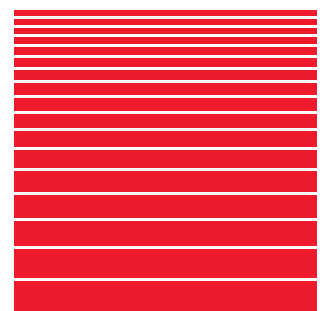
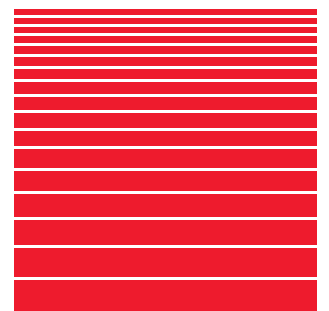
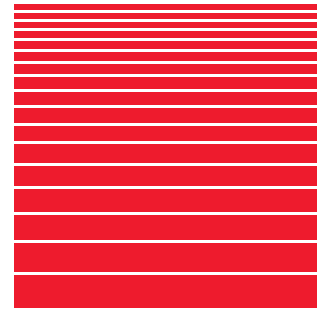
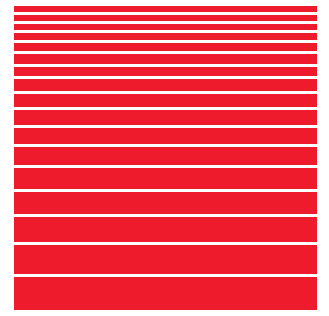


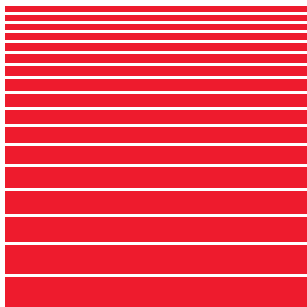
ISBN 1 903533 10 4 Price: £7.50

A Guide to the Employment of Lay Chaplains in Schools and Colleges



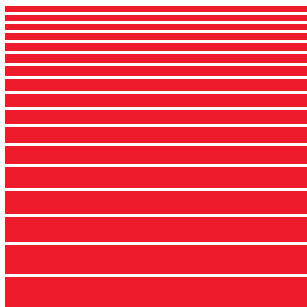
PROMOTING & SUPPORTING CATHOLIC EDUCATION IN ENGLAND AND WALES





Contents

	Page number
Foreword	1
Acknowledgements	2
Introduction	3
Chapter 1: General Background	5
Chapter 2: The Role of the School or College Chaplain	6
Chapter 3: Theology of School and College Chaplaincy	9
Chapter 4: Chaplaincy and Spirituality	13
Chapter 5: Legal Issues	16
Chapter 6: Preparatory Requirements and Arrangements	18
Chapter 7: The Appointments Process: Interview Procedures and Contractual Matters, including Grievance and Discipline	22
Chapter 8: The Induction of Lay Chaplains	25
Chapter 9: The Association of Catholic Chaplains in Education (ACCE)	27
Appendix 1: Job Description and Person Specification: Hartlepool Pastoral Area Youth Coordinator, 2001	29
Appendix 2: CES Model Contracts of Employment: Governing Body and Diocese	32
Appendix 3: Relevant Legislation	51
Appendix 4: Diocesan Chaplaincy Coordinators 2003-2004	54
Appendix 5: Job Descriptions, St Joseph's Catholic Primary School, Aldershot, 1995 and 2002	56
Appendix 6: Job Description, St Augustine's RC Primary School, Gateshead, 1999	58
Appendix 7: Job Descriptions and Person Specification, St Benedict Catholic School and Performing Arts College, Derby, 1995 and 2000	60
Appendix 8: Job Description and Person Specification, St Peter's RC High School and Sixth Form Centre, Gloucester, 2002	64
Appendix 9: Job Description, St Mary's Sixth Form College, Blackburn, 2003	66
Appendix 10: CES Model Application Form	69



Foreword

Chaplaincy in our schools and sixth form colleges has never been more important than at present. We face considerable change in secondary education because of Government plans to develop the 14-19 phase, whilst those who work in our schools and colleges have ever greater need for spiritual support. The chaplain plays a vital part in nurturing the Catholic ethos and mission of the school or college, and in giving it vitality.

It is, therefore, timely that the CES should issue this **Guide to the Employment of Lay Chaplains in Schools and Colleges**. In recent years there has been a growth in the number of lay chaplains employed in our schools and colleges. This is undoubtedly to be welcomed, but it has also caused some confusion regarding employment. Whilst the roles of lay chaplain and priest chaplain are complementary in many ways, they remain different, for example in terms of Canon Law and the role of the diocesan bishop. It is for these reasons that this Guide seeks to give greater clarity to those who may be appointing a lay chaplain. Despite this focus on lay chaplaincy, I am confident that there is much in this **Guide** which is useful in considering the work of all chaplains in schools and colleges.

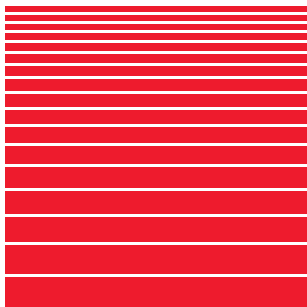
The **Guide** is deliberately detailed and precise about appointment processes. Such emphasis on the legal requirements and good practice should serve to reinforce the rights of chaplains employed directly by schools and colleges. This should ensure that they are given the status and employment protection to which they are entitled.

The exploration of the role of chaplains, and shared experiences, for example in the job descriptions for chaplains provided by some schools and colleges, provide useful stimuli for discussion. I would strongly encourage the use of the **Guide** as a resource for professional development in individual institutions, for example in planning for 14-19 developments, in reviewing the school's or college's mission, and as a starting point for examining the school's or college's own response to the opportunities of chaplaincy. I would also recommend chaplains to consider membership of the Association of Catholic Chaplains in Education (ACCE), the address of which is contained in this **Guide**. Through membership of ACCE, chaplains can provide mutual support, be a resource for one another, and provide a collective voice for good in education.

The appendices contain examples of the CES application form for the post of lay chaplain and also contracts of employment between the governing body, or the diocese, and persons to be employed as a lay chaplain. These are downloadable from the CES website (www.catholiceducation.org.uk). As with all contracts, application forms, etc. they are subject to regular review and updating to ensure that they are compatible with good practice and legally accurate. You are, therefore, urged to refer to the website at all times when planning an appointment.

Oona Stannard
April 2004





Acknowledgements

The CES is indebted to Jim McLoughlin, former schools' commissioner in the diocese of Hexham and Newcastle, for undertaking the research, discussion, and drafting that provided the major contribution to this publication. Sister Barbara Brent, RJM, the national coordinator of the Association of Chaplains in Catholic Education (ACCE) has provided stimulus and helpful comment throughout the preparation of the document. The encouragement and views of the Most Rev Vincent Nichols, Archbishop of Birmingham and the Rt Rev Ambrose Griffiths, OSB, Bishop of Hexham and Newcastle, have been invaluable.

In addition the following contributed to the various chapters in the **Guide**:

Rev Jerome Fagan, Chaplaincy Coordinator, Diocese of Shrewsbury;
Rev David O'Connell; Chaplain, Virgo Fidelis School, Upper Norwood;
Jim O'Neill, Headmaster, Carmel Technology College, Darlington;
Rosie Woods, Chaplaincy Coordinator, Archdiocese of Liverpool.

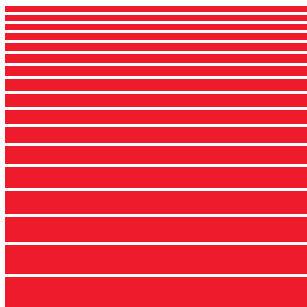
The following head teachers provided the job descriptions and person specifications for the post of lay chaplain in their schools/colleges:

Michael Finlay, St Mary's Sixth Form College, Blackburn;
Joe Hughes, The English Martyrs School and Sixth Form College, Hartlepool;
Bill James, St Joseph's Catholic Primary School, Aldershot;
Lawrence Montagu, St Peter's RC High School and Sixth Form Centre, Gloucester;
Kevin Naughton, St Augustine's Primary School, Gateshead;
Christopher Reynolds, St Benedict Catholic School and Performing Arts College, Derby.

Many others gave advice and support during the preparation of the **Guide** and commented on the text, in particular:

Sarah Billington, Martin Bradshaw, Rev Ray Corbett, Rev Jo Quigley, Aidan Shanahan and Oona Stannard.

Liz Slater and Emma Truett provided the necessary expertise to take the manuscript to publication.



Introduction

Chaplains have played an active part in the life of Catholic schools and colleges for many years. Traditionally the chaplain has been a priest who has celebrated Mass, heard confessions and carried out other priestly duties¹. In recent times there has been a growing tendency to appoint as lay chaplains men and women, religious sisters or brothers, or even chaplaincy teams with members from a variety of backgrounds, in order to complement the role of the priest chaplain.

Priest chaplains can only be appointed by a bishop², whereas lay chaplains would normally be appointed by the governing body of a school or college. The roles of the priest chaplain and the lay chaplain are complementary not only in the duties that are proper or appropriate to each, but also in the amount of time each can give. The priest chaplain will spend as much time in school or college as his other priestly duties will permit; the lay chaplain, however, will usually have a more formal contractual commitment with the school or college, which is the result of an agreed appointments procedure.

There has been much discussion about the correct title for a person, man or woman, in these complementary roles. The diocesan coordinators, representing their respective bishops, have specifically requested that this **Guide** should attempt to clarify the issue of title with the relevant references to Canon Law.

Canon 564 of **The Code of Canon Law** (1983) states:

A chaplain is a priest to whom is entrusted in a stable manner the pastoral care, at least in part, of some community or special group of Christ's faithful, to be exercised in accordance with universal and particular law.

In the context of this **Guide** the community or special group of Christ's faithful are the pupils or students of a school or college, the teaching and support staff, the governing body, and in some cases, the extended school community.

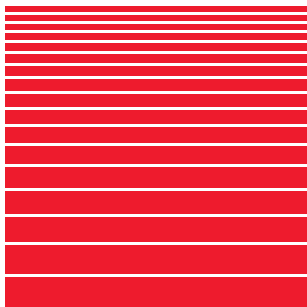
In accordance, therefore, with the terms of Canon Law the more formal title of a person carrying out chaplaincy duties, who is not a priest, and does not preside over sacramental celebrations and some liturgies is lay chaplain. Within a school or college it is recognised that such a person may be known less formally as the chaplain. It would be helpful if the issue of title were considered within each diocese, in order that there might be a greater degree of uniformity than has existed previously.

Although there are now more lay chaplains than in previous years, there may well be some instances where a school or college wishes to appoint a priest chaplain. If this were the case, the local bishop and the priest's own bishop, if the priest is from another diocese, must be consulted before any appointments procedures are initiated. This **Guide**, principally designed for the appointment of lay chaplains, sets out the various steps governors and others may wish to follow in the different stages of the appointment process. Each governing body, or diocese,

will wish to adopt its own particular procedures, while observing the requirements of employment legislation. The **Guide** provides a framework for prospective employers and employees; once procedures have been adopted, they should be shared with relevant parties and followed right through to the actual appointment, or decision not to appoint. If the bishop agrees that a priest may be appointed as a chaplain, full-time or part-time, it is recommended that the appointments procedures set out in this **Guide** should be adapted to suit the circumstances. It would be advisable for the appointments panel, including the diocesan coordinator representing the bishop in an advisory capacity, to have a formal meeting with the priest to discuss the nature of the duties in the job description, the broad parameters of the post and the framework within which the role of chaplain could be developed. The purpose of such a meeting would be to clarify existing and proposed structures, to facilitate harmonisation of roles, and to ensure sensitivity to the spiritual and pastoral needs of the whole school or college community.

The first national guidelines on the appointment of chaplains were incorporated into **Chaplaincy, the Change and the Challenge**, prepared by the Association of Catholic Chaplains in Education (ACCE). They were published in 1996, with the approval of the Department for Catholic Education and Formation of the Bishops' Conference of England and Wales. It should be noted, however, that the 1996 document focused on the whole ministry of chaplains, including matters relating to their employment. This **Guide**, whilst based on the highly esteemed initial document, aims to provide prospective employers with updated advice on practices and procedures which reflect current legislation relating to the employment of chaplains in schools and colleges, as well as Canon Law.

1 Canon 566. **The Code of Canon Law** (1983)
2 Canon 565. **The Code of Canon Law** (1983)



Chapter 1: General Background

It is essential that any prospective employer of a lay chaplain follows the correct legal procedures throughout the whole of the appointments process. It is also strongly recommended that good practice is observed - good practice which has been tried and tested elsewhere. This applies equally to school, college, diocese, religious order, or other responsible body.

Attention to due process is important at all times. Failure by the employer to act correctly could lead to a legal challenge through a judicial review, a court case, or an employment tribunal. A well thought out procedure, fully discussed and agreed by future employers, and ultimately followed in its detail, might well be less time consuming than an ad hoc approach which could easily lead to difficulties.

The principal cause of problems in appointments is failure to observe equal opportunities issues relating to gender, race, age or disability. Due care and attention must be paid to all these issues. Furthermore, such an approach is entirely consistent with Catholic teaching and Catholic belief in the equality of all.

Employer and employee will be much more comfortable with the process of appointment, when it is supported by key documentation such as a job description, person specification, general information about the job and the setting in which the work will be carried out.

The model of chaplaincy which forms the basis of this **Guide** has been adopted by many schools and colleges. It is acknowledged, however, that other models do exist. There is an example of a different model in Hartlepool in the North East of England, where a pastoral area youth coordinator works with young people in the secondary and primary schools, and fosters parish-school links (see Appendix 1 for the details). Whatever model is adopted by a diocese or governing body, it is important that the nature of the duties of the post meets the needs of the school or college, their young people and the local community, and has the approval and support of the local bishop.

Chapters 2, 3 and 4 look at the role of the lay chaplain, the theology of chaplaincy, and chaplaincy and spirituality, all of which reflect the life of the Church in action in an educational setting.

Chapter 5 deals with legal issues. Chapters 6 and 7 set out a framework which will serve as helpful guidance when a lay chaplain is being appointed.

As soon as the appointment has been made, it is advisable for an induction programme to be prepared and agreed. Chapter 8 sets out some helpful suggestions about how such a programme might be prepared and implemented.



Chapter 2: The Role of the School³ or College Chaplain

Where there is no vision the people perish (Proverbs 29:18)

The role of the College chaplain or work of the chaplain can be seen in six broad areas:

Spiritual accompaniment

Spiritual accompaniment is very closely allied to the pastoral care in the College because in each case, recognition of the person's worth is very important. Beginning this journey where the person is, and not where we would like them to be is paramount and the key words are listening and sharing. Sharing one's search for truth and encouraging others to search, helping others to recognise God's love for them and their need for God is the soul of Spiritual Accompaniment. Appreciating and promoting happiness and inspiration around the College and with individuals is accompanying people on their spiritual journey. Structures in place to allow this to take place are:

- the provision of good liturgy and effective support in prayer;
- availability of the chaplain to all and access to the support staff in the absence of the chaplain;
- open access to the chapel and office;
- home and hospital visits, where appropriate, especially in times of illness and bereavement.

Pastoral care

The quality of relationships with staff and pupils is the key to this aspect of chaplaincy work. This can only be achieved if the chaplain has a high profile in the College. Becoming a friend in need is important but can only happen in an environment of trust. Sensitive issues may be discussed, eg issues of sexuality, pregnancy, contraception, physical or sexual abuse, alcohol or drug abuse and it is important that confidentiality can be given and respected except for high risk situations which must be disclosed in accordance with school and social service policies. It may be necessary to play an independent role in mediation both for young people and the staff. Raising awareness of the care and concern of the school as a Catholic community should be shared by the chaplain, with those staff who are in a pastoral care position in the College. Structures in place to enable good pastoral provision are:

- availability of the chaplain or support team in the absence of the chaplain;
- close liaison between chaplain and pastoral heads at the weekly meeting chaired by the deputy head;

³ This chapter was prepared by Carmel Technology College, which is an 11-18 comprehensive school. All the references to 'College' apply equally to schools.

- the regular recording of interviews or reports as a result of referrals from heads of year or tutors;
- regular feedback and copies of reviews from the SENCO to enable any further consultations with pupils in need;
- the establishment of good working relationships with outside agencies, eg the college nurse. The chaplain and nurse meet once each half term to collate information about pupils who need further help in school. The chaplain relays this information to heads of year.

Evangelisation

Evangelisation begins when an individual is in some way challenged by the Gospel but is not necessarily Churched. The College may be the only place where the Christian way of life impinges on the person's lifestyle. When this happens and the person is challenged, then catechesis can begin. The process of evangelisation begins in an atmosphere of sincere respect and friendship; this is where the Gospel values begin and so the chaplain should foster these qualities by example and challenge all in the College to do likewise. Structures in place to enable evangelisation and catechesis to take place are:

- formation classes for pupils and staff who express an interest in learning more about Christianity;
- appropriate spiritual experiences, which give pupils and staff the opportunity of learning about Gospel values, eg invitation to pray in various ways, introduction to the Chapel;
- occasions when we as a College act on issues of social concern at home and abroad, eg Amnesty International and Family Fast Day;
- making available places for staff and pupils to come on retreat days and encouraging them to take part in well-prepared welcoming programmes and team-building exercises.

Catechesis

This is described as a process of education in faith. Its purpose is to nurture and develop an interest in the Christian Faith. It seeks to deepen an awareness of God and encourages Christian reflection, leading students and staff to a more profound and personal relationship with God through instruction, worship and prayer and in some cases may lead to full commitment to the Catholic Church. Structures in place to enable this to take place consist of:

- detailed classes of instruction for those who request preparation for the Sacraments, namely Baptism, Confirmation, Eucharist and Reconciliation;
- retreats.

Religious education

This aims to help students to be aware of and appreciate the religious and moral dimensions of life and the ways these are expressed in religious traditions. It leads to the acknowledgement and understanding of the beliefs and practices of religious traditions and of the way these traditions express the significance of human life. It should encourage pupils to examine their own religious attitudes and to respect the convictions of others. Structures in place to deliver this are largely in the hands of the RE department, but the chaplain will support the RE teacher by attending RE classes, if invited, and add any appropriate information to enhance the class.

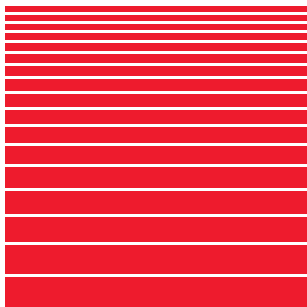
Liturgical celebration

The community celebration of what we believe about God and our life in relation to Him and to each other is an essential dimension of our Catholic tradition. We need to mark the liturgical

seasons, major feasts and significant times in the life of the School and the lives of the students. This is done through ritual and symbol and various forms of prayer. Structures in place to enable delivery of this important contribution are:

- weekly celebration of Mass which is prepared by each class group;
- celebrations of reconciliation and the Sacrament of Reconciliation at appropriate times;
- year and tutor assemblies;
- celebration of the Patronal Feast;
- celebration of Induction Day Mass for Year 6 pupils, Mass of Achievements for Year 11 and Leavers' Mass for Year 13;
- harvest festival;
- Mass for the Holy days of obligation;
- extended assemblies in preparation for Easter and Christmas;
- extended assemblies to highlight issues of social concern and justice;
- annual Mass for the PTA at the beginning of the College year.

Prepared by Carmel Technology College, Darlington, June 2002 and included as a possible model policy statement.



Chapter 3: Theology of School and College Chaplaincy

Introduction

One of the most basic values to be considered in the Catholic education of our young people in England and Wales is our rootedness in Jesus Christ. It is the special function of the Catholic school and college to:

- develop in the school and college community an atmosphere animated by a spirit of true freedom and charity;
- enable young people, while developing their own personality, to grow at the same time in that new life which has been given them in baptism;
- orientate the whole of human culture to the message of salvation.⁴

Each individual within the Catholic school and college community is invited in and through grace to follow the path of the Lord to the fullness of life. This is a path travelled in companionship with the Lord and animated by communion with others. It follows then that the values we continually draw upon come to us both from our Christian heritage and our participation in the sacramental life of the Church.⁵

Vocational call of chaplaincy

Chaplains are called by God to a life and a pastoral ministry of holiness. Their role is part of the theological life of faith, hope and charity. They are called to an attentive listening to the Spirit as they engage in their pastoral activity on behalf of the Church community.⁶

Chaplains as members of the school and college communities are called to collaborate with God's will in giving life. Their fidelity to the call of God is an irreplaceable means by which our young people might discover their own personal vocation, *so that they may have life, and have it abundantly* (John 10:10).

Catholic school and college chaplains are called by virtue of their vocation to be a faith presence, committed to the values of Christ, and on behalf of the Church and school and college communities, they accompany each person on part of their journey through life.

Chaplains as *faith presence* are the ones who must be animated by a close relationship with Christ. Through the strength of such a relationship chaplains, in turn, are in a position to become a faith presence for others.

4 Congregation for Catholic Education, **The Religious Dimension of Education in the Catholic School. Outlines for Reflection**, Rome 1988, n. 31.

5 **The Chaplain: A Faith Presence in the School Community**. Luke Monahan SM and Caroline Renehan. 1998. Page 10.

6 **In Verbo Tuo (New Vocations for a New Europe)**. Final Document of the Congress for Vocations to the Priesthood and Consecrated Life in Europe. Rome 1997. n. 18(b).

As people *committed to the teachings of Christ*, chaplains recognise that the most effective way to follow Christ is to try to live the teachings of Christ. These teachings are the foundation stones that hold together the framework of school and college chaplaincy. The practice of living out Christ's teachings daily will support and challenge chaplains.

The development of a 'spiritual life' is much more to do with gradually accepting what has taken place, understanding its patterns and all that they teach me about myself and, more importantly, about God's action in my life, and the ways in which God brings me gifts of peace, deep contentment, and happiness. (Archbishop Vincent Nichols)⁷

Chaplains act *on behalf of the Church and school communities*. They are the identifiable facilitators of the spiritual welfare of students and related school and college personnel. Chaplains are called to invite all to the fullness of life through a deep personal love of Jesus Christ, through mature knowledge, love and understanding of the faith. From this invitation stems the Church's involvement with, and commitment to, education. The appointment and commissioning of chaplains is one of many responses made by the Church in its pastoral ministry. In schools and colleges, especially where the ethos is drawn upon gospel values, chaplains have a significant part to play in supporting, encouraging and helping to formulate those core values based in the Gospel and tradition of the Church which inform the present life and future direction of the school and college.

As those who accompany, chaplains are icons of the Emmaus story (**Luke 24:13-35**), for it is the accompaniment story par excellence for all Christians. With this story in mind, chaplains draw on the example of Christ as those who meet people in their present situation, walk with them and invite them to a fuller life in Christ. Chaplains accompany those who have a desire to draw closer to the Lord, whilst acknowledging their fears, needs and hopes.

Chaplains accompany *each person*. They are called to be open to and have a concern for each and every member of the school and college community including students, parents, academic and support staff, etc. They walk with these people on their *journey through life* and have the privilege of walking part of life's journey with each individual. This is characterised by respect, support, hope and challenge.

Being a chaplain involves entering into a relationship with a particular community of persons who are a part of a common endeavour - education. It means getting to know the members of the community, listening to them, observing them as they go about their work. Above all it requires the ability to see the signs of life and growth; sure markers of God's presence. Chaplains do not bring God to the school and college, but are the people with both the charisma and training to see where God is already at work in the school and college. Being a chaplain means being able to speak intelligently and confidently about faith and God.

Christ as the model of chaplaincy

As followers of Jesus, chaplains believe that the Spirit of God is at work in the Catholic school and college. By virtue of their membership of the Church, it is part of their calling to help people discover how God is at work in the school and college. Chaplains are called to bring

⁷ **Spiritual and Moral Development and The Catholic School. Partners in Mission: A collection of talks by Bishops on issues affecting Catholic Education**, originally published in **Briefing**. (1997). Page 99.

individuals' experience of Jesus Christ into dialogue with the gospel and the Church's teaching so that personal experiences can be illuminated by the experience of the larger Church.

Chaplains are called to bring the individuals they serve to a knowledge of self. In the Emmaus account (**Luke** 24:17-29) Jesus draws near to the two disciples; he walks alongside and asks what they are talking about. He is well aware of the answer, but he wants them to open themselves to him. They are invited to review their recent history in order to bring light to their sadness. They share their story.

Chaplains are called to mirror this passage of Emmaus. They are invited to help the members of their school and college communities to uncover the basic misunderstanding: the all too worldly and me-centred interpretation of life. They are called to discover who they really are in the presence of Jesus Christ.

If the reading of life is a spiritual operation, it necessarily leads the person not only to recognise their need of revelation, but to celebrate it, with prayer of invocation. Educating means evoking the truth of the I. This evocation arises precisely from the praying invocation, from a prayer that is more prayer of trust than of request, prayer as surprise and gratitude, but also as struggle and tension, as an "excavation" of one's own ambitions in order to welcome expectations, questions, desires from the Other: from the Father who, in the Son, can speak to the one who is searching for the way to follow. (In Verbo Tuo. n. 35(d))

Spiritual nature of chaplaincy

Chaplains become companions of every member of the school and college community to help them to embrace and further the memory of Jesus and his Word. Their attentiveness to the Holy Spirit consists in guiding each individual towards a progressive understanding of the truth, the truth that is not an abstract notion but God's plan in the life of every disciple. Chaplains transform the Word into life, and live according to the Word.

Spiritual development is, of course, inseparable from religious education, catechesis, worship and liturgy in which we try to introduce to the pupils the person of Jesus Christ and relate his teaching to their experience. It is in this context that the liturgical life of the school assumes its richest significance, where opportunities for prayer and reflection enable pupils to strengthen, in a very specific way, their life in Christ. The opportunities provided by a Catholic school...bring the spiritual life of the school to its most explicit expression.⁸

8 **Spiritual and Moral Development across the Curriculum** Catholic Education Service, 1995, p16

Conclusion

Chaplains are privileged to be in a role that allows both themselves and others to see, to reflect, to inquire, to judge and to act wisely as they go about their daily lives. Chaplaincy is therefore an essential component in the structure of the school and college. For this reason schools and colleges must be involved at every level in the development and exercise of chaplains. Collaborative ministry is what chaplaincy is all about, but this can only be successful if that ministry takes place within a whole school and college context.

The role of chaplains in collaboration with others is of great importance to the Church community. On behalf of the Church they care for the spiritual life of those in the school and college. Thus, acting in a supportive and resourceful manner, chaplains represent the faith community's concerns for all its members, especially those who wish to:

- celebrate their faith;
- deepen their faith commitment;
- explore the values of Christ as lived in the Church community;
- have a recognised spiritual presence and role among them.

The Catholic school and college, then, can be a meeting place where students witness such moments of practical theology and use the results to draw conclusions about the larger world they are about to enter. The role of the chaplain is to enable people to enter into the theological reflection required to ensure that the school and college environment, at both a personal and institutional level, reflects gospel values. Chaplains do this, as Jesus did, by inviting people into reflection with themselves, with one another, with the Church and with the wider culture, so that they can discover for themselves the abundant life to which Jesus calls each one of us. If, because of their experience in the Catholic school and college, individuals experience the Christian life as a real and viable option, not just a naive pipe dream, then perhaps more of them will be inspired to become partners in building God's reign.



Chapter 4: Chaplaincy and Spirituality

My children, our love is not to be just words or mere talk, but something real and active; only by this can we be certain that we are children of the truth and be able to quieten our conscience in his presence, whatever accusations it may raise against us, because God is greater than our conscience and knows everything. His commandments are these: that we believe in the name of his Son Jesus Christ and that we love one another as he told us to. Whoever keeps his commandments lives in God and God lives in him. We know that he lives in us by the Spirit that he has given us. (1 John 3:18-20, 23-24)

St John's letter contains the key words in the area of the spirituality of the chaplain, both the priest chaplain and the lay chaplain. Above all chaplains must behave and act naturally, and not hide behind a mask of what they believe young people might like or what young people might need. Chaplaincy is not just about *words or mere talk, but something real and active...* It is about relationship that is living and life giving. A strong relationship with God is the basis of everything a chaplain is and does, for if you don't walk the walk, how can you possibly talk the talk? Chaplains should be encouraged in the busyness of life to put a priority on time with God. In the times of greatest stress and busyness Jesus chose often to go off to a quiet place ⁹ so that he could be with the Father. Chaplains too are called to the same desire for and openness in their relationship with God. If they were to ask themselves: Is their relationship with God apparent to others? Has it been noticed? What would their answer be? Are they an example of a living relationship with our God, where all the emotions and experiences of life are put in front of our God? Are they *real and active, knowing that he lives in us by the Spirit he has given us?*

Other relationships also play an important part in the chaplain's ability to be *real and active*, and show openly that *we believe in the name of his Son Jesus Christ and that we love one another*. Their relationships with those who support the ministry of chaplains, both professionally, such as a chaplaincy facilitator/consultant, or diocesan coordinator, and socially in their lives, are essential to their being able to be effective with and for school and college communities. Relationship with self is also important. Do they take time out to reflect and to pray? Do they judge that they deserve that time? Are they too confident in their ability? Or too modest? Chaplains need to be rooted in the traditions of the Church and bring from those rich treasures those elements that meet the experience and needs of the school or college community in which the chaplain ministers.

Chaplains should be able to walk easily between the past, the present and the future. The past includes the great traditions evident in the whole Church and in the prayers and the liturgical life of the Church. The present comprises the current life experiences of the Church, the world and the life of the school or college community. The future is more than the here and now, and is linked to the God who will continue to be with us.

⁹ See **Matthew** 14:23, 26:36, **Mark** 6:31,46; **Luke** 5:16, 6:12

Authenticity more than anything else is what chaplains are called to. In the relationships with God, the school or college community, the support structures and the relationship with self, is there honesty about how they see themselves and what they really believe? If not, then how can they be ministers of our God effectively? A young person, and certainly a school or college community, can quickly identify someone who is hiding behind masks of the perception of what is acceptable to young people; what they believe they can safely say of what the Church teaches; what they believe the Church wants of the chaplain; or what they believe young people need to hear of Church teaching. Is there the inclination for chaplains to create a persona that they judge will be accepted by the school or college community? In the long run a mask would fall, and the real person would show forth. Be *something real and active*.

As ministers of God's people, chaplains can be seen as a positive sign of Church. Chaplains can also be seen as people of the Kingdom, where striving to make God's will happen on earth *as it is in heaven* is central to their ministry. In the document **The Common Good in Education** there is a call on leadership in schools and colleges to stand up against issues such as market forces where pupils and teachers are seen as economic units in the framework of a budgetary environment.¹⁰ Chaplains are called to support good leadership and to recognise and affirm the fact that God creates all people as unique and gifted signs of his presence among us. Chaplains in liturgy, in prayer, in conversation, in action, in presence and in manner should call out aloud that God is alive and active in those with whom and for whom they are ministering.

*Today too often people do not know what they carry inside, in the deepest recesses of their soul, in their heart. Too often people are uncertain about a sense of life on earth. Invaded by doubts they are led into despair. Therefore - with humility and trust I beg and implore you - allow Christ to speak to the person in you. Only he has the words of life, yes, eternal life.*¹¹

Liturgy in the life of the school or college at its best will be reflective of the reality of the lives and experience of the community present. Chaplains, in engaging others to be involved in the planning of the liturgical life of the school or college, will consistently be involved in a cycle of planning, celebrating, evaluating and then back into planning again. It is important that this is done over a period of time so that reflection and prayer can be involved in each of the stages. Some years ago a document called **The Sign We Give**, on collaborative ministry, was published by the Bishops' Conference. This document states that the way things are done is often more important than the end result. In ministry is there a collaborative style of working? Is there an openness to the variety of gifts present in the community? Are the gifts of God present among and for the community acknowledged and empowered to shine? Chaplains can be a model of Church. In the school or college community that model may be different from the lived experience of individuals in the community in other places. The Church is present in chaplaincy models where there is good practice in being open to differing faith groups, worldviews and opinions.

In today's world there are many faiths and many cultures present. It is important that the spirituality of chaplains is open to the variety of cultural and faith experiences that are present in schools and colleges, but does not become relativist. The document **Catholic Schools and Other Faiths**¹² speaks clearly of the need to prepare pupils for life in a pluralistic world.

This document acknowledges the many tensions which face schools and colleges in existing and training for living in our current life situations:

¹⁰ See **The Common Good in Education: A Commentary on the Implications of the Church's Social Teaching for the Work of Catholic Schools and Colleges**. (Catholic Education Service: 1997)

¹¹ From **Christifidelis Laici: Post-Synodal Apostolic Exhortation of His Holiness John Paul II on the Vocation and the Mission of the Lay Faithful in the Church and in the World** (1988), paragraph 34.

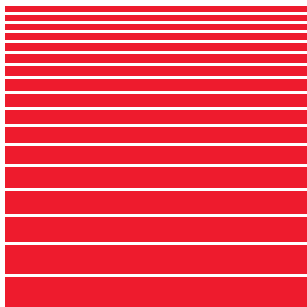
A Catholic school responding to these challenges is faced with a number of tensions: between faithfulness and openness, between being a teacher and being a learner, between being mandated to proclaim a message and mandated to engaged in dialogue, between forming faith and respecting religious freedom and personal conscience.¹²

Chaplains are called to be leaders in respecting the diversity present in the school or college and in challenging people and situations where those tensions are avoided. This emphasises the need for chaplains to live in a strong relationship with God and also to have a strong support system in their ministerial lives.

The spirituality of chaplains is concerned with the whole person. No part of life is left out. It is, therefore, important that chaplains are open to all situations in the life of the school or college, where a presence can speak of the fact that God is broader than religious education, assemblies and liturgy, but is interwoven into all experiences in the life of the school or college. Chaplaincy involves being open to the Spirit of God in all places and taking up the call of all the baptized to be priest, prophet and ruler. Chaplains, as priest, are called to celebrate the presence of God in the life of their community. As prophet, chaplains are called to highlight the presence of God in the community and to call the community to live, as God would want the community to be. Finally as ruler, chaplains are called to put God's will first in their life and in the life of the community.

Lastly and above all chaplaincy and the spirituality of the chaplain is about relationship. Relationship with God, the school or college community, support structures and self are the ground on which the chaplain stands, but by far the most important of these is the relationship with God, as all the others flow from there.

12 **Catholic Schools and Other Faiths** published by The Bishops' Conference 1997, page 19



Chapter 5: Legal Issues

The number of lay chaplains working in schools and colleges has increased considerably over the past ten years or so. It is important, therefore, to consider the current principle legal issues relating to their employment. The trustees of a diocese, religious order or other appropriate body will determine their own policy on the employment of chaplains. If the lay chaplain is employed, as opposed to working as a volunteer, she/he must be protected by a formal written contract of employment (see Chapter 7 and Appendix 2).

When the governing body is the employer, as will be the case in voluntary aided schools, the first point of legal reference is the Education Act 2002, under which the School Staffing (England) Regulations 2003 were made. Together with ancillary guidance, these contain the main provisions for the employment of staff (see Appendix 3). A lay chaplain, in legal terms, would be a member of the non-teaching staff. If the school has a delegated budget, as most have, the governing body decides on the allocation of resources including those for a lay chaplain. However, if the LEA has relieved the governing body of its delegated budget, because of some major concerns (this has rarely occurred), the LEA would then have the right to decide whether monies from within the budget could be used to employ a lay chaplain.

Section 37 of the 2002 Act deals with payments in respect of the dismissal of a member of staff and could include any costs relating to premature retirement. If it were ever necessary to invoke these provisions, advice should be sought from the diocese and the LEA, before any formal procedures were initiated. Reference is made in Chapter 7 to Grievance and Disciplinary Procedures.

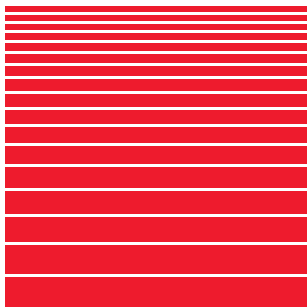
When the trustees of the diocese or of a religious order are the employers of the lay chaplain, the provisions of the Staffing Regulations do not apply, with the exception of paragraph 25 relating to the power of the governing body or the head teacher to suspend. This provides that a person employed or engaged otherwise than under a contract of employment to work at the school or college may be suspended if required. The often urgent nature of suspension makes it desirable for this power to be exercised within the school or college. However, it may be advisable for the procedures to be adopted as a model, in order that there is a clear framework within which the employers can operate, if and when the need arises. A worker in a school or college, even where not employed by the governing body, may have recourse to the grievance and disciplinary procedures which the governing body has adopted.

Prospective employers should also be aware of discrimination legislation. Laws prohibiting discrimination on grounds of race, sex and disability are well known, but grounds of unlawful discrimination in an employment context have now been extended to include religion or belief and sexual orientation. Further legislation, to prohibit discrimination on grounds of age, will come into force in October 2006.

Guidance on the Employment Equality (Religion or Belief Discrimination) Regulations 2003 and the Employment Equality (Sexual Orientation Discrimination) Regulations 2003 is available on the Catholic Education Service website (www.cesew.org.uk) and from individual dioceses. Prospective employers should note that the Religion or Belief Discrimination Regulations allow

employers with a religious ethos to discriminate in favour of candidates of their faith or denomination where commitment to that faith or denomination is a genuine occupational requirement of the post under consideration. There must be no doubt that Catholicism is a genuine occupational requirement for the post of lay chaplain at a Catholic school or college.

The legal and administrative issues are obviously important in terms of employment law and general good practice. However, it cannot be emphasised too strongly that it is of fundamental importance that everyone in the school or college community respects, upholds and nurtures all those basic values enshrined in the school's or college's mission. After all, the principle *raison d'être* for Catholic education is the proclamation of the Gospel and the living out of those Gospel values in the education setting.



Chapter 6: Preparatory Requirements and Arrangements

Faced with the prospect of establishing a new post of lay chaplain, or recruiting to an existing post when a vacancy has arisen following resignation or retirement, employers may wish to consider the following steps as a model.

The employers

The first important step is to determine who will be the employers: governors, trustees or some other responsible body. The majority of lay chaplains today are employed by the governing body of a school or college, rather than by trustees of a diocese or religious order. Some believe that trustees are preferable to governors because of the lay chaplain's pastoral responsibilities; conflict of interest would not be an issue and accountability to trustees would be clear. Others may consider that if a lay chaplain is operating in a school or college, s/he should be accountable to the governors and the head or principal. It is also possible for a lay chaplain to be employed in more than one school or college, or in a federation under the control of a federated governing body. Local circumstances and practice will determine which is the most appropriate employment policy.

The model recommended for consideration, however, is that the lay chaplain should, like any other member of staff, be employed and funded by the governors and responsible to the head or principal on a day-to-day basis. The lay chaplain would also be accountable to the bishop through the diocesan coordinator (see Appendix 4 for a list of diocesan chaplaincy coordinators); this dual accountability recognises the role of the bishop in Canon Law as the *first teacher*, and therefore the role of the bishop in Catholic education, whether in school, college or elsewhere. When the respective lines of communication are clearly defined, there need not be any conflict or confusion.

Who will be involved in the appointment?

Whether trustees or governors are to be the employers, agreement about the composition of the appointment panel is the first decision to be taken. The membership of the panel should be as widely representative as possible: lay, clergy, religious, men and women, senior teachers, including, of course, the headteacher, the present priest chaplain and the local parish priest. It is recommended that the size of the panel should be not less than three, and not so large that it would be inhibiting to the candidates. (The school or college will have much experience on the ideal size of a panel for a senior appointment.) The same panel should ideally be involved in the three key stages of planning and preparation (including an outline programme of dates for each stage of the process), selection for interview (short listing) and the interviews. The diocesan coordinator, representing the bishop in an advisory capacity, should be involved in all the discussions about the appointment, and invited to attend all the meetings leading to the appointment.

Key documents

As soon as the membership of the panel has been agreed, it may wish to meet to embark on its first task - the preparation of the key documents relating to the appointment. These include the job description, person specification, the advertisement for the post, background information about the post, application form and contract of employment.

Job description

It is logical that this is the first document prepared, since the employers need to know what they expect and require of the lay chaplain, and the lay chaplain is entitled to know what is expected and required of him or her. There needs to be a clear framework within which the lay chaplain can operate, and the duties of the post should be set out in the job description. The job description should specify the lay chaplain's line manager (in other words the person to whom he or she is directly and ultimately accountable).

There is no definite blueprint for a lay chaplain, for the simple reason that each school or college has its own individual needs. Furthermore, the duties of the lay chaplain will need to take account of the responsibilities of existing staff, particularly the pastoral staff and the links with the local clergy. A job description will need to be reviewed periodically, say, at least annually and may evolve, as changes and developments occur in the lay chaplain's work, in the work of other members of staff and within the school or college generally. Any revisions or additions to a job description are best introduced through consultation and following an assessment and evaluation of targets agreed within the performance management scheme. (Issues raised in Chapter 4, Chaplaincy and Spirituality, may assist in the determination of performance management targets.) Examples of actual job descriptions of lay chaplains in primary and secondary schools are set out in Appendices 5-9. These job descriptions can serve as models when appointments panels are formulating their own, although each school or college will naturally tailor its documents to reflect its particular circumstances.

The job descriptions for the primary school and one of the secondary schools printed in **The Change and the Challenge** have been revised and updated and are included in Appendices 5 and 7 to show progress and development in chaplains' roles since 1995. A copy of the agreed job description for the specific post should be sent to all potential applicants.

Person specification

This document sets out the criteria which can be used to assist the appointments panel to make judgements about applicants through the various stages of the selection process. A person specification would normally group the criteria under different headings and include qualifications, experience, training, skills and personal attributes. It is helpful if the criteria under each heading can be designated essential or desirable. Once determined, it is important that each applicant is assessed objectively against the agreed criteria, and that amendments are not made to give one or more applicants an unfair advantage over others. If all applicants meet the essential criteria and there is a need to reduce the number of applicants to be invited to interview, particularly at the short-listing stage, the desirable criteria could then be applied. In the event of all applicants meeting the essential and desirable criteria, judgements could be made about the degree to which the various criteria had been met, in order that a suitable shortlist of candidates can be drawn up.

It is recommended that a copy of the person specification is sent to all potential applicants.

Examples of a person specification are included in Appendices 1 and 7.

The advertisement

When the job description and person specification have been agreed, both documents should contain the basic details to enable the advertisement to be prepared. Ideally, the advertisement should contain the following information to attract prospective applicants:

- name, address and telephone number of school or college, or other base (and fax number, website and email address);
- the name of the diocese should also be included;
- title of post;
- who the employers are to be: trustees, governors, or others;
- where the post will be based: school or college (showing number of pupils) or elsewhere;
- full-time or part-time, and term-time only, or not;
- salary or salary range;
- a brief description of duties;
- essential experience, skills and attributes;
- method of application: application form or letter of application or both and/or curriculum vitae;
- name of person from whom background information can be obtained and to whom applications should be returned;
- name of person to whom informal preliminary enquiries could be made;
- closing date for receipt of applications and, if possible, proposed date for interview.

The national Catholic press is popular for placing advertisements for posts of lay chaplains, as well as the local or regional press, local circulars and bulletins, including parishes within the vicinity. Increasingly websites are used to advertise posts and such opportunities should be explored.

Background information about the post

It is always helpful to include with the other essential documents general background information about a school or college. The prospectus may contain the necessary information, although it is usually written with parents or prospective parents and students in mind. It has become common practice for an information leaflet or sheet to be issued to applicants for all posts, with a short section prepared specifically for the post to be filled.

The leaflet might include the following details:

- location of school or college, urban or rural;
- brief description of the site and buildings;
- number of students, including numbers in sixth form where relevant;
- number of teaching and support staff, and an indication of the staffing structure;
- successes, strengths, achievements and specialisms;
- links with the LEA, local organisations or groups and the local community;
- links with the local clergy and the diocese, and the local parish or parishes;
- relevant information specific to the post of lay chaplain, whether existing or newly established;
- existing or proposed links with other members of staff;
- resources available;
- a vision for the post of lay chaplain.

Salary

Salary is a sensitive yet important feature of the whole of the recruitment process. The level of salary offered for the post will be perceived by some as a reflection of the value which the prospective employers attach to the role of the lay chaplain; it may also reflect, of course, the resources available within a tight budget. Nevertheless, it must be remembered that the lay chaplain should be regarded as a skilled professional.

If the governors are the employers, the salary would be a legitimate call on the school or college budget, rather than the limited funds of the diocese or parish. The use of public money for this purpose emphasises the outreach role from the learning community to the host community.

There has been a tendency in the past for some priests, brothers or religious sisters to be offered less than a living wage. The remuneration of a lay chaplain should be pitched at the right and just level, commensurate with the duties and responsibilities of the post. The current view is that the salary for a full-time equivalent lay chaplain should be not less than the salary of a main scale teacher.

There have been many queries and questions about the appropriate salary scale, and there is no single correct answer. Some employers opt for teachers' scales (this is acceptable, if the lay chaplain is a qualified teacher), some for local government scales¹³ and others for diocesan scales. The guiding principle is to avoid ad hoc arrangements and adopt a recognised scale, so that any adjustments for periodic increases or annual increments can be applied within an agreed structure.

Consideration should also be given to enabling the lay chaplain to join a recognised contributory pensions scheme. The employers would be required to make an agreed level of contribution to the Teachers' Pension Scheme, the Local Government Superannuation Scheme or other approved diocesan scheme. This requirement would not apply if the lay chaplain opted to join a private pensions scheme. The last part of Chapter 7 deals in some detail with the CES Model Contract of Employment (Appendix 2), but attention is drawn here to Section 11 of the Contract, which is entitled **Pensions and Pension Scheme**.

Resources

The lay chaplain should have his or her own recognised base/office strategically placed within the school or college. It should be appropriately and adequately furnished for both individual and group work. Comfortable surroundings will create a sense of welcome and are more likely to put students at ease. It is equally important to ensure that the room and its surroundings protect both the student and the lay or priest chaplain under the agreed child protection arrangements.

It would be helpful if the lay chaplain had his or her own telephone. Essential stationery and equipment should be available and sufficient funds available for a small library of suitable books and materials for liturgy. The ideal situation would be the allocation of a chaplain's budget (including resources for the priest chaplain) to facilitate a planned programme of activities and events. This should be considered by the headteacher/principal when drawing up the job description and associated information.

¹³ Information on local government services pay scales can be obtained through the local government subscription service: www.lg-employers.gov.uk/publications/fullpublications/njclgs.html.



Chapter 7: The Appointments Process: Interview Procedures and Contractual Matters, including Grievance and Discipline

At the end of the preparatory arrangements referred to in Chapter 6, when all the necessary documents have been agreed, the post has been advertised and the closing date has been reached, the appointments panel can embark on the final stage of the process.

Circulation of applications

It is necessary to circulate copies of all the application forms, letters of application, curriculum vitae, etc. to all members of the appointments panel, in advance of their meeting to select candidates for interview. The panel should also receive the agreed version of the job description, person specification, the advertisement, and any other additional background information about the post circulated to potential applicants. The timetable of dates and times for the short-listing meeting and the interviews should also be included, as well as the criteria for short-listing.

Meeting to select candidates for interview

At the short-listing meeting, the appointments panel, including the diocesan coordinator, assesses each of the applications separately against the criteria in the person specification. If all the applicants meet all the essential criteria for the post, they can then be considered against the desirable criteria. In the event of all applicants meeting all essential and desirable criteria, the panel could determine the degree to which the criteria were met to enable them to select the appropriate number of candidates for interview.

At this meeting the panel might also wish to determine the format for the interviews and agree on a set of questions which the candidates would be expected to answer. Some thought might also be given to which member of the panel would ask each question. Supplementary questions could flow naturally from the candidates' responses to the set questions. If planning for the interview does not take place at this short-listing meeting, the panel will need to find a further opportunity to determine questions and plan the final details of the interviews.

Confidential references

The application form will invite applicants to nominate three people from whom confidential references may be sought, one of whom must be the applicant's parish priest, or a priest who knows the applicant well.

The panel will need to have decided previously whether references should be provided for all applicants, or only for those selected for interview. The preferred model is for references to be sought only for short-listed applicants. References are a valuable asset to assist in the consideration of candidates at the time of the interviews and may enable the panel to select or reject a particular candidate. Candidates should always be made aware of the stage at which references will be taken up.

It is recommended that copies of all the relevant documents relating to the post are sent to each of the referees to facilitate pertinent comments on the applicant's suitability for the post of lay chaplain in a school or college.

Written references should remain confidential to members of the panel. It is common practice that there is only one set of the confidential references. If, however, it is decided to copy the references to all members of the panel, care should be taken to collect all the references when the interviews are over and shred them, in order to respect the confidentiality of the person who has provided the reference.

Interviews for the post

It is usually helpful to structure the interviews so that there is more than one form of assessment in addition to the formal question and answer session. The more popular options include a time-limited presentation of about 10 minutes on a specific topic (notified to the candidates in advance of the interview day), more informal discussions with two or three small groups from the panel on particular themes, or a written task notified only on the day of the interview. There are, of course, other possibilities, and each panel decides which forms of assessment will be the most appropriate for their school or college, and for the members of the panel. A clear timetable of the different activities or events on the day, or days, of the interview, circulated beforehand, helps to put candidates more at ease.

It is good practice for a letter of invitation to be sent to each candidate with sufficient detail of the arrangements for the interviews, even if this is merely confirming information given in a telephone call.

At the beginning of the day, or days, of interview the headteacher, principal or chair of the appointments panel may wish to welcome all the candidates and explain the detailed arrangements, possibly with some indication about the way in which interviews will be conducted.

Candidates will be able to gauge their own suitability and aspirations for the post of lay chaplain, if they are given the opportunity to meet members of staff, students, the local clergy, and other governors, or trustees, who will not be directly involved in the interviews.

Members of the appointments panel might wish to meet for a short period before the actual interviews begin, so that any last minute queries may be resolved and to ensure that they all have the same understanding of the procedures to be followed during the whole of the interview process.

During the informal discussions, the tour of the premises and over refreshments there should be ample opportunity for candidates to ask questions and glean additional information about the post, the school or college and the local community. However, an opportunity to ask any further questions should also be given to each candidate at the end of the formal interview.

When the interviews have been concluded, the panel will then be able to make an assessment of each of the candidate's suitability for the post. At this stage all the available information can be used to reach a decision: performance at interview, the written application and confidential references. Any pertinent facts which emerged from interaction with others during the day, or days, may contribute to the deliberations of those designated to make the appointment. Consideration of the candidates against the agreed criteria should obviate subjective judgements. As candidates are gradually eliminated from further consideration for the post, it is advisable for the panel to identify and record which criteria they failed to meet. In that way, it is possible to defend objective decisions reached, particularly in the event of a challenge or

query about why a candidate was rejected for the post. Furthermore, such a record would facilitate professional development discussions with unsuccessful candidates.

When the panel has reached a decision about the successful candidate, with the support and advice of the diocesan coordinator, who is the bishop's representative in the whole appointments process, an offer should be made at the earliest possible opportunity to the person chosen, either in person or by telephone. If the offer is accepted, the appointment should be confirmed in writing as quickly as possible. The offer should include details of salary and a proposed starting date. Other essential information about the terms and conditions of the post, accountability and operational details will have been included in the background information circulated to all prospective applicants. It will be necessary to obtain for the successful candidate an enhanced satisfactory disclosure from the Criminal Records Bureau in relation to criminal and child protection matters (there may also be liaison with COPCA, if appropriate). The CES model application form contains the relevant sections and can be found in Appendix 10.

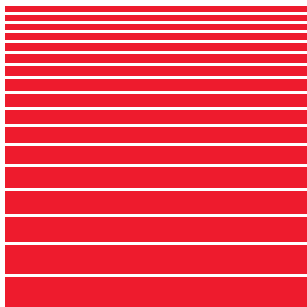
The contract of employment

Present employment law requires that a written statement of particulars of employment is given to the lay chaplain within two calendar months of starting work¹⁴. Model contracts of employment with either the governing body or trustees as employers can be found in Appendix 2. Since the contract is between the new lay chaplain and the governors or trustees, an LEA contract is inappropriate. LEA contracts will also not address the need for adherence to, for instance, Catholic values.

The CES contract contains several sections on employment policy issues, for example, leave of absence, sick pay, maternity/paternity leave (where appropriate), and grievance and disciplinary procedures. Some of the conditions of employment will reflect local agreements and may have been formulated by the relevant LEA, and either adopted or adapted before adoption by the governing body or the trustees. However, the governors or trustees are advised to adopt the **CES Procedures on Grievance and Discipline** for the Lay Chaplain as well as for all other members of staff, since they reflect the special contractual relationship between employer and worker in a voluntary aided school. Chapter 4, Chaplaincy and Spirituality, refers in some detail to the standards, values and ideals expected of lay chaplains, and to which lay chaplains, and others, may aspire. Catholic and other local communities have high expectations of staff employed in Catholic schools and colleges; these same expectations of a lifestyle compatible with the teaching of the Church apply equally to lay chaplains. In the CES Contract, Section 4 - General Terms and Conditions of Employment - there is a clause that deals with this as a contractual matter.

If there were ever a need to invoke grievance and disciplinary procedures, advice should be sought from the appropriate diocesan office in the first instance. LEAs are usually willing to offer help, support and advice on personnel matters.

14 Section 1(1) Employment Rights Act 1996



Chapter 8: The Induction of Lay Chaplains

As soon as the appointment has been made, and before the person has taken up the post, it is important to embark on the next stage of the process, namely to prepare an induction programme for the new lay chaplain. For many it will be their first post as a chaplain. It will, therefore, be a new experience for them, as well as for the governors, head, students and staff, and the whole local community including parishes and parents.

If the ministry of chaplaincy is to flourish in fertile soil, an induction programme is essential to enable the person in the new post to be integrated fully into the life of the school or college. Ideally some suitable preparatory work should be undertaken before the lay chaplain takes up the post. In the majority of cases, there will already be active links with a priest, who is serving the school or college as chaplain. It is vital that the priest chaplain is closely involved in the induction programme for the lay chaplain, so that both may develop their complementary roles in a spirit of harmony and cooperation.

Chapter 6 in the section headed Resources has already referred to the need for the lay chaplain to have his or her own office in the building. Ideally, there should be a separate room for the lay chaplain (which could also serve as the base for the priest chaplain(s)) where confidential discussions can take place, although a room shared with another colleague is better than none at all. The more central such a base is within the building, the stronger the message about the role of the lay chaplain. If there is a chapel, it would be helpful for the lay chaplain's room to be sited as close to the chapel as possible. Care will have to be taken to follow guidance on accommodation needs relating to child protection matters, for example the fitting of a glass door or door with a glass panel.

The job description should contain clear lines of accountability for the lay chaplain. This should include a designated line manager, who is not the head of RE, but may be the head or deputy head, or another member of the senior management team. It would also be helpful to have a mentor, to whom the lay chaplain could relate and consult with on a day-to-day basis.

Chapter 6 also refers to the need for an agreed annual budget. If the post is new, the lay chaplain needs to know what funds are available for retreats, away days, special assemblies, liturgical activities, and visitors to the school or college, where additional costs are involved. If there has been a chaplain previously, access to annual accounts will give some indication of the breadth and scope of activities and the financial implications. A planned budget is easier to manage than having to submit ad hoc requests for resources as new ideas emerge.

Where this is the first appointment of a lay chaplain, it would be profitable to arrange a special staff meeting or twilight session to raise awareness among staff about the nature of chaplaincy. All staff need to become familiar with the role of the lay chaplain and how he or she will relate initially to other members of staff, including the head and the pastoral team, the governors, local parish priests and the parishes, and the local community. The diocesan coordinator, or another chaplain, may be able to assist at such a session.

An information file containing background details about the school or college, available on the first day of appointment, would help the new lay chaplain to integrate into his or her new

school or college community. The file might contain:

- prospectus;
- staff list, highlighting members of the senior management team, head of RE, pastoral heads, mentors, office staff;
- plan of site and buildings;
- staff handbook, which may already contain much of the following: equal opportunities policy, child protection officer and policy (with information about specific training opportunities), health and safety policy, excursion policy, diocesan contacts, timetable, calendar of events, holiday list.

When the lay chaplain arrives, some contextualising of the school or college and introduction to key staff is vital in the first few days. This might include:

- introduction to staff and students, including appointments with key staff, eg line manager, senior management team, pastoral team or pastoral coordinator, RE team, office staff, site staff, staff governors, PTA, EWO;
- information on past key events: special liturgies, retreat programme, major feasts;
- information about administrative support available and arrangements for reprographics and other technical support;
- shadowing appropriate members of staff in the first few weeks to facilitate familiarisation with staff, students, site and buildings, in accordance with an agreed programme.

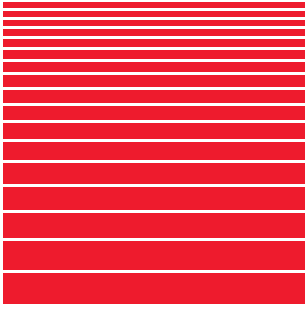
Most dioceses have a chaplains' group, which is usually convened by the diocesan coordinator representing the bishop. This group will be a useful source of help, advice and support for the lay chaplain. The majority of chaplains are members of The Association of Catholic Chaplains in Education (ACCE), which organises professional development and training events (for more details see Chapter 9). Although the lay chaplain is not a counsellor, he or she may welcome the opportunity of some training in listening and counselling skills, since much of the work involves listening to people.

The lay chaplain will need to work ethically with confidential material (and within child protection guidelines) and take care at a personal level. External supervision is therefore essential and adequate provision should be made within the budget. This would involve seeing a trained supervisor or spiritual director occasionally in order to protect and support both the lay chaplain and all those with whom he or she works.

Much of what has been recommended in this chapter can be organised on a semi-formal basis. On a more formal note a service of induction or commissioning could provide an introduction to the community, offer affirmation to the individual, and acknowledge our dependency on God in all we are and in all that we do. A useful model of induction for chaplaincy would be a short rite which could be used in the context of a service of welcome for staff, welcome Mass or liturgy, or school or college assembly. The service could be led by a local priest chaplain, or dean; this would recognise the place of the school or college in the local faith community.

The final stage of induction would be to organise some form of appraisal or performance management for the lay chaplain after a suitable period of time. This could be about one year after taking up the post, although the timing should be mutually agreed between the lay chaplain and an appraiser. The appraiser should have appropriate qualifications and experience, as well as empathising with the role and concept of chaplaincy.

This chapter has been based on **The Induction of School Chaplains**, an advisory document produced by the school chaplains of the Archdiocese of Liverpool. The Liverpool diocesan coordinator of chaplains would be willing to respond to requests for more detailed information about this document and other useful relevant documents on chaplaincy available for use in the Liverpool Archdiocese, and for sharing.



Chapter 9: The Association of Catholic Chaplains in Education (ACCE)

Founded in 1993, approved by the Bishops of England and Wales and the Catholic Education Service, the Association of Catholic Chaplains has the following objective:

To further the improvement of the spiritual and pastoral care exercised in schools and colleges.

The Association carries out this objective by:

- supporting the spiritual and pastoral welfare and professional development of chaplains in schools and colleges;
- promoting the establishment and development of chaplaincies in all schools and colleges;
- providing channels of communication between chaplains and the Bishops' Conference of England and Wales and its departments and agencies and any other bodies or persons on all matters concerning the work of chaplains.

Since the publication of **Chaplaincy, The Change and The Challenge** in 1996, the Association has been instrumental in:

- organising the Annual General Meeting of the Association;
- organising professional development and training events;
- organising an annual meeting for diocesan coordinators for school and college chaplaincy;
- the establishment and support of diocesan coordinators for school and college chaplaincy as appointed by local bishops;
- the preparation of documents (**Chaplains and Inspection, Models of Chaplaincy**) to support chaplains in their ministry and to further inform others of the ministry;
- the establishment and tutoring of the Ecumenical Certificate in Chaplaincy currently administered by Ushaw College;
- the preparation of a handbook for school and college chaplains, distributed to members;
- providing support at diocesan and national in-service training for headteachers, governors, members of RE departments;
- the preparation of diocesan guidelines for school and college chaplaincy;
- establishing good professional practice in the area of school and college chaplaincy;
- encouraging networking with other agencies/organisations, e.g. CYS, PACYO, CAFOD, university chaplains, independent schools, CATSC, NBCW.

General and routine enquiries about the Association of Catholic Chaplains in Education and its programme of activities may be made to Julie Sweeney at ACCE's recently established administrative office:

Julie Sweeney
ACCE
The Diocesan Centre
Mornington Crescent
Mackworth
Derby DE22 4BD

Telephone number: 01332 293833

Requests for advice on ACCE policy issues can continue to be addressed to:

Sister Barbara Brent, RJM
National Coordinator, ACCE
320 Woodbridge Road
Ipswich
Suffolk IP4 4BD
Telephone Number: 01473 278380

The website address for ACCE is www.acce.org.uk.

Appendix 1: Job description and person specification: Hartlepool Pastoral Area Youth Coordinator: 2001

The need and the vision for a youth coordinator

In Hartlepool there has developed a growing awareness of the need for a youth coordinator both to root students at The English Martyrs School and Sixth Form College in their parishes and also to assist parishes as they attempt to form young people in faith and Christian community living. The youth coordinator will engage young people and help parishes maintain and develop activities whilst training, affirming and supporting parishioners who are involved. They will encourage youth ministry to develop in the parishes of Hartlepool. An integral part of the work is to be lay chaplain at The English Martyrs School and Sixth Form College (spending the equivalent of two days a week in school) and to foster parish-school links.

The Catholic community in Hartlepool

There are some 11,500 Catholics in the town divided into seven parishes belonging to the Diocese of Hexham and Newcastle. Around 2,800 Catholics attend Mass in their parish Churches each Sunday.

Young people belong to the Catholic community of Hartlepool in a variety of different ways. Some are regular Church attenders. Many attend one of the town's six Catholic Primary Schools or The English Martyrs School and Sixth Form College, the 11-18 high school serving the whole of the borough. Others are in active contact with the Catholic community because they are preparing for a Church wedding or seeking Baptism for their children.

Recently the deanery pastoral council has been considering how better to serve, engage and thereby retain young people. The establishment of the above post gives practical expression to the need and the vision. The youth coordinator will work with the seven parishes, the six primary schools and The English Martyrs School and Sixth Form College.

Job description

Overall aim:

To bring about what was outlined under the heading "The need and the vision for a youth coordinator".

Main responsibilities:

- To encourage youth ministry to develop in the parishes of the Hartlepool pastoral area. An integral part of the work at present is to be lay chaplain at The English Martyrs School and Sixth Form College (spending the equivalent of two days a week in school) and to foster parish-school links.
- To establish a chaplaincy team within The English Martyrs School and Sixth Form College.
- To support and develop provision for young people through education, spiritual, social and leisure opportunities.
- To maintain contact with all these in the parishes working with young people offering encouragement, guidance and support.
- To meet the parish priests regularly.
- To be a member of the Pastoral Area Council.
- To work alongside the parishes helping and supporting them in reaching out to young people, eg:

- visiting and supporting groups that are already set up;
- helping parishes to initiate a youth group. Youth Alpha, etc;
- helping to develop Confirmation programmes;
- To facilitate meetings at parish and pastoral area level.
- To visit and maintain links with the primary schools.
- To assist parishes to assess the needs of young people so they may take their appropriate place in the parish community.
- To be aware of the youth work done in local Christian Churches and, when possible and appropriate, work together.
- To promote, develop and support inter-parish, deanery, diocesan and national events.
- To prepare reports of progress and attend the management committee meetings.

Terms and conditions:

- The contract will be for an initial three year period.
- New employees will be required to complete a probationary period of six months before confirmation of appointment. The terms and conditions provided for within this agreement will apply during the probationary period. Upon the expiry of the probationary period the employment herein may be terminated upon either party giving not less than 14 days notice in writing or by the payment of 14 days salary in lieu thereof.
- Pay will range from £13,000 - £18,000 per annum and is paid monthly in arrears, subject to annual review. The starting salary will be negotiated with the management committee depending on the skills, qualifications and experience on appointment.
- The salary will be paid by the Diocese of Hexham and Newcastle. The starting salary will be in the range £13,000 - £18,000 depending on skills, qualifications and experience. This will be negotiated with the management committee on appointment.
- A cost of living increase will be paid annually on 1st April.
- The youth coordinator will work 37 hours each week.
- Annual holidays will be 20 days per year plus statutory holidays. Requests for leave should be discussed with the management committee.
- Time and funding will be made available for courses which are relevant both to the personal development of the youth coordinator and the development of his/her work.
- A copy of the Grievance and Disciplinary Proceedings will be included with the contract.

Structure and organisation:

- The youth coordinator will be employed by the Diocese of Hexham and Newcastle. He/She will be directly responsible to the management committee which will meet six times each year.
- The management committee will determine the terms of reference and priorities for action in discussion with the youth coordinator. It will meet half-termly. The coordinator will report to the management group at each meeting.

Day-to-day contact point for the youth coordinator:

- The youth coordinator will have a base at The English Martyrs School and Sixth Form College. Administrative support and office facilities will be provided by the school. The coordinator will have a budget for office expenses, photocopying and other materials.
- Travelling expenses related to his/her work will be reimbursed.
- Specialised training will be provided where appropriate, in discussion with the management committee.

Person specification

Knowledge skills and aptitude

Candidates must:

- Demonstrate knowledge and understanding of issues affecting young people.
- Be able to relate to and inspire young people.
- Have an active Catholic faith.
- Demonstrate an understanding of Catholic education and the ability to develop and deliver Catholic education programmes.
- Demonstrate knowledge and understanding of social education and the ability to develop and deliver social education programmes.

Education and experience

Candidates must have experience of working with young people and adult volunteers. (It would be an advantage to have a higher education qualification and/or be a qualified youth worker.)

Personal qualities

Candidates must:

- Be willing to promote the views of the Catholic Church and have an understanding of the need to develop positive relationships with members of the laity and the clergy.
- Have a sense of humour and good problem solving skills.

(It would be an advantage to have some musical ability.)

Special requirements

Candidates will be prepared to work flexible hours which will include evening, residential and weekend work.

(It would be an advantage to hold a current driving licence.)

The person will be required to sign documentation to ensure their suitability for working with young people and must be open to appropriate checks in compliance with child safety law.

Prepared by the English Martyrs School and Sixth Form College, Hartlepool, 2001.

The Head Teacher, Mr Joe Hughes, would be willing to respond to requests for further background information about this post. The telephone number is 01429 273790.

Appendix 2: CES model
contracts of employment:
governing body & diocese



**A CONTRACT OF EMPLOYMENT
(INCORPORATING STATEMENT OF WRITTEN PARTICULARS)
WITH A LAY CHAPLAIN IN A
CATHOLIC CHURCH SCHOOL**

**THIS AGREEMENT IS A CONTRACT
OF EMPLOYMENT BETWEEN**

THE GOVERNING BODY OF

.....
A Catholic Voluntary Aided School in the Diocese of

.....
Situated at
.....
.....
.....

(“THE GOVERNING BODY”)

AND

(Name)

(“YOU”)

FOR SERVICE AS A LAY CHAPLAIN

This is the Principal Statement of the main terms of your employment which is given to
(insert employee's
 name) of

 (insert employee's address) in accordance with section 1 of the Employment Rights Act
 1996 by your employer the Governing Body of
(insert name of
 school). It should be read in conjunction with the Governing Body's Disciplinary and Grievance
 Procedures and any other policies and procedures the Governing Body has adopted. This
 Statement together with those policies and procedures constitutes your contract of employment
 with the School.

1. You are appointed by the Governing Body to serve as: LAY CHAPLAIN ("your post") at the
 above School.

2. Your post commences on: / /
 For the purpose of determining statutory entitlements, your employment commenced on
 / / This is the date you started working at the School unless
 employment with a previous Governing Body of a Voluntary Aided or Foundation School or
 Local Education Authority ("LEA") counts as continuous service under the Employment Acts.

For determining redundancy payments, continuous service with local authorities and with
 certain other specified employers may be aggregated with your service at this School in
 accordance with the Redundancy Payments (Local Government) Modification Order 1999 (as
 amended) and/or the Teachers (Compensation for Redundancy and Premature Retirement)
 Regulations 1997 (as amended) as appropriate.

3. Your post, whether full-time or part-time, is initially for a probationary period of 1 year until
 / / and then, subject to a satisfactory review at that time
 (i) becomes a permanent full-time post;
 or
 (ii) for a further fixed term of ending on / /
 or
 (iii) a part-time post of of a week or hours per week.

You agree that upon expiry of the term of this Contract on the date specified in 3(ii) above (or on any subsequent date at the end of a mutually agreed extension to this Contract) you will have no claim against the Diocese for a redundancy payment under the Employment Rights Act 1996 if the term is not renewed or extended.

4. GENERAL TERMS AND CONDITIONS OF EMPLOYMENT

You are to exercise the ministry and professional duties of a lay chaplain in the School under the directions of the Governing Body and under the immediate directions of the Headteacher or Principal [and in collaboration with the other Chaplain] [and] [any priest with parochial and/or pastoral responsibility for the School] and the Diocesan Coordinator] and in accordance with (a) relevant provisions of the Education Acts and any associated Regulations; (b) the Trust Deed and the Instrument of Government of the School; (c) Canon Law in relation to the governance of the School; (d) any regulations or policies of the Governing Body; and any local collective agreements recognised by the Governing Body to the extent that they are consistent with the policies adopted by the Governing Body.

- (ii) You are expected to be conscientious and loyal to the aims and objectives of the Diocese. You will not be expected to refrain from any outside activity (whether paid or unpaid) unless, in the reasonable opinion of the Diocese, such activity would interfere with the efficient discharge of your duties.
- (iii) (a) You are to have regard to the Catholic character of the School and not to do anything in any way detrimental or prejudicial to the interest of the same.

(b) If required, you are to instruct in the Holy Scriptures and the Doctrines of the Catholic Church, in accordance with the principles and subject to the discipline thereof to the satisfaction of the Diocesan Religious Inspector or other appointed representatives of the Ordinary, at the time or times appointed for religious instruction, such children as are entrusted to you and to be present at such religious examinations of the children as may be directed to be held by the Governing Body. (*Delete as appropriate*)

5. SALARY

Your salary shall be determined by the Governing Body and shall be in accordance with local pay scales and policies for lay chaplains in the Diocese in which the School is situated.

Your current salary is £ per annum (or pro rata in the case of a part-time post).

You will also receive the following:

- [in addition to the basic salary an Inner London/Outer/Fringe Area Allowance of the £..... per annum being the present allowance or, in the case of part-time chaplains, the relevant proportion pro rata.] *(Delete as appropriate)*
- reasonable expenses which you incur in the performance of your duties (in accordance with the Governing Body's expense claim policy). Such expenses must be properly evidenced.

Your salary will be paid monthly in arrears not later than the last day of each calendar month.

6. HOURS OF WORK

Your terms and conditions relating to hours of work shall be that you are required to be available for work at all times when the School or College is open and such times as agreed with the [other Chaplain] [and] [Headteacher] [Principal].

If you are a part-time lay chaplain, your hours are those specified on page 2 (including any specified times of work appended to the contract).

Time spent in travelling to or from your place of work shall not count against the hours referred to above, unless you are also required to perform the duties of lay chaplain at another school under this contract of employment..

You are not required to undertake midday supervision, and will be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.

You will, in addition to the requirements set out above, work such additional hours as may be needed to enable you to discharge effectively your professional and pastoral duties. The amount of time required for this purpose beyond the hours referred to above and the times outside your specified hours at which duties shall be performed shall not be defined by the Governing Body but shall depend upon the work needed to discharge your duties.

7. HOLIDAYS AND LEAVE OF ABSENCE

Holidays coincide with periods of school closure and public holidays, details of which will be notified by the School from time to time. Current information relating to school closure is available from the Headteacher.

You will be paid full salary during these closure periods, unless you are in receipt of less than full salary arising from the application of the sick pay scheme, maternity scheme etc.

The Governing Body, or in a case of urgency the Chair, may at its discretion grant a lay chaplain occasional leave of absence within the limits and upon the conditions relative to payment of salary prescribed by the Governing Body on compassionate or other grounds.

8. SICKNESS AND SICK PAY

Provisions for dealing with incapacity for work due to sickness or injury are contained in the Governing Body's Sickness Absence Policy, a copy of which is available on request. You must notify the Headteacher on your first day of absence as soon as reasonably practicable and not later than 9am.

9. MATERNITY SCHEME

Provisions for Maternity Leave shall be those set out in the Burgundy Book, without prejudice to any additional rights provided by the Employment Acts.

10. PATERNITY AND ADOPTION SCHEME

You shall be entitled to statutory paternity and/or adoption leave and pay, without prejudice to any additional rights incorporated into the Burgundy Book from time to time.

11. PENSIONS AND PENSION SCHEME

If your employment is full-time, you may be eligible to join the Teachers' Pension Scheme, or any other recognised scheme, upon appointment unless you choose, or have already chosen, not to do so. If you are part-time you may be eligible to elect to join the Scheme and should advise the Headteacher if you wish to do so in writing.

A contracting-out certificate is in force. Contributions are deducted under the Scheme on a contracted-out basis as the Teachers' Pension Scheme applies in place of the State Earnings Related Pensions Scheme (SERPS). If you choose to opt out of the Teachers' Pension Scheme, you will cease to be contracted-out and (unless you take out your own contracted-out personal pension) you will have to contribute to SERPS.

12. TRADE UNION MEMBERSHIP

You have the right to join a trade union and to take part in its activities.

13. DISCIPLINARY, GRIEVANCE AND CAPABILITY PROCEDURES

The disciplinary rules and procedures governing your appointment are set out in the Governing Body's Disciplinary Procedures from time to time in force.

In the event that you have any work related Grievance you should refer to the Grievance Procedure, a copy of which is available on request from the Headteacher.

The Governing Body has the right to alter procedures and rules from time to time as it thinks fit, and up to date copies are available upon request from the School.

Your appointment is subject to performance review and in the event that you do not achieve the standards expected from the Governing Body, the School's Capability Procedure (as in force from time to time) will apply.

14. PERIODS OF NOTICE AND TERMINATION OF CONTRACT

(i) This contract may be terminated by either party giving to the other two months' notice and in the summer term three months', terminating at the end of a school term. The school terms shall be deemed to end on April 30th, August 31st and December 31st. (*See table below*). If you have been continuously employed for more than eight years you may be entitled to receive additional notice, as specified in the Employment Acts.

To terminate the Contract on:	Notice must be given by:
April 30th	February 28th (or 29th)
August 31st	May 31st
December 31st	October 31st

(ii) It shall be sufficient that any notice given by the Governing Body under this clause shall be signed by the Chair or Clerk on its behalf.

(iii) Any such notice given by the Governing Body may be served by delivering it to you or by leaving it at your last known place of residence or by sending it in a prepaid letter addressed to you at that place. Any notice given by you under this clause must be in writing and may be served by delivering it to the Chair or Clerk or by sending it in a prepaid letter to such Chair or Clerk at his place of residence or care of the School. Provided that this Clause shall not apply when this Contract is terminated in accordance with the provisions of the next following sub-clauses.

(iv) This Contract shall terminate at the end of the school term in which you reach the age of 65 unless the Governing Body decides to continue your employment after that term for such a period and on such conditions as it thinks fit.

(v) The periods of notice specified above do not apply in the case of dismissal for gross misconduct.

(vi) In the event of redundancy, the relevant statutory provisions including compensation will be determined in accordance with the Redundancy Payments (Continuity of Employment in Local Government etc.) (Modification) Order 1999 (as amended).

15. CONFIDENTIALITY

Without prejudice to the Governing Body's Whistle Blowing procedure, you may not during or after the termination of your employment disclose to anyone other than in the proper course of your employment any information of a confidential nature relating to the School. Breach of this clause may be treated as gross misconduct.

16. INTERPRETATION

In this Contract, unless the context otherwise requires, the following expressions shall have the meanings hereby assigned to them:-

'School' means the school or college named at the beginning of this Contract and includes all sites upon which the school undertaking is from time to time being carried out.

'The Local Education Authority' means the Local Education Authority within the meaning of the Education Acts for the area in which the School is situated.

'The Education Acts' has the same meaning as in Section 578 of the Education Act 1996.

'Employment Acts' includes the Employment Rights Act 1996.

'The Ordinary' has the same meaning as in Canon Law, and includes the Diocesan Bishop or any person delegated by him.

'The Burgundy Book' means the "Conditions of Service for School Teachers in England and Wales" revised edition August 2000 and includes any subsequent amendments thereto.

'Canon Law' means the Canon Law of the Roman Catholic Church from time to time in force.

'Trust Deed' in relation to any school has the same meaning as given in Section 579(1) of the Education Act 1996.

References to any statutory enactment instrument or order include any subsequent amending or substituted provisions for the time being in force.

17. COMMENCEMENT

Your post is excepted under the Exceptions Orders to the Rehabilitation of Offenders Act 1974 and is subject to the requirements set out in the Education (Prohibition from Teaching or Working with Children) Regulations 2003.

This Contract is subject to and shall not take effect in the event of any adverse response being received or discovered to any enquiry or examination made or specified at the time of appointment (a) in order to safeguard the wellbeing of the pupils at the School; (b) as a result of a condition specified by the Governing Body at that time; or (c) in order to comply with the above Regulations.

Your appointment is conditional upon a satisfactory disclosure being obtained from the Criminal Records Bureau.

This Contract was made today

..... (*Insert date*)

between:

The Governing Body as employer

and (*Name of Lay Chaplain*)

SignedChair
(For and on behalf of the Governing Body)

Signed.....Lay Chaplain



**A CONTRACT OF EMPLOYMENT
(INCORPORATING STATEMENT OF WRITTEN PARTICULARS)
WITH A LAY CHAPLAIN IN CATHOLIC CHURCH SCHOOLS**

**THIS AGREEMENT IS A CONTRACT
OF EMPLOYMENT BETWEEN**

THE CATHOLIC DIOCESE OF

.....
.....
.....
.....
.....

(“THE DIOCESE”)

AND

(Name)

(“YOU”)

FOR SERVICE AS A LAY CHAPLAIN

This is the Principal Statement of the main terms of your employment which is given to
.....(*insert employee's name*)
..... of

..... (*insert employee's address*) in accordance with section 1 of the Employment Rights Act 1996 by your employer the Catholic Diocese of
(*insert name of diocese*) .It should be read in conjunction with the Diocese Disciplinary and Grievance Procedures and any other policies and procedures the Diocese has adopted. This Statement together with those policies and procedures constitutes your contract of employment with the Diocese.

1. You are appointed by the Diocese to serve as: LAY CHAPLAIN
("your post") at
Catholic School, situated at
..... and
..... Catholic School
situated at.....
(*delete as appropriate*).

2. Your post commences on: / /

For the purpose of determining statutory entitlements, your employment commenced on
..... / / This is the date you started working at the Diocese.

3. Your post, whether full-time or part-time, is initially for a probationary period of 1 year until
..... / / and then, subject to a satisfactory review at that time

- (i) becomes a permanent full-time post;
or
- (ii) for a further fixed term of ending on / /
or
- (iii) a part-time post of of a week or hours per week.

You agree that upon expiry of the term of this Contract on the date specified in 3(ii) above (or on any subsequent date at the end of a mutually agreed extension to this Contract) you will have no claim against the Diocese for a redundancy payment under the Employment Rights Act 1996 if the term is not renewed or extended.

4. GENERAL TERMS AND CONDITIONS OF EMPLOYMENT

You are to exercise the ministry and professional duties of a lay chaplain in the Diocese under the directions of the Bishop and under the immediate directions of the *(insert post-holder)*

and in accordance with (a) relevant provisions of the Education Acts and any associated Regulations; (b) the Trust Deed and the Instrument of Government of the Schools in which you are required to work; (c) Canon Law in relation to the governance of the School; (d) any regulations or policies adopted by the Diocese.

(ii) You are expected to be conscientious and loyal to the aims and objectives of the Diocese. You will not be expected to refrain from any outside activity (whether paid or unpaid) unless, in the reasonable opinion of the Diocese, such activity would interfere with the efficient discharge of your duties.

(iii) (a) You are to have regard to the Catholic character of the Schools in which you are required to work and not to do anything in any way detrimental or prejudicial to the interest of the same.

(b) If required, you are to instruct in the Holy Scriptures and the Doctrines of the Catholic Church, in accordance with the principles and subject to the discipline thereof to the satisfaction of the Diocesan Religious Inspector or other appointed representatives of the Ordinary, at the time or times appointed for religious instruction, such children as are entrusted to you and to be present at such religious examinations of the children as may be directed to be held by the Governing Body. *(Delete as appropriate)*

5. SALARY

Your salary shall be determined by the Diocese and shall be in accordance with local pay scales and policies for lay chaplains in the Diocese.

Your current salary is £ per annum (or pro rata in the case of a part-time post).

You will also receive the following:

- [in addition to the basic salary an Inner London/Outer/Fringe Area Allowance of the £..... per annum being the present allowance or, in the case of part-time chaplains, the relevant proportion pro rata.] *(Delete as appropriate)*
- reasonable expenses which you incur in the performance of your duties (in accordance with the Diocese's expense claim policy). Such expenses must be properly evidenced.

Your salary will be paid monthly in arrears not later than the last day of each calendar month.

6. HOURS OF WORK

Your terms and conditions relating to hours of work shall be that you are required to be available for work at all times when the School or College is open and such times as agreed with the [Headteacher] [Principal].

If you are a part-time lay chaplain, your hours are those specified on page 2 (including any specified times of work appended to the contract).

Time spent in travelling to or from your place of work shall not count against the hours referred to above, unless you are also required to perform the duties of lay chaplain at more than one school under this contract of employment.

You will, in addition to the requirements set out above, work such additional hours as may be needed to enable you to discharge effectively your professional and pastoral duties. The amount of time required for this purpose beyond the hours referred to above and the times

outside your specified hours at which duties shall be performed shall not be defined by the Diocese but shall depend upon the work needed to discharge your duties.

7. HOLIDAYS AND LEAVE OF ABSENCE

Holidays coincide with periods of school closure and public holidays, details of which will be notified by the Schools at which you are required to work from time to time. Current information relating to school closure is available from the Headteacher. All such holiday shall also be agreed with the Bishop / (*insert postholder*)

You will be paid full salary during these closure periods, unless you are in receipt of less than full salary arising from the application of the sick pay scheme, maternity scheme etc.

The Bishop may at his discretion grant a lay chaplain occasional leave of absence within the limits and upon the conditions relative to payment of salary prescribed by the Bishop on compassionate or other grounds.

8. SICKNESS AND SICK PAY

Provisions for dealing with incapacity for work due to sickness or injury are contained in the Diocese's Sickness Absence Policy, a copy of which is available on request. You must notify the Headteacher on your first day of absence as soon as reasonably practicable and not later than 9am.

9. MATERNITY SCHEME

Provisions for Maternity Leave shall be those in accordance with diocesan policy, without prejudice to any additional rights provided by the Employment Acts.

10. PATERNITY AND ADOPTION SCHEME

You shall be entitled to statutory paternity and/ or adoption leave and pay, without prejudice to any additional rights incorporated into the Burgundy Book from time to time.

11. PENSIONS AND PENSION SCHEME

If your employment is full-time, you may be eligible to join the Teachers' Pension Scheme, or any other recognised scheme, upon appointment unless you choose, or have already chosen, not to do so. If you are part-time, you maybe eligible to elect to join the Scheme and should advise the Headteacher if you wish to do so in writing.

A contracting-out certificate is in force. Contributions are deducted under the Scheme on a contracted-out basis as the Teachers' Pension Scheme applies in place of the State Earnings Related Pensions Scheme (SERPS). If you choose to opt out of the Teachers' Pension Scheme, you will cease to be contracted-out and (unless you take put your own contracted-out personal pension) you will have to contribute to SERPS.

12. TRADE UNION MEMBERSHIP

You have the right to join a trade union and to take part in its activities.

13. DISCIPLINARY, GRIEVANCE AND CAPABILITY PROCEDURES

The disciplinary rules and procedures governing your appointment are set out in the Diocese's Disciplinary Procedures from time to time in force.

In the event that you have any work related Grievance you should refer to the Grievance Procedure, a copy of which is available on request from the Diocese.

The Bishop has the right to alter procedures and rules from time to time as he thinks fit, and up to date copies are available upon request from the Diocese.

Your appointment is subject to performance review and in the event that you do not achieve the standards expected by the Bishop, the Diocese's Capability Procedure (as in force from time to time) will apply.

employment any information of a confidential nature relating to the Diocese. Breach of this clause may be treated as gross misconduct.

16. INTERPRETATION

In this Contract, unless the context otherwise requires, the following expressions shall have the meanings hereby assigned to them:-

‘School’ means the school or college named at the beginning of this Contract and includes all sites upon which the school undertaking is from time to time being carried out.

‘The Local Education Authority’ means the Local Education Authority within the meaning of the Education Acts for the area in which the School is situated.

‘The Education Acts’ has the same meaning as in Section 578 of the Education Act 1996.

‘Employment Acts’ includes the Employment Rights Act 1996.

‘The Ordinary’ has the same meaning as in Canon Law, and includes the Diocesan Bishop or any person delegated by him.

‘Canon Law’ means the Canon Law of the Roman Catholic Church from time to time in force.

‘Trust Deed’ in relation to any school has the same meaning as given in Section 579(1) of the Education Act 1996.

References to any statutory enactment instrument or order include any subsequent amending or substituted provisions for the time being in force.

17. COMMENCEMENT

Your post is excepted under the Exceptions Orders to the Rehabilitation of Offenders Act 1974 and is subject to the requirements set out in the Education (Prohibition from Teaching or Working with Children) Regulations 2003.

This Contract is subject to and shall not take effect in the event of any adverse response being received or discovered to any enquiry or examination made or specified at the time of appointment (a) in order to safeguard the wellbeing of the pupils at the Schools at which you are required to work; (b) as a result of a condition specified by the Diocese at the time; or (c) in order to comply with the above Regulations.

Your appointment is conditional upon a satisfactory disclosure being obtained from the Criminal Records Bureau.

This Contract was made today..... (*Insert date*)

between:

The Diocese as employer

and(*Name of Lay Chaplain*)

Signed

(For and on behalf of the Bishop)

Signed.....Lay Chaplain

Appendix 3: Relevant legislation

Education Act 2002

Section 36

- (1) This section applies to -
 - (a) foundation schools,
 - (b) voluntary aided schools, and
 - (c) foundation special schools.
- (2) Except as provided by regulations under subsection (4), any teacher or other member of staff who is appointed to work under a contract of employment at a school to which this section applies is to be employed by the governing body of the school.
- (4) Regulations may make further provision with respect to the staffing of schools to which this section applies.
- (7) If at any time a school to which this section applies does not have a delegated budget by virtue of any suspension under section 17 of, or Schedule 15 to, the School Standards and Framework Act 1998, regulations under subsection (4) shall have effect subject to the provisions of Part 2 of Schedule 2.
- (8) In discharging any function conferred by regulations under subsection (4), a local education authority or the governing body or head teacher of a maintained school shall have regard to any guidance given from time to time -
 - (a) in relation to England, by the Secretary of State, or
 - (b) in relation to Wales, by the National Assembly of Wales.

Schedule 2, Part 2

Effect on Staffing of Suspension of Delegated Budget

- (5) The arrangements for the staffing of the school shall be determined by the local education authority.
 - (6) Except with the consent of the authority, the governing body shall not -
 - (a) appoint any teacher to work at the school, or
 - (b) dismiss any teacher at the school.
- (7) The authority may give the governing body directions -
 - (a) as to the educational qualifications of the teachers to be appointed for giving secular education, or
 - (b) requiring them to dismiss any teacher at the school; but the authority shall not give any directions under paragraph (a) except after consulting the governing body.

The School Staffing (England) Regulations 2003 (SI 2003/1963)

Regulation 4 - Delegation of authority

4. - (1) The governing body may delegate -
- (a) its functions under regulations 14, 15, 17, 23 and 24, and
 - (b) its power to appoint or dismiss any member of staff at a school to which Part 3 applies.
- (2) Subject to paragraph (4), any such delegation may be to -
- (a) the head teacher,
 - (b) one or more governors, or
 - (c) one or more governors and the head teacher.
- (3) Where the governing body has made any such delegation to one or more governors, the head teacher may attend and offer advice at all relevant proceedings. Such advice must be considered by the governor or governors to whom the delegation has been made.
- (4) The governing body may delegate any decision whether or not to make a determination that the head teacher should cease to work at the school, or to dismiss the head teacher, to one or more governors.

Regulation 6 - Conduct and discipline of staff

6. - (1) The governing body must establish procedures -
- (a) for the regulation of the conduct and discipline of staff at the school; and
 - (b) by which staff may seek redress for any grievance relating to their work at the school.
- (2) Where the implementation of any determination made by the governing body in operation of the procedures requires any action which -
- (a) is not within the functions exercisable by the governing body by or under the 2002 Act, but
 - (b) is within the power of the authority,
the authority must take that action at the request of the governing body.

Regulation 7 - Capability of staff

7. The governing body must establish procedures for dealing with lack of capability on the part of staff at the school.

Regulation 20 - Manner of appointment

20. - (1) Where the governing body has selected a person for appointment he may be appointed either -
- (a) under a contract of employment, or
 - (b) otherwise than under a contract of employment.

- (2) Any person so appointed must meet all relevant staff qualification requirements.

Regulation 21 - Authority's entitlement to offer advice

21. - (1) The authority is entitled to advise the governing body in relation to the exercise of any of the governing body's functions of appointment, engagement and dismissal of any teacher, to the extent provided by, and subject to, any relevant agreement.
- (2) A "relevant agreement" is an agreement in writing between the authority and the governing body which gives the authority an entitlement to advise the governing body in relation to the exercise of some or all of those functions, and which has not been terminated by notice in writing given by the governing body to the authority.
- (3) In the absence of a relevant agreement, it is for the Secretary of State to determine the extent to which the authority is entitled to advise the governing body in relation to the exercise of any of those functions.
- (4) The governing body, or any other person to whom the functions in question have been delegated, must consider any advice given by the authority pursuant to an entitlement under paragraphs (1) to (3).
- (5) The Secretary of State may at any time withdraw a determination.

Regulation 24 - Appointment of support staff

24. Any appointment of support staff must be made by the governing body unless the governing body and the authority agree that the appointment should be made by the authority.

Regulation 25 - Suspension of staff

25. - (1) Both the governing body and the head teacher have power to suspend any person employed or engaged otherwise than under a contract of employment to work at the school where in the opinion of the governing body or (as the case may be) the head teacher, his suspension from the school is required.
- (2) The governing body or head teacher must in exercising that power, immediately inform the head teacher or (as the case may be) the governing body.
- (3) A suspension under this regulation may only be ended by the governing body.
- (4) The governing body must, on ending such a suspension, inform the head teacher.
- (5) In this regulation "suspend" means suspend without loss of emoluments.

Appendix 4: Diocesan chaplaincy coordinators 2003-2004

Arundel & Brighton

Fr John Dickson, Christian Education Centre, 4 Southgate Drive, Crawley, West Sussex RH10 6RP.
Tel: 01293 515666.

Birmingham

Sr Maria Parcher, 11 Westholme, 160 Oaktree Lane, Bournville, Birmingham B30 1TP.
Tel: 0121 415 5302.

Brentwood

Miss Teresa Carvalho, Brentwood RE Service, Cathedral House, Ingrave Road, Brentwood, Essex CM15 8AT. Tel: 01277 265285.

Cardiff

Director of Schools, Pastoral Resources Centre, 910 Newport Road, Rumney, Cardiff CF3 4LL.
Tel: 02920 362599.

Clifton

Fr Tom Finnegan, Christ the King Presbytery, Filwood Broadway, Bristol BS4 1JN.
Tel: 0117 9664843

East Anglia

Awaiting appointment.

Hallam

Awaiting appointment.

Hexham & Newcastle

Rev Michael McCoy, Our Lady Queen of Peace, Station Road, Penshaw, Tyne and Wear DH4 7JZ.
Tel: 0191 3852434

Lancaster

Fr Gerry Dunn, Sacred Heart Church, Lunley Street, Barrow-in-Furness, Cumbria LA14 2BA.
Tel: 01229 821498.

Leeds

Fr Jonathan Hart, St Peter's Presbytery, 651 Leeds Road, Bradford BD3 8EL.
Tel: 01274 664360.

Liverpool

Miss Rosie Woods, 31 Stapleton Road, Rainhill, Merseyside L35 4PY.
Tel: 0151 4307347.

Menevia

Fr Teyrnon Williams, Our Lady Queen of Peace, Waunlanyrafron Road, Llanelli, Swansea SA15 3AA.

Middlesbrough

Rev Paul Farrer, Corpus Christi, 84a College Road, Thorntree, Middlesbrough TS3 9EP.
Tel: 01642 455417.

Northampton

Sr Pauline Darby, NORES, Our Lady of Lourdes, 40 Lloyds, Coffee Hall, Milton Keynes MK6 5EB.
Tel: 01908 670850

Nottingham

Mr Terry Murphy, 7 Dunsmore Close, Loughborough LE11 3RD.
Tel: 01509 213827.

Plymouth

Sr Damian Cunningham, Stoodley Knowle Convent, Anstey's Cove Road, Torquay, Devon TQ1 2JB.
Tel: 01803 294142.

Portsmouth

Sr Mary Jo Martin, Department for Schools, Park Place Pastoral Centre, Winchester Road, Wickham, Fareham, Hampshire PO17 5HA.
Tel: 01329 835363.

Salford

Fr Michael Cooke, Salford Diocesan RE Centre, Plymouth Grove, Longsight, Manchester M13 0AS.
Tel: 0161 2566200.

Shrewsbury

Fr Jerome Fagan, Our Lady & St Joseph, Wheatland Lane, Seacombe, Wallasey CH44 7ED.
Tel: 0151 6382873.

Southwark

Mrs Sheila Connolly, St John's RC Comprehensive School, Rochester Road, Gravesend. Kent, DA12 2JW. Tel: 01474 534718

Westminster

Mgr Vladimir Felzmann, All Saints Pastoral Centre, London Colney, Herts AL2 1AF.
Tel: 01727 828888

Wrexham

Sr Helen Randles, Convent of La Sainte Union, St David's Lane, Mold CH7 1LH.
Tel: 01352 700121

Appendix 5: Job descriptions: St Joseph's Catholic Primary School: Aldershot: 1995 and 2002

Primary school chaplain: job description: 1995

Responsible to: *Named person.*

Time: Two days per week as agreed with head teacher: 8.30am - 4.00pm

Sickness/Absence/Variations: Named person to agree or to be informed.

The role of the chaplain is:

To serve by responding to the needs of all; endeavouring to support, develop and maintain the love of Christ in the school.

Founded in the Vision and Mission Statement of the School, this may be achieved by:

- helping everyone to find Christ in their every day lives;
- enriching the life of the school through prayer and liturgy;
- meeting and walking along side those who are troubled or in difficulty;
- counselling and providing a listening ear to all;
- bridge building and helping to maintain and heal relationships;
- celebrating and rejoicing in our journey of faith.

Key tasks:

- to be a member of the whole school team;
- supporting and liaising with the parish priest;
- planning, facilitating and implementing prayer and worship;
- working in partnership with the RE coordinator;
- to implement school policies with particular reference to behaviour and health and safety;
- offering additional classroom support as required;
- advising and supporting the headteacher;
- providing an open door to all through unstructured but accounted time in school;
- a half-termly report and action plan will be provided in the designated dates as required by all staff;
- similarly an annual report and action plan to be provided for the headteacher by 31st October as part of the school's development planning and financial review process;
- to provide such information as required to facilitate the value for money process with particular reference to targets and performance indicators;
- liaising with the diocese, Catholic schools and other agencies;
- to enhance personal development through appropriate training;
- additional responsibilities as agreed with the headteacher.

Prepared by St Joseph's RC Primary School,
Aldershot, Hampshire, October 1995

(Few primary schools have such formal chaplaincy arrangements although there is increasing interest and development in this area. There is no formal specification with this job description. Currently the post is held by a permanent deacon.)

Primary school chaplain: job description: 2002

Title: Chaplain

Salary scale: 11

Responsibilities to include as follows:

The role of the chaplain is to serve by responding to the need of all those connected with the school. This is an all encompassing evolving role that endeavours to support, develop and maintain the love of Christ in the school, in service to the community.

The role of the chaplain is founded in the vision and mission of the school and is an important part of the school mission. The appointment of a school chaplain should always be a strong consideration for the school, provided resources are available.

Key tasks:

- to be part of the whole school team;
- support and liaise with the parish priest;
- planning and implementing prayer and worship;
- working in partnership with the RE coordinator;
- advising on scripture and liturgy;
- preparation of liturgies;
- providing introductions for **Here I Am** topics at staff meetings;
- coordinate First Holy Communion programme with parish;
- advising and supporting the headteacher and staff;
- support the children, parents and governors of the school;
- produce an annual report for governors;
- to enhance personal development through training;
- to liaise with diocese, Catholic schools and other agencies.

Revised by St Joseph's Catholic Primary School,
Aldershot, Hampshire, September 2002

Appendix 6: Job description: St Augustine's RC Primary School: Gateshead: 1999

Primary school chaplain: job description

General

The duties of the chaplain will be:

- be a member of the whole school team;
- develop and lead appropriate liturgy;
- develop the physical environment into one which reminds us all of our Christian commitment;
- assist in the health education programme which particularly relates to personal relationships;
- have an input into the School Development Plan where appropriate;
- liaise with diocese, CES and other applicable agencies.

Pupil

The chaplain should:

- be a friend and adviser;
- lead pupils in prayer;
- support pupils in their sacramental life, working with staff and parents where appropriate;
- be involved with First Holy Communion and Reconciliation;
- develop suitable activities to mark and celebrate the major feasts and seasons of the Church.

Staff

The chaplain should:

- be a friend and adviser;
- support in morning prayer;
- help with sensitive issues, advising on the Church's position;
- work in partnership with RE coordinator;
- advise the head teacher and senior management team;
- be involved in in-service training.

Governors

The chaplain will advise on:

- Catholic ethos of the school;
- the school's distinctive nature;
- the spiritual development of pupils;
- appropriate liturgy and celebration;
- in-service [activities] with staff and governors.

Parishes/parents and wider community

The chaplain should:

- advise where appropriate;
- improve and nurture links with parish.

Other duties will be as directed by the headteacher.

It is hoped that the person appointed will use this job description as a starting point and, using imagination, enthusiasm and knowledge, will sensitively inspire our young people and our staff.

It is essential that the person appointed is a practising Catholic, who is able to relate with all the groups mentioned above.

Term time only - 3 hours per week.

Prepared by St Augustine's Primary School,
Gateshead, 1999

Appendix 7: Job descriptions and person specification: St Benedict Catholic School and Performing Arts College: Derby: 1995 and 2000

Secondary school chaplain: job description: 1995

General

The chaplain will:

- have significant input into the school development plan, its operation and review;
- if a priest, celebrate mass and the sacraments regularly in school; if not, make arrangements for the same to occur with the priests of the deanery and elsewhere;
- develop and lead a chaplaincy team;
- develop and lead appropriate liturgy;
- develop the physical environment into one which reminds us all of our Christian commitment;
- assist in the health education programme and in promoting equal opportunities and anti-harassment policies, working with the school nurse.

Pupils

The chaplain should:

- be a friend and adviser;
- inspire through example;
- lead pupils in prayer;
- support pupils in their sacramental life, working with staff and parents where appropriate, especially at times such as Confirmation;
- develop suitable activities to mark and celebrate the major feasts and seasons of the Church;
- challenge and support on standards, morals and the values of the Christian Life;
- be involved where appropriate and where directed in the curriculum;
- understand and help cope with peer pressure.

Staff

The chaplain should:

- be a friend and adviser;
- support in morning prayer;
- support staff with daily worship for pupils;
- help with sensitive issues, advising on the Church's position;
- be a link in our Catholic community;
- advise the senior management team;
- be involved in in-service training.

Parishes, parents and the wider community

The chaplain should:

- advise where appropriate;
- develop and prepare a school newsletter for the parishes;
- assist with parents' newsletters;
- improve the nurture links with parishes;

- arrange visits of priests to school and look after them;
- help generate a better understanding of the school and its problems and successes.

Governors

The chaplain will advise on:

- the Catholic ethos of the school;
- the school's distinctive nature;
- the spiritual development of pupils;
- appropriate liturgy and celebration;
- ways of putting our aims into practice.

Other duties will be as directed by the head teacher.

It is hoped that the person appointed will use this job description as a starting point and, using imagination, enthusiasm and knowledge, will inspire our young people and our staff sensitively in difficult times.

It is essential that the person appointed is a practising Catholic, who is able to relate with all the groups mentioned above.

The contract is for two years in the first instance. Governors would consider a shorter contract to fit in with personal circumstances.

Prepared by Saint Benedict Catholic School and Performing Arts College:
Derby: November 1995

Secondary school chaplain: person specification: 1995

Personality and character traits

Honesty.
Sense of humour able to work as part of a team.
Able to take initiative.
Patience.
Able to demonstrate flexibility.
Diplomatic.
Enthusiastic about post and school.

Skills

Good communicator.
Able to listen.
Able to absorb and comment on information.
Able to handle crisis situations.
Able to build relationships.

Ethos and Mission

Committed Roman Catholic.

Methodology

Appropriate experience.
Relevant training.
Understanding of what is needed.

Health

Fit enough to cope with the site.
General good health.

Wider attributes

Willingness to be involved in whole school.
Broad interests.
Potential for development.

Prepared by Saint Benedict Catholic School and Performing Arts College: Derby:
November 1995

Secondary school chaplain: job description: 2000

General

The chaplain will:

- have significant input into the School Improvement Plan, its operation and review;
- prepare and recommend a draft Chaplaincy Development Plan;
- make arrangements for the celebration of the sacrament to occur and liaise with the priests of the Deanery and elsewhere, developing good relationships;
- develop and lead the chaplaincy team, organising meetings, agenda and minutes;
- develop and lead appropriate liturgy;
- develop the physical environment into one which reminds us all of our Christian commitment, and look after the Chapel;
- assist in the Health Education Programme and in promoting equal opportunities and anti-harassment policies, working with the school nurse;
- accompany all groups to the Briers or other retreat centres, on a residential basis.

Pupils

The chaplain should:

- be a friend and adviser;
- inspire through example;
- lead pupils in prayer;
- support in their sacramental life, working with staff and parents where appropriate, especially at times such as Confirmation;
- develop suitable activities to mark and celebrate the major feasts and seasons of the Church;
- challenge and support on standards, morals and the values of the Christian Life;
- be part of social inclusion arrangements, seeing excluded pupils before and after exclusion;
- be involved where appropriate and where directed in the curriculum;
- understand and help cope with peer pressure;
- develop a pupil newsletter.

Staff

The chaplain should:

- be a friend and adviser;
- support in morning prayer;
- support staff with daily worship for pupils;
- help with sensitive issues, advising on the Church's position;
- be a link in our Catholic community;
- advise the senior management team;
- be involved in in-service training.

Parishes, parents and the wider community

The chaplain will:

- advise where appropriate;
- develop and prepare a parish newsletter;
- assist with parents' newsletters;
- improve and nurture links with parishes;
- arrange visits of priests to school and look after them;
- help generate a better understanding of the school and its problems and successes;
- visit primary schools and parishes at least twice a year.

Governors

The chaplain will advise on:

- the Catholic ethos of the school;
- the school's distinctive nature;
- the spiritual development of pupils;
- appropriate liturgy and celebration;
- ways of putting our aims into practice;
- ways of developing the use of Saint Benedict Rule in the School community.

Other duties will be as directed by the head teacher.

52 weeks x 37 hours

Time in lieu for residential work may be possible during school holiday periods.

Salary: APTC Scale 5: S01 Points 31 £21,078

Line Manager: Dean (Spiritual Development of the School)

Ex-Officio Member of Senior Management Forum

Prepared by Saint Benedict Catholic School and Performing Arts College,
Derby, June 2000

Appendix 8: Job description: St Peter's RC High School and Sixth Form Centre: Gloucester: 2002

Secondary school chaplain: job description

Key tasks

The duties of the chaplain will be:

- to animate the spiritual, religious and liturgical life of the school and promote and maintain it as a high profile;
- to accompany people at particular stages of their journey through life;
- to help people to recognise God's love for them and their need of God;
- to enable people to share their questions without being too hasty to provide the right answer;
- to appreciate and promote the happiness and inspiration people give;
- to acknowledge each one as a person of worth;
- to be visible and approachable in common rooms, staff rooms, dining rooms and playgrounds;
- to get to know people individually and use every opportunity for contact to the best advantage;
- to develop a collaborative style of ministry that encourages a team approach to chaplaincy;
- to share in the joys and sorrows of others.

General tasks

The chaplain will:

- have significant input into the school improvement plan, its operation and review;
- present a report to governors at least on an annual basis;
- attend where possible staff meeting, parents' meetings and any other meeting as appropriate;
- if a priest, celebrate Mass and the sacraments regularly in school; if not, make arrangements for the same to occur with the priests of the deanery and elsewhere;
- help with the provision of suitable resources for the prayer life, worship and assemblies;
- develop and lead a chaplaincy team;
- develop and lead appropriate liturgy;
- develop the physical environment into one which reminds us all of our Christian commitment;
- ensure maintenance of the Chapel;
- help with the provision of retreats and missions;
- develop links with local parishes and wider community.

Pupils

The chaplain should:

- be a friend and adviser;
- inspire through example;
- lead pupils in prayer;
- support pupils in their sacramental life, working with staff and parents where appropriate, especially at times such as Confirmation;
- develop suitable activities to mark and celebrate the major feasts and seasons of the Church;
- challenge and support on standards, morals and the values of the Christian life;

- be involved where appropriate and where directed in the curriculum;
- understand and help cope with peer pressure.

Staff

The chaplain should:

- be a friend and adviser;
- support in morning prayer;
- support staff with daily worship for pupils;
- help with sensitive issues, advising on the Church's position;
- be a link in our Catholic community;
- advise the senior management team;
- be involved in in-service training.

Parishes, parents and the wider community

The chaplain should:

- advise where appropriate;
- develop and prepare a school newsletter for the parishes;
- assist with parents' newsletter;
- improve and nurture links with parishes;
- arrange visits of priests to school and look after them;
- help generate a better understanding of the school and its problems and successes.

Governors

The chaplain will advise on:

- the Catholic ethos of the school;
- the school's distinctive nature;
- the spiritual development of pupils;
- appropriate liturgy and celebration;
- ways of putting our aims into practice.

Other duties will be as directed by the head teacher.

The school will:

- require no teaching or other responsibilities;
- recognise and affirm the support the chaplain needs to be given;
- provide an adequate budget to run chaplaincy;
- provide an office and secretarial support;
- ensure that chaplaincy is always seen as an important and visible sign that is signified and valued in the life of the school;
- include a section on the work of chaplaincy in the termly report to governors;
- establish with the chaplain a viable chaplaincy policy and strategy and regularly review its effectiveness.

It is hoped that the person appointed will use this job description as a starting point and, using imagination, enthusiasm and knowledge, will inspire our young people and our staff sensitively in difficult times.

Prepared by St Peter's RC High School and Sixth Form Centre,
Gloucester, June 2002

Appendix 9: Job description: St Mary's Sixth Form College: Blackburn: 2003

Sixth form college chaplain: job description

Job title: Chaplain

Responsible: The Principal

Rationale for the post:

- to support the College ethos and mission;
- to share with the principal and staff, responsibility for the implementation of the College mission;
- to work with the trustees, governors and the College management to ensure the continuation of the Marist tradition;
- to provide spiritual and personal support to the College staff and students.

Key areas of responsibility

Liturgical / spiritual:

- organise the liturgical calendar for the College;
- coordinate liturgical events; support and deliver as appropriate;
- lead the prayer life of the College for staff and students;
- arrange staff and student retreats/reflections;
- contribute to and support the assembly programme;
- provide opportunities for staff/students to discuss issues of faith and spirituality;
- maintain and further enhance the close links with the Marist community
- act as guardian for the College chapel;
- produce accessible information to inform staff and students of the work of the chaplain and the spiritual life of the College.

Pastoral:

- provide confidential counselling service for staff and students;
- support students with personal problems as referred by staff or on self referral;
- work with senior tutors, tutors and teaching staff to assist students to achieve their full potential;
- contribute to the College tutorial provision, working with the Assistant Principal (Pastoral/Tutorial);
- liaise with parents as appropriate;
- respond on an on-call basis to issues of a pastoral nature. Be contactable on a pager during College hours;
- attend meetings of the student council;
- chair the chaplaincy team meetings;
- attend meetings of the student support team and senior tutor meetings;
- maintain student referral records.

Curriculum:

- work with the assistant principal with responsibility for College ethos, on the Faith in the Curriculum programme;
- support staff on the preparation of Faith in the Curriculum materials;

- deliver Faith in the Curriculum sessions on request;
- take part in the dissemination of the Faith in the Curriculum programme to other interested Colleges;
- contribute, as appropriate, to the work of the learning support department;
- support the foundation level curriculum by offering Personal and Social Skills sessions;
- provide the opportunity for teaching staff to use the Chapel and chaplain to facilitate class discussion on relevant topics;
- assist curriculum departments on visits and trips as requested and appropriate.

External liaison:

Liaison as necessary with a wide range of external bodies and agencies including:

- the Marist community;
- local parishes;
- partner schools;
- the Salford diocese;
- the Catholic Education Service;
- child protection agencies;
- chaplains' network;
- social services;
- Social Security;
- various charity organisations.

Membership of groups/committees:

- Chaplaincy Team (Chair);
- Senior Tutor Group;
- student support team;
- Senior Management Strategic Planning;
- Staff/Governors' Strategic Weekend (annual);
- full staff meeting (termly);
- Student Council.

Training/development:

- attend relevant courses as and when available;
- have the opportunity to attend an annual retreat (up to 7 days);
- have access to a spiritual director/supervisor;
- be willing to develop own knowledge and abilities in relevant areas;
- provide training for College staff in liaison with the Assistant Principal (Personnel & Training).

Personal qualities

- practising Catholic;
- committed to the College's mission with an understanding of and empathy with the aims of the College and its ethos;
- sensitivity to the needs and feelings of people regardless of faith, gender, race or disability;
- able to respond to spontaneous events and work well under pressure;
- excellent communication skills;
- able to develop good relationships with 16-19 year old students;
- a good listener, clear thinker and a capable organiser;
- comfortable with speaking one-to-one but also to large groups;
- a high level of personal and professional integrity;

- able to maintain a sense of proportion and perspective;
- appreciation of the necessity for confidentiality;
- a sense of humour.

Qualifications/experience

- educated to at least level 3, preferably to degree level;
- counselling qualifications (or willingness to train);
- experience of working in an educational setting;
- experience of preparing and delivering liturgies;
- parish involvement;
- CRB checked (this can be carried out prior to confirmation of appointment if not already completed).

Working conditions/salary

- a term-time only post on a teacher's contract (sixth form colleges teaching conditions of service);
- an office is provided along with IT facilities, including a lap-top computer;
- the salary is dependent on qualifications and experience based on the sixth form colleges teachers' pay spine.

Prepared by St Mary's Sixth Form College,
Blackburn, February 2003

Appendix 10:
CES Model
Application Form

Confidential



Registered Charity No. 313147

LAY CHAPLAIN APPLICATION FORM

(Before completing this form please see
Notes to Applicants on page 8.)

1. PERSONAL DETAILS

Application for the position of.....
At: V.A. SCHOOL
IN LEA
AND IN THE ARCHDIOCESE/DIOCESE OF

FULL DETAILS OF PRESENT POST
At :
Address:
Diocese/LEA (if appropriate):Notice required.....

FULL DETAILS OF MOST RECENT CHAPLAINCY POST, IF ANY.....
At :
Address:
LEA:
In the Archdiocese /Diocese of

Surname Title
Christian/First Names
Any previous surname by which you are known
Marital StatusDate of Birth .../.../...
Address
.....
Home Telephone NumberMobile Telephone Number
Email Address

Work Telephone Number

National Insurance Number

If you are registered disabled, please state your number

2. POST-16 EDUCATION AND TRAINING

Please give information about any education received in this country or abroad, and qualifications obtained including degrees, with class and division, in chronological order starting from the earliest to the present date. Please include postgraduate and professional qualifications.

Establishment Attended	Full or Part time	Qualifications	Dates attended	
			From	To

Please provide details of any specialist Catholic postgraduate qualification

.....

.....

.....

.....

.....

.....

.....

Do you have the Catholic Certificate in Religious Studies or equivalent? YES/NO

If applicable, where and when did you obtain the Catholic Certificate in Religious Studies (formerly known as the Catholic Teachers' Certificate and Certificate in Religious Education)?

.....

CCRS Registration Number (if known).....

OTHER recent courses and Professional Development in which you have been involved in the past 3 years and which you consider relevant to this post: (Please state length of course(s)). Please continue on a separate sheet if necessary.

3. DETAILS OF PRESENT SCALE AND SALARY:

(Please supply all information requested as appropriate)

Salary

Additional Allowances, Bonus etc

Professional Benefits (eg Health Insurance)?.....

4. EMPLOYMENT EXPERIENCE

Please give further details of experience in chronological order.

(Students seeking a first appointment should give details of any work experience/placements in school)

Name and address of Employer	Nature of Business	Responsibilities	Post Held	Reason for leaving	Dates	
					<u>From</u>	<u>To</u>

DETAILS of all other employment and unpaid experience after the age of 16, in chronological order, (for example family duties, voluntary work etc.) which you wish to be taken into consideration:

Name and address of Employer	Nature of Business	Responsibilities	Post Held	Reason for leaving	Dates	
					<u>From</u>	<u>To</u>

If you wish to comment on any periods of unemployment in your work history, please do so here.

5. ADVERTISEMENT

Please state where you learned of this vacancy

6. MEDICAL HISTORY

How many days sickness have you had in the last 2 years? (Exclude maternity related sickness).....

Please provide any details you feel are relevant.....

.....

Are you aware of any disability, on-going medical condition or treatment that we should be aware of?

YES NO

Please give brief details of your disability and any reasonable adjustments you anticipate we would need to make.

.....

.....

7. REFERENCES

Please nominate up to three referees, one of whom should be your Parish Priest/or Priest of the Parish where you regularly worship and if in employment, one should be your present employer. Please tick the boxes **only** if you **do not** want the referees to be contacted prior to interview.

(i) Name.....

Occupation.....

Address.....

.....

(ii) Name.....

Occupation.....

Address.....

.....

(iii) Name.....

Occupation.....

Address.....

.....

We reserve the right to take up references with any previous employer.

- Notes: (i) Referees will be contacted before interviews unless otherwise requested (see above.)
(ii) If any of your referees knew you by another name, please write the name/s in the space below

.....

Please give any dates when you are not available for interview

Are you related to any member of the Governing Body? YES/NO

If so, please give their name:.....

8. DISCLOSURE OF CRIMINAL AND CHILD PROTECTION MATTERS

The Governors are obliged by law to operate a checking procedure for employees who have substantial access to children and young people.

REHABILITATION OF OFFENDERS ACT 1974

If you have no convictions, simply enter "NIL". If you have been convicted of a criminal offence, the details must be listed below, together with any pending criminal convictions. Please also list any pending criminal actions or court hearings against you. Please see the **Notes for Applicants** for guidance.

Date of conviction/pending hearing	Offence	Sentence

CRIMINAL RECORDS BUREAU

In the event of a successful application a Disclosure will be sought from the Criminal Records Bureau in relation to criminal and child protection matters. A conviction will not necessarily be a bar to obtaining employment.

Please sign here, if you agree that the appropriate enquiry might be made.

Signature

9. DATA PROTECTION ACT 1998

I hereby give my consent for personal information (including recruitment monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signature

10. DECLARATION

If you know that any of the information you have given on this application form is false or if you have knowingly omitted or concealed any relevant fact about your eligibility for employment, then your name will be withdrawn from the list of candidates.

If such a discovery is made after you have been appointed, then you will be liable to be dismissed.

I hereby certify that all the information given by me on this form is correct to the best of my knowledge, that all the questions relating to me have been accurately and fully answered and that I possess all the qualifications which I claim to hold.

Signature.....Date.....

(The post will be subject to the terms and conditions of the Catholic Education Service model contract.)

ASYLUM AND IMMIGRATION ACT 1996

In accordance with the Asylum and Immigration Act 1996, the Governing Body will require new members of staff to provide documentary evidence that they are legally entitled to live and work in the United Kingdom. Upon taking a post you should provide one of the official documents listed in the **Notes for Applicants**.

NOTES FOR APPLICANTS

1. Before signing this form, please ensure that every section has been completed.
2. The form should be returned as instructed in the details of the post.
3. Applicants should attach a separate statement in support.
4. Applications will only be acknowledged if a stamped addressed envelope is enclosed.
5. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School where the Governors are the employers and that the post will be subject to the terms and conditions of the appropriate Catholic Education Service model employment contract.
6. **Rehabilitation of Offenders Act 1974:** You must declare all convictions that you have, including motoring offences and all convictions that have become “spent”.
7. **Asylum and Immigration Act 1996: Upon taking a post you should provide one of the following from the list of official documents:**
 - a. A document from a previous employer, the Inland Revenue, the Benefits Agency, the Contributions Agency or the Employment Service (or their Northern Ireland equivalents), showing your name and National Insurance number. This could be a P45, a pay slip, a P60, a National Insurance card or a letter issued by one of the Government bodies concerned.
 - b. A passport describing you as a British citizen or as having the right of abode in or an entitlement to readmission to the United Kingdom.
 - c. A passport containing a Certificate of Entitlement issued by or on behalf of the Government of the United Kingdom certifying that you have the right of abode in the United Kingdom.
 - d. A certificate of registration or naturalisation as a British citizen.
 - e. A birth certificate issued in the United Kingdom or in the Republic of Ireland.
 - f. A passport or national identity card issued by a State which is a party to the European Economic Area Agreement and which describes you as a national of that State.
 - g. A passport or other travel document endorsed to show that you are exempt from immigration control, have indefinite leave to enter, or remain in, the United Kingdom or have no time limit on your stay; or a letter issued by the Home Office confirming that you have such status.
 - h. A passport or other travel document endorsed to show that you have current leave to enter or remain in the United Kingdom and are not precluded from taking the employment in question; or a letter issued by the Home Office confirming that this is the case.
 - i. A United Kingdom residence permit issued to you as a national of a State which is a party to the European Economic Area Agreement.
 - j. A passport or other travel document endorsed to show that you have a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement and who is resident in the United Kingdom.
 - k. A letter issued by the Immigration and Nationality Directorate of the Home Office indicating that you are a British citizen or have permission to take employment.
 - l. A work permit or other approval to take employment issued by Work Permits (UK) or in Northern Ireland, by the Training and Employment Agency.
 - m. A passport describing you as a British Dependent Territories citizen and which indicates that the status derives from a connection with Gibraltar.

RECRUITMENT MONITORING INFORMATION

Post title: School:

Last name(s): Christian/First name(s):

Date of Birth:

Completion of this section will help us to fulfil our general duty under the Race Relations (Amendment) Act 2000 to eliminate unlawful discrimination, to promote equality of opportunity and promote good relations between people of different racial groups, and our specific duty under the Act to monitor, by reference to racial group, applicants for employment and staff in post. The information provided will be used for monitoring and statistical purposes only and this section will be detached from your application form prior to shortlisting.

The categories below are in line with the 2001 census

1. Ethnic origin

I would describe my ethnic group as:

1. White

- British
- English
- Scottish
- Welsh
- Irish
- Any other White background
- Please specify.....

2. Black or Black British

- African
- Caribbean
- Any other Black background

3. Mixed

- White & Asian
- White & Black African
- White & Black Caribbean
- Any other Mixed background
- Please specify.....

4. Asian or Asian British

- Bangladeshi
- Indian
- Pakistan
- Any other Asian background
- Please specify.....

5. Chinese

- Chinese

6. Other ethnic group

- Other ethnic group
- Please specify.....

2. Gender

- Female
- Male

3. Marital Status

- Married
- Not Married

Data Protection Act

I hereby give my consent for the Recruitment Monitoring Information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signed

Date