

# Headteachers' Handbook

Canterbury Diocesan  
Board of Education



September 2023

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## Introduction to the Diocese and work of the Children, Young People and Education (CYPE)

### Team

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). A Diocese is the name given to a district of land in the Anglican Church. There are 42 Dioceses in England. Each Diocese is pastorally overseen by a Bishop. Our Bishop is The Rt Revd Rose Hudson-Wilkin, Bishop of Dover.



The Canterbury Diocesan Board of Education (CDBE) serves 105 church schools, of which your school is one! This equates to approximately 26 000 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.

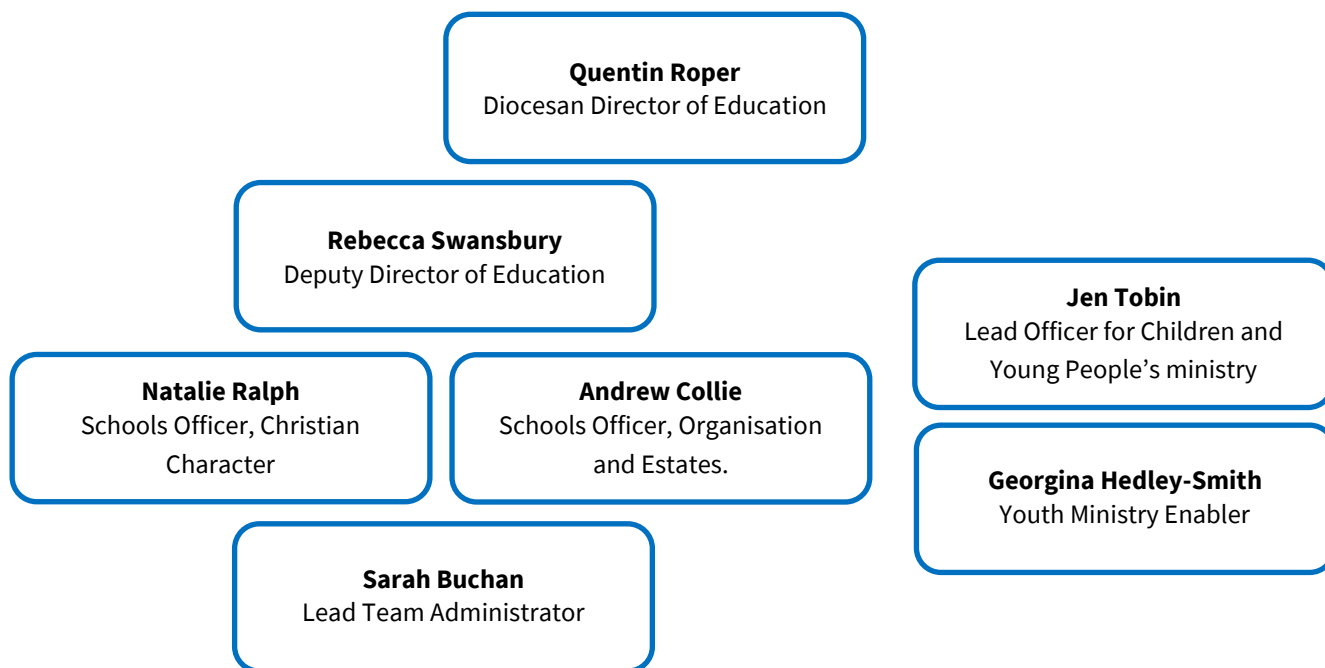
Finally, by connecting parishes and schools, and by enabling leaders in Church of England schools to interpret faith for their communities, we acknowledge and confront our responsibility to safeguard the vulnerable, those marginalised by society, living out Kingdom values of justice and mercy. We aspire 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.

A handwritten signature in black ink that reads "Quentin Roper". The signature is written in a cursive, flowing style.

Canon Dr Quentin Roper, Diocesan Director of Education

## CYPE Team – Who are we?



## CYPE Team – How can we serve you?

Team member	Summary of Responsibilities	Contact details
Quentin Roper	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.	<a href="mailto:qroper@diocant.org">qroper@diocant.org</a>
Rebecca Swansbury	Leadership development, training and pastoral support. Governance Strategic oversight of SIAMS. Headteacher appointments. Admissions.	<a href="mailto:rswansbury@diocant.org">rswansbury@diocant.org</a>
Natalie Ralph	RE, Collective worship, PSHE, Christian Distinctiveness. Training, support and development for teachers. SIAMS training and support visits.	<a href="mailto:nralph@diocant.org">nralph@diocant.org</a>
Andrew Collie	School land and buildings VA schools Capital repairs and improvements. Changes to school status - Academisation and Federation	<a href="mailto:acollie@diocant.org">acollie@diocant.org</a>
Sarah Buchan	Governor appointments and reappointments. Administration for CDBE and CYP team	<a href="mailto:sbuchan@diocant.org">sbuchan@diocant.org</a> <a href="mailto:governance@diocant.org">governance@diocant.org</a>
Jen Tobin	Strategic development of children and young people ministry across the Diocese. Leadership development and training of youth ministers and youth and childrens workers.	<a href="mailto:JTobin@diocant.org">JTobin@diocant.org</a>
Georgina Hedley-Smith	Youth Council, Youth events, residentials and resourcing youth groups and leaders.	<a href="mailto:ghedleysmith@diocant.org">ghedleysmith@diocant.org</a>

See Appendix C 'When to contact the Diocese' for more detailed information of when to contact the team.

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

The CDBE (“the Board”) is a statutory body, established in accordance with the Diocesan Boards of Education Measure, 2021 and accountable to Diocesan Synod in terms of reporting on its statutory responsibilities. It 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, Canterbury Christ Church University and Kent County Council. Diocesan officers are in attendance and provide information and advice to the Board.

## What does the CDBE do?

The **statutory duties** of the DBE are as set out in the 2021 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

## CDBE Vision

The Canterbury Diocesan Board of Education maintains a bold commitment to education which is rooted in a Christian vision and context, supporting Church of England schools which are authentically Christian, generous and enriching; which nurture a culture of deep reflection and compassion for God’s world, encourage spiritual development and provide a rich experience and appreciation of the Christian faith, enabling all children and adults to live an abundant life.

## 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 Church of England Education Office (CEEEO)
- ➔ Advising on legal matters such as federations, academy conversion, admissions, finance, buildings and site matters
- ➔ Providing extensive 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 training and development at all levels in conjunction with CEEEO and the Church of England Foundation of Educational Leadership (CEFEL)
- ➔ Hosting supportive peer networks
- ➔ Attending inspection feedback and 'school causing concern' meetings
- ➔ Supporting schools to meet the expectations of the SIAMS Framework
- ➔ Advising and attending headteacher and senior leader appointment processes
- ➔ Attending FGB meetings as requested, and holding director and member positions on Academy Trusts
- ➔ Helping to enhance the school/parish connection, plus 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

## 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.

Furthermore, safeguards are rooted within 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.
- ➔ The school's everyday work is rooted in and driven by a context-specific theologically rooted Christian vision.
- ➔ 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 of a minimum of 5% of the curriculum time and must reflect the [CEEEO 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 CEEEO and called the Statutory Inspection of Anglican and Methodist Schools (SIAMS). The SIAMS Framework 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....

**“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*

Therefore, 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 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 local vicar.

### How do I put this into practice?

- ➔ With governors, develop a theologically rooted 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 lived out and expressed.
- ➔ Ensure that prayer and spirituality is embedded in everyday school life.
- ➔ Subscribe to the DBE Core Services offer. For an exceptionally reasonable price you'll have unlimited 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. Our brochure for the forthcoming academic year is sent out in early July to allow schools to plan CPD requirements and booking is essential.
- ➔ 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.
- ➔ 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 RE pages on our website](#). The Diocese expects all schools 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 CDBE 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.

## 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 nominations 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 governors are Foundation by a '2 clear majority' and in VC schools they should make up no more (and ideally no less) 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 Anglican 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 (Christian) ethos;
- ➔ understanding the Statutory Inspection of Anglican and Methodist Schools (SIAMS) and what it is evaluating.

[See our website](#) for more information about appointing and reappointing foundation governors.

## 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.<sup>1</sup>

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<sup>1</sup> [https://www.churchofengland.org/sites/default/files/2017-10/1687943692\\_2016-church-of-england-vision-for-education-web-final.pdf](https://www.churchofengland.org/sites/default/files/2017-10/1687943692_2016-church-of-england-vision-for-education-web-final.pdf)

- ‘Our hope for a flourishing school system’, which builds on the CE vision, published in 2023<sup>2</sup>
- SIAMS Inspection Framework 2023<sup>3</sup>

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.

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<sup>2</sup> [https://cofefoundation.contentfiles.net/media/assets/file/Our\\_Hope\\_for\\_a\\_Flourishing\\_Schools\\_System.pdf](https://cofefoundation.contentfiles.net/media/assets/file/Our_Hope_for_a_Flourishing_Schools_System.pdf)

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

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

The SIAMS Framework (2023) 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 2023 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 Church of England Education Office website](#) for further information and guidance on SIAMS inspections.

## Appendix B

<b>Statutory Responsibilities of Church of England Schools and Academies</b>			
<b>Area of Responsibility</b>	<b>Voluntary Aided CofE Schools</b>	<b>Voluntary Controlled CofE Schools</b>	<b>CofE Academy</b>
<b>Employer</b>	The Governing Body	The Local Authority	The Academy Trust
<b>Governance</b>	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.
<b>Buildings</b>	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')
<b>Educational Standards</b>	The Local Authority	The Local Authority	The Academy Trust
<b>Financial Accountable to:</b>	The Local Authority	The Local Authority	Education and Skills Funding Agency (ESFA)
<b>Funding</b>	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.
<b>RE</b>	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.
<b>Admissions</b>	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.
<b>Inspections</b>	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	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	At the earliest planning stage	This is for <b>ALL schools</b> . 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	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	Andrew Collie	At the earliest planning stage	Permission needs to be granted by the diocese
Funding - Queries around SCA, DFC or Core Service Contribution (CSC) invoices	Sarah Buchan	When relevant	
Headteacher / HOS appointments	Rebecca Swansbury	At the earliest planning stage	Tell diocese when you tell the LA
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. <b>Essential</b> .
Resignations of Headteacher, Chair of Governors	Quentin Roper	Prior to going public.	Information treated as highly confidential.
Re-appointment, appointment and resignation of Foundation Governors.	Sarah Buchan	As soon as possible	
Resignation of Members and Directors.	Quentin Roper & Sarah Buchan	As soon as possible	
SIAMS inspections	Rebecca Swansbury	After your call with the inspector	CEE0 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 details

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## General contact details

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

01227 459401