

THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE



CLERK'S HANDBOOK

*With Christ at the centre, we lead and serve in partnership
to secure the long-term future of Catholic education.*

EDUCATION SERVICE MISSION STATEMENT

**Placing Christ at the centre,
we lead, guide, serve and support our family of schools
in the name of the Bishop.**

**Inspired by the Gospel,
we endeavour to be the visible face of Christ,
leading and serving in partnership
with all members of our school communities:
children, staff, governors, parents and clergy.**

**Empowered by the Spirit,
we aspire to be the very best we can,
promoting the Common Good
and securing the long-term future of Catholic
education.**

CONTENTS

Education Service Mission Statement	2
Contents	3
Welcome	4
2. The Diocesan Education Service	5
3. The Distinctive Nature of the Catholic School	6
4. What it means to be a Foundation Governor	7
5. What does a Governing Body look like?	9
6. What is the Role of the Clerk to Governors?	11
7. Appointment of Chair of Governors	11
8. Governors' Meetings	12
9. Governors and the Law	13
10. Training and support	14
11. FAQ	15
12. Characteristics of an Effective Governing Body	16
13. Useful Resources	17
<i>Recruitment Flow Chart – Appendix 1</i>	18
<i>Appointment of Foundation Governors process – Appendix 2</i>	19
<i>Clerking Competency Framework – Appendix 3</i>	20
<i>Election of Chair and Vice Chair – Appendix 4</i>	21
<i>Common Acronyms and Abbreviations – Appendix 5</i>	24

WELCOME

Dear Clerk,

Welcome to the Diocese of Arundel & Brighton and clerking in the context of a Catholic School or Catholic Academy. Whilst many of the duties of the Clerk to Governors are the same as any other school, there are some significant differences and extra responsibilities. We have produced this booklet to outline these procedures.

The role of the clerk and arrangements for appointment may vary from school to school. It remains the responsibility of the Governing Body/Trust to decide who should act as clerk and to appoint the clerk. The governing body will also need to appoint a clerk to the statutory committees. This can be the same person who is clerk to the governing body but may be someone else.

We hope that this information is helpful and look forward to working with you in this role. Thank you for the service that you undertake for the diocesan family of schools.

With very best wishes,
Julie Oldroyd
Director of Education Service



THE DIOCESAN EDUCATION SERVICE

The Catholic Diocese of Arundel & Brighton covers the 4 local authority areas of West Sussex, East Sussex, Brighton and Hove, and Surrey.

The Bishop's Vision statement of December 2022 states that in order to support the longer term future of Catholic education and ensure effective collaboration between families of schools, all maintained Catholic schools will eventually become an academy in one of the two established Catholic Education Trusts.

There are 73 Catholic schools in the diocese, which includes voluntary aided, academies and Independent settings. The first multi academy trust opened in Arundel & Brighton on 1 September 2016. Xavier Catholic Education Trust accommodates schools in Surrey. The second trust, Bosco Catholic Education Trust, opened on the 1 April 2017 and accommodates schools across East and West Sussex and Brighton and Hove.

The Church sees schools as an important part of the work of its mission (see Canons 794-797). The Bishop has extensive obligations and rights in relation to Catholic schooling in order to ensure the Catholic ethos and character of any schools in his diocese (see Canons 802-806). The Bishop in this diocese carries out these obligations and rights through the Education Service.

In the Diocese of Arundel & Brighton, the Education Service is responsible for offering training as well as support and care to Catholic Schools in both the maintained and independent sector and to any school in a Catholic Education Trust. The Education Service also liaises with Local Authorities throughout the diocese and the Catholic Education Service based in London.

Director of Schools: Julie Oldroyd
Deputy Director: Maria Cowler
PT Education Officer: Tamsin Connick
Secondary Adviser: Dave Legrand
Primary Adviser RE & Catholic Ethos: Anna Flood
Primary Adviser RE & Catholic Ethos: Emma Sharp
Chaplain Coordinator: Theresa McNamara
PT Buildings Officer: Ray Williamson
Lead Officer for Governance: Gill Sajnog
Choral Director (Sussex): Billie Robson (on maternity leave)
Choral Director (Sussex): Claire Gale (covering maternity leave)
Choral Director (Surrey): Fraser Ellson
CSI Coordinator: Fiona McGonigle
CPD Administrator / PA to the Director: Claire Martin
Education Service Administrator: Tehmina Chaudhary

The Education Service aims to support the schools of the Diocese through:

- o quality information, training, advice and guidance to Headteachers and Governors
- o working closely with heads and governors to develop policies and services
- o maintaining effective partnerships with other dioceses, the CES and the LAs
- o helping schools to recruit and retain senior managers, teachers and governors
- o helping schools to monitor and develop their religious education provision
- o supporting schools in difficulty
- o supporting newly appointed heads by induction and mentoring
- o providing a service for Catholic School Inspection under Canon Law 806 and Section 48
- o encouraging productive collaboration between schools, parishes and diocesan agencies

THE DISTINCTIVE NATURE OF THE CATHOLIC SCHOOL

A school's Catholic character is witnessed to in all facets of its life and there is no separation into 'secular' and 'religious'. The experience of learning across all subjects is a search for God's truth in the whole of His creation. For the school to be truly Catholic this vision must be shared by all concerned with its work.

At the heart of the Catholic school is the belief in the human person, called by God into being and offered the fullness of life. (*cf John 10:10*). The school community shares its belief in God, the creator of all, visible and incarnate in Christ, and in the Spirit, abiding in the school. Pope Benedict, in his address to Teachers and Religious in 2010 said that the school should be "*first and foremost ... a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.*" ¹

The task of education requires of Catholic schools a sincere, ongoing engagement between faith and learning, including a critique of what is taught, 'a synthesis of culture and faith, and a synthesis of faith and life; the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.' ²

Evaluating the Distinctive Nature of the Catholic School

Foundation Governors are charged with the responsibility of preserving and developing the religious character of the school on behalf of the Bishop but all governors share in this responsibility because it is the ethos of the school. They have a duty to act in a way consistent with the School's ethos and religious character.

Governors should work with the Headteacher, staff, pupils and parents in ensuring that their policies reflect this. Admissions, behaviour, sex education, curriculum and personnel matters are areas which require particular care. The school's mission should be expressed in a statement of aims and objectives that makes clear to all in the school community how the school will live out this mission from day to day.

The Common Good in Education

Governing bodies or Local Governing Committees should bear in mind the Church's social teaching as set out in *The Common Good in Education* (CES 1997). They should pay particular attention to the commitment of their responsibility towards those who are poor and marginalised, disadvantaged and who have Special Educational Needs and Disabilities. It is crucial for all in schools to ensure that those who do not succeed academically are valued by the community as a whole, to celebrate the fact that those who have not achieved high grades may well have tried as hard – if not harder – than those who have. (*The Common Good in Education*)

1. Pope Benedict XVI, *Address to Teachers and Religious*, Twickenham, 17 September 2010

2. Congregation for Catholic Education *The Catholic School, Congregation for Catholic Education*, Rome 1977, n.37

WHAT IT MEANS TO BE A FOUNDATION GOVERNOR

Foundation Governors of voluntary aided Catholic schools and academies are appointed by the Bishop for Diocesan schools and by the Trustees of schools provided by a religious institution.

The Diocesan policy requires Foundation Governors to be practising Catholics and they therefore have to be recommended by the parish priest for appointment.

Foundation Governors in voluntary aided Catholic schools or Catholic academies have a statutory duty to preserve and develop the religious character of the school and ensure compliance with the Trust Deed.

Foundation Governors are supported in their role by the Education Service through training, guidance and policies and by advice to individual governing bodies where appropriate.

Foundation Governors must always be in a majority of two compared to the total of all other categories of governors combined.

Foundation Governors have particular responsibilities, and agree to ensure:

- i) that the religious character of the school is preserved and developed;
- ii) that the school is conducted in accordance with its Trust Deed (i.e. the Diocesan Trust Deed);
- iii) that the religious education curriculum is in accordance with the Bishop's policy for the Diocese.

It is therefore important for Foundation Governors to:

- i) know and implement the Bishop's policies on education;
- ii) understand and promote the distinctive nature of Catholic education;
- iii) secure the long-term future of Catholic education.

Foundation Governors agree to ensure that the following key duties are carried out:

- a) appointing baptised and practising Catholics to the reserved posts of Headteacher (including executive Headteacher and Head of School), Deputy Headteacher, Head of Religious Education, Chaplain, AND, where possible, appointing Catholic teachers in order to promote and maintain the Catholic ethos of the school;
- b) admitting children in order to fulfil the aims of the Diocesan Trust (as interpreted by the Bishop) by giving priority to baptised Catholic children;
- c) that the whole curriculum, including religious education, "is taught in the light of gospel values and actively promotes the spiritual and moral development of the pupils"; and
- d) attending appropriate governor training in order to keep abreast of developments that are in line with national, diocesan and school priorities.

[Governance Guidebook](#)

Code of Conduct

Governors and directors of all Catholic schools and academies in England and Wales should adopt a code of conduct which sets out the purpose of their governing body or board and describes the appropriate relationship between it and the leadership team of the school or academy.

The CES has published a Code of Conduct for use by governors and directors, which is designed to preserve and develop the Catholic character of our schools and academies. Diocesan protocols state that Governing Boards must ensure that all Governors sign a code of conduct at the beginning of each academic year. Governing Boards should use the CES Model code of conduct for this purpose.

[Governor and director code of conduct](#)

Diocesan Protocols

The Diocesan Protocols set out the principles which govern the committed working relationship which must exist between the Diocese and those responsible for running Catholic Schools. Compliance with these Diocesan Protocols ensures the effective running of Catholic Schools on behalf of the diocesan Bishop for the benefit of pupils, parents, staff, and the wider parish community. Compliance with these Protocols also contribute to ensuring the future of Catholic education for future generations. The whole document is important for governors to understand and refer to, but the following areas are of specific importance to governors:

- Diocesan Protocols on Governance
- Diocesan Protocols on Staffing and Recruitment

This document is updated every year and available on the diocesan website:

[Diocesan Protocols](#)

WHAT DOES A GOVERNING BODY / LOCAL GOVERNING COMMITTEE* LOOK LIKE?

***In an Academy, these are known as Local Governing Committees**

Governing bodies and Local Governing Committees are established and constituted under the 'Instrument of Government.'

a) The Instrument of Government

The instrument of government sets out how the governing body is constituted and establishes it as a corporate body. It must therefore set out:

- o the name of the school
- o the category of school to which the school belongs
- o the name of the governing body of the school
- o the manner in which the governing body is to be constituted, ie
- o a description of the religious ethos of the school
- o the number of governors in each category of governor
- o the total membership of the governing body
- o the term of office of governors, where it is less than the normal period of four years
- o details of any trust, if applicable

b) My School Governing Body / Local Governing Committee

The precise composition of a school's Governing Body / Local Governing Committee will depend upon its category and size. In order to ensure that the Catholic ethos of the school is preserved, Foundation Governors outnumber the sum total of all other governors by two. (For example, a governing body comprising sixteen governors will include nine Foundation Governors and seven non Foundation Governors.) Do ensure that you familiarise yourself with the composition of your school's governing body. Your Governing Body / Local Governing Committee Chair, or the Education Service can assist you with exact details.

Most schools have a core group of governors consisting of:

- Foundation Governors;
- Parent Governors;
- Staff Governors;
- LA Governors; (except in an Academy)
- the Headteacher.

Some schools appoint extra governors with specific skills. Schools are asked to add these as Associate Members rather than Co-opted Governors. If Coopted governors are added to the constitution, it increases the number of governors and will mean that the number of Foundation Governor places has to also rise in order to keep Foundation Governors in the majority. In a CET the constitution of the governing body is agreed in the Scheme of Delegation for the CET. Schools within CET must conform to this constitution.

ARTICLES OF ASSOCIATION (Academies)

Articles of Association are similar to Instruments of Government in that they show the makeup of the Governing Body and Trust. In addition the Articles set out the operational procedures of the school, Trust Board and Governing Body.

c) Governor definitions:

Foundation Governors

Foundation Governors are members of the governing bodies / Local Governing Committees. They ensure that the school preserves its particular religious character and that it is conducted in accordance with the trust deed. The term of office for a Foundation Governor is 4 years, although they can resign at any time. Foundation Governors are appointed by the Diocese and should resign in writing to the Diocese (email is acceptable).

The Foundation Governor application process is moving to an online format which will be available on the diocesan website. <https://www.abdiocese.org.uk/education/governance>

As clerk, please ensure that the Education Service office is sent a copy of all Foundation Governor resignation letters. Many governors will wish to be re-appointed for a second 4 year term of office. A new Foundation Governor Application form must be completed for the second term, the procedure for re-appointment is exactly the same as appointment. In some circumstances the Bishop may agree to re-appoint a Foundation Governor for a third term of office, although generally this is classed as an exception.

Parent Governors

Parent Governors are elected as representatives of the interests of parents of pupils currently attending the school. A parent governor can continue to serve as a governor until the end of their four year term of office, even if their child leaves the school during the period.

Parent Governors may express their personal views at governing body meetings. However, it is expected that these views would be representative of the interests of the parents at the school. A Parent Governor should therefore keep "in tune" with the concerns and opinions of the majority of parents. However, it is important that when decisions are made, individual governors exercise their best judgement when contributing to the decision of the governing body.

Staff Governors

Staff Governors are teachers or support staff and are elected by the staff at the school. Staff Governors may give the views of the staff to the governing body, they are also free to give their own personal views and exercise their best judgement when contributing to the decisions of the governing body.

Local Authority Governors (Not applicable to Local Governing Committees within a CET)

Local Authority (LA) Governors are appointed by the LA which maintains the school. LA Governors may present the LA's views, but they are not delegates of the LA and they cannot be mandated by the LA to take a particular view. LAs should publish the process and criteria for identifying candidates for appointment as LA Governors.

Co-opted Governors

These are governors who are co-opted on to the governing body because of their specific skills. Please speak with the Education Service before appointing a Co-opted Governor.

A Headteacher Governor

A Headteacher will be a full member of the governing body of their school unless s/he chooses not to be. If a Headteacher decides not to be a governor s/he is still entitled to attend all meetings of the governing body. The special position of the Headteacher Governor is important if a good relationship is to be maintained between the head and the governing body.

Additional Governor (Academies)

Place held in CET for appointment of a Director or someone the Directors wish to nominate to sit on the Local Governing Committee.

Associate Member

Associate members are appointed by the governing body to serve on one or more committees and may also attend full Governing Body / Local Governing Committee meetings. An Associate Member is not a governor and therefore do not have a vote in governing body decisions but may be given a vote on decision made by committees to which they are appointed. Associated members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school.

Schools are required to ensure that governor roles and names are kept up to date on the government website [Get Information about Schools \(GIAS\)](#). Many schools ask Clerks to take on this responsibility and provide a login for this purpose. It is also important that clerks keep the Education Service up to date regarding who is serving on the governing body or local governing committee including parent, staff and LA governors. Please contact E: schoolgovernance@abdiocese.org.uk as soon as possible whenever any changes are made.

WHAT IS THE ROLE OF CLERK TO THE GOVERNORS?

As Clerk, you have an important part to play in making sure that the Governing Body / Local Governing Committee work is well organised. The Clerk offers advice to the Governors, particularly on matters involving the law and procedures to be followed at meetings. In some schools the role of the Clerk is undertaken by a member of school support staff, whilst in others the Clerk may be independent of the school. It is important to note that whilst the Headteacher is the line manager for school staff, the Chair of Governors is the line manager for the Clerk to Governors. It may be helpful to discuss your access to the school for the collection and distribution of minutes and correspondence although much of this will now occur online.

The purpose of the clerk's role is to:

- Provide advice to the Governing Body / Local Governing Committee on governance, constitutional and procedural matters.
- Provide effective administrative support to the governors
- Ensure the Governing Body / Local Governing Committee is properly constituted.
- Manage information effectively in accordance with legal requirements.
- Liaise with the Diocese regarding appointment of Foundation Governors.
- Be responsible for the minutes of the Full Governing Body/Local Governing Committee and make sure copies are sent to the Education Service via email (E: schoolgovernance@abdiocese.org.uk) if the school is not yet in a CET.

The clerk is the 'constitutional conscience' of the Governing Body/Local Governing Committee and s/he should be accountable to the Governing Body/Local Governing Committee. It is therefore important that there is a clear separation of functions and lines of reporting. The main responsibility for managing the relationship between the clerk and the Governing Body/Local Governing Committee should rest with the Chair of Governors. Governing Body/Local Governing Committee need to make sure that the clerk receives adequate remuneration, is annually appraised, and receives appropriate training/support.

APPOINTMENT OF CHAIR OF GOVERNORS

It is the Diocesan expectation that the posts of Chair and Vice-Chair will be held by Foundation Governors to ensure compliance with the Trust Deed.

The Chair and Vice-Chair of a governing body are generally elected annually at the first meeting of the governing Governing Body/Local Governing Committee in each academic year but may have a longer term of office decided by the Governing Body/Local Governing Committee.

The Chair plays a key pivotal role in the effectiveness of the governing body (Local Governing Committee). This will include meeting regularly with the Headteacher. The Chair leads the governing body but does not have any power to act on the Governing Body/Local Governing Committee behalf without instructions, except in certain cases of urgency.

It is important that the Chair develops a good working relationship with the clerk and they should hold regular meetings.

It is the Clerk's responsibility to make sure that elections for the positions of Chair and Vice chair are compliant and in line with Diocesan guidance. **See Appendix 4**

GOVERNORS' MEETING

Meetings of the governors will be attended by the clerk to the Governing Body / Local Governing Committee. Broadly, the clerk convenes the meetings and keeps a record of the important matters discussed and decisions taken during the meeting (the “minutes”). The Education Service has access to both Xavier and Bosco GovernorHubs where all minutes will be stored. If the school is not part of the CET, the minutes from Governing Body / Local Governing Committee meetings must be sent to Education Service along with a copy of the Headteacher report. Please send electronically to E: schoolgovernance@abdiocese.org.uk. The clerk ensures that each governor receives proper notice of forthcoming meetings and makes sure that the work of the Governing Body/Local Governing Committee is well organised, as well as maintaining a register of governors and reporting on any vacancies to the Education Service (E: schoolgovernance@abdiocese.org.uk). Please keep the Education Service informed of all changes in membership including Parent, Co-Opted, Staff and LA Governors.

The clerk is not a governor of the school and is **not** eligible either to participate directly in a debate or to vote. Usually, the cost of the clerk is met from the school's budget.

WHAT CAN I EXPECT?

Clerks need to be able to commit interest, enthusiasm and time to the tasks that being a clerk brings. All governors are expected to work to the following:

Meetings and Agendas:

- It is expected that meetings will begin and end with a prayer and that all business is conducted in line with Christian principles.
- A full meeting of the Governing Body/ Local Governing Committee) should be held at least once per term (3 times a year). Schools in a CET must follow the Trust's own clear guidelines on this.
- It is usual practice for a member of the Governing Body/Local Governing Committee to ask the Chair to place an item on the agenda (provided adequate notice is given).
- The notice of meeting should include an Agenda, minutes of the last meeting, any reports and any other papers to be considered.

How to prepare for a Meeting:

- Ensure all papers are sent out in a timely fashion before the meeting (at least 7 days)
- Get to know who all the governors are and what their responsibilities are
- Make sure you have all the necessary papers
- Be punctual

Attendance at Meetings:

Any apologies offered for a meeting should be done through the Chair or the Clerk in advance of the meeting with the reason for your absence noted.

Confidentiality:

Governing Body/Local Governing Committee meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed. It is the chair's role to manage the confidentiality of the work of the governors where this is appropriate. The minutes of any part of the meeting that are confidential should be kept separate. In the main, confidential items will be those where the privacy of an individual needs to be respected.

GOVERNORS AND THE LAW

The Department for Education (DfE) publishes regularly updated governor guides.

[Academy trust governance guide - Guidance - GOV.UK](#)

[Maintained schools governance guide - Guidance - GOV.UK](#)

These documents are essential reading for all governors and useful reading for all clerks. They provide guidance in all aspects of a Governing Body/Local Governing Committee statutory duties and responsibilities. The guide explains what the law says and how it affects governors. It should be read alongside any information provided by the local authority, the Catholic Education Trust and the Diocese.

The Education Service publishes advice and guidance on matters specific to Catholic education and to the governance of Catholic schools. Governors are expected to take this into account in their decision making.



TRAINING AND SUPPORT

The annual training programme for Foundation Governors is published in the Arundel & Brighton Education Service CPD Calendar which can be found in the [CPD section](#) of the diocesan website. Please make sure that your governors are aware of this training.

Anspear Training

Each school pays for governors to have access to a range of training apps provided through Anspear. Every school has been provided with a specific product code which their governors can use to set up an account to access training. Clerks are then able to oversee and monitor all training which governors have accessed and must include this and any other diocesan CPD in the training records held by the GB.

Clerks' Forums

Clerks' Forums are held three times a year in the Diocese, either online or centrally at St Philip Howard Centre. These forums are a valuable way of keeping in touch with other clerks from Catholic schools in the Diocese, sharing information, updates and networking. Please make sure you note the dates for these forums which are shown on the [CPD section](#) of the diocesan website.

In addition, Local Authorities provide various training courses for governors. Governor Services in the relevant local authority will be able to give you more information on the training and services they provide.

Alpha Beta

This Diocesan produced publication is available published five times a year and is a useful source of information and updates for Clerks.

Diocese of Arundel & Brighton Education Service

[Governance | Education Service](#)

Gill Sajnog, Assistant Education Officer

E: schoolgovernance@abdiocese.org.uk

T: 01293 651144

West Sussex Governor Services

[Governor Services | West Sussex Services for Schools](#)

E: governor.services@westsussex.gov.uk

T: 033 022 28887

East Sussex Governor Services

[School governors | East Sussex County Council](#)

E: governors@eastsussex.gov.uk

T: 01323 466885

Brighton and Hove Governor Services

[Become a school governor](#)

E: governor.support@brighton-hove.gov.uk

T: 01273 293465

Surrey Governor Services

[Governance Services | Schools Alliance for Excellence](#)

E: govsupport@schoolsallexcel.com

T: 01483749945

FAQ

Why are Foundation Governors in the majority on the Governing Body/Local Governing Committee?

Foundation governors in voluntary aided Catholic schools or Catholic academies are appointed by the Bishop as his representatives on the Governing Body/Local Governing Committee. They must be baptised and practising Catholics and are in the majority in order to ensure that the distinctive Catholic nature of the school is preserved and developed and to ensure compliance with the Trust Deed.

What is an instrument of government?

An instrument of government is a legal document which sets out the exact size and composition of the governing body.

What is the quorum for governing body meetings?

The quorum for a meeting of the governing body is one half (rounded up to a whole number) of the Governing Body/Local Governing Committee membership, excluding any vacancies. The quorum for any committee meeting and for any vote must be three governors who are members of the committee, or more, as determined by the committee.

Can a governor take time off work because he/she is a governor?

The Employment Rights Act 1996 gives employees the right to have time off to perform official duties, as long as 'time off' is reasonable in the particular circumstances. If a governor is in employment, they should clarify with their employer the conditions for releasing employees from work and whether this would be with or without pay.

Are the Minutes of governing body meetings confidential?

The Governing Body / Local Governing Committee must ensure that the agenda, approved draft minutes, signed minutes of meetings and any report or paper considered should be available for inspection at the school by any interested person. However, any item deemed confidential by the governing body, or items relating to a named pupil or member of staff would not be included.

Minutes are usually in two parts and the confidential items are in the second part. When the confidential part of the agenda is reached all non-governors, apart from the clerk and the Headteacher (if not a governor) should be asked to leave the meeting (as determined by the Governing Body/Local Governing Committee). It is important however, to note that even the confidential part of the minutes must be made available if requested under the Freedom of Information Act 2000, although information will have to be redacted to meet requirements in the Data Protection Act.

Should a clerk be appointed to every committee of the Governing Body/Local Governing Committee?

No, it is only necessary for the statutory committees. A Governing Body/Local Governing Committee may however, appoint a clerk to any other committee established by it.

If you are a Parent Governor and your child leaves the school during your term of office, can you remain as a Parent Governor?

Yes, you can continue to serve as a Parent Governor, until the end of your four year term of office, even if your child leaves the school during this time.

Are Staff Governors eligible to stand for the position of Chair of the Governing Body/Local Governing Committee?

No, Staff Governors cannot become Chair or Vice-Chair or Chair of a Committee.

Is it a requirement that governors attend training sessions?

When someone expresses an interest in becoming a Foundation Governor, they will be sent a link to an online training course which they are expected to complete. This will help to discern if the role of Foundation Governor is something an applicant can commit to. Training provided by the diocese is essential and Foundation Induction Training is a requirement for all new Foundation Governors. This consists of 3 modules which run in line with the Anspear training App, this should be made available to all governors and managed for each school by the clerk.

How long can a governor remain as Chair to the governing body?

The Governing Body/Local Governing Committee must elect a chair and vice-chair on an annual basis from the Governing Body / Local Governing Committee. A governor who is paid to work at the school or is a pupil at the school cannot be eligible to be chair or vice-chair at that school.

CHARACTERISTICS OF AN EFFECTIVE GOVERNING BODY

- starts and ends meetings with a prayer
- starts and ends meetings on time
- has meetings with clear purposes
- has meetings which make decisions
- has supportive paperwork
- can show clear evidence of supporting and challenging the Headteacher
- circulates papers in advance
- reaches clear action points
- has concise minutes which demonstrate who will do what
- delegates well
- knows the strength of all its members
- uses the strength of all its members
- has open communications, and respects the views of all
- has a high level of trust
- does not feel threatened by conflict
- reaches decisions democratically

USEFUL RESOURCES

All diocesan training for governors can be accessed via the Diocesan website:

[Catholic Leaders & CPD | Education Service](#)

Diocesan RE resources:

[RE & Catholic Life | Education Service](#)

Diocesan Education Service

[Education Service](#)

Catholic School Inspection

All voluntary aided schools are obliged by the School Inspections Act 2005 to arrange for a Section 48 inspection (Catholic School Inspection - CSI) which evaluates the school's provision for worship and religious education. This inspection is different from the Ofsted inspection, which is only able to inspect the secular work of the school. However, the two inspections complement each other in the areas that they cover.

[Inspection | Education Service](#)

The Department for Education Governors' Guides

[Academy trust governance guide - Guidance - GOV.UK](#)

[Maintained schools governance guide - Guidance - GOV.UK](#)

APPENDIX 1

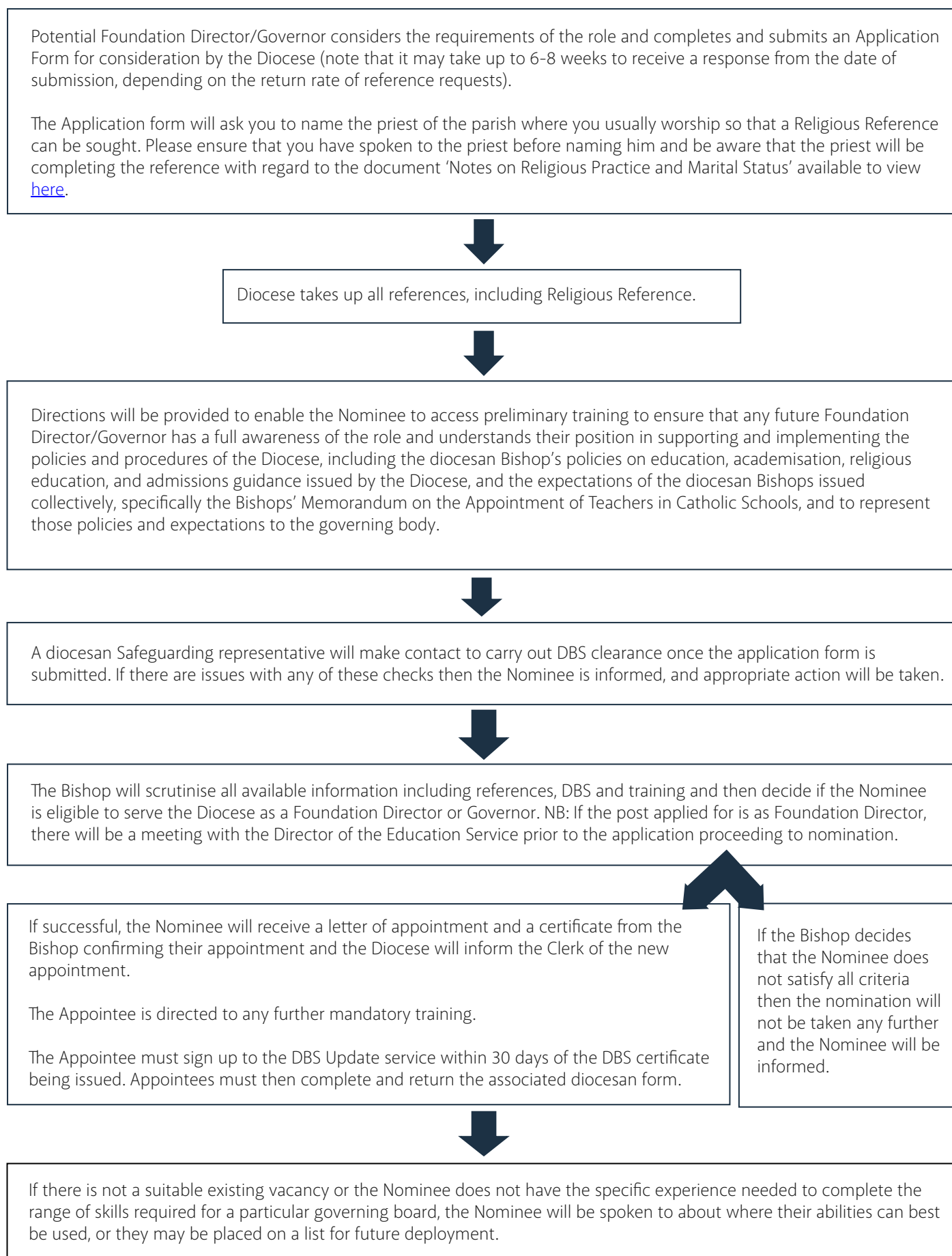
RECRUITMENT FLOW CHART

ACTION POINTS

SCHOOL TO NOTIFY DIOCESE / LA In a CET a Trust Director would be involved instead of the LA	Education Service to collate all recruitment information
FGB / LGC TO CONVENE A BRIEFING MEETING	School to liaise with Education Service to ensure a Diocesan Officer can attend
SELECTION PANEL APPOINTMENT	FGB / LGC to appoint a Selection Panel - Diocesan Officer to work closely with the panel
SELECTION PANEL PLANNING MEETING	Diocesan Officer to attend Selection Panel to support schools with the advert, job description, person specification and recruitment pack
SHORTLISTING	Diocesan Officer to attend Shortlisting Meeting - check the Parish Priest's reference, consider applications, assist the school in preparing for the day of interview, drafting interview questions
INTERVIEW DAY	Diocesan Officer to support Selection Panel - act in an advisory capacity
APPOINTMENT	Diocesan Officer to support Selection Panel - act in an advisory capacity, ensure LA or Trust have carried out statutory employment checks
POST INTERVIEW	Diocesan Officer to complete a recruitment proforma for Education Service informing of the outcome

APPENDIX 2

Appointment of Foundation Governors Process



APPENDIX 3

All academy trusts and maintained schools must appoint a clerk to their governing board as set out in their articles of association or in regulations, as appropriate. The diagram below helps to highlight elements of the role of the clerk but does not provide a full description of professional clerking which is about ensuring the efficient functioning of the Governing Body/Local Governing Committee.



APPENDIX 4

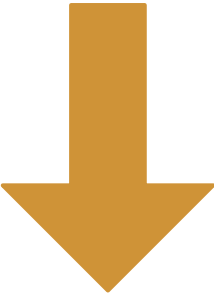
ELECTION OF CHAIR AND VICE-CHAIR - PROCESS MAP FOR CLERK'S USE

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, sets out the procedure for appointing a chair and vice-chair from among the existing members of the board. The focus should be on appointing someone with the skills for the role, not just the willingness to serve. It is possible to appoint more than one person to share the role of chair, or similarly the role of vice chair, if the board believes this is necessary and in the best interests of the school. The board would need to ensure that any role-sharing arrangement does not lead to a loss of clarity in its leadership.

In this Diocese, the Bishop wishes that in the case of all voluntary aided schools and academies the position of chair of the governing body be held by a foundation governor.

MAPPING THE PROCESS (A Step by Step Guide)

Outlined below is a summary of good practice guidance on the steps governors are advised to follow when electing their chairs and vice chairs for the new academic year:

Clerk to act as chair during that part of the meeting at which the chair is elected (although he/she does not have a casting vote).	
Clerk establishes that the meeting is quorate. (Those present should include at least 50% of the complete membership of the governing body (rounded up) excluding vacancies, e.g. if the full membership is 15 and there are three vacancies, then the quorum for a governing body meeting is six governors – one half of 12.	
Clerk opens the meeting and invites governing body to decide term of office of Chair and Vice-chair (See above).	
Clerk invites governing body to decide its election process. (<i>Good practice guidance suggests one of two options</i>).	
OPTION 1	OPTION 2
	Clerk invites eligible members of the governing body to nominate themselves for election as chair or vice chair before the agenda of the first autumn term meeting is compiled. (No seconder necessary.)
	Clerk lists nominations on the agenda, for consideration at the meeting. If no names have been listed, governors may put themselves forward at the meeting.
Clerk invites members of the governing body to self-nominate OR nominate others at the beginning of the first autumn term meeting. (No seconder necessary.)	

Ballot – Governing body decides whether the ballot should be ‘secret’ or ‘open’. (Candidates must withdraw in either case and are not permitted a vote – election to be resolved by simple majority of those governors present and voting.) If there is an equal number of votes cast candidates should draw lots (toss a coin).

If there is only one nomination, the governing body should still discuss and agree formally that they want that person as chair. That person should leave the room during the discussion.

If the governing body rejects the only candidate, the meeting should then be adjourned. The governing body can, however, complete the agenda before adjourning, with the meeting being chaired by the new vice-chair or someone appointed as chair for the purpose of the meeting.

Clerk should issue a new agenda for the continuation of the first meeting. Members of the governing body should be invited to self-nominate OR nominate others at the continuation meeting. (No seconder necessary.)

Clerk must then write to governors asking for nominations and issue a new agenda for the continuation of the first meeting. (No seconder necessary.)

At least one half (rounded up to a whole number) of the complete membership of the governing body excluding vacancies must be present for appointing the chair and vice chair.

The chair and vice chair remain in their post until the election of their successor when respective terms of office come to an end, unless they choose to resign, cease to be a governor or take up employment at the school.

In the absence of the chair, the vice chair will act as chair (except in relation to the election of the chair).

If both chair and vice chair are absent the governing body must elect a chair for their particular meeting after having due regard to the rules on quorums.

The chair (and/or vice chair) can be removed from office at any time between elections but only if strict procedures are followed. These are detailed in the Guide to the Law for School Governors.

The process to elect a vice-chair follows the same sequence.

QUESTIONS WHICH MAY ARISE

How do we determine the term of office of chair or vice-chair?

Good practice advice suggests the election of chair and vice-chair should continue to take place annually. This promotes flexibility, equal opportunities and transparency.

What happens if nobody stands for election?

A governor must be elected to chair the meeting.

Can governors who are not present vote?

No.

What happens if there are abstentions?

Only votes cast at the meeting are counted.

How is the outcome recorded?

Resolved that be elected for a term of office of years.

Can governing bodies change the election process in the future?

Yes – provided there is an agenda item.

What is a quorum?

The legal minimum number of governors needing to be present for the meeting to be valid. A meeting should not be held if it is not quorate and should terminate if it ceases to be quorate since it has no legal basis and therefore cannot take decisions or report back.

The quorum for any full governing body meeting and vote must be at least one half (rounded up to a whole number) of the current membership of the governing body (excluding vacancies).

APPENDIX 5

COMMON ACRONYMS AND ABBREVIATIONS

AEN	Additional Educational Needs
AfL	Assessment for Learning
APP	Assessing Pupil Progress (Based on rigorous teacher assessment. Gathering evidence from various sources and putting together to make a judgement about pupil.)
APS	Average Points Score
BIP	Behaviour Improvement Programme
BETT	British Education and Training Technology
CAMHS	Child & Adolescent Mental Health Service
CL	Communication & Language (Early Years)
CPD	Continuing Professional Development
DT	Design and Technology
DBS	Disclosure and Barring Service (Formerly CRB check)
DHT	Deputy Head Teacher
EAL	English as an Additional Language
EP	Educational Psychologist
ESOL	English as a Second or Other Language
EWO	Education Welfare Officer (deals with poor attendance)
EY	Early Years Nursery and Reception
EYFSP	Early Years Foundation Stage Profile
FGB	Full Governing Body
FS	Foundation Stage Nursery and Reception
FFT	Fischer Family Trust
G&T	Gifted and Talented
H&S	Health & Safety
HT	Headteacher
ICT	Information & Communication Technology
IEP	Individual Education Plan (Used for SEN children)
INA	Individual Needs Assistant
INSET	In-service Training
KS1	Key Stage One – Years 1 & 2
KS2	Key Stage Two – Years 3,4,5 & 6
KUW	Knowledge and Understanding of the World (Early Years)
LA	Local Authority
LAC	Looked After Child
MDSA	Midday Supervisory Assistant
PCSO	Police Community Support Officer
PD	Physical Development (Early Years)
PEP	Personal Education Plan
PP	Pupil Progress
PPA	Planning, Preparation & Assessment

COMMON ACRONYMS AND ABBREVIATIONS CONT.

PSED	Personal Social Emotional Development (Early Years)
PSHE	Personal Social Health Education
RE	Religious Education
SA	School Action (SEN pupil with Outcome Plan)
SALT	Speech and Language Therapist
SATs	Standard Attainment Tests
SEAL	Social Emotional Aspects of Learning
SEF	Self Evaluation Form
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SFVS	School Financial Value Standard
SIP	School Improvement Plan
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
UW	Understanding of the World (Early Years)
VA	Value Added
VCOP	Vocabulary, Connectives, Openers and Punctuation
VLE	Virtual Learning Environment

NOTES