



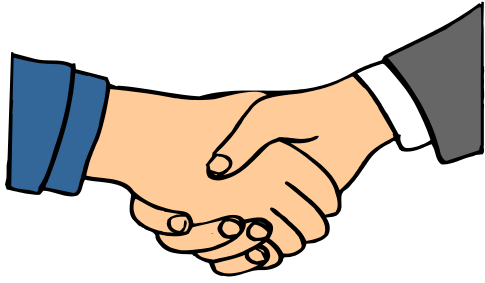
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CHURCH AND SCHOOL

**AN OPPORTUNITY FOR
MISSION PARTNERSHIPS**

**Guidance for churches and schools, clergy and
headteachers, on making the most of the partnership
between the church school and the church.**

INTRODUCTION



Across the Diocese of Leicester there are strong partnerships between churches and church schools. Whilst some of these have been in existence for many years, some of them are a direct result of churches and schools working together in mission partnerships as expounded in the diocesan, “Shaped by God” initiative.

In response to requests for advice about good practice, the Leicester Diocesan Board of Education is pleased to publish this guidance for churches, schools, clergy and headteachers. It draws significantly on material from the dioceses of Bath and Wells and Chichester, and the Board of Education is indebted to these Diocesan Boards for their assistance in creating these guidelines.

Sections A and B look specifically at churches and schools working together using each other’s facilities. Section C guides both schools and church leaders on using collective worship opportunities effectively. Section D concentrates on practical ways that schools can contribute to the life of their local church, or churches contribute to the life of their church schools. Section E gives advice to incumbents regarding being the Chair of the governors, and why the Diocesan Board of Education feels it must advise incumbents from being so. Each section contains a number of bullet points – so written in order to make this a working document rather than a reference book and something that can be referred to quickly as and when needed.

Much of what is written herein already happens in many of our church schools, but the Board of Education feels it is good to be able to highlight good practice and celebrate it. It is our intention to highlight examples of good practice on the education pages of the Diocesan website. Our staff are therefore always appreciative of examples of good practice that can be shared with other schools, and are very happy to receive such by e-mail. The purpose of this document is therefore to guide our practice along the best lines in order to facilitate a greater partnership between our schools and our churches.

The staff of the Diocesan Board are only too pleased to help both clergy and schools in living out this unique partnership and are therefore available to both offer guidance and advice. Their contact details can be found on the back page.

On behalf of the Diocesan Board of Education, I am pleased to commend this guidance to you.

Gwynne Jones
Chairman,
Diocesan Board of Education

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Section A

Protocol and guidance for schools working with churches

1 Visiting a church

Visits to places of worship can enrich a child's understanding of faith within a sacred space and the activities of a worshipping community. There may be many reasons why such a visit would be helpful e.g. when looking at different curriculum areas – technology, history, RE, art etc, but on every occasion, children should be made aware that this is an important and cherished building for those who worship there – and many others besides.



1.1 Before the visit

- Obtain permission from the clergy for the visit, well ahead and confirm in writing
- Discuss with clergy or other church leaders the nature of the visit i.e. timings, age group of children, focus of the visit, expected outcomes
- Churches may like to design “packages” for different ages of children in order to correspond with appropriate sections of the RE syllabus. The Diocesan RE Advisor will be pleased to assist churches in doing this.
- Establish which areas of the church may be used by children both inside and out
- Check access for the disabled and toilet facilities
- Determine who will meet you and the pupils at the church
- Discuss possibilities of heating/lighting/music/available artefacts for the visit
- Ensure the children are well prepared – expectations, behaviour etc; be alert to the impact such a visit may have on pupils, particularly young children – possibly the largest internal space they will have known; some may have previous/existing associations
- Be aware that a planned visit may have to be postponed if, for example, a funeral needs to take place. Always check shortly beforehand that the visit can go ahead

1.2 During the visit

- On arrival, ask the children to enter the church quietly and with respect
- It is recommended that children be asked to sit still and silently for a few minutes on arrival so that they can simply ‘get their bearings’; use the senses to help them get the feel of the place, its focus, sounds, light, smell.
- If possible, it is desirable to have appropriate members of the worshipping community in attendance to answer children's questions

1.3 After the visit

- Ensure that the church is left as you found it
- A letter of thanks, especially from the children, is always appreciated
- It would be interesting for the church to see the results of the visit – perhaps some of the children's work could be offered for display, so that the whole congregation are made aware of the contacts the school continues to have with the church

2 Using the church for school worship, celebrations and concerts

Many schools like to use the church occasionally for collective worship or special events to celebrate Christian festivals; to mark the end of children's education at that school with a 'leavers' service' or other similar significant event. Often parents/carers are invited. These can be wonderful events, but as before, careful preparation and observation of protocols will help the occasion proceed smoothly.

2.1 Before the event

- Obtain the permission of the clergy, well ahead and confirm in writing
- Offer to meet any costs that may be incurred by the church in hosting the event
- Agree areas of the church to be used, which may also include grounds
- Prepare children well and make clear expectations of behaviour
- Discuss carefully, and request well in advance, the requirements for the event e.g. use of sound system, organ/piano, church furniture, projector/screen etc. Agree responsibilities and liabilities
- Be alert to health and safety requirements with the above and particularly with regard to the capacity of the church – the church has a clear responsibility and will indicate what is acceptable
- Agree leadership roles and participation of church and school e.g. the possibility of a 'welcome' and 'blessing' from the clergy or other leader at the beginning and end of a service or concert; when it is acceptable to applaud; who will steer the proceedings
- Ensure that detailed arrangements are discussed e.g. availability of the church for rehearsals, responsibility for security, heating, light, equipment, refreshments, movement of any furniture, musical instruments, displays, storage etc
- Agree procedures for and beneficiaries of any finance raised/collection taken
- Check access for the disabled and toilet facilities
- Plan for emergencies!

2.2 During the event

- Keep to agreements and enjoy!



2.3 After the event

- The school should ensure that the church is left clean and in good order; check that all equipment is working and returned appropriately
- Letters of thanks to clergy, churchwardens and other key contributors, perhaps those who decorated the church, are appreciated
- Follow up with the key personnel involved from church and school, perhaps arrange to meet to discuss what went well and what could be improved next time

3 School participation in church worship

Schools can be asked to contribute to the regular worship of the church e.g. a Sunday family service, midweek evening celebration, special festival occasion, Education Sunday. As churches are very variable in their worship style, which may not be obvious during school use of the building, children need to be fully aware of what will be expected of them and how they will be contributing to the service. Further, the regular congregation may not be used to having so many children present; it will be a learning experience for them as well as for many of the children and their families. The following should enable this contribution to be appropriate and helpful to all.

- Be clear about the type of service and expectations
- When planning, try to negotiate some hymns and songs that both the congregation, the children, and their parents/carers will know – or at least that the words are to a well known melody
- Prepare children and adults carefully:
 - About the length of the service and what will happen
 - That this is *worship* and that applause may not be appropriate
 - About seating arrangements, especially with parents/carers present
 - About dress requirements whether school uniform, smart/casual clothing; remind boys about removal of hats/caps
 - About conduct in the church - quiet movement, respect before the altar [which may be known as the Holy Table or Communion table]
 - Encourage familiarity with books/service sheets to be used, which should be accessible to children
- If the service includes the Eucharist, this will probably need to be explained to the children (and indicated to parents/carers in the initial letter of invitation from the school). It may then be appropriate for the children to sit with parents/carers at this point so that they can determine whether the children go forward for a blessing – or receive communion if appropriate. You will need to be clear if your parish permits children to receive communion before confirmation.

Section B

Protocol and guidance for churches working with schools

Clergy who are new to their parish are strongly urged to visit any church schools within their parish as a matter of priority. It is here that they will encounter many people for whom they have a spiritual care, and good strong links can provide many avenues for this care to be exercised.



1 Protocol for visits to schools

When visiting or working in a school there are a few simple “rules” that can affect significantly how visitors are received or perceived. Clergy or visitors from churches should never be left alone with a class or group of children. If you are helping out by taking an RE lesson then the teacher still needs to be present. Likewise teachers and/or support staff should also be present for collective worship.

- Clergy should arrange any initial visit to the school with the headteacher. Subsequent visits should also be arranged with the headteacher, unless invited by a particular member of staff.
- It is important to establish an appropriate dress code; this is best negotiated with the head. This code may change or be relaxed for different types of visits/contact in the school, at the head’s discretion
- Agree on how you should refer to members of staff, especially in front of pupils and how to refer to pupils. This is especially important when involved in collective worship and addressing a larger gathering.
- Agree how *you* will be known to and introduced to the children
- It is vital to always report to the reception desk on arrival and sign in – even if you are a governor – as schools must know who is on the premises both for child protection purposes and for health and safety.
- Always remember to sign out

- If visitors are representing an outside organisation and they hold an ID badge, they may need to use it; the school may also require its own visitors badge to be worn at all times
- Depending on the nature of the visit or regularity of visits, visitors may be asked to complete an enhanced CRB check. If the visitor holds a current, clear CRB it will not automatically give access to a school site as CRB checks are non-portable. If in doubt contact the Diocesan Board of Education office.

- Wait to be invited into the staff room; it is not an automatic right as a visitor to have access to this space. Do make sure that the staff have the opportunity to talk with you.
- When involved in an activity or act of worship in a school, keep to agreed times.

- Be aware of language, use of jargon and body language and aim it appropriately at the target age group.
- Be aware of what can and cannot be said and how to say it. Remember that the school and parish partnership is a journey of discovery

- If involved in a sports activity or sports day find out what is expected of the visitor
- Permission from the head teacher is essential before the distribution of any 'flyers' or posters are displayed on or near school premises
- If there are costs involved in your visit to the school, agree these costs first - schools run on very tight budgets
- If people from the church are regularly involved in working in the local school, this may have some training implications. If so, the church should help to meet reasonable costs for this as part of their mission. There are also a number of courses organised by the diocesan education team that may be useful
- Locate the toilets for staff and visitors (as opposed to children)
- Know the target audience and building restrictions you are working with, then plan appropriately, sensitively and accordingly, with a variety of learning styles.
- Be sensitive to issues/incidents that may have occurred in the school / the community / the world
- Respect other faith and festivals whilst remaining true to Christian heritage, faith and practices
- Be aware of the content of pictures, videos and slide show as they may not be appropriate
- Establish a two-way process for evaluation and feedback
- Establish a plan of action for when something needs challenging or goes wrong

2 Protocol for the church using a school site for activities or worship

It is good practice to establish a liaison group before the church uses the school site for worship or other activities as many issues can be worked through by this group before use is made of the buildings.

Establish a code of practice when using a school site for activities and worship.

- Agree rules and boundaries and times
- Agree who is responsible for security
- Agree whose policies and insurances the work is covered by – churches will generally need to have their own insurance policies as church school's insurances do not cover the school against non-educational activities.
- Be clear on child protection policies and procedures (see section on Child Protection)
- Carry out your own health and safety checks
- Agree what spaces can be used and what they will be used for
- Agree any changes before changes are made
- Agree the use of toilets and baby changing facilities. Don't just assume they can be used
- Agree where prams and wheelchairs can be parked safely
- Sort out issues of disabled access
- Agree the use of equipment, including PA. Remember to switch it off after use
- Don't assume the use of car parking facilities or play space
- Always leave the site clean and tidy and report any breakages / damages
- Know if other people are on the school site carrying out building works or maintenance when you are using the building as it may not be appropriate to be on the site together. - There may also be insurance and security implications

- Agree any use and storage of resources

When setting up an after school club, breakfast club, holiday club, Christian Union etc *hosted by the parish*, much of the section above will also apply. Make sure it is known that the church is responsible for:

- Arranging the completion of an enhanced CRB check for all volunteers. If the visitor holds a current, clear CRB it will not automatically give access to a school site as CRB checks are non-portable.
- The children / young people
- The programmes and activities
- The policies and procedures including Child Protection [though the school may insist that its policy is followed].
- The staffing and staff checks.
- Insurance adequate and appropriate to the programmes and activities. The school policy may cover public liability.
- Security.

Section C

1 Collective worship in schools

Collective worship is the entitlement of *all* pupils. It should take place daily for every pupil. Schools may gather as the whole school, in key stages, in year groups, houses or in class/tutor groups. Collective worship can be led by Head, staff, pupils/students, clergy and other volunteers, invited guests (“suitable persons”) and by one, several or many people.



- All visitors, including clergy, are present by invitation; they may not lead collective worship as of right (includes church schools)
- A whole school assembly can be very challenging for teachers and visitors alike, given the wide age range; e.g. 4 – 11 in a primary school. Clergy and other regular visitors can often have greatest impact by leading smaller groups e.g. class or key stage assemblies in rotation.
- Collective worship needs comfortable surroundings and a focus to look at (not just the leader). Some schools may have a table with a cross or a candle on it at the front. The candle may be lit throughout the act of worship or at a particular point. Visitors should check this with the school prior to taking an act of collective worship in order to maintain a consistent approach.
- Schools will have a policy for collective worship.
- The Diocesan Board of Education publishes themes for collective worship. These, together with resources, are available from the website [www.leicester.anglican.org “Diocesan Info” “Education” “Collective Worship” and choosing the appropriate term.
- The aims of collective worship are:
 - to provide the opportunity for pupils to worship God
 - to consider spiritual and moral issues
 - to explore their own beliefs
 - to encourage participation and response (active and/or passive)
 - to develop community spirit
 - to promote a common ethos and shared values
 - to reinforce positive attitudes(Department for Education Circular 1/94)

- Worship is generally understood to imply the recognition of a supreme being. Therefore it should be clear that the words used and/or the activities observed in worship recognise the existence of God, though there will be some present who do not believe in God.
- Church of England Schools, both Aided *and* Controlled, should be guided by their Trust Deeds, i.e. Collective Worship is “Distinctively Christian” but reflecting the rites and practices of the Anglican tradition. [In a Community (viz. non-church) school, Collective Worship should be “wholly or mainly of a broadly Christian character” (Education Reform Act 1988) unless a “determination” has been received from the local SACRE.
- In schools, worship is collective and educational in intent, not as in churches where it will be corporate and confessional and where believers gather voluntarily as a body

Collective Worship should:

- be the heart and soul of a school
 - share the values and feelings, the joys, hopes and fears of all in the school, especially the children
 - give a focus to the life of the Spirit and the Spiritual in life
 - offer the life of the school to God, asking for His blessing
 - enable the transcendent to become grounded in the school (the Word becomes flesh)
- When planned and executed well and with sincerity, collective worship can be a rich source of inspiration for the whole school and a focus for all that is good and worthy of celebration

Collective worship can include

- singing, hymns and songs
- drama or mime
- music (pop, classical)
- dance
- readings from Bible,
- prayer
- sacred or secular literature
- creative silence
- humour
- a time for quiet reflection
- telling stories
- PowerPoint presentation [though this needs to be of an excellent standard]
- artefacts

2 Occasional, regular and special services in church

These occasions provide an opportunity to welcome all members of the wider school community into the church. A church is likely to be the largest internal space that the primary school children will have experienced – remember the impact this can have. Contemplating the wonder of the building can enhance a child's grasp of the spiritual. Small (class) groups of children can also benefit from worship led within a small area of a church e.g. a side chapel

3 Checklist for leaders of Collective Worship

- It is essential to *co-ordinate* the topic/theme with the school
- When new to a parish, the priest should ask to observe an act of worship led by the head teacher to become familiar with the school's regular practice
- Try to emphasise the *spiritual* aspect of a planned topic (many staff feel uncomfortable talking about God)
- Take account of the age, size and ability of the group they will have a variety of different learning needs
- Participation – Children enjoy worship more if they can participate.
- Do not assume that a child who goes to church will always want to take a leading role in collective worship at school. They may be happy to help, but always ask them prior to the activity taking place.
- Never assume all will know about
 - The Bible and Christian stories
 - Christian customs, rituals, traditions and symbols
 - Liturgy and Prayers
 - Seasons and festivals
- We live in a very different world today, where many of these things have not been passed on to the next generation
- Audio / visual aids work well but be aware of the content of pictures, videos etc as they may not be appropriate; seek guidance from the school
- Do consider how the impact of your topic can be enhanced by a focus [unless the school always uses one], the music, stillness, a time for reflection, prayer etc.
- Keep the prayer simple and short. Remember it should relate directly to the theme and not ask God for everything.

4 Other occasions

Joint events at important times show a strong partnership between the church and the school to everybody who is associated with both. Congregations should be encouraged to join the school whenever it worships in the church.

5 Resourcing Collective Worship



Over a period of time most schools will have amassed a variety of resources for collective worship. In addition there are an ever increasing number of websites available with everything from “ready-made” assemblies to ideas or resources.

Currently the Diocesan Board of Education publishes themes, together with appropriate resources, each term for collective worship on the website. As a first port of call, we would encourage both clergy and teachers to look at this area. Each week has a particular theme and then there are three or four suggested acts of worship detailed. There is also the opportunity to search back

over previous years for alternative suggestions. Further this will give you an insight into many of the national websites that publish assemblies.

Occasionally the school may invite someone in from the church because of a special event. Where this is a planned celebration then there is the time to prepare an act of worship. However occasionally it may well be as the result of a disaster – either on a national, or even international scale, or something more local. Very often in these cases, some of the websites will publish quick response acts of worship. Officers of the Board of Education have found that www.assemblies.org.uk is usually very good in such cases.

There are innumerable books with ideas for collective worship, and your local Christian bookshop will be able to advise you and help you in making your choice.

The Board's RE Adviser organises collective worship network meetings around the diocese each term. Clergy are invited to register to join these meetings, and further details can be found in the recent newsletter [again, these can be downloaded from the website]

Section D

1 Practical ways in which schools might serve their parishes:

- Offer prayers written by pupils in school to the church for use in its worship e.g. a book of prayers produced by pupils.
- Occasionally contribute to church worship e.g. Education Sunday, beginning of the school year, patronal and other festivals
- Exhibit pupils' work in the church
- Offer regular contributions to the parish magazine
- Support fund raising activities for the parish
- Develop reciprocal arrangements with parishioners e.g. IT support / hearing pupils read
- Plan opportunities throughout the curriculum that promote the church
- Ensure that parishioners are invited to special school events
- Seek to incorporate hymns and prayers used by the church in school worship
- Invite church members to an 'open day'
- Share school facilities
- Clean the church before/after school use!
- Foundation governors should share reports of school activity/developments with parish as appropriate.
- Work alongside the parish to develop links with the wider world
- Invite the headteacher to a PCC meeting once a year so as to talk about everything happening at the church school and about the vision for the future.

2 Practical ways in which parishes might serve their schools:

- It is very important for the congregation to be actively encouraged to pray for the church schools, indeed for all schools. Creating a monthly prayer diary will enable this to happen, along with praying for other groups associated with the church and the congregation.
- Church visits: let the school and the pupils set the agenda. There are many curriculum opportunities with church visits; these include DT, history, community studies as well as RE. These need to be well planned, creative and stimulating.
- Lunchtime clubs or after school clubs: these can be focused on art, drama, sports, games, music etc.
- Class room support: hearing children read, working with individuals etc.
- Help with school trips and leavers days
- Invite children to All Age Worship: use similar music, books etc to school.
- Joint services enable children to experience the worshipping life of the local church.
- Make up boxes of Christian artefacts that the school can borrow.
- “Godly play” and “Open the Book” provide a good opportunity for joint activities. Further information about both of these is available from the RE Adviser at the Leicester Diocesan Board of Education [see back page for contact details].
- Help with specific projects such as appeals, environmental projects or quiet gardens
- Help the school with overseas links (Tanzania and India]
- Regular communication: include school items on parish newsletter, PCC agenda and church notices.
- Use the gifts in the parish to serve the school in what ever way will be beneficial to the school.
- Assisting at the school will enable one to learn about the local community and its needs.
- Start slowly to build a mutually beneficial relationship between the parish and school. Keep listening and learning. In times of crisis offer practical support.

Section E

Policy advice: clergy and chairing governing bodies

Many clergy are *ex officio* governors of the church school(s) within their parish. This is an important role as it maintains the interest of the foundation of the school and maintains positive links between the school and the parish.

However, it is the policy of the Board to discourage parochial clergy from chairing the governing bodies of church schools in their parishes for the following reasons:

- The demands of acting as an effective chairman of a governing body (many of them beyond the actual meetings of the governing body) have grown considerably over time and seem unlikely to decrease. Few, if any, clergy have the resources available to provide this adequately without detriment to their other responsibilities in the parish.
- On occasions their pastoral role can clash with the role the chairman has to take, for example in handling matters of pupil or staff discipline.
- Schools need the support of their parish clergy most essentially in other ways – pastoral, leading worship, encouraging the parish to support the school, etc. – which should take priority in the use of their time. It is particularly important that the headteacher should have someone they can turn to who is outside the arrangements for performance review or matters of discipline.

On appointment to the parish the priest automatically becomes the *ex-officio* governor of the church school. Where the priest feels unable to retain this position they should discuss it with the appropriate Archdeacon.

The Diocesan Board of Education will inform the headteacher, clerk, and the Local Authority of the appointment of a new incumbent so that the necessary papers can be circulated to them in advance of governors' meetings.

Section F

1 School glossary of terms

Agreed Syllabus – a syllabus of religious education that is not specific to one religion, adopted by an LA for teaching in community and church Voluntary Controlled schools. The course is developed by the SACRE (see below).

Attainment targets – the knowledge, skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the National Curriculum.

Catchment Area – a defined geographical area from which a school takes its pupils.

Capital expenditure – spending on building projects and large items of equipment.

Circular – policy statement issued by a government department, which does not have the status of law, but which gives guidance on interpretation and implementation of the law.

Community schools – schools wholly funded by the LA.

Department for Children Schools and Families (DCSF) – central government department with responsibility for education.

Exclusion – banning a pupil from school by the head, either temporarily or permanently, on disciplinary grounds.

Form of Entry – number of classes that a school admits each year.

Foundation Governor – a person appointed to be a member of a school's governing body, other than by the LA, to ensure that the school preserves its particular religious character or that it is conducted in accordance with the terms of a Trust Deed

Foundation School – a school introduced on 1/9/99 by the School Standards and Framework Act 1998. Totally funded by an LA. The governing body employ the staff and control pupil admissions.

HMI – Her Majesty's Inspectorate of Schools.

In-service Education and Training (INSET) – the professional training and development of teachers and other staff working in schools – generally taken as short courses or day conferences.

Instrument of Government – legal document providing for the composition of a governing body of school.

Key Stages – the four stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum.

Key Stage 1 where the majority of pupils are aged 5 to 7,

Key Stage 2 where the majority of pupils are aged 8 to 11,

Key Stage 3 where the majority of children are aged 12 to 14, and

Key Stage 4 where the majority of pupils are aged 15 to 16.

LA – Local Authority.

National Curriculum – the programmes of study laid down by law for all pupils aged from 5 to 16 in state schools.

NQT – newly qualified teacher.

Office for Standards in Education (OFSTED) – the body which arranges and sets standards for school inspections.

Pupils on roll – pupils registered at a school.

SACRE – see Standing Advisory Council on Religious Education.

Special Educational Needs (SEN) – learning difficulties for which a child needs special educational help.

SIAS or Section 48 Inspection – The denominational inspection of a church school which takes place shortly after the OfSTED inspection, which looks at the ethos of the school, the collective worship, the religious education [in an aided school] and the leadership and management of the school as a church school.

Standing Advisory Council on Religious Education (SACRE) – Committee advising a LA on matters connected with religious education and collective worship in schools. Churches and teachers are represented.

Voluntary aided school – a school set up and owned by a voluntary body, usually a church body, largely financed by a LA. The governing body employ the staff, and control pupil admissions and religious education.

Voluntary controlled school – a school set up by a voluntary body usually a church body (generally Church of England). Totally funded by a LA. The LA employs the staff.

2 Church glossary of terms

Denomination: One of the different branches of Christianity, e.g. the Church of England (Anglican), Roman Catholic, Baptist, Methodist, United Reform Church, Salvation Army, Orthodox, Free-church, Community Church etc.

Ecumenical: The effort of the different Christian denominations in promoting / working together in unity.

Structures and roles in the Church of England

Vicar, rector, incumbent, minister, priest-in-charge etc: person who is ordained with spiritual and pastoral oversight of the area they minister in. (paid by a stipend)

Ordained, Non-Stipendiary Minister (ONSM): as above but receives no pay beyond expenses

Curate: ordained clergy who assist incumbents

Readers: lay people who have trained and are licensed to minister but are not Ordained

Churchwardens – Usually 2 people, elected annually who represent the congregation and have responsibility for the church building.

Parish: church / local community served by a vicar or rector

PCC Parochial Church Council, an elected body of lay people with parish oversight of buildings, finances, staff and mission. Supports the roles of the incumbent and church wardens

Benefice: a parish or group of parishes served by one incumbent

Deanery: a group of parishes supported by a Rural Dean and a deanery Synod

Deanery Synod: administrative council with oversight of a deanery

Archdeaconry: a group of deaneries managed by an Archdeacon

Diocese: an administrative area, similar to a local county, run by a Bishop

Diocesan synod administrative council with oversight of the diocese

Contact Details

Please note that the Diocesan Director of Education and his staff are available to all church schools in all the ways described above and in any other matters that may arise. The contact details are given below:

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The Board of Education pages can be reached by opening the “diocesan info” box and clicking on “education”

