

**Notes of Guidance for Foundation Governors  
2016 / 17**

Diocesan Education Team  
First Floor  
Peninsular House  
Wharf Road  
Portsmouth  
PO2 8HB



Telephone: 02392 899 680

Website: [www.portsmouth.anglican.org](http://www.portsmouth.anglican.org)



# CONTENTS

INTRODUCTION .....	4
A SHORT HISTORY OF CHURCH SCHOOLS .....	5
1 THE ROLE OF THE GOVERNING BODY .....	6
2 THE ROLE OF THE PARISH .....	7
3 THE ROLE OF FOUNDATION GOVERNORS .....	8
4 WHAT DO FOUNDATION GOVERNORS DO IN PRACTICE? .....	9
5 A SCHOOL'S DISTINCTIVE CHRISTIAN CHARACTER .....	10
6 EX-OFFICIO FOUNDATION GOVERNORS .....	11
7 THE APPOINTMENT PROCESS .....	12
8 DISQUALIFICATIONS AND DBS CHECKING .....	13
9 REMOVAL OF FOUNDATION GOVERNORS .....	14
10 FOUNDATION GOVERNOR REQUIREMENTS .....	15
11 FURTHER SOURCES OF INFORMATION .....	16
APPENDIX A: QUALIFICATIONS & DISQUALIFICATIONS .....	17
APPENDIX B THE DIOCESAN EDUCATION TEAM .....	18
APPENDIX C: SIAMS - CHURCH SCHOOL INSPECTIONS .....	21
APPENDIX D: CATEGORIES OF CHURCH SCHOOLS .....	22

# INTRODUCTION

Governors provide a valuable service to the community and influence the strategic work of schools and the futures of young people.

## **The Incumbent of the parish is a governor**

Church of England schools were and are established with the local Anglican church and hence the incumbent of the parish is automatically a member of the governing body. The position is known as **the ex-officio foundation governor**. Ex-officio foundation governors have a particular pastoral responsibility to all members of the school community, the pupils, their parents, the staff and the governors as well as leading worship in the school. To support the incumbent, there are other foundation governors.

## **Foundation governors**

All foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents, but every governors' role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.

## **Skills needed**

All members appointed to a governing body must have the skills required to contribute to effective governance and the success of the school.

Whilst the incumbent has a place by right on the governing body the other foundation governors are nominated by the parish or deanery. All foundation governors are appointed by the Diocese from these nominations.

## **Quality assurance**

It is vitally important the Governing Body of a church school conducts regular skills audits and communicates with the parish (the incumbent and the PCC); sharing with them the skills needed for their particular governing body. The incumbent and the PCC must recruit from the parish, the congregation and beyond, suitably skilled people and only nominate people of the highest calibre to the Diocese for appointment.

The Diocese must be assured that any nominated person can:

- safeguard and develop the distinctive Christian character of the school through regular contact with the school, monitoring and evaluating the Christian character of the school focussing on collective worship, religious education and the spiritual development of children
- contribute to good governance
- contribute to the success of the school as measured by Ofsted and SIAMS inspections.

*Ofsted – the Office for Standards in Education*

*SIAMS – the Statutory Inspection of Anglican and Methodist Schools*

## A SHORT HISTORY OF CHURCH SCHOOLS

The Church's of England has been committed to providing education for the past 200 years. The founding of the National Society in 1811 led to a flourishing of provision of education for the poor in parishes ([www.churchofengland.org/education.aspx](http://www.churchofengland.org/education.aspx)). By the time of the national census of 1851, forty years later, the Church had established 17,000 schools.

State provision for public education did not come until the Education Act of 1870 and it operated by supplementing rather than replacing voluntary provision. At the time of the outbreak of the Second World War, after seventy years of state provision, the churches were together still providing schooling for nearly a third of the children of school age.

The Education Act of 1944 provided a new deal in which church schools were offered the option of increased state funding and control becoming Voluntary Controlled Schools, or lesser state support and greater independence becoming Voluntary Aided Schools. (See Appendix D for the differences between categories of Church school). There is a third category, Foundation schools, which are often the former Grant Maintained schools. There are also Church of England Academies, church schools that have chosen or have been forced to convert to academy status. Any school converting takes the church status with it and will still be expected and inspected to be the best church school it can be.

Today there are over 4000 Church of England primary schools (approximately 22% of the total number of primary schools, educating one in five pupils of primary age) and 203 secondary schools.

The Church's approach to education is one founded on inclusiveness rather than separation from the community. This has been supported in a statement by the House of Bishops. Agreeing unanimously, they say:

***"Through each of its 4,700 schools, the Church of England is strongly committed to serving the whole community from a distinctively Christian standpoint. Church schools must be distinctively Christian institutions rooted in the life of the parishes and open to the diverse communities they serve. Historically, Church of England schools have been a service to the nation's children and this requires them to be inclusive in admissions, as most already are. We are committed to ensuring that all Church of England schools should seek to offer places to children of other faiths and of no faith in their local community." - House of Bishops 2002***

***The General Synod and the Archbishops' Council have identified Church schools as standing at the centre of the Church's mission to the nation. Our work over the last eighteen months has confirmed the crucial importance of Church schools to the whole mission of the Church to children and young people, and indeed to the long-term well-being of the Church of England. – The Way Ahead 2001***

***'The Education Division is committed to enabling every child and young person to have a life-enhancing encounter with the Christian faith and the person of Jesus Christ.' - Going for Growth 2010***

***'The Church of England clearly reaffirms that Church schools stand at the centre of its mission. It educates approximately 1 million of the nation's children in primary and secondary schools, which enables more direct engagement with children and their families than any other contact, including regular Sunday worship.' - The Church School of the Future Review 2012***

# 1 THE ROLE OF THE GOVERNING BODY

The latest guidance for governors can be found in the Governors' Handbook. Please download a copy from:

<https://www.gov.uk/government/publications/governance-handbook>

It offers a comprehensive guide on governance for any maintained (funded by the government) school.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c. Overseeing the financial performance of the school and making sure its money is well spent.

## **Ensuring clarity of vision, ethos and strategic direction;**

Setting vision, ethos and strategic direction, governing bodies are the key strategic decision-making body of every school. It is their role to set the school's strategic framework and to ensure all statutory duties are met. In a church school this starts with the distinctive Christian character, ethos, values and vision of the school.

## **Holding the headteacher to account**

Governing bodies should support and strengthen the leadership of their headteacher and hold them to account for the day-to-day running of the school, including the performance management of teachers. Governing bodies should play a strategic role, and avoid routine involvement in operational matters. It should focus strongly on holding the headteacher to account for exercising their professional judgement in these matters and all of their other duties. In a church school this includes their support and development of the distinctive Christian character of the school.

## **Overseeing financial performance**

Governing bodies are responsible for making sure their school's money is well spent. They should do this by making sure they have at least one governor with specific skills and experience of financial matters.

## **Time commitment**

Depending on the needs of the school there will probably be 6 full governing body meetings a year. You will also be expected to be on a sub-committee, a further 6 meetings. Also include your planned visits to the school each term and time for training. Your time commitment for all of this can be over 48 hours per year. Reading minutes and the paperwork in preparation for meetings will easily add another 24 hours each year.

In effect you will need at least two working weeks each year to be an effective and active church school governor.

## 2 THE ROLE OF THE PARISH

In the 19<sup>th</sup> century the incumbent was usually the chair of governors. With the workload of modern incumbents, we do NOT recommend incumbents take on the role of chair. However as a mark of how important it is to have the very best people serving on the governing body of your church school and how important a church school is for the mission to the church, parishes should be looking to nominate people who have sufficient time, skills and commitment that they would be highly desirable to be elected as the chair.

It is vitally important the Governing Body of a church school conducts regular skills audits and communicates with the parish (the incumbent and the PCC); sharing with them the skills needed for their particular governing body. The incumbent and the PCC must recruit from the parish, the congregation and beyond, suitably skilled people and only nominate people of the highest calibre to the Diocese for appointment.

- Governing bodies must communicate fully what is involved to anyone considering nomination as a governor.
- The parish must talk to the school (headteacher and the governing body) to find out what skills are needed on the governing body.
- The parish must search the community (the parishioners and beyond) for people who have the time and skills to ensure their church school is the best school it can be and the best church school it can be.
  - The parish may need to consider the school as the top priority when asking parishioners to serve the parish.
  - The parish may look to other neighbouring Anglican churches, which do not have a church school, for suitable people to nominate.
  - The parish may look to other Christian denominations in the local community for suitable people to nominate.
- The parish must recognise that their church school is a place of mission and offer pastoral and spiritual support to the pupils, parents, staff and governors.
- The parish should consider its church school a vital part of the parish profile and include the work of school in any clergy appointments. Many parishes ask candidates to lead a collective worship in the school as part of the appointment process.

***Ofsted inspections will judge how good the school is.***

***SIAMS will judge how good the school is as a church school.***

### 3 THE ROLE OF FOUNDATION GOVERNORS

The expectation is that your church school will seek to offer excellence in education and will above all be concerned to develop the whole human being in a place where the Christian faith is lived on a daily basis. As a foundation governor you will be concerned that this is happening.

Foundation governors have a particular role in monitoring the Christian and spiritual aspects of the school.

Foundation governors must be familiar with the requirements of the SIAMS inspection schedule and ensure the monitoring, the evaluation and the development of the Christian ethos / values of the school are included in the school's strategic planning.

Foundation governors should be familiar with two important documents:

#### 1) The Instrument of Government

This is a legal document which sets out the composition of a governing body and other related matters. The Clerk to the governing body, Headteacher and Diocese will have a copy of the instrument of government. It includes an **ethos statement** which usually reads:

*Recognising its historic foundation, the school will preserve and develop the religious character in accordance with the principles of the Church at parish and diocesan level.*

*The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.*

Exactly how this is developed is different for each church school but it often starts with a set of three core Christian values that are used to underpin all the work of the school. These values not only enable children to be the best they can be academically but also support their well being. Spiritual development will be carefully planned and delivered enabling all to become fully human. For some children they will be enabled to develop a personal relationship with God. Please see the SIAMS inspection schedule to learn how a distinctively Christian approach to education is assessed.

#### 2) The Trust Deed

Trust deeds, created when a Church school is founded, is mainly concerned with the conveyance of a piece of land. It will list the Trustees who are usually the vicar and churchwardens or the Diocese.

In the 19<sup>th</sup> century trust deeds included this statement: ***“the establishment of a school for children and adults or children alone of the labouring, manufacturing and other poorer classes in the parish of .....*”**

The trust deed will also ensure the school is always a Church of England school where Christianity is lived on a daily basis and religious education is taught.

The diocese recommends that all our church schools use the locally agreed Local Authority syllabus for RE.



## 4 WHAT DO FOUNDATION GOVERNORS DO IN PRACTICE?

All foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents, but every governors' role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.

However, foundation governors should:

- protect and develop the distinctive Christian character of the school
- make sure that the school is conducted in accordance with the Trust Deed
- be a member of the governing body team and play a full and active part
- liaise with the parish, PCC and incumbent in promoting links between church and school
- initiate discussion on how the local church can support its school
- monitor and evaluate the impact of collective worship on pupils and staff
- monitor and evaluate the impact religious education has on the distinctive Christian character of the school and
  - in a Voluntary Aided School or Academy the quality of teaching and learning in religious education
- ensure that the Portsmouth and Winchester Diocesan Board of Education is informed of any important changes that occur at the school, for example, the resignation and appointment of a headteacher
- play a full part in the selection of a new headteacher
- support school leaders in preparing for and be part of the Statutory Inspection of Anglican/Methodist Schools (SIAMS)
- be a member of the group that appraises the headteacher in the Performance Management process

As part of your role as a governor you will be involved in monitoring what happens in school. This might involve:

- attending worship
- sitting in on RE lessons
- meeting pupils and talking to them about school
- looking at books
- looking at planning
- reviewing progress and attainment data.

**This is not about making judgements on the performance of individual staff or pupils but does ensure you are well informed about the school.** You will be better placed to ask the right questions to support and challenge the leaders of the school and you will be more confident in taking far reaching strategic decisions.

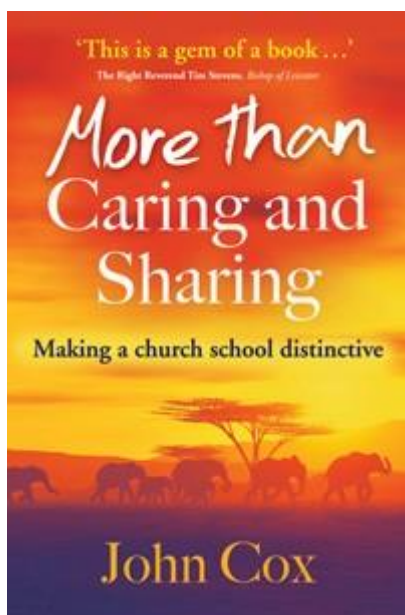
For more information you are advised to attend diocesan training courses. Please contact the Portsmouth and Winchester Diocesan Education Dept on 02392 899 658 for details of Diocesan courses.

## 5 A SCHOOL'S DISTINCTIVE CHRISTIAN CHARACTER

### More Than Caring and Sharing

Church schools are different not because they are exclusive but because they are distinctive. But just what constitutes this distinctiveness? It is more than a matter of 'caring and sharing'.

This book seeks to help all concerned with education in church schools to explore this question. John Cox, a recently retired Diocesan Director of Education, suggests that even Christian values are not enough – it is the beliefs that underpin these values that makes the real difference: belief about God, about what it is to be human, about the Church and about the world. This is worked out in terms of the Kingdom values such as justice, forgiveness, gratitude, generosity, truth and love.



ISBN 978-1-84867-353-3

Available from Kevin Mayhew [www.kevinmayhew.com](http://www.kevinmayhew.com)

***We recommend this book to all involved with the leadership of church schools in our dioceses.***

The Christian ethos of the school should run like a thread through every element of school life, so one of the 'easy' questions for governors when looking at any policy is: "Is our ethos showing?", and if it isn't then how can we make changes to ensure that it does? And it really should be a question for every policy and every event, not just those relating directly to RE or to collective worship. To model the distinctively Christian nature of the school in every area of school life is something which all governors sign up to corporately when they take on the role of governor at a church school, and of course the way in which people interact with each other is the cornerstone on which everything else is built.

Trust, mutual respect and Christian love should underpin conversations, discussions and debates, and set within this context people are able to have a truly robust and constructive discussion without risk of upset or offence. Governors should be asking questions:

'Why are we doing this?'

'Why are we doing it like this?'

'Is this reflecting that we are a church school?'

'How does this fit into our school development plan?'

'Are we being distinctively Christian in how we do/handle this?'

## 6. EX-OFFICIO FOUNDATION GOVERNORS

The ex-officio foundation governor is the incumbent of the parish in which the school is situated. This is written into the instrument of government as the “principal officiating minister in the parish”, this is usually the incumbent, the vicar, rector, priest in charge of the parish. The incumbent automatically becomes the ex-officio foundation governor when he/she is appointed to the parish.

The church school is part of the ex-officio’s parish responsibilities and within church schools there is an expectation that the incumbent will take a pastoral role for the care of staff, children, parents and fellow governors. It is also an expectation that a member of the parish clergy team will lead at least one collective worship in the school each week.

Church schools also visit the church for worship on a half termly basis as well as at festivals and the start and end of term. Worship was seen as an essential element in the establishment of the church school and the duties of the “parochial clergyman”. This can be seen in the incorporation statement below.

### **National Society Incorporation – dating from around 1811**

1. The children are to be instructed in the Holy Scriptures, and in the Liturgy and Catechism of the Established Church.
2. With respect to such instruction the Schools are to be subject to the superintendence of the Parochial Clergymen.
3. The Children are to be regularly assembled for the purpose of attending Divine Service in the Parish Church or other place of worship under the Establishment unless such person be assigned for their non-attendance as is satisfactory to the Managers of the School.
4. *The Masters and the Mistresses are to be Members of the Church of England.*
5. *A Report on the state and progress of the School is to be made at Christmas in every Year to the Diocesan Board, the District Society and the National Society and the schools are, with the consent of the Managers, to be periodically inspected by persons appointed either by the Bishop of the Diocese, the National Society or the Diocesan Board of Education.*
6. *In case any difference should arise between the Parochial Clergy and the Managers of the Schools with reference to the preceding Rules respecting the Religious instruction of the Scholars or any regulation connected therewith, an appeal is to be made to the Bishop of the Diocese whose decision is to be final.*

### **Inability to fulfil the role**

Occasionally the incumbent decides they cannot be the ex-officio foundation governor. In that case the clerk should inform the Diocesan Director of Education. The instrument of government makes provision for a replacement ex-officio foundation governor to be appointed by the Archdeacon of the Archdeaconry in which the school is situated.

The appointment is usually carried out by the Diocesan Director of Education on behalf of, and in consultation with, the Archdeacon. The person appointed could be the assistant clergy or team vicar, or a lay person. He/she will continue in office until a new incumbent is appointed, the incumbent decides to take up the office, or the appointment is withdrawn.

The foundation Governor occupying this position should keep the Diocesan Director of Education informed of any new developments in this area through the clerk.

## 7. THE APPOINTMENT PROCESS

### **Ex-officio foundation governors**

Ex-officio foundation governors have a position by nature of being the incumbent of the parish. There is an ex-officio form which must be completed by any person who will be taking up the ex-officio foundation governor.

Please look on the diocesan website or contact the education team below.

### **All other foundation governors**

Foundation governors are nominated by the parish / parishes or deanery specified in the instrument of government.

The nominations come to the Diocese and the Diocese can only appoint the nominee if the Diocese is assured the person has the skills needed by the governing body and has the time and capability to be an effective governor.

There is a nomination form that must be completed and sent to the diocese for checking and to reach a decision whether to appoint the nominee.

Please look on the diocesan website or contact the education team below.

Before the appointment is confirmed, the foundation governor is asked to sign and return the acceptance form to:

The Education Team  
First Floor, Peninsular House, Wharf Road, Portsmouth, PO2 8HB

Tel: 02392 899 680

Email: [schoolgovernance@portsmouth.anglican.org](mailto:schoolgovernance@portsmouth.anglican.org)

Web: [www.portsmouth.anglican.org](http://www.portsmouth.anglican.org)

### **Clerks**

Clerks of governing bodies are expected to keep an up-to-date list of governors showing when their terms of office end. The clerk is required to liaise with the appropriate nominating body and notify the Portsmouth and Winchester Diocesan Board of Education when a term of office has ended or when there is a resignation so that a new appointment may be made in the correct way. It may be that, after consultation, and with the agreement of the foundation governor whose term of office is ending, that he/she may wish to continue for a further term of office. Foundation Governors should always keep the clerk informed of their intentions so that records can be updated.

When the Diocesan Board of Education has appointed the nominated person the clerk will receive a copy of the foundation governor's acceptance form for his/her records.

## **8. DISQUALIFICATIONS AND DBS CHECKING**

Several disqualification criteria exist under current legislation. (See Appendix A for a summary of disqualifications applying to all categories of governor), and prospective governors are asked to consider the list before completing the acceptance form. Any governor who becomes disqualified during his/her term of office must inform the clerk in writing, and the clerk should then notify the Portsmouth and Winchester Diocesan Board of Education.

A governor may also become disqualified from serving due to prolonged absence from meetings of the governing body. Where apologies are sent to the clerk prior to the meeting, the minutes must record whether the governing body consent to the absence. Meetings missed with the governing body's consent do not count for disqualification purposes. The six-month disqualification period is measured from the date of the first meeting missed.

Any governor disqualified by absence cannot be re-appointed to the same role in the same school within a year of disqualification. Elected governors can be re-elected at any time.

Absence from governing body meetings cannot be used by a governing body to sanction an ex-officio foundation governor. If there are problems due to non attendance please consult the diocesan education team for support.

### **Disclosure and Barring Service (DBS) checks for school governors**

By 1 September 2016, all maintained school governing bodies need to apply for an enhanced criminal records certificate for any serving governor who does not have one;

and

From 1 April 2016, all maintained school governing bodies to need to apply for an enhanced criminal records certificate for any newly appointed governor within 21 days of appointment.

## 9. REMOVAL OF FOUNDATION GOVERNORS

The appointing body of foundation governors (the Portsmouth and Winchester Diocesan Board of Education) is able to remove a foundation governor. This would happen only in exceptional circumstances and the Diocesan Director of Education would expect to be involved in the early stages in order to resolve the problem in whatever way would be appropriate at the time, depending on the circumstances.

If the governing body request the removal of a foundation governor, then the Portsmouth and Winchester Diocesan Board of Education (through the Diocesan Director of Education) would expect the full governing body to have met to discuss the reasons for the proposed removal and to have passed a resolution, which must have been confirmed at a second meeting not less than 14 days later.

Both resolutions must appear as agenda items. Reasons for the proposed removal request must be clearly stated and the individual concerned given an opportunity to respond. All governors should be involved and a two thirds quorum is needed for the resolution to be carried.

The Portsmouth and Winchester Diocesan Board of Education would consider this request in writing and make a decision based on all the facts.

***Where the Portsmouth and Winchester Diocesan Board of Education considers a person unsuitable to continue his/her term of office as a foundation governor, then the Board would obtain all the relevant facts from the governing body and the individual concerned, meet to discuss and consider these, and make a decision whether to remove the individual or not.***

***In both these situations, the Board would inform the governing body and the individual concerned in writing of the decision. There is no right of appeal.***

## 10. FOUNDATION GOVERNOR REQUIREMENTS

### **New skills-based eligibility criteria for appointed governors**

From 1 September 2014, changes to the 2012 Constitution Regulations will require that any newly appointed governor has in the opinion of the person making the appointment 'the skills required to contribute to the effective governance and success of the school'.

This could include specific skills such as an ability to understand data or finances as well as general capabilities in English and maths and / or the capacity and willingness to learn.

The introduction of these changes will emphasise to all governing bodies the importance of appointing persons with the necessary skills to improve the overall effectiveness of the governing body.

Foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents, but otherwise every governors' role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.

### **Foundation governors should**

- be practising Christians, *preferably* a communicant member of the Church of England, or members in good standing of any Church in membership of Churches Together in England
- have the skill(s) required by the governing body at the time of their appointment
- give the time required for the position
- accept that the Church has a distinctive contribution to make to education and be prepared to support and develop the Christian values and ethos of the school
- be familiar with the Statutory Inspection of Anglican/Methodist Schools (SIAMS) inspection schedule
- support leaders in the school in monitoring, evaluating and preparing the school for the SIAMS inspections
- for voluntary-aided, voluntary-controlled schools and foundation schools with a religious character, be responsible for arranging the worship after consulting the headteacher (see below)
- be an advocate for the school in the parish
- comply with the school's current policy on child protection and to participate in appropriate disclosure and checking procedures
- be committed to training to further their skills.

### **Collective Worship – Governors' Handbook May 2014**

Academies must provide a daily act of collective worship by virtue of their funding agreement. For our Church of England academies the Collective Worship will be Anglican.

In voluntary-aided, voluntary-controlled schools and foundation schools with a religious character, the governing body is responsible for arranging the worship after consulting the headteacher.

## 11. FURTHER SOURCES OF INFORMATION

The Portsmouth Diocesan website for information for **Portsmouth and Winchester** school governors.

<https://www.portsmouth.anglican.org/education/governors/>

The Church of England site has a section devoted to church schools.

[www.churchofengland.org/education.aspx](http://www.churchofengland.org/education.aspx)

### **Department for Education (DfE)**

[www.gov.uk/schools-colleges](http://www.gov.uk/schools-colleges)

### **National Governors Association**

[www.nga.org.uk/](http://www.nga.org.uk/)

### **Transforming Governing - The website for Christians who are School Governors in England**

[www.transforminggoverning.org.uk](http://www.transforminggoverning.org.uk)

### **Local authorities**

Contact your local LA governor services team and, where appropriate, the LA personnel team. Local Education Authority web sites:

- Bournemouth: [www.bournemouth.gov.uk](http://www.bournemouth.gov.uk)
- Dorset: [www.dorset.gov.uk](http://www.dorset.gov.uk)
- Hampshire: [www.hampshire.gov.uk](http://www.hampshire.gov.uk)
- Southampton: [www.southampton.gov.uk](http://www.southampton.gov.uk)
- Portsmouth: <https://www.portsmouth.gov.uk>
- Isle of Wight: [www.iwight.com/schools](http://www.iwight.com/schools)

### **Times Educational Supplement web site**

[www.tes.co.uk](http://www.tes.co.uk)



## APPENDIX A: QUALIFICATIONS & DISQUALIFICATIONS

**All governors appointed from 1 September 2014 will be required to declare that they have been made aware of the skills needed by the governing body and that they have the skills required or have the capacity and willingness to acquire them through appropriate training.**

A governor must be aged 18 or over at the time of their election or appointment. A registered pupil of the school cannot be a governor. A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a governor or associate member if they:

- have failed to attend meetings for six months; (does not apply to ex-officio governors)
- are bankrupt;
- are subject to a disqualification order or disqualification undertaking under companies legislation or an order concerning insolvency;
- have been removed from the office of trustee for a charity on grounds of misconduct or mismanagement or from being concerned in the management or control of any body;
- are included in the list of those considered by the Secretary of State as unsuitable to work with children;
- are subject to a direction of the Secretary of State under section 142 of Education Act 2002;
- are disqualified from working with children or from registration for child minding or providing day care;
- have received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- have received a prison sentence of 2.5 years or more in the 20 years before becoming a governor;
- have at any time received a prison sentence of five years or more;
- have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- refuse to make an application for a criminal records certificate.

A person is disqualified from appointment as an **authority governor** if they are eligible to be a staff governor of the school.

A person is disqualified from appointment as a **community** governor if they are:

- eligible to be a staff governor at the school, or
- an elected member of the local authority to which the school belongs

A person is disqualified from election or appointment as a **parent governor** if they are an elected member of the LA or if they work at the school for more than 500 hours in any year.

In addition a person may not be **appointed** as a parent governor unless they are:

- a parent of a registered pupil at the school, or if that is not possible
- a parent of a former pupil of the school, or if that is not possible
- a parent of a child of or under compulsory school age

## APPENDIX B THE DIOCESAN EDUCATION TEAM

### Diocesan Director of Education



**Jeff Williams:** Jeff leads the Education team and oversees all of its work with schools, academies and Further & Higher education. He works alongside and advises the Bishop of Winchester and the Bishop of Portsmouth, and the Diocesan Board of education in the formation of strategy and all aspects of education policy. Jeff represents the Diocese at regional and national level in any aspect of education. He represents the Diocese at our Anglican Foundation University in Winchester on its Foundation Committee and is a Trustee at the University's Multi Academies trust.

02392 899657

[jeff.williams@portsmouth.anglican.org](mailto:jeff.williams@portsmouth.anglican.org)

### Executive PA to Jeff Williams



**Julie Stirling:** Julie provides all aspects of administrative support to the Director of Education, manages his diary and is clerk to the Board of Education and all sub-committees of the Board and the Diocesan Trust.

02392 899680

[julie.stirling@portsmouth.anglican.org](mailto:julie.stirling@portsmouth.anglican.org)

### Diocesan Schools Adviser



**Richard Wharton:** Richard leads on support for schools and parishes on the development of Church school distinctiveness and values, collective worship, spirituality, RE, SIAMS and school standards. The Schools Advisers offer training for Governors on headteacher appointments and support schools in the process, and support schools on general pastoral issues.

02392 899679

[richard.wharton@portsmouth.anglican.org](mailto:richard.wharton@portsmouth.anglican.org)

### Diocesan Schools Adviser

**Sue Bowen:** Sue leads on support for schools and parishes on the development of Church school distinctiveness and values, collective worship, spirituality, RE, SIAMS and school standards. The Schools Advisers offer training for Governors on headteacher appointments and support schools in the process, and support schools on general pastoral issues.

02392 899662

[sue.bowen@portsmouth.anglican.org](mailto:sue.bowen@portsmouth.anglican.org)

### School Buildings Officer



**Barbara Millett:** Barbara supports Voluntary Aided schools in relation to building issues and government-funded building projects. The School Buildings officers are also central to advising on the building of new Church Schools.

Barbara works part-time, Wednesday to Friday.

02392 899688

[barbara.millett@portsmouth.anglican.org](mailto:barbara.millett@portsmouth.anglican.org)

## School Buildings Officer



**Tracy Dawkins:** Tracy supports Voluntary Aided schools in relation to building issues and government-funded building projects. The School Buildings officers are also central to advising on the building of new Church Schools.

Tracy works part- time, Monday to Wednesday

02392 899681

[tracy.dawkins@portsmouth.anglican.org](mailto:tracy.dawkins@portsmouth.anglican.org)

## School Buildings Assistant



**Graeme Stewart:** Graeme provides support to the School Buildings Officers and projects and administrative support to other members of the Education team.

02392 899653

[graeme.stewart@portsmouth.anglican.org](mailto:graeme.stewart@portsmouth.anglican.org)

## Academies Officer



**Amanda Johnston:** Amanda coordinates all strategic aspects of the dioceses' work with academies, ensuring that relevant documentation and policies are implemented on behalf of the Portsmouth and Winchester Diocesan Academies Trust Board. Amanda works with academies on school improvement priorities and other Church Schools who are considering conversion to academy status or who are seeking to establish a local multi-academy trust.

02392 899682

[amanda.johnston@portsmouth.anglican.org](mailto:amanda.johnston@portsmouth.anglican.org)

## Academies Finance Manager



**Lynne Govus:** Lynne coordinates all central financial aspects of the Trust's work with academies. This includes ensuring a programme of external audit and completion of statutory accounts has been set; ensuring year-end files are collated and submitted to the auditors; submitting returns to the DfE, EFA, Companies House, Charities Commission and Information Commissioner. Lynne supports academies staff in strategic and financial planning, and prepares monthly reports and an annual financial report to the Trust Directors, including financial

benchmarking, exchequer services and supporting academies in making capital and other bids in order to enhance their funding streams.

02392 899666 or 01962 737314

[lynne.govus@portsmouth.anglican.org](mailto:lynne.govus@portsmouth.anglican.org)

## **APPENDIX C: SIAMS - CHURCH SCHOOL INSPECTIONS**

In schools with a designated religious character – Church schools – the governing body in conjunction with the diocese is responsible for arranging the church school inspection known as the Statutory Inspection of Anglican/Methodist Schools (SIAMS or currently Section 48). This inspection is, like the Ofsted, based on the school's self-evaluation of itself as a church school and is usually carried out once every five years.

The inspector must have completed the National Society training and be registered with the National Society. The diocese holds a list of all those registered and will advise governing bodies accordingly.

The SIAMS denominational inspection focuses on the school's ability to judge itself as a church school. The SIAMS framework (September 2013) focuses on the following key questions:

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is the religious education?
- How effective are the leadership and management of the school as a church school?

### **Religious Education**

In all types of church school a judgement will be made on how religious education contributes to and supports the distinctive Christian character of the school.

In Voluntary Aided schools only the SIAMS inspector will judge and grade the quality of teaching and learning within religious education as a separate subject.

A copy of the SIAMS schedule and support materials can be found on the diocesan website.

<https://www.portsmouth.anglican.org/education/inspections-siams/>

## APPENDIX D: CATEGORIES OF CHURCH SCHOOLS

	<b>Voluntary Aided schools</b>	<b>Voluntary Controlled schools</b>	<b>Foundation schools</b>	<b>Academies</b>
<b>Buildings</b>	Owned by the by trustees: The trust deed determines the basis on which the school is run. New building and repairs are the responsibility of the governors (supported by grant from the Education Funding Agency up to 90% of approval expenditure). Playing fields are usually provided by the LA.	Owned by the by trustees. The trust deed determines how the school shall be run where the law does not make this clear. All replacement, repairs and other building costs fall on the LA.  Playing fields are usually provided by the LA.	Owned by the by trustees. The trust deed determines the basis on which the school shall be run where the law is silent.  Playing fields are usually owned by the Governing Body. All building works funded from LA.	Owned by the Trustees. All building costs and repairs are the responsibility of the Academy Trust.  Playing fields are in long-leasehold ownership for the Academy Trust
<b>Staff: Teaching and support</b>	Employed by the Governing Body, usually paid by the LA.  Governors may seek evidence of Christian commitment from applications for teaching posts.	Appointed by the Governing Body, employed and usually paid by the LA. Governors are bound by LA appointing policies.	Employed by the Governing Body, usually paid by the LA. Governors will be able to select teachers within the LA policy. Governors are bound by LA appointing policies.	The Academy Trust is the employer of all staff and paid by payroll provider which may be the LA.  Governors may seek evidence of Christian commitment from applications for teaching posts, depending on previous category.

	<b>Voluntary Aided schools</b>	<b>Voluntary Controlled schools</b>	<b>Foundation schools</b>	<b>Academies</b>
<b>Worship</b>	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects Anglican tradition and can include worship in the parish church	Distinctively Christian; reflects Anglican tradition and can include worship in the parish church
<b>Funding</b>	Local Formula Funding	Local Formula Funding	Local Formula Funding	Academies receive their funding directly from Education Funding Agency
<b>Admissions</b>	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The LA is responsible for admissions, but must consult the Governing Body each year.	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The Academy Trust is the admission authority. The policy is determined and implemented by the Governors (directors). Admission policies do not change on conversion; if no previous faith criteria existed, they cannot be introduced post conversion.
<b>Advice</b>	LA has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	The Academy Trust is directly responsible to the Secretary of State. The LA has no rights to attend meetings. The Diocese will be represented as a corporate member and have a right to attend meetings and to give advice.

	<b>Voluntary Aided schools</b>	<b>Voluntary Controlled schools</b>	<b>Foundation schools</b>	<b>Academies</b>
<b>Inspection</b>	<p>OFSTED inspectors scrutinize school's self-evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.</p>	<p>OFSTED inspectors scrutinize school's self-evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development (esp. in RE) and school ethos.</p>	<p>OFSTED inspectors scrutinize school's self-evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.</p>	<p>OFSTED inspectors scrutinize school's self-evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.</p> <p>Inspections in Academies are usually (but not always) on an "as was" basis. It is important to note that the status of the Academy prior to conversion determines the way in which the Academy will be inspected.</p>