



## Glossary of Terms

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“Learning together; to be the best we can be”

<b>6<sup>th</sup> Form</b>	Post 16 - KS5 applies to 16-19 year-olds but is not part of the national curriculum
<b>AAC</b>	Alternative, augmentative communication. This is around supporting learners who often do not speak. It includes Switches, PECS, Symbols, iPads and Communication Books and high tech communication aids.
<b>Academy</b>	Academies are publicly funded independent schools. Academies have different governance arrangements from other schools
<b>Academy chain</b>	An academy chain is a group of academies run by a single sponsor, with the DfE defining a chain as having three or more academies. In discussion of multi-academy trusts and groups of schools, the term 'academy chain' often refers to the larger MATs
<b>Academy Council</b>	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
<b>Academy converter</b>	A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school
<b>Academy sponsor led</b>	A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)
<b>ACT</b>	Autism Communication Team (support for children with Autism in mainstream) other advice and support to school
<b>Admissions authority</b>	The official body responsible for rules offering school places; it also decides which children will be offered a place. For most schools, this is the governing body, but for community and voluntary controlled schools this is the Local Authority
<b>Admissions Code</b>	A document providing statutory guidance on schools admission with which all schools must comply
<b>Appraisal</b>	A yearly process where all staff are set challenging targets that should impact on the quality of teaching, learning and assessment
<b>Articles of Association</b>	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
<b>ASC</b>	Autistic Spectrum Condition – pupils with a diagnosis of Autism
<b>ASCL</b>	Association of School and College Leaders – a Headteacher union
<b>Assessment without levels</b>	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. Children will still sit SATs exams in KS1 and KS2 as a national benchmark; however, they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations
<b>Associate Members</b>	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. They are appointed for 1-4 years, with the opportunity for reappointment. 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
<b>ATH</b>	Academy Trust Handbook – formerly the Academies Financial Handbook – the key document detailing governance arrangements for single and multi academy trusts.

<b>ATL</b>	Association of Teachers and Lecturers – a union for education professionals
<b>Attainment 8</b>	A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications (three of which must count in the EBacc measure)
<b>Attainment targets</b>	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
<b>AUP</b>	Acceptable Use Policy
<b>Autism</b>	Autism is defined by the National Autistic Society as 'A lifelong developmental disability that affects the way a person communicates and relates to others in a meaningful way... people with autism can often have accompanying learning disabilities but everyone with the condition shares a difficulty in making sense of the world'. Asperger syndrome is a form of autism
<b>AWPU</b>	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
<b>B<sup>2</sup></b>	B squared is an assessment system bought in where we record progress in small steps. Within each element there is Encountered, Developing Skills, Understanding and Mastered
<b>Baseline assessment</b>	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
<b>Behaviour support plan</b>	A written plan detailing support arrangements for the education of children with behavioural difficulties
<b>Biophilic</b>	Biophilic design is a concept used within the building industry to increase occupant connectivity to the natural environment through the use of direct <u>nature</u> , indirect nature, and space and place conditions.
<b>British Values</b>	Schools in England are expected to actively promote British values as part of their duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils. The British values to be promoted are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
<b>BSL</b>	British Sign Language – Not usually used in special schools
<b>CAMHS</b>	Children and Adults Mental Health Services. We get support for our teams with mental wellbeing issues which may include therapy, support at home/school or medication
<b>Capital funding</b>	Spending on projects, improvements, and extensions to the school's land and buildings
<b>CASPA</b>	A national system that takes all pupils with learning needs and works out the predicted rate of progress for all pupils by their age, learning needs and starting point (based on P Levels). This gives expected levels
<b>Chair's action</b>	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

<b>Chief Executive Officer (CEO)</b>	The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a Headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole
<b>Clerk</b>	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
<b>Coasting school</b>	A school or academy whose performance falls within the government's coasting definition and is therefore eligible for intervention
<b>Collaboration</b>	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
<b>Community schools</b>	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.
<b>Community special schools</b>	Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), 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
<b>Competency framework for governance</b>	A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance
<b>Competitive tendering</b>	Obtaining quotes or tenders from alternative suppliers before awarding contracts
<b>Co-opted governor/trustee</b>	Appointed by the governing board, generally on the basis of their skills
<b>CPD</b>	Continuing Professional Development for school staff or the governing board
<b>CPOMS</b>	Child Protection Online Monitoring System. System for recording incidents at school which supports all learners. It is a safeguarding monitoring system
<b>CSIF</b>	Collaborative School Improvement Framework – the framework developed in Nexus between Headteachers and the Trust's Quality & Improvement staff to monitor and report performance.
<b>DBS check</b>	The Disclosure & Barring Service carries out DBS checks for certain organisations including schools. All members of staff should receive an enhanced DBS check prior to the confirmation of their appointment in school, or as soon as practically possible thereafter, and this check should confirm their suitability to work with children
<b>DCD</b>	Pupils with Developmental Co-ordination Disorder are affected by an impairment of immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may be hesitant in many actions (running, skipping, holding a pencil, doing jigsaws, etc.)
<b>DDA</b>	Disability Discrimination Act

<b>Delegated budget</b>	Money provided to schools, which governors can manage at their discretion
<b>Delegated powers</b>	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
<b>Designated person</b>	Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement
<b>DfE</b>	Department for Education – the government department responsible for schools and children (formerly DCSF)
<b>Differentiation</b>	Differentiation is a term used to describe the way in which teaching methods and the curriculum are adapted to meet the individual learning needs of learners
<b>Directed time</b>	Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the Headteacher – a maximum of 1265 hours in a school year
<b>Disapplication</b>	A term used where national curriculum requirements may not apply to a pupil
<b>DSG</b>	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
<b>DSL and DDSL</b>	Designated Safeguarding Lead – All schools have a DSL to ensure pupils remain safe. DDSL – Deputy Designated Safeguarding Lead.
<b>Dyscalculia</b>	Pupils with dyscalculia have difficulty in acquiring mathematical skills. They may have difficulty understanding simple number concepts, lack intuitive grasp of numbers and have problems learning number facts and procedures
<b>Dyslexia</b>	Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. They may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They mispronounce common words or reverse letters and sounds in words
<b>EAL</b>	English as an Additional Language
<b>Early support</b>	The first step of support for our learners and their family usually through a family support worker
<b>EBacc</b>	A school performance measure based on achievement of GCSEs in 'core academic subjects' of English, maths, history or geography, the sciences and a language
<b>EBD</b>	Emotional and Behavioural Difficulties
<b>Education Forum</b>	Established by the government as a consultative group including the National Governors' Association (NGA), the Local Government Association (LGA) and all the teaching and Headteacher unions
<b>EEF</b>	Education endowment foundation
<b>ESFA</b>	Education & Skills Funding Agency – it is responsible for all revenue and capital funding for schools and is part of the DfE
<b>EHC plans</b>	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
<b>ELSA</b>	Emotional Literacy Support Assistant - They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school.

<b>EPEP</b>	Electronic Personal Education Plan. This is created termly with targets for every LAC pupil which are set and reviewed around progress
<b>EPS</b>	Education Psychology Service. Psychologists who help to assess pupils learning needs and focus on issues to address along with agreed targets for that pupil. This is often linked to work on the EHC
<b>ESO</b>	Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school
<b>Ethos</b>	The morals, values and beliefs that do, or at least should, underpin the school culture
<b>EWO</b>	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
<b>EWS</b>	Education Welfare Services
<b>Ex officio</b>	Able to attend meetings by virtue of holding a particular office
<b>Exclusion</b>	The temporary or permanent removal of a pupil from school for serious breaches of the school’s behaviour and discipline policy
<b>Executive Headteacher</b>	Unlike a traditional Headteacher who leads one school only, an executive Headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site
<b>Extended schools/ services</b>	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
<b>EYFS</b>	Early Years Foundation Stage. Education provided from 3 years old through to the end of reception year when a child will normally be 5 years’ old
<b>Federation</b>	Two or more local authority maintained (or community) schools governed by one governing body
<b>FFT</b>	Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales
<b>Forest Schools</b>	A national development to using the outdoor environment to develop and encourage learning in new ways
<b>Form of entry</b>	The number of classes of 30 children that a school admits each year
<b>Foundation governor/trustee</b>	Appointed by the foundation board
<b>Foundation schools</b>	Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria
<b>Foundation Special schools</b>	Maintained special schools, which have the same freedoms as foundation schools (see above)
<b>Foundation stage</b>	Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision
<b>Free school</b>	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
<b>FSM</b>	Free school meals – pupils are eligible for FSM due to their age or if their parents receive certain benefits
<b>Funding agreement</b>	The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

<b>Gastro</b>	Some pupils are 'tube fed' and have gastrostomy and use a mickey button for their nutritional needs
<b>GCSE</b>	General Certificate of Secondary Education
<b>Governing board</b>	Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)
<b>Governing body</b>	Refers to the governing body of a maintained school only
<b>Governance Professional</b>	Governance professional is the term increasingly used to describe a number of roles providing governance support to a Board, Committee or local governance. The umbrella term covers Head of Governance/Governance Manager in a multi academy trust and includes clerks.
<b>Governor Services</b>	May be 'in-house' in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority's governor services or seek alternative arrangements.
<b>Headteacher Board</b>	Each Regional Schools Commissioner (RSC) has a board of elected Headteachers of academies in their area to advise on and scrutinise their decisions
<b>HI</b>	Hearing Impaired services for learners with hearing issues
<b>HLTA</b>	Higher Level Teaching Assistant – these are highly experienced TA's with responsibility for a particular area of learning in school
<b>HMCI</b>	Her Majesty's Chief Inspector of Schools
<b>HMI</b>	Her Majesty's Inspector
<b>Home School Agreement</b>	A Home School Agreement is a contract given to pupils and parents, outlining the aims and values of a school and the responsibilities of all parties in the day-to-day life of the school
<b>HSE</b>	Health and Safety Executive
<b>Hydro</b>	Hydro therapy in warm pool to support physical/development needs for PMLD learners or used as SI tool for learners with autism
<b>ICE Drivers</b>	Independence, communication, experience/explanation/engagement and should be part of a child's curriculum
<b>IEB</b>	An Interim Executive Board (IEB) is a governing body appointed on a temporary basis to 'accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown of working relationships with governing body of the school'
<b>IEP</b>	Individual Education Plan for pupils with special educational needs
<b>IGCSE</b>	International GCSE
<b>Inclusion</b>	Inclusion recognises the importance of catering for diverse needs. Inclusive principles highlight the importance of meeting children's individual needs
<b>INSET</b>	In-Service Education and Training – courses for practising teachers and other school staff
<b>Instrument of Government</b>	A legal document setting out the composition of maintained school governing bodies



<b>KS 1–4</b>	Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16.
<b>LA</b>	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
<b>LA Governor</b>	Nominated by the LA but appointed by the governing body
<b>LAC</b>	Looked After Children – Children who are in care of the local authority. May also refer to children who have been in care at any time in the last six years
<b>LACSEG</b>	Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities
<b>LADO</b>	Local Authority Designated Officer for safeguarding. Contact with the LADO is made when there are concerns around safeguarding
<b>LGA</b>	Local Government Association – national organisation supporting and representing local government
<b>LGB</b>	Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee
<b>LGC</b>	Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee
<b>Local association</b>	A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities
<b>LSS</b>	Learning support services (mainstream support)
<b>M &amp; MH</b>	Moving and manual handling. The day to day movement of students with complex needs who may require hoisting, changing and positioning throughout the day. Regular training is needed
<b>Maintained schools</b>	Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines
<b>MAKATON</b>	A universal way of communicating using signing with your hands whilst saying the word. This is used for key words not in sentences so you might say 'want big ball' instead of saying 'I want the big red ball'
<b>MARF</b>	Multi-agency referral form. School complete the form to get additional support or short breaks for pupils
<b>MAT</b>	Multi academy trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)
<b>MAT board</b>	Common term for the board of trustees overseeing a multi academy trust
<b>Members</b>	The members of an academy trust are akin to shareholders in a company and the role and rights of members is similar to that of shareholders. Members will be responsible only for fundamental decisions, such as changing the constitution of the



	academy trust and it is the governing body which remains the body responsible for making strategic decisions about the day to day running of the academy
<b>Mickey button</b>	Some pupils are 'tube fed' and have a gastrostomy and use a mickey button for their nutritional needs
<b>Mixed ability</b>	A teaching group in which children of all abilities are taught together
<b>MLD</b>	Moderate learning difficulties
<b>MOON</b>	A simple version of Braille for pupils with VI
<b>NAHT</b>	National Association of Head Teachers – a Headteacher union
<b>NASBM</b>	National Association of School Business Managers
<b>NASUWT</b>	National Association of Schoolmasters Union of Women Teachers – a teaching union
<b>National College</b>	National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children's Services. In particular, it is responsible for the National Professional Qualification for Headship, the Chairs of Governors' Leadership Development Programme and National Clerks' Development Programme
<b>National curriculum</b>	This is used as a basis for learning in all schools
<b>National curriculum</b>	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
<b>NFER</b>	National Foundation for Educational Research
<b>NGA</b>	National Governors' Association. The national membership organisation for school governors
<b>Non-teaching (support) staff</b>	Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff
<b>NOR</b>	Number on roll
<b>NPQH</b>	National Professional Qualification for Headship – training for new or aspiring Headteachers
<b>NQT</b>	Newly Qualified Teacher
<b>NUT</b>	National Union of Teachers – a teaching union
<b>ODD</b>	Oppositional Defiant Disorder

<b>Ofqual</b>	Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications
<b>Ofsted</b>	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
<b>One page profile</b>	All classes are encouraged to create a profile sheet for every learner. This includes thinks I like, don’t like, how I communicate and you can help me by.....
<b>OT</b>	Occupational Therapists support with specific needs and equipment around wheelchairs, adaptation for mobility and safety
<b>P Levels</b>	This is a national scale for pupils not operating at national curriculum levels
<b>PAN</b>	Published Admissions Number – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school
<b>Parent governor/trustee</b>	Member of the governing board elected by the parents of the school’s pupils
<b>Partnership governor</b>	In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos
<b>Pathways</b>	A pathway is a form of assessment without levels and is for 4 key groups of learners. The Autism pathway, MLD pathway, SLD pathway and PLMD / complex learner’s pathway. This will develop the ‘offer’ and key skills for learners and will create key sign posts (targets) to hit along the learning route
<b>PCR</b>	Person centred reviews
<b>PE and sports premium</b>	Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum
<b>Pedagogy</b>	The method and practice of teaching, especially an academic subject or theoretical concept. Sometimes described as ‘the art and science of teaching’
<b>Peripatetic teacher</b>	One who teaches in a number of schools, to give specialist instruction, e.g. in music
<b>Person centred</b>	This is a way of thinking and working that puts the students’ needs first and builds the curriculum and experiences around their needs
<b>Personal progress</b>	A nationally recognised accreditation for the more complex leavers
<b>Personalisation</b>	This is linked to person centred thinking and adapts the curriculum and experience at school for the specific needs of a single learner. Our ‘offer’ should include an element of personalised programme
<b>PFI</b>	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
<b>PGCE</b>	Post-Graduate Certificate of Education

<b>PGR</b>	Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA
<b>Physiotherapy (Physio's)</b>	Physiotherapists support and lead on programmes to support and maintain good posture and mobility etc.
<b>PI</b>	Performance Indicators (sometimes called key performance indicators/KPIs). Used to evaluate the success of a school or of a particular activity in which it engages
<b>PLT</b>	Personal Learning and Thinking skills
<b>PMLD</b>	Personal and Multiple Learning Disability. Pupils with complex medical and physical needs
<b>PPA</b>	Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers
<b>Progress 8</b>	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
<b>PRP</b>	Performance Related Pay – schools following the STCPD must now ensure teachers' pay is linked to their performance
<b>PRU</b>	Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school
<b>PSHE (+C) &amp; PSD</b>	Personal, Social & Health Education development including Citizenship. This is an important aspect of work with learners to develop independence and being an effective citizen
<b>PSP</b>	Pastoral Support Programme for pupils at serious risk of permanent exclusion
<b>PTA</b>	Parent Teacher Association – or PSA (Parent Staff Association)
<b>PTA UK</b>	National membership organisation for parent teacher associations – formerly NCPTA
<b>PTR</b>	Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers
<b>Public Sector Equality Duty</b>	decisions affect people who are protected under the Equality Act 2010
<b>Pupil Premium</b>	Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces
<b>Pupil profile</b>	Broad evaluation of a pupil's personality, interests and capabilities – this forms part of the pupil's Record of Achievement
<b>QTS</b>	Qualified Teacher Status
<b>Quorate</b>	A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate
<b>Quorum</b>	The minimum number of members present at a meeting before decisions can be made

<b>RAISEonline</b>	Reporting and Analysis for Improvement through School Self-Evaluation is the web-based system to disseminate school performance data to schools
<b>RCAT</b>	Rotherham College of Art and Technology. 6 <sup>th</sup> Form and Post 19 provider of education
<b>Rebound</b>	Trampoline is used to provide opportunity both to communicate and for physical therapy and interaction. This is also used as SI for learners with autism
<b>Resolution</b>	A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting
<b>Revenue funding</b>	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
<b>ROA</b>	Record of Achievement
<b>SACRE</b>	Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship
<b>SALT</b>	Speech and Language Therapy team who help with communication
<b>SATs</b>	Standard Assessment Tasks – used for national curriculum assessment
<b>Scheme of delegation</b>	A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document
<b>School business manager</b>	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
<b>School census</b>	A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census
<b>School development plan</b>	The operational document describing how the school will work towards the strategic priorities set by the governing board
<b>Schools Forum</b>	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 board should be filled by governors and Headteachers, preferably in equal numbers
<b>SEAH</b>	Social Emotional and Mental Health needs
<b>Secondment</b>	The release of staff on a temporary basis for work elsewhere
<b>Secretary of State for Education</b>	The senior government minister with responsibility for education. Leads the Department for Education
<b>SEF</b>	Self-evaluation framework
<b>SENCO</b>	SEN Co-ordinator – the teacher responsible for co-ordinating SEND provision in the school

<b>SEND</b>	Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made
<b>SENDIST</b>	Special Educational Needs and Disability Tribunal
<b>Service level agreement</b>	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
<b>Service premium</b>	Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child’s pension from the ministry of defence
<b>Setting</b>	A system of organising pupils into ability groups for particular subjects
<b>SFVS</b>	Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills
<b>Short inspection</b>	A one day Ofsted inspection carried out at ‘good’ schools (or special schools, nurseries, and PRUs judged ‘outstanding’)
<b>SI</b>	Sensory integration – This is led by the Occupational Therapist with a specialism in Sensory integration. This supports learners to be ‘ready to learn in a calm alert state’. This uses a variety of approaches including sensory circuits and physical activities which help them to be alert or calm enough to learn
<b>SIMS</b>	Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita
<b>SIP</b>	School Improvement plan
<b>SLA</b>	Service Level Agreement is a contract to agree a provider of a service to school
<b>SLCN or SLCD</b>	Speech Language and Communication Needs/Difficulties
<b>SLT</b>	Senior Leadership Team – the Head, Deputy Heads and Assistant Heads. Bodies who are in charge of the day to day running of the school
<b>Special school</b>	Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream Provision
<b>Special Unit (or Resourced Provision)</b>	A unit attached to a mainstream school to cater for children with specific special needs
<b>Sponsor</b>	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
<b>SSAT</b>	Specialist Schools and Academies Trust
<b>Staff governor/trustee</b>	Elected by those who are paid to work at the school

<b>Statementing</b>	Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans
<b>STPCD</b>	School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and Headteachers in maintained schools in England and Wales. Many academies will also follow the STPCD
<b>Strategic plan</b>	The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan
<b>STRB</b>	School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay
<b>Streaming</b>	Placing pupils in classes according to their ability across a range of subjects
<b>TA</b>	Teaching Assistant
<b>Teaching school alliances</b>	Led by teaching schools and include schools that are benefiting from support as well as strategic partners
<b>Teaching schools</b>	Schools that work with others to provide CPD for school staff
<b>Terms of reference</b>	The scope and limitations of a committee's activity or area of knowledge
<b>TRL</b>	Teaching and Learning Responsibility – payments made to teachers for an additional responsibility
<b>Trust Deed</b>	The deed by which a voluntary aided or a voluntary controlled school has been established
<b>Trustee board</b>	The governing board of a single academy trust or MAT
<b>UNISON</b>	Union of Public Employees. Many school support staff will be members of this union
<b>VA</b>	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
<b>Value Added (VA)</b>	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
<b>VC</b>	Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship
<b>Vertical grouping</b>	Classes formed (in primary schools) with children of different age groups
<b>Virement</b>	The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

<b>Virtual school Headteacher</b>	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 Headteacher 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
<b>Vision</b>	The school's vision should, in a few sentences, describe what the school will look like in three to five years' time
<b>Vocational</b>	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
<b>VOICE</b>	A teaching union
<b>Work experience</b>	A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time