DEPARTMENT OF SCHOOLS & COLLEGES

A FUTURE *full of*

hope

foundation *Governors & Directors*

A GUIDE FOR FOUNDATION GOVERNORS AND DIRECTORS

September 2026

CLIFTON DIOCESE

cliftondiocese.com

Contents

1 - Bishop Bosco 4

2 - Introduction 5

3 - Act of Dedication 6

4 - The Clifton Diocese Schools & Colleges Department 7

5 - Diocesan Trustees 7

6 - Types of Schools within the Diocese 9

7 - The Role and Duties of Governors & Directors 11
7.1 Articles of Association
7.2 Governors of a VA Maintained School or a Single Academy Trust
7.3 Multi Academy Trust Directors
7.4 Local Governing Committee Governors
7.5 Respective roles and boundaries
7.6 Visits to the school
7.7 Safeguarding
7.8 Monitoring Parental Complaints
7.9 Training
7.10 Term/Holiday Dates
7.11 School Website

8 - The Curriculum and the Distinctive Nature of a Catholic School 16
8.1 Monitoring Catholic Ethos
8.2 Catholic Schools Inspectorate

9 - Key Areas of Governance, Bishops' Conference & Diocesan Requirements 17
9.1 Recruitment and Appointment of Staff
9.2 Admissions
9.3 Religious Education
9.4 Collective Worship
9.5 Relationships and Sex Education
9.6 Inset Provision
9.7 Prayer and Liturgy Directory

9.8 Chaplaincy
9.9 Insurance
9.10 Land, Property and Control of Premise
9.11 Health and Safety
9.12 Governor Liability
9.13 Grievance Procedure

10 - New Governors/Directors 25
10.1 Foundation Governors
10.2 Code of Conduct
10.3 Induction
10.4 After the first meeting
10.5 Review/Removal of Foundation Governors

11 - Important Documents 27
11.1 Instrument of Government
11.2 Articles of Association
11.3 Church Supplemental Agreement
11.4 Mission Statement
11.5 School Prospectus
11.6 School Development Plan
11.7 Budget
11.8 Ofsted Reports and Diocesan Reports and Action Plans
11.9 A form of Undertaking
11.10 Deed of Adherence

Appendices 30
1 Canon Law
2 Extract from Trust Deed for Schools and Colleges
3 Some Characteristics of a Successful School Identified by DfE and OFSTED
4 Expectations of Governors
5 The Relationship of Academies to the Diocese
6 Recommended Reading
7 Partnership Groups
8 Acronyms in Education

1- Bishop Bosco

Bishop Bosco, at his ordination as Bishop of Clifton at SS Peter & Paul Cathedral, on 8 May 2024.

2 - Introduction

Catholic schools have been a beacon of light in this country since as early as 600 A.D., first founded by monastic communities as places of learning, formation, and faith. After the restoration of the Catholic hierarchy in 1850, the bishops of England and Wales articulated a vision to prefer the establishment of good schools before churches. That vision has borne great fruit over generations.

Here in the Diocese of Clifton, we are blessed with over 60 schools - many of them built with the hard work and sacrifice of Catholic immigrant communities. Today, those schools continue to serve thousands of young people, supported by dedicated headteachers and a quiet army of volunteer governors and directors who offer their time, energy, and love in service of our children.

To echo the words of the late Cardinal Basil Hume:

"To be a governor of a Catholic school is to be involved in the mission of the Church. "

And what a beautiful mission it is to help shape young minds and hearts, to offer them not just knowledge but wisdom, not just skills but purpose, not just education but an encounter with Christ.

The role of a Foundation Governor or Director is, in essence, to be a witness, to help ensure that our schools remain places where Christ is known and loved, where the dignity of every child is cherished, and where Catholic values infuse the curriculum, the culture, and the community.

As St. Gregory the Great once said, "The love of Christ is not rested until it works to shape the hearts of others. " Your time and talents could do just that for the next generation.

Bishop Bosco MacDonald. May 2025

This booklet is a way of offering you some help in making sure that from the outset you understand the special responsibilities you, as a foundation governor/director of a Catholic school(s) have, and that you can make a significant contribution to the effectiveness of your governing body or board of directors and that of the school(s).

For this document, when we use the term 'Governors', this is taken to mean Governors of VA maintained and independent schools and Directors of academies or Multi Academy Trusts (MATs). See also a diagram showing the academy relationship structure within the appendix.

Foundation governors are self-nominated and appointed by Bishop Bosco following receipt of 3 references. They are therefore the Bishop's representatives. They are appointed specifically to ensure that:

- the distinctive nature of the school(s) is promoted, developed, and evaluated.
- all aspects of school life are conducted in accordance with the trust deed of the

Diocese and Canon Law.

- the Religious Education Curriculum and the Curriculum for Relationships and Sex Education are in accordance with the Bishop's policy for his diocese.
- religious worship is in accordance with the rites, practices, discipline, and liturgical norms of the Catholic Church.
- all Bishops' Conference directives are fulfilled.
- the Bishop's vision for his schools is fulfilled.

The Bishop therefore requires Foundation Governors to:

  - provide commitment to Catholic Education
  - work in partnership in the Mission of the Diocese
  - support the Diocesan Vision for Catholic Education
  - work together in service of the school

3 - Act of Dedication

We are called to be a people of prayer; therefore, all meetings of governing bodies or boards of directors should begin with prayer. This act of dedication is one you might like to use:

God, our Father,
in your goodness,
strengthen us who have offered ourselves
as school governors for your Church.
Renew us with your gifts of wisdom, understanding and
patience, so that we may govern by word and example
and live the truth that comes from you.
In Christ, God has revealed his love and truth.
May he make us witnesses to the Gospel
and to his love for all people,
especially for those in our community in greatest need.
May the Holy Spirit be with us,
so that we may help the school we have been called to serve in a spirit of generous love for one another.
In the name of the Father, and of the Son, and of the Holy Spirit.
Amen.

4 - The Clifton Diocese Schools & Colleges Department

The Schools and Colleges Department is responsible for offering training as well as providing oversight of and support to all our schools regardless of status or phase. The Department liaises with the Local Authorities (LA) across the Diocese, the Regional Director, Ofsted and the Catholic Education Service (CES).

The Department is based in:
Alexander House, 160 Pennywell Road, Bristol, BS5 0TX. Tel: 0117 9025599 and is made up of the following members:

Director of Schools and Colleges: **Mary Cox**	mary.cox@cliftondiocese.com
Religious Education Lead: **Louise White**	louise.white@cliftondiocese.com
Schools Partnership Officer: **Paul Kehoe**	paul.kehoe@cliftondiocese.com
Department Officer: **Jenny Fitzgerald**	jenny.fitzgerald@cliftondiocese.com
Governance Officer: **Bill McEntee**	bill.mcentee@cliftondiocese.com
Diocesan Schools Singing Programme / Junior Choir Director: Alex **Robinson**	alex.robinson@cliftondiocese.com

5 - The Diocesan Trustees

The Diocese of Clifton is a Roman Catholic diocese covering the West of England and includes the Local Authority areas of Bath and North East Somerset, Bristol, Gloucestershire, North Somerset, Somerset, South Gloucestershire, Swindon and Wiltshire.

There are 104 parishes within 9 deaneries serving a Catholic population of around 165,000, with around 25,500 people attending Mass around the Diocese every weekend. There are 63 Catholic schools and colleges within the Diocese.

The Diocese was legally established as a charity trust on 6 May 1934 under the title Clifton Catholic Diocesan Trustees Registered. On 1 January 2018 the assets and operations of the Diocese transferred to a Company Limited by Guarantee with charitable status, called Clifton Diocese. The Company number is 10462076 and the Charity number is 1170168. The Directors of the Charitable Company are the Trustees, and the purpose of the charitable company is the advancement of the Catholic Faith. The Board of Trustees comprises of the Bishop, Clergy and Lay people. The Diocesan Trustees are entrusted with the good stewardship of the Diocese.

The Diocesan Trustees operate as the Board of Directors and they, in turn, receive advice and information from the different departments of the Diocese which have specific interest or expertise in the issue being considered. The Trustees advise the Bishop to enable him to reach informed decisions about the many and complex issues that he faces.

The Diocesan Trustees also have a responsibility to protect the estate of the Diocese along with assisting the Bishop in ensuring that his Catholic schools provide a quality Catholic education. Whilst this is largely undertaken by the Schools and Colleges Department, the Trustees have formed two separate structures to assist the department in fulfilling this:

a) Clifton Catholic Diocesan Education Foundation (CCDEF)/Diocesan Academy Project Board

CCDEF is a company established by the Diocesan Trustees in response to the establishment of single academies in 2011 and its aim is to protect the Bishop's canonical rights. The directors of CCDEF are also members of the Diocesan Academy Project Board. The prime responsibility of the Board is to oversee the implementation of the Diocesan strategy of the ongoing growth and development of the three Diocesan Multi-Academy Trusts (MATs) and to hold all Diocesan academies to account, whether as a single academy or under the multi-academy structure. All applications for school academisation conversion must be submitted to and approved by this Board. The Board is chaired by the Bishop and its membership comprises of:

- Bishop Bosco MacDonald (Chair)
- Ann-Marie Wykes – Educational Trustee
- Nicholas Morrell - Educational Trustee
- Lyn Murray - Chief Operating Officer
- Mary Cox - Director of Schools and Colleges
- Paul Kehoe – School Partnership Officer
- Catherine Hobbs – Independent panel member (Director of Schools, Diocese of Portsmouth).

b) Schools & Colleges Committee

This is a committee that has been set up to assist the Schools and Colleges Department in fulfilling its role. It enables its stakeholders' mainly the Diocesan schools & colleges, to contribute to and critique the Department. The Bishop is the chair of the Committee and it has representatives from all school sectors including primary, secondary, sixth form, special and independent, along with the Bishop's representative for education and for governance. It also includes the Diocesan Educational Trustees. The Director of Schools and Colleges, Religious Education Lead, Schools Partnership Officer and Governance Officer also sit on the Committee, with the Chief Operating Officer in attendance as and when required.

The schools and colleges in the Diocese are divided into seven school partnership groups. These partnership groups work collaboratively and provide support for each other. Details of the seven partnership groups and the schools within them are included in the appendices below.

The partnership groups represent all the different geographical areas of the Diocese. They include heads and governor representatives (normally the chair), and all phases of schools from all the Catholic schools and colleges (of whatever type) within the designated partnership. The committee has its own terms of reference, that details its purpose and key responsibilities – please contact bill.mcentee@cliftondiocese.com if you would like a copy of it.

6 - Types of Schools within the Diocese

As of September 2026, there are 52 primary schools, 7 secondary schools, 1 sixth form college, 2 special independent schools and 1 independent school across the Diocese. 11 of the schools have single academy status and there are 3 Multi Academy Trusts that currently include 26 of the schools. Wardour Primary School in Tisbury was founded by a charitable Order.

Independent
We have one such school: Downside in Stratton-on-the-Fosse. It is not formally a diocesan school although it is considered part of the diocesan family. It is normally independent of government funding, not bound by the National Curriculum and owned by a specific foundation with trustees who then appoint the governing body. It has its' own trust deed which is separate from the Diocesan Trust Deed. However, as a Catholic School in Canon Law, it is the responsibility of the Diocesan Bishop to ensure that it delivers a Catholic Education. Governors need therefore to ensure that the school fulfils its requirements in Canon law and those requested by the Bishop.

Special Agreement
We have two such schools: St Rose's School in Stroud and St Edward's School at Melchet Court, Romsey in Hampshire. They are both non-maintained schools which have approval from the Department for Education and are registered with the Care Quality Commission (CQC). They are subject to inspection through CQC as well as Ofsted. Pupils are referred to these schools because of diagnosed difficulties. Referrals are made by Local Authorities and are typically accompanied by an Education, Health and Care Plan. The Trust Deed of each school is determined by their own individual trustees.

Voluntary Aided (VA)
We have 22 such schools: These schools came into being after the 1944 Education act. The governors are the employers and foundation governors (who are appointed by the Bishop) are in a majority of two on the governing body. The governing body is responsible for managing the school, by setting its strategic direction, employing staff and deciding the school's admission arrangements (following Bishop's guidance), subject to rules imposed by central government. Pupils follow the National Curriculum. Funding is received from the Local Authority. Schools are free to allocate all funds received and buy services on a traded services basis from an appropriate body. This is usually the Local Authority.
The Local Authority will take the lead in monitoring the overall performance of the school with a view to intervening if the school is deemed to be failing or in difficulty. It does however have to consult with the Diocese at all stages of intervention.

Academies
We have 37 such schools – 11 are Single Academy Trusts and 26 are part of Multi Academy Trusts. Academies are described by the Department for Education (DfE) as *'publicly funded independent schools, free from local authority and national government control'*. The present system of academies came into being after the 2010 Education Act. They are a legal company registered under Company House. Funding comes directly from the DfE via a funding agreement with the Secretary of State. There are Single Academy Trusts that consist of just one school and there are Multi Academy Trusts (MATs) that consist of at least two or more schools. The three MATs within the Diocese are the Cardinal Newman Catholic Educational Trust (currently consists of seven schools), the Dunstan Catholic

Educational Trust (currently consists of 13 schools) and the Little Way Catholic Educational Trust (currently consists of six schools). Trusts can allocate their central funding as it deems fit.

The organisational structure of an Academy Trust is different from a VA school. Academies within the Diocese have:

a) Members

The Members of Academy Trusts: are the owners of the company, rather like shareholders. For Catholic Single Academy schools within the diocese, the members of the Academy Trust are the Bishop, the chair of governors and CCDEF, represented by the Director of Schools and Colleges. They all sign a Members Agreement which ensures the school acts in accordance with the Diocesan Trust Deed and Canon Law. The Members of Multi Academy Trusts within the Diocese are the Bishop, CCDEF, the Diocesan Chief Operating Officer and the Director of Schools and Colleges.

The Bishop's vision is that all schools should to be within a Diocesan Multi Academy Trust by September 2028 This means that there would no longer be any Single Academy Trusts (or VA maintained schools) in the Diocese.

b) Directors

In Single Academy Trusts; for consistency with the governors at VA maintained schools, directors are often referred to as 'governors' and make up the governing body: They have the responsibilities delegated to them by the Academy Trust. The constitution of an Academy Trust is set out in its Articles of Association, which are agreed with the Secretary of State. As the Academy Trust is both a company and a charity, governors are both 'directors' and charitable 'trustees' and they therefore need to comply with obligations under company and charitable law. The Academy Trust, as a company, enters into the funding agreement with the Secretary of State and is then legally responsible to the Secretary of State, and parents and pupils, for the running of the academy/academies. However, for Single Academy Trusts the governing body, in practice, has the operational powers and carries out the duties on behalf of the Academy Trust and most governance decisions are made collectively through the governing body. Multi Academy Trusts have a Board of Directors (rather than a 'governing body'), and the Diocese usually refers to the board members as 'Directors'. The academies within a MAT do not have an actual governing body but have a Local Governing Committee (or Local Governing Body as it is also known as). The structure of each Local Governing Committee is set out in its Scheme of Delegation, which details the functions the Committee is responsible for.

Some of the key responsibilities in law of an academy trust governing body/board of directors are to:

- ensure the quality of educational provision
- setting the strategic direction
- challenge and monitor the performance of the school(s)
- manage the finances and property
- manage the head teacher(s)/principal(s)/head of school
- exercise reasonable skill and care in carrying out their duties
- ensure that the Academy Trust complies with charity and company law
- operate the academy in accordance with the Funding Agreement that has been signed with the Secretary of State.

Sixth Form College
In addition to these four types of schools, the Diocese also has one Sixth Form College, St Brendan's in Bristol. The foundation governors are appointed by the Bishop, are in a majority of three over the other governors and have the same responsibilities as other schools with regard to the Diocesan trust deed and canon law.

7 - The Role and Duties of Governors

The governing body is a corporate entity and acts as a group. Each governor has a right to participate in all aspects of school governance (except for where there is a conflict of interest) and express their views. Although governors are appointed or elected by different groups, they are not there to speak on behalf of that group, except for foundation governors who have specific responsibilities to the Bishop in terms of maintaining and developing the Catholic ethos of their school and fulfilling the Bishop's directives.
The Instrument of Government for VA maintained schools contains a very important clause (and the Articles of Association of all our academies includes a very similar clause) which specifies how the school must be run. It reads as follows:

'The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with Canon Law (see appendices) and teachings of the Catholic Church and in accordance with the Articles of Association of Clifton Diocese, including any rules made by the Diocese from time to time and in particular:

a) *religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church:*
b) *religious worship is to be in accordance with the rites, practices, disciple and liturgical norms of the Catholic Church:*
and at all times the school is to serve as a witness to the Catholic faith of Our Lord Jesus Christ'.

NB The Instrument of Government for schools founded by a Religious or Charitable Order may contain slightly different text.

Canon 806 requires that Catholic Schools:
"are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area".

It is therefore important for governors to:
- know and implement the Bishop's policies on education.
- understand the distinctive nature of Catholic education.
- act for the good of Catholic education as a whole within the diocese.
- secure the long-term future of Catholic education.
- ensure that they act as a 'critical friend' knowing, understanding and evaluating the data connected with the school's performance and financial status.

All members of the governing body share the same generic responsibilities and have a legal responsibility to ensure that the school is conducted according to Christian values and the teachings of the church. However, it is the foundation governors who have specific legal

responsibilities they must fulfil as a condition of their appointment. The full details can be found in the Catholic Education Service (CES) booklet 'Governance of a Catholic School' 6772d1f5b38ac97b9ac51cd2_heruxaPJkyCTUK88MR-FOfi0w1hruURPRdGOV7L6ZUVlHbgCLHKGqpwvYtp7Sq9VIC2o0mDHY5WblAWDAfJjqfiulCv_exMh9aB-YYvWmNEhgsNOJD9JnlSeYAoquFHOMrfK2yo5Sn1lfGwdtEdL8QfytwTf1jWdnaJkNIjUIVw.pdf with particular reference to the role and responsibilities of foundation governors.
Once decisions are made by the governing body all governors are bound by them and should uphold them whatever their own personal opinions. If individual governors feel unable to accept the overall decision and support the majority view, then they need to consider whether they should remain as a member of the governing body.

7.1 The Diocesan Articles of Association

The Articles and the Trust Deed for Schools and Colleges are documents that inform the role and purpose of the Catholic School. They guarantee the Catholic character of the school and make clear that Catholic schools are conducted in conformity with canon law and the teachings of the Catholic Church. A copy of extracts from the Trust Deed, together with the relevant sections of Canon law, can be found in the appendices of this document. This is a very clear statement to governors about the way in which they must conduct their school. A Catholic School is not one that merely follows the secular National Curriculum with Catholic religious education and liturgical worship bolted on, but rather a community where Gospel values and the Catholic Faith are at the heart of everything and permeate every facet of its work. As governors, the maxim 'is it in the best interest of the children?' should always remain at the heart of all that they do. The organisation and functioning of all their work and committees should play their part in promoting a positive atmosphere within the school where the rich quality of its curriculum gives every pupil the opportunity to grow and realise their full potential. The Diocese and your LA will provide training opportunities on a wide range of topics for governors during their term of office. Governors are strongly advised to make use of these opportunities to help ensure the governing body is effective in carrying out its responsibilities.

7.2 Governors of a VA Maintained School or a Single Academy Trust

Such Governors are responsible for overseeing all of the management side of one school or single academy trust, covering strategy, policy, budgeting and staffing. They enable their school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide excellent education to children.
They have 3 core functions:

- Setting the strategic direction
- Creating robust accountability
- Ensuring financial probit.

7.3 Multi Academy Trust Directors

The Directors are all appointed by the Bishop to oversee the Trust, agreeing the overarching strategic direction, and ensuring robust governance, for all the schools within the trust. They provide support to School Leadership Teams as the schools implement policies and improvement plan priorities. They:

- Ensure the academy trust has a clear ethos, vision and strategic direction.
- Hold senior leaders to account for the educational performance of the academies.
- Oversee the budget and ensure value for money.
- Ensure that they are complying with charity law requirements.
- Set the strategic direction of the MAT, taking into account the needs of its schools,

communities, and stakeholders.

Directors must apply the highest standards of conduct and ensure robust governance, at Trust Board level and at local arrangement level, as these are critical for effective financial management.

7.4 Local Governing Committee Governors

In a MAT although the Trust board remains ultimately responsible for standards and finance; it is impossible for Directors to oversee everything, and so key roles will be delegated by the Directors to Governors within Local Governing Committees.

The role of the Local Governing Committee is to secure Academy improvement, for the individual school(s) it is responsible for, through effective and accountable governance, challenge and support. It has a practical close relationship with the individual school and protects the school's unique identity. Through the CEO and committees, each school's performance is fed into the Trust Board to then consider what actions are required to support or share practice across the MAT.

7.5 Governors and Head Teacher - respective roles and boundaries

Although they work in partnership for the good of the school, governors and head teachers have different roles. The governing body is responsible for overall strategy and thus determines school policy (in consultation with the head teacher) and acts as a critical friend to the head teacher, asking questions and seeking evidence that the agreed strategy is in place and evaluating its impact. The Head Teacher's role is to determine how the strategy and policy will be implemented (in the light of governors' guidelines) daily and does so on behalf of the governors. The above also applies to the respective roles of Directors and the Chief Executive Officer at MATs.

7.6 Visits to the school(s)

Whilst every governor should get to know the school(s) through visits, they should remember that school governors do not have an automatic right to enter the school(s). Therefore, these visits should always be purposeful and planned with the head teacher in order to avoid unnecessary disruption. They should only visit by invitation or by a governing body decision in consultation with the Headteacher. When visiting the school, governors should always adhere to the Governor Visits Policy. The purpose of visits should be to explore the impact and effectiveness of the schools' policies and procedures. Visits should have a clear focus, linked to a school policy, a curriculum area or an aspect of the school development plan. Governors should understand that their visits do not replace professional inspections or the monitoring role of the head teacher. Governors should not make judgements about the effectiveness of the teaching that they see. They should dress appropriately for visits and not do anything to imply that their visit is an inspection. They should report back to the Governing Body following any visit made to the school.

7.7 Safeguarding

All governors have a duty to ensure that safeguarding practices and procedures are in line with statutory requirements. However, each governing body must have a nominated safe-guarding governor whose responsibility is to ensure that the single central record is in place and kept up to date. They must also ensure that training for staff is appropriate and up to date and that safer recruitment requirements are followed. All governing bodies must undertake a safeguarding audit on an annual basis.

All our governors are legally required to undergo an enhanced Disclosure Barring Service

(DBS) check and the Bishop requires that for Foundation Governors, this is renewed every four years. It is recommended that all other governors do the same. We advise that all our governors subscribe to the free DBS Online Update Service. This will allow the governor to keep their DBS clearance up to date, which saves time if they are seeking to be reappointed for another term of office and allows it to be portable if they transfer from one governing body to another. Foundation governors are not able to commence their duties until satisfactory DBS and Section 128 clearances have been obtained and the Diocese has confirmed that they may start.

7.8 Monitoring Parental Complaints

There will from time to time be parents who, for whatever reason, have concerns regarding the way the school's head, staff, pupils or governors act. In order for schools and governors to be aware of parental perceptions of the school and to minimise the risk of them being accused of failing in their duty of not being aware of complaints or unrest until it is too late, it is beneficial for governors to ask the head teacher at least on an annual basis, but better still termly, for an overview of the number of complaints received, and what they have been related to. This enables governors to raise questions and be supportive of the school but be aware of any underlying issues. The DfE provide guidance https://www.gov.uk/government/publications/school-complaints-procedures to support schools in drawing up policies and dealing with complaints.

7.9 Training

It is expected that Governors regularly receive training, including Diocesan, and provide opportunities to staff to develop their understanding of the Catholic Church and the ethos of the school(s). Our Continuing Professional Development Booklet of Courses detailing all the courses on offer, is produced in advance of each academic year and is available on our website: Please see the booklet for 2026-27 CPD-Booklet-2026-27 The booklet also includes details of other courses, events, Masses, etc. for pupils, staff and governors and so should be read by all governors.

7.10 Term/Holiday Dates

The law allows academies and VA school governing bodies to set their own term and holiday dates for their school(s). Therefore, governors can deviate from the Local Authority (LA) term dates calendar for religious purposes, e.g. it may wish to remain open during Holy Week when other schools are closed. The Diocese, however, would advise that a governing body thinks carefully before departing significantly from the dates set by the LA. A decision to depart from the local arrangement can make life difficult where siblings attend different schools with different holiday patterns.

7.11 School Website

The law requires governors to ensure that the school maintains an up-to-date website that includes policies and information on governance structure, admission arrangements, Ofsted inspections, exam results, curriculum content, Pupil Premium funding, SEN and many others that governors must ensure is published.

The governing body is responsible for:

- ensuring that the information above is published on the school website;
- providing a paper copy of the information, without charge, to parents on request;
- making sure that the information is updated as soon as reasonably practical following a change to that information.

The Department for Education gives full details of what is required to be published by:
- maintained schools: What maintained schools must or should publish online - GOV.UK
- academies: What academies and further education colleges must or should publish online - GOV.UK

8 - The Curriculum and the Distinctive Nature of Catholic School

The governors of Catholic schools are responsible for ensuring there are policies for policy for Religious Education (RE) and Relationship and Sex Education (RSE). Guidance for teaching RSE is on our website Guidance-for-Teaching-Relationships-Sex-Education-in-Schools-Updated-June-2019.docx

The whole curriculum of the school, including all subjects of the National Curriculum, should be taught in the light of Gospel values, which are not at odds with British Values, and actively promotes the spiritual and moral development of the pupils.

The Catholic identity of our schools is not exclusively related to religious education or (specifically in Secondary schools/colleges) the responsibility of the RE Department. The Catholic school has a single Christian vision, an integrated concept of what makes a fully authentic and mature human being.

The educational process is not confined to the curriculum, nor to the academic, technical, artistic and sporting achievements of the school. The Catholic school should be seen as offering the possibility not only of exploring the mystery which God is, but also of demonstrating the Gospel in action. It must be consistent throughout and, in every aspect, reflect the Christian faith, which is its soul, its inspiration and its justification.[1]

The curriculum, in all its aspects, must reflect the fact that the person of Christ, and the message, which the Church has received from Him, is the foundation of the whole educational enterprise in a Catholic school. Although it may be convenient to speak of the 'religious' curriculum and the 'secular' curriculum in the Catholic School, as though these were separate and distinct, in reality the curriculum as a whole, and every part of it, is religious, since there is nothing which does not ultimately relate to God. For the school to be truly Catholic, this vision must be shared by all connected with its work. [2]

Religious Education and Relationship and Sex Education must be taught in line with the Bishop's directives and all policies and schemes related to them must be ratified by the full governing body. It is strongly suggested that governors periodically review the school's curriculum with the aid of the documents "The Distinctive Curriculum of The Catholic School - Guidelines for School Review"

Catholic Curriculum - Guidelines for School Review April 12.docx

and the 'Christ at the Centre' Christ at the Centre written by Bishop Marcus Stock. The new curriculum Religious Education Directory 45011_P00i_253.indd and Prayer and Liturgy Directory 6790d7b972ae1c32df3e3e0a_PLD_FINAL.pdf are based on this document.

8.1 Monitoring the Catholic Ethos

Foundation governors have a specific responsibility to monitor the Catholic ethos of the school(s). This can be carried out in a variety of ways:

- Learning Walks. Consider the questions, how the physical environment of the school reflects and enhances the school ethos. Does the pupils' work on display show an understanding of the distinctiveness of the school? What behaviour and engagement do you see modelled around the school? Is this in keeping with the core values of the school?

---

1 'The Future for Catholic Schools.' Address by Cardinal Hume to Catholic Head teachers at London Colney, 19 September 1988 (FCS)

2 'Evaluating the Distinctive Nature of the Catholic School.' Bishops' Conference of England and Wales, 1999

- Discussions or surveys with staff. Do all staff understand the distinctive nature of the school? Can they apply it to all subject areas?
- Discussions or surveys of pupils/parents. Do they know how the school is distinctive? Do pupils enjoy and learn from RE? Do parents feel as though they are partners with the school? Do they know what their child/ren is learning in religious education? Are parents invited to Mass/assemblies/special occasions?
- Inset records. Are Bishops' Conference requirements being fulfilled? Is the school providing adequate training for staff to enable them to fulfil their roles? Are new teachers having a proper induction to the school?
- Does religious education receive the same funding as the other core subjects (English & Maths)? Is Chaplaincy adequately funded?
- The school's timetable. Does religious education receive 10% of curriculum time (5% Key Stage 5)?
- Attendance at prayer and worship, Mass etc.

8.2 Catholic Schools Inspectorate

All Catholic schools are subject to a Catholic Schools Inspection. These occur every 5 years for Outstanding and Good schools and every 3 years for Requires Improvement and Inadequate schools. After COVID, the Catholic schools have been given an eight-year period of time to 'catch up.' Schools are notified at the end of the academic year if they will be inspected the following year. The three areas inspected are:

- Catholic life and mission
- Religious Education (teaching and learning)
- Collective Worship. (this is a term only used for inspection).

There is a leadership and governance section in each of the three areas which focuses on how well leaders and governors promote, monitor and evaluate the provision in these areas. Schools which are rated as 'Outstanding' or 'Good', will receive a monitoring visit before the next inspection. The purpose of this visit is to help the school review its practice, to ensure it is either maintaining or improving its previous grade. A school which received a judgement of 'Requires Improvement' in their previous inspection, will be re-inspected after three years. All Section 48 reports must be on the school website 5 working days after the school receives the final report. The Bishop does have the right to inspect a school at any time and has the right to revoke the Catholic status, should he deem the school not to be operating in accordance with Canon law. All documentation referring to inspection is available on our website Inspections | Clifton Diocese Schools and Colleges

9 - Key Areas of Governance, Bishops' Conference and Diocesan Requirements

The Bishops of the 21 Dioceses in England and Wales form the Bishops' Conference. The Catholic Education Service (CES) is the Bishops' agency for education in England and Wales. The Conference issues directives, via the CES, that apply nationally, for example concerning the appointment of teaching staff. Other directives are made by an individual Bishop that will only apply to his own Diocese, for example concerning how Catholicity should be confirmed for admissions purposes. All Bishops directives, whether national or individual, must be followed by schools and colleges. All governors/directors must read the Diocesan Protocols Diocesan-

Protocols-2026.pdf that set out the principles for a committed working relationship to underpin the effective running of Catholic maintained schools and academies
There are certain areas of governance that are key aspects of the governing body's legal duty in a Catholic School relating to the religious character. These are; the curriculum, appointment of staff, admissions, school inspection and issues relating to the control of school premises.

9.1 Recruitment and Appointment of Staff
Governors of Catholic schools appoint and employ their own staff, i.e., teaching and non-teaching. Employment Law gives governors the right to discriminate in favour of Catholics when making teacher appointments as set out in section 60 (5) of the Schools Standards and Framework Act 1998. Governors may also discriminate on religious grounds with regard to non-teaching staff where appropriate, e.g., where religion is a genuine occupational requirement (Education and Inspections Act 2006).

a) Reserved Posts
Whilst the Bishops of England and Wales recognise the difficulties of recruiting Catholic teachers and do not stipulate that all teachers must be Catholic, they have directed that the posts of Executive Head, Head Teacher/Principal, Deputy Head Teacher, Head of School, Assistant Head Teacher (only if one of the 2 x most senior posts in the school), Head of Department or Co-ordinator of Religious Education and Chaplain, must all be reserved for practising Catholics. When recruiting and making an appointment for any reserved post, governors must inform the Department for Schools and Colleges and involve the Department in the drafting of an advert, person specification, the short listing and the interview process. The Department must also be involved in any interim arrangements for these posts. This applies to both VA schools and academies. Academies should consult their separate documentation to see which posts are identified as reserved posts if the titles are different from those listed above.
Should in exceptional circumstances governors not feel able to appoint a practising Catholic to any of these posts then they must immediately consult with the Department for Schools and Colleges. Exceptions to the 'reserve posts' directive can only be made with the prior approval of the Bishop.
Failure to adhere to the reserved post directive could result in the Bishop removing foundation governors from the governing body.
See our 'Guidance on Recruitment for Senior Leadership' protocol recruitment guidance for the filling of reserved posts.

For the post of RE Coordinator, the teacher must have at least completed the three-day Cross Phase Modular Course. This is a requirement by the Bishop that all RE Co-ordinators in post will have acquired this qualification within two years of their appointment. See our Continuing Professional Development Booklet CPD-Booklet-2026-27 of Courses for details.

b) Other Teaching posts
Wherever possible, governors should seek to appoint Catholic teachers to support the RE curriculum and maintain and promote the Catholic ethos of the school.
It should be emphasised that when appointing teaching staff who are not Catholic, the governors must satisfy themselves that the person will uphold and support the Catholic ethos of the school and would be prepared to participate in all that the school provides including reflections, retreats, masses and services, when appropriate. This must be made clear during the interview process through questioning. In the event of an appointment for a teaching post in a primary school, it could also be explored through the delivery of a Religious Education lesson. When governors employ non-Catholic staff,

they also have a duty to ensure that they provide adequate and appropriate training to enable them to fulfil their role and responsibilities.

c) General

Governors **must** use the Catholic Education Service (CES) Employment guidance application forms and contracts of employment for all appointments. Governors should make themselves aware of what the contract states in relation to the appointment of those in reserved leadership posts. Though the law allows heads to appoint a significant number of staff, without any governor involvement, the diocese very strongly recommends that the delegation of this responsibility, and for which posts, is made clear. A clear scheme of delegation should be drawn up. Interview panels must include at least one person who has successfully undertaken 'Safer Recruitment' training. It is recommended that all governors undertake the training.

9.2 Admissions

a) Policy

- The key document for all those involved in the process of admissions to know and refer to is the 'School Admissions Code- School admissions code 2021 issued by the DfE. The Code applies to VA schools, and academies are required by their funding agreements to comply with the Code and the law relating to admissions. This code does not apply to independent schools. All schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places available at the school. Admission arrangements are determined by admission authorities. For VA schools the governing body is the admissions authority. For academies, the Academy Trust is the admission authority but at a Single Academy (not part of a Multi Academy Trust) the admissions functions are carried out by the governing body. Admission authorities must set ('determine') admission arrangements annually. In 2024 the Schools & Colleges Committee, which is chaired by the Bishop, agreed a new common admissions policy, with standardised over-subscription criteria, for use by **all primary** schools within the Diocese.

In 2023, the Schools & Colleges Committee also agreed a common admissions policy, with standardised over-subscription criteria, for use by **all secondary** schools.

When setting admission arrangements, governing bodies/academy trusts must **not** deviate from the relevant common policy without the express permission of the Diocese.

- Where changes are proposed to admission arrangements, the Diocese will inform schools. The admission authority must then publicly consult on those arrangements and the Diocese will advise schools how to do this. If no changes are made to admission arrangements, they must still be consulted on at least every 7 years. Consultation must be for a minimum of 6 weeks and must take place between 1 October and 31 January of the year before those arrangements are to apply. If no changes are made on an annual basis the governing body still must officially determine the policy, notify all other persons/bodies as required by the Code and must send a copy to the Local Authority and Diocese.
- Admission authorities must include in the arrangements a Supplementary Information Form and In-Year application form, as appropriate, and must state how In-Year admissions will be handled and how appeals may be made. This must also be published on the school website by 31 August each year.

b) Considering admission applications

- It's a legal requirement that all applications are not dealt with by just one person but are considered by a committee or the FGB. Failure to do this and provide evidence of such could be deemed to be maladministration and effect an appeal outcome.

• The governors are responsible for admissions and must not delegate the decision to offer or refuse places and/or the task of ranking applications to a member of staff* and/or the LA although, for new intake applications the LA will inform the parents on behalf of the governors of their decision.
**The only exception to this may be when a school is asked to admit a child as part of the Local Authority Fair Access Protocol meeting.*
• If there are vacancies, a place must usually be offered. If the year group is full, the application must be considered by governors. Being full in a year group is not a valid legal reason for refusing admission. Admission may only be refused if the child's admission would *"cause prejudice to the provision of efficient education or the efficient use of resources".* Governors must therefore consider the individual circumstances of each application before deciding if such 'prejudice' would exist, were the child to be admitted.
• If the child's admission would not cause 'prejudice' then a place must be offered, even if the year group is full.
• When deciding if 'prejudice' exists, the number of children already in the year group, is a factor that must be taken into account – but an application should never be automatically refused just because a year group is full – the application and reasons provided by the parent/carer must still be considered.
• If governors feel that a child's admission would cause 'prejudice', but because of circumstances of the case, they would like to offer a place, then they may do so on the basis that the circumstances of the case were exceptional and that they outweighed the 'prejudice' that the admission would cause. The reasons for offering or refusing admission must always be recorded in the minutes of the meeting. The minutes may be required by an appeals panel.
• For infant classes (where the majority of children are aged 5, 6 or 7) classes must **not** exceed a ratio of one teacher per 30 children, so all applications must be refused when this applies (unless the child is one of the legally allowed permitted exceptions to Infant Class Size limits as detailed in the School Admissions Code). They must be refused because the child's admission would "cause prejudice to the provision of efficient education or the efficient use of resources **by reason of Relevant Measures i.e. measures that would have to be taken by the school to comply with the duty to not exceed the ratio of one teacher per 30 pupils in an infant class"**.
• The School Admissions Code requires that schools should aim to respond in writing to an In-Year application within 10 school days and **must** do so within 15 school days.
• In the event of a refusal of a place, parents, and in some circumstances, children, have the right to appeal against the governor's decision. When informing the applicant of the refusal, the governing body must set out the reasons for the decision, that there is a right of appeal and the process for hearing such appeals. The governing body must establish an independent appeals panel to hear the appeal. The school will need to provide a presenting officer for the appeal. This person should be fully aware of all the facts that relate to the refusal of the place and understand the impact it will have on the school and other pupils should the pupil/student be admitted. The panel will decide whether to uphold or dismiss the appeal. Where a panel upholds the appeal, the school is required to admit the child.
• The DfE guide the 'School Admissions Appeal Code' School Admission Appeals Code 2022 details what is required of schools relating to appeals.

9.3 Religious Education
Religious Education must be undertaken in accordance with the teachings of the Catholic Church. It also requires the school to be conducted in accordance with the Diocesan Articles of Association and Trust Deed. Schools in our diocese are expected to devote 10% of total

teaching time to RE in Key Stages 1 to 4 and 5% of total teaching time in Key Stage 5. They are also required to follow syllabi in line with Religious Education Directory and Diocesan directives.

9.4 Collective Worship

Legislation states that all schools must hold a daily act of collective worship. In our Catholic schools, the worship must be in accordance with the rites and liturgies of the Catholic Church. This does not count as "teaching time" and is in addition to the 10% of teaching time devoted to religious education. Relationship and Sex Education

9.5 Relationship and Sex Education

Governors must decide how Relationship and Sex Relationship Education should be addressed within their school, considering any legal requirements made in this area. The content and approach however must always be in accordance with Canon Law and the teachings of the Catholic Church and must follow the guidance set out in the Diocesan directives and the Diocesan booklet 'Guidance for Teaching Relationships and Sex Education in Schools'

Guidance-for-Teaching-Relationships-Sex-Education-in-Schools-Updated-June-2019.docx (live.com)

9.6 Inset Provision

All Catholic schools and colleges are required to hold at least one inset day per year for all staff about the Catholic Life of the school. In addition, RE coordinators or heads of department and chaplains should attend the diocesan specific training days during each academic year.

9.7 Prayer and Liturgy Directory

All schools must ensure they have an updated Prayer and Liturgy Policy. There is a good example on page 69 of the Prayer and Liturgy Directory. From September 2025 schools must ensure they have a named Prayer and Liturgy coordinator who ensures prayer and liturgy are organised, led and monitored. This could be the head teacher, religious education coordinator or lay chaplain. The Prayer and Liturgy coordinator will be responsible for the Annual Plan of Provision (APOP). The school should have a prayer progression in place to ensure that pupils are taught and say the common prayers on page 72 of the Prayer and Liturgy Directory.

9.8 Chaplaincy

All schools must have a pupil chaplaincy team in place and a designated adult coordinator. Chaplaincy teams should undergo training, and their development plan should be connected to the diocesan pastoral plan.

9.9 Insurance

- VA maintained schools

Buildings and liability insurance for the school and staff are to be sought by the school. Many schools buy this service from their Local Authority. Cover is also available under a VA Schools Property Insurance Scheme which is operated by the Catholic Insurance Service Limited, or through the Government Scheme by opting for the Risk Protection Arrangement (RPA), or via a private provider. The insurance should be in the joint names of the school and the Clifton Diocese. Governors should also purchase Governors' indemnity insurance. This may be available through the Local Authority, or you may have to purchase it separately through another service provider. Schools must ensure that their insurance includes legal cover that provides support with employment tribunals. Governors are reminded to use

Churchmarketplace churchmarketplace.org.uk where possible.

- Academies

Academies must take out building insurance and the insurance should be in the joint names of the Academy and the Clifton Diocese.
Academies must take out Public Liability insurance. Academies can arrange their liability policies through the Government Scheme, by opting into the Risk Protection Arrangement (RPA). The payment for this will be deducted from the GAG funding monthly. In purchasing the liability insurances, academies are responsible for ensuring that they comply with the relevant procurement requirements. Funding for academy insurance will form part of the general annual grant (GAG).

9.10 Land, Property and Control of Premises
In the vast majority of cases the land upon which schools are built, and the hard-surfaced areas are owned by the Diocese. Typically, the buildings will have been provided by the state with some Diocesan funding, although there are exceptions. In most, but not all cases, school fields fall within the ownership of the Local Authority although in some cases these are also within the ownership of the Diocese, school or a religious/charitable order.

i) School Premises:
You should be aware that:
- The Diocese delegates all responsibility to the Governing Body/Trust Board via the 'Occupation of School Premises' document. The Diocese property services department will issue this every September to the Headteacher for onward circulation to the Governing Body/ Trust Board.
- Maintenance, upkeep, statutory compliance, servicing and insurance of the site including the buildings are the responsibility of the governors.
- Governors must ensure that the premises (including the site) are safe and secure and without risk to the health of staff, pupils, visitors (or governors).
- Governors must:

a) Keep the condition of the school buildings under review; ensure the school development plan includes forward planning for repairs, maintenance and any capital building projects.
b) ensure that appropriate regulations and requirements are complied with. This is a broad subject but, in respect of land and buildings, this will include such things as compliance with the Control of Asbestos Regulations 2012 and compliance with the Construction Design Management Regulations 2015 and any servicing requirements. It also includes ensuring compliance with the school's Health and Safety Policy (see 10 below).
- Governors should not permit unauthorised access to, or use of, school premises, including school fields.

The Diocese does not become involved in the maintenance and repair of buildings, however capital building projects (including extensions, space change of use from education use to other use and vice versa, building demolition, and the provision of solar panels photovoltaic cells) will require Diocesan approval.

ii) Capital Building Projects:
- Governors must seek approval for capital building projects from the Diocese by contacting the Diocesan Property Services Department Property Services | Clifton Diocese
- Some of the funding available to Catholic schools includes:

iii) Devolved Formula Capital (DFC)

DFC is a formula-based grant that is available to all maintained schools paid directly to the school from the DfE. It can be rolled forward, but it must be spent within three years of allocation. DFC can support all types of capital work as long as it is a governing body responsibility. There is a minimum project cost of £2,000 but no maximum project cost.

iv) Schools Condition Allocations (SCA)

This is formulaic funding which is administered by the Diocese and is allocated to facilitate maintenance and improve the condition of school buildings and grounds e.g. poor building condition, building compliance, energy efficiency and health and safety issues. There is a minimum project cost of £2,000 but no maximum project cost. The grant is normally paid up to 90% of the project value with a 5% School contribution and a 5% Diocesan contribution. The school contribution cannot be used from DFC. Historically schools also contributed DFC towards SCA projects, but this requirement has been removed. The project value should include VAT and professional fees, if required. SCA funding should normally be spent in the year it is allocated. If a consultant is used, then a consultant appointment document must be used to form the contract between the school and the consultant. There is a standard template and the consultant completes it.

v) The Condition Improvement Fund (CIF) is an annual bidding round for eligible academies and sixth-form colleges to apply for capital funding. The priority for the fund is to address significant condition need, keeping education provider buildings safe and in good working order. This includes funding projects to address health and safety issues, building compliance and poor building conditions.

CIF also supports a small proportion of expansion projects. These are for academies, sixth-form colleges and some VA schools rated Exceptional or Strong standard by Ofsted that can demonstrate a need to expand.

For further information visit: Condition Improvement Fund - GOV.UK (www.gov.uk)

For an overview of school capital funding, who it's for, current and past allocations, how it's calculated and spending guidance visit: School capital funding - GOV.UK (www.gov.uk)

Where governors are planning a capital building project, the Clerk must ensure that they seek the prior approval of the Diocese by contacting the Diocesan Property Services Department Property Services | Clifton Diocese

***Note**: When multi academy trusts reach a certain size, they will be eligible for SCA, and as per current DfE rules will be administered by the MAT.*

vi) Charging:

The Diocesan Trustees have adopted a policy not to allow Diocesan land to be "charged by way of an entry upon title." Charging occurs when a grant making or funding body, e.g. Sports England, requires an entry to be placed on the Diocesan title deeds to the land held at the Land Registry. In that way, if the grant or loan requires repayment, then the grantor or funder could require the land to be sold taking value from a diocesan asset. Such arrangements are attached to a variety of grant making or funding organisations – so seek diocesan advice and approval before entering into such arrangements.

vii) Use by external groups or organisations. Third Party Occupation:

- Ad-hoc use should be dealt with by way of being properly documented via a 'Hire

Agreement'. Governors should be satisfied that the user has adequate indemnity insurance.

- Short term ad-hoc use may be permitted by way of licence (this might include use by a local group which meets at the school on a periodic basis).
- Where a school wishes to let space to a pre-school group/organisation that has 'exclusive possession' of a space, on a short-term/medium term lease, this must be first agreed with the Property Services Department of the Diocese. The Diocese must be a signatory to the lease. All solicitor costs must be paid by the school.
- Governors should ensure that the purpose for the use of the premises is not contrary to the teachings and ethos of the Catholic Church.

9.11 Health and Safety in School

- The main legislation covering health and safety is the Health and Safety at Work etc. Act 1974 ("the Act").
- As employers, Governors are responsible for ensuring compliance with the Act.
- To ensure your school is legally compliant you should consult the DfE guidance document: Health and Safety: Advice for Schools Health and safety in schools - GOV.UK (www.gov.uk)
- Health and safety measures should enable pupils to enjoy a wide range of activities safely and help pupils understand and manage risk. Governors also have a duty to see that those they employ and people visiting are safe as well. This applies to off-site activities as well as those on the school premises.

Governors are required to:

i. Assess the risks to staff and others to identify the health and safety measures that are necessary and keep a record of the significant findings of that assessment.
ii. Introduce measures to manage those risks (risk management).
iii. Inform employees and others, such as volunteers, about the risks and measures to be taken to manage the risks.
iv. Ensure that adequate training is given to employees and others, such as volunteers, on health and safety matters.
v. Produce a written Health and Safety Policy which will set out health and safety arrangements and ensure compliance with them.
vi. Ensure that there is a nominated responsible person for health and safety within the school and that they are clearly identified within the policy documentation.
vii. Regularly review the Health and Safety Policy and arrangements.
viii. Ensure that any contractor working within the school complies with the school's Health and Safety Policy, has produced adequate risk assessments and method statements for the work in hand, has appropriate insurances and, in all other respects, complies with the Construction Design Management Regulations 2015.

- Tasks can be delegated to the appropriate people, so for example, the approval of health and safety documents for an off-site trip can be delegated to the Headteacher.
- There is no legal requirement for schools to have a nominated governor responsible for health and safety, but it is good practice (see the requirements of the Act and vi above).
- Governors are required to act in a professional manner, so it is good practice to ensure that the governing body receives adequate training in this area.
- The legal status of the governing body is that of a corporation: it is a corporate body, separate from its individual members. The Governing Body therefore collectively owns responsibility for health and safety. It would be very rare for liability to fall on an individual governor.
- Be aware of all current legislation and any updates.

9.12 Governors Liability

The governing body holds corporate responsibility for all its decisions and there is therefore no liability for individual governors. Individual governors cannot act without delegation from the governing body. A governing body must make its decisions in the best interests of the pupils of the school. They must seek appropriate advice, particularly in personnel issues, and act upon that advice. Governors who act without authority from the governing body are subject to the usual rule of law.

9.13 Grievance Procedure

All governing bodies are legally required to have an agreed policy that specifies the procedure that will be followed whenever a grievance is made by a member of staff or a governor. The procedure must clearly detail who and how it will be dealt with when the grievance is made against a member of staff, including the Head Teacher, and who and how it will be dealt with when the complaint is against a member (or all) of the governing body, including the Chair of Governors. Governing bodies should have reciprocal arrangements in place with the governing bodies of other schools within their partnership group, to deal with any grievance where it would not be appropriate for the school's own governors to deal with it, for example, where a complaint is made against the whole governing body. The procedure must not include any reference to the Diocese being involved in the process at any stage.

9 - New Governors/Directors

10.1 Foundation Governors/Directors

Newly appointed foundation governors and directors need to have an enhanced Disclosure Barring Service Certificate and Section 128 clearance before they can take up their duties. They are required to attend an induction training session with the diocese (and renewing governors must attend a refresher course, as appropriate). The dates of these sessions (that are usually held remotely via Microsoft Teams) are published in the Continuing Professional Development Booklet of Courses CPD-Booklet-2026-27

10.2 Code of Conduct

Much of the information governors have access to is of a confidential nature and all governors should therefore operate in a manner that is professional and upholds confidentiality. Governing bodies should have a clear 'Code of Conduct' and should use the model code Code-of-Conduct provided by the Catholic Education Service (and **not** use any alternative one) that should be signed at the start of each school year. Any breach of this could provide grounds for the removal of a governor. Schools should also have clear policies and protocols for when a governor visits a school.

10.3 Induction

It is recommended that when any new governor is appointed, they are provided with an induction that involves meeting with the Chair of Governors prior to the first governing body meeting, a meeting with the head and staff of the school, a tour of the school and be provided with appropriate documentation about the school and the diocese. If the Clerk to Governors/Governance Professional Lead has not already prepared a "bumper bundle" for you, or you did not receive it on your appointment, then you should ask him/her for one. These usually include some or all of the following:

- a list of the staff, including areas of responsibility

- a copy of the current school prospectus
- the School Development Plan or equivalent
- a summary of the RE/OFSTED inspection reports and the Action Plans
- calendar of full governing body meetings and those of its committees
- a school events calendar
- a recent school newsletter
- a list of members of your governing body
- a plan of the school
- a list of policies adopted by the school
- a copy of the school's Instrument of Government (for schools only)
- a copy of the school's Articles of Association (for academies only)
- a glossary of acronyms.

It is highly likely there will be matters for which you need further explanation, so please do not hesitate to ask for further information. For the governing body to be effective, it needs all its members to be fully informed. The governing body may well use a mentoring system where a more experienced governor will support and guide you.

10.4 After the first meeting

Governors want to use whatever skills and abilities they have for the benefit of the school and its community. Their own skills and abilities may best be used by membership of some of the various committees, where applicable. Initially they may wish to sit on various committees and then decide where they are able to make a most effective contribution.
Meetings of the committees are scheduled according to the needs of the school but there would normally be at least one committee meeting each term, often more than one. It is normally in these meetings that the main work of supporting the school takes place.

Committees, which many governing bodies have, are:
- Staff Discipline and Dismissal
- Complaints/Appeals
- Pupil Discipline
- Admissions
- Committee for specific tasks, e.g. Performance Management, a Building Project.

Members of the Complaints/Appeals Committee must review/or be independent of the matter under consideration. To ensure independence, governors from another school may occasionally be co-opted to join the Complaints/Appeals Committee to consider and/or investigate a particular case. In the same way as described in 9.13 above for Grievance Procedures, governing bodies should have reciprocal arrangements in place with the governing bodies of other Catholic school to share governors to deal with such situations.
Some governing bodies may prefer to operate without any committees (except for having specific panels for say, Head Teacher's Performance, a Complaints Panel etc.) and so the Full Governing Body considers almost all matters. This is often referred to as 'Circle Governance' and this model of governance is used by some of our schools.

10.5 Review/Removal of Foundation Governors

Foundation governors are appointed by Bishop Bosco* to represent the interests of Catholic education, to represent the views of the Bishop, ensure his directives are carried out and to serve the needs of the individual school and of those within their School Partnership Group. In very rare cases, a governor or governors may fail to carry out the wishes of the Bishop or

deliberately misrepresent those interests or be considered not to have the appropriate skills needed to ensure the school is providing adequate educational provision. In such cases the Bishop may direct a review of foundation governors to be undertaken, that may or may not lead to a request for resignation or removal.

For maintained schools, the procedure for removing a Foundation Governor (and other categories of governor) is given in the DfE guidance The constitution of governing bodies of maintained schools For academies, any removal must be in accordance with their Articles of Association.

**At Wardour Primary School, all of the Foundation Governors are appointed by the Trustees of the Charitable Order associated with the school. They must ensure the schools provides education in accordance with Canon Law and the teachings of the Catholic Church.*

11 - Important Documents

A number of other documents should be given to all new governors, including any Associate Members (at VA schools) or Committee Members (at academies), usually by the Clerk to Governors/Governance Professional but some documents will be obtained directly from the school. They all contain information that a new governor, or a governor commencing a new term of office, will find useful. These documents include:

11.1 The Instrument of Government (for VA maintained schools only)

This document is important for two reasons: firstly, it establishes the name, exact size and composition of the governing body; secondly because it contains the ethos statement of the school. This is a legal statement about the nature of the school that must accord with the requirements of the Diocesan Articles of Association. The Instrument of Government cannot be amended or changed without the consent of the Bishop. As a point of information, the Instruments are 'made' i.e. made legal by the LA.

11.2 The Articles of Association (for Academies only)

Academies do not have an Instrument of Government. For Single Academy Trusts, their governance structure is set out in their own Articles of Association (not to be confused with the Diocesan Articles of Association) and also contains the ethos statement of the school. Again, this is a legal statement about the nature of the school that must accord with the requirements of the Diocesan Articles of Association. It cannot be amended or changed without the consent of the Members of the Academy Trust i.e. the Bishop, the Chair of Governors and CCDEF. For academies that are part of a MAT, their governance structure is set out in their 'Scheme of Delegation' which cannot be amended without the consent of their Members of the Academy Trust i.e. the Bishop, The Diocesan Director of Schools & Colleges, The Diocesan Chief Operating Officer and CCDEF.

11.3 Church Supplemental Agreement (for Academies only)

This is a legal agreement between the Secretary of State for Education, the Bishop, Diocesan Trustees and each academy and their academy trust and must be adhered to. It is a legal undertaking by all parties concerning payments in accordance with the Funding Agreement, conditions for the use of land, insurance requirements and other issues that academies must be aware of. To see the agreement visit: https://schools.cliftondiocese.com/academies-diocesan-documentation-templates

11.4 Mission Statement

The Diocesan Articles of Association, the school's Instrument of Government or own Articles of Association are the documents that underpin the governor's role in ensuring that the school is organised according to the teachings of the Church. The 'Mission Statement' is the school's public declaration of its Christian character. It is important that the school community is involved in the process of reviewing the statement regularly as it is the main spring for all the school's activities and is reflected in all the school's policy documents.

11.5 The School Prospectus

The 'Mission Statement' will occupy a prominent position in the school's prospectus; this is the document that will be the introduction to the school for many parents. Parents and all that receive copies of the prospectus should have no misunderstanding about the Catholic nature of the school and what that will mean in practice. Newly appointed governors seeking to find out more about their school would find this document useful.

11.6 The School Development/Strategic Plan

This normally runs for three years, either April to April (the financial year) or September to September (the school year). Reference to the plan should shape and inform all decisions the governing body makes. The plan should be updated annually, usually as preparation for the budget process, with the priorities for subsequent years highlighted together with an assessment of the success of the previous year. This assessment of priorities allows the governing body to effectively provide an input into the School Budget Plan.

11.7 The School Budget

This can be a very detailed document that is often best received by new governors as a summary with expenditure categorised under general headings rather than detailed expenditure codes. The original detailed document has to be approved annually by the governing body but is usually prepared as a delegated function by a committee in full consultation with the head teacher. The LA will issue 3-year indicative budgets to help governing bodies with future planning.

11.8 OFSTED Inspections and Action Plans

Schools are inspected regularly. However, the frequency of OFSTED inspections will vary according to the performance of the school. Schools no longer receive an overall grade, and each area of the school will receive a descriptor from Exceptional, Strong standard, Expected standard, Needs attention, Urgent improvement, across the following areas:

- Leadership and Governance
- Curriculum and Teaching
- Achievement
- Attendance and Behaviour
- Personal Development and Wellbeing.

Those schools previously judged as 'Outstanding' or 'Good' are now inspected every 5 years, whilst schools rated as 'Requires Improvement' or 'Inadequate' will be visited more frequently. Single word overall effectiveness grades are no longer used. Inspections now result in a detailed report card evaluating specific areas. Following inspection, a letter is issued which celebrates the school's achievements and provides details of those areas that are

thought to need development. This must be published on the school website. The governing body has to prepare an action plan that addresses the areas for development, and this is usually assimilated into the school's action plan. The Clerk to the Governors/Governance Professional Lead should be able to provide you with a summary or, if requested, a full copy.

OFSTED is not authorised to inspect the Catholic provision, so this is undertaken by the Diocese, in accordance with a new national framework which started in September 2022. This is known as a Section 48 inspection. See '8.2 Catholic Schools Inspectorate' on page 17 for more detail. OFSTED will look at the RE and RSE provision and the children's spiritual, moral, social and cultural development. They can also comment on children's contributions in assemblies and the quality of teaching in any subject including RE.

11.9 A form of Undertaking (Academies only)

All governors at an academy are required to sign a form of undertaking to confirm that that they shall uphold the Object clause (clause 4) of the Academy Trust's Articles of Association, throughout their term as Director of the Academy Trust. The Single Academy Trust's object ("the Object") is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing [a] Catholic school[s] which shall offer a broad and balanced curriculum and shall be conducted in accordance with the principles, practices and tenets of the Catholic Church and all Catholic canon law applying thereto including any trust deed governing the use of land used by the Academy both generally and in particular in relation to arranging for religious education and daily acts of worship and having regard to any advice and following directives issued by the Diocesan Bishop. The object of a Multi Academy Trust contains similar wording. Each new Governor will be sent an Undertaking form to sign on-appointment.

11.10 Deed of Adherence (Single Academies only)

As mentioned above, all our single academies have three 'Members of the Company' and these are the Bishop, CCDEF and the Chair of Governors. Whenever a new Chair of Governors is appointed, they replace the previous Chair as a Member, and so are legally required to sign a Deed of Adherence to confirm:

- they been supplied with a copy of the Members Agreement (the agreement that forms part of the constitutional documents when the school converted to academy status)
- they will undertake to the other Members that they shall observe, perform and be bound by the provisions of the Member Agreement as if they were an original party to that agreement.

Each new Chair will be sent a Deed of Adherence form to sign on-appointment. *NB This does not apply when academies are part of a Multi Academy Trust.*

Appendices

Appendix 1

Canon Law

Can. 796 §1. Among the means to foster education, the Christian faithful are to hold schools in esteem; schools are the principal assistance to parents in fulfilling the function of education.

§2. Parents must cooperate closely with the teachers of the schools to which they entrust their children to be educated; moreover, teachers in fulfilling their duty are to collaborate very closely with parents, who are to be heard willingly and for whom associations or meetings are to be established and highly esteemed.

Can. 797 Parents must possess a true freedom in choosing schools; therefore, the Christian faithful must be concerned that civil society recognizes this freedom for parents and even supports it with subsidies; distributive justice is to be observed.

Can. 798 Parents are to entrust their children to those schools which provide a Catholic education. If they are unable to do this, they are obliged to take care that suitable Catholic education is provided for their children outside the schools.

Can. 799 The Christian faithful are to strive so that in civil society the laws which regulate the formation of youth also provide for their religious and moral education in the schools themselves, according to the conscience of the parents.

Can. 801 Religious institutes whose proper mission is education, retaining their mission faithfully, are also to strive to devote themselves to Catholic education through their schools,

established with the consent of the diocesan bishop.

Can. 803 §1. A Catholic school is understood as one which a competent ecclesiastical authority or a public ecclesiastical juridic person directs or which ecclesiastical authority recognizes as such through a written document.

§2. The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life.
§3. Even if it is in fact Catholic, no school is to bear the name Catholic school without the consent of competent ecclesiastical authority.

Can. 804 §1. The Catholic religious instruction and education which are imparted in any schools whatsoever or are provided through the various instruments of social communication are subject to the authority of the Church. It is for the conference of bishops to issue general norms about this field of action and for the diocesan bishop to regulate and watch over it.

§2. The local ordinary is to be concerned that those who are designated teachers of religious instruction in schools, are outstanding in correct doctrine, the witness of a Christian life, and teaching skill.

Can. 805 For his own diocese, the local ordinary has the right to appoint or approve teachers of religion and even to remove them or demand that they be removed if a reason of religion or morals requires it.

Can. 806 §1. The diocesan bishop has the right to watch over and visit the Catholic schools in is territory, even those which members of religious institutes have founded or direct. He also issues prescripts which pertain to the general regulation of Catholic schools; these prescripts are valid also for schools which these religious direct, without prejudice, however, to their autonomy regarding the internal direction of their schools.

§2. Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.

Appendix 2

Extract from Trust Deed for Schools and Colleges

The following provisions apply to any school conducted under this trust deed.

1. *The school shall at all times remain a Catholic school conducted in conformity with this schedule, with canon law and with the teachings of the Church.*

2. *The school is to be conducted body the majority of whom are foundation governors appointed by the Bishop and such governors may be removed at any time by the person appointing them and shall be removed if they cease to be in full communion with the Church.*

3. *The school is to conform to any directives issued lawfully by the Bishop concerning the general regulation of the school as provided by canon law. Such directives have force as if they formed part of this schedule.*

4. *No alteration to the character of the school may be made or proposed without the prior consent in writing of the Trustees and of the Bishop.*

5. *The school is provided for the education of persons who are baptised members or catechumens of the Church provided that the admittance of any other person as a pupil may be made in conformity with any direction made by the Bishop.*

6. *The head teacher, deputy head teachers and head or co-ordinator of religious education and those with pastoral responsibilities are to be practising Catholics in full communion with the Church.*

7. *All teachers of religious education or staff in positions of pastoral responsibility must be approved under arrangements including selection criteria made by the Bishop. The appointment of all teachers is to be under a contract of employment which obliges the teacher to support the ethos of a Catholic school. The appointment of any person as a Chaplain or chaplaincy assistant to the school otherwise than by the Bishop must be confirmed by him.*

8. *Religious worship is to be in accordance with the rites and liturgical norms of the Church and is subject to the authority of the Bishop.*

9. *Religious Education is to be provided in accordance with the teachings, general norms and particular norms of the Church and subject to the regulation and oversight of the Bishop.*

Appendix 3

Some Characteristics of a Successful School Identified by DfE and OFSTED.

For governors to carry out their duty under Section 21 (2) of the Education Act 2002 'to conduct the school with a view to promoting high standards of educational achievement at the school', they need to have an effective school'.

- What are the school's values? Are they reflected in our long-term development plans?
- How are we going to raise standards for all children, including the most and least able, those with special educational needs, boys and girls, any who are currently under achieving
- Have we got the right staff and the right development and reward arrangements?
- Do we have a sound financial strategy, get value for money and have robust procurement and financial systems?
- Do we keep our buildings and other assets in good condition and are they well used?
- How well does the curriculum provide for and stretch all pupils?
- How well do we keep parents informed and take account of their views?
- Do we keep children safe and meet the statutory health and safety requirements
- How good is pupil behaviour? Do we tackle the root causes of poor behaviour?
- Do we offer a wide range of extra-curricular activities which engage pupils?

The core purpose of a Catholic school is teaching and learning about the Faith. Everything that happens in a school must contribute to effective teaching and learning. Governors must keep this at the front of all their meetings. Do not allow yourselves to be diverted by other issues.

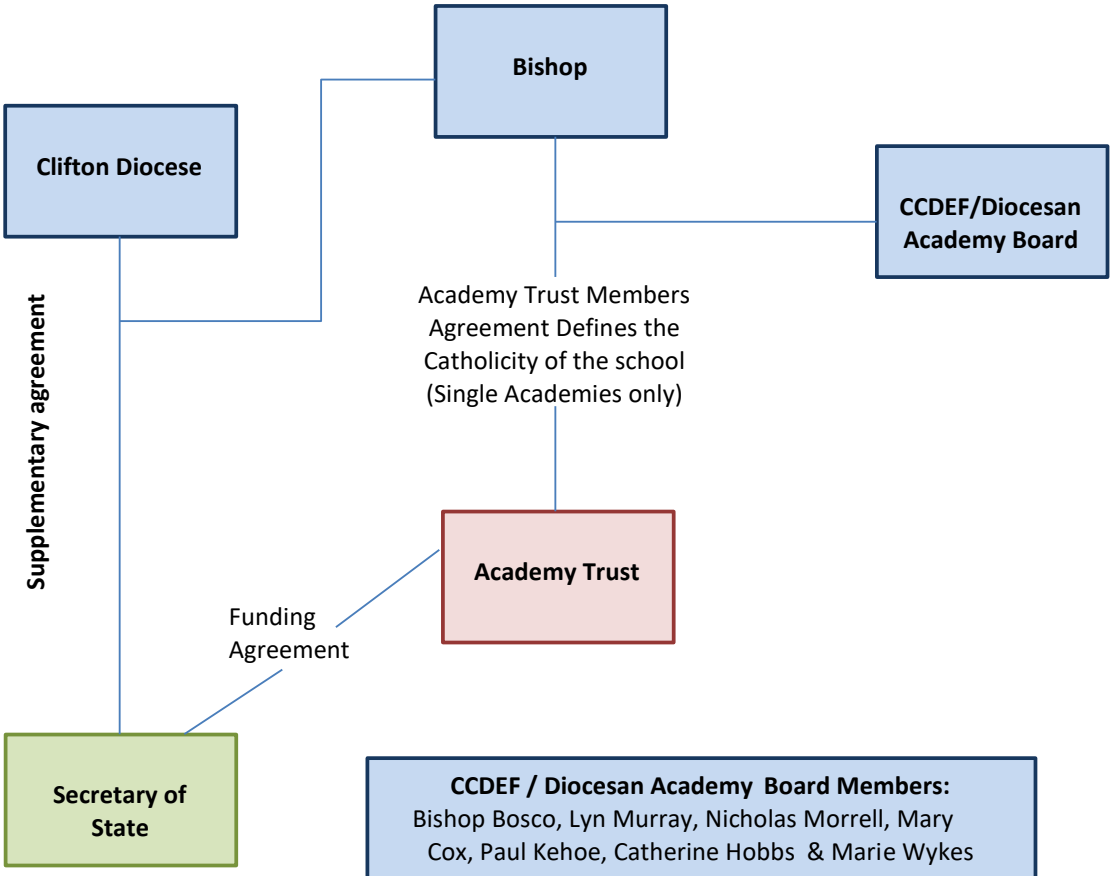
Appendix 4

Expectations of Governors

Expectations	Estimated Time needed per year
To attend 1 meeting of the full governing body per term – around 2 hours 6 times per year (dates are published in September for the year)	2 hours x 6 meetings
To be an active member of at least one committee (not more than 3). Committees normally meet three times a year, unless pressing business demands more.	1.5 hours x 3 or 4 meetings
Agenda and papers for meetings will be distributed a week beforehand. If you have any items to be included on the agenda, please contact the Chair. (This is better than leaving it to AOB). To read paperwork, and come to meetings prepared.	
To send apologies (with reasons) if unable to attend full governors meetings and committee meetings. Apologies will be recorded, but can be declined.	
To fully support all agreed policies and monitor their implementation.	
To keep informed about policies which the school has devised in order to meet the statutory requirements as outlined in the Governor's Handbook. This involves some reading and 'homework' to keep up to date with requirements, and ensuring that policies are regularly updated.	
To take part in the visiting programme arranged for governors to come into school.	1 or 2 hours x 1 visit
To undertake governor training as appropriate, ideally once a year.	2 hours per training session
To maintain the confidentiality of governors meetings. Minutes are a public record of what is discussed, and these are available for anyone who wishes to read them. However, much of what is said in meetings is confidential, and it is not helpful if such matters become the basis of rumour and mis-interpretation.	

Appendix 5

Structure of the Relationship of Academies to Diocese



CCDEF / Diocesan Academy Board Members:
Bishop Bosco, Lyn Murray, Nicholas Morrell, Mary Cox, Paul Kehoe, Catherine Hobbs & Marie Wykes

Single Academy Trust Members:
- Bishop Bosco; CCDEF; Chair of Governors

Single Academy Trust Directors:
- Governing Body with Foundation Governors who are appointed by the Bishop, in the majority

Multi Academy Trust Members:
- Bishop Bosco, CCDEF, Lyn Murray, Mary Cox

Multi Academy Trust Directors:
- Board of Directors – all appointed by the Bishop

Secretary of State
Funding for the academy is signed in agreement with the Secretary of State.
They sign the supplementary agreement with the Bishop and Clifton Diocese, which defines the Academy Trust land usage and the religious character of the academy (academies)

Appendix 6

Recommended Reading

- The Catholic School on the Threshold of the Third Millennium The Catholic School on the Threshold of the Third Millennium
- The Common Good and the Catholic Church's social teaching: A statement by the Catholic Bishops' Conference of England and Wales 1996 Microsoft Word - THE COMMON GOOD AND THE CATHOLIC CHURCH_1996.doc (cbcew.org.uk)
- Meeting God in Friend and Stranger - Bishop's Conference 2010 Available from 19311 CTS - G of S Inset (cbcew.org.uk)
- Christ at the Centre Christ at the Centre

Resources

- The Catholic Education Service website for England and Wales https://www.catholiceducation.org.uk/
- The Diocesan website for schools and colleges http://schools.cliftondiocese.com/
- The main Diocesan website www.cliftondiocese.com
- National Governors' Association website www.nga.org.uk

Appendix 7

School Partnership Groups

Emmaus
St Augustine's College, Trowbridge
St Joseph's Secondary, Salisbury
St Edmund's, Calne**
St John's, Trowbridge
St Joseph's, Devizes
St. Louis, Frome**
St. George's, Warminster
St Osmund's, Salisbury
Christ The King, Amesbury**
Wardour, Tisbury
St Edward's, Romsey (Special)

The Little Way
St Peter's High & Sixth Form, Gloucester
St Peter's, Gloucester***
The Rosary, Stroud***
St Joseph's, Nympsfield***
St Gregory the Great, Cheltenham***
St Thomas More, Cheltenham***
St Marys, Churchdown
St Catharine's, Chipping Camden***
St Rose's, Stroud (Special)

Camino
St Gregory's College, Bath
St John's, Bath**
St Mary's, Bath**
St Benedict's, Midsomer Norton**
St Patrick's, Corsham
St Mary's, Chippenham**
St Augustine of Canterbury, Downend
Our Lady of Lourdes, Kingswood
St Paul's, Yate
Downside, Stratton-on-the-Fosse (Independent)

Aquinas
St Brendan's Sixth Form College, Bristol
St Bernadette's Secondary, Bristol
St Bernadette's, Bristol
Christ the King, Bristol
Holy Cross, Bristol
St Joseph's, Bristol
St Patrick's, Bristol*
St Nicholas of Tolentine, Bristol*

Newman
St Bede's College, Bristol
St Bernard's, Bristol*
Our Lady of the Rosary, Bristol
SS Peter and Paul, Bristol
St Bonaventure's, Bristol*
St Teresa's, Bristol*
St Mary's, Bradley Stoke
Holy Family, Patchway
Christ the King, Thornbury
St Francis, Nailsea*
St Joseph's, Portishead*

Dunstan
Our Lady of Mount Carmel, Wincanton**
St Gildas, Yeovil**
St George's, Taunton
St Joseph's, Bridgwater**
Corpus Christi, Weston-super-Mare**
St Joseph and St Teresa, Wells**
St Joseph's, Burnham-on-Sea**

Samuel
St Joseph's College, Swindon
Holy Cross, Swindon
Holy Rood, Swindon
Holy Family, Swindon
St Mary's, Swindon
St Catherine's, Swindon
St Joseph's, Malmesbury

** School is part of the Cardinal Newman Catholic Educational Trust*
*** School is part of the Dunstan Catholic Educational Trust*
**** School is part of the Little Way Catholic Educational Trust*

Appendix 8

Acronyms in Education

ADHD.	Attention Deficit Hyperactivity Disorder A condition that has symptoms including being restless and having difficulty concentrating.
AHT	Assistant Headteacher
ARF	Audit, Risk and Finance Committee. A Committee of the Trust Board that focuses on finance and risk management
ASC	Autistic Spectrum Condition
ASDAN	Award Scheme Development and Accreditation Network. An education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years with diverse needs.
BSL	British Sign Language.
BPN	Best Practice Network.
CAMHS	Children and Adolescent Mental Health Service.
CF	Cystic Fibrosis.
CASS	Children's Advice and Support Service. A single point of contact for professionals and members of the public who want to access support or raise concerns about a child.
CiN	Child in Need A child is deemed to be 'in need': if he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority; or if he or she is disabled (Section 17(10), Children Act 1989).
CME	Children Missing in Education
COP	Code of Practice: A guide for schools and LAs on the practical help they should offer children with SEN. The code must be considered when making any decisions about a child's education.
CP	Child Protection.
CPD	Continuing professional development for school staff or those involved in governance
CPOMS	Child Protection Online Monitoring System. The system used by schools to record and monitor child protection, safeguarding and pastoral and welfare issues.
CSE	Child Sexual Exploitation
DA	Domestic Abuse
DBS	Disclosure and Barring Service: An executive non-departmental public body of the home office, it replaced the Independent Safeguarding Authority.
DCS	Director of Children Services (in a local Authority).
DFE	Department for Education
DHT	Deputy Headteacher
DSG	Dedicated Schools Grant. Funding paid by the ESFA to local authorities, which is the main source of pre-16 schools funding. It is allocated on a financial year basis, and has historically been divided into 4 blocks: • The schools block • The high needs block • The early years block • The central school services block
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
ECF	Early Career Framework. A two-year package of structured training and support for ECTs.
ECT	Early Career Teacher (formerly NQT). ECTs are referred to as ECT1s (first year) or ECT2s (second year)
EDT	Education Development Trust
EEF	Education Endowment Foundation
EHCP	Education Health and Care Plan
ELG	Early Learning Goal(s). These outline expectations for children to reach by the end of Foundation Stage. They provide a basis for planning throughout the EYFS.
EYFS/ EYFSP	Early Years Foundation Stage/ Profile: Statutory framework for care and education of children from birth to five years of age. Profile is the assessment process.
FFT	Fischer Family Trust – a company that provides data and analyses to schools and LAs
FSM	Free School Meal.
FSW	Family Support Worker
FTE	Full-time Equivalent: An indication of the school's staffing, including full-time and part-time staff expressed in terms of full-time teaching posts: may apply, also, to full-time and part-time pupils, especially those in a nursery school or class.

GAG	General Annual Grant – the main source of revenue funding for Academy trusts
GCSE	General Certificate of Education. An academic qualification in a range of specific subjects, taken in England, Wales and Northern Ireland. GCSEs are typically taken by school students aged 14-16 and are at a level below A Level.
GIAS	Get Information About Schools. The DFE's register of educational establishments in England and Wales, which includes the National Database of Governors.
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant.
HMCI	His Majesty's Chief Inspector of Schools
HMI	His Majesty's Inspector
HOD/ HOY	Head of Department/Head of Year.
HT	Headteacher
HSE	Health and Safety Executive
ICFP	Integrated Curriculum Financial Planning. A management process that helps Trust and school leaders to plan the best curriculum for pupils with the funding they have.
IEP	Individual Education Plan – for pupils with special educational needs
INSET	In-Service Education and Training: Usually applied to training for members of staff.
ISR	Individual School Range: Used to calculate salaries of senior staff.
ITT	Initial Teacher Training. Training to become a teacher
KPI	Key Performance Indicator
KS	Key Stage: Description of syllabus for pupils at different stages of schooling: KS1 –pupils aged 5-7 KS2- pupils aged 7-11 KS3 – pupils aged 11-14 KS4 – pupils ages 14- 16 KS5 (Post 16) – pupils aged 18-18
LA	Local Authority.
LAC	Looked after children – children who are in care provision or have been at anytime in the last six year.
LADO	Local Authority Designated Officer. A key safeguarding post within children's services providing advice and guidance in all cases where there are allegations or concerns about abuse against children
LD	Learning Difficulty.
LSCB	Local Safeguarding Children Board

LTS	In relation to staff absence: Long Term Sickness In relation to staff roles in school: Lunchtime Supervisor
MARF	Multi-Agency Referral Form. A form to request services from the Local Authority's Early Help and Children's Social Care services.
MASH	Multi-Agency Safeguarding Hub. A multi-agency team which involves key safeguarding agencies including professionals from social care, police, health and education. This enables the sharing of information between services so that risks to children can be identified at an early stage.
MAT	Multi-Academy Trust
MFL	Modern Foreign Languages.
MLD	Moderate Learning Difficulties
NASEN	National Association for Special Education Needs.
NEET	Not in Education, Employment or Training
NGA	National Governance Association
NPQ	National Professional Qualification(s). A suite of national qualifications for teachers and leaders – see below NPQEL National Professional Qualification for Executive Leadership NPQEYL National Professional Qualification for Early Years Leadership NPQH National Professional Qualification for Headship NPQLBC National Professional Qualification for Leading Behaviour and Culture NPQLL National Professional Qualification for Leading Literacy NPQLPM National Professional Qualification for Leading Primary Mathematics NPQLT National Professional Qualification for Leading Teaching NPQLTD National Professional Qualification for Leading Teacher Development NPQSENCO National Professional Qualification for SENCOs NPQSL National Professional Qualification for Senior Leadership
OFSTED	Office for Standards in Education: Coordinating body for the inspection of schools.
OT	Occupational Therapy/Occupational Therapist.
PA	Persistent Absence. Pupils who have missed more than 10% of school sessions are considered persistently absent
PAN	Published Admissions Number
PEEP	Personal Emergency Evacuation Plan
PEP	Personal Education Plan
PEx/PEX	Permanent Exclusion
PGCE	Post-Graduate Certificate of Education

PMLD	Profound and Multiple Learning Difficulties
POG	Post-opening Grant. Free schools, studio schools and university technical colleges are provided with a POG to reflect the additional costs of establishing a new school
PPA	Planning, preparation and assessment – 10% guaranteed non-contact time for teachers
PSHE	Personal, Social and Health Education.
QTS	Qualified Teacher Status
RD	Regional Director(s). Civil servants who work on behalf of the Secretary of State to provide oversight and scrutiny of Academy trusts' performance.
RPA	Risk Protection Arrangement – an alternative to commercial insurance for Academy trusts
RPI	Restrictive Physical Intervention
RRP	Risk Reduction Plan
RSE	Relationships and Sex Education
SALT	Speech and Language Therapist.
SAT	Single Academy Trust
SATs	Standardised Assessment Tests administered by primary schools in England to children in year 2 (optional) and year 6 to check their educational progress.
SCR	Single Central Record. Sometimes referred to as a Single Central Register. It is a statutory requirement for schools to keep an SCR, to maintain a record of pre-employment and pre-appointment checks carried out on all staff, volunteers and those contracted to work in the school. School in the Trust use an online system, called 'Sign In SCR' (previously 'SCR Tracker').
SEF	Self-Evaluation (Form) A form for schools to evaluate how they are performing with a summary of the evidence
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team.
SMSC	Spiritual, Moral, Social and Cultural Development in schools.
SRMA	School Resource Management Advisor
SRMSA	School Resource Management Self-assessment Checklist. A checklist for Academy Trusts to check that they are managing resources effectively, and identify any adjustments they need to make
STEM	Subjects Science, Technology, Engineering and Maths
STPCD	School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales
STRB	School Teachers' Review Body – makes recommendations to the secretary of state on teachers' pay
TA	Teaching Assistant
TLR	Teaching and learning responsibility – payments made to teachers for an additional responsibility
TSH	Teaching School Hub. Schools designated by the DFE to work with others to provide teacher training and CPD for staff
UIFSM	Universal Infant Free School Meals. Funding for schools to provide free school meals for all pupils in reception, year 1 and year 2.
UPN	Unique Pupil Number: Number allocated to each pupil, to track progress through the education system.
UPS	Upper Pay Scale (for teachers). Experienced, quality teachers who have reached the top of the main pay scale and fulfil the criteria set out in the schools pay policy can apply to move onto this higher pay scale
UQT	Unqualified Teacher
URN	Unique Reference Number of the school
VI	Visually Impaired
WRAP	Workshop to Raise Awareness of Prevent. A Home Office training package which aims to help frontline staff identify individuals who may e at risk of radicalisation and offers guidance on how to respond appropriately.

DIOCESAN PRAYER

God our Father,
open the horizons of our minds and hearts
so that we can see what hope your call holds for us.

Pour out the overflowing gifts of your Spirit
so that we, your Church,
may become a people of hope for our world.

We ask you this through Jesus Christ our Lord,
who lives and reigns with you
in the unity of the Holy Spirit,
one God for ever and ever.

Our Lady, Woman of Hope,
pray for us.

St Peter, Rock of Hope,
pray for us.

St Paul, Apostle of Hope,
pray for us.

CLIFTON DIOCESE
cliftondiocese.com