

Governance in a  
Church of England  
Birmingham

School:

Becoming a Foundation  
Governor

(A guide to support new or  
potential Foundation Governors)

May 2020



**Education Team**  
Supporting Schools | Enabling Excellence

## Introduction

School governors are the largest voluntary body in the country. They provide a valuable service to the community by influencing the work of schools and the future of young people. In 1811 Joshua Watson and his peers committed to establishing a school in every parish in England believing all members of society deserved an education. Leading Christians at the time claimed there was a moral imperative that all children should be given an opportunity to flourish: God made us in his image, and as human beings we should all aspire to reflect this.

All Church of England schools must have Foundation Governors who are appointed by the Diocesan Board of Education (DBE), usually following nomination by the Parochial Church Council (PCC) for the parish in which the school is situated. One Foundation Governor position is ex-officio and is usually the vicar of the parish church. A substitute can be nominated by the Diocesan Director of Education (DDE) along with the Archdeacon if necessary.

## Why have Foundation Governors?

It is a requirement of the Trust under which Church of England schools were established. Your school will have a Trust Deed somewhere safe. The purpose of church schools has not really changed and your school's Instrument of Government, or Articles of Association if you are an academy, will reflect a similar statement of religious ethos to the example one here.

### **Typical Trust Deed 1834**

*'Recognising its historic foundations, 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 serve 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 pupils.'*

### **Some interesting facts:**

- **One in four primary and one in sixteen secondary schools are Church of England Schools.**
- **The church is the biggest sponsor of academies in England.**
- **Over 1 million pupils are educated in Church of England schools.**
- **The Church of England Birmingham has 51 (soon to be 52) schools across five different Local Authorities including Birmingham, Solihull, Warwickshire, Sandwell and Worcestershire.**

## What are the particular responsibilities of Foundation Governors?

- To ensure the guiding principles of the founding church are embedded within all aspects of school life.
- To ensure the terms of the Trust Deed governing the school are adhered to.
- To understand the policies on RE, Collective Worship and Spiritual Development.
- To understand the purpose of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) and what it is looking at and for.

## What types of church schools are there?

### **Voluntary Aided (VA)**

VA schools are state-funded although the Church of England, through the Governing Board (GB), have a substantial influence in the running of the school, including much of its building costs. Foundation Governors are in the majority and the Governing Board appoints and employs the staff. In VA schools, governors are responsible for ensuring that Religious Education, which can be denominational, takes place. A judgement on standards in teaching and learning in RE is included in the SIAMS report. Collective worship may be denominational. The GB is also responsible for its own admissions arrangements (approved by the religious authority) which means that it can admit children on the grounds of their faith if this is what it decides. However, any Admissions Policy must comply with the Admissions Code which is designed to produce fair and understandable admissions for all schools. The Local Authority (LA) and Director of Education for the Church of England, Birmingham (DDE) have similar rights to attend GB meetings and offer advice.

### **Voluntary Controlled (VC)**

VC schools are managed by the Local Authority whilst still maintaining their Christian distinctiveness. Staff are employed by the LA, although are appointed by the GB. The LA is also responsible for the admissions arrangements. RE is taught in accordance with the Locally Agreed Syllabus, and Collective Worship should reflect the Anglican tradition. The contribution that RE makes to the school's Christian vision is explored during SIAMS. No one group of governors is in the majority and usually Foundation Governors make up around 25% of the governance. The LA advises the GB, although the DDE may be given the same opportunity.

### **Converter Academies**

Academies are state-funded independent schools and converter academies were either deemed as Ofsted good or outstanding on conversion. They are sometimes referred to as stand-alone academies. Their religious designation remains the same (whether they were VC or VA before conversion), including their admissions criteria and the number of Foundation Governors. The GB are the employer of staff and Church of England schools

need to have approval from the Diocesan Board of Education (DBE) before conversion. The DBE appoints the Members (usually five with a Church majority) who then appoint a Governing Board. The members are not involved on a day to day basis although the GB have considerable powers of self-determination. The DfE are now not allowing academisation for individual schools. We have several convertor academies within the Diocese which converted early in the academisation process and have remained strong, well-performing schools which do not currently wish to be part of a Multi-Academy Trust.

### **Multi-Academy Trusts (MATs)**

Multi-Academy Trusts are groups of academies which join under the umbrella of a trust. We currently have three MATs within the Diocese. Two of these are smaller MATs (All Saints MAT and The Fioretti Trust). The other is our own Birmingham Diocesan Multi-Academy Trust (BDMAT) which has sixteen of our schools within it. Each MAT has a Chief Executive Officer (CEO), with a Headteacher or Head of School in each school. Permission from the DBE and the DfE is needed for schools to join a MAT. Each school usually has a Local Governing Board (LGB) that concentrates on that school and its community. The Board of Trustees then supports each of these Boards.

### **Sponsored Academies**

These are usually schools that are underperforming and struggling. They will be sponsored by a higher performing school or a MAT with the aim of improving their educational standards. Before BDMAT was formed, the Diocese sponsored six of our schools; these are now part of BDMAT. If a Church of England school requires sponsorship, the DfE will be consulted by the DfE before this happens.

### *How does a governing body work?*

VC and VA schools have an Instrument of Government (IoG) that determines the constitution of the Governing Board, stating how many of each type of governor there should be and outlining the legalities of the GB and its constitution.

#### Types of Governor

- **Headteacher** – ex-officio role – if the Headteacher decides not to take up the role (which is very unusual), it remains vacant.
- **Incumbent** – ex-officio role – Church of England schools only – if the incumbent decides not to take up the role, a substitute can be appointed by the DBE.
- **Staff Governor** – elected by staff.
- **LA Governor** – a representative put forward by the Local Authority.
- **Foundation Governor** – nominated by the Parochial Church Council (PCC) of the foundation parish and appointed by the DBE.

- **Co-opted Governor** – a representative, often from the local community, elected by the Governing Board because of specific skills they can offer.
- **Associate Governor** – elected by the Governing Board because of specific skills they can offer but they have no voting rights.

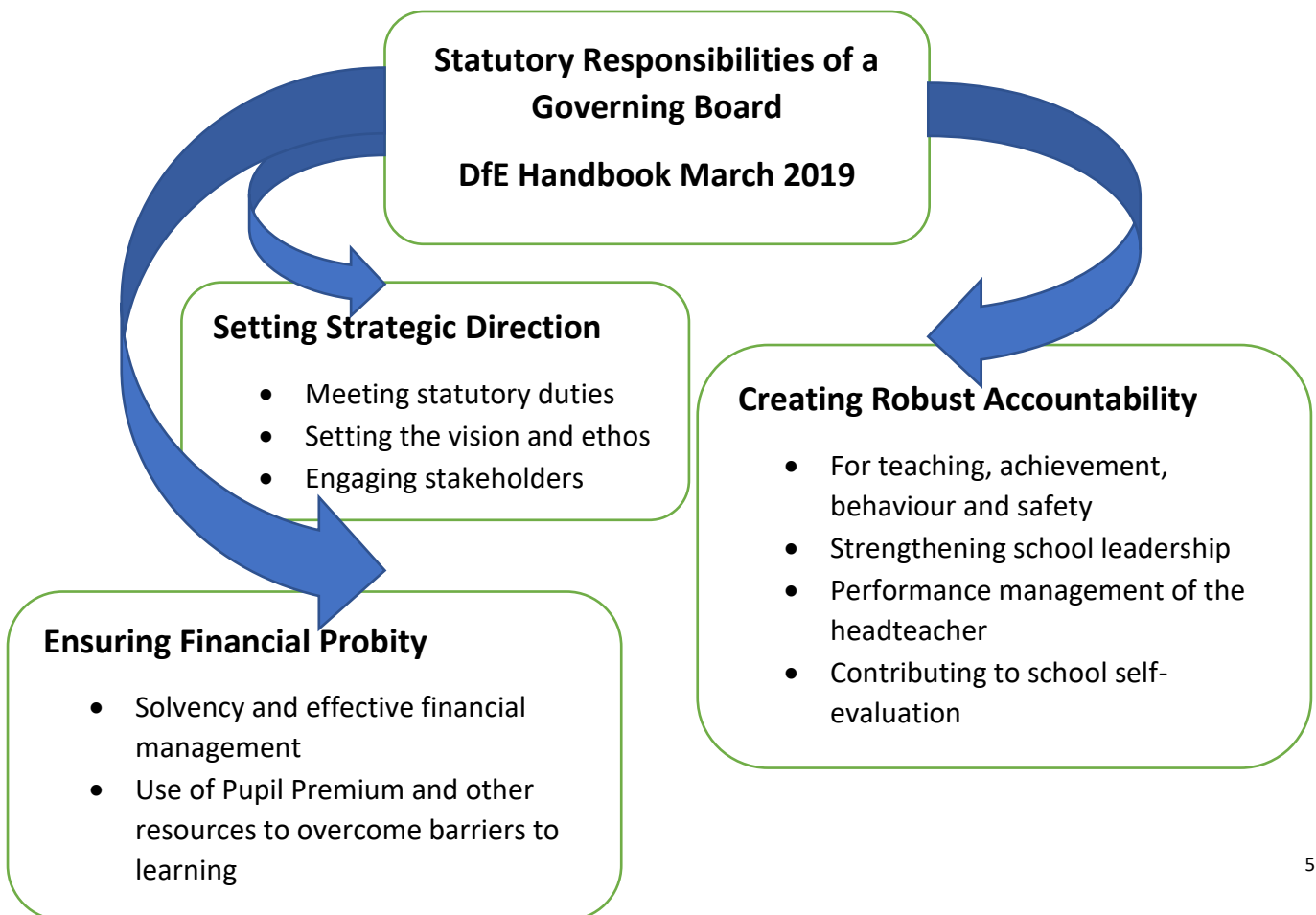
Academies have several key documents that underpin the workings of the academy governance. These include:

- Memorandum and Articles of Association – setting out the purpose of the Academy Trust and the composition of its members and its Governing Board or Board of Trustees. The Articles are put together by a solicitor and there are model Articles specific to Church schools.
- Funding Agreement – signed by the Secretary of State for Education and the Academy Trust when the academy is first established, stating how they will be funded.
- Scheme of Delegation – a document that sets out the role and functions of the LGB and the responsibility delegated to it by the Board of Trustees.

These documents are specific to Academy Trusts and the provisions within them vary between different Academy Trusts.

### *What does good governance look like?*

Good governance within a Church of England school requires corporate understanding and support for the Christian ethos and how this underpins and informs every area of school life.



### **The Governing Board should work with the Headteacher to:**

- ✓ Ensure clarity of vision, ethos and strategic direction.
- ✓ Ensure long term sustainability of the school within the current educational landscape at national and local level.
- ✓ Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff.
- ✓ Oversee the financial performance of the school, ensuring money is well spent.

### **The Governing Board is accountable to all stakeholders for effective education of children and young people. Stakeholders include:**

- ✓ Children and Young People
- ✓ School Staff
- ✓ Parents/Carers
- ✓ Local Community/Diocese
- ✓ Local, Regional and National Government

### **Personal qualities of a Governor:**

- ✓ Integrity and good interpersonal skills
- ✓ A genuine interest in and enthusiasm for education
- ✓ A willingness and capacity to serve for four years
- ✓ A passion for learning
- ✓ Transferrable skills such as finance, HR, legal skills or health and safety expertise to complement the skills of other governors

The conduct of a Governing Board should remain firmly anchored in the Seven Nolan Principles of Public Life. These are:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty and
- Leadership

The National Governance Association (NGA) have established 'A Framework for Ethical Leadership' in Education based on these principles. They form part of our Governors Code of Practice issued to all governors on appointment and can be found in Appendix C.

## How to support and Challenge as a 'Critical Friend'

Governing Bodies that provide the best strategic leadership combine a high degree of challenge with a high degree of support. They act as a 'critical friend' to the Headteacher and senior management team.

**Governance is largely a 'thinking and questioning' role not a 'doing' role.**



**It can be difficult to get the balance right!**

The Headteacher's responsibilities include:

- Internal organisation, management, and control of the school.
- Educational performance of the school.
- Formulating aims and objectives, policies, and targets for the Governing Board to consider adopting.
- Advising on and implementing the Governing Board's strategic framework.
- Giving governors the information they need to help the school raise its standards.
- Reporting on progress at least once every academic year.

Governors should be mindful to respect the professional judgement of the Headteacher and staff on matters of teaching and learning. They are responsible for the effectiveness of the school in achieving the targets identified in the school development plan; it is up to governors to monitor this through effective questioning.

Governors should understand and respect the difference between strategic decisions and operational decisions.

### **STRATEGIC DECISIONS:**

A few examples....

- ✓ Agreeing policies (not writing them!)
- ✓ Allocating a portion of the budget to improve reading
- ✓ Appointing a Headteacher
- ✓ Setting the staff performance management policy

### **OPERATIONAL DECISIONS:**

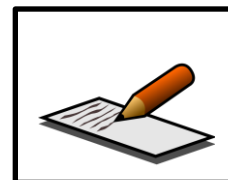
A few examples...

- ✓ Recruitment and appointment of teachers
- ✓ Ensuring a good quality of teaching and learning
- ✓ Appraisal of staff performance
- ✓ Spending within the agreed budget headings

## What makes a Governing Board Effective?

The NGA have identified eight elements which research and practice tell us are essential for good governance. These eight elements are needed to transform the team of diverse people with a range of skills, experience, and knowledge into a highly effective Governing Board.

- ✓ The right people around the table
- ✓ Understanding their role and responsibility
- ✓ Good chairing
- ✓ Professional clerking
- ✓ Good relationships based on trust
- ✓ Knowing the school – the data, the staff, the parents, the children, the community
- ✓ Committed to asking challenging questions
- ✓ Confident to have courageous conversations in the interests of children and young people



## Meetings

The Governing Board conducts most of its business through formal meetings. There must be a minimum of three full meetings per year, but many choose to meet more often than this. It is essential that governors read all papers thoroughly before the meeting – make a note of any queries or points you want to raise. It is vital that all members make every effort to attend full Governing Board meetings. Of course, there may be times that you cannot attend and if this is the case you will need to inform the Clerk in advance wherever possible. Any board member who does not attend meetings for a continuous period of six months without the agreement of the rest of the Board can be disqualified from continuing to hold office. A Governing Board can only make decisions if it is quorate.

### Examples of typical agenda items...



#### Autumn Term Meeting One:

- Elect Chair and Vice Chair
- Review Terms of Reference and Code of Conduct
- Review of school self-evaluation
- Agree roles and committees
- Agree dates and visits
- Review Admission arrangements & other policies, as appropriate.



#### Autumn Term Meeting Two:

- Review HT and staff pay
- Review Summer Term results
- Update School Improvement/Development Plan (SIP/SDP)
- Establish monitoring processes
- Set targets





### Spring Term Meeting:

- Set the budget
- Review progress to date
- Review the effectiveness of the school's Christian distinctiveness
- Report on monitoring visits



### Summer Term Meeting:

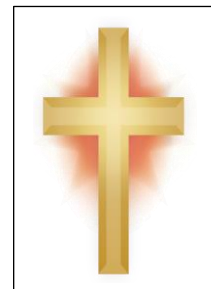
- Review the year, including HT and school performance
- Review updated self-evaluation
- Receive any reports
- Plan for next year

There will usually be a written report from the Headteacher at each meeting which should be circulated with any other papers for consideration five working days in advance of the meeting. Safeguarding and the welfare of staff and children is a standing item and ideally a short update on the Christian Distinctiveness at the school should be on each agenda.

**Effective Governing Boards are supported by efficient Clerks who are well trained and well-informed about the Diocesan Board of Education and the procedures and protocols regarding the appointment and role of Foundation Governors.**

*What is special about the Foundation Governor role?*

***As a Foundation Governor you are responsible for ensuring the Christian Distinctiveness is embedded and upheld within every aspect of school life. You need to have some knowledge of...***



### **Statutory Inspection of Anglican and Methodist Schools (SIAMS)**

In addition to Ofsted inspections, all Church of England schools are inspected using the Church of England's Education Office's schedule for the Statutory Inspection of Anglican and Methodist Schools (SIAMS) (Section 48 of the Education Act 2005). The specific focus of SIAMS is on the impact of the school's Christian vision on pupils and adults. Inspectors evaluate the school's Christian vision, and the impact of the subsequent provision on the flourishing of community members. The current SIAMS schedule (April 2018) requires inspectors to assess the school against the following question:

***"How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"***

## **Collective Worship**

Collective Worship should take place daily and express the school's Christian vision and the traditions of the Church of England. Many of our schools work with the local vicar and other church members to plan and deliver acts of worship that are invitational, reflective, and engaging. There is plenty of flexibility in the provision of Collective Worship to enable all pupils to benefit regardless of faith and culture. It is useful for one Foundation Governor to be the Governing Board's link to Collective Worship.

## **Religious Education**

Religious Education (RE) has a vital place in the Church school, as it is one of the reasons that Church schools exist in the first place! Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10).

Central to Religious Education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is also an expectation that, as inclusive communities, Church schools provide sequenced learning about a range of religions and worldviews, fostering respect for others and enabling pupils to reflect upon their own path.

As a Foundation Governor, it is important that you investigate and understand how RE is taught in your setting as the law is slightly different for the categories of Church school. In practice, many use their Local Authority's Agreed Syllabus for RE with supplementary resources to support it. The Church of England Education Office has produced a 'Statement of Entitlement for RE' (2019) with which Foundation Governors should become familiar. Teachers in Church schools should receive positive support in providing effective and excellent Religious Education from the Governing Board – especially Foundation Governors.

## **Parochial Church Council (PCC)**

Foundation Governors should help to keep the PCC and clergy up to date. This is particularly important if the incumbent has not taken up the ex-officio role on the Governing Board. It is good practice for Church schools to report to the Annual PCC meeting. In addition, Foundation Governors should try to attend some PCC meetings to provide school with updates of their activity during the year.

## *Fulfilling the role of an effective Foundation Governor*

Becoming an effective governor is a commitment and will require the ability to

- Be involved with sub-committees as well as the full Governing Board. Some governance work is delegated to sub-committees. This is where your personal and professional skills will come into practice.

- Work with the Headteacher, teachers and other governors to ensure that the Christian ethos, vision, and values is upheld, understood, and lived by all stakeholders.
- Undertake monitoring visits, ideally during the school day, on behalf of the Governing Board and report any findings from these to the full Governing Board. Most schools have clear policies and procedures around governor visits.
- Be prepared to attend training. Governors should be up to date and well informed. As a Diocese, we run some courses, as do the National Governance Association (NGA) and Local Authorities.
- Be prepared to be involved in the appointment of staff and their performance management as well as any discipline and redundancy procedures. Governors are also involved in pupil exclusion panels.
- Be involved with the monitoring and evaluating of Collective Worship and RE with the relevant subject leaders.
- Understand that they are there to support and protect the Christian character of the school, in keeping with the Trust Deed.

The Governing Board is a corporate body, but individual members agree to be bound by the Code of Conduct drawn up by the National Governors Association. You will be asked to read and agree to this once your application has been accepted and it will be sent to you along with your official letter of confirmation. However, a copy is attached as an appendix for your information.

*Just before you go....*

#### **The Rewards of being a Governor in one of our schools:**

- The knowledge that you are helping raise standards of educational achievement for children and young people.
- Having an opportunity to use your experience and expertise to help improve the life chances and quality of learning for children and young people.
- Having a sense of purpose and achievement in the community as well as being a partner and involved in the community.
- Having the opportunity to meet new people and develop new skills.

Governance is a unique and different way to 'put something back' into society.

Thank you for taking the time to consider the role.

## What next?

Fill in the application form given to you by the Clerk to Governors and return it to The Church of England's Board of Education Officer for Governance:

Charlotte Ward Lewis

[charlottew@cofebirmingham.com](mailto:charlottew@cofebirmingham.com)

**We look forward to a fulfilling and happy partnership between you, your school and its community and the Church of England Birmingham.**



## Code of Practice for Members of a Church of England Governing Body

### Rationale

The purpose of the Code of Practice is to enable the Governing Board to:

- Fulfil its primary role as the strategic leaders to ensure that every child gets the best possible education.
- Build a productive and supportive relationship with the Headteacher and staff in promoting the Christian ethos of the school or academy while holding them to account for school or academy performance.

### Legal Framework

- The Governing Board is a corporate body. Governors have no authority to act individually except where the Governing Board has delegated the authority to do so.
- All governors have equal status and, although governors are appointed and elected by different groups, the central concern must be the welfare of the school or academy.

### Roles and Responsibilities

The Governing Board is responsible for:

- The clarity of vision, ethos and strategic direction, ensuring that the school or academy has identified what the Christian ethos means in its context and community.
- Holding the Headteacher to account for the educational performance of the school or academy, its pupils and the performance management of the staff.
- Overseeing the financial performance of the school or academy and making sure its money is well spent.
- Ensuring that the school or academy meets statutory requirements and additional functions and responsibilities, depending on its category.

### Commitment

Being a governor:

- Involves participating fully in the work of the Governing Board so that individuals accept a fair share of the responsibilities and duties, including service on committees, working parties or as 'named' governors. Individual governors should be prepared to serve on at least one committee.
- Requires regular attendance at meetings of the full Governing Board and committees.
- Requires getting to know the school or academy well and responding to opportunities to visit and get involved in school or academy activities.
- Requires seriously considering individual and collective training and development needs and using any designated funds to address them.

## Confidentiality

Governors should:

- Observe confidentiality routinely as a matter of course, but particularly when explicitly asked to do so, for example regarding matters concerning staff, children or their parents/carers.
- Keep discussion about decisions confidential even when decisions themselves are made public through the minutes of meetings.
- Exercise prudence when invited to respond in discussions and informal talk outside Governing Board meetings, and instead of passing individual comment, encourage issues to be brought to the attention of the Headteacher or the Governing Board (depending on the nature of the issue) through the proper channels.

## Relationships

The Governing Board will strive to develop effective working relationships with:

- The Headteacher, staff, children, parents, the Diocese, the Local Authority, the local community and other local schools or academies.

In forming, building and sustaining good working relationships, governors will strive to:

- Remember that they are typically representative of the *category* of governor to which they are appointed or elected but not individually representatives OF those groups, e.g. a representative parent, but not a representative *of* the parents.
- Work as members of a team in which constructive working relationships are actively promoted, forming the Governing Board which functions with corporate responsibility and accountability and within which all relationships are built on trust.
- Develop an open and honest relationship with the Headteacher and all school staff; acting as a 'critical friend' to the school or academy, ensuring a balance is struck between offering challenge and support.

## Conduct

Governors have a general duty to act with integrity, objectivity and honesty in the best interests of the school or academy and will always strive to behave professionally.

- Governors will aim to discharge their duties in a manner that maintains and develops the Christian ethos of the school or academy and its reputation in the local community and wider educational community. Governors' actions should always reflect the responsibility to secure the positive Christian ethos of the school or academy.
- Governors should reflect on how they are perceived by stakeholders in all that they say or do, both as individual governors and as a corporate body.
- Governors should consider carefully how their decisions and actions may affect others, whether they are individuals employed by the school or academy, children or adults who are part of the school or academy community, or of other schools or academies in the locality or the wider community.
- Governors should express views openly at meetings but accept collective responsibility for all decisions made by the Governing Board or any individual governor delegated to make decisions.

- Governors should not speak out against majority decisions in public or in private outside the Governing Board. The intention is to protect the reputation and authority of the Governing Board and the school or academy in the public domain. If governors have a concern, they should speak to the Chair of Governors or the Diocese.
- Governors will only speak or act on behalf of the Governing Board when they have been specifically authorised to do so.
- Governors will respond to criticism or complaints about the school and/or its staff by referring to the school's or academy's Complaints Procedure adopted by the Governing Board for the correct procedure to be followed and will advise the complainant accordingly.
- Governors will record in the Register of Business Interests any pecuniary interest they may have in connection with the Governing Board's business.
- Governors will be expected to declare when they have a pecuniary or non-pecuniary interest in any item of business and withdraw from the meeting whilst it is under discussion.
- Governors will always undertake any visits in consultation with the Headteacher.

### **Breach of this Code of Practice**

- If the Diocesan Board of Education believe this Code has been breached, they will raise this issue with the Chair of Governors who will investigate; the Governing Board should seek to resolve any difficulties or disputes constructively.
- Should it be the Chair of Governors that they believe has breached the Code, another governor, such as the Vice Chair, will investigate.
- The DBE understand that any allegation of a material breach of this Code of Practice by any governor shall be raised at a meeting of the Governing Board, and, if agreed by the majority of governors to be substantiated, shall be recorded in the minutes and can lead to suspension or, in some circumstances, removal from the Governing Board.
- Governors will sign the Code at the first Governing Board each academic year.

### **Undertaking**

- As a member of the Governing Board, I will always have the well-being of the children and the reputation of the school or academy at heart.
- I will do all I can to be an ambassador for the school or academy, publicly supporting its aims, values and ethos.
- I will never say or do anything publicly that would embarrass the school or academy, the Governing Board, the Headteacher or the staff.

**Signed:**

**Printed Name:**

**Date:**



## **The seven principles of public life**

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

**Selflessness** - Holders of public office should act solely in terms of the public interest.

**Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**Honesty** – Holders of public office should be truthful

**Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.





## **The Framework for Ethical Leadership in Education**

*The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these are not just fine words, they are meant to support a culture in which ethical decision-making can flourish. 'Leaders' includes both those who are paid to lead schools and colleges and those who volunteer to govern them.*

1. **Selflessness:** School and college leaders should act solely in the interest of children and young people.
2. **Integrity:** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity:** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability:** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny appropriate to ensure this.
5. **Openness:** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty:** School and college leaders should be truthful.
7. **Leadership:** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*  
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge, and insight*  
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*  
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*  
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*  
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*  
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*  
Despite difficulties and pressures, we are developing excellent education to change the world for the better.



## Application Form for appointment of Foundation Governors in a Church of England School

### 1. School Details

*Name of the school/academy that you wish to be a governor at:*

### 2. Personal Details

*Name:*

*Address and postcode:*

*Contact telephone number:*

*Email address:*

*Please confirm that you are over 18:*

*Occupation (if retired, occupation before retirement):*

*DBS Number (if you have one):*

*Is a new DBS check required? (school to arrange):*

### 3. Personal Experience and Details

*Have you previously been a school governor? If so, please provide the name of the school and dates?*

*What skills and attributes will you be able to offer as a governor and why do you feel that you would make a good Foundation Governor?*

*Please read the information booklet 'Becoming a Foundation Governor in a Church of England School' before filling in this section.*

*Do you attend a place of worship?  
If so, where?*

*Are you a parent of a child at the school?*

*Are you related to any other member of the governing body or employee at the school?  
If yes, please provide name and relationship.*

## **4. Referee**

*You are asked to provide a contact for at least one referee who ~~that~~ will vouch for your suitability to become a Foundation Governor in a Church of England school. The Board of Education will request this on the school's behalf.*

*Name(s) of referee(s):*

*Tel. Number(s):*

*Email address(es):*

*Please return this form to the Board of Education's Officer for Governance, who will respond to your application as soon as possible.*

*Charlotte Ward Lewis – Deputy Director of Education, Church of England, Birmingham,  
1 Colmore Row, Birmingham, B3 2BJ [charlottew@cofebirmingham.com](mailto:charlottew@cofebirmingham.com)*

