

HEADTEACHERS HANDBOOK

CANTERBURY DIOCESAN BOARD OF EDUCATION



Diocese of Canterbury
CHANGED LIVES → CHANGING LIVES

SEPTEMBER 2020

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Congratulations on your appointment!

Greetings on behalf of colleagues at Diocesan House; you and the school community will regularly be in our thoughts and prayers. School leadership can certainly be absorbing, intense and exhilarating in equal measure, and we are committed to providing high-quality professional advocacy, advice and support for all that you do. So, whether you have questions relating to school organisation, buildings, governance, admissions or Christian vision, ethos and character, 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 great wisdom and experience available from our team!

Who are we...?

Canterbury Diocese is the oldest diocese in England, comprising 247 parishes in 3 Archdeaconry areas (Ashford, Maidstone and Canterbury). The Canterbury Diocesan Board of Education (CDBE) serves 103 church schools, equating to approximately 25 200 pupils and students. The CDBE's support for church schools takes many forms; essentially, it engages closely with them as they strive to provide a high-quality education which enables every child to flourish in their potential as a child of God.

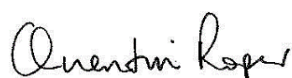
Why do we do what we do?

We believe that schools remain at the centre of the Church's mission to the nation, the heart of local communities, for children of all faiths and none. Our church schools promote and exemplify distinctively Christian communities of learning that seek to be underpinned by values sourced in the Gospel narrative, enriching the whole educational experience. We hope that in these schools, children will encounter a real experience of God's love for all humanity and receive affirmation that they are a beloved child of God - a spiritual, embodied being with all the grandeur and wonder that entails. Church schools should be communities of nurture, where learning is lifelong, and children learn to be centred and held in the Christian tradition.

We are involved in education because we believe that all human beings are made in the image of God and are precious and valued in God's sight. The Church's task, wherever it is engaged with children and young people, is to accompany them, to equip them in asking questions in a complex world, to encourage values of open-mindedness and an exploration of truth. Across the diocese we are active in this mission to and among children and young people. Church schools do not proselytise; rather, they exist to serve the whole community - and teaching and worship exists within the context of wider education. We commend a distinctive approach, serving young people in ways that relate to their humanity in all its fullness.

Finally, by connecting parishes and schools, and by enabling leaders in Christian schools to interpret faith for their communities, we acknowledge and confront our responsibility to safeguard the vulnerable, those marginalised by society, living out Kingdom values of justice and mercy. We aspire to provide positive social capital and listen together to the insistent, challenging young voices speaking out against injustice and oppression, advocating for victims and those with no voice.

We are delighted to accompany you in this ministry.



Canon Quentin Roper, Diocesan Director of Education



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's 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% schools nationally are Church of England schools so the CEEO 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.

We highly recommend that you read the CE Vision for Education in all schools, *Deeply Christian: Serving the Common Good*, published in 2016. It is a key document in understanding the framework of the current SIAMS inspection schedule and is available online - <https://www.cefel.org.uk/vision/>.

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.

Church School Governance

In keeping with the trust deed, all Church of England Schools must have Foundation Governors. All Foundation Governors are appointed by the Diocesan Board of Education and some may be nomination 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.

In VA schools the majority of governors are Foundation and in VC schools they should make up no more than 25% of the Governing Body. In Foundation schools, the number of Foundation governors is determined by the Instrument of Governance.

In Academies, foundation representation can be found at Member, Director or Local Governing Body level according to the Trust's Articles of association.

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 training is a condition of appointment and re- appointment.



What do your Foundation Governors need from you?

Headteachers will need to ensure all governors (but particularly Foundation Governors) are able to fulfill their responsibilities in relation to church school governance. These are listed below:

- ➔ ensuring the guiding principles of the founding church are embedded within all aspects of school life;
- ➔ ensuring the terms of the trust deed governing the school are adhered to;
- ➔ understanding policies on RE, collective worship and spiritual development;
- ➔ understanding the importance of the school's foundation ethos;
- ➔ understanding the Statutory Inspection of Anglican and Methodist Schools (SIAMS) and what it is evaluating

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

- ➔ 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.
- ➔ Collective Worship is broadly Christian in accordance with the school's foundation
- ➔ The governing body has Foundation Governors who have a statutory responsibility to promote the religious foundation of the school.
- ➔ Religious Education must be taught, comprising at least 5% of the curriculum and must be in accordance with the [CEEO Statement of Entitlement for Religious Education](#).
- ➔ There is an additional inspection for schools with a religious character, which is required by legislation (Section 48 of the Education Act 2005). The structure for Section 48 inspections is provided by the CEEO and called the Statutory Inspection of Anglican and Methodist Schools (SIAMS). The SIAMS Evaluation Schedule for Schools and Inspectors is available to download but a brief summary of the inspection is included in Appendix A.
- ➔ Statutory responsibilities of Church of England Schools are outlined in Appendix B.



What does this mean for me as a school leader?

A Church of England school should encompass the Christian moral code defined by the bible as established by Jesus Christ and taught by his disciples. The moral standard of the code carries a powerful message, not just to Christians, but to those of any faith or no faith. Christian distinctiveness should pervade every part of school life and be led by a theologically underpinned vision.

Church of England Schools....



***'Nourish those of the faith
Encourage those of other faiths
Challenge those who have no faith'***

Archbishop Runcie

The good news is that CE schools have more support - support from the Local Authority (or in the case of an academy, the MAT, the DBE and the DBE family of church schools). In addition, a CE school enjoys the benefits of links with the community provided by the local churches and the support of the Incumbent.

How do I put this into practice?

- ➔ With governors, develop a theologically underpinned distinctive Christian vision which will enable all in the school community to flourish. Ensure associated, named Christian values are a vehicle through which this vision is delivered.
- ➔ Ensure that prayer and spirituality is embedded in everyday school life.
- ➔ Subscribe to the DBE Core Service offer. For an exceptionally reasonable price you'll have unlimited access to the services of the DBE team and our comprehensive training programme to support you and your staff. Training covers all key areas, with Christian distinctiveness at the heart. Our brochure for the forthcoming academic year is sent out in early July to allow schools to plan CPD requirements and booking is essential. We encourage all headteachers to take up their free place at our School Leaders Conference held once a year (usually in October).
- ➔ Work proactively with the parish, alongside the incumbent. 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 DBE 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.



- ➔ 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 development.

Collective Worship must incorporate key elements such as age appropriate liturgy, 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.

- ➔ Ensure RE meets statutory requirements by following the Kent Agreed Syllabus and diocesan guidance. [See the extensive RE resources on our website](#). The Diocese expects all headteachers to use ‘Understanding Christianity’ to deliver the teaching of the Christianity curriculum.
- ➔ Keep the DBE ‘in the loop’. See Appendix C ‘*When to contact the Diocese*’. We’re not being nosy – 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 DBE is a separate statutory authority to KCC and we should be separately informed.
- ➔ 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)
- ➔ 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 DBE is able to offer support with communications, press releases etc and obviously pastorally.
- ➔ Ensure that 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.

Who are the Diocesan Board of Education? (DBE)

The Board is a statutory body, established in accordance with the Diocesan Boards of Education Measure, 1991 and accountable to Diocesan Synod in terms of reporting on its statutory responsibilities. Canterbury DBE meets four times per year and is chaired by Dr John Moss, as nominated by Bishop Rose (the Bishop of Dover being Chair Ex-officio). The Diocesan Director of Education acts as Secretary to the Board and voting members include three Clerks in Holy Orders (priests), three Headteachers, three lay members and one representative each from Archbishop’s Council, Christ Church University and Kent County Council. Diocesan officers are in attendance and provide information and advice to the board.



What does the DBE do?

The **statutory duties** of the DBE are as set out in the 1991 Measure. Further powers when acting as the 'Diocesan Authority' can be found in other legislation, 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:

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

Canterbury DBE, alongside the Children and Young People Framework for the Diocese, has written a vision for Children and Young People called ['A shared journey'](#).

This bold vision is underpinned by a challenging question: *What if ... we experienced a culture change within the diocese - a renewal of hearts and minds such that it became second nature to see every decision through the lens of what it means for children and young people?*



This is a vision document which introduces themes through which strategy and priorities can emerge which reflect and complement the ambition and vision of 'Growing Faith'¹, a desire to connect schools, churches and families more closely in faith development.

Directed by our vision and the DBE measure, our team supports schools by:

- ➔ Advocating for our schools at regional and national level through discussion and partnership with other stakeholders such as KCC, Ofsted, DfE and CEEO
- ➔ Advising on legal matters such as federations, academy conversion, admissions, finance, buildings and site matters
- ➔ Providing training and resourcing of all matters relating to the delivery of Religious Education and Collective Worship
- ➔ Training and advising on vision, Christian character, PHSE, global issues and governance
- ➔ Providing leadership development at all levels in conjunction with CEEO and CEFEL
- ➔ Hosting supportive peer networks
- ➔ Attending all Ofsted feedback and 'school causing concern' meetings
- ➔ Co-ordinating SIAMS inspections and supporting schools to meet the expectations of the SIAMS schedule
- ➔ Advising and attending headteacher and senior leader appointment processes
- ➔ Attending FGB meetings as requested, and holding director and member positions on Academy Trusts
- ➔ Liaising with local parishes and clergy
- ➔ Appointing all foundation governors
- ➔ Offering events for pupils such as Cathedral Schools Days
- ➔ Reading all governing body minutes and responding to specific and widely recurring issues.
- ➔ Providing and brokering school improvement support, supervision, coaching and pastoral support and well-being for school leaders

¹ General Synod GS 2121 (2019) Growing Faith: Churches, Schools and Households



Appendix A: The Statutory Inspection of Anglican and Methodist Schools (SIAMS)

The SIAMS Evaluation Schedule 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. The principal objective of a SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a church school, and how well the distinctive Christian character and ethos of the school ensure the development and achievement of the whole child or young person.

Church schools will employ a variety of strategies and styles appropriate to, and reflective of, their context in order to be distinctively and effectively Christian in their character and ethos. SIAMS inspectors therefore do not look for a set template of what a church school should be like, but rather take the particular context of the school into account and base their evaluation on the outcomes rather than the process.

Inspectors explore a single inspection question....

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

This question is investigated via 7 strands –

1. Vision and leadership
2. Wisdom, knowledge and skills
3. Character education: hope, aspiration and courageous advocacy
4. Community and living well together
5. Dignity and respect
6. The impact of collective worship
7. The effectiveness of religious education

In summary inspectors must....

- explore a single inspection question
- via 7 strands
- to inform one inspection grade

In addition, inspectors award a grade for collective worship and in VA (or former VA) schools a grade is awarded for the elements of RE that are specific to a VA school the grade is based on quality of teaching and learning (demonstrated by attainment and progress)

[See our website](#) for further information and guidance on SIAMS inspections.



Appendix B

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 may have local governing bodies with 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) placed on a church supplemental agreement which is a licence for the academy to occupy the land for the purposes of a CE school. School 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 C - When to contact the Diocese

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 Diocese - The Essential Checklist

Event	Who	When	Additional notes
Admission changes	Robyn Ford	Start of consultation phase	
Academy Conversions	Quentin Roper	At the earliest opportunity	Before you speak to any Trust: know your options.
Building, site and capital funding including consent for capital works	Robyn Ford	At the earliest planning stage	This is for ALL schools . Permission needs to be granted.
Changes in RE and CW leaders	Rebecca Swansbury & Eunice Thorpe	When new person takes post	
Changes in roll	Robyn Ford	Start of consultation phase	
Changes in the use of building e.g. adding in a nursery, special unit	Robyn Ford	During initial discussion	Early contact essential
Complaints relating to RE, Collective Worship, SIAMS, PHSE	Rebecca Swansbury/ Niki Paterson	When advice is needed	School should follow complaints policy; diocese should not be named in policy
Federations	Robyn Ford	At the earliest planning stage	Permission needs to be granted by the diocese
Headteacher / HOS appointments	Niki Paterson/ Quentin Roper	At the earliest planning stage	Tell diocese when you tell the LA
Ofsted inspections	Niki Paterson	After your call with the inspector	Ofsted usually let us know first
Parish/church relationship issues	Quentin Roper / Niki Paterson	As soon as issue arises	
Press matters - radio, TV, paper or internet	Quentin Roper / Niki Paterson	As soon as event arises/at the same time as KCC	Planned or unplanned. Good news or bad. We need to respond. Essential.
Resignations: Headteacher, chair of governors	Niki Paterson	Prior to going public.	Information treated as highly confidential.
Resignation: Foundation governors	Eunice Thorpe	As soon as possible	
Resignation: Members, directors	Quentin Roper/ Niki Paterson	As soon as possible	



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.

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