



THE SALISBURY DIOCESAN  
BOARD OF EDUCATION

'Working for children, young people, schools and parishes'

### Doc 3

 THE CHURCH  
OF ENGLAND

DIOCESE OF SALISBURY

## **THE GOVERNMENT OF CHURCH OF ENGLAND SCHOOLS**

Church Schools were established in a tradition of Christian commitment to education to serve local schools or parishes. The Schools Standards and Framework Act 1998 has underwritten the continued opportunity for church schools to hold their place in the state system in three forms, either as Voluntary Aided, Voluntary Controlled or Foundation schools.

Unlike Voluntary Aided schools, the last two categories are schools where the church foundation does not have a majority on the governing body. However, all church schools are governed under Instruments of Government, operating since 1<sup>st</sup> September 1999, which contain "an ethos statement" adopted by the governors to encapsulate the religious character of the school and its purpose. It represents a modern interpretation of the school's original Trust Deed, the legal document which founded the school.

FOUNDATION governors are expected to bring the Governing body an informed regard for the Church nature of the foundation of the school, to ensure that its Christian ethos is preserved and developed, and the religious worship reflects the tradition of the Church of England.

The law gives some powers and duties specifically to headteachers, and others to governing bodies. In a well-managed school, the headteacher and governing body will work in a close and balanced partnership.

Governors have a general responsibility for the effective management of the school, acting within the framework set by national legislation with guidance from the Diocese and the LA. They are not, however, expected to take detailed decisions about the day to day running of the school – that is the role of the headteacher, whose appointment is one of the most important decisions with which the governing body will be concerned. A good headteacher will discuss all aspects of school life with the governors and expect them to offer guidance. Since it is for governors to be answerable for the running of the school, the headteacher will want to be confident that his/her actions have their support.

All governors have equal rights and responsibilities. They are not delegates and must act according to their judgement, in the best interests of the children in their school.

The responsibility of the Governing Body is collective. Governors do not have the power to act individually unless instructed by the whole Governing Body.

Governors work collectively with the headteacher and staff to carry out their responsibilities.

Governors' responsibilities involve a considerable commitment of time and energy. It is not necessary for governors to be "experts" – accountants, surveyors, solicitors, teachers – but they must be willing to bring to bear their own common sense and experience of life on the many issues presented for their attention.



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The Parochial Church Council will recommend people who it regards as being able to bring a Christian perspective to the life of the school to the Diocesan Board of Education, for appointment as foundation governors. They will have knowledge of what Christian values might be from their own learning and relationships within the Church.

Being a school governor is a way in which Christians can express their vocation to follow Christ by serving their local community.

- They will have an important role in encouraging links between the school and local churches.
- They may be able to make an important contribution to the development of policy in Religious Education, school worship, sex education and the spiritual, moral, social and cultural development of the pupils.
- They may also be able to support those parts of the school's management concerned with staff recruitment, selection, development and reward.
- They will bring important insights to bear on matters of pupil or even staff discipline.
- They will be aware of the pastoral needs of the school staff.
- They will want to have special regard for the provision of appropriate support in their schools for children with special needs.
- They will share their talents with the school, as all types of governor should.