceeded, this will be considered by the CEO/Headteacher.

## **Allowable Expenses**

Gladesmore governing body have agreed that expenses can, but do not have to be, claimed for:

- childcare and babysitting;
- care arrangements for an elderly or dependent relative;
- support for governors with special needs (for example, audio equipment);
- support for governors who require translations;
- telephone charges, photocopying and stationery;
- travel and associated costs
- specific work, duties or tasks required to provide high quality governance.

## **Claims**

All claims should be made on the agreed form and authorised by the Headteacher, Chair of Governors or Chair of the Site, Finance & Personnel Committee. Upon authorisation claims should be passed to the Finance Manager who will arrange payment.

## **School Meetings and Representation**

### **Governing Body meetings**

Staff are represented by a staff governor.

### **Staff Briefings**

All staff are invited to attend Staff Briefings which are scheduled on Mondays afterschool

### **Organisation Group**

This Group has responsibility for the smooth running of the school. The Group maps out the day-to-day organisation of school events and the School Calendar. Staff wishing to plan an activity which may have any knock-on effect on others or are considering planning an Educational Visit must consult with the Organisation Group.

### **Training Days (TADs)**

All staff are expected to participate in Training Days. Programmes are drawn up to promote continued professional development.

### **Postholder Meetings**

There is a schedule of meetings that are mapped out throughout the school year, that enable various groupings of staff with responsibilities to meet. This for example includes subject and faculty meetings.

### **Senior Management Meetings (SMT)**

SMT meetings enable senior postholders to meet. These meetings combine business matters, consultation and training:

- **SMT meetings (general school leadership matters)** = HoFs and HoYs
- **HOY/SMT meetings (pastoral focused)** = HoYs and pastoral postholders
- **HOF/SMT meetings (curriculum focused)** = HoFs

### **Parent Teacher Association (PTA)**

The Parent Teacher Association actively support the school in providing feedback to inform our continued improvement. They assist with events as requested and support in fund raising. The PTA is good preparation for parents or staff wishing to be governors.

### **Twilight Training and Extended Briefings**

This is directed time for Teachers, Teaching Assistants and Trainees. These professional training sessions are in lieu of school days.

### **UNION TIME**

NEU	allocated time 1 hour per week.
UNISON	none taken
NASUWT	none taken

## Sources of further information & support

- **Haringey Education Partnership** : Governor Support & Training
- **Governorline: 0800 0722181**  
A national helpline offering free, confidential advice, information and support to School Governors.
- [www.governornet.co.uk](http://www.governornet.co.uk)

### Education jargon buster

The world of education is notorious for being full of jargon! This can be off-putting for those who do not work in education themselves. Below is a list of some of the more common acronyms and jargon terms.

<b>GCSE</b>	General Certificate of Secondary Education (qualifications taken by Year 11 pupils)
<b>BTEC</b>	Business and Technology Education Council (qualifications taken by Year 11 pupils)
<b>AEN</b>	Additional Educational Needs
<b>CPD</b>	Continuing Professional Development
<b>EAL</b>	English as an Additional Language
<b>EWO</b>	Education Welfare Officer
<b>HoD</b>	Head of Department
<b>HoY</b>	Head of Year
<b>HoF</b>	Head of Faculty
<b>KS3</b>	Key Stage 3 (Years 7, 8 & 9. Ages 11 to 14)
<b>KS4</b>	Key Stage 4 (Years 10 and 11. Ages 14 to 16)

<b>LAC</b>	Looked after children (formerly termed 'in care')
<b>ECT</b>	Early Career Teacher
<b>Ofsted</b>	Office for Standards in Education
<b>SEND</b>	Special Educational Needs & Disabilities
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>EHCP</b>	Education, Health Care Plan is a plan setting out the individual educational provision that a child with SEND is entitled to receive
<b>TA</b>	Teaching Assistant