

Solihull Governor Services
A Glossary of Educational Terms and Abbreviations

As I am sure you will appreciate this isn't a definitive list but I hope you will find this glossary useful. If you come across terms that are not included, or obsolete terms, please inform Heidi Cosford, School Governance & ICT Co-Ordinator, Solihull Governor Services by email:

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| AAP | Average Ability Pupil |
| Academy | Publicly funded independent school that provides free education to pupils of all abilities (can be primary, secondary or special) |
| ACAS | Advisory, Conciliation and Arbitration Services |
| ACG | Annual Capital Guidelines: Amounts of borrowing power allowed annually by Central Government for capital works |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| Admission Limit | The maximum number of pupils it is intended to admit into any year of a school. |
| AEN | Additional Education Needs: A wider term than SEN, attempting to recognise all types of additional needs a pupil may have through his/her school life. |
| AfL | Assessment for Learning |
| AHT | Assistant Head teacher |
| Aided Schools | Schools set up and owned by a voluntary body, usually a church body. The governing body employs the staff, and controls pupil admissions and religious education. |
| AIM | Attendance Improvement and Monitoring |
| ALF | Activity Led Formula: A method of attempting to define the funding requirements of a school by identifying and costing the needs of the school with respect to curriculum, pastoral, management and other needs (Sometimes called a 'Needs-Led' approach). |
| ALS | Additional Literacy Support |
| APP | Assessing Pupil Progress |
| Appeals | The Education Acts give parents rights of appeal against certain decisions relating to admission to schools, special educational provision and permanent exclusion from school. |
| Appraisal and Capability Framework | The framework that underpins Headteacher and Teacher Performance Management. |
| APS | Average Point Score |
| AQA | Formerly the Assessment and Qualifications Alliance |
| ARA | Assessment and reporting arrangements |
| ARR | Assessment, recording and reporting |
| Articles of Association | The Articles of Association set out the workings for academies including the composition of the governing body. |

Updated 16th January 2016- This Glossary has been based on documents created by Leeds City Council, National Governors Association, Marston Green Junior School and The Key for School Governors

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| ASCL | Association of School and College Leaders |
| ASD | Autistic Spectrum Disorder: Pupils with difficulties in understanding and using non-verbal and verbal communication, understanding social behaviour and thinking and behaving flexibly |
| ASL | Additional and specialist learning |
| Associate Members | Individuals appointed by the governing body of a LA 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 at committee level. Associate Members cannot vote at full governing body meetings. They are appointed for 1-4 years with the opportunity for re-appointment. An Associate Member could be a pupil, member of staff or someone with expertise in a particular area. Academies' articles of association allow them to appoint non-governors to committees and give them voting rights. |
| AST | Advanced Skills Teacher |
| Attainment Target | These establish what children of differing ability should be expected to know and be able to do by the end of each key stage of the National Curriculum – each target is graded into eight levels through which pupils advance as they learn more. |
| ATL | Association of Teachers and Lecturers |
| 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. |

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| Banding | A system of school organisation where pupils are grouped by ability into teaching groups. Another definition is when a school makes prospective pupils sit a test, and then admits pupils equally across broad ability bands, ensuring a comprehensive intake. This differs from selection by ability as the school is taking pupils with varying abilities rather than just high ability pupils. |
| BAECE | British Association for Early Childhood Education |
| 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. Usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what a child can do when starting school and helps them to plan lessons and measure progress. Areas covered include language and literacy, maths and personal and social development. |
| BECTA | British Educational Communications and Technology Agency |
| Benchmarking | A technique, often associated with finance, but not exclusively so, which permits the comparison of data between schools, or different departments in schools, to allow performance to be assessed and best practice and value for money to be identified, shared and encouraged. |
| BESD | Behaviour, Emotional and Social Difficulties |
| BEST | Behaviour and Education Support Team |
| Best Value | The Government's replacement for Compulsory Competitive Tendering (CCT) which confirms the need for all Council services to be efficient, cost effective and responsive to client needs etc. |
| BIP | Behaviour Improvement Programme |
| BME | Black and Minority Ethnic |
| BSF | Building Schools for the Future: A national government investment initiative aimed at rebuilding or renewing every secondary school in England over a 10-15 year period. |

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| BSI | British Standards Institution: The long standing institution providing standards across all aspects of work, equipment etc. |
| BSL | British sign language |
| BSP | Behaviour Support Plan |
| BSW | Behavioural Support Worker |
| BTEC | Business and Technology Education Council offering qualifications at a variety of levels by both schools and FE Colleges. |
| Budget Share | The amount a school received through the formula and for which the governing body has delegated responsibility under Local Management of Schools (LMS). |

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| CAF | Common Assessment Framework: The CAF provides a universal approach to needs assessment that can be used by people working with children. This is a key element of the Children Act 2004. It integrates assessment and shares information across agencies encouraging common knowledge and history. |
| CAMHS | Child and Adolescent Mental Health Services |
| Capital Expenditure | Spending on projects, improvements and extensions to the school. |
| Capitation | The part of a school's budget allocated to spending on equipment and teaching materials. |
| Care Order | An order of the court placing a child in the care of an Authority. Local Authority acquires parental responsibility which is retained by the parent as well. |
| CASPAR | Computer Assisted Self and Peer Assessment Ratings |
| Casting Vote | An additional vote to be used by the Chair of governors if an equal number of votes are cast for and against a motion. |
| CC | Charity Commission |
| CATs | Cognitive Ability Tests: These test numeracy, literacy and non-verbal reasoning. |
| CCT | Compulsory Competitive Tendering: Legislation, formerly in force, which compels local authorities to put out various services to tender (e.g. cleaning, catering, grounds maintenance and repairs to buildings). This has been replaced by Best Value. |
| CE or CofE | Church of England |
| CFR | Consistent financial reporting |
| Chair's Action | 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. |
| Character of a School | The type of school according to the age of its pupils and the governing arrangements. |
| Child | A person under the age of 18. |
| Child Assessment Order | An order made by a court which authorises the carrying out of an assessment or part of an assessment in order to determine whether a child is suffering or likely to suffer significant harm. |
| Child Protection Governor | Child protection responsibilities are overseen by this governor. |
| Children Act 2004 | This Act details all the legal requirements behind the proposed 'whole system reform'. The aim is to improve the support services offered to children and young people. It introduces five outcomes which are to be achieved for children – places duty of care on local authorities to promote cooperation between agencies to support, safeguard and promote children's welfare. |

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| Children in Public Care | Previously called Children in the Care of the Local Authority or Looked After Children. Children placed in foster home or residential home. |
| Children's Centres | These provide a one stop resource for young families, offering help and advice on everything from childcare to getting back to work. |
| Children's Trusts | All local authorities have to set up a Children's Trust to ensure integrated service delivery and better outcomes for children. They work across LEAs, children's social services, health services, youth offending teams and a range of other partners. Trusts will decide how to spend pooled budgets to secure the most effective integrated delivery of services and will monitor and review the performance of service providers. |
| Circular | Policy statement issued by a government department, which does not have the status of law, but which gives guidance on the interpretation of the law. |
| Cluster | Group of schools that come together for a particular purpose. |
| CME | Children Missing Education |
| CMG | Criteria Moderating Group |
| Code of Practice (SEN) | This Code, on the identification and assessment of Special Educational Needs, was updated in November 2001 and implemented from January 2002. |
| Collaboration | An agreement between two or more schools to work together on one particular issue. They keep their individual governing bodies, but may set up a joint committee to which they can delegate powers. |
| Collective Worship | A single act of worship for all pupils or separate acts for groups of pupils required to take place in all maintained schools. |
| Community Governor | A person appointed to be a member of a school governing body by members of the governing body to represent community interests. (known as a Co-Opted Governor for schools constituted under 2012 Regulations) |
| Community School | LA maintained schools at which the LA is the employer, owns the land and buildings and sets the admission criteria. |
| Community Special School | LA maintained schools which make special educational provision for pupils with statements of special education needs (SEN) whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria. |
| Competitive Tendering | Obtaining quotes or tenders from alternative suppliers before awarding contracts. |
| Contact Order | Defining any form of contact a child is to have with other people |
| Co-Opted Governor | A person appointed to be a member of a school governing body by members of the governing body (previously known prior to 2012 Regulations as a Community Governor) |
| COSHH | Control of substances hazardous to health |
| CP | Child Protection |
| CPD | Continuous Professional Development for school |
| CSE | Child Sexual Exploitation. Schools and governors can help children and young people understand the difference between safe, healthy relationships and those that are unsafe and abusive. This comes under the Safeguarding and Child Protection duties of schools and governors. |
| CTF | Common transfer file |
| CTC | City Technology College: An independent college in an urban area for pupils aged 11 to 18. |

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| CVA | Contextual Value Added: There are many factors that are related to the progress that pupils make in a school, such as levels of deprivation or special educational needs. Contextual value added aims to take account of these factors when measuring the effectiveness of a school or the progress made by individual pupils. |
| CYPSP | Children and Young People's strategic partnership: A partnership of all local services affecting children and young people. There is one per area. |

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| DBS | Disclosure and Barring Service: An organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups. DBS provides a Disclosure service for employers and organisations employing volunteers. |
| DCSF | Department for Children, Schools and Family (now known as Department for Education) |
| DDA | Disability Discrimination Act (has been replaced by the Equality Act 2010) |
| DED | Disability equality duty |
| DES | Disability equality scheme |
| Devolved Funding | Funding allocated to a school which must be used for a specific purpose. |
| DFC | Devolved Formula Capital |
| DfE | Department for Education |
| Differentiation | The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children. |
| Directed Time | Time when a teacher must be available to carry out duties, including attending staff and parents' meetings, under the direction of the Head. Maximum of 195 (1265 hours) in a school year. |
| Disapplication | A term used where National Curriculum requirements do not apply to a pupil. |
| Disapplied Pupils | The National Curriculum assessments have been designed to make sure that as many children as possible can be assessed. There may, however, be a small number of pupils who are not able to take part in some or all of the assessments, even allowing for the full range of arrangements that can be made. Usually this only happens if all or part of the National Curriculum is not suitable for a pupil because he or she has certain special educational needs. The assessments are designed to cater for most pupils with special educational needs. |
| Disclosure | Term used by the Disclosure and Barring Service to describe the check made of prospective employees or volunteers working with children and vulnerable adults |
| DPA | Data Protection Act 1998 |
| DSG | Dedicated Schools Grant |
| DT or D&T | Design and Technology |
| Dyslexia | A term used to describe a specific learning problem involving difficulty in reading and spelling simple words. |

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| EAB | Examinations Appeals Board |
| EAL | English as an additional language |
| EAZ | Education Action Zone |

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| EBacc | English Baccalaureate |
| EBD | Emotional and Behavioural Difficulties |
| ECM | Every Child Matters |
| ECMQM | Every Child Matters Quality Mark |
| Education Partnership Board | Established by the government as a consultative group including the NGA, the LGA and all the teaching and head teacher unions. |
| Education Supervision Order | An order which puts a child under the supervision of a designated Local Education Authority. This order may only be made when the court is satisfied that the child concerned is of compulsory school age and is not being properly educated e.g. through not attending school regularly. |
| EFA | Education Funding Agency, which replaced the YPLA in April 2012. It is responsible for all revenue and capital funding for schools. |
| EHRC | Equality and Human Rights Commission |
| EiC | Excellence in Cities |
| ELCI | Employers' liability (compulsory) insurance |
| ELG | Early learning goals |
| ELS | Early Literacy Strategy |
| EMA | Ethnic minority achievement. Can also mean Education Maintenance Allowance. |
| EMAS | Ethnic minority achievement service |
| Emotional Literacy | The teaching of relevant competencies to develop emotional recognition, identification, understanding and expression in children. |
| Entry Assessment | Refers to the assessment of a child on his/her entry to the school. A pupil's progress can then be monitored throughout his/her school career. |
| EPS | Education Psychology Service |
| E-Safety | Recognising and managing the risks of children and young people in the use of modern communication technologies is part of governors' safeguarding duties. |
| EWO | Education Welfare Officer: The EWO deals with a range of matters relating to welfare including school attendance problems. |
| EWS | Education Welfare Service |
| Exceptions | These are services retained by the Authority and not delegated to schools. They can be mandatory, i.e. compulsory and defined by the DCSF, or discretionary, i.e. proposed by the LEA and agreed by the Secretary of State. |
| Exclusion | Head teachers may exclude pupils from school for serious breaches of discipline. Exclusions may be for a fixed period or permanent. |
| Ex Officio | Able to attend meetings by virtue of holding a particular office (e.g. Reverend, Head teacher). Term of office lasts until that person moves post. |
| Extended Schools/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. |
| Extra District Charges | Charges which can be claimed by an Authority for providing education for children with statemented special educational needs who reside in other Authorities. |

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| EYFS | Early Years Foundation Stage |
| EYFSP | Early Years Foundation Stage Profile |
| EYP | Early Years Professional |
| EYPP | Early Years Pupil Premium |

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| Federation | Two or more schools governed by one governing body/ |
| FFT | Fischer Family Trust |
| FGB | Full governing body |
| Five Outcomes | The five outcomes detailed in the Every Child matters: Change for children are as follows: <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic wellbeing |
| FLS | Further Literacy Strategy |
| FMSIS | Financial Management Standards in Schools (ended March 2011) |
| FOI/FOIA | Freedom of Information/Freedom of Information Act |
| Form Entry/Form of Entry | The number of classes admitted to a school annually, usually based on 30 pupils per class. |
| Formula Funding | The 1988 Education Act requires that each school will receive a budget allocation which will be calculated according to a formula. This will have been approved by the DCSF and apply to schools, in the authority's area. (See Common Funding Formula). The formula is used to divide the Individual School Budget. At least 80% of the formula must be allocated by pupil numbers. The remainder is allocated with reference to other calculations such as floor area and pupils with social disadvantages etc. |
| Foundation Governor | A person appointed to represent the interests of the church, authority or voluntary organisation which provides the school. |
| Foundation School | LA maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria. |
| Foundation Special School | LA 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. |
| Foundation Subjects | All are subjects of the National Curriculum: Maths, English, Science, History, Geography, Technology, Music, Art and PE. (In relation to Key Stages 3 and 4 a Modern Language is included). |
| 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. |
| FSM | Free School Meals |

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| FSS | Formula Spending Share: This term replaces what was formerly known as the Standard Spending Assessment (SSA) and represents the amount that the government assesses that a LEA needs to maintain a given service such as education. The total amount is split between a Schools Block (i.e. expenditure directly on schools and pupil related services such as the Pupil Referral Service) and a LEA Block which is expenditure on central support services and the Youth and Community Service. |
| FTE | Full Time equivalent |

'G'

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| GAG | General Annual Grant |
| GCSE | General Certificate of Secondary Education, usually taken at the end of Key Stage 4 (age 16). |
| GEAP | Gender Equality Action Plan |
| GES | Gender Equality Scheme |
| GIA | Gender impact assessment |
| GLD | Good Level of Development |
| GNVQ | General National vocational qualification |
| Graduate Teacher Programme | This is a one year programme of postgraduate training leading to Qualified Teacher Status whilst working as an unqualified teacher. |
| Grouping | The way in which pupils are organised for administrative or teaching purposes |
| GRT | Gypsy Roma Traveller |
| GTC | General Teaching Council – a professional body for teachers in England. Its role is to advise the government on professional issues, reflect views and concerns of teachers. |
| G&T | Gifted and Talented |
| GTP | Graduate Teacher Programme |

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| HAP | Higher Ability Pupil |
| HASAW ACT | Health and Safety at Work Act – An enabling Act based on principles and details different to other health and safety legislation. The differences are designed to bring about a greater awareness of the problems surrounding health and safety, a greater involvement of those who are, or should be concerned with improvements in health and safety and a positive movement away from the apathy and indifferences which used to encompass the whole of the topic. |
| HLTA | Higher Level Teaching Assistant |
| HMCI | Her Majesty's Chief Inspector |
| HMI | Her Majesty's Inspectorate |
| Home/School Agreement | All state schools are required to have written home-school agreements, drawn up in consultation with parents. They are non-binding statements explaining the school's aims and values, the responsibilities of both school and parents, and what the school expects of pupils. Parents will be invited to sign a parental declaration, indicating that they understand and accept the contents of the agreement. |

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| Home/School Liaison Worker | A member of the staff of a school, part of whose work is to create a better understanding between home and school. |
| Home Tuition | Tuition for pupils at home arranged by the Authority in special circumstances. |
| HoD | Head of Department |
| HoY | Head of Year |
| HRBQ | Health Related Behaviour Questionnaire. A survey of pupils in years 2, 4, 6 and 10 that examines trends and issues pertaining to children and young people's health related behaviour. |
| HSC | Health and Safety Commission: The ruling body with direct contact with the Secretary of State. Makes proposals in the form of a consultative document, which is usually widely circulated and brought into law by Parliament. |
| HSE | Health and Safety Executive: Ensures suitable arrangements are made for the enforcement of the HASAW Act and other statutes. Is the enforcing authority for factories, industrial premises and local authorities, including schools through its Inspectorate. |
| H&S | Health and Safety |
| HT | Head teacher |

'I'

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| IBP | Individual Behaviour Plan |
| ICO | Information Commissioner's Office |
| ICT | Information and Communication Technology |
| IEB | Interim Executive Board |
| IEP | Individual Education Plan (Special Educational Needs Term) – Programmes which are drawn up by the class teacher and/or special needs co-ordinator within a school to provide individual support for children deemed to have needs over and above that of other children in the class. This could be either due to learning difficulties or because they are considered to be exceptionally bright or gifted children. |
| IGCSE | International GCSE |
| IIP | Investors in People |
| ILP | Individual Learning Plan |
| ILS | Integrated Learning Systems (Teachers monitor pupils' work on computer via network) |
| IMD | Index of multiple deprivation used in Fischer Family Trust data: Pupils from areas of high IMD sometimes make less progress. This is categorised in a similar way to free school meals. |
| IMS | Information Management Services (or Information Management System) |
| Independent School | A school not maintained by an LEA and not in receipt of a direct grant from the DfE. |
| INSET | In-service Education and Training (for teachers) |
| Integrated Day | An arrangement of the school day in which the pattern is set by the flow of the children's interests rather than by a predetermined time table. |
| IoE | Institute of Education |
| IOG | Instrument of Government: The legal document outlining the composition of a school governing body |

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| IPC | International Primary Curriculum |
| ISA | Independent Safeguarding Authority |
| ISB | Individual Schools Budget: The sum which remains when all Exceptions have been subtracted from the Local General Schools Budget (LSB). This is then allocated to schools using the agreed formula. |
| ISCG | Information for School and College Governors |
| ISO | International Standards Organisation |
| ISR | Individual school range |
| ITE | Initial teacher education |
| ITT | Initial teacher training |
| IWB | Interactive Whiteboard |

'K'

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| K & U | Knowledge and Understanding |
| Key Stages | These are the five stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. |
| KS1 | Key Stage 1 – Pupils aged 5 to 7 |
| KS2 | Key Stage 2 – Pupils aged 7 to 11 |
| KS3 | Key Stage 3 – Pupils aged 11 to 14 |
| KS4 | Key Stage 4 – Pupils aged 14 to 16 |
| KS5 | Key Stage 5 – Pupils aged 16+ |

'L'

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| LA | Local Authority or Link Advisor |
| LACSEG | Local Authority Central Spend Equivalent Grant: Academies will receive a Local authority central spend equivalent grant (LACSEG) to cover the amount usually retained by the authority. The amount is calculated by the YPLA not the authority. |
| LBSW | Learning and Behavioural Support Worker |
| LAP | Lower Ability Pupils |
| Leadership Group | Headteacher, deputy heads, assistant heads, bursar and others as decided by the Headteacher and/or the governors. |
| Leading Edge | National network for high performing schools/ |
| LEA | Local Education Authority |
| LEA Governor | Also known as LA Governor or Authority Governor: A person appointed to a school governing body by the Local Authority. |
| Level of Attainment | Under the National Curriculum these are an indication of the standard pupils can be expected to attain at a particular stage. |
| LGA | Local Government Association |
| Licensed Teacher | A teacher not holding UK teaching qualifications but with a licence granted by the Secretary of State allowing him/her to teach. The requirements for a licence are laid down in the Education (Teachers) Regulations 1989. |
| LIG | Leadership Incentive Grant: Grant available to strengthen leadership at all levels in secondary education. |
| Looked After | Term applied to any child looked after by the Local Authority whether by agreement with parents or through an Order. |

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| LSA | Learning Support Assistants |
| LSB | Local Schools Budget: The total annual expenditure on schools and LEA services. This was formerly known as the "Potential Schools Budget" (PSB). |
| LSC | Learning & Skills Council: A body established from April 2001 to coordinate and fund Post-16 Education and Training. The LSCs replace TECs and FEFC. From April 2002 they will be responsible for funding 6th form provision in LEA schools. |
| LSCB | The Solihull Local Safeguarding Children Board was created under the Children Act 2004. Strategically involved with the Solihull Partnership, they are the statutory body responsible for protecting children and young people up to the age of 18 at risk of significant harm. |
| LSU | Learning Support Unit |
| LT | Leadership Team |

'M'

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| M&E | Monitoring and Evaluation |
| Maintained School | Any county or voluntary school maintained by the Authority including any maintained special school not established in a hospital. |
| Maintenance Allowance | Financial assistance which the LEA makes available to enable pupils to continue in full time education beyond the school leaving age. |
| Mandatory Award | A grant towards the cost of tuition and maintenance made by an LEA in accordance with national regulations, to a student attending a course which has been designated by the DCSF for this purpose. |
| MAT | Multi Academy Trust: A collaborative arrangement when multiple academies are governed by one Trust (the Members) and a board of Directors (the Governors) |
| MCT | Maths Curriculum Targets |
| Mentor | An experienced and trusted adviser. Mentors are used to support pupils (i.e. learning mentor) and also provide support to new governors (i.e. mentor governor). |
| MFG | Minimum Funding Guarantee |
| MFL | Modern Foreign Languages |
| MIS | Management information system |
| MLD | Moderate learning difficulties |
| MLE | Managed learning environment |
| MPR | Main pay range |
| Mixed Ability | A teaching group in which children of all abilities are taught together. |

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| NAHT | National Association of Head Teachers |
| NAPTA | The National Association of Professional Teaching Assistants |
| NASBM | National Association of School Business Management |
| NASEN | Formerly the National Association of Special Educational Needs |

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| NASUWT | Formerly the National Association of Schoolmasters Union of Women Teachers |
| National College | National College for Teaching and Leadership |
| NC | National Curriculum: The curriculum, as laid down in the Education Act 1988 and subsequent Orders, to be followed by all state school pupils with the exception of disapplications. |
| NEET | Not in Education, Employment or Training |
| NGA | The National Governors' Association: An organisation which provides a national voice for governors and is based on local associations of governing bodies. |
| NgfL | National Grid for Learning |
| NHSP | National Healthy Schools Programme or Newborn Hearing Screening Programme |
| NHSS | National Healthy Schools Status |
| NLE | National Leaders of Education |
| NLG | National Leaders of Governance |
| NLS | National Literary Strategy |
| NNEB | National Nursery Examination Board |
| Non-Contact Days | Five days a year on which pupils do not attend school. Teachers use these days for training and report writing etc. |
| Non-Contact Time | Non-teaching time when teachers prepare lesson plans etc |
| Non-Teaching (Support) Staff | Members of the school staff employed by the governors to provide services in a school, such as teaching assistants, cleaners and office staff. |
| NOR | Numbers on roll |
| NQF | National Qualifications Framework |
| NQT | Newly Qualified Teacher |
| NSS | National support school |
| Nursery Education | Education provision for children aged 3 to 5 |
| NUT | National Union of Teachers |
| NVQ | National Vocational Qualification |

'O'

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| OCR | Ofsted childcare register or Formerly Oxford Cambridge and RSA Examinations |
| OEAP | Outdoor education advisors' panel |
| OFQUAL | Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications. |
| OFSTED | Office for Standards in Education. A body set up to administer and oversee the arrangements for the inspection of schools. |
| OSC | Office of the Schools Commissioner |
| OTT | Overseas trained teacher |
| OTTP | Overseas trained teacher programme |
| Out of Area Pupils | Pupils being taught in a school maintained by one Authority whilst living in another Authority's area. |

'P'

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| PA | Persistent Absence |
| PAL | Planned Admission Level: the number of children planned to be admitted to a school. Used as a basis for determining admission appeals. |
| PAN | Published Admissions Number: The number of children the LA (or governing body of a foundation or aided school or academy trust) determines must be admitted to any one year group in the school. |
| PANDA | Performance and Assessment report. PANDAS have been developed with the collaboration of the DCFS and the QCA and have been sent to all schools in England. They are comprehensive sets of data which draw on inspection evidence, test and examination performance and teacher assessment results all set in the context of the school's socioeconomic environment . PANDAS let schools know how they are performing not only in comparison with national averages but also with other schools with similar characteristics.(see also RAISEonline) |
| Parent | Any person who has custody of a child or young person |
| Parent Governor | A parent of a child at a school elected as a member of the governing body by the parents of pupils registered at the school. |
| Parental Responsibility | All the rights, duties, powers, responsibilities and authority which by law the parent of a child has. Where a child's father and mother were not married to each other at the time of the birth the mother automatically assumes parental responsibility. |
| PAS | Psychology and Assessment |
| PAT | Professional Association of Teachers or can mean Pupil Achievement Tracker or can mean Portable Appliance Testing |
| PCC | Parochial Church Council |
| PE | Physical Education |
| PEP | Personal Education Plan |
| Performance Management | Headteachers and Teachers are subject to performance management reviews that agree objectives, monitor and appraise performance and respond to development needs. |
| Performance Threshold | National standard for teachers' performance, which determines pay progression. |
| Peripatetic Teacher | One who teaches in a number of schools, to give specialist instruction, eg in music. |
| PFI | Private Finance Initiative: A government initiative to promote partnership between the public and private sectors, and designed to encourage the use of private finance and expertise in the areas of spending which would normally fall under the heading of 'Capital'. |
| PGCE | Post Graduate Certificate in Education: a one year course enabling graduates to become qualified teachers. |
| PGR | Parent Governor Representative elected to serve on a local authority committee to report parents' views |
| PHE | Public Health England |
| PI | Performance Indicators |
| PLASC | Pupil Level Annual Schools Census |
| PM | Performance Management |
| PMLD | Profound and Multiple Learning Difficulties - Pupils with severe learning difficulties and other significant difficulties as physical difficulties, sensory impairment or a severe medical condition |
| PNS | Primary National Strategy |
| PPA | Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers |

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| PPE | Personal Protective Equipment at Work Regulations 1992. The minimum health and safety requirements for the use of personal protective equipment in the workplace. Includes all protective clothing |
| PPP | Public and Private Partnership |
| PPS | Parent partnership service |
| Programme of Study | The matters, skills and processes which are required to be taught to pupils of different abilities and maturities during each key stage of the National Curriculum |
| Prohibition Notice | Issued if an HSE Inspector is of the opinion that some person or will involve a risk of serious personal injury |
| Prohibited Steps Order | An order of the court which specifies any steps which cannot be taken without the consent of the court by a parent |
| PRP | Performance Related Pay |
| PRS | Pupil Referral Service: Service which advises on and educates pupils with behavioural problems and pupils who have been excluded from school. |
| PRU | Pupil Referral Unit |
| PSD | Personal, Social Development |
| PSED | Public Sector Equality Duty |
| PSE | Personal and Social Education |
| PSHCE | Personal, Social, Health and Citizenship Education |
| PSHE | Personal, Social and Health Education |
| PSHEE | Personal, Social, Health and Economic Education (January 2010) |
| PSVE | Personal, social and vocational education |
| PSP | Pastoral Support Programme for pupils at serious risk of permanent exclusion |
| PTA | Parent Teacher Association, organised by individual schools |
| PTA UK | National membership organisation for Parent Teacher Associations |
| 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 | This money will go with eligible pupils to the school they attend, and have been distributed in addition to the underlying schools budget from 2011-12. The funding is allocated to 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. |

'Q'

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| QCA | Qualifications and Curriculum Authority |
| QCF | Qualifications and credit framework |
| QSF | Quality Standards Framework |
| QTS | Qualified Teacher Status |
| QUANGO | Quasi Autonomous Non-Governmental Organisation |
| Quorum | The minimum number of members present at a meeting before decisions can be made. |

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'R'

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| RAISEonline | Reporting and Analysis for Improvement through School Self Evaluation is the web-based system to disseminate school performance data to schools. RAISE Online is the replacement for the Ofsted Performance and Assessment (PANDA) report and the DfES Pupil Achievement Tracker (PAT) |
| RAP | Raising attainment plan |
| RBA | Raising boys' achievement |
| RC | Roman Catholic |
| RE | Religious Education |
| REC | Race Equality Council |
| Recoupment | The payment made between local education authorities for education provided to pupils with Special Educational Needs who live in the area of another authority. (see Extra District Charges) |
| Registered Pupils | Pupils registered at a particular school |
| Regulations | A statutory instrument laying out detailed legal requirements |
| Residence Order | An order of the court settling the arrangements as to the person with whom a child is to live |
| Residential Trip | Any trip which is arranged for registered pupils at any maintained school by or on behalf of the governing body or LEA which requires the pupils taking part to spend one or more nights away from their usual accommodation. |
| Resolution | A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting. |
| Revenue Expenditure | Spending on resources needed for the day-to-day running of any part of the service, as opposed to capital expenditure. |
| RI | A Registered Inspector who is authorised to lead a school inspection team |
| RIDDOR | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. Set out the legal obligations for reporting accidents and dangerous occurrences to the enforcing authority (the HSE). |
| RIPA | Regulation of Investigatory Powers Act |
| Risk Assessment | The main thrust of the Management of Health and Safety at Work Regulations 1999 requiring every employer to carry out a suitable and sufficient assessment of the risks to health and safety of employees to which they are exposed whilst at work and the risks to non-employees to which they are exposed as a result of the work. |
| ROA | Record of Achievement: An outline of all of a pupil's achievements |
| RoSPA | Royal Society for the prevention of accidents |
| RPA | Raising the participation age |
| RTP | Registered Teacher Programme: This is a two year programme leading to Qualified Teacher Status for people who have completed two years of higher education and want to train as teachers while completing their degree. |

'S'

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| SACRE | Standing Advisory Council on Religious Education – local statutory body which advises on religious education and collective worship. |
| Safeguarding | Schools and governors have a responsibility for safeguarding children. This includes child protection, safer recruitment, CSE and other aspects of safeguarding. |

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| SATs | Standard Attainment Tasks or Statutory Assessment Tests: Used to assess attainment at the end of the Key Stages of the National Curriculum |
| SCE | Supported Capital Expenditure. The Government's method of funding approved capital expenditure. SCEs are provided by two methods: SCE (R) i.e. Supported Capital Expenditure (Revenue) is provided in the form of a borrowing approval, and SCE (C) i.e. Supported Capital Expenditure (Capital) provided as a cash grant. |
| Scheme of Work | Any written document, other than a syllabus, describing the content and organisation of any course of study to be followed by pupils. |
| School Action | School Action (SA) is a level of support for pupils who are not making expected progress at school. It requires action to be taken to meet the child's learning difficulties. The teacher will work with the SENCO to support the child in class. Parents must be informed that their child may be considered to have SEN and is receiving school action support. Progress should be reviewed twice a year. |
| School Action Plus | School Action Plus (SA+) is used for pupils where SA has not helped them make adequate progress. The school will get advice and help from the local authority and/or other services, such as the health authority. Progress should be reviewed regularly. If the child is still not making progress, the school or parents may request an assessment that may give the child a statement of Special Educational Needs. |
| School Profile | Annual on-line report for parents, which schools must produce to inform on how the school has performed (abolished by the Education Act 2011). The school profile will be designed to give parents and students up to date and relevant information about a school. Performance data will be coupled with information provided by the school on its priorities and performance and their vision/ethos. |
| School Year | A school year runs from September until July and is made up of three terms (195 days). Of the 195 days the pupils must attend for 190. |
| Schools' Forum | A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this body should be filled by governors and head teachers, preferably in equal numbers. |
| SCITT | School-centred initial teacher training |
| SCR | Single Central Record |
| SDP | School Development Plan: A way of receiving and prioritising a school's activities in the context of national and local policies. Also provides strategies for efficient and effective management of the school. |
| SEAL | Social Emotional Aspects of Learning |
| Secondment | The release of staff on a temporary basis for work elsewhere. |
| Section 12 Notices (Section 13 Notices for Aided Schools) | Notices which must be displayed when an authority wishes to establish a new school, close an existing school or make a significant change in the character of an existing school. |
| Section 52 Information | The annual published information on school budgets and comparisons required under Section 52 of the School Standards and Framework Act 1998. |
| SEF | Self Evaluation Form |
| SEN | Special Education Needs: learning difficulties which call for special educational provision to be made. |
| SENCO | SEN Co-Ordinator – the teacher responsible for co-ordinating SEN provision in the school |
| SENDIST | Special Educational Needs and Disability Tribunal |

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| SEN Governor | A governor elected by the other members of the governing body to take a particular interest in the pupils with special education needs, sometimes called the inclusion governor. |
| SES | Socio-economic status |
| Setting | Internal school organisation where pupils are placed in ability groups for certain subjects. |
| SFVS | The Schools Financial Value Standard (SFVS) is available to schools to use from September 2011. The SFVS replaces the Financial Management Standard in Schools (FMSiS). It is a means for governing body to assess its financial processes, capabilities and skills. |
| SGOSS | Formerly the School Governors' One Stop Shop |
| SIAS | School Improvement and Advisory Services |
| SIMS | Schools Information Management Systems – a computer package to assist schools in managing information on pupils, staff and resources. |
| SIP | School Improvement Plan: Formerly School Development Plan as above. SIP can also mean School Improvement Partner |
| SLA | Service Level Agreement: Describes each service offered by the LEA and what individual schools are entitled to receive. The SLA is a formal contract which includes the details of charges. |
| SLCN | Speech, Language and Communication Needs: Pupils with difficulties in understanding and/or making others understand information conveyed through language. |
| SLD | Severe Learning Difficulty - pupils with particular difficulties in learning to read, write, spell or manipulate numbers. |
| SLT | Senior Leadership Team – usually consists of Headteacher, deputy Headteacher and in secondary schools especially assistant Headteacher(s) and possibly other senior teachers. Also known as SMT – Senior Management Team. |
| SMART | (as in smart targets) Targets should be specific, measurable, achievable, realistic and time limited |
| SMSC | Spiritual, moral, social and cultural |
| SMT | Senior Management Team |
| SNA | Special Needs Assistant: a non-teaching assistant employed to support children with special needs. |
| SpLD | Specific Learning Difficulty - pupils with significant intellectual or cognitive impairments |
| SSA | Standard Spending Assessment see Formula Funding Share (FFS) or Special Support Assistant |
| SSAT | Specialist Schools and Academies Trust |
| SSFA | Schools Standards and Framework Act 1998 |
| STA | Specialist Teaching Assistant or Standards and Testing Agency |
| Staff Complement | The number of staff who should be employed at the school as indicated by the number and age of the pupils on roll. |
| Staff Governor | Member of both the teaching and non-teaching staff elected by teaching and non-teaching staff. |
| Stakeholders | A person or group of people with an interest in a particular organisation or issue for example in the education community these people would be parents, governors, teaching staff, local businesses and Solihull Metropolitan Borough Council |
| Standard Number | All maintained schools have a standard number determined under the More Open Enrolment Provisions of the Education Reform Act 1988. Admission Authorities must set an admission limit for pupil entry which is not less than the standard number. |
| Standards Fund | The replacement for GEST. Government grants which are made available for specific initiatives and usually require match funding from LEAs |

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| Statement | A legal document produced following an assessment of a pupil's special educational needs. The statement outlines the child's needs and determines the special provision which has to be made. |
| Statementing | The procedure by which a child is formally assessed under the 1996 Education Act as having significant special educational needs |
| Statutory Functions | Functions conferred or imposed by a statutory instrument (law) |
| Statutory Instrument | Statutory Instruments are instructions and regulations about putting the detail of an Act into practice and have the force of the law. |
| STPCD | School Teachers' Pay and Conditions Document |
| STRB | School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay |
| Streaming | Internal school organisation where pupils are placed in groups according to ability. |
| Subject Co-Ordinator | A teacher who leads a curriculum area e.g. English coordinator, sometimes called a Curriculum Leader |
| Supply Teacher | A teacher who works in a school on a temporary basis to cover a staffing difficulty |

'T'

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| TA | Teaching Assistant |
| Temporary Governing Body | A school governing body set up to look after the interests of a proposed new school pending the opening of a new school. |
| Teaching School | School offering school-centred initial teacher training |
| TES | Traveller education service or Times Educational Supplement |
| Threshold | Performance Threshold – an extra pay rise offered to experienced teachers – individual applications are judged against a set of national performance standards set down by the DfE. |
| TLR | Teaching and Learning Responsibility – An additional payment that may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning. |
| TNA | Training needs analysis |
| TOIL | Time off in lieu |
| ToR | Terms of Reference |
| Training Governor | Governor with responsibility for co-ordinating governor training. |
| Trust Deed | The deed by which a voluntary aided or a voluntary controlled school has been established |
| Trust Schools | Foundation schools with a foundation body established under the Education and Inspections Act 2006 – the foundation body may appoint either a minority or a majority of the governing body |

'U'

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| UNISON | An amalgamation of the three Unions, NALGO, NUPE and COHSE |
| UPR | Upper Pay Range |
| UPS | Upper Pay Spine |

'V'

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| VA | Value Added: The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA takes into account the prior attainment, thus enabling a judgement to be made about the effect of the school on pupils' current attainment. |
| Vertical Grouping | Classes formed (in primary schools) with children of different age groups. |
| VfM | Value for Money |
| Virement | The transfer of budget provision from one expenditure heading to another. |
| Voluntary Aided School | A school set up and owned by a voluntary body, usually a church body, largely financed through an LEA. The governing body employs the staff, and controls pupil admissions and religious education. |
| Voluntary Controlled School | A school set up by a voluntary body usually a church body (generally Church of England). Totally funded through an LEA. The LEA employs the staff. |
| VER | Voluntary Early Retirement |
| VLE | Virtual Learning Environment |
| Voice | A teaching unit |

'W'

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| Work Experience | This activity involves students undertaking real work tasks on employers' premises. The experience is usually of no more than three weeks duration. |
| WFR | Workforce Reform |
| WRL | Work related learning |

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| Young Person | A person over compulsory school age (16) who has not attained the age of 18. |
| Youth Service | Phrase used to denote a wide range of voluntary and statutory provision for the leisure time and social activities, education and recreation of young people between 14 and 21 |
| YOT | Youth Offending Teams – Multi-disciplinary teams within the youth justice system which became operational on April 1st 2000. The teams aim to deliver a package of intervention to help prevent offending by an individual young person. |