




Full Governing Body Meeting

Thursday 4 December 2025 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	<p>Lucy Howe, Headteacher Ann Arscott, LA Governor, Chair of Governors (AA) Anne Marie Datlen, Co-opted Governor (AMD) Caroline Hubbard, Co-opted Governor (CH) Nicky Medley, Staff Governor (NM) Paul Terris, Co-opted Governor (PT) Natasha Wooton, Co-opted Governor (NW) Glenda Thornley, Co-opted Governor (GT) Donna Neill, Co-opted Governor, (DN) Chris Boalch, Parent Governor (CB) Lowri D'Sa Co-opted Governor (LD)</p>
Apologies received:	<p>Michael Paye, Parent Governor (MP) Sian Winter, LA Governor (SW)</p>
In Attendance:	<p>Heather James, Associate Member (HJ) Tracy O'Connor, LA Clerk (TOC)</p>


1.	<p>Welcome, Introductions and Apologies</p> <p>The Chair welcomed everyone to the meeting. The meeting was quorate.</p> <p>Apologies were received and accepted from Michael Paye and Sian Winter.</p>
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>2.1 To record any business, pecuniary or personal interest on the agenda items.</p> <p>There were no additional business or pecuniary interests to note.</p>

Signed: 
 Date: 22/01/2026

Date:


	<p>2.2 Self-evaluation (All) All governors to identify and record the following during the meeting:</p> <p>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</p> <ul style="list-style-type: none"> • Reviewed attendance, impact of poor attendance on learning, and strategies to encourage better attendance where necessary • Ensured safeguarding in school enables children to learn in a safe and supportive environment, and external factors are taken into account, with pro-active intervention as necessary. • Conducted Maths and English Learning walks - reports for the next meeting. <p>How have the Governors supported and challenged the senior staff strategically during the meeting?</p> <ul style="list-style-type: none"> • Considered SLT staffing in the light of longterm absence of one member • Considered Staff well being • Discussed the budget deficits for both schools, with the JS prioritised. • Questioned outcomes of staff survey.
3.	<p>Minutes of Last FGB Meeting – 23 October 2025 and 20 November 2025</p> <p>3.1 To agree and sign minutes of previous meeting. The minutes and confidential minutes of the FGB on 23 October 2025 and 20 November 2025 were an accurate record of the meetings and were agreed and approved by the FGB.</p> <p>AP1: Chair to sign Approved minutes 23 October 2025 and 20 November 2025.</p> <p>3.2 Matters arising and action points</p>

Action Points – FGB 23 October 2025		
1.	Chair to sign approved minutes 25 September 2025. Completed	Chair
2.	Confirm agreement to Clerk that you have read and understood Keeping Children Safe in Education for the new academic year. Completed	All
3.	Pupil Conferencing - HJ to advise dates to the Chair for circulation. Completed	HJ
4.	Curriculum monitoring – learning walk – dates to be circulated. Completed	DN
5.	H&S site walk – to be completed every term – MP to contact Dave Gill. Completed	MP

Signed: 
Date: 22/01/2026

6.	EFGB – Thursday 20 November – 4.30pm – HJ to set up Teams meeting link. Completed	HJ
----	--	----

4.	<p>HT Report</p> <p>Report to include Update on catering provision Pupil attendance data – any specific concerns</p> <p>The Headteacher expressed appreciation to the Governors for their questions.</p> <p>Q: I couldn't find the SWOT update on the School Improvement Plan in the meeting documents?</p> <p>SIP update was shared at the October meeting and there have been no further updates since (embedding). The focus for learning walks since then has been on English and Maths with an Ordinarily Available Provision lens to align with SIP objectives. Examined how core teaching adapts scaffolding, resources and modelling. These findings will inform SIP updates.</p> <p>Q: Attendance - it would be useful to understand the planned school actions associated with each of the 3 areas picked out for Junior and Infants in need of targeting because they are lower than similar schools. For example, SEN attendance is a common problem in both Infant and Juniors.</p> <p>Juniors: Year 6 attendance is lower than a quarter of schools due to specific circumstances.</p> <p>Reasons for Lower Attendance:</p> <ul style="list-style-type: none"> • One pupil attends RHP/AP (Reduced Hours Provision/Alternative Provision) and does not attend Foxhills. • Another pupil has medical needs affecting attendance. • One pupil took a sabbatical to tour Europe with family. There were compassionate grounds for this. <p>These cases have reduced overall attendance for Year 6. Attendance will be reviewed each term and is expected to improve by approximately 2%.</p> <p>SEN</p> <p>Four pupils in this cohort attend on reduced hours, further lowering attendance compared to similar schools. Unlikely to reach 95.7% when all pupils are included.</p>
----	---

Signed: 
Date: 22/01/2026

When codes C2 and B (e.g., RHP/AP) are removed, attendance is already 95.7%, meeting the DfE target.

Many pupils eligible for Free School Meals (FSM) face social and emotional challenges, which impact regular attendance.

Support Strategies:

- Close collaboration with families.
- Bespoke support and encouragement tailored to individual needs.
- Adjustments made by Heather and Clare to accommodate children's needs.
- Engagement with external agencies for additional support.

Families maintain direct contact with Clare and feel supported by school staff.

Q: Is there anything else that the school can or should be doing in order to increase attendance?

The Attendance Policy emphasises understanding, supporting, and working with families while maintaining empathy with boundaries. Parents have a legal obligation to ensure their child attends school.

Current Actions:

- Regular conversations with families to address barriers.
- Formal escalation where necessary: involving the Attendance Legal Team, who meet with families and set expectations and targets.

Some families struggle to sustain the level of organisation required for consistent attendance.

Q: Presumably families are being supported by other agencies?

Families receive support from external agencies, including Mental Health support teams and Parenting workshops.

Governors commended the school's efforts, describing the support provided to families as phenomenal.

Infants: Year one and two attendance. Attendance has been affected by seasonal illnesses. Some evidence of pupils taking long weekends away. These cases are addressed individually with parents. Attendance figures are expected to improve as winter viruses dissipate.

Signed: 

22/01/2026

Date:

SEND Attendance – Infants - Three pupils with low attendance in this cohort. The Headteacher outlined the attendance data for these pupils.

Q: *There are no systemic problems, it is targeted individual problems?*

The school can clearly identify the specific children and the reasons for their attendance challenges. These are individual cases, not systemic issues.

Q: *Attendance statistics for the Junior School for 2018/19 were 97.1% with 360 children on roll. For 2024 – 2025 they were 94.7% with 303 children on roll i.e. 2.6% down on pre-pandemic. But we are not comparing like with like in terms of NoR, and as far as I can see no adjustment has been made for this, but I may be wrong!*

*Example 2018/19 360 NoR. If 25 children were absent on any one day % absence would be 6.9% ($360/25 * 100 = 6.9\%$) 2024/25 303 NoR. If 25 children were absent on any one day % absence would be 8.3 % ($303/25 * 100 = 8.3\%$)*

Do we know if any adjustment has been made to take into account the considerable difference in NoR?

This is a DfE document that has not taken account of NOR changes. The new percentages described above would be correct. Each child would represent a higher percentage.

Q: *Staffing - do we have sufficient cover for SLT at this time, given loss of both SF and KK? (eg does using Natalie not create a weakness in her teaching commitments given a TA would have to cover two days/week?)*

SLT provision has reduced by 50%, so leadership capacity is limited. Adjustments are being made for financial reasons and due to uncertainty about future staffing needs. This is viewed as an opportunity to develop internal leadership capacity.

Natalie is an experienced teacher with leadership responsibilities and is paid at the equivalent of an Assistant Headteacher (AHT) level. She is stepping up effectively, supporting Teaching and Learning based on monitoring and evaluation. She has strong operational knowledge and understands how to achieve SIP objectives. The Headteacher is supporting her to apply this knowledge to mentor and coach others, and to identify areas where staff need support.

The impact is that she is out of class for 2 days a week. She was already out of class for one day for PPA management time.

A skilled HLTA is supporting the class and is assigned work that matches her strengths. She works closely with Natalie, and the class has transitioned very well. No concerns raised by parents; HLTA has dedicated time for preparation. Financial constraints mean

Signed: 

22/01/2026

Date:

there is no alternative way to cover absences. The benefits of this approach are it provides essential support for Year 5, builds capacity within the team and offers leadership development opportunities for staff.

Lynsey returns in May working 4 days a week. She will be in class for 2 days and she will support the SLT for 2 days.

Q: Is there any emergency funding support available? It seems very unreasonable.

There is no emergency funding available. The school is developing leadership capacity internally, which is seen as a positive approach. It is important to have someone who understands the school's priorities and objectives.

The Headteacher outlined the current staffing structure, explaining that this situation is viewed as an opportunity to provide professional growth for teachers and develop leadership capacity internally.

Q: What about the extra pressure on the Headteacher and Deputy Headteacher which is significant? What is dropping off to enable you to do your role effectively?

The additional pressure is significant, but unavoidable as there are no alternative options. This year, the school is in an embedding phase, focusing on consolidating existing priorities rather than introducing new initiatives. The focus is on embedding Ordinarily Available Provision and continuing work on adaptation, which was already underway.

The Headteacher emphasised that the focus is on supporting teachers, who are performing very well. This situation is creating opportunities for staff to grow professionally. Clare Keeley is taking on additional responsibilities, including conducting meetings independently, which helps free up leadership time.

Q: What has the impact been on the staff and the HLTAs?

The impact has been challenging and heavy, but staff have worked exceptionally well as a team. HLTAs have stepped up to management, taking on additional responsibilities. Meetings have been held to explore ways to reduce workload, resulting in allocation of PPA time for planning and preparation, responsibility for planning and resourcing foundation subjects and the removal of break duty, allowing time to plan ahead for lessons. These adjustments are working well; staff feel empowered, and everyone has pulled together.

Q: Is there anything that you feel is not in your job description that you are being asked to do?

Everyone has stepped up and taken on board extra. The reduction in support staff has had an impact.

Q: How would you describe the behaviour of the children?



Signed:

22/01/2026

Date:

Behaviour is largely very good. All children have now settled well and understand expectations.

Q: Wellbeing of the Senior Leadership Team - are you able to work from home on any days?

Senior leaders model and prioritise wellbeing by allowing PPA time at home for themselves and all staff. This approach has made a considerable difference: Staff are less disrupted, enabling better focus and planning. SLT openly communicate the need for time to think and respond and model reasonable working hours. The school maintains a family-friendly culture, supporting staff wellbeing alongside operational effectiveness.

Q: Have you completed a SWOT analysis as to threats to the SLT?

The Governors have a duty of care to protect the Headteacher and all the staff. There have been some positives to be derived from the situation, e.g. staff enjoying new responsibilities.

Q: A Governor highlighted on current predictions, the Junior School will have a significant deficit. How should Governors look at this going forward? Will we need another staffing restructure?

Yes, another staffing restructure will likely need to be considered. The school is already operating with a skeleton classroom structure, so reductions in teaching staff are not feasible without impacting pupil needs. Leadership salaries are a significant cost, so this is an opportunity to review the structure of the Leadership Team. Consistency in leadership is essential: staff need to hear united messages and see a team aligned to deliver the SIP with fidelity and maintain the school's vision.

Apart from leaders, any other staff members who have left the school have been or will be replaced.

Staff Survey

Q: I'd have liked to see some consideration in HT's report about the staff survey, particularly the challenging question around being 'realistic about workload', and what can be done to improve the teacher and TA views on that point?

The final staff survey report wasn't available at the time the HT wrote her report as there were some late additions.

There was a lack of clarity about what the workload issues were but the Headteacher feels the comments related to:

- Resourcing

Signed: 

22/01/2026

Date:

- PPA
- Mapping
- Marking

It is acknowledged that there is a lot of resourcing but this links to adaptation. Not all children are doing the same thing in the same way.

Unions state that teachers should not plan for PPA. They have consulted teachers and many teachers want to plan for PPA so learning journeys remain uninterrupted. They also wanted to know what their children were learning and why. Teachers who have chosen not to plan have discussed this with leaders and adaptations have been made.

The length of staff meetings has been reduced to one hour to claw back time. Time is given in lieu for planning. Sports coaches have been provided so teachers get extra PPA every six weeks.

Some teachers expressed a preference for PPA cover by language teachers and sports coaches, but the school cannot afford this. Instead, HLTAs provide PPA cover and also complete resourcing for foundation subjects, which has been invaluable.

Q: Are you having to complete all the planning for PPA?

Planning has already been tweaked and aligned with OAP objectives.

Q: What was the impact of changing the PPA time to every 2 weeks?

The staff did not like it so have changed back.

Mapping

The curriculum is mapped. The teachers have used Assessment for Learning to identify what is correct. There is a National concern that the curriculum is too broad. There is going to be a curriculum review. Teachers were asked in the summer term whether the curriculum was fit for purpose and whether it was appropriate. They felt it was.

KS2 needed to be rewritten in core subjects because it did not reflect the National Curriculum, the schools' intent and lacked sequential progression. This frustrated the subject leaders who did not want it changed in the first instance. Especially maths and writing. The school does not support the use of schemes as it must reflect their context.

Q: Were you aware of the extent of changes from the previous curriculum mapping?

The Headteacher was not aware to that extent. More concerns have come to light since monitoring. Changes have been made to address these issues.

Signed: 

22/01/2026

Date:

Leadership need to ensure that the staff are given consistent messages and they know what is expected of them.

Marking

As class sizes have grown, marking is an issue. Leaders will address this by rewriting the policy.

Q: Mixed messages from SLT

This is the first time this has been raised in ten years of working as a team. The dynamics of the leadership team will need to be investigated as they recognise they must be a united front.

Q: Limited scope for career progression

Opportunities are arising for middle leaders. Subject leaders are doing more than they have before. There are UPS teachers who are given additional responsibilities. The school are very lucky to have such a great team who are hardworking and supportive.

Q: Wellbeing

Do need to consider how to involve Governors as they have a responsibility for wellbeing. There isn't the capacity for regular meetings but wellbeing is more than this. Leaders foster a positive culture by:

- Model self-care: Senior leaders should visibly model self-care in the way they expect their staff to be able to do. Prioritise their own well-being by working from home, telling staff they need time to think and respond, they model reasonable working hours, they are family friendly.
- Encourage connection: Create a sense of belonging through interactions, personable, social events, lunch clubs, and by building a positive and kind atmosphere.
- Recognise achievements: Praise and recognition: thank you board, joined up the federation, publicly praise, tell staff they are proud of them .
- Communicate openly: Establish clear communication protocols, including when it's appropriate to send emails, and consult with staff about changes affecting them, transparent, honest, lead with integrity.
- Support peer-to-peer interaction: Set up a system where staff can look out for each other, notice when colleagues are struggling, and offer support. Non-judgmental.

Q: Do you feel some of the comments are a little unfair? Why do you think there were so many contradicting comments?

Feedback is never taken personally; it is important to understand staff perspectives. The Wellbeing Committee was set up but did not progress as intended due to staffing

Signed: 

22/01/2026

Date:

pressures. SLT consistently prioritise staff wellbeing in practice, even without the committee's full operation. Comments are subjective; the Wellbeing Committee meeting created high expectations and served as a safe space for staff to share concerns openly. Some staff may have felt disillusioned. The school now has the capacity to follow up and reinvigorate the Wellbeing Committee. It is worth noting that meetings took staff out of classrooms, which is a concern for operational continuity.

Q: Would you consider use of an IT or communications policy that some schools have where they do not email after certain times?

Staff are responsible and should manage their own correspondence and set boundaries. Emails sent outside normal hours do not require immediate attention.

Q: Behaviour - some expectation that SLT should deal with low level disruption.

It is not considered that it is consistent with policy. Staff must build relationships with their children rooted in mutual respect and open communication. It is disempowering for leaders to take over as it undermines teacher authority. SLT support staff to understand the policy and the research behind it. Staff are expected to be emotionally consistent. Personal Development will be provided for teachers if support is required. This is about teacher accountability; it is part of teacher standards.

The staff really care about the children and know their children really well.

Q: The PINS project looks great and really interesting. Is there any training governors could access to support more inclusivity understanding or could we join your inset day?

The school would welcome Governors to join the Inset and also the twilights.

AP2: HJ to advise dates of the Inset/Twilights – PINs project.

Q: Training for PINs.

The training is quite generic.

Q: 'Relax Kids' appears to require bespoke delivery, are there any plans in place to offer further support to individual families once the 'whole-school' approach has finished?

Relax Kids will be an initiative used for individuals. The whole of year 6 will complete Relax Kids before SATs.

Q: Safeguarding - Thank you for this in-depth report. It really highlights the work that goes on when safeguarding our children. The time and dedication to ensure nothing is missed is clear.


Thank you to Heather for producing such an in-depth safeguarding report. This level of detail is extremely positive for Governors, especially those who may not have extensive

Signed: 


22/01/2026

Date:

	<p>safeguarding experience, as it clearly demonstrates the depth of work involved and the integrity with which these processes are pursued.</p> <p>Catering</p> <p>Pupil numbers having school meals have decreased. Limited variety in meal choices. Need for greater flexibility to meet pupils' preferences. Meetings have been held with catering staff to discuss improvements. Pupil Voice have discussions with the children to gather feedback and suggestions. An update will be given to parents in the Newsletter so they are aware that changes are happening.</p>
5.	<p>School Improvement Plan</p> <p>Discussed in the HT Report.</p>
6.	<p>Chair of Governors Report</p> <p>The Governors acknowledged the Report. All areas have previously been discussed in the meeting.</p> <p>It was agreed that an advertisement for new governors will be placed in the new year.</p>
7.	<p>CLA – report on curriculum monitoring plans to date and plans for Spring term</p> <p>English and maths monitoring has been completed. Both subjects were in a different position than initially expected. The English plan is now more focused, and the right strategies are in place to drive improvement.</p> <p>Positive Observations: Adaptation was evident during learning walks, which is encouraging. A wide range of resources is being used effectively. Pupils were engaged and learning behaviours were excellent. Teams demonstrated enthusiasm and a clear understanding of next steps.</p> <p>Q: Will class teachers have received feedback following the Governor visits? An email has provided feedback to teachers.</p> <p>AP3: English and Maths monitoring visit reports to be completed. DN</p> <p>A PE learning walk is scheduled for 10 December 2025 at 1.30 pm.</p> <p>Next term monitoring – impact of assessment and analysis AP4: DN to liaise with Natalie to arrange monitoring – Impact of assessment and analysis.</p>

Signed: 
Date: 22/01/2026

8.	<p>Safeguarding/Child Protection</p> <p>8.1 The H&S walk round report had been circulated to the FGB.</p> <p>8.2 Governors had received the Safeguarding schedule update.</p>
9.	<p>Pupil conferencing on aspects of safeguarding in school</p> <p>Report circulated prior to the meeting</p> <p>The children were amazing throughout the observations. Everything in school was positive, with pupils demonstrating confidence and actively quoting the CLEAR objectives, which was excellent.</p> <p>Pupil conferencing was described as a real pleasure, showcasing strong engagement and understanding.</p>
10.	<p>Infant School LLP report</p> <p>AP5 :LLPR report to be circulated to the FGB. Agenda item next meeting.</p>
11.	<p>Staff wellbeing</p> <p>The staff survey has been completed and the Headteacher provided a response.</p> <p>Chair to draft a response to the staff survey and actions –</p> <ul style="list-style-type: none"> • Review marking policy • Reinstate Wellbeing Committee • Discussed culture • Address consistencies in leadership • Reiterate to staff if they have any concerns whistleblowing is important • HT committed to having a united team and for consistency <p>Floor books were discussed. They were introduced as a method to capture evidence for subjects that do not typically produce written work in individual books, such as Music and PE. The floor books provide a shared record of learning experiences, photographs, and pupil reflections, ensuring these subjects are represented in monitoring and assessment.</p> <p>AP6: Staff survey report – Chair to draft a response to the staff survey. Full feedback to be provided next term.</p>
12.	<p>Governor Matters</p> <p>Constitution discussed previously.</p>

Signed: 
Date: 22/01/2026

13. Governor Training

Governors were reminded of the importance of undertaking training wherever possible to support their role effectively. An SLA (Service Level Agreement) is in place to cover the cost of training, and Governors are encouraged to make full use of the opportunities available.

Cyber Security training for Governors – new training course. Join Phil Bagge, Hampshire Computing inspector, to discover the government guidance, threat level, and key questions governors should ask to help prevent cyber security breaches.

Training undertaken

AMD attended Pupil Wellbeing training. The training was very positive and reassuring. Confirmed that the school's existing procedures for pupil wellbeing are robust and effective.

Q: An area highlighted at the pupil conferencing re safeguarding was there was not a consistent way of flagging if they wanted to talk to someone about the bubble room? Some wanted to do this anonymously not on a board and others were unclear?

The bubble room is still actively used and a quiet area used at lunchtimes. It is maintaining a daily focus on children noticing if something is not quite right – knowing the children. Staff are very good at reading their children and are very approachable.

AA completed Charing Matters. The training was very good. It was very intense. A lot of discussion about –

New Ofsted framework. Inspections have already started.

Attendance.

Budgets.

Recruiting Governors/Chairs of Governors

Training Records

Governors were asked to ensure that they update their training records on HSfS.

Attendance at training courses run by Governor Services will be automatically added to your training record. If you wish to add a record for a course you have completed via another organisation, you can add a manual record. Select 'Training records' from the dashboard icon and select 'add new record'.

WGBT

WGBT booked – Thursday 12 February 2026 – Effective Questioning –
Tutor John Lewis - 5 pm to 7 pm


Signed: 

22/01/2026

Date:


	<p>Link to training programme –</p> <p>https://secure2.sla-online.co.uk/v3/File/DownloadFile?fileGuid=6fec4abb-2f61-4c8d-b950-993a3dc7a115&type=PageSectionDocuments</p> <p>Link for E-Learning –</p> <p>https://hampshireservicesforschools.hants.gov.uk/P34171</p>												
14.	<p>Policies and documents for review and ratification</p> <p>Freedom of Information Federation Attendance policy – minor amendment – opening times - Approved Vehicle access to campus - Approved Allegations policy - Approved LAC policy</p> <p>AP7: LAC Policy and Freedom of Information Policy – agenda item next meeting</p>												
15.	<p>Any Other Business</p> <p>Please see Confidential Minutes</p>												
16.	<p>Dates and items for future meetings</p> <table border="1"> <thead> <tr> <th>Meeting</th> <th>Date</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>FGB</td> <td>Thursday 22 January 2026</td> <td>4.30 pm</td> </tr> <tr> <td>FGB</td> <td>Thursday 12 March 2026</td> <td>4.30 pm</td> </tr> <tr> <td>FGB</td> <td>Thursday 30 April 2026</td> <td>4.30 pm</td> </tr> </tbody> </table> <p>The Chair thanked everyone for attending and for their valued contribution.</p> <p>The meeting closed at 6.35 pm.</p>	Meeting	Date	Time	FGB	Thursday 22 January 2026	4.30 pm	FGB	Thursday 12 March 2026	4.30 pm	FGB	Thursday 30 April 2026	4.30 pm
Meeting	Date	Time											
FGB	Thursday 22 January 2026	4.30 pm											
FGB	Thursday 12 March 2026	4.30 pm											
FGB	Thursday 30 April 2026	4.30 pm											

Action Points – FGB 4 December 2025		
1.	Chair to sign approved minutes 23 October 2025 and 20 November 2025. Completed	Chair
2.	HJ to advise dates of the Inset/Twilight – PINs project.	HJ
3.	English and Maths monitoring visit reports to be completed.	DN
4.	DN to liaise with Natalie to arrange monitoring – Impact of assessment and analysis.	DN

Signed: 
Date: 22/01/2026

5.	LLPR report to be circulated to the FGB. Completed. Agenda item next meeting.	Clerk
6.	Staff survey report – Chair to draft a response to the staff survey. Full feedback to be provided next term.	Chair
7.	LAC Policy and Freedom of Information Policy – agenda item next meeting	Clerk
8.	FGB agenda item – staff leave request.	Clerk


Roles and Responsibilities 2025/26	
Curriculum, Learning and Achievement	Donna Neill
Finance and Resources with two governors each taking responsibility for monitoring the school budgets	Natasha Wootton Don Monk Sian Winter
Safeguarding Governor	Ann Arscott
Health and Safety – to be completed once a term	Michael Paye
Filtering and Monitoring	Michael Paye
SEND/Inclusion Governor/LAC	Caroline Hubbard
Development and Training Governor	Anne Marie Datlen
Termly letter to parents	Ann Arscott
Community Liaison – periodic article for Parish Magazine	Ann Arscott/Anne Marie Datlen
Staff Wellbeing Committee	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Don Monk (Chair), Donna Neill, Caroline Hubbard, Paul Terris
Pay Panel	Ann Arscott (Chair) Glenda Thornley, Natasha Wootton

Signed: 
Date: 22/01/2026

Date:

Glossary of acronyms

<p>EHCP- education health care plan LAC- looked after child PLAC- post looked after child SEND- special educational needs and disabilities HT- Headteacher DHT- deputy headteacher AHT- assistant headteacher SENDco- special educational needs co-Ordinator PAN- published admission numbers NOR- number on roll Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week</p>	<p>HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5) RE- religious education ELSA- emotional literacy support assistant TLRs- teaching and learning leaders <u>SWOT – Strengths, weaknesses, opportunities, threats</u> <u>TTRS – Times Table Rock Stars</u></p>
---	---

Signed: 
Date: 22/01/2026