York Diocesan Board of Education (YDBE)

INTRODUCTORY GUIDANCE FOR FOUNDATION GOVERNORS



Stained glass window at Riston CE VC Primary School

in Church of England maintained schools and academies in the Diocese of York

September 2025

This guidance is intended to introduce you to the role of foundation governor and to signpost you to where you can find further help and support as you develop in the role. It is supplemented by our training programme for governors.

For the purposes of this guidance "Foundation Governor" should be read as meaning a foundation governor of a maintained school or a "foundation local governor" in an academy and "Governing Body" should be read as meaning the governing body of a maintained school or the local governing body/committee of an academy.



Welcome from our Director of Education



Welcome to the family of Church of England Foundation Governors in the Diocese of York. Thank you for your commitment to taking on this important role in the life of a Church school.

The Church of England educates one million children and young people nationally, spread across more than 4,700 schools and academies. Here in the Diocese of York, there are over 120 Church of England schools. The vast majority are primaries but there are also four secondaries and a handful of infant and junior schools: together these schools serve over 21,000 pupils. The Diocese has a rich and varied educational landscape, with both rural and urban contexts, and some of the most deprived parishes within England: our schools and academies serve all these communities. The largest secondary school has over 1800 students, our smallest primary 11, and we have everything in between. Whatever your school looks like, the Diocesan Board of Education (YDBE), supported by the Diocesan Education Team, is here to support you.

The YDBE is the statutory body with responsibility for the promotion of education in the Diocese consistent with the faith and practice of the Church of England, including the promotion of religious education and worship in schools. In carrying out its work, the YDBE is guided by its vision, through which it seeks to build flourishing communities in its schools, parishes and homes, where every child, young person and those who care for them has a transforming encounter with the Christian faith and the person of Jesus Christ. Specifically in the school context, the YDBE's vision is to create flourishing Church school communities, committed to providing education of the highest quality that is deeply Christian and seeks to serve the common good for their own locality.



The vision of the York Diocesan Board of Education (YDBE) is that it seeks to build flourishing communities in its schools, parishes and homes where every child, young person and those who care for them has a transforming encounter with the Christian faith and the person of Jesus Christ.



The vision of the YDBE is aligned with:

- The Diocese of York's vision, *Living Christ's Story*. In our Church schools, it challenges us to reflect on what it means for Christians to be to be more like Christ in the way people live their lives. This may be through adopting a Rhythm of Life that includes aspects of prayer, worship, love for one another, generosity, supporting community and having periods of rest.

- The Church of England's vision for education, which is outlined in the document published by the Church of England Education Office, *"Deeply Christian, Serving the Common Good."* Within it, the Church affirms its commitment to education and to the flourishing of all, described as *"promoting educational excellence everywhere and for everyone and bringing life in all its fullness."*



- *Growing Faith*, which identifies three areas of focus: the Church, the school and the household. There is a national commitment to achieve a significant culture change within the Church, so that every aspect of mission and ministry is seen through the lens of a child and young person. The desire of the Church of England is to become younger and more diverse: Growing Faith is part of this aspiration.

It is within this context that the YDBE and the Diocesan Education Team works with all its schools: working in partnership with Church schools to support them in providing high quality education, infused with and inspired by each school's theologically rooted Christian vision.

Thank you for volunteering to be a Foundation Governor and for the work that you do to help lead and support your Church school. I hope you find this guidance useful as you start on your journey. It is together that we will build flourishing communities in our schools, parishes and homes here in the Diocese of York.

The apostle Paul writing in his letter to the Colossians encourages the Church to be 'abounding in thanksgiving' (Col 2:7) and 'whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God (Col 3:17). The YDBE's vision for children and young people is rooted in God's purposes and is thankful for what God has done in the past and for what, by God's grace, is to come within the Diocese of York.



What is a Foundation Governor and what do they do?

As a Foundation Governor you will be a representative of the Church of England on the school's Governing Body.

You will have a special role in, and responsibility for ensuring that:

- The Christian Character of the school is secured, preserved and developed; and
- The school is run in accordance with any trust deed relating to the school.

In order to carry out your special role effectively, you will need to:

- Understand and articulate the role of the Church in school, and the importance of the school's distinctively Christian character.
- Encourage and focus debate in key areas, including the school's Christian vision, collective worship and religious education (RE).
- Play an active role in key decisions e.g. the recruitment of headteachers and other key members of staff and headteacher appraisals.
- Support the school to ensure that there are effective and ongoing processes in place for Church school specific monitoring and evaluation.

- Work with the Parochial Church Council (PCC) and local parish church, the Incumbent (e.g the vicar) and other members of the Governing Body in upholding the school's Christian ethos, making sure that the school is distinctively Christian and strengthening and enriching the dynamic relationship between school, Church and the wider community.



In essence, you are there to help to secure that the school thrives as a Church of England school.

The key function of Foundation Governors is to "explore, with their partners on the Governing Body, ways in which the Church's role in the school may be more fully and positively implemented." (National Society, 1996)

At the same time, Foundation Governors have a responsibility to their school, their pupils and their communities to support their school to be effective in achieving and exceeding the standards expected by government. Foundation Governors, who will take on the full responsibilities of being a school governor (or local governor, as the case may be), will need to have the skills and otherwise be in a position to contribute appropriately to the Governing Body and the effective governance of the school.

Please note: *the role of being a governor in a maintained school is different to being a local governor in an academy, and indeed the local governor role will look different in different academy Trusts due to the different delegations that are put in place between the Trust Board and the local governance tier. You should ensure that you understand what it looks like in your particular context.*

The Department for Education provides detailed guidance in relation to governance in different school contexts. You can find the maintained schools governance guidance here and the academy governance guide here.

Like all governors, Foundation Governors need to be committed to putting in the time necessary to be a school governor and undertake appropriate training on their role – including Diocesan and local authority training, and (in the academy context) training provided through the relevant Academy Trust.



How many other Foundation Governors will there be?

This will depend on the type of school you are supporting.

In Voluntary Controlled schools or Foundation schools, Foundation Governors will be in the minority on the Governing Body (there will generally be two or three Foundation Governors). In Voluntary Aided schools, Foundation Governors will be in the majority. The number of foundation local governors on the local governing body will generally reflect the status of the former school. Your Governing Body composition will be outlined in the School's Instrument of Government (for maintained schools) or agreed local governing body composition (for academies).

How are Foundation Governors appointed?

Most Foundation Governors in maintained schools will be appointed by the York Diocesan Board of Education (YDBE), whilst most Foundation Governors in academies are appointed by the Trust Board with the prior written consent of the YDBE. In general, consultation is required with the Parochial Church Council (PCC) or other local Church body before an appointment can be made.

On almost every Governing Body there will also be an “ex officio” Foundation Governor position. This will often be taken up by "the principal officiating minister" of the parish linked to the school (usually the vicar). For a number of reasons, not all those who are eligible take up this role, and

sometimes the principal officiating minister position is vacant. In such cases, a substitute Foundation Governor, called a "temporary ex officio Foundation Governor" will be appointed with the involvement of the relevant Archdeacon.

Regardless of the formal appointment mechanism, individuals to serve as Foundation Governors are almost invariably identified by the Parochial Church Council (PCC)/other church body and school, working in partnership and drawing on their local knowledge.

The Diocesan Education Team manages all Foundation Governor appointments linked to the Church of England. Further details of the YDBE's processes are included on the YDBE's website here.

In general, Foundation Governors will have a link with the local Church of England church. However, this is not always the case. Further guidance on who can be a Foundation Governor can be found on the YDBE's website here.

How long will I be a Foundation Governor for?

Foundation Governors are generally appointed for four-year terms, although in the case of a temporary ex officio Foundation Governor, the term of office will come to an end in the event that the person entitled to take on the ex officio role (as the relevant principal officiating minister) decides to take on the role themselves. Many Foundation Governors go on to be appointed for further four-year terms.



Whilst every school is distinctive and different in some ways, the question of distinctiveness and what this looks like is frequently asked with reference to Church of England schools. A good place to start is with the ethos statement, which applies to all Church of England schools:

ETHOS STATEMENT

"Recognising its historic foundation, our 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.

Our school aims to serve the 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."



The school should be an inclusive place of distinctive excellence, providing an education of the highest quality within the context of Christian belief and practice. It should work to meet the needs of the most vulnerable and be a place where all are valued as individuals and as God's children. It should be true to the historic roots of the Church in education, serving its local community, welcoming Christian families and those of other faiths and none.

Here are some examples of how Church schools are distinctive:

Distinctively Christian Vision and ethos

Every Church of England school needs its own, theologically rooted, Christian vision, specific to its own context. The school's vision, developed in the wider context of both the Diocesan and the Church of England's vision for schools, should inform everything that happens in the school, enabling both children and adults to flourish. For example, it should:

- Shape school development plans and policies.
- Shape a curriculum and extra-curricular offer that enables pupils to flourish.
- Be expressed through collective worship.
- Create a culture in which children and adults are treated well.
- Create an active culture of justice and responsibility.
- Be lived out in relationships and partnerships with key stakeholders.

Church, Diocesan and Community links

The school should have effective links with the local Church, Diocese and local community.

Collective Worship

Church schools must provide a daily act of collective worship for all pupils which is distinctively Christian and Anglican in character. Collective worship should be inclusive, invitational and inspiring, and should be an expression of the school's Christian vision.

Religious Education

Special importance should be given to the study of high quality, non-confessional religious education (RE), with RE being an important part of the school's distinctive curriculum and a core subject. It should enable pupils to know about and understand Christianity as a living and diverse world faith and develop a knowledge and understanding of other major world religions and world views. It should enable pupils to reflect on their own religious, spiritual and philosophical convictions.

Spiritual, Moral, Social and Cultural (SMSC) development

SMSC development is a key focus in Church of England schools.





All Church of England schools are inspected under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework. This denominational inspection is in addition to the Ofsted inspection that all schools will receive.

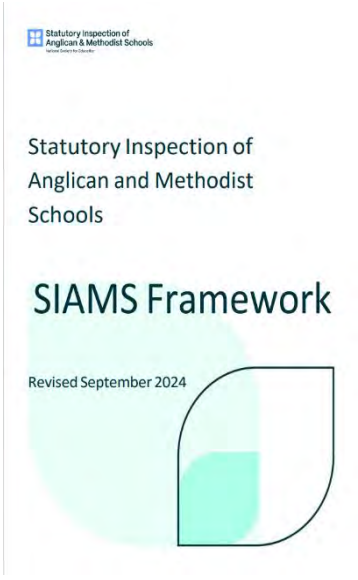
Purpose

The purpose of the inspection is to:

- Make a significant contribution to the improvement of church schools.
- Meet the requirements of section 48 of the Education Act 2005 for schools which have a religious character: *Church schools must have an inspection of collective worship, RE, and social, moral, spiritual and cultural education (SMSC). It is a statutory part of the work of the Church in education and is funded by the Department for Education.*

Inspections under this Framework will enable judgements to be made on religious education (RE), collective worship and spiritual, moral, social and cultural (SMSC) education. It will also enable evaluation of how schools, through their theologically rooted Christian vision, are living up to their Church school foundation, enabling people to flourish.

Inspection questions



In all schools, the inspector will consider the following specific Inspection questions:

1. *How does the school's theologically rooted Christian vision enable pupils and adults to flourish?*
2. *How does the curriculum reflect the school's theologically rooted Christian vision?*
3. *How is collective worship enabling pupils and adults to flourish spiritually?*
4. *How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?*
5. *How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?*
6. *Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?*

In the case of a Voluntary Aided (VA) maintained school, an academy that was formerly a VA school and in a small number of academies that were formerly Voluntary Controlled (VC) schools where (contrary to the usual position in a VC school/formerly VC school) denominational religious education is required to be taught, the inspector will also consider the following additional Inspection Question:

7. *What is the quality of religious education in Voluntary Aided and former Voluntary Aided schools, and in former Voluntary Controlled schools in which denominational religious education is taught?*

Judgements

Unlike under the previous inspection schedule, the school does not receive a grade following inspection. Instead, having evaluated the evidence made available under the Inspection Questions, the inspector will award the school one of the two following judgements:

- The inspection findings indicate that the school is living up to its foundation as a Church school, and is enabling pupils and adults to flourish.
- The inspection findings indicate that the school has strengths, but that there are also issues that leaders need to address as a matter of priority.

The inspector will issue a formal report following the inspection, including the areas for development.





There are a number of structural differences between Church and non-Church schools, reflecting the need to protect a Church of England school's Christian foundation. There are also a number of differences between different types of Church of England school.

Church of England schools in the Diocese of York are a diverse and vibrant mix of academy and local authority-maintained schools. Within those schools which are maintained, there are also different types of maintained Church of England schools, and the protections look different across the various school types.

It is important that you understand the status of your school and the relevance this has for the Christian foundation for your school. We encourage you to gain an understanding of the trust deed (if your school has one) which sets out the original foundation of your school and will give you an understanding of the origins of its current context



Understanding the differences

(a) Maintained schools

Maintained Church schools are often described as "local authority schools" and are served by a single Governing Body. They fall into one of the following categories and each status brings notable structural differences:

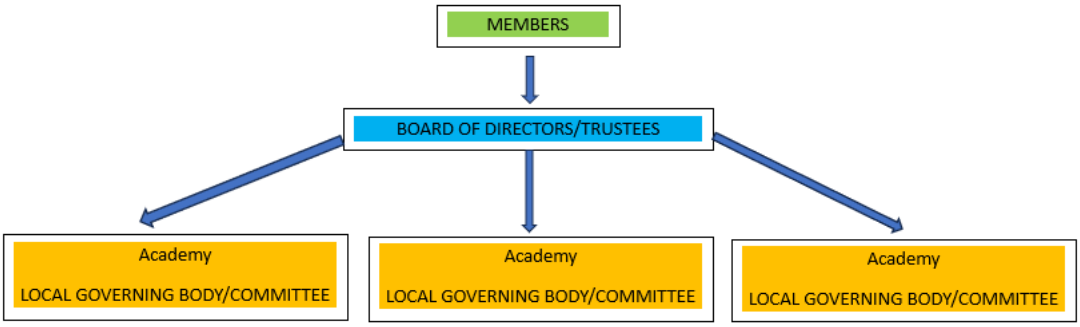
- Voluntary Aided schools ("VA")
- Voluntary Controlled schools ("VC") or
- Foundation schools.

In addition, a number of our maintained schools now work collaboratively with other schools, either though collaborative working arrangements underpinned by a Memorandum of Understanding or alternatively, as part of a formal federation. Please see our guidance on our website in relation to federations and collaboration should your schools be considering this. The guidance provides more detail and explanation as to how these models operate.

In maintained schools, these key protections are provided for in legislation.

(b) Academies

Academies are independent schools run by a multi academy trust (Trust). The Trust Board of Directors/Trustees is the legal governing body, which is overseen by the Members of the Trust. A number of governance responsibilities will also be delegated to a Local Governing Body/Committee (LGB) for each school.



The characteristics of a Church of England academy will depend on their former status (VA, VC or Foundation) and the route by which they became an academy (e.g. there are a very small number of academies that were formerly VC schools with characteristics more akin to a VA school where the school was sponsored in a particular way at the time of conversion).

For academies, the key Church school protections are provided for within the governance and contractual framework for the Trust, including the Articles of Association that govern the Trust company's operation, the Funding Agreements the Trust enters with the Department for Education and the ancillary agreements the Trust enters into with the Diocese.

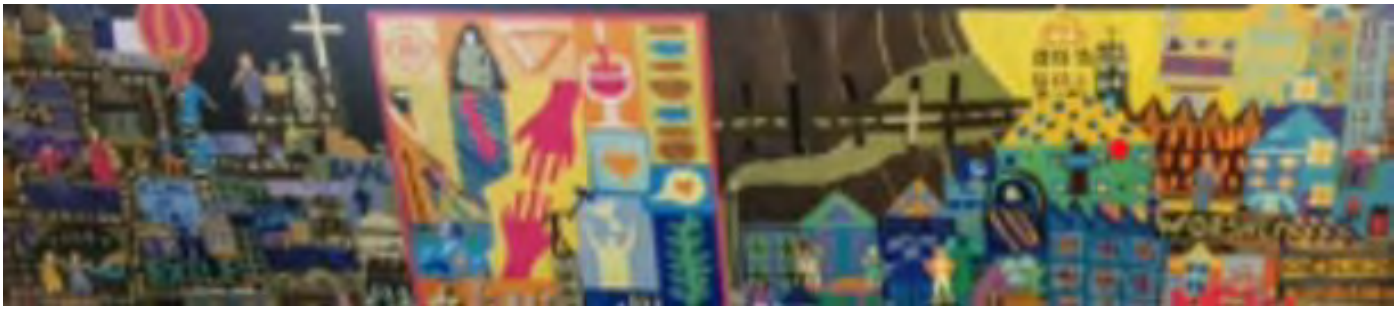
Please note that any previous federation arrangements are immediately dissolved upon conversion and

Key differences

A document summarising the key differences between the different types of Church schools (including academies), and a comparison with non-Church schools can be found **overleaf.**

Note: *If you serve on a Governing Body which oversees multiple schools, please note that the schools may have a different status/characteristics.*

In an academy context, the academy/Trust should be in a position to advise you where there are any changes from the "usual" position due to the academy's history, however please do get in touch if you have any questions.



Summary of some key differences between school types*

	Community schools	Church schools (most common types)			
		Voluntary Aided (VA)	Foundation	Voluntary Controlled (VC)	Academies
Foundation governors *- governors with special responsibility to secure that the school's religious character is preserved and developed and that the school is conducted in accordance with its trust deed.*	N/A	**In the majority on the Governing Body** (GB). Foundation governors must outnumber all other governors by two. Generally one of their number will include the Incumbent ex officio (e.g. the vicar) and others will be appointed by the Diocesan Board of Education.	**In the minority on the Governing Body** (GB). Must be at least two Foundation governors. Generally one of their number will include the Incumbent ex officio (e.g. the vicar) and others will be appointed by the Diocesan Board of Education.	**In the minority on the Governing Body** (GB). Must be at least two Foundation governors. Foundation governors must make up no more than 25% of the governing body. Generally one of their number will include the Incumbent ex officio (e.g. the vicar) and others will be appointed by the Diocesan Board of Education.	**Composition of the Local Governing Body can vary.** This will usually reflect to a large extent the governance structures in the predecessor school (i.e. whether they were previously VA/VC/Foundation) but will ultimately depend on the particular circumstances at the time of conversion to an academy. Appointments are made by the Academy Trust, with the consent of the Diocesan Board of Education.
Employer of staff	**Employed by LA, funded from the delegated budget.** Staff are appointed and dismissed by Governing Body (working to Local Authority appointing policies).	**Employed by GB, funded from the delegated budget.** Staff are appointed and dismissed by the Governing Body. Christian commitment should be taken into account in the appointment of the headteacher and may be taken into account for other members of staff where appropriate. Foundation governors should be involved in headteacher appointment and their performance management.	**Employed by GB, funded from the delegated budget.** Staff are appointed and dismissed by the Governing Body. In general Christian commitment cannot be taken into account. Special considerations apply in the appointment of the headteacher - with their ability and fitness to preserve and develop the religious character of the school being taken into account - and in the appointment of reserved teachers (who must be able to teach denominational RE where required). Foundation governors should be involved in headteacher appointment and their performance management.	**Employed by LA, funded from the delegated budget.** Staff are appointed and dismissed by Governing Body (working to LA appointing policies). In general Christian commitment cannot be taken into account. Special considerations apply in the appointment of the headteacher - with their ability and fitness to preserve and develop the religious character of the school being taken into account - and in the appointment of reserved teachers (who must be able to teach denominational RE where required). Foundation governors should be involved in headteacher appointment and performance management.	**Employed by the Academy Trust, funded from the General Annual Grant.** Staff are appointed and dismissed by the Trust. In general, the requirements relating to staff will mirror the requirements of the former school.
Admissions Authority *All these schools are bound by general admissions law as it operates, including the Admissions Code. Academies are bound by virtue of the wording in their Funding Agreements. The LA co-ordinates the application process in all cases.*	**LA is admissions authority.** LA decides on admissions policy, makes decisions on place allocation in line with policy and arranges appeals.	**GB is admissions authority.** GB decides on admissions policy (having considered Diocesan guidance), makes decisions on place allocation and makes arrangements for appeals. Some schools have foundation places allocated by reference to faith-based oversubscription criteria. Consultation with Diocese required before changes made to existing policy.	**GB is admissions authority.** GB decides on admissions policy (having considered Diocesan guidance), makes decisions on place allocation and makes arrangements for appeals. Some schools have foundation places allocated by reference to faith-based oversubscription criteria. Consultation with Diocese required before changes made to existing policy.	**LA is admissions authority.** LA decides on admissions policy and makes decisions on place allocation. LA arranges appeals. Faith-based oversubscription criteria are rare.	**Academy Trust is admissions authority.** Trust decides on admissions policy (having considered Diocesan guidance), makes decisions on place allocation and makes arrangements for appeals. Some academies have foundation places allocated by reference to faith-based oversubscription criteria. Consultation with the Diocese is required before changes are made to existing policy.
Site and Buildings ownership	**Owned by LA**	**Owned by site trustees (except for the playing fields).** Site trustees hold the land for specific purposes as specified in their trust deed and have responsibility to ensure that activities on the site comply with the requirements of the trust deed. Site trustees will frequently be the York Diocesan Board of Finance or the vicar and church wardens. Playing fields and any structures thereon are usually owned by the LA.	**Owned by site trustees (except for the playing fields).** Site trustees hold the land for specific purposes as specified in their trust deed and have responsibility to ensure that activities on the site comply with the requirements of the trust deed. Site trustees will frequently be the York Diocesan Board of Finance or the vicar and church wardens. Playing fields and any structures thereon are usually owned by the LA.	**Owned by site trustees (except for the playing fields).** Site trustees hold the land for specific purposes as specified in their trust deed and have responsibility to ensure that activities on the site comply with the requirements of the trust deed. Site trustees will frequently be the York Diocesan Board of Finance or the vicar and church wardens. Playing fields and any structures thereon are usually owned by the LA.	**Owned by site trustees, except for the playing fields.** Site trustees hold the land for specific purposes as specified in their trust deed and have responsibility to ensure that activities on the site comply with the requirements of the trust deed. Site trustees will frequently be the York Diocesan Board of Finance or the vicar and church wardens. The land will be made available to the Academy Trust under a Church Supplemental Agreement. Playing fields and any structures thereon are usually owned by the LA and leased to the Trust.
Capital Funding	**From LA**	**90% from government/LA and 10% from GB statutory contribution.** NB GBs cannot use their devolved capital formula to meet the statutory 10% contribution.	**Funding comes from LA.**	**Funding comes from LA.**	**Funding comes from Secretary of State (through the ESFA).** This funding is provided under the Funding Agreement(s).
Ethos	**No faith based ethos statement.**	**Instrument of Government will include faith based ethos statement.**	**Instrument of Government will include faith based ethos statement.**	**Instrument of Government will include faith based ethos statement.**	**Objects in the Articles will reflect Church of England ethos. A faith-based ethos statement should be contained in the Academy's Scheme of Delegation.**
RE *In each case parents (or sixth formers) have certain withdrawal rights.*	**In accordance with locally agreed syllabus.**	**Denominational RE.** This will be the Diocesan syllabus where one exists.	**In accordance with locally agreed syllabus.** In certain circumstances denominational RE may need to be provided.	**In accordance with locally agreed syllabus.** In certain circumstances denominational RE may need to be provided.	**In accordance with Funding Agreement(s).** Generally this will mirror the arrangements prior to conversion.
Collective worship *In each case parents (or sixth formers) have certain withdrawal rights.*	**Daily act is required. Must be wholly or mainly of a broadly Christian character.**	**Daily act is required. Must be in accordance with trust deed/Anglican tradition.**	**Daily act is required. Must be in accordance with trust deed/Anglican tradition.**	**Daily act is required. Must be in accordance with trust deed/Anglican tradition.**	**Daily act is required. Must be in accordance with Anglican tradition.**
Inspection *SIAMS is the Statutory Inspection of Anglican and Methodist Schools. It makes judgements on RE, collective worship and spiritual, moral, social and cultural (SMSC) education and evaluates how schools, through their theologically rooted Christian vision, are living up to their Church school foundation, enabling people to flourish.*	**Ofsted**	**Ofsted & SIAMS (separate inspections).** SIAMS involves consideration of 7 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision & vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 relates specifically to the standards of teaching & pupil progress in RE.	**Ofsted & SIAMS (separate inspections)** SIAMS involves consideration of 6 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision and vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 does not apply.	**Ofsted & SIAMS (separate inspections)** SIAMS involves consideration of 6 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision and vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 does not apply.	**Ofsted & SIAMS (separate inspections)** SIAMS involves consideration of 6 inspection questions (IQs) covering the school's theologically rooted Christian vision and vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. There will also be an additional IQ (IQ7) relating to the quality of RE where denominational RE is taught.

*Note: This is generic guidance based on the "usual" situation and the actual position may vary as between schools.

May 2024



Being a Foundation Governor is not something for you to do alone – there will be other Foundation Governors alongside you on the Governing Body and, whilst you have a particular responsibility for this, the effectiveness of the school as a Church school is a whole Governing Body responsibility. We at the Diocese are also here to help you.

There is a wealth of experience in the Diocesan Education Team in a number of areas, including e.g.



Please get in touch with us if you require any support. You can "meet the team" here.

Keeping in Touch!

Here are some of the ways in which we can support you in your role:

Service Level Agreement

The school should have signed up to the Diocese's Service Level Agreement (SLA) which is aimed at helping the school to develop its Church of England ethos. Under the SLA the school will have its own link adviser who will provide support for the school leaders and governors, including making specific visits. Further information and a copy of the current version of the SLA can be found here.

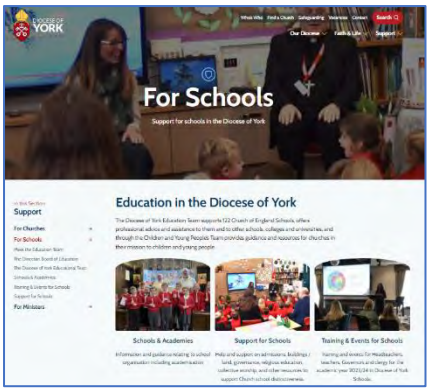
We would advise Foundation Governors to explore what support they might receive under the SLA.

Training and Events



There is a lot that you will need to know as a Governor. You won't know everything straight away and you will grow in knowledge and confidence over time. We'd encourage you to take as much advantage as possible of the training opportunities available to you, including those within the Diocese and those provided by third parties. A number of Local Authorities put on full training programmes for new Governors: Governors are strongly urged to take advantage of these. In the academy context, there will frequently be a Trust specific training programme.

The Diocese provides a number of training opportunities linked to the distinctiveness and effectiveness of your school as a Church school. The remaining training and events for the current academic year can be found on the YDBE's training and events pages here. We would expect all Foundation Governors to complete the YDBE's introductory/refresher training on Effective Governance in a CE school as a minimum: this can be done by attending the YDBE's annual zoom session as part of our annual training programme. Our introductory sessions are divided between Maintained Schools and Academy Schools to ensure that the content remains relevant and contextual.



Guidance and Advice

We provide guidance and advice in a number of areas, all of which are important in terms of protecting the Church of England foundation of Church schools.

Explore the website pages here, which include information on the following: admissions, academies, church school distinctiveness, collective worship, confederations, federations, headteacher recruitment and religious education to name but a few.

Specific times to get in contact

Whilst this is not an exhaustive list, we've set out below a brief checklist of some of the key times when Foundation Governors/an appropriate representative from the Governing Body should get in touch with us. In many of the instances below, we will need to be involved and give specific guidance/advice/consent/approval.

- *A Foundation Governor resigns or is intending to leave at the end of their term of office.*
- *A change is proposed to the composition of the Governing Body.*
- *A vacancy for a Head of School/Headteacher/Executive Principal (or similar) is anticipated.*
- *The school is considering entering into structural arrangements or changes (e.g. shared headteacher, federation, joint company/trust arrangements) with other schools and/or converting to an academy.*
- *The Governing Body/Trust is considering changing your school's admissions policy.*
- *There are plans to alter or extend school buildings.*
- *There is a serious issue relating to the school/governance of the school or the conduct of a Foundation Governor.*

If in doubt, please get in touch with the Assistant Director of Education (School Organisation and Governance): george.edmond@yorkdiocese.org. Thank you for taking the time to read this guidance and for the support you provide to the young people and others in schools across the Diocese.