

**Foundation Governor Handbook 2020**

**Llandaff Diocese Education Executive**

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**Introduction**

I would like to start by thanking you for agreeing to become a foundation governor. The role of foundation governor is a vital role within Church in Wales Schools to ensure that we continue to maintain our church vision and ethos. Joshua Watson had a vision back in 1811 that the poor of the parish should all have access to education. He wanted to see a church school in every parish. Today we have over 144 Church schools across Wales all continuing with Joshua Watson’s vision of providing an education that transforms outcomes for young people by combining academic rigour with a rounded approach to personal development. There are 25 Church in Wales schools in the diocese serving 9,000 children and young people. Today there are over 160 foundation governors across Llandaff Diocese all ensuring that this vision is being carried out.

The historic vision of the Church in Wales to provide education for all has thrived in this context. The Church in Wales, 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 just like other skills and gifts. Thus the Church in Wales, 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

Being a foundation governor means that you have taken on the role of ensuring that the Christian ethos of the school is secure, that the school is adhering to its trust deed. Church schools are also subject to additional inspections called Gwella, or Section 50, inspections which take place every 3-5 years. Governors play an important role in this process and have responsibility for ensuring that their school is ready for inspection. The Education Team here at the Diocese of Llandaff are here to help and support you carry out your role as a foundation governor and are here to support your governing body and school leadership team in ensuring that you are doing the very best for your pupils. This booklet will provide you with a range of information that will be useful in your role as a governor and will also provide links to other sources of information. Please use this as a starting point. You will find a range of training available from both your local authority and the diocese to support you in your role. You can also contact me at any time using the contact details below if you need any advice or support. Thank you so much for agreeing to be a foundation governor. I really do hope that you enjoy your role which will be both challenging and rewarding. You will receive a biannual Church School Governance Update from the Education Team and please don’t forget to become familiar with our website which will contain documents and information that you will find useful.

Angela Atkinson Andrew Rickett

Interim Chair of Diocesan Education Executive Diocesan Director of Education

**A Short History of Church in Wales Schools**

The Anglican Church has been committed to providing education for the past 200 years. The founding of the National Society in 1811 led to a flourishing of provision of education for the poor in parishes. By the time of the national census of 1851, forty years later, the Church had established 17,000 schools across England and Wales.

State provision for public education did not come until the Education Act of 1870 and it operated by supplementing rather than replacing voluntary provision. At the time of the outbreak of the Second World War, after seventy years of state provision, the churches were together still providing schooling for nearly a third of the children of school age.

The Education Act of 1944 provided a new deal in which church schools were offered the option of increased state funding and control becoming Voluntary Controlled Schools, or lesser state support and greater independence becoming Voluntary Aided Schools. There is a third category, Foundation schools, which are often the former Grant Maintained schools. Regular Inspections will also take place to ensure that Church schools maintain their distinctively Christian ethos.

In 2018, the Diocese of Llandaff released its Vision, Where Faith Matters. Education and Young People form a major part of this vision. A new education vision was written in 2018 to support Where Faith Matters:

**To make a difference to the lives of children and young people through a distinctive Christian ethos that offers transformational experiences to become fully human’.**

We will do this by:

* ***empowering*** school communities to articulate a new understanding of what it means to be a church school,
* ***encouraging*** them to be innovative in what they do and
* ***enabling*** them to be courageous agents for change that transform lives.

The Diocese of Llandaff aims to deliver excellence in education and want the best outcomes for children and young people so that they can achieve their fullest potential. Church schools were set up to provide education for the poor of the parish for all faiths and none.

**Role of the Governing Body**

**The Purpose of Governance**

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All governing bodies, no matter what type of school or how many schools they govern, have 3 core functions.

* Ensuring clarity of vision, ethos and strategic direction;
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;
* Overseeing the financial performance of the organisation and making sure it is money well spent.

Effective governance is based on 6 key features –

* Strategic Leadership
* Accountability
* People
* Structures
* Compliance
* Evaluation

*Strategic Direction* -This involves setting the organisations overall strategic framework, including its vision and strategic priorities. It includes responsibility for setting and modelling its culture, values and ethos.

*Accountability* - This is about creating robust accountability for executive leaders. This means holding them to account for both educational performance and for financial and organisational performance, ensuring that money is well spent.

*People* – The effectiveness of a board depends on the quality of its people and how they can work together with executive leaders. Governing bodies must build an effective team.

*Structures* - There are specific structures for maintained schools and academies in how governing boards must be constituted and maintained.

Compliance - The governing body has a range of key duties and responsibilities that they must adhere to and ensure that they are reviewed.

*Evaluation* – Regular monitoring and evaluation should be carried out by the board to ensure the effectiveness of governance and the performance of the school(s).

**The Role of the Parish**

In the 19th century the incumbent was usually the chair of governors. With the workload of modern incumbents, we do not recommend incumbents take on the role of chair. However as a mark of how important it is to have the very best people serving on the governing body of your Church school and how important a Church school is for the mission to the Church, parishes should be looking to nominate people who have sufficient time, skills and commitment that they would be highly desirable to be elected as the chair.

It is vitally important the governing body of a Church school conducts regular (usually annual) skills audits and communicates with the Dioceses and parish (the incumbent and the PCC); sharing with them the skills needed for their particular governing body. In consultation with the Diocesan Education Team, the PCC can nominate from the parish, the congregation and beyond, suitably skilled people of the highest calibre to be considered by the Diocese for appointment. Governance is also an expression of Christian service to the community.

* Governing bodies must communicate fully what is involved to anyone considering nomination as a governor.
* The parish must talk to the Diocese and school (Diocesan Director of Education, headteacher and the governing body) to find out what skills are needed on the governing body.
* The parish must search the community (the parishioners and beyond) for people who have the time and skills to ensure their Church school is the best school it can be and the best Church school it can be.
* The parish may need to consider the school as the top priority when asking parishioners to serve the parish.
* The parish may look to other neighbouring Anglican churches, for suitable people to nominate.
* The parish may look to other Christian denominations in the local community for suitable people to nominate.
* The parish must recognise that their church school is a place of mission and offer pastoral and spiritual support to the pupils, parents, staff and governors.
* The parish should consider its Church school a vital part of the parish profile and include the work of school in any clergy appointments. Many parishes ask candidates to lead a collective worship in the school as part of the clergy appointment process.

**A School’s Distinctive Christian Character**

The Christian ethos of the school should run like a thread through every element of school life, so one of the ‘easy’ questions for governors when looking at any policy is: “Is our ethos showing?”, and if it isn’t then how can we make changes to ensure that it does? 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 doing it like this?
* 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?
* Are our principles and values shared and owned by the whole school community?
* Are our values inclusive?
* Do all members of the school community have a respect for faith and cultural diversity?
* Do our activities and displays encourage reflection?
* Are we proud to be a church school?

**Categories of Church School**

|  |  |  |
| --- | --- | --- |
| Responsibility | Voluntary Aided | Voluntary Controlled |
| Buildings | Owned 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 WG up to 85% of approval expenditure). Playing fields are provided by the LA. | Owned 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 provided by the LA |
| Staffing (a) teaching | Employed by the governors, paid by the LA. Governors may seek evidence of Christian commitment from applications for teaching posts. | Appointed by the governors, employed and paid by the LA. Governors are bound by LA appointing policies. Governors may seek evidence of Christian commitment from applications for teaching posts. |
| Staffing (b) support | Employed by Governors, paid by LA. | Employed and paid by LA. |
| Worship | 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 |
| Religious education | The School uses the Church in Wales (“denominational”) syllabus that reflects the Anglican traditions. | The school must follow the LA syllabus unless the parents request a denominational one. The Foundation Governors have rights in the appointment of staff (called reserved teachers) to teach denominational RE |
| Membership of the governing body | Foundation Governors have an absolute majority over all other governors. Parish priest is usually ex officio a member of the governing body. All governors combine to elect the Chair. A proportion of foundation governors must also be parents. | Foundation Governors are in a minority. The parish priest is usually ex officio a member of the governing body. All governors combine to elect the Chair. |
| Funding | 85% capital funding direct from WG. Governors must raise remaining 15%. | LA LMS formula. |
| Admissions | Governors determine the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA and all other admission authorities in the area each year. | The LA is responsible for admissions, but must consult the governing body each year. |
| Advice | LA Director of Children’s Services has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights. | LA Director of Children’s Services has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights. |
| Inspection | ESTYN inspectors scrutinize school’s self- evaluation. GWELLA (Section 50) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos. | ESTYN inspectors scrutinize school’s self- evaluation. GWELLA (Section 50) inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development (esp. in RE) and school ethos. |

**Categories of Governor**

1. All governing bodies have four key groups of governors, these are:

• Parent Governors are elected by the parents or appointed by the governing body to represent the interests of parents on the governing body. Please see paragraph 26 for further information.

• Teacher Governors are elected by fellow teaching staff at the school. A teacher governor must stand down as a governor if they cease to be employed as a teacher at the school.

• Staff Governors are elected from and by the non-teaching staff employed to work at the school. For this purpose, ‘employed’ means employed to work at the school under a contract of employment or a contract for the supply of services. A staff governor must stand down from their term of office if they leave the school.

• Local Education Authority (LEA) Governors are appointed by the LA. LAs can appoint any eligible person as an LEA governor. For example not all LEA governors are councillors, they may include any person who is interested in supporting schools and whose appointment has the support of the authority. A person is disqualified from appointment as an LEA governor if they are eligible to be a staff or teacher governor of the school.

2. In addition to these, the headteacher (or acting headteacher) is a member of the governing body unless he or she chooses not to be. There are no provisions for a substitute governor to take the place of a head teacher who decides not to be a governor. A head teacher must stand down from the governing body on leaving the school.

3. Different categories of governing bodies may also include some governors of the following types:

• Community Governors are in three categories:

* Community Governors appointed by the governing body to represent the wider community interests of the school. Community governors can be people who live or work in the community served by the school or, if they do not, who are committed to the good governance and success of the school. In deciding whom to appoint, governors should ensure the governing body reflects a balance of interests. Guide to the Law: Autumn 2009 Chapter 3, Page 4 Governing Body Constitution
* Representative Governor - In community special schools and foundation special schools, the governing body must appoint as one of the community governors a person (if any) nominated by one or more voluntary organisations designated by the LA. This is not an additional community governor place but one of the specified number. If the school is based in a hospital, the community governor must be nominated by one or more local health boards or the National Health Service (NHS) trust.
* Additional Community Governor – a governing body of a maintained primary or nursery school serving an area for which there are one or more community councils, must provide for the governing body to include one additional community governor to be nominated by the community council(s). This position is in addition to the other community governor places.

• Foundation Governors are appointed by the people or organisations (if any) named in the school’s instrument of government. If the school has a religious character the foundation governors must preserve and develop this, and must also ensure compliance with the Trust Deed, if there is one. They may hold their governorship in an ex-officio capacity if they are the holder of an office specified in the instrument of government, for example a parish priest. The person is disqualified from continuing on leaving the specified post. If there is more than one body that has the right to appoint foundation governors, the instrument of government will specify as such and the basis on which appointments are made.

• Substitute Governor. Where the instrument of government specifies an ex-officio foundation governor and the post holder does not wish or is unable to take up the office of governor, or there is a vacancy in that office, a replacement may be appointed to act in place of the ex-officio governor. This person would be known as a substitute governor.

• Partnerships Governors. If the school has no foundation or equivalent body, foundation governors are replaced by partnership governors appointed by the governing body after a nominations process. They cannot be a parent of a registered pupil at the school, eligible to be a teacher or staff governor, or be a member of, or employed by the LA in connection with its functions as an LA. The governing body must ask parents of registered pupils at the school and others in the community it considers appropriate (for example, staff, community organisations and other local bodies) to provide nominations for partnership governors.

**The Role of Foundation Governors**

In Church schools, governors are guardians of the vision, keeping it alive and ensuring that it is implemented. Governors are also responsible for ensuring that the school upholds its Trust Deed which sets out exactly what it means to be a Church school.

The expectation is that your Church school will seek to offer excellence in education, and will above all be concerned to develop the whole human being in a place where the Christian faith is lived on a daily basis. As a foundation governor, you will be ensuring that this is happening. Foundation governors have a specific role in monitoring the Christian and spiritual aspects of the school. You must be familiar with the requirements of a Gwella inspection and be aware of when you last inspection took place.

Foundation governors should be familiar with the following important documents –

The Instrument of Government – This is individual to each school and a copy should be available from your clerk. This is a legal document which sets out the composition of the governing board and other related matters. The clerk, headteacher and Diocese will all have a copy which for Church schools should include an ethos statement. Exactly how this is developed is different for each Church school, but it often starts with set of core Christian values that are used to underpin all the work of the school. These values not only enable children to be the best they can be academically but also support their wellbeing. Spiritual development will be carefully planned and delivered enabling all to become fully human. For some children they will be enabled to develop a personal relationship with God. Please see the Gwella Inspection Schedule to learn how a distinctively Christian approach to education is assessed.

The Trust Deed - Trust Deeds, created when a Church school is founded, is mainly concerned with the conveyance of a piece of land. It will list the Trustees who are usually the vicar and Churchwardens or the Diocese. Each Church school will have a Trust Deed which should also be on display somewhere in the school.

Admissions Policy: This is for VA schools. When defining their admissions policy, and in particular the terms of oversubscription criteria priorities, conditions stipulated in the Trust Deed are legally binding and supersede all other legislation.

Terms of Reference – Every governing body should have Terms of Reference, this is a document that sets out the role of the full governing Body. If your governing board has separate committees, then each committee will have its own Terms of Reference. (Your clerk should have a copy of these.) They should be reviewed annually.

Code of Conduct – Every governor is required to sign a code of conduct each year. The code of conduct sets out the expectations in terms of professionalism and behaviour for governors. Foundation governors are required to sign the Llandaff Education Executive code of conduct.

**What do Foundation Governors do in practice?**

Foundation governors are unique to schools that have a religious character, such as Church schools. The National Society stated in 1996 that foundation governors are there 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’.

All foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents.

Foundation governors should:

* Understand the distinctive nature and history of the Church in Wales
* Protect and develop the distinctive Christian character of the school
* Make sure that the school is conducted in accordance with the Trust Deed
* Be a member of the governing body team and play a full and active part
* Liaise with the parish, PCC and incumbent in promoting links between church and school
* Initiate discussion on how the local church can support its school
* Monitor and evaluate the impact of collective worship on pupils and staff
* Monitor and evaluate the impact religious education has on the distinctive Christian character of the school and in a Voluntary Aided School the quality of teaching and learning in religious education
* Ensure that the Llandaff Diocese Education Executive is informed of any important changes that occur at the school, for example, the resignation and appointment of a headteacher
* Play a full part in the selection of a new headteacher
* Support school leaders in preparing for and be part of the Statutory Inspection of Anglican Schools (Gwella/Section 50)
* Be a member of the group that appraises the headteacher in the Performance Management process
* Be willing to attend regular governor training

As part of your role as a governor you will be involved in monitoring what happens in school. This might involve:

* Attending worship
* Sitting in on RE lessons
* Meeting pupils and talking to them about school
* Looking at books
* Looking at planning
* Reviewing progress and attainment data.

**This is not about making judgements on the performance of individual staff or pupils but does ensure you are well informed about the school**. You will be better placed to ask the right questions to support and challenge the leaders of the school and you will be more confident in taking far reaching strategic decisions.

**Gwella**

All Church in Wales schools are subject to a Statutory Inspection of Anglican Schools. This evaluation schedule sets out the expectations of the National Society and the Church in Wales for the statutory inspection of Church in Wales schools under Section 50 of the Education Act 2005.

Church schools make up a highly diverse ‘family’ of institutions across nursery, primary and secondary phases. The *Gwella* Framework seeks to evaluate the impact that these Church schools have on all their learners. Inspectors are expected to interpret the grade descriptors based on the context of each school being inspected. They should take into account the age range of learners and the religious backgrounds represented in the school community.

The inspection schedule provides a series of ‘Aspects’ within each Key Question which should provide the focus for the commentary and, ultimately, the judgement grade for each Key Question. Grade descriptors are provided to support inspectors in evaluating how well the school’s distinctive Christian character and values ensure the development and achievement of every learner.

Descriptors are not intended to be used as a checklist. Inspectors should apply the descriptors in each grade to determine the ‘best fit’ for the school, in the light of evidence collected. This should assist inspectors in building a picture of the school’s effectiveness and analysing the reasons for this within the school’s provision.

This Schedule applies to all Church in Wales schools.

The evaluation of the overall effectiveness of the school and the impact of its Christian character on learners embraces both their academic and personal development. Inspectors should be mindful of the overall achievement of pupils, as shown by the school’s All Wales Core Data. Outcomes may be helpfully shared by the Section 50 and Estyn inspectors, in accordance with the Protocol agreed between Estyn and the Diocesan Authorities across Wales.

**Religious Education**

Religious Education is central to this understanding of education and mission. The aims of Religious Education in church schools are:

• To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today

• To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents

• To develop understanding of religious faith as the search for and expression of truth

• To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own faith and belief.

The outcomes for pupils at the end of their education in church schools are that they are able to:

• Think theologically and explore ultimate questions

• Reflect critically on the truth claims of Christian belief

• Develop the skills to analyse, interpret and apply the Bible text

• Recognise that faith is a particular way of understanding and responding to God and the world

• Analyse and explain the varied nature and traditions of the Christian community

• Make a well-informed response to Christianity

• Respect those of all faiths in their search for God

• Reflect critically on areas of shared belief and practice between different faiths

• Enrich and expand their understanding of truth

• Reflect critically and express their views on the human quest and destiny

Christianity should be the majority study in RE in every school. In church schools that should be clearly adhered to. Understanding Christianity as a living religion is the foundation of pupils’ Religious Education in schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Pupils will be enabled to deepen their understanding of God as encountered and taught by Christians.

Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their on beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

The Diocese Education Executive fully supports the Church in Wales ***Statement of Entitlement for Religious Education***.

**Collective Worship**

Schools are regularly reminded that collective corship is a legal requirement but here are some reasons why, even without this requirement, it is good to hold collective worship in schools.

**Collective worship:**

* gives time to breathe, offering space and stillness before, during or at the end of a hectic and pressured day to be oneself, to reflect or just to sit at rest;
* helps to foster a spirit of community in a school, year group or class;
* can enable the joys and sorrows of those present, those local to the school, and the joys and sorrows of national and international news, to be reflected upon and shared in a way which is otherwise not possible in school;
* enables the overall personality and ethos of the school to come across to everyone;
* is an opportunity to share and reinforce the values the school seeks to live by;
* enables individuals and groups of staff and pupils to share their concerns, interests and reflections;
* can be a time to present genuinely alternative views of life and lifestyles for pupils to consider;
* can help pupils ponder on the many ultimate questions life presents, and know that others of all ages ponder these too;
* can offer insights into religious and other beliefs and commitments in an open way;
* can be a time of sharing those things that unite, whilst acknowledging or celebrating the diversity of beliefs and values within and beyond school;
* may provide an opportunity for pupils (and staff) to come close to God and to reflect on the most important directions and values for their lives;
* may provide a time which pupils can make their own;
* is one of the few occasions in a week of schooling that offers, or should offer, space for the spirit.

The content of collective worship is almost completely open. There is no National Curriculum for collective worship.

Please read the Diocese of Llandaff ***Guidance for Collective Worship*** for more information.

**Ex-Officio Foundation Governors**

The ex-officio foundation governor is usually the incumbent of the parish in which the school is situated. This is written into the instrument of government as the “principal officiating minister in the parish”. The incumbent automatically becomes the ex-officio foundation governor when he/she is appointed to the parish.

The Church school is part of the ex-officio’s parish responsibilities and within Church schools there is an expectation that the incumbent will take a pastoral role for the care of staff, children, parents and fellow governors. It is also an expectation that a member of the parish clergy team will lead at least one collective worship in the school each week.

Church schools also visit the Church for worship on a half termly basis as well as at festivals and the start and end of term. Worship is an essential element in the establishment of the Church school and the duties of the “parochial clergyman”.

There is no fixed term of office for an Ex-Officio. They remain in post for the duration of their role as incumbent of the parish.

For schools that serve more than 1 parish, they may have more than 1 ex-officio on their governing body.

**Appointment process**

Please read the Diocese of Llandaff ***Guidance on Appointment Process for Foundation Governors.***

**Removal of Foundation Governors**

The appointing body (for Foundation Governors, the Llandaff Diocese Education Executive) can remove a foundation governor. This would happen only in exceptional circumstances and the Diocesan Director of Education would expect to be involved in the early stages in order to resolve a problem in whatever way would be appropriate.

If the governing body request the removal of a foundation governor, then the Llandaff Diocese Education Executive (through the Diocesan Director of Education) would expect the full governing body to have met to discuss the reasons for the proposed removal and to have passed a resolution, which must have been confirmed at a second meeting not less than 14 days later.

Both resolutions must appear as agenda items. Reasons for the proposed removal request must be clearly stated and the individual concerned given an opportunity to respond. All governors should be involved, and a two thirds quorum is needed for the resolution to be carried.

The Llandaff Diocese Education Executive would consider this request in writing and decide based on all the facts.

Where the Llandaff Diocese Education Executive considers a person unsuitable to continue his/her term of office as a foundation governor, then the Executive would obtain all the relevant facts from the governing body and the individual concerned, meet to discuss and consider these, and decide whether to remove the individual or not.

In both these situations, the Executive would inform the governing body and the individual concerned in writing of the decision. There is no right of appeal.

**Governor Training Requirements**

The expectation of individual foundation governors is that they will take personal responsibility for their ongoing training and development. The governing body expects the school to contribute to the induction, training and development of foundation governors.

As part of induction and continuous development, effective governing bodies encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills.

Governing bodies should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative support from the professional clerk, this person would be responsible for ensuring that everyone on the governing body develops their skills to make an active and valuable contribution. Any persistent skill gaps across the governing body or for individuals should be brought to the attention of the chair. If, in the view of the governing body, an individual fails persistently to undertake the training of development they need to contribute effectively to the board, then they are likely to be in breach of the Diocesan Code of Conduct.

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