



DIOCESE OF  
**Bath & Wells**

Living the story. Telling the story.

## **Guide for Foundation Governors in Church of England Schools**

The Education Department, Flourish House,

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# Foundation Governors in Church Schools

All Church of England Schools, including maintained and academy schools, must have Foundation Governors. In the Diocese of Bath & Wells we have two types of Foundation Governor:

- The ex-officio governor – normally the incumbent unless a substitute has been nominated and agreed by the Archdeacon. Please note, there are no ex-officio posts in academy schools, but the incumbent is encouraged to consider the opportunity to sit as a foundation governor on the local governing board.
- Foundation Governors in maintained schools are appointed by the Diocesan Board of Education on a nomination from the Parochial Church Council (PCC) for the parish in which the school is situated. Foundation governors in academy schools are nominated by the Board of Trustees and appointed by the Diocesan Board of Education.

Why do we have Foundation Governors?

In short, it is a requirement of the Trust under which Church of England Schools were established, when local churches or patrons undertook to build schools for the education of the children of their local communities, and endowed them with a Church of England Foundation.

They have a special responsibility:

- To ensure that the guiding principles of the founding church are incorporated into all aspects of the governance of the school.
- That the terms of the trust deed governing the school are adhered to.

Most voluntary controlled (VC) church schools have no more than three/25% foundation governors at most, many no more than two. In voluntary aided (VA) schools the foundation governors outnumber all other categories of governor put together by two and so they do not face the same potential burden of responsibility for church school distinctiveness as their counterparts in VC schools. For Maintained Schools, the instrument of Government clearly stipulates the numbers of Foundation Governors and their parish links. In academy schools, the local governing board will usually be constituted along the same organisational structure as its previous designation e.g. previous VA schools will have a majority of foundation governors and VC schools a minority/25%. This should be detailed in the Multi Academy Trust's (MAT) Terms of References.

It is important that ALL church school governors understand the policies on RE, collective worship, spiritual development; that ALL governors understand the importance of the school's foundation and ethos and exactly what the SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection is looking at and

for. The Foundation Governors' role is to be an envoy; supporting all governors in their corporate responsibility to uphold the Trust Deed (the church school distinctiveness of the church schools). In Federations this responsibility will extend to both schools. )It is the role of the Foundation Governor to report back and ensure all know their responsibility in a similar way, for example, to the Safeguarding governor.

## Foundation Representatives - Definitions and Roles (Governors, Trustees & Members)

The criteria against which a foundation representative application is considered represents the most effective means of securing positive outcomes for children within a distinctively Christian context.

A foundation member/trustee (director)/governor **must** contribute to the skills identified in the skills audit for their particular body, but in addition fulfil the role below of a foundation member/trustee/governor. This ensures that the foundation representative is a valued member of the body, who contributes over and above the foundation designation.

It is important that the balance of any Governing Body includes within its makeup at least one practising member of either The Church of England or of a Christian Church with a commitment to ensuring the church school ethos flourishes. (Category 1 or 2 defined below). This will enable the Church school(s) to be well supported in developing a deeply and distinctively Christian ethos as described in the Church of England Vision for Education.

Categories of foundation member, trustee or governor

1. A practising member of the Church of England with a commitment to the church school ethos.

Or

2. A member of a Christian church (Churches Together or Evangelical Alliance) with a commitment to the church school ethos.

Or

3. Although not a member of a Christian church, demonstrates the ability and commitment to celebrate and develop the Christian ethos of the school. This will be sought via a locally held meeting with an incumbent or church representative and a diocesan adviser.

All applicants must sign a written undertaking and commit to ongoing diocesan training to be able to fulfil the role, remain up to date and to feedback locally. The DBE offer a course on 'Distinctively Christian: Governance in Church Schools' to all new and re-appointed foundation governors. This can be booked online using the following link: <http://www.bathandwells.org.uk/event/distinctively-christian-governance-in-church-schools/>.

A distinctive Christian ethos is based on Christian values and traditions. Acknowledging and celebrating this in practice.

## Governors

The Governing Body is a corporate body that has responsibility for the governance of the school. All members of the governing body, regardless of what category of governor they fall into, have a duty to undertake three core elements of governance, as outlined in the [governance handbook](#), and described in more detail below. The role of the Foundation Governor has particular importance, for they also have a remit as representatives of the Founding Church and of the Trustees.

Foundation Governors must bear in mind the principles of the Church of England, of the Trust Deed and of the Ethos Statement of the school in relation to all three core elements of governance, which are:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

For Academies, assuming that the governance function has been delegated down to a school's own local governing body/board, this body operates as a committee of the Multi Academy Trust (MAT) board. Although the board are ultimately responsible for every decision made, in reality the majority of the decision making is delegated back locally to the school.

Trustees (also known as directors, but different from the church school's site trustees)

In any MAT the trustees are the statutory governing body for each school within the MAT. The Board has the ultimate authority to make decisions affecting the whole MAT, and any schools within it and it is ultimately accountable for the performance of the MAT and all schools within it. Directors can't be expected to make every single decision so functions are delegated via:

- Formal delegation of governance functions to MAT level committee and local governing.
- Issuing policies and procedures.
- Employment of staff.

More detail about the role of Trustees can be found in the Foundation Member Guide, which is available to download from the Bath and Wells Diocesan website

## Members

A MAT has members who appoint a board of trustees (sometimes known as directors). The members scrutinise the board via annual approval of the accounts, the appointment of auditors and by exercising their right to appoint or remove directors (This is often through just one annual meeting). Each Mixed MAT, including a church school, will have at least one member who will be a Corporate Member representing the Bath & Wells DBE Trust. There may be additional foundation members if the MAT has an increased representation due to having VA Schools in the Trust.

More detail about the role of Members can be found in the Foundation Member Guide, which is available to download [here](#)

Information for the Clerk and Chair of the Board – Please see appendix 1 for the appointment process. Application forms can be found at appendix 2 & 3

- At least one Foundation Member on the Board must be either Category 1 or 2
- It is recommended that all Chairs of Governors attend the Distinctively Christian Training to enable to fulfil their role as the Chair of a church school: Ensuring clarity of vision, ethos and strategic direction
- Foundation Governors should serve for **no longer than 3 consecutive terms** (or twelve years) **at the same school** unless there are exceptional circumstances.
- Please inform us of any changes to the Foundation Representatives on a Board, including changes to ex-officio appointments or the Chair of the Board.

More information about ways to fill a foundation governor vacancy can be found at appendix 4.

## Overview of the role of a Foundation Governor/Trustee/Member

### In addition to other skills:

1. To ensure that all Governors are aware of their corporate responsibility for upholding the Trust Deed of the school; to be distinctively Christian
2. An active member of the ethos committee or similar
3. An active ongoing involvement in SIAMS preparation and follow-up
4. An active interest in collective worship and RE
5. An interface with the incumbent/PCC
6. An interface with Diocese, particularly to ensure all the foundation positions and changes are informed
7. To attend church school specific training
8. To be represented at the Head teacher's appointment
9. Part of the HT's performance review, if requested

### All foundation representatives on an Academy Trust:

- Should have regard to the Memorandum of Understanding (MoU) between the Diocese and the Academy Trust. (A sample is available on the diocesan website)
- As a Member, should ensure the foundation percentage of directors is in accordance with the articles, and individuals are approved through the DBE process.
- As a Foundation Trustee, ensure that foundation governors are in the same ratio as the predecessor school, and have been approved through the DBE process.

# Governing Bodies' Core Functions

The Governing Body is a corporate body that has responsibility for the governance of the school. All members of the governing body, regardless of what category of governor they fall into, have a duty to undertake three core elements of governance. The role of the Foundation Governor has particular importance, for they also have a remit as representatives of the Founding Church and of the Trustees.

Foundation Governors must bear in mind the principles of the Church of England, of the Trust Deed and of the Ethos Statement of the school in relation to all three core elements of governance, which are:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

Vital information regarding this is in Section 1 of the **Governor Handbook** from the Department for Education. All school governors should have access to a copy of this guidance.

## Ensure clarity of vision, ethos and strategic direction

It is the responsibility of the Foundation Governors to ensure that the foundation of the school is sustained and developed. They have a vital role to play in the development of the School Improvement Plan, which now looks at all aspects of school development over a 3- 5 year period. This should include all aspects of the school, underpinned by the ethos statement. Evidence continues to support the view that schools with a strong ethos perform better academically and in a broader context than those that do not.

Whether the Governing Body is considering the work/life balance of the headteacher, the asset management plan relating to the school buildings, or the setting of targets for SATS or GCSE results, it is the role of the foundation governor to put it within the context of the Christian foundation of the school.

The foundation governor will also be able to bring to the school its strategic relationship to both the local and diocesan church community and through this to the local community in a wider sense, and vice-versa. If you have been appointed to be a Foundation Governor from either Category 2 or 3 and would like to make stronger contacts with the local Anglican Church please contact the Education Team and we can support you in developing these relationships.



In the past, many governing bodies would consider that they were taking a strategic overview by looking at the medium to long term future of their school, focusing on how they could raise the standards in teaching and learning. This holds just as true today. What has changed for governing bodies reflects the changes in our wider society – the increased means and speed of communication, the change of demography, the plethora of government initiatives and edicts, and the rise of parent power. What this means in effect for schools, is that they can no longer operate in isolation from each other or from the community which they serve.

**What must governing bodies do today to ensure that they are fulfilling their strategic role?**

They must not lose sight of their *raison d'être* and undertake initiatives that will not contribute to the long term raising of standards for the learners for whom they are responsible. The key question that they should keep in mind is: **“How will this improve the education and opportunities for the children and young people in our care?”** Today though, they now also need to ask how their actions will:

- Sustain their school into the future
- Help to ensure succession planning
- Benefit the wider community
- Ensure good quality safeguarding practice

And in the case of church schools look also to how they support other church schools within their local parish or local area and remember that ‘Every Child Matters to God!’

There is training and guidance for governing bodies on how to fulfil this exciting agenda. The good news of course is that many of these issues are interwoven, and that by working on one, you will simultaneously be ticking off many of the requirements for others – something you can reflect in your School Development Plan.

One example of this could be the following scenario:

A small but popular and successful rural school is situated some three miles from a local town and is oversubscribed with children whose parents opt to drive them out of the town to the school. The school provides excellent teaching and learning despite its site and buildings, which are very unsuitable and in poor condition. The school has a strong community made up of the children, families, teachers and governors who love and support the school, and they have very strong links with their church, which is adjacent to the school and provides a unique learning space (they have no hall). The site is leased and its future uncertain so a proposal is put to the governors: there is the possibility of a site within a new development on the outskirts of the town, of sufficient size to serve both the existing pupils and those generated by the new development. Would the school be prepared to move? Governors give the proposal full consideration. There is profound regret at the

prospect of leaving the beautiful church, but the new site is within the same parish, and governors are confident that the church ethos will flourish on the new site and offer a heart to a new community. Governors look at the long term interests of their pupils and community – this will be their one opportunity to secure facilities that can deliver a 21<sup>st</sup> century curriculum. They will be moving to the heart of a community, radically reducing the need to travel and meeting sustainability agendas. Governors will be fully involved with the design of the new school, ensuring that it reflects the nature of the community and the church ethos and that the building itself can act as an educative tool. The building will incorporate the sustainable agenda in both design and materials. Facilities for a pre-school and for extended services will be incorporated into the design, as will any appropriate facilities for the local church and community. The new school will be significantly larger than the current one and so much more likely to be successful in recruiting a headteacher when the time comes.

With a single bold and visionary decision, the governing body have set in train a process that will enable them, over the next five years, to address every one of the points outlined. This was not an easy or lightly taken decision, for there will be a lot of hard work and heavy hearts in making the move, but it was a decision made in the best interests of the whole school and the wider community and offers an example of the benefits of looking beyond traditional boundaries and taking a truly strategic vision for the future.

## Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Whilst looking at the broader strategic view is something that governors increasingly have to embrace in order to be effective, it is perhaps the role of holding the headteacher to account that can be the trickiest. To achieve the right balance is not an easy thing to do, but there are principles which can help and questions that can act as guides towards good practice.

The dynamic between the governing body and the headteacher is crucial to achieving good leadership and management, and again this is a question of balance. Governing bodies should not be passive and unquestioningly receive reports from the head, but nor should they be seeking to interfere in the day to day running of the school. The Christian principles enshrined in the ethos statement of the school, and the founding principles set out in the trust deed can act as good benchmarks for the type of questions that governors should be asking, and indeed for how those questions are put.

The Christian ethos of the school should run like a golden thread through every element of school life, so one of the ‘easy’ questions for governors when looking at *any* policy is: “**Is our vision showing?**”, and if it isn’t then how can we make changes to ensure that it does? And it really should be a question for every policy and every event, not just those relating directly to RE or to collective worship. To model the distinctively Christian nature of the school in every area of school life is something

which all governors sign up to corporately when they take on the role of governor at a church school, and of course the way in which people interact with each other is the cornerstone on which everything else is built.

Trust, mutual respect and Christian love should underpin conversations, discussions and debates, and set within this context people are able to have a truly robust and constructive discussion without risk of upset or offence. Governors should be asking questions:

‘Why are we doing this?’

‘Why are we here?’

How then do we live?

*SIAMS Schedule 2018*

‘Is this reflecting that we are a church school?’

‘How does this fit into our school development plan?’

‘Are we being distinctively Christian in how we do/handle this?’

Governors should never seek to question the professional judgement of the head or staff on matters of teaching and learning, but what they can and should be doing is to assess the effectiveness in achieving the targets in the school development plan. And at a church school they should be asking whether those targets are being achieved within the Christian context and ethos of the school, whether those values of love, compassion and nurture are at the forefront of the work, or if they are being undermined by the pressures to perform. Most importantly, church school governors can have confidence that a strong Christian ethos has been clearly shown to enhance achievement, and that church schools are well placed to meet the five outcomes of Every Child Matters through their underpinning Christian values, lived out in the practical day to day life of the school.

Providing challenge is something that all governors have to do as part of their work on the governing body. Governors can help each other to develop the skills and relationships that will make this a vital tool for helping the school to move forward, to meet its targets and aims within its school development plan, and most importantly to develop the type of positive relationships and lines of communications essential for a school, and most importantly the children in it, to flourish.

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

Certainly all governors have to take responsibility for the school budget and for seeing that it is wisely and properly spent. This is a task which impacts on every facet of school life and it is a legal duty to ensure that it is correctly done. But it is much more than simply a question of ensuring that the books balance. The purpose of every penny of the funding allocated to schools, be it revenue or capital, is ultimately to ensure that every child at the school receives the best possible education and

fulfils their potential. Schools who stockpile money against a possible 'rainy day' may be doing a disservice to the children that they are serving **now**, as money is allocated against the children who are currently on roll. The bulk of any school budget goes to pay staff salaries, and this highlights the importance of their role and that of the governors in making appointments.

It has been argued that the single most important job that the governing body will ever have to do is to appoint a headteacher and at a church school, whether voluntary controlled or voluntary aided, this involves an additional aspect. The 2006 Education and Inspection Act strengthened the legislation enabling governors to specify, if they so decide, the requirement for a Christian faith criterion in headteacher (and some other staff) appointments. The Diocese certainly regards headteachers as spiritual leaders within their school, and, working with their governors and parish partners, in the wider community served by their school. This is confirmed by the commissioning service held for church school heads when they take up their post. The Diocese School Effectiveness Advisers are always available to support governors through the headship appointment process to ensure that this vital and unique aspect, so critical to the Christian distinctiveness of the school, is not submerged in the deluge of other considerations. David Williams, one of our advisers, also holds a special brief on succession leadership and can offer advice to schools to help them plan well in advance of facing a vacancy.

New legislation now requires governing bodies to consider other models of leadership before proceeding with an advert for a substantive head and this reflects the need for a profound culture shift for schools. Budget restrictions, a shortage of candidates for headships, changing demographic patterns, extended services and the new curriculum, particularly in the 14-19 age group, mean increasingly that no school is able to operate in isolation to not only ensure their survival within their community, but to fulfil their responsibility to the children and community that they serve.

As church schools, this model of working together chimes powerfully with the theology of the Christian church, where we seek to work together as one body, and it certainly sits well with our view of all our church schools belonging to our 'family' within the Diocese.

Many of our church schools were founded in the nineteenth century and have seen enormous changes. The speed of change today is breath-taking and governors at church schools have to be mindful both of the legacy from the past, and of the legacy that their decisions will bequeath to future generations. It is a weight of responsibility but also an enormous privilege and opportunity to shape the future for the children and the community you serve, for it is to past, present and future generations of children and families that we will all ultimately be accountable.

# Your School's Trust Deed and Trustees

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

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

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

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

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

even at the National Archives Office in Kew, it is vital that a new trust deed is drawn up, governed by a scheme approved by the Charity Commission.

Who are the actual Trustees of the school?

Traditionally it was the vicar and church wardens who were the trustees of the local church school. With changes in local church structure and a reduced number of clergy both nationally and locally, the Charity Commission has increasingly favoured the appointment of the Diocesan Board of Finance as the Trustee, as this is a permanent and incorporated body, thus ensuring clear continuity. Most of our Church Schools in the Bath and Wells Diocese now have the DBF as the Trustee.

## The Ethos of the School

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

**'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.'**

**The school aims to service its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.'**

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

# The Church of England's Involvement in Education

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

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

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

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

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



## Differences between categories of Church Schools and Academies

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

<b>Worship</b>	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects Anglican tradition and can include worship in the parish church.
<b>Funding</b>	National Formula Funding	National Formula Funding	National Formula Funding	Academies receive their funding directly from Education & Standards Funding Agency (ESFA)
<b>Admissions</b>	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The LA is responsible for admissions, but must consult the Governing Body each year.	The Governing Body determines the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA, the Diocese and all other admission authorities in the area each year.	The Academy Trust is the admission authority. The policy is determined and implemented by the Governors (directors). Admission policies do not change on conversion; if no previous faith criteria existed, they cannot be introduced post conversion.
<b>Advice</b>	LA has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	LA has certain rights to attend governor meetings to give advice. The Governing Body may give similar rights to the Diocesan Director of Education.	The Academy Trust is directly responsible to the Secretary of State. The LA has no rights to attend meetings. The Diocese will be represented as a corporate member and have a right to

				attend meetings and to advise.
<b>Inspection</b>	<p><b>OFSTED</b> inspectors scrutinize school's self-evaluation.</p> <p><b>SIAMS</b> (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.</p>	<p><b>OFSTED</b> inspectors scrutinize school's self-evaluation.</p> <p><b>SIAMS</b> (Section 48) inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development (esp. in RE) and school ethos.</p>	<p><b>OFSTED</b> inspectors scrutinize school's self-evaluation.</p> <p><b>SIAMS</b> (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.</p>	<p><b>OFSTED</b> inspectors scrutinize school's self-evaluation.</p> <p><b>SIAMS</b> (Section 48) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos. Inspections in Academies are on an "as was" basis. It is important to note that the status of the Academy prior to conversion determines the way in which the Academy will be inspected.</p>

# Services to governors of Church Schools

## Newsletter

### Time scale

Three times a year (each old term) the Education Department compiles a newsletter which is a mixture of news, comment, reflection and up-to-date information for school heads, staff and governors. This newsletter keeps governors informed and enables them to keep in touch with what they need to know as governors of a church school.

### Distribution

An email is sent to the school and the school office is asked to pass to clergy and governors, for them to access this document for themselves. If you do not receive this information please check with your school's office.

## Websites

- [www.bathandwells.org.uk](http://www.bathandwells.org.uk)

The Bath & Wells website has recently undergone a significant update. Under 'Supporting Children and Young People,' there are sections on School Organisation and School Effectiveness, which includes a page on School Governance. All kinds of guidance and documentation are available to download, including this guide and foundation governor application forms.

- [www.churchofengland.org/education.aspx](http://www.churchofengland.org/education.aspx)

The National Society of the Church of England is the Church of England's National Education Department. It has a very useful website indeed with lots of helpful information for governors. Of particular value are the sections devoted to SIAMS – the Statutory Inspection of Anglican and Methodist Schools, plus other useful information and resources for collective worship.

- [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

The DfE website for governors which is full of up-to-date help for governors of all schools with current legislation and other developments made clear.

Governorline is a useful telephone service for advice, information and support for governors on 08000 722 181.

## Governor Appointments and Re-appointments

All enquiries regarding current or future foundation governors should be made to Vicky Christophers who administers the appointment/reappointment process.

Clerks and governors themselves can talk to Vicky or email her about any issues relating to the appointment process at any time.

Tel: 01749 685120

Email: [vicky.christophers1@bathwells.anglican.org](mailto:vicky.christophers1@bathwells.anglican.org) or  
[education@bathwells.anglican.org](mailto:education@bathwells.anglican.org)

## Diocesan Training for Foundation Representatives

All newly appointed and re-appointed foundation representatives are required to attend a Church School Distinctiveness training session within one year of appointment. We also encourage all Chairs of Governors and Charis of Trust Boards to attend this training as they have a key role in supporting and leading our Church Schools. All members of governing boards are welcome to attend we are offering training locally to groups of schools/MATS. The sessions are led by Diocesan Schools Advisers and held at the Old Deanery in Wells. Details of dates and times are included in your confirmation of appointment letter.

Further training offered by the Diocesan Education Department is detailed in our Continuing Professional Development (CPD) brochure available to download from our website at:

- <http://www.bathandwells.org.uk/supporting-children/school-effectiveness/training-opps/>

or please contact Jan Chandler ([jan.chandler@bathwells.anglican.org](mailto:jan.chandler@bathwells.anglican.org) or tel. 01749 685122 or [education@bathwells.anglican.org](mailto:education@bathwells.anglican.org)).

# Contacts in the Education Department

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**Administrator – Continuing Professional Development**

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## **Appendix 1 - Appointment Process for Foundation Representatives**

### **Vacancy for a Foundation Governor arises/is anticipated**

Clerk informs the Diocese of the vacancy and the date the previous Foundation Governor is leaving/has left

Actions for the Clerk/Chair

- Skills audit of the board is undertaken/reviewed unless this has been completed within the last year
- Identify skills required of the foundation governor
- Check the Instrument of Government/ Terms of Reference for who is the nominating and who is the appointing body e.g. PCC, DBE, Trustees, MAT
- Inform the School Organisation Adviser of the vacancy (and the date this is expected to happen)
- The Chair of the Board (FGB/LGC) makes the Incumbent/PCC or other nominating body aware of the vacancy and the date expected and the skills required

### **Recruitment Process begins**

Vacancy criteria/key skills are identified (as above) and shared with the Board

The Chair of the Board discusses the vacancy with the Incumbent/PCC or other nominating/appointing body

- discuss suitable potential candidates and the skills required
- the post is advertised/searched for e.g. local Anglican Churches, local other Churches, local businesses, The Diocese, Inspiring Governance

### **Selection of preferred candidate**

- The nominating body/chair of governors or similar select the preferred candidate(s) taking in to account criteria set out in this guide, as well as the required skills identified.
- Prior to interview:
  - The nominating body and governors identify a selection panel to consider the candidate(s) and conduct the interview(s)
  - The Clerk shall provide (links to) the Code of Conduct, Foundation Governor Guide or Foundation Member Guide and other information including the DfE Governance Handbook to the candidate(s) and panel members so that they can inform the discussion

- The panel can determine their own format of interview, but must consider the suitability of the candidate, and establish whether the candidate falls into category 1, 2 or 3 as set out in the roles and responsibilities document, as referenced above.
- At the conclusion of the interview(s), if the panel decide to nominate the candidate, the candidate must provide:
  - For candidates falling into category 1 or 2, contact details for a referee (leader in the church where they worship) who can confirm that they meet the criteria (the Clerk/Chair should take up these references as soon as possible) should be provided.
  - For candidates falling into category 3, confirmation that they will attend a meeting with a School Effectiveness Adviser from the Diocese.
- In all cases the candidate must be informed that his/her appointment is subject to these references and/or meeting

#### **Application for appointment/approval by DBE**

- The candidate is nominated/approved for appointment by the submission of the DBE application form for consideration
- The DBE application form should be completed in full and signed on behalf of the governors (the nominating or appointing body) as well as the candidate. The candidate must, through their application form, state how they will preserve and promote the religious character of the school, in addition to their skills as a governor.
- The form asks which category the candidate falls into. If they fall into category 1 or 2, the form requires the name and position of the referee and confirmation that a satisfactory reference has been obtained.
- The application form should be sent to the Education Department for review
- If the candidate is category 3 a meeting will be arranged with the candidate, a diocesan adviser and a member of the local church (Incumbent or member of the PCC) and the application will not be processed until the diocesan adviser reports back that the meeting was satisfactory.
- The Application is checked by the Education Department and presented for consideration by the Governance Approval Committee who will decide whether to approve, reject or request further information. This decision will be communicated to the candidate, with a copy to the Clerk (and the LA if appropriate).



## Appendix 2 Foundation Governor Application Form

Please complete this form and return by post or email to Diocesan Governor Services at The Old Deanery, Wells, Somerset, BA5 2UG or [education@bathwells.anglican.org](mailto:education@bathwells.anglican.org). Please ensure a copy is kept securely if you choose to post the completed form.

Name of School:		VA / VC
Is the application a:	New Appointment / Renewal	
<p><b>Please indicate the number of terms already served:</b>  <b>Please note:</b> Foundation Governors should serve for <b>no longer than 3 consecutive terms</b> (or twelve years) <b>at the same school</b> unless there are exceptional circumstances. If this is your fourth term and there are no exceptional circumstances, please contact us and we will be happy to find another suitable school in need of your support.</p>		
Your full name:		
Mr/Mrs/Ms/Other:	Date of birth:	
Address:		
Home Telephone No:	Mobile Telephone No:	
Email Address:		
Occupation:		
Are you the parent of a child attending the school?		Yes / No
Are you related to any member of the school staff or governing body? (If yes, please give details):		Yes / No
Are you a practising member of the Church of England with a commitment to the church school ethos?		Yes / No
<b>OR</b> are you a member of a Christian church (Churches Together or Evangelical Alliance) with a commitment to the church school ethos?		Yes / No
<b>IF NOT</b> a member of a Christian church, are you willing to demonstrate a commitment to celebrate and develop the Christian ethos of the school? (This will be explored and discussed further at a locally held meeting with a church representative and Diocesan Adviser).		Yes / No

We commit to using this data only for purposes in line with our legal and statutory duties. All handling, processing and storage of data will be carried out under the guiding principles of current Data Protection Regulations. We hold data for the length of your current term and dispose of it securely at such time as you resign or re-apply. We will not pass an individual's data to a third party unless we have a legitimate reason to do so.

Please indicate your reasons for wishing to become a foundation governor and what skills, knowledge and experience you feel you have to contribute to effective governance. If this is a re-appointment, please **also** state how long you have been a Foundation Governor at the school and indicate any training which you have undertaken in the last four years:

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Foundation representatives are charged with ensuring that the religious character of the school is preserved and developed; with this in mind, please describe how you will do this. Please also comment on your involvement in the life of the Church (e.g., regular communicant, Churchwarden, Sunday School teacher, etc., or equivalent information if a member of another Christian church) and your involvement or connections to the local community or businesses:

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“I confirm that I am committed to supporting the principles underlying the Trust Deed of the school in accordance with the doctrines and practices of the Church of England and I acknowledge the responsibility to uphold the faith and beliefs of the Church of England within the school. I commit to attending the ‘Distinctively Christian: Governance in Church Schools’ training run by Bath & Wells Diocese within the first year of my appointment and to keep up to date with further appropriate diocesan training.”

Signed:

Date:

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### Qualification and Disqualification Disclaimer

Please read all of the points on the form to ensure that you are not disqualified from serving as a school governor:

- I am aged 18 or over at the date of this election or appointment;
- I do not already hold a governorship of the same school; (unless renewing a current position)
- I am not currently detained under the Mental Health Act 1983;
- I am not subject to a bankruptcy restriction order or an interim order;
- I have not had my estate sequestrated and the sequestration order has not been discharged, annulled or reduced;
- I am not subject to a disqualification order or disqualification undertaking under the Company Directors Act 1986; a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989; a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; an order made under section 492 (2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- I have not been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners of High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of any body;
- I am not included in the list of people considered by the Secretary of State as unsuitable to work with children;
- I am not disqualified from working with children or subject to a direction under section 142 of the Education Act 2002; or disqualified from registration for childminding or providing day care; or disqualified from registration under Part 3 of the Childcare Act 2006;
- I have not received a sentence of imprisonment (whether suspended or not) for a period of not less than 3 months (without the option of a fine) in the 5 years before becoming a governor or since becoming a governor;
- I have not received a prison sentence of 2.5 years or more in the 20 years before becoming a governor; or at any time received a prison sentence of 5 years or more;
- I have not been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- I will not refuse an application being made to the Criminal Records Bureau for a criminal records certificate.

The School Governance (Constitution) (England) Regulations 2021, Schedule 4, Qualifications and Disqualifications

I declare that I have read the above disqualification information and that I am not disqualified from serving as a school governor or associate member.

Signed:

Date:

<p><b>1) For the Clerk:</b>          “I confirm that the candidate has completed an appropriate skills audit, and the skills identified match those required by the Board”</p>	
Signed:	Date:
<p><b>2) For the Chair of Governors:</b>          Please detail below how the candidate’s skills and expertise complement the requirements of current board, as well as how the candidate meets the Foundation Requirement to ensure the Trust Deed is upheld:</p>	
Signed:	Date:

## References

For candidates falling into category 1 or 2, please supply contact details for a referee (leader in the church where you worship) who can confirm that you meet the criteria.

For candidates falling into category 1 or 2, a written recommendation should also be obtained from the local PCC or other nominating body

Name of Referee

Position in Church

Name of Church

Please comment on how the candidate meets the criteria as stated in category 1 or 2 above

- Tick to confirm that the candidate is a practising Christian, as defined in the Foundation Governor Guide  
OR
- Tick to confirm that the candidate is a member of a Christian church (Churches Together or Evangelical Alliance)

**Parochial Church Council Recommendation**

Foundation governors in particular are charged with securing that the religious character of the school is preserved and developed. With this in mind, please comment on the individual's knowledge, skills and ability to do this, together with information on involvement in the life of the Church (e.g., regular communicant, Churchwarden, Sunday School teacher, etc., or equivalent information if a member of another Christian church.) Please also comment on any involvement or connections to the local community or businesses.

For candidates indicating category 1 or 2, a recommendation from the local PCC must be obtained

Name of nominating PCC

I confirm that this nomination was agreed and minuted at a PCC meeting held on:

Signed on behalf of the PCC

Name

Position

Date

Candidates indicating category 3 will be asked to attend a meeting with a School Effectiveness Adviser from the Diocese and a member of the local church (Incumbent or member of the PCC).

**Sharing of personal data with the Parochial Church Council**

Please confirm your consent that we may share your personal data with the PCC in order that they may contact you as appropriate for the purposes of facilitating and promoting links between the school and church within the parish

Signed:

Date:

### Appendix 3 Academy Foundation Representative Application Form

Please complete this form and return by post or email to Diocesan Governor Services at The Old Deanery, Wells, Somerset, BA5 2UG or education@bathwells.anglican.org. Please ensure a copy is kept securely if you choose to post the completed form.

Name of Academy:	
Name of Multi Academy Trust (MAT/SAT) (if applicable)	
Are you applying to become a:	Member / Trustee (Director) / Governor
Is the application a:	New Appointment / Renewal
<p><b>Please indicate the number of terms already served:</b>  <b>Please note:</b> Foundation Governors should serve for <b>no longer than 3 consecutive terms</b> (or twelve years) <b>at the same school</b> unless there are exceptional circumstances. If this is your fourth term and there are no exceptional circumstances, please contact us and we will be happy to find another suitable school in need of your support.</p>	
Your full name:	
Mr/Mrs/Ms/Other:	Date of birth:
Address:	
Home Telephone No:	Mobile Telephone No:
Email Address:	
Occupation:	
Are you the parent of a child attending the school?	Yes / No
Are you related to any member of the academy/MAT staff or governance structure (member, director/trustee or governor? (If yes, please give details):	Yes / No
Are you a practising member of the Church of England with a commitment to the church school ethos?	Yes / No
<b>OR</b> are you a member of a Christian church (Churches Together or Evangelical Alliance) with a commitment to the church school ethos?	Yes / No
<b>IF NOT</b> a member of a Christian church, are you willing to demonstrate a commitment to celebrate and develop the Christian ethos of the academy? (This will be explored and discussed further at a locally held meeting with a church representative and diocesan adviser).	Yes / No

Please indicate your reasons for wishing to become a foundation representative and what skills, knowledge and experience you feel you have to contribute to effective governance. If this is a re-appointment, please **also** state how long you have been a Foundation Governor at the school and indicate any training which you have undertaken in the last four years:

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Foundation representatives are charged with ensuring that the religious character of the school is preserved and developed; with this in mind, please describe how you will do this. Please also comment on your involvement in the life of the Church (e.g., regular communicant, Churchwarden, Sunday School teacher, etc., or equivalent information if a member of another Christian church) and your involvement or connections to the local community or businesses:

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“I confirm that I am committed to supporting the principles underlying the Trust Deed of the academy in accordance with the doctrines and practices of the Church of England and I acknowledge the responsibility to uphold the faith and beliefs of the Church of England within the academy. I commit to attending the ‘Distinctively Christian: Governance in Church Schools’ training run by Bath & Wells Diocese within the first year of my appointment and to keep up to date with further appropriate diocesan training.”

Signed:

Date:

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### Qualification and Disqualification Disclaimer

Please read all of the points on the form to ensure that you are not disqualified from serving as a school governor:

- I am aged 18 or over at the date of this election or appointment;
- I do not already hold a governorship of the same school; (unless renewing a current position)
- I am not currently detained under the Mental Health Act 1983;
- I am not subject to a bankruptcy restriction order or an interim order;
- I have not had my estate sequestrated and the sequestration order has not been discharged, annulled or reduced;
- I am not subject to a disqualification order or disqualification undertaking under the Company Directors Act 1986; a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989; a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; an order made under section 492 (2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- I have not been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners of High Court on grounds of any misconduct or mismanagement, or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of any body;
- I am not included in the list of people considered by the Secretary of State as unsuitable to work with children;
- I am not disqualified from working with children or subject to a direction under section 142 of the Education Act 2002; or disqualified from registration for childminding or providing day care; or disqualified from registration under Part 3 of the Childcare Act 2006;
- I have not received a sentence of imprisonment (whether suspended or not) for a period of not less than 3 months (without the option of a fine) in the 5 years before becoming a governor or since becoming a governor;
- I have not received a prison sentence of 2.5 years or more in the 20 years before becoming a governor; or at any time received a prison sentence of 5 years or more;
- I have not been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- I will not refuse an application being made to the Criminal Records Bureau for a criminal records certificate.

The School Governance (Constitution) (England) Regulations 2021, Schedule 4, Qualifications and Disqualifications

I declare that I have read the above disqualification information and that I am not disqualified from serving as a school governor or associate member.

Signed:

Date:

---

**2) For the Clerk:**

“I confirm that the candidate has completed an appropriate skills audit, and the skills identified match those required by the Board”

Signed:

Signed:

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**2) For the Chair of Governors:**

Please detail below how the candidate’s skills and expertise complement the requirements of current board, as well as how the candidate meets the Foundation Requirement to ensure the Trust Deed is upheld:

Signed:

Signed:

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**We commit to using this data only for purposes in line with our legal and statutory duties. All handling, processing and storage of data will be carried out under the guiding principles of current Data Protection Regulations. We hold data for the length of your current term and dispose of it securely at such time as you resign or re-apply. We will not pass an individual’s data to a third party unless we have a legitimate reason to do so.**

**Important Information for the DBE Trust Member**

As the Corporate Member representing the DBE Trust, you are responsible for nominating the Foundation Members, Directors (Trustees) and (if you are part of a Multi Academy Trust) the Foundation Representatives of each academy’s Local Governing Body. All candidates need to have the appropriate skills and knowledge with which to contribute to effective governance. They also need to evidence a commitment to preserve and develop the distinctive character of the foundation of the church academy.

In order for you to be able to make a considered nomination on behalf of the DBE Trust, please ensure the candidate has completed this form in full.

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Signed:

Date:

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## References

For candidates falling into category 1 or 2, please supply contact details for a referee (leader in the church where you worship) who can confirm that you meet the criteria.

For candidates falling into category 1 or 2, a written recommendation should also be obtained from the local PCC or other nominating body

Name of Referee

Position in Church

Name of Church

Please comment on how the candidate meets the criteria as stated in category 1 or 2 above

- Tick to confirm that the candidate is a practising Christian, as defined in the Foundation Governor Guide  
OR
- Tick to confirm that the candidate is a member of a Christian church (Churches Together or Evangelical Alliance)

**Parochial Church Council Recommendation**

Foundation governors in particular are charged with securing that the religious character of the school is preserved and developed. With this in mind, please comment on the individual's knowledge, skills and ability to do this, together with information on involvement in the life of the Church (e.g., regular communicant, Churchwarden, Sunday School teacher, etc., or equivalent information if a member of another Christian church.) Please also comment on any involvement or connections to the local community or businesses.

For candidates indicating category 1 or 2, a recommendation from the local PCC must be obtained

Name of nominating PCC

I confirm that this nomination was agreed and minuted at a PCC meeting held on:

Signed on behalf of the PCC

Name

Position

Date

Candidates indicating category 3 will be asked to attend a meeting with a School Effectiveness Adviser from the Diocese and a member of the local church (Incumbent or member of the PCC). For Member or Trustee applications a representative from any of the local churches within the geographical area of the Trust schools, will be sufficient.

**Sharing of personal data with the Parochial Church Council**

Please confirm your consent that we may share your personal data with the PCC in order that they may contact you as appropriate for the purposes of facilitating and promoting links between the school and church within the parish

Signed:

Date:

## Appendix 4 - How to recruit a Foundation Governor – Guidance for Clerks/Chairs of Governors

All Church of England Schools, including maintained and academy schools, must have Foundation Governors. In the Diocese of Bath & Wells we have two types of Foundation Governor:

- The ex-officio governor – normally the incumbent unless a substitute has been nominated and agreed by the Archdeacon. Please note, there are no ex-officio posts in academy schools, but the incumbent can still sit as a foundation governor on the governing board.
- Foundation Governors in maintained schools are appointed by the Diocesan Board of Education on a nomination from the Parochial Church Council for the parish in which the school is situated. Foundation governors in academy schools are nominated by the Board of Trustees and appointed by the Diocesan Board of Education.

A foundation member/trustee (director)/governor **must** contribute to the skills identified in the skills audit for their particular body, but in addition fulfil the role below of a foundation member/trustee/governor. This ensures that the foundation representative is a valued member of the body, who contributes over and above the foundation designation.

### Categories of foundation member, trustee or governor

1. A practising member of the Church of England with a commitment to the church school ethos.

Or

2. A member of a Christian church (Churches Together or Evangelical Alliance) with a commitment to the church school ethos.

Or

3. Although not a member of a Christian church, demonstrates the ability and commitment to celebrate and develop the Christian ethos of the school. This will be sought via a locally held meeting with an incumbent or church representative and a diocesan adviser.

The following list contains some suggestions to consider when looking for someone to fill a foundation governor role.

Before you take any steps to recruit a Foundation Governor, ascertain the skills required of the candidate. Once you have discovered what you should be looking for, you could try some or all of the following:

- Consider whether there are existing members on your governing body/board who might wish to apply for the foundation governor role.
- Ask your school community via a newsletter or similar. You might consider placing an advert in your school newsletter inviting interested parties to make contact in order to explore the role in more detail. Parents can be foundation governors, but please be aware of the overall make-up of the board.
- Make contact with the local parish PCC and ask the members to make enquiries on your behalf. Ask the local PCC to discuss the vacancy at their next PCC meeting.
- Ask your incumbent to talk to people in church about the role. Often there are people within the congregation that have the skills, and they are just waiting to be asked!
- Advertise within your local church or in another public place like a shop or village hall by displaying a poster or flyer.
- Advertise on your school website.
- Speak with local businesses, particularly businesses that have a particular specialism e.g. if you require a foundation governor with skills in finance, speak with a local business with employees that have those skills.

Sometimes you may not be able to find a suitable person within your local community. If this is the case, you will need to look further afield. Initially you might want to get in contact with another nearby Church of England parish. If it is one that does not have its own Church School and the associated responsibility for finding foundation governors, you may find people who are pleased to be asked to help, as part of the wider Church Family.

However, a Foundation Governor does not have to be a member of the Church of England. Many Christian denominations do not have their own Church schools and may welcome being approached. These are some other avenues you could explore:

- Talk to other local Christians that you know.
- Contact other Christian leaders to see if they would be willing to recommend someone/ display a poster or flyer/ make a verbal appeal to their congregation.
- Contact your local 'Churches Together' group to see how they may be able to help with your search.

If, having exhausted all of these avenues, you are still finding it difficult to fill a foundation governor vacancy, or you have any questions, please contact Vicky Christophers, School Organisation and Governance Adviser at the Diocese by emailing [Vicky.christophers1@bathwells.anglican.org](mailto:Vicky.christophers1@bathwells.anglican.org)