



# The Role of Foundation Governor

Loving.  
Living.  
Learning.

## Welcome

Thank you for agreeing to become a governor. You are joining a family of 300,000 other volunteers throughout England who serve their local school in this capacity. Governors are people from different walks of life, bringing a range of perspectives to the school, so don't be worried if you feel you aren't an expert yet.

I was a governor and found working as part of a team, towards a common goal, was something that I found to very satisfying and rewarding.



I am hugely grateful to the large number of our parishioners who devote considerable time and energy to the governance of our schools, and acknowledge the goodwill of a large number of people who help support our schools which are at the centre of the Church of England's mission.

This booklet is designed to clarify your role, identify some next steps and give some pointers to understanding some of the background to being a foundation governor at a Church of England school, but this is just the beginning. You will learn a great deal more from your fellow governors, the Headteacher and staff at the school and training sessions organised by the Diocese, other providers and of course from just doing the job.

God's blessings for your work, the school and the community you serve.

A handwritten signature in black ink that reads "Richard Noake".

Canon Richard Noake  
Director of Education

## Contents

Welcome	2
Introduction: The Diocese of Leeds	3
What is my role as a Governor?	4
What is my role as a Foundation Governor?	6
Where might I find more information?	7
What do I need to do next?	8
<b>Appendices:</b>	
1. Governor Code of Conduct	9
2. Skills Audit	11
3. Training record	15
4. General Background	16
5. Glossary of Abbreviations	21

## Introduction: The Diocese of Leeds

The Anglican Diocese of Leeds (previously also known as the Diocese of West Yorkshire and the Dales) is a diocese of the Church of England, in the Province of York. It is the largest diocese in England by area, comprising much of western Yorkshire: almost the whole of West Yorkshire, the western part of North Yorkshire, the town of Barnsley in South Yorkshire, and most of the parts of County Durham, Cumbria and Lancashire which lie within the historic boundaries of Yorkshire. It includes the cities of Leeds, Bradford, Wakefield and Ripon.

The diocese is led by the Anglican Bishop of Leeds and has three cathedrals of equal status: Ripon, Wakefield, and Bradford. There are five episcopal areas within the diocese, each led by an area bishop: Leeds, Ripon, Wakefield, Bradford and Huddersfield.

*Called by God, we aim to nurture Christian hope and high expectations in everyone who is involved in education across our Diocese.*

### Diocese of Leeds Board of Education

The Diocesan Board of Education plays a vital role in helping to fulfil the vision of the Diocese of Leeds: Loving. Living. Learning. Everything we do is also shaped by the Church of England's Vision for Education: Deeply Christian, Serving the Common Good. There are 242 schools within the Diocese of Leeds, serving 64,000 children, within nine local authorities and including 12 multi-academy trusts.

Our ambitions:

- To inspire children, young people and adults with Jesus' promise of "life in all its fullness" (John 10.10).
- To support those who work in schools, colleges and universities in nurturing the whole human person, through encouraging spiritual, intellectual, emotional, physical, moral and social development.
- To offer a deeply Christian vision of human flourishing for all in which schools and other institutions serve the common good, setting high expectations of achievement within a holistic and whole-life framework.

Our priorities:

**Loving** – To respect and encourage each individual as a person wonderfully created in the image of God and deeply loved by God.

**Living** – To offer an example of living the Gospel in each learning community, inspired by God's love for us and our love for one another.

**Learning** – To serve our whole community by offering the highest quality learning experience to students of all ages, promoting wisdom, knowledge and skills.

All within the context of the Church of England's Vision for Education to promote education for: wisdom, knowledge and skills; hope and aspiration; community and living well together; dignity and respect.

**Loving.**  
**Living.**  
**Learning.**

### Diocesan Education Team

A team of advisers and administrators make up the Education Team who provide bespoke support for all our schools through the 'Enhanced Service Plan' and also provide training and professional development for school leaders including governors.

# What is my role as a Governor?

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. All boards, no matter what type of schools or how many schools they govern, have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

*Governance Handbook*

## Ensuring clarity of vision, ethos and strategic direction

Governing boards are the key strategic decision-making body in every school. It is their job to set the school's strategic framework. This includes ensuring the school has a long-term strategic vision – including for the type of school that will offer them most opportunities.

The governing board should agree the strategic priorities, aims and objectives for the school and sign off the policies, plans and targets for how to achieve them. They should check on progress and review regularly their strategic framework for the school in the light of that progress'.

## Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff

Governing boards should support and strengthen the school's leadership in the day-to-day running of the school, including the performance management of teachers. Governing boards should play a strategic role, focusing strongly on holding the Headteacher to account for the educational performance of its pupils, whilst avoiding being drawn into direct involvement in operational matters. It is essential to have skilled governors, but equally important to emphasise that the skills required are those to create robust accountability, not to do the school's job for it.

They do this by:

- Asking the right questions
- Understanding the importance of objective data
- Using different sources of data – Ofsted Data dashboard, Performance Tables, IDSR, school's internal pupil data
- Visiting the school

## Overseeing the financial performance of the organisation and making sure its money is well spent.

Governing boards are responsible for making sure their school's money is well spent.

They should do this by making sure they have at least one governor with specific skills and experience of financial matters, and by asking questions such as:

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?

## Safeguarding

You will be expected to undertake all safeguarding checks and training required by the school itself. All governors including ex-officio/clergy must undertake an enhanced DBS check as governors on appointment, any existing DBS through the Diocese or other body is insufficient.

## Standards of behaviour

When performing their duties as a Governor, members of a governing board need to be mindful of the standards of behaviour expected of them. The **'Seven Principles of Public Life'**, known as the 'Nolan Principles' offer clear guidance on the standards of behaviour that individuals are expected to demonstrate.

### 1. Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

### 2. Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

### 3. Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

### 4. Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

### 5. Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

### 6. Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

### 7. Leadership

Holders of public office should promote and support these principles by leadership and example.

*The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.*

## Expectations

As a governor you will be expected to:

- take a full and active role in the work of the governing body;
- attend all full governing body meetings and committee meetings as necessary;
- act as part of a corporate body;
- attend Diocesan and Local Authority training in order to develop governor skills and knowledge;
- maintain confidentiality.

Further details of what will be expected of the role of a governor in a church school can be found in the Governor Code of Conduct.

## What is my role as a 'Foundation' Governor?

Foundation governors are an important part of the wider team of governors. As such their main role is to work with other members of the governing body to fulfil all of the functions required of all school governors (see above), undertaking training as required. However, a foundation governor has a specific role. It is **not** the role of foundation governors to solely take on responsibility for the 'church school' aspects of governance, all governors are governors of a church school.

**The role of the Foundation Governor is to ensure that the full governing body nurtures, encourages and challenges the school in living out its Christian foundation by:**

- Developing the distinctive Christian vision and character of the school;
- Ensuring high-quality Collective Worship and Religious Education;
- Securing positive links between the school, the parish and the Diocesan Board of Education;
- Promoting Christian values in the way in which the governing body conducts its business;
- Ensuring that development as a church school is embedded in the school improvement plan and a regular part of the governing body self-evaluation;
- Ensuring that points for development following Section 48 inspection are addressed;
- Being involved in the recruitment process for a new Head Teacher;
- Reporting to the Parochial Church Council or the Diocesan Board of Education as appropriate.

*'A strong, well-led governing body, supportive of the school, its teachers and its mission makes an important contribution to the school's wellbeing and effectiveness. The foundation governors will have an especial care for the school's Christian character.'*

*(National Society 2013)*

### How are Church schools different?

Church of England schools have a vision which is distinctive and biblically rooted. They do not provide education for the faithful but instead offer faithful education for all. Archbishop Runcie said that the purpose of Church schools is to 'nourish those of the faith, encourage those of other faiths and challenge those who have no faith.' The majority of church schools were originally set up to educate 'the poor of the parish'. As such Church of England schools have a mind to provide the highest quality education and care for the disadvantaged and vulnerable. As Dr Rowan Williams said,

"A Christian school is one in which the atmosphere has that kind of openness about it, that sense that people are worth spending time with, that people need time to grow, need loving attention. The Christian Gospel says that every person has a unique task to do, with God, and for God, whether they know it or not.

"It doesn't necessarily mean that everyone involved has to share the same theology or philosophy. It doesn't mean that everyone knows that they have this relationship with God, and is consciously working at it. But a Christian school is one in which the entire atmosphere is pervaded by the conviction that there is something mysterious, and potentially wonderful, in everybody."

## Where might I find more information?

A list of documents and websites governors should be aware of to support their roles and responsibilities:

- [Governance Handbook dated March 2019 \(DfE\)](#)
- [Competency Framework for Governance Jan 2017 \(DfE\)](#)
  
- [The Constitution of Governing Bodies of Maintained Schools August 2017 \(DfE\)](#)
- [DfE The School Governance Roles, Procedures & Allowances\)\(England\) Regulations 2013 update Jan 2014](#)
- [Statutory Responsibilities of the Governing Board \(The Key for School Governors\)](#)
- [DfE Health and Safety: Advice on Legal Duties and Powers Feb 2014](#)
- [The three core functions of governing boards \(NGA\)](#)
- [Role of a School Governor \(NGA\)](#)
- [A Framework for Governance - A flexible guide to Strategic Planning January 2015 \(NGA\)](#)
- [Twenty Questions Every Governing Body Should Ask Itself - 2nd Edition 2015](#)
- [Guide for Becoming An Evidence-Informed School Governor and Trustee March 2019 \(EEF\)](#)
- [Being Strategic - A Guide for Governing Boards March 2018 \(NGA\)](#)
- [Wheel of Governance](#)
- [Eight Elements of Good Governance \(NGA\)](#)
- [The Right People Around The Table \(RPATT\) Second Edition March 2019 \(NGA\)](#)
- [What Does a Governor Do \(NGA\)](#)
- [Joint Agreement of Governing Roles - NGA, ASCL & NAHT April 2015](#)
- [Governing Body Delegation Planner - Improving Your Governing Board \(NGA\)](#)
- [What governing boards should expect from school leaders & What school leaders should expect from governing boards 2017](#)
- [NGA-Spotlight-on-Disadvantage full-report. July 2018](#)
- [Ofsted School Inspection Handbook Sept 2019](#)
- [DfE Free School Meals Supplementary Grant Guidance July 2018](#)
- [DfE Keeping Children Safe in Education \(KCSIE\) September 2018](#)
- [Gov.uk - School Resource Management updated 31 August 2018](#) Information, tools, training and guidance to help with schools' financial planning and resource management.
- [Pupil Premium 2018-2019: Conditions of Grant](#)
- [Schools Financial Benchmarking](#) Compare your school's income and expenditure with other schools in England.
- [Guidance on PE and Sport Premium for primary School \(DfE\)](#)
- [NGA Learning Portal for Governors](#)
- [National Governors' Association \(NGA\)](#)
- [Office for Standards in Education \(Ofsted\)](#)
- [School Governors' One Stop Shop \(SGOSS\)](#)
- [The Department for Education \(DfE\)](#)

The Church of England has also published documents which you will find useful in your role:

- [Church of England Vision for Education](#)
- [Unlocking Gifts Report](#)
- [Valuing All God's Children](#)
- [Fruit of the Spirit – Character education](#)
- [Guidance on SIAMS Inspections](#)

# What do I need to do next?

## Induction Period

The DBE know that foundation governors play a key role in leading, supporting and improving schools, and becoming one can be a rewarding experience. The DBE is committed to ensuring that every foundation governor makes a positive contribution to the life of the school and is committed to providing every new foundation governor with specific support during their first six months in post.

As well as this booklet, which we hope you will find useful, you will separately receive access to a free basic online training course about what it is to be a governor of a church school. It is an expectation that all foundation governors complete this e-course as a sign of their commitment to the role. After six-months we will check in with you to ensure that the school has been supporting you adequately and that you have settled into your role. Should we find that the school has not adequately supported you during your induction period contact will be made with the named adviser for the school to ensure that you are given sufficient support.

## Next steps:

Once you have read this document we advise that you do the following:

1. Read and sign the Code of Conduct for Governors (Appendix 1) and hand a copy to the Chair/clerk of the board.
2. Complete the Skills Audit (Appendix 2) and hand it to the Chair/clerk so that they can consider the roles you might play within the board as a whole.
3. Once you have received the information and login details, complete the online training program 'Church School Governance'.
4. Start your Training Record (Appendix 3) and keep this up to date
5. Look at training program offered by the diocese and other providers

## Finishing as a Foundation Governor

We hope that you will be happy and effective in your role for the whole of your term of office.

If you decide to tender your resignation it is important that this information is sent to the office so that our records are kept up to date and the Local Authority or clerk informed. Foundation governors are essential to a Church School. It is therefore imperative that there are no foundation governor vacancies.

In exceptional circumstances it is occasionally necessary to ask an individual to step down as a foundation governor. Such instances are rare, but the DBE reserves the right to remove from office any foundation governor who they have appointed whose conduct in their judgement does not fulfil the role in accordance with DBE expectations, as laid down in this document, the agreed code of conduct, or whose conduct is not in keeping with the Christian character of the school.

In the case of PCC appointments the DBE reserves the right to recommend removal to the PCC as the appointing body.

If you require more advice about this document or related matters contact the office at [info.ed@leeds.anglican.org](mailto:info.ed@leeds.anglican.org).



## Appendix 1: Governor Code of Conduct

### The Governing Body:

Sets the strategic direction of the school by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensures accountability by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensures financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

### As Governor of a Church school:

1. I understand the purpose of the governing body as set out above.
2. I have read, accept and will abide by the Nolan seven principles of public life.
3. I accept that I have no legal authority to act individually, except when the governing body has given me delegated authority to do so, and therefore I will only speak on behalf of the governing body when I have been specifically authorised to do so.
4. I have a duty to act fairly and without prejudice, and in so far as I have responsibility for staff, I will fulfil all that is expected of a good employer.
5. I accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that I will not speak against majority decisions out of meetings.
6. I will consider carefully how my decisions may affect the community, the church and other schools.
7. I will always be mindful of my responsibility to promote the school's distinctive Christian vision and maintain and develop the Christian character and reputation of the school.
8. I will strive to ensure that the effectiveness of the school as a distinctive church school is supported by robust and continuous self-evaluation and a strategy for church school improvement.
9. I will work to ensure that the school provides an act of collective worship for all children every day and that it is in accordance with the tenets and practices of the Church of England;
10. I will encourage the development of the RE syllabus based on Diocesan guidelines (voluntary aided schools);
11. In making or responding to criticism or complaints affecting the school I will follow the procedures established by the governing body.
12. I will abide by the schools Social Media Policy and local arrangements for communication.

13. I will respect the role of school leaders in their responsibility for the day to day management of the organisation and avoid any actions that undermine such actions.

## Commitment

14. I am committed to undertaking my role as a governor in a way which reflects Christian beliefs and values.
15. I acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
16. I will involve myself actively in the work of the governing board, and accept my fair share of responsibilities, including service on committees or working groups.
17. I will make full efforts to attend all meetings and where we cannot attend explain in advance why I am unable to.
18. I will get to know the school well and respond to opportunities to involve ourselves in school activities.
19. I will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the Headteacher.
20. I will consider seriously my individual and collective needs for training and development, and will undertake relevant training, including that provided by the Diocese.
21. I accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

## Relationships

22. I will strive to work as part of a team in which constructive working relationships are actively promoted.
23. I will express views openly, courteously and respectfully in all communications which relate to my governance role.
24. I will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
25. I am prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and I will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
26. I will act as a link for the PCC or Diocesan Board of Education (as appropriate);
27. I will ensure reports are provided, when required, for the PCC on the work of the school with particular regard to the development of its Christian foundation (PCC appointed governors);
28. I will inform the full governing body of any Diocesan advice and guidance;
29. I will ensure that the Diocese is informed when Headteacher posts become vacant and that a representative of the Diocese is invited to attend the appointments process;
30. I will seek to develop effective working relationships with school leaders, staff and parents, the diocese, local authority and other relevant agencies and the community. I will also seek to ensure good relationships with the local churches in our community.

## Confidentiality

31. I will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
32. I will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
33. I will not reveal the details of any governing body vote.

- 34. I will ensure that all confidential papers are held and disposed of appropriately.
- 35. I understand that the requirements relating to confidentiality will continue to apply after I leave office

**Conflicts of interest**

- 36. I will record any pecuniary interest that I have in connection with the governing body’s business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. I accept that the Register of Business Interests will be published on the school’s website.
- 37. I will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- 38. I will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

**Breach of this code of conduct**

If I believe this code has been breached, I will raise this issue with the chair. I understand that the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Also that should it be the chair that I believe has breached this code, another governor, such as the vice chair will investigate.

I understand and accept all the points set out above.

**Signed:** .....

**Printed name:** .....

**Date:** .....

The National Governors’ Association’s Code of Conduct for School Governors 2015 set out the expectations of and commitment required from governors in order for the governing body to carry out its work properly within the school and the community. This document did not sufficiently reflect the work of governors in a church school context and so has been added to accordingly.

## Appendix 2: Skills Audit

### Foundation Governor Skills Audit

Governing bodies have a vital and demanding role as the strategic leaders of our schools. No matter what constituency governors are recruited from, all governors must govern in the best interest of pupils, and need to have or develop the skills required to contribute to the effective governance and success of the school. Complete this form when you first become a Foundation Governor and pass it onto the Chair so that they can consider how best to utilise your knowledge and skills for the benefit of the board. This can also be revisited to keep as a record of how you have grown into your role.

The grid below serves as checklist to record your personal qualities, behaviours and experience:

Personal Qualities	✓
Christian commitment	
Commitment to improving education for all pupils	
Honesty and integrity	
Objectivity	
Team player	
Reliability	
Ability to question and challenge	
Decisive	
Problem solver	
Good communicator	
Ability to mentor	
Ability to lead	
Willingness to learn	

## Experience and knowledge required by Foundation governors

Use the grid below to indicate where you feel you have experience or knowledge which would support your application/nomination as a Foundation Governor.

Level of experience & knowledge	None (✓)	Good (✓)	Professional (✓)
Governance in any sector, roles and duties			
Church schools and Christian distinctiveness			
SIAMS Framework			
Ofsted Framework			
Chairing meetings			
Strategic planning			
Management of Change			
Analysis of strengths and weaknesses			
Risk Assessment			
Recruitment and employment law			
Interviewing skills			
Performance management and appraisal			
Handling complaints, grievances, appeals			
Primary education			
Secondary education			
Further education			
Academies & Education Reform			
Education and curriculum policy/issues			
Safeguarding/child protection			
SEN and disability (access and inclusion)			
Financial management			
Pupil premium/ sports grants			

Securing best value			
Litigation			
Public /community relations			
Contracting services			
Procurement/purchasing			
Equality and diversity			
Health and safety			
Building or Estate management			
Project Management			
Data Protection			
Health and well-being			
Company Law			
Charity Law			
Marketing			
IT – website			
Research skills			
<b>Details of any other experience likely (including links to local businesses and communities):</b>			

## Appendix 3: Training Record

The Governor Competency Framework states that every governor should recognise their own strengths and areas for development and seek support and training to improve their knowledge and skills where necessary. This table is to keep a track of the training you have attended, you can also use it to record the ongoing training you may have through a mentor or through work with school leaders. This could be used as an overview sheet which sits at the front of a file or portfolio where you keep records, certificates and notes of training

Date	Title of course/ Activity/ Subject matter	Provider	Notes on Impact

## Appendix 4: General Background

### The Church of England's Involvement in Education

The Church's commitment to the provision of education extends over many centuries. It was most powerfully evident in its drive for the mass provision of Christian education for the poor in the early and middle years of the nineteenth century. Its principal instrument was the National Society, created in 1811.

By the time of the national census of 1851, forty years later, the Church had established 17,000 schools. State provision for public education did not come until the Education Act of 1870, and it operated by supplementing rather than replacing voluntary provision. This Act was a significant moment in the development of the practice of partnership between the state and the churches in education, and one from which the Church of England believes society has greatly benefited.

By 1900 the voluntary sector numbered over 14,000 schools of which rather more than 1,000 were Roman Catholic, with a further similar number provided by the Wesleyans and others. At the time of the outbreak of the Second World War, after seventy years of state provision, the voluntary sector, i.e. the churches, were together still providing schooling for nearly a third of the children of school age. However, the Church had lacked the capital to match the quality of premises and equipment of State schools, and the quality of education was suffering. The Education Act of 1944 provided a new context in which Church schools were offered the option of increased State funding and control as 'Voluntary Controlled schools' or lesser State support and greater independence as 'Voluntary Aided schools'. At the same time, the 1944 Act required **all** schools to have a daily act of collective worship and religious instruction. The 1944 Act extended the school leaving age to fifteen and provided for secondary education in separate schools between the ages of eleven and fifteen. The 1944 Act was a significant turning point in the history of Church schools. In the light of the provisions of that Act, the Government expected most Church schools to choose to become 'Voluntary Controlled'. In fact, the Methodist Church continued a pre-existing policy of reducing the number of its schools, and the number of maintained Methodist schools has declined from its nineteenth-century maximum of 900 to some 57 today, half of them in partnership with the Church of England. Neither the Anglican nor the Roman Catholic Churches adopted that policy: indeed in the 1950s and 1960s the Roman Catholic Church expanded its school provision vigorously, especially at the secondary level. By comparison, the expansion in Anglican secondary schools was modest and the number of its primary schools declined.

Over the past decade successive Education Acts, in their pursuit of both more local accountability and their desire to engage with voluntary providers, have given opportunities for these groups, Church among them to re-engage with education, providing services and opening schools.

The historic vision of the Church of England to provide education for all has, in this context, thrived into the present. The Church of England, unlike many other 'faith' groups, does not seek to educate within the tenets of a particular faith but to engage with all. Whilst seeking to serve all in offering a broad balanced curriculum it is also rooted in a firm belief that each person has spiritual needs that should be developed like other skills and gifts. Thus the Church of England, perhaps uniquely among 'faith' education providers, balances the concepts of the **service** of all with opportunities to **nurture** the spirituality of those who wish to develop this area of their lives.



## Your School's Trust Deed and Trustees

Every Church of England school must have a Trust Deed which stipulates the principles and legal conditions under which the institution was established and should be run. It is advisable for schools to have a copy of their trust deed, most of which are held by the Diocesan Solicitors. If you think that your school doesn't have a copy, please contact the education department who can advise you how to obtain it.

At the majority of Church of England schools the Trust Deed will dictate that the buildings are used for Educational Purposes only (there are many exceptions and anomalies, so it is always best to seek professional advice on this), with a clause specifying use by the local Church on particular days or occasions.

There are specific situations and occasions when the Trust Deed becomes particularly important. These are:

- For Ofsted inspections and SIAMS inspections.
- For VA schools in relation to their admissions policy. Conditions stipulated in the Trust Deed are legally binding and supersedes all other legislation in terms of oversubscription criteria priorities.
- When considering extended school activities – specifically if the school is proposing to bring third parties onto the school site to deliver extended school services. This relates back to the terms of the Trust Deed in relation to the use of the school buildings and any agreement made which breaches the terms of the Trust Deed would be invalid. It is essential therefore to consult the Diocese at the earliest opportunity when considering such a move. There are ways of overcoming issues, but it is best to leave sufficient time in case the Charity Commission has to be consulted.
- The building of a children's centre or pre-school would need to have regard for the same considerations as the previous point.
- When reconstituting the Governing Body.
- If considering collaboration, federation or amalgamation as part of school re-organisation and the pressures of falling numbers on roll.
- If the school is to be transferred to a new site.
- If the school is considering closure.
- If the school is considering conversion to academy status.

The Trust Deed is a critical document setting out the details of the foundation of the school and the basis on which the buildings and land were originally granted. It appoints the trustees of the school and sets out what activities are permitted on the premises. This is not a dull and dusty old piece of parchment; this is a living document that can have a real impact on anything from your admissions policy to the extended services that you wish to provide on your site.

## The Ethos of the School

Aside from your school's Trust Deed, the document that informs the ethos of the school is the Instrument of Government. This not only sets out the size and make up of your governing body, including who appoints the foundation governors, but it also contains the ethos statement for your school. For the majority of Church of England schools, this is the common ethos statement as drawn up by the National Society:

**'Recognising its historic foundation, 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 service 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.'**

While the whole governing body has agreed to an ethos statement, it is the foundation governors who have a particular responsibility to ensure that it is reflected in all aspects of school governance and life. However, what we are seeking increasingly to achieve, is the understanding that **all** governors at church schools share a corporate responsibility for every aspect of the school, and that good governance requires that all understand and develop the foundation and ethos of the school.

## Differences between categories of Church Schools and Academies

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

<b>Admissions</b>	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The LA is responsible for admissions, but must consult the Governing Body each year.	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The Academy Trust is the admission authority. The policy is determined and implemented by the Governors (directors). Admission policies do not change on conversion; if no previous faith criteria existed, they cannot be introduced post conversion.
<b>Advice</b>	LA has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	The Academy Trust is directly responsible to the Secretary of State. The LA has no rights to attend meetings. The Diocese will be represented as a corporate member and have a right to attend meetings and to advise.
<b>Inspection</b>	OFSTED inspectors scrutinize school's self- evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.	OFSTED inspectors scrutinize school's self- evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development (esp. in RE) and school ethos.	OFSTED inspectors scrutinize school's self- evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.	OFSTED inspectors scrutinize school's self- evaluation. SIAMS (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos. Inspections in Academies are on an "as was" basis. It is important to note that the status of the Academy prior to conversion determines the way in which the Academy will be inspected.

## Appendix 5: Glossary of Abbreviations

A	A level	Advanced level examinations
	ABE	Adult Basic Education
	ACE	Advisory Centre for Education
	ACL	Adult Community Learning
	ACPC	Area Child Protection Committee
	AST	Advanced Skills Teacher
	AT	Attainment Target (in National Curriculum)
	ATL	Association of Teachers and Lecturers
	AWPU	Age Weighted Pupil Unit (Number)
	B	BA
BAGA		British Amateur Gymnastics Association
BITC		Business in the Community
BME		Black and Minority Ethnic
BSA		Basic Skills Agency
BSc		Bachelor of Science
BSP		Behaviour Support Plan
BSS		Behaviour Support Service
BTEC		Business and Technology Education Council
C		C&G
	CAB	Citizens Advice Bureau
	CAD	Computer Aided Design
	CAF	Common Application Form
	CAF	Common Assessment Framework
	CAFM	Computer Aided Facilities Management
	CAL	Computer Assisted Learning
	CAMHS	Child and Adolescent Mental Health Service
	CAP	Common Application Process
	CAP	Child Action Project
	CASE	Campaign for the Advancement of State Education
	CAT	Cognitive Ability Test
	CAT	Curriculum Attainment Target
	CATS	Credit Accumulation and Transfer System
	CCT	Compulsory Competitive Tendering
	CDT	Craft, Design and Technology
	CEG	Careers Education Guidance
	CEM	Centre for Education Management
	CFE	Countryside Foundation for Education
	CFET	Certificate in Further Education and Training
	CIF	Common Inspection Framework
	CoVE	Centre of Vocational Excellence
	CP	Child protection
	CPD	Continuing Professional Development
	CPS	Classroom Teachers Pay Spine
	CPVE	Certificate of Pre-vocational Education
	CRB	Criminal Records Bureau
CTC	City Technology College	
CTF	Common Transfer File	
D	DBE	Diocesan Board of Education
	D&T	Design and Technology
	DCPO	Designated Child Protection Officer
	DDA	Disability Discrimination Act
	DET	Diocesan education Team
	DfE	Department for Education
	DI	The Dyslexia Institute

	DLO	Desirable Learning Outcomes
	DOB	Date of Birth
	DRC	Disability Rights Commission
	DTP	Desktop Publishing
	DWP	Department of Work and Pensions
E	EAB	Examinations Appeals Board
	EAL	English as an Additional Language
	EAZ	Education Action Zone
	EBD	Emotional and Behavioural Difficulty
	EEF	Education Endowment Foundation
	EFL	English as a Foreign Language
	EMA	Ethnic Minority Achievement
	EMAG	Ethnic Minority Achievement Grant
	EO	Equal Opportunities
	EOTAS	Education Other than at School
	EP	Educational Psychologist
	ESF	European Social Fund
	ESOL	English for Speakers of Other Languages
	ESW	Education Social Worker
	EU	European Union
	EWO	Education Welfare Officer
	EYCS	Early Years and Childcare Service
	EYDCP	Early Years Development and Childcare Partnership
	EYDP	Early Years Development Plan
	EYFS	Early Years Foundation Stage
F	FAP	Fair Access Protocol
	FE	Further Education
	FEFC	Further Education Funding Council
	FFT	Fischer Family Trust (a charity that provides estimates of pupil performance)
	FMS	Financial Management System
	FOI	Freedom of Information (Act)
	FS	Foundation Stage
	FSA	Financial Services Authority
	FSM	Free School Meals
	FSP	Foundation Stage Profile
	FSS	Formula Spending Share
	FTE	Full Time Equivalent
G	G&T	Gifted and Talented
	GCE A	General Certificate of Education Advanced Level
	GCE AS	General Certificate of Education Advanced Supplementary
	GCSE	General Certificate of Secondary Education
	GLD	Good level of development (an Early Years judgement)
	GM	Grant Maintained
	GNVQ	General National Vocational Qualification
	GSA	Girls' School Association
	GTC	General Teaching Council
	H&S	Health and Safety
H	HE	Higher Education
	HEFC	Higher Education Funding Council
	HIP	Headteachers' Induction Programme
	HMCI	Her Majesty's Chief Inspector
	HMI	Her Majesty's Inspector(ate)
	HSE	Health and Safety Executive
	HT	Headteacher

I	IB	International Bacculaureate
	ICT	Information and Communications Technology
	IEP	Individual Education Plan
	liC	Investors in Children
	IIP	Investors in People
	ILR	Individual Learner Record
	ILS	Integrated Learning Systems
	INSET	In-service Education and Training
	ISA	Independent Schools Association
	ISB	Individual Schools Budget
	ISP	Integrated Service Plan
	ISR	Individual School Range
	IT	Information Technology
	ITT	Initial Teacher Training
J	JAR	Joint Area Review
K	KS	Key Stage
	KS1	Key Stage 1 Years 1-2 (5 - 7 year olds)
	KS2	Key Stage 2 Years 3-6 (8 - 11 year olds)
	KS3	Key Stage 3 Years 7-9 (12-14 year olds)
	KS4	Key Stage 4 Years 10-11 (15 - 16 year olds)
L	LA	Local Authority
	LAC	Looked After Children
	LAP	Local Area Partnership
	LLDD	Learner with Learning Difficulties or Disabilities
	LMS	Local Management of Schools
	LMSS	Local Management of Special Schools
	LSP	Local Strategic Partnership
	LSW	Learning Support Workers
M	M.Ed	Master of Education
	MA	Master of Arts
	MFL	Modern Foreign Languages
	MIND	National Association for Mental Health
	MIS	Management Information System
	MLD	Moderate Learning Difficulty
	MSc	Master of Science
N	NACE	National Association for Able Children in Education
	NAGC	National Association for Gifted Children
	NAHT	National Association of Headteachers
	NAPE	National Association for Primary Education
	NAS	National Autistic Society
	NC	National Curriculum
	NCMA	National Childminding Association
	NCPTA	National Conference of Parent Teacher Associations
	NCSL	National College of School Leadership
	NCT	Non-contact time
	NCT	National Curriculum Tests
	NCVQ	National Council for Vocational Qualifications
	NEET	Not in Education, Employment or Training
	NFER	National Federation for Educational Research
	NGA	National Governors Association
	NLP	National Literacy Project
	NOCN	National Open College Network
	NOF	New Opportunities Fund

	NoR	Number on Roll
	NPQH	National Professional Qualification for Headship
	NPQSL	National Professional Qualification for Senior Leaders
	NPQML	National Professional Qualification for Middle Leaders
	NQT	Newly Qualified Teacher
	NSPCC	National Society for the Prevention of Cruelty to Children
	NUPE	National Union of Public Employees
	NUT	National Union of Teachers
	NVQ	National Vocational Qualifications
O	O and A	Observation and Assessment
	OCR	Oxford Cambridge and RSA Examinations
	OFSTED	Office for Standards in Education
	OOHL	Out of Hours Learning
	OU	Open University
P	PAN	Planned Admission Number
	PE	Physical Education
	PEX	Permanent Exclusion from school
	PGCE	Postgraduate Certificate of Education
	PIB	Pre Inspection Briefing
	PIP	Performance Improvement Plan
	PIs	Performance Indicators
	PLP	Primary Leadership Programme
	PoS	Programmes of Study (in National Curriculum)
	PRC	Pupil Referral Centre
	PRP	Performance Related Pay
	PRU	Pupil Referral Unit
	PSE	Personal and Social Education
	PSHE	Personal, Social and Health Education
	PSHE+C	Personal, Social, Health and Citizenship Education
	PTA	Parent Teacher Association
	PTR	Pupil Teacher Ratio
Q	QA	Quality Assurance
	QAA	Quality Assurance Agency for Higher Education
	QTPS	Qualified Teachers Pay Spine
	QTS	Qualified Teacher Status
R	R (Y1, Y2 etc)	Reception (Year 1 etc)
	RDA	Regional Development Agency
	RE	Religious Education
	RoA	Record of Achievement
S	s2s	School to school secure data transfer system
	SACRE	Standing Advisory Council on Religious Education
	SATs	Standard Assessment Task/Test
	School Census	Pupil level statistics collected termly by DfE
	SCR	Single Central Record
	SDP	School Development Plan
	SEF	School self-evaluation form issued by Ofsted
	SEN	Special Educational Needs
	SENCO	Special Educational Needs Coordinator
	SFR	Statistical First Release (DfE data release)
	SHA	Secondary Heads Association
	SIAMS	Statutory Inspection of Anglican and Methodist Schools
	SIMS	Schools Information Management System
	SIP	School Improvement Partner
	SLA	Service Level Agreement



	SLD	Severe Learning Difficulty
	SM	Special Measures
	SMART	Smart, Measurable, Achievable, Relevant, Time-scaled targets
	SMSC	Spiritual Moral Social Cultural
	SMT	Senior Management Team
	SoW	Scheme of Work
	SpLD	Specific Learning Difficulty
	SSCO	School Support Coordinators
	STRB	School Teachers' Review Body
T	TEFL	Teaching English as a Foreign Language
	TES	Times Educational Supplement
	TP	Teachers' Pensions
	TTA	Teacher Training Agency
	TUC	Trade Union Congress
U	UCAS	University and Colleges Admissions Service
	UfA	University of the First Age
	ULN	Unique Learner Number
	UPN	Unique Pupil Number
	URN	Unique reference Number
V	VA	Voluntary Aided
	VC	Voluntary Controlled
W	WBL	Work Based Learning
Y	Y1, Y2 etc	Year 1, Year 2 etc
	YOT (or S)	Youth Offending Team (or Service)
	YTS	Youth Training Scheme



THE CHURCH  
OF ENGLAND

Diocese of Leeds

Diocesan Education Team

Church House

17-19 York Place

Leeds

LS21 2EX

