**DGAT acronym buster for local governors**

One of the most challenging aspects of governance for those who are not experienced in the education sector is getting to grips with the numerous acronyms used within meetings and reports. This can be particularly challenging and overwhelming for new local governors.

The acronym buster is divided into the following sections to enable governors to quickly identify the acronym they are looking for:

* [School information](#A)
* [Teaching and learning](#B)
* [School and national tests](#C)
* [Safeguarding and child protection](#D)
* [Special educational needs and disability and additional learning needs](#E)
* [Finance and resource management](#F)
* [Staffing and pay](#G)
* [Governance](#H)
* [External agencies](#I)
* [Data protection](#J)

As well as the longform of common acronyms being explained, a description of each acronym is also given to provide context to the discussion or information reported. The acronym buster can be used to support the induction of new local governors and to act as a reference and refresher for established local governors.

Included at the end of the document is a table for local governors to record any local acronyms used in their individual schools.

Our acronym buster can be printed to have to hand during a meeting and when reading reports, or it can be accessed on digital devices.

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| **Acronym** | **Long form** | **Description** |
| **School/Trust information** | | |
| AEO | Area education officer | A role provided by the LA providing education and school improvement support to school leaders. |
| APS | Alternative provision school | Provision of education for pupils who do not attend mainstream schools for a number of complex reasons such as exclusion, behavioural issues or refusal to attend. |
| BAME | Black and Minority Ethnic | The acronym BAME stands for Black, Asian and Minority Ethnic and is defined as all ethnic groups except White ethnic groups. It does not relate to country origin or affiliation. |
| C of E | Church of England | The established Anglican Church of England. |
| COSHH | Control of Substances Hazardous to Health | COSHH is the law that requires employers to control substances that are hazardous to health. |
| DGAT | Diocese of Gloucester Academies Trust | The name of the academy trust which the school is part of. |
| EAL | English as an additional language | A term used to identify pupils for whom English is not the primary language spoken in their home. |
| ECM | Every Child Matters | A green paper which identified five outcomes that are most important to children: be healthy, stay safe, enjoy and achieve, make a positive contribution. |
| EHE | Elective home education | Refers to pupils who are removed from the school register to be educated at home. |
| ESW | Education social worker | An external professional who provides support to parents, pupils and school staff to identify needs that act as barriers to learning and signpost them to additional services. |
| EWO | Education welfare officer | An external professional who supports pupils and their families with attendance issues. |
| EYDP | Early years development plan | An action plan for improvement and development in the early years foundation stage. |
| EYFS | Early years foundation stage | Educational provision from birth to five years old. Includes a set of standards for the learning, development and care of children from birth to five years. |
| EYFSP | Early years foundation stage profile | A statutory development attainment summary for every pupil within the early years foundation stage. Completed at the end of Reception. |
| FE | Further education | FE refers to additional education beyond what has been received at a secondary school, also referred to as post-16 education. |
| FSM | Free school meals | Families can apply for their child to receive a free lunchtime meal if they are in receipt of any one of several income-related support payments. |
| GIAS | Get information about schools | A statutory on-line register for schools to upload information to, includes information about governors such as names of governors and schools where they govern. |
| H&S | Health and safety | Relates to all matters regarding the health and safety of pupils, staff, volunteers and visitors to school. |
| HE | Higher education | An optional final stage of formal education that occurs after the completion of secondary education. |
| HSA | Home school agreement | A statement explaining the school’s aims and values, its responsibilities towards its pupils, the responsibilities of pupils’ parents and what is expected of pupils. |
| ICT | Information and communication technology | Information sharing and communication equipment available to pupils and staff. |
| INSET | In-service education and training | Training for teachers and school staff held during term time. |
| KS | Key stage | Relates to a period of time in a pupil’s education in the state sector and sets out the educational knowledge expected during each stage.  KS1 – Years 1 and 2 (Primary)  KS2 – Years 3, 4, 5 and 6 (Primary)  KS3 – Years 7, 8 and 9 (Secondary)  KS4 – Years 10 and 11 (Secondary) |
| LGBTQ+ | Lesbian, gay, bisexual, transgender and queer | Term relating to a community of people, protected by the Equalities Act (2010) who identify as a lesbian, gay, bisexual or transgender, queer or questioning. |
| PAN | Published admission number | The maximum number of pupils that the admissions authority will admit to each year group in a school. |
| PCC | Parochial Church Council | A parochial church council is the executive committee of a Church of England parish and consists of clergy and churchwardens of the parish, together with representatives of the laity.  Legally the council is responsible for the financial affairs of the church parish and the maintenance of its assets, such as churches and church halls, and for promoting the mission of the church, including the appointment of Foundation Governors in schools. |
| PPA | Planning, preparation and assessment | The statutory provision of non-teaching time allocated to teachers to plan and prepare their teaching and undertake pupil assessment. |
| PRP | Performance related pay | The term given to pay progression based on an employee’s performance and meeting set targets. |
| PRU | Pupil referral unit | An education establishment for pupils who do not attend mainstream schools for a number of complex reasons such as exclusion, behavioural issues or refusal to attend. |
| PTA | Parent teacher association | A charitable group, separate to the management of the school, set up by parents who organise events to raise additional funds to benefit pupils’ learning and enrichment. |
| PTR | Pupil teacher ratio | The legal number of adults needed to look after a group of pupils, dependent on the age of the pupils. |
| RAP | Rapid action plan | A short-term plan intended to support rapid and sustainable school improvement. |
| QT | Qualified teacher | The term given to a person who has achieved the required qualifications to teach. |
| QTS | Qualified teacher status | A requirement in England to work as a teacher of children in state schools and special schools. |
| SDP | School development plan | The school’s strategic plan for development which includes identified priorities, actions, resources needed and the outcomes and impact it intends to achieve. |
| SEF | School evaluation form | A recommended but non-statutory self-review process used to inform the SDP. |
| SIMS | School information management system | An information system which stores all information relating to pupils. |
| SLT | Senior leadership team | Staff members who have been delegated leadership responsibilities in a school. |
| UIFSM | Universal infant free school meals | The provision of a free lunchtime meal for all pupils in Reception, Year 1 and Year 2. |
| ULN | Unique learner number | A reference number which is used to access the personal learning record for any pupil over the age of 13 who is accessing education or training. |
| UPN | Unique pupil number | A number allocated to identify individual pupils within all state-funded schools. |
| URN | Unique reference number | A unique identification number given to all schools. |
| VA | Voluntary aided | A state funded school in which a foundation or trust contribute to the building costs and may own the school land or buildings. The foundation or trust has a substantial influence on the governance of the school. The governing board is the employer and sets the admission criteria. Usually, but not always, the foundation or trust is a religious organisation. |
| VC | Voluntarily controlled | A state funded school in which a foundation or trust may own the school land or buildings. Representatives from the foundation or trust are appointed to the governing board. Usually, but not always, the foundation or trust is a religious organisation. The LA – or in the case of an academy, the trust – employs the staff and determines the admissions criteria. |
| **Teaching and learning** | | |
| D&T | Design and technology | A core, practical national curriculum subject designed to develop pupils’ creativity, technical and problem-solving skills. |
| EBACC | English baccalaureate | A set of core subjects to be taught at secondary school as pat of the GCSE curriculum. Includes: English language and literature, maths, chemistry, physics and biology, geography or history and a language. |
| FBV | Fundamental British values | A set of values which must be taught in all British schools. The values are: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and for those without faith. |
| MA&T | More-able and talented | Pupils identified as demonstrating consistently high performance in specific academic, creative, sporting, artistic or leadership areas. |
| MFL | Modern foreign languages | Relates to the teaching of languages within the national curriculum framework which are spoken in the modern world. |
| NC | National curriculum | The statutory programme of study and attainment targets for all subjects for all four key stages in maintained schools.  Academy schools may choose to follow the national curriculum but are not required to. |
| PE | Physical education | A core statutory national curriculum subject which provides pupils the opportunity to participate in physical exercise and competitive sports. |
| PSHE | Personal, social and health education | A non-statutory subject in which pupils learn about themselves, other people, rights and responsibilities and relationships. |
| RE | Religious education | The statutory teaching of religions and their individual and varied aspects, including: beliefs, doctrines, rituals, customs, rites and personal roles. A statutory teaching requirement but parents are permitted to withdraw their child for all or part of the lesson. Faith schools and academies are able to set their own RE syllabus. |
| RHSE | Relationships, Health and Sex Education | Relationships and health education is compulsory in all Primary schools. Primary schools can choose whether to teach age appropriate aspects of sex education. Relationships, Health and Sex educations are compulsory subjects from Year 7 for all pupils. |
| SMSC | Spiritual, moral, social and cultural | The non-statutory teaching of spiritual, moral, social and cultural issues to pupils. |
| STEM | Science, technology, engineering and mathematics | The teaching of science, technology, engineering and mathematics as an inter-disciplinary approach. |
| UCAS | University and colleges admissions service | An organisation whose main role is to operate the application process for universities. |
| **School data and national tests** | | |
| AfL | Assessment for learning | An assessment approach used by teaching staff to engage with pupils to assess their stage of learning, identify any gaps in learning and establish the next steps. |
| ASP | Analyse school performance | A summary of individual school’s pupil performance data provided by the DfE. Progress measures are reported to enable schools to compare their performance against national averages. |
| AT | Attainment target | A target given to individual pupils usually linked to the end of a key stage to identify their age-related attainment score. |
| AQA | Assessment and Qualifications Alliance | An independent education charity, providing academic assessments to secondary schools and colleges. |
| EXS | Expected standard | The attainment standard which pupils are expected to meet at each assessment point during the academic year. |
| GCSE | General Certificate of Secondary Education | National academic qualifications spanning a range of subjects, typically achieved at the end of secondary education. |
| GDS | Greater depth standard | The age-related attainment standard given to pupils who are working beyond their age-related expected standard. |
| GLD | Good level of development | The expected standard for pupils in the prime areas of development at the end of the early years foundation stage of their education. |
| IDSR | Inspection data summary report | A report produced by Ofsted from the Department for Education’s performance data for each school. This data, which is available to schools, is used by inspectors during an inspection and includes historic data for the school to evidence performance improvement or decline. |
| KPI | Key performance indicator | A quantifiable measure used to evaluate success in meeting objectives for performance. |
| SATs | Standard assessment tests | National statutory assessment tests which pupils take at the end of key stage 1 and key stage 2 in maths, reading and SPaG (spelling, punctuation and grammar). |
| SPaG | Spelling, punctuation and grammar | A national standard assessment test focussing on spelling, punctuation and grammar taken by pupils at the end of both key stage 1 and key stage 2. |
| STA | Standards and testing agency | The organisation responsible for developing and delivering the national statutory assessment tests (SATs). |
| **Safeguarding and child protection** | | |
| CAMHS | Child and adolescent mental health services | A service provided by the NHS to assess and provide treatment for pupils experiencing mental health issues. |
| CP | Child protection | The protection of children from violence, exploitation, physical and sexual abuse and neglect. |
| CME | Children missing education | Refers to any school-aged pupil who is not registered with a school or formal education provider e.g. elected home education or has been absent from education provision for four weeks. |
| CSE | Child sexual exploitation | Refers to the abusive exploitation of children within familial or non-familial relationships. |
| DBS | Disclosure and barring service | The service that performs the statutory check of criminal records for anyone working or volunteering in a school. |
| DDSL | Deputy designated safeguarding lead | A member of staff who deputises in the absence of the designated safeguarding lead. |
| DSL | Designated safeguarding lead | A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school. |
| EWO | Education Welfare Officer | EWOs are employed by the local authority to work with schools and families to ensure that every school age child is receiving a suitable, full-time education by encouraging regular attendance at school (or ensuring they're being home educated). |
| EWS | Education Welfare Service | The Education Welfare Service is a specialist local authority education support service which seeks to help young people and their families get the best out of the education system. |
| FGM | Female genital mutilation | The illegal ritual of cutting or removing some or all of the external female genitalia. |
| KCSiE | Keeping children safe in education | Statutory guidance setting out schools and colleges’ duties to safeguard and promote the welfare of children. |
| LADO | Local Authority Designated Officer | Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them or could cause them harm. |
| LAC | Looked after children | A child who has been placed in local authority care or where children’s services have looked after a child for more than a period of 24 hours. |
| MARF | Multi-agency referral form | The form completed by schools when referring a pupil to social care. |
| SCR | Single central record | A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors and volunteers who attend the school in a non-visitor capacity. |
| **Special educational needs and disability and additional learning needs** | | |
| ADHD | Attention deficit hyperactivity disorder | A condition characterised by difficulty in paying attention, being excessively active or having difficulty controlling behaviour. Symptoms may impact on a pupil’s learning and social and emotional development. |
| ASD | Autistic spectrum disorder | A range of similar conditions that affect social interaction, communication, interests and behaviour. Symptoms may impact on a pupil’s learning and social and emotional development. |
| CAF | Common assessment framework | A standardised assessment used by all children’s services to identify additional needs that pupils and their families may have. Outcomes of the assessment are used to promote a coordinated multi-agency support response. |
| EBD | Emotional and behavioural difficulties | A term referring to the behavioural or emotional responses of a pupil which are different from the expected norm of a child of that age and which adversely affect the pupil’s access to education. |
| EHCP | Education, health and care plan | A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil. |
| EP | Educational psychologist | An EP will work in partnership with families and other agencies to help pupils achieve their full potential using psychology practice and theory. |
| IEP | Individual education plan | A plan or programme designed for individual pupils with special educational needs to plan the interventions needed to support their learning. |
| PEP | Personal education plan | A plan produced by the LA setting out the educational needs of looked after children. |
| PMLD | Profound and multiple learning difficulties | Where a pupil has more than one disability, the most significant being a profound learning disability that impacts on their progress and attainment or behaviour and their social and emotional development. |
| PSP | Pastoral support plan | A school-based plan to support a pupil’s social, emotional and behavioural skills or to offer nurture support in the event of a significant life event or during difficult family circumstances. |
| SEMH | Social, emotional and mental health | An overarching term for pupils who experience difficulties with regulating their emotional responses and/or social interaction or who are experiencing mental health challenges. |
| SENCO | Special educational needs coordinator | A statutory role within all schools maintaining oversight and coordinating the implementation of the school’s special educational needs policy and provision of education to pupils with special educational needs. |
| SEND | Special educational needs and disabilities | A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age. |
| **Finance and resource management** | | |
| AFH | Academies financial handbook | Statutory guidance for academy trusts which sets out the financial reporting requirements for trusts – also includes financial management and control guidance. |
| AFO | Area finance officer | A member of staff employed by the local authority who provides financial planning, audit and management support to schools. |
| AWPU | Age-weighted pupil unit | A rate set by LAs when allocating pre-16 funding entitlement to schools. |
| CFR | Consistent financial reporting | A framework to collect information about income and expenditure by financial years. |
| CIF | Condition improvement fund | An annual bidding round for eligible academies and sixth-form colleges to apply for capital funding from the Department of Education capital funds budget to support school building improvement work. |
| DFC | Devolved Formula Capital | Devolved formula capital is direct funding for individual schools to maintain their buildings and fund other small-scale capital projects, including its buildings and grounds and for investment in capital equipment including ICT. |
| DSG | Dedicated Schools Grant | The grant is paid in support of the local authority’s schools’ budget. It is the main source of income for the school’s budget.  Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums. |
| ESFA | Education and Skills Funding Agency | An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults. |
| FMS | Financial management system | Software used by schools to manage and maintain oversight of income, expenses and assets. |
| GAG | General annual grant | Annual funding allocated to academies for the provision of education. |
| PAYE | Pay as you earn | A tax collection system process between the employee, the employer and HM Revenue and Customs. |
| PE&SFG | PE and sports funding grant | Additional funding allocated to primary schools to improve the provision of physical education, access to sports and promotion of a healthy lifestyle. |
| PPG | Pupil premium grant | Additional funding for schools which is allocated to fund additional support for disadvantaged pupils of all abilities and to close attainment gaps between them and their peers. |
| VAT | Value added tax | A tax applied to the purchase of goods or services**.** |
| **Staffing and pay** | | |
| AHT | Assistant headteacher | A member of the senior leadership team who provides support to the headteacher in the management of the school. |
| EYP | Early Years Practitioner | Early years practitioners may also known as nursery nurses. They are specialists who look after the social and educational development of babies and young children up to the age of five years old. |
| CEO | Chief executive officer | **[Academies]** The most senior member of the executive leadership team, responsible for the day-to-day management of an organisation. |
| COO | Chief operating officer | **[Academies]** A senior member of the executive leadership team responsible for the operational and administrative management of an organisation. |
| CPD | Continuing professional development | The skills, knowledge and experience that staff and volunteers gain both formally and informally to support them in their role and develop in a professional capacity. |
| DHT | Deputy headteacher | A member of the senior leadership team who supports the headteacher in the strategic development and day-to-day management of the school. Will deputise in the absence of the headteacher. |
| EHT | Executive headteacher | The strategic leader of a group, federation or collaboration of schools. |
| FSW | Family support worker | A member of staff employed either by the school or accessed through an external organisation to provide practical and emotional support to families experiencing short or long-term difficulties. |
| FTE | Full time equivalent | The number of hours worked by an employee on a full-time basis. |
| HLTA | Higher level teaching assistant | A member of staff who performs all the normal duties of a teaching assistant but with an increased level of responsibility, or who possesses specialised knowledge or experience. |
| HoD | Head of department | A member of staff who has leadership responsibility for the practice and performance in a specific subject department or key stage. |
| HT | Headteacher | The lead teacher in a school with ultimate responsibility for the standards of the school and day-to-day management of staff. Responsible for implementing the school vision, values and development plan. In an academy may be referred to as the ‘principal’. |
| HTPM | Headteacher performance management | The performance management process of the headteacher undertaken by an appointed panel of the governing board. |
| ITT | Initial teacher training | A programme of training to achieve qualified teacher status. |
| LSA | Learning support advisor | Someone who works closely with teachers and may have responsibility for delivering learning and providing support to individual or groups of children. May be employed by the school or accessed via an external organisation. |
| LSW | Learning support worker | An employee of the school who works under the direction of the class teacher to deliver learning and provide support to individual or groups of pupils. |
| MPR/MPS | Main pay range or main pay scale | The statutory pay range for teaching staff in maintained schools. |
| NPQH | National professional qualification for headship | A non-statutory qualification which supports the professional development of serving and aspiring headteachers. |
| NPQSL | National professional qualification for senior leaders | A non-statutory qualification which supports the professional development of serving and aspiring senior leaders. |
| NQT | Newly qualified teacher | Teachers who have gained qualified teacher status but have not yet completed the required 12-month induction period. |
| PIP | Performance improvement plan | A support and development plan implemented to help staff members achieve their potential and improve their practice. |
| PM | Performance management | A formal process implemented to plan and monitor the actions required to secure and sustain performance or improve employees’ performance. |
| SBM | School business manager | A senior member of staff responsible for managing non-teaching aspects of the school. |
| STPCD | School teachers’ pay and conditions document | Statutory guidance for the pay and conditions for teachers in maintained schools in England and Wales. |
| TA | Teaching assistant | A non-teaching member of staff employed to support pupils within the classroom environment or to facilitate interventions for individual or groups of pupils. |
| TLR | Teaching and learning responsibility | An additional payment for teachers who take on an extra responsibility in school linked to the provision of teaching and pupils’ learning. |
| UPR/UPS | Upper pay range/Upper pay scale | The incremental pay range open to experienced teachers to apply for when they have successfully reached the top of the main pay scale for teachers. |
| **Governance** | | |
| AoA | Articles of association | A statutory document that sets out the role and responsibilities of trustees, how the trustees must conduct the business and administration of the trust and governance requirements. |
| CoG | Chair of governors | The person responsible for chairing and leadership of the governing board. |
| CtG | Clerk to Governors | The professional and legal advisor to governing boards. |
| IAB | Interim advisory board | An interim advisory board can be put in place if the Trust Board has concerns about the local governance of a DGAT school. |
| LGB | Local governing board | The local governing board of a DGAT school with responsibilities set out in the scheme of delegation and oversight of the school’s strategic plan.  In an academy, an LGB may be constituted by the board of trustees and can only operate within the delegated powers assigned by the board of trustees. |
| MAT | Multi academy trust | A trust established to undertake strategic collaboration and provide education across a number of schools. |
| SAT | Single academy trust | A trust established to undertake strategic collaboration and provide education within a single school. |
| SoD | Scheme of delegation | The governing document which sets out the delegated governance responsibilities in an academy trust. |
| ToR | Terms of reference | A document that outlines the structure and purpose of the governing board or its appointed panels or committees. |
| **External agencies and inspection** | | |
| ASCL | Association of school and college leaders | A professional, representative organisation for school leaders. |
| DfE | Department for Education | The national government body with responsibility for children’s’ services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. |
| HMCI | His Majesty’s Chief Inspector | The person appointed to have statutory responsibility for the inspection and regulatory work of Ofsted and its management. Responsible to Parliament. |
| HMI | His Majesty’s Inspector | Individuals appointed to undertake the inspection of education settings under the Ofsted inspection framework. |
| HSE | Health and safety executive | The government agency responsible for the regulation and enforcement of workplace health, safety and welfare. |
| LA | Local authority | A local government agency responsible for the provision of a range of services in a specified local area, including education. |
| NAHT | National association of headteachers | A trade union and professional membership association representing headteachers in all schools. |
| NASEN | National association of special educational needs | A national organisation which aims to promote equality and fair access in the education, training and development of pupils with additional needs. |
| NGA | National governance association | A membership organisation representing school governors and trustees throughout England. |
| Ofsted | Office for standards in education | An independent inspection and regulatory body responsible for inspecting services that provide education or care to young people. Required to report directly to Parliament. |
| SIAMS | Statutory Inspections of Anglican and Methodist Schools | Statutory Inspections of Anglican and Methodist Schools (SIAMS) are carried out under section 48 of the Education Act 2005. All church schools will be subject to SIAMS inspections.  A SIAMS inspection does not replace an Ofsted inspection. |
| **Data protection** | | |
| DPA | Data Protection Act | Legislative provision for the protection of personal data. |
| DPO | Data protection officer | The appointed person with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act. |
| FOI | Freedom of information | Legislative provision providing the right to public access to information held by public authorities, either by publication or by request. |
| GDPR | General data protection regulation | Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent. |
| ICO | Information commissioner’s office | An independent regulatory body responsible for upholding information rights. |
| SAR | Subject access request | A request made by an individual to access the personal data which may be held about them. |

# Local acronyms

**[Use the table below to record any acronyms used locally or that are specific to the school you govern in.]**

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| **Acronym** | **Longform** | **Description** |
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