



CHILDREN, YOUNG PEOPLE AND EDUCATION TEAM HEADTEACHER HANDBOOK



Diocese of Canterbury
CHANGED LIVES ➔ CHANGING LIVES



Contents

Page 3	Welcome message from the Director of Education
Page 4	Introduction to Canterbury Diocese
Page 5	Children, Young People and Education Team (CYPE) : Who are we?
Page 6	CYPE Team : how can we serve you?
Page 7	CYPE Team vision
Pages 8-9	What is the Diocesan Board of Education (DBE) and what does it do?
Page 10	What is distinctive about a church school?
Page 11	Leading a Church of England school
Pages 12-13	Being an effective Church of England school
Page 14	Practical support from the CYPE team
Page 15	Statutory Inspection of Anglican and Methodist Schools (SIAMS)
Pages 16-18	Governance in Church of England schools
Pages 19-20	School buildings and sites
Page 21	Appendix A: Statutory Responsibilities of church schools
Pages 22-23	Appendix B: When to contact the CYPE team
Pages 24-25	Appendix C: History of Church of England Schools



A welcome message from the Director of Education

Quentin Roper

Director of Education, Canterbury Diocese



Greetings on behalf of colleagues at Diocesan House (the administrative centre for Canterbury Diocese) and the Children, Young People and Education team. We will regularly pray for your leadership and for well-being, joy and fulfilment in your school community.

School leadership can certainly be absorbing, intense and exhilarating in equal measure, and we are committed to providing both pastoral care and high-quality professional advocacy, advice and support for all that you do. So, whether you have questions relating to Christian vision, ethos and character, governance, sites and buildings, admissions, parish connections or school organisation, our officers and administrators will be able to assist.

This handbook provides a 'starter for ten' – there is further information on the diocesan website and a whole anthology of wisdom and experience available from our team! We are delighted to accompany you as you lead and serve your community, seeking to embody the school's Christian vision, values and character.

Every blessing,

Quentin



Introduction to Canterbury Diocese

Your school is part of a family of 105 Church of England schools within the Diocese of Canterbury, founded by St. Augustine in 597AD and the oldest diocese in England.

Overall, there are 42 dioceses in the Church of England. These are administrative and pastoral areas that are led 'episcopally' (Greek *episkopé* meaning oversight) by a diocesan bishop and governed through a Diocesan Synod, which is an elected decision-making body.



The Archbishop of Canterbury occupies the 'see' (area of bishop's jurisdiction) of Canterbury and is our diocesan bishop, and the Archbishop's symbolic chair (cathedra) is located behind the high altar in Canterbury Cathedral.

As the Archbishop is the most senior bishop in the Church of England and ceremonial head of the worldwide Anglican Communion, episcopal duties in Canterbury are undertaken by The Rt Revd Rose Hudson-Wilkin, Bishop of Dover.

Bishop Rose has four priorities for her ministry in the diocese which are prayer, bible reading, generosity and evangelism. She is an enthusiastic advocate for our church schools and loves to visit, often treating pupils and staff to a song or two!

The geography of Canterbury Diocese includes 350 miles of coastline with historic ports and seaside resorts, alongside rural communities, market towns and commuter-belt urban developments. As you will be aware, affluent areas of Kent often sit alongside pockets of major deprivation, offering an exciting and challenging mission context in which to live out a vision of transformation for ourselves and our communities. Fittingly, Diocesan strategy and ambition is captured in the strapline: 'Changed Lives, Changing Lives'.

Canterbury Cathedral is at the heart of the diocese: the first Cathedral in England, established by St. Augustine, who had been sent by Pope Gregory the Great to reintroduce Christianity to England, and was welcomed to Kent by King Ethelbert and Queen Bertha (whose statues are on Lady Wootton's Green outside our office).



It is *your* Cathedral: a unique place of welcome and worship, a major pilgrimage destination, Mother Church of the Anglican Communion, UNESCO World Heritage Site, place of Thomas Becket's murder, resting place of royalty and saints – and the stunning venue for our annual Cathedral Schools Days!

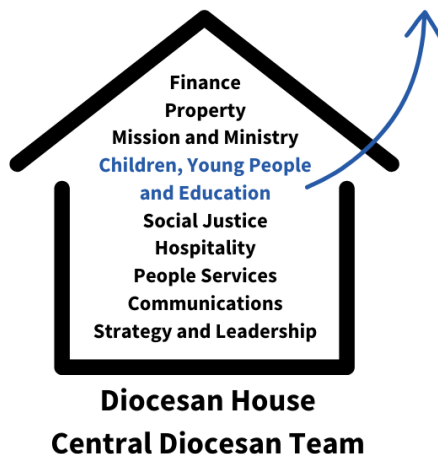
201

There are 201 parishes that make up the worshipping communities in Canterbury Diocese.

These are split into 3 Archdeaconry areas: Ashford, Maidstone and Canterbury.

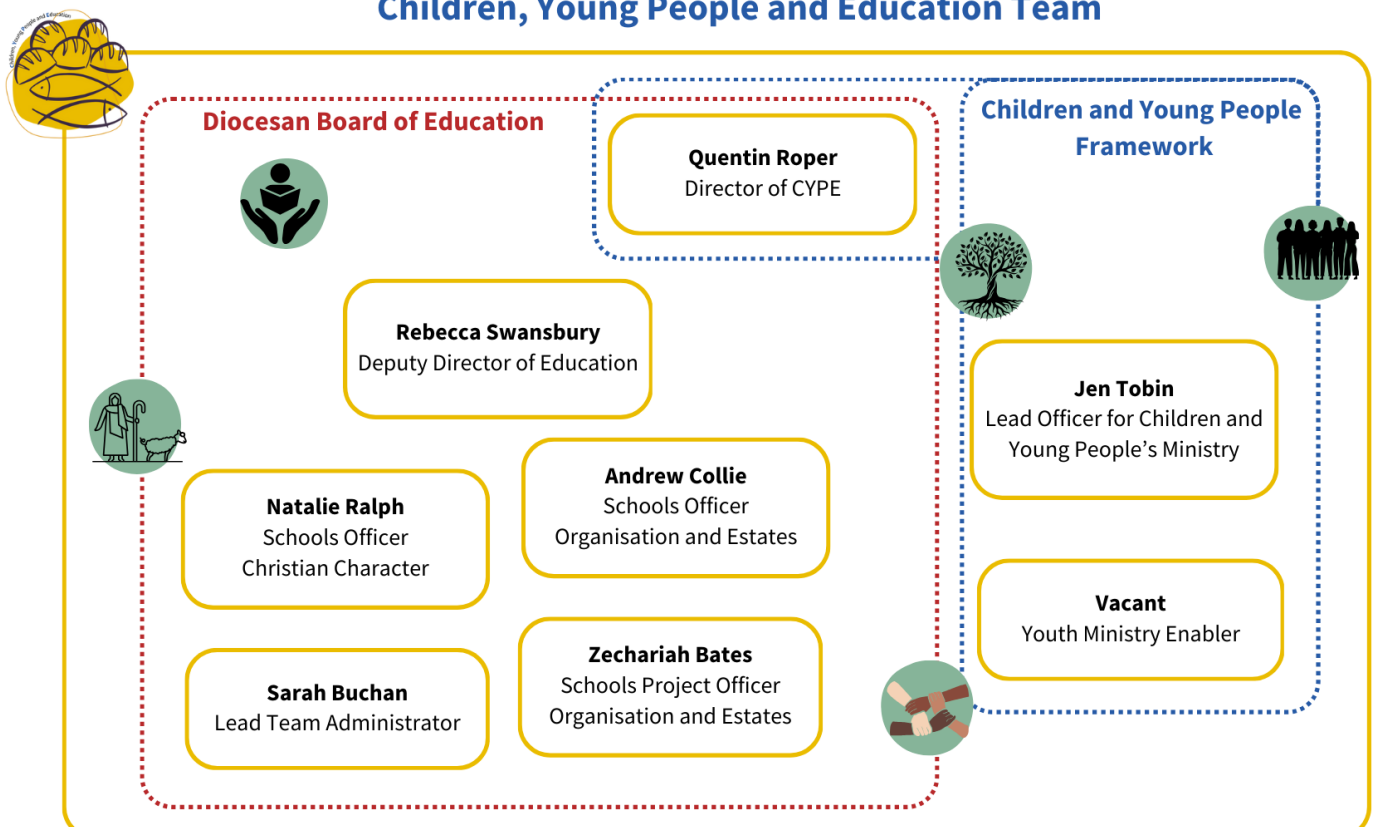


CYPE team : who are we? Children, Young People and Education Team



The role of our team is to partner with you in championing a hope-filled future, aspiring to secure transformational outcomes for children and young people. We aim to encourage and equip school leaders, governors/directors and staff in growing and sustaining effective CE schools which demonstrate love in action; through pastoral care, strategic and operational guidance, leadership development and governance advice, plus materials, policy and support on issues relating to Christian character and your school's Anglican foundation.

Children, Young People and Education Team



105

105 Church of England schools in Canterbury Diocese
 101 Infant, Junior and Primary schools
 2 Secondary schools
 2 All-through schools (primary and secondary)

26000

Approximate number of pupils
 and students in our diocesan
 church schools

CYPE Team : How can we serve you?

Team member	Summary of Responsibilities	Contact details
Quentin Roper Director of Education	Leads strategic work with children, young people and schools. Key education adviser to the Bishop of Dover, with oversight of the Diocese's work in the context of the DBE Measure and in relation to Children and Young People's Ministry in parishes.	groper@diocant.org
Rebecca Swansbury Deputy Director of Education	Leadership development, training and pastoral support. Governance Strategic oversight of SIAMS. Headteacher appointments. Admissions.	rswansbury@diocant.org
Natalie Ralph Schools Officer, Christian Character	RE, Collective worship, PSHE, Christian Distinctiveness. Training, support and development for teachers. SIAMS training and support visits.	nralph@diocant.org
Andrew Collie Schools Officer, Organisation and Estates	School land and buildings First port of call for: VA schools Capital repairs and improvements. DFC and SCA funding and projects	school.estates@diocant.org
Zechariah Bates Schools Project Officer	School land and buildings First port of call for: Net Zero and Academisation process	school.estates@diocant.org
Sarah Buchan Lead Team Administrator	Administration for CDBE and CYPE team Governor appointments and reappointments.	sbuchan@diocant.org governance@diocant.org
Jen Tobin Lead Officer for Children and Young People's Ministry	Strategic development of children and young people ministry across the Diocese. Leadership development and training of youth ministers and youth and children's workers.	JTobin@diocant.org

See Appendix B – 'When to contact the CYPE team' for a more detailed list of when to contact the team.

Training Offer for Leaders, Staff and Governors

We have designed a comprehensive training offer, which is available to all Church of England schools within Canterbury Diocese. All the training courses, plus access to pre-recorded training videos, are included within the annual Core Service Contribution (CSC) payment made by schools. Conferences carry a small charge. A letter explaining the CSC payment and invoice is sent to schools early in September.

You can browse our training directory and book onto training sessions via our website:
<https://www.canterburydiocese.org/childrenandyoungpeople/training/>



CYPE TEAM VISION

Children, Young People and Education

As a team, we are inspired and guided by the example Jesus set, when he and his disciples fed 5000 people. (John 6: 1- 14)



OUR VALUES

Gratitude Compassion
Generosity Service
Belonging
Mutuality (Ubuntu)

We seek to serve the 105 school communities of Canterbury Diocese, providing training, visits and pastoral, spiritual and practical support, enabling all to live the abundant life Jesus described in John 10:10.

OUR TRAINING OFFER

We value you, by designing training that is purposeful and time efficient.

We seek to bless our leaders and teachers by being hospitable and generous in terms of time, resources shared and provision of food and choice of venue.

Jesus said, "Make the people sit down." There was a nice carpet of green grass in this place. They sat down, about five thousand of them. Then Jesus took the bread and, having given thanks, gave it to those who were seated. He did the same with the fish. All ate as much as they wanted. Jesus went back up the mountain to be by himself.

John 6: 10-11 & 14



We try to listen to the needs of those we serve, by adapting and revising training sessions to reflect feedback and the needs of our schools.

We seek to provide spiritual and sacred spaces within our sessions and offer. Opportunities to root ourselves, find space to breathe and an invitation to connect with God.

We offer a broad diet of training, that seeks to meet the diverse needs of each school. Our training and events are open to all, 'take and eat' as much as you need.

What is the Canterbury Diocesan Board of Education (CDBE)?

CDBE Vision

The Canterbury Diocesan Board of Education maintains a bold commitment to education, supporting diocesan CE schools to live out a theologically rooted Christian vision which is generous and enriching; that nurtures a culture of deep reflection and compassion for God's world, encourages spiritual development and provides a rich experience and appreciation of the Christian faith, enabling all children and adults to live an abundant life.

What does the CDBE do?

The CDBE undertakes its **statutory functions and responsibilities** in accordance with the 2021 Measure. It also has further powers when acting as the 'Diocesan Authority', under legislation, statutory guidance published by the Department for Education, other regulations and charity and company law.

*Primarily the **functions** of the DBE are:*

- to promote or assist in the promotion of education in the diocese consistent with the faith and practice of the Church of England;
- to promote or assist in the promotion of religious education and religious worship within church schools;
- to promote or assist in the promotion of church schools within the diocese, and to advise the governors and trustees of church educational endowments and any other body or person concerned on any matter affecting church schools within the diocese;
- to promote co-operation between the Board and bodies or persons concerned in any respect with education within the diocese;

*The **powers** of the DBE within the Measure are:*

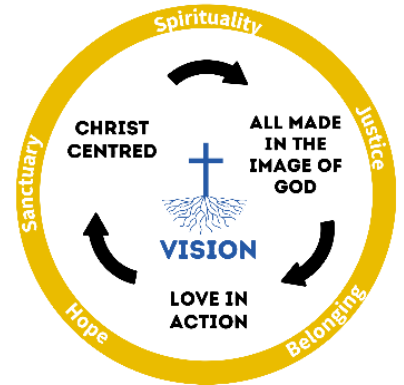
- giving **consent** relating to the organisation of church schools (e.g. opening/closing schools, acquiring religious designation, change of category, converting to academy status)
- **consent** for physical alterations and work to premises for specific categories of church school
- to **direct** governing bodies and trustees in specific circumstances
- to provide consultation procedures for admission arrangements

Guided by our vision and directed by the DBE Measure, the CYPE team supports schools by:

- Providing advice and support for Religious Education and Collective Worship: policy, guidelines, resources, schemes of work and planning, a broad programme of training, networks and an annual conference for subject leaders
- Providing training and support for spiritual development, alongside an annual 'Christian Character' conference
- Supporting school leaders including leadership development for new Headteachers, a network and conference for Special Educational Needs Co-ordinators, and well-being
- Bespoke support for individual schools: discerning and developing a theologically-rooted Christian vision for a church school community, preparation and training for SIAMS (Statutory Inspection of Anglican and Methodist Schools)
- Advocating for Church of England schools at regional and national level through discussion and partnership with other stakeholders such as the National Society for Education, Kent County Council, OFSTED and the Department for Education Regional Director and team
- Governor training and advice, including advising and attending headteacher and senior leader appointment processes, plus administration of foundation governor appointments
- Guidance on school admissions
- Support with changes to school status or provision (age range, admissions, nursery provision, federation, amalgamation, academy conversion, significant changes to an open academy)
- Guidance and assistance regarding school sites/buildings: expansion, major building projects, ownership and development of land
- Helping to enhance the school/parish connection, plus liaising with local parishes and clergy
- Three Cathedral Schools' Days for Year 6 pupils and one for diocesan CE Infant schools.

What is distinctive about a Church of England (CE) school?

An effective Church of England School should be recognisable as a Church school beyond its name. At its core, a Church school will be centred on the example of Christ, recognise the inherent worth of each individual as a child of God and underpinned by Agape love. Shaped by its distinctive Christian vision and theological roots, an effective Church school knows who it is and its purpose to nurture and promote life long flourishing of all.



Historic Trust Deed

Every church school had a founding legal document called a trust deed, an example of which can be seen below. The trust deed is an important document which is still used today and ensures that the school remains a church school. A copy of the trust deed may be in school, or we may have a copy at Diocesan House.

When the land was gifted by the local church and community for the establishment of a Church of England school, the Trust Deed provided a clear purpose and mandate for its founding. That original vision continues to guide the school today.

Typical Trust Deed 1834

'Recognising its historic foundations, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level. The school aims to serve its community (poor of the parish) by providing an 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 to all its pupils.'

In summary, the school's leaders continue to act as faithful stewards of its land, buildings, and heritage—upholding the responsibilities set out in the Trust Deed:

- Preserve and develop its religious character in accordance with principles of the Church of England
- Work in partnership with the local Anglican parish and church
- Serve its local community, especially the most vulnerable, by providing the highest quality of education for all
- Encourage and understanding of and importance of Christian faith
- Promote Christian values through every experience

Leading a Church of England School

The culture and behaviour of a Church of England school is shaped by the example of Jesus Christ as set out in the Bible. For example, unconditional love, forgiveness, acceptance, hospitality, justice and recognising the inherent worth of everyone. The example Jesus set carries a powerful message, not just to Christians, but to those of any faith or no faith.

Church of England schools are not faith schools. They are schools with an Anglican religious character. This means that as described in the Trust Deed, Church of England schools are called to serve their local community, opening their doors to all.

Admissions criteria do not require families to be of Christian faith, reflecting the inclusive nature of Church of England schools. By truly serving their communities, these schools become vibrant and diverse environments—rich in faiths, beliefs, and cultures.

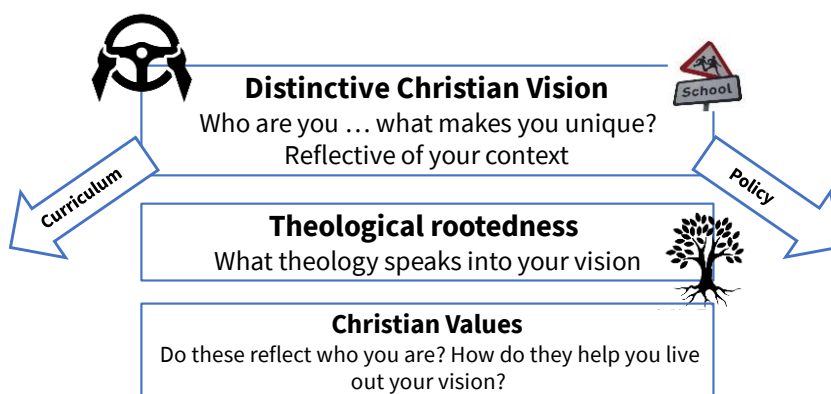
Church of England Schools....

“Our schools are not faith schools for the faithful, they are church schools for the community.”

Nigel Genders, Chief Education Office for Church of England

Theologically Rooted Christian Vision

Each Church of England school will be shaped and guided by its distinctive Christian vision, theological roots and values. These should permeate into every part of school life.



Leaders of Church of England schools should lead them unapologetically, being proud of the Church of England status, legacy and foundations on which it is built.

The good news is that Church of England schools have more support - support from the Local Authority, or in the case of an academy, the Multi Academy Trust, the DBE and the DBE family of church schools. In addition, a Church of England school enjoys the benefits of links with the community provided by the local churches and the support of the local vicar.

Contact:

- **Rebecca** for support with the outworking of or discerning your distinctive Christian vision.

Being an effective Church School : Putting it into practice

An effective Church school nurtures and promotes the spiritual flourishing of all. There is an active culture of justice and responsibility, being the voice and champion of the most vulnerable. They are sanctuaries of hope, where all can find refuge, reconciliation and true belonging.



Christian Vision

With governors, develop a **theologically rooted Christian vision** which will enable all in the school community to flourish. Ensure the Christian vision drives and shapes every area of school life. Associated, named Christian values are a vehicle through which this vision is lived out and expressed.



Work proactively with the parish, alongside the local vicar

The relationship between church and school should be mutually supportive and the expectation is that your priest will take up the role of Ex-officio Foundation Governor. They may also support your team with Christian distinctiveness, leading Collective Worship and provide pastoral care if needed. Make the most of support from the CDBE where there is a period of interregnum (priest vacancy) or on the rare occasion where there is a difficulty in establishing this key relationship. The priest is the principal officiating minister for the parish and the school. The school may link with other Christian denominations, but this should be done in consultation with the parish priest.



Annual Core Contribution payment

Subscribe to the annual **CDBE Core service contribution (CSC) payment** offer. This gives you access to the services of the CYPE team and our comprehensive training programme* to support you and your staff. Training covers all key areas, with Christian distinctiveness at the heart. (*Some courses / conferences do carry a small charge)

The concept of 'Ubuntu' ('I am because we are') inspires us to express the Core Services arrangement as a shared endeavour – in gifting the full contribution, our CE schools reflect the mutual strength of belonging together. This generosity enables each member of the community to receive and participate, regardless of circumstances. Paying annual CSCs of course brings benefits for individual schools, but more significantly ensures that the capacity and support of the diocesan team is there to serve the whole diocesan family as schools need it – thus it is vital to the health and transformation of all.



Diocesan Training

We encourage you, your staff team and governors to engage with Diocesan training, conferences and events. This is to keep you up to date with changes in RE, collective worship and church school education. It also keeps you connect to other leaders serving in Church of England schools.



Collective worship

Work with the leader of collective worship to ensure **Collective Worship** (not ‘assembly’) is a **daily** focal point in the life of the school. This is a statutory requirement. Collective Worship should be a reflection of the school’s distinctive Christian vision. It should also be a highly valued time, where the whole school community can gather to explore the school’s Christian values and nurture spiritual flourishing of all.

Collective Worship must incorporate key elements such as age appropriate liturgy (daily pattern), a Bible passage, reflection and prayer. Major Christian festivals should be observed with integrity and the celebration of the festivals from other faiths within the school community should be held during a gathering separate to Collective Worship. See [Collective Worship pages](#) on our website for more information and guidance.



Religious Education (RE)

Work with the leader of RE to ensure that **RE** meets statutory requirements by following the Kent Agreed Syllabus and diocesan guidance. [See the RE pages on our website](#). The Diocese expects all schools to use ‘Understanding Christianity’ to deliver the teaching of the Christianity curriculum.



Recognisable as a Church of England School?

Does the **physical premises** of the school and website clearly define and celebrate the religious character of the school. e.g.: appropriate signage with designation clearly stated, displaying vision and values, prayer spaces, spiritual gardens, worship table.



Spiritual flourishing

Ensure that **prayer** and a shared language of **spirituality** is embedded in all areas of school life. This is so all have the opportunity to grow and flourish spiritually.



Appointment of staff

During **any** appointment process the expectation is that you explain to potential staff the importance of supporting the distinctive Christian vision and character of the school, irrespective of their own personal beliefs. **In VA schools only**, school governors can require any potential teaching member of staff to be a practising Christian. This is known as a Genuine Occupational Requirement. (GOR)

Keep the CYPE team ‘in the loop’

See Appendix B ‘*When to contact the CYPE team*’. We’re not being nosey – we’re being supportive! Unnecessary problems, including legal issues can occur if we are not kept informed of major school decisions in a timely manner. The CDBE is a separate statutory authority to Kent County Council and we should be separately informed.

Inform us when things go well and when things are difficult. We’ll champion and support in equal measure. Canterbury Diocese has a high profile and so please inform us of any positive or negative image of the school within the community and/or media. The CDBE is able to offer support with communications, press releases etc and obviously pastorally.

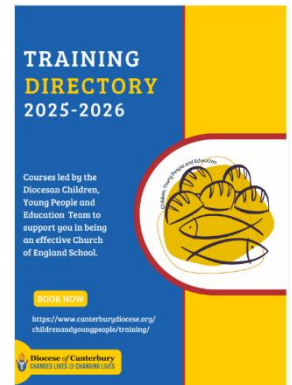


Practical support from the CYPE team

Training Offer for Canterbury Diocesan Schools

Visit our website to explore and book on to our wide range of training opportunities for leaders, teachers and governors.

<https://www.canterburydiocese.org/childrenandyoungpeople/training/>



Collective Worship Plans

As a CYPE team we have produced collective worship plans that can be adapted and used within school. The plans are there to bless and support leaders as they plan and prepare daily acts of worship. Please note that there is not requirement to follow the plans or the rhythm of topics.

All of the plans can be found on our website page 'Fresh Approach to Collective worship'

<https://www.canterburydiocese.org/childrenandyoungpeople/schools/collective-worship/a-fresh-approach-to-collective-worship/>

Religious Education resources and plans

As a team we seek to empower and support RE leaders to lead RE effectively across the school. Part of our commitment to this, is to produce planning documents and resources that seek to strengthen Understanding Christianity and Retoday (Kent Agreed Syllabus) plans.

These can all be found on our website page 'RE planning documents'

<https://www.canterburydiocese.org/childrenandyoungpeople/schools/religious-education/re-teaching-learning.php>

<https://www.resourcingcanterburydiocesanschools.org/> - This is our **new** website page that holds all the Diocesan RE planning documents and resources. Contact Natalie for the secure password to access these documents.

Contact:



- **Natalie** for support with RE and collective worship planning, resources and training.
- **Natalie** for the secure password to access RE planning documents and resources.
- Refer to the CYPE Training Directory for the most up to date list of training available.



Statutory Inspection of Anglican and Methodist Schools - SIAMS

The SIAMS Framework (revised 2024) sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the Education Act 2005. SIAMS inspection plays an important role in the improvement of Church schools. It does this by affirming what which is effective and by highlighting key areas for improvement. By focusing on impact above all else, SIAMS explores ways in which each school's theologically rooted Christian vision drives the work and enables the school to live up to its foundation as a Church school.

Church schools come in all different shapes and sizes, and a one size fits all approach to inspection does not allow a school to have integrity in its Christian-vision-driven-work. Therefore, the SIAMS framework does not present schools with a list of criteria to meet. Instead, it asks a number of Inspection Questions about impact, and it allows leaders to explain the school's context and the reasons for decisions and actions. In all things, the contextually-appropriate theologically rooted Christian vision is the driving force.

SIAMS inspectors will explore with school and trust leaders how they understand the specific context of the school, and whether they know how to respond to it theologically. Local, diocesan and national expertise will help school and trust leaders to explore this, so that they can be confident in answering three key questions:

1. Who are we as a school?
2. What are we doing here?
3. How, then, shall we live and learn together?

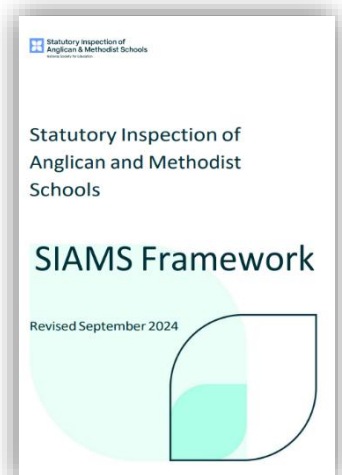
SIAMS, rightly, sets a high bar for each school to live up to its foundation as a Church school through its theologically rooted Christian vision, and it provides affirmation, aspiration and areas for development for school leaders.

[See The National Society for Education Office website](https://www.nse.org.uk/statutory-inspection-of-anglican-methodist-schools/inspections) for further information and guidance on SIAMS inspections.

<https://www.nse.org.uk/statutory-inspection-of-anglican-methodist-schools/inspections>

Contact:

- **Natalie** for support with SIAMS preparation, training and visits.
- Refer to the CYPE Training Directory for the most up to date list of training available.



Church School Governance

The inclusion of foundation governors on the governing bodies of Church of England schools is one of the distinguishing characteristics of church school education. Foundation governors represent the historic link with the original church establishment (the ‘founding’ establishment, hence the term ‘foundation’) of the school. As such, they are the custodians of its distinctive Anglican and Christian ethos. Therefore, they are appointed to preserve, uphold and develop the Christian character of the school. This includes ensuring that the school continues to reflect the beliefs and practices of the Church of England in its culture, worship, teaching, and within the community.

Legal documents

- **Voluntary Aided, Voluntary Controlled and CE Foundation schools** - the Trust Deed and Instrument of Government are legally binding documents that uphold the CE nature of the school.
- **Academies** - academies don’t have an Instrument of Government as their Local Governing Bodies are non-statutory committees working under the direction of the Board of Directors. In a Multi-Academy Trust (MAT), membership of the committee is determined by the MAT. However, the Trust Deed remains a legally binding document.

Academy Trust governing documents including:

- **The Articles of Association**
These clearly state the Object of the Trust, formal involvement of the Diocese in governance and where its consent is required for specific actions
- **The Church Supplemental Agreement**
An agreement which sets out the respective rights and responsibilities of the Academy Trust, the Secretary of State for Education and the Site Trustees/Diocese for oversight of the Trust, in particular its duties to uphold the principles, practices and tenets of the Church of England, and the use of any church lands.

Foundation Governors have particular legal responsibilities, and the Diocese insists that all Foundation governors attend diocesan training in order to fully understand and carry out their appointed duties.

Attending Diocesan training is a condition of appointment and re- appointment.

See Appendix A for these responsibilities.

Governing Board Composition

All Foundation Governors are appointed by the Diocesan Board of Education and some may be nominated by the Parochial Church Council for the parish in which the school is situated. Equally, the Diocese is the only authority which can remove a Foundation Governor, which is different to other governor positions. One Foundation Governor position is Ex-officio and the Incumbent (priest) usually holds this position. A substitute can be nominated by the Archdeacon if necessary.

- **VA schools** - governors are Foundation by a '2 clear majority'
- **VC schools** - Foundation governors should make up no more (and ideally no less) than 25% of the Governing Body.
- **Foundation schools** - the number of Foundation governors is determined by the Instrument of Governance.
- **Academies** - the nominating body and number of local foundation governors is determined by its former status, either VC or VA. This is set out in the scheme of delegation. Foundation representation can also be found at Member and or Director level according to the Trust's Articles of association.

An example composition of a VA school		
Role	Number	Notes
Foundation Governors	7	Appointed by Diocese Board of Education/ nominated by the PCC*
Ex Officio Foundation Governor	1	Usually, the Principal Officiating Minister of the parish. Ex-Officio due to the position held
Headteacher (Ex Officio)	1	Ex-Officio due to the position held
Staff Governor	1	Elected by staff
Parent Governors	2	Elected by parents/carers
Co-opted Governors	2	Co-opted by Board

- Foundation Governors must be in the majority by 2, than the total of all other governors
6 Governors (HT, Staff and Parents) = 8 Foundation Governors (total +2)

An example composition of a VC school		
Role	Number	Notes
Foundation Governors	2	Appointed by Diocese Board of Education/ nominated by the PCC*
Ex Officio Foundation Governor	1	Usually, the Principal Officiating Minister of the parish. Automatically a member
Headteacher (Ex Officio)	1	Automatically a member
Staff Governor	1	Elected by staff
Parent Governors	2	Elected by parents/carers
Co-opted Governors	4	Co-opted by Board
Local Authority	1	Appointed by the Local Authority

- Foundation Governors must make up 25% of the governing board.
12 Governors in total = 3 Foundation Governors (25% no more or no less)

**Refer to the Instrument of Government for the specific guidance for your school in who appoints and nominates each foundation governor.*

Role of Foundation Governor

As representatives of the church's role in the school, foundation governors must:

- fully support, cherish, preserve and develop the distinctive Anglican and Christian ethos of the school, ensuring that the school has a distinctive Christian vision and values which lead to effective practice and outcomes for all.
 - preserve and strengthen the links between church, school and Diocese.
 - ensure that the distinctive Christian vision of the school is encouraged and supported throughout its local community and is reflected in its policies and protocols, its curriculum and activities.
 - ensure that collective worship and religious education at the school meets statutory duty and follows the appropriate Diocesan guidelines and/or syllabus.
 - ensure that collective worship at the school is delivered in accordance with the tenets and practices of the Church of England and meets statutory duty.
 - encourage, support and challenge the school towards aspirations that are transformational.
 - ensure that collective worship and religious education at the school are appropriately monitored.
 - ensure that their own attitudes and behaviour in relation to the school reflect its distinctive Anglican and Christian ethos.
 - take an active role in the school's self-evaluations of progress against the 'Statutory Inspection of Anglican and Methodist Schools' (SIAMS) framework.
 - make sure that the school improvement plan includes strategy for the development of areas reflected in the school's SIAMS self-evaluation document.
 - inform the Canterbury Diocesan Board of Education when the school leader's post becomes vacant and, in partnership with the Chair of Governors, invite a representative of the Diocesan Director of Education to advise and attend throughout the appointment procedure.
 - to support and challenge the leadership within the school in their links with the wider parish(es) and community and to promote support for school activities and initiatives relating to its Christian distinctiveness and effectiveness.
 - attend regular Diocesan training to keep in touch with the expectations and responsibilities of being a foundation governor in a Church of England school.
- ➔ Foundation governors must sign to declare they will follow these expectations before they can be appointed by the Canterbury Diocesan Board of Education.

Contact:

- **Rebecca** for support and guidance with governance issues, concerns and training.
- **Sarah** for appointing or reappointing foundation governors.
- Refer to the CYPE Training Directory for the most up to date list of training available.



Website:

- For information about appointing and reappointing foundation governors visit our website:
<https://www.canterburydiocese.org/childrenandyoungpeople/schools/governance/>



School Buildings and Sites

The buildings and sites that make up diocesan church schools perform the vital function of providing the environment in which children and young people learn and develop. The ambition of the Canterbury Diocesan Board of Education (CDBE) is that each setting provides safe and sustainable spaces, whilst seeking to reduce environmental impact, encourage parish/community engagement and promote children's spiritual and social development.

The CDBE also has a statutory duty to ensure that church schools are suitable for children's education, i.e. school buildings and sites must be well maintained and kept in good repair. Whilst the Diocesan Board of Finance or other site trustees own the school land (usually apart from playing fields) and buildings, these duties of maintenance and repair fall to the individual school governing bodies or academy trusts.

Site occupation and stewardship

- ➔ **Church of England maintained schools**, whether Voluntary Aided (VA), Voluntary Controlled (VC) or Foundation, operate from school sites held by their Site Trustees on trust without any formal lease or licence to regulate that occupation. Fundamentally, the trustees make the school site they hold available for that purpose because that is consistent with the object for which the school site is held by them.
- ➔ **For Academies**, the Academy Trust has stewardship of all buildings and land through the Church Supplemental Agreement (CSA), the Supplemental Funding Agreement, and (usually) Playing Field Leases. These entitle the Academy Trust to take responsibility for accessing sufficient capital grants and funding to ensure that academy premises are maintained and are fit for purpose.

Responsibilities by type of school

Voluntary Controlled (VC) Schools

VC schools are maintained by the Local Authority, they are still church schools and are therefore required to obtain Site Trustee and CDBE approval for capital works. Wherever Kent County Council (KCC) engages contractors or direct labour to do works on schools with site trusts, they also require a Licence from the Trustees.

Voluntary Aided (VA) schools

Once the governing body has approved the works, the approval of the site trustees of the school and the CDBE must be obtained. This applies to projects using Devolved Formula Capital (DFC) and School Condition Allocation (SCA).

Academies

Once a capital project has received the approval of the local governing body, the site trustees and if applicable, the trustees/directors of the Multi Academy Trust, approval from the CDBE must be obtained. The works will always require site trustee consent, but also DBE consent due to the obligation in the CSA on the academy trust.

Seeking and obtaining consent

When carrying out development on any church school site, the underlying assumption is that this **cannot** be undertaken without the consent of the owners of the land in question. Mindful of the principle that all schools, regardless of status, must obtain the necessary approvals before any building work is undertaken, the CDBE also takes the view that processes should be both pragmatic and proportionate.

In summary, the CDBE has determined that:

- **For IT works, or where the contract value is less than £10,000**

Site trustee consent is not usually required. A licence may be required where Kent County Council is engaging contractors.

- **For larger building works, or any contract value £10,000 or above**

Site trustee and CDBE consent required

Noting that:

All schools and academies **must** obtain CDBE and site trustees' consent, irrespective of contract value, where capital works constitute:

- Alterations to or extension of existing buildings
- Construction of new buildings or erection of modular/prefabricated buildings
- Alterations to or extension of car parks, playgrounds or other significant site features
- Refurbishment works to kitchens and sanitary facilities
- Renewal of building services such as heating or electrical installations
- Renewal of drainage services

Site trustee and CDBE consent for building schemes is obtained only through the CDBE, by completing the CDBE Project Authorisation form.

Contact:

- **Andrew** school.estates@diocant.org for support and guidance whether a project requires consent or understanding who the site trustees of your school are.
- **Zech** school.estates@diocant.org to request the CDBE project authorisation form



Website:

- See our website page 'Policies and Guidance' for the consent for capital works project authorisation form.
<https://www.canterburydiocese.org/childrenandyoungpeople/schools/policies-guidance/>



Appendix A

Statutory Responsibilities of Church of England Schools and Academies			
Area of Responsibility	Voluntary Aided CofE Schools	Voluntary Controlled CofE Schools	CofE Academy
Employer	The Governing Body	The Local Authority	The Academy Trust
Governance	Membership of the governing body is set in a legally binding 'Instrument of Government'. Foundation Governors are in the majority with the Incumbent of the Foundation Parish holding an Ex-officio role	Membership of the governing body is set in a legally binding 'Instrument of Government'. No single group of governors is in the majority	Academy Trust members appoint directors/trustees. Individual academies should have local governing bodies, although they have no statutory powers. The constitution is determined by the Academy Trust and responsibilities outlined in a scheme of delegation.
Buildings	Owned and held in charitable trust by a church body (e.g. trustees from the Parish, the DBF, a local church trust) with the governing body having responsibility for maintenance (see 'Funding')	Owned and held in charitable trust by a church body (e.g. trustees from the Parish, the DBF, a local church trust) with LA having responsibility for maintenance (see 'Funding')	Owned and held in charitable trust by a church body (e.g. trustees from the Parish, the DBF, a local church trust). A Church Supplemental Agreement gives the Trust a licence for the academy to occupy the land for the purposes of a CE school. Trust has responsibility for maintenance (see 'Funding')
Educational Standards	The Local Authority	The Local Authority	The Academy Trust
Financial Accountable to:	The Local Authority	The Local Authority	Education and Skills Funding Agency (ESFA)
Funding	Revenue funding is formulaically allocated by the LA. It should cover all costs. Capital funding (90%) provided by the DfE via Devolved Formula Capital (DFC) and the school condition allocation grant funding held by the Diocese. There may be a supplement via 'basic need funding' and special grants. The governing body is responsible for funding the remaining 10%.	Revenue funding is formulaically allocated by the LA. It should cover all costs. Capital funding (100%) provided by the DfE via the LA. There may be a supplement via 'basic need funding' and special grants	Revenue funding is provided by the ESFA. Capital funding is provided through either School Condition Allocations (a grant to a Multi Academy Trust) or through the Condition Improvement Fund which has to be bid for on a project by project basis by the Academy Trust. There may be a supplement via 'basic need funding' and special grants.
RE	RE follows diocesan guidelines with all VA schools in Canterbury Diocese using the Agreed Syllabus (SACRE)	RE follows the Kent Agreed Syllabus (SACRE)	RE follows the Agreed Syllabus (SACRE) according to the supplemental agreement.
Admissions	The Governing Body is the admission authority and is required to adhere to the Admissions Code. The DBE is a statutory consultee.	The Local Authority is the admission authority and is required to adhere to the Admissions Code. The DBE is a statutory consultee.	The Academy Trust is admission authority and is required to adhere to the Admissions Code. The DBE is a statutory consultee.
Inspections	Ofsted Section 5 and 8 SIAMS Section 48	Ofsted Section 5 and 8 SIAMS Section 48	Ofsted Section 5 and 8 SIAMS Section 48

Appendix B - When to contact the CYPE team

Contact us whenever you need advice, pastoral support or bespoke training. Our team has a huge range of expertise to share. The list below outlines when we **must** be contacted. If in doubt, the rule is: if KCC need to know, then the diocese needs to know!

When to contact the CYPE team - The Essential Checklist

Event	Who	When	Additional notes
Admission changes & policy updates	Rebecca Swansbury	Start of consultation phase	
Academy Conversions	Quentin Roper	At the earliest opportunity	Before you speak to any Trust: know your options.
Approval for DFC spending	Sarah Buchan	Before committing to purchases and after obtaining 3 quotes.	An email will be sent to confirm funds are available and the proposal fits within the criteria.
Building, site and capital funding including consent for capital works	Andrew Collie School.estates@diocant.org	At the earliest planning stage	This is for ALL schools . Permission needs to be granted.
Changes in RE and CW leaders	Natalie Ralph	When new person takes post	
Changes in roll (PAN)	Quentin Roper	Start of consultation phase	
Changes in the use of building e.g. adding in a nursery, special unit	Andrew Collie School.estates@diocant.org	During initial discussion	Early contact essential
Complaints relating to RE, Collective Worship, SIAMS, PHSE	Natalie Ralph	When advice is needed	School should follow complaints policy; diocese should not be named in policy
Federations	Quentin Roper	At the earliest planning stage	Permission needs to be granted by the diocese
Foundation Governors – Resignations, appointment and reappointment process.	Sarah Buchan governance@diocant.org	As soon as possible	
Funding - Queries around DFC projects	Sarah Buchan	When relevant	
Funding – Queries around SCA projects	Andrew Collie School.estates@diocant.org	When relevant	
Funding – Queries around Core Service Contribution payments (CSC)	Sarah Buchan	When relevant	
Headteacher / Head of School appointments	Rebecca Swansbury	At the earliest planning stage	Tell diocese when you tell the LA
Members and Directors – Resignations, appointment, reappointment process	Rebecca Swansbury	As soon as possible	
Ofsted inspections	Rebecca Swansbury	After your call with the inspector	Ofsted copy the Diocese into the official email.
Parish/church relationship issues	Quentin Roper	As soon as issue arises	
Press matters - radio, TV, paper or internet	Rebecca Swansbury	As soon as event arises/at the same time as KCC	Planned or unplanned. Good news or bad. We need to respond. Essential .
Resignations of Headteacher, Chair of Governors	Quentin Roper	Prior to going public.	Information treated as highly confidential.

SIAMS inspections	Natalie Ralph	After your call with the inspector	CEEQ SIAMS team copy the Diocese into the official email.
Significant situations re: Headteacher, Governors or pupils. (E.g. HT signed off unwell, bereavement within the team)	Rebecca Swansbury	As soon as possible	
Scheme of Delegation review	Rebecca Swansbury	Once a year	
Training for teachers (RE, CW)	Natalie Ralph		
Training for leaders and Governors	Rebecca Swansbury		

Contact the team

QUENTIN ROPER, Director of Education

qlroper@diocant.org

REBECCA SWANSBURY, Deputy Director of Education

rswansbury@diocant.org

NATALIE RALPH, Schools Officer (Christian Character)

nralph@diocant.org

ANDREW COLLIE, Schools Officer (Organisation and Estates)

acollie@diocant.org

ZECHARIAH BATES, Schools Project Officer (Organisation and Estates)

zbates@diocant.org

SARAH BUCHAN, Lead Team Administrator

sbuchan@diocant.org

governance@diocant.org

General contact details

<https://www.canterburydiocese.org/childrenandyoungpeople/>

01227 459401



Appendix C

History of Church of England Schools:

The beginning of a free education where all might flourish

In 1811, the *National Society for the Promotion of Religious Education* was founded when Joshua Watson and his peers committed to establishing a school in every parish in England, believing all members of society deserved an education. Leading Christians at the time claimed there was a moral imperative that all children should be given an opportunity to flourish and donated land and money so that even the poorest families could access free education. The state began to contribute financially in 1833 and in 1870 Parliament decided that *board schools*, now known as county schools, could be allowed to open.

Every church school had a founding legal document called a trust deed, an example of which can be seen below. The trust deed is an important document which is still used today and ensures that the school remains a church school. It is more than likely reflected in the Instrument of Governance. We would encourage headteachers and governing bodies to refer to it when establishing a vision for their school. A copy of the trust deed may be in school or we may have a copy at Diocesan House.

Typical Trust Deed 1834

'Recognising its historic foundations, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level. The school aims to serve its community by providing an 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 to all its pupils.'

In 1944 the requirement for an expansion of school provision was met by the Education Act. Church schools chose to become either a) Voluntary Aided (VA), where the school is mostly funded and supported by the local authority but the governing body has significant authority and is the employer or b) Voluntary Controlled (VC) where the local authority completely funds the school and is the employer. In later years, schools could become foundation schools and now also academies.

The National Society is more commonly referred to today as the Church of England Education Office (CEEEO) and is based in Westminster, right opposite the Department for Education (DfE). Currently, 25% of schools nationally are Church of England schools – educating around 1 million children – so the CEEEO remains a significantly influential partner in shaping education provision in England.

Along with their subsidiary foundation, the Church of England Foundation for Educational Leadership (CEFEL), they resource, train and support diocesan education teams and school leaders so that church schools' distinctive Christian ethos and foundation continue the mission of enabling all to flourish.

To support your understanding of the current picture of Church of England School Education, we highly recommend that you read:

- The CE Vision for Education in all schools, *Deeply Christian: Serving the Common Good*, published in 2016.¹
- ‘Our hope for a flourishing school system’, which builds on the CE vision, published in 2023²
- SIAMS Inspection Framework 2023³

In summary, the Vision promotes educational excellence for everyone and in all educational settings, not just church schools. The Vision has at its heart a desire for ‘life in all its fullness’ as described in John 10:10 – ‘*I have come that they may have life and have it to the full*’ (NIV). It is worked out theologically around four core elements - wisdom, hope, community and dignity. The Vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliance and negotiation of differences in order to serve the flourishing of a healthily plural educational system.

¹ https://www.churchofengland.org/sites/default/files/2017-10/1687943692_2016-church-of-england-vision-for-education-web-final.pdf

² https://cofefoundation.contentfiles.net/media/assets/file/Our_Hope_for_a_Flourishing_Schools_System.pdf

³ <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>