

APPOINTING A CHAPLAIN

CONTENTS

1. The appointment of the chaplain
The role of the Archbishop, Governors, Education Commission
2. Definition of school and college chaplaincy
The chaplain's role in the school / college as a 'presence in pilgrimage'
3. Models of chaplaincy
4 different models and their provision
4. Overview / audit of current chaplaincy provision
Looking at what exists and what is needed
5. Sample adverts
Full-time and part-time
6. Sample job descriptions
For schools and colleges
7. Sample person specifications
For schools and colleges
8. Chaplain interview tasks and questions
Practical tasks, interview questions, quick response scenarios
What are you looking for in the ideal candidate?
9. The new chaplain
Line managers, resources necessary, commissioning
10. Induction of new chaplain
Key documents; first week; first month
11. Commissioning – Mass format, mandate
12. Evaluation of the process of chaplaincy
Covers all aspects of chaplaincy role

13. Mentoring for chaplains

Structure for mentoring new and existing chaplains

13. Chaplain Appraisal

Section 13 - MENTORING FOR CHAPLAINS CONTENTS

Overview

Introducing the chaplain mentor

Audit of current chaplaincy provision

New chaplain mentoring timetable

Task 1 and 2 for discussion

Chaplain's own job description (for Task 3)

Meeting log and notes

Peer mentoring programme

Meeting log and notes

Section 14 - CHAPLAIN APPRAISAL / REVIEW CONTENTS

The appointment of the chaplain

Introduction

Professional objectives

Record appraisal

Comments

01. THE APPOINTMENT OF THE CHAPLAIN

The Chaplain has a distinctive role in the life of the school and college community and works with all the members of that community, including the Governors.

The post of chaplain is an Archbishop's appointment.

- The chaplain is appointed by the Governors, on behalf of the Archbishop.
- The Archbishop will be represented at the interviewing panel, usually (in the case of secondary schools) by the Chaplaincy Adviser or the Secondary School Adviser.
- When a chaplaincy post is advertised, the school or college concerned should inform the Education Commission.
- Applicants must be practising Catholics with a clear commitment to the Catholic Church and have the necessary aptitude and skills for the post. References from the applicant's parish priest must be taken up as part of the appointment process.
- All appointments should be made on the condition that the applicant will have an enhanced DBS check.
- The chaplain's salary should be established according to national guidelines.

From: Archdiocese of Southwark Guidelines for School and College Chaplaincy

02. DEFINITION OF SCHOOL AND COLLEGE CHAPLAINCY

School [and college] chaplaincy has evolved from being a sacramentally defined ministry to one that is empowered by *personal relationship*....

it is, perhaps, the everyday presence of the contemporary school chaplain that best serves to define the role - a "presence in pilgrimage". In this sense, the "presence" of the chaplain has a triple aspect, which chaplains themselves have defined as:

the *physical presence* of "being there for staff and students to come and share with";

the *charismatic presence* of being "a witness to the centrality of the spiritual in people's lives";

the *symbolic presence* of being "a positive face of the Church" and in so being, encouraging staff and students to "deepen their relationship with God".....

And all the while, this nurturing presence is offered "on the move" as pupils journey through "the most formative part of their own unique way through life" (Felzmann 1984), as with the wider school community they make a pilgrimage towards a deeper relationship with Christ in the world beyond the school gates.....

In this way, the work of the school [and college] chaplain is a leaven for the future, realising the entitlement of young people to be cared for by their Church so that they, in turn, may become, as one chaplain termed it, the "prophets of the future".

(from "A presence in pilgrimage": contemporary chaplaincy in Catholic secondary schools in England and Wales, Maureen Glakin 2011 – International studies in Catholic Education)

03. MODELS OF CHAPLAINCY

“Each school [and college] is different, and the spiritual needs of the youngsters requires a ***bespoke chaplaincy*** model which suits local circumstances.”

(Diocese of Salisbury Schools Meeting, Bishop David Stancliffe 2007)

1. Full-time co-ordinating lay chaplain:

drawing from the school [college] community the skills and commitment to provide a wide range of chaplaincy provision – useful in a school where there are many skills in the existing staff, already providing a large amount of “chaplaincy”

- candidate will generally have a wide range of experience working alongside teaching staff

2. Full-time chaplain largely responding to the needs of the young:

where the greatest need is perceived to be among the students, where there is already good spiritual support for staff

similar to youth ministry, may require out-of-school hours commitment

- candidate with high levels of energy, creativity, relationship skills – needs active line-management to help with hours

3. Full-time ‘chaplaincy team’ leader alongside named staff:

can provide consistency of provision across all age groups and wider view of needs of school

- candidate with good collaborative and communication skills

4. Using existing staff:

very difficult , problems of role conflict especially regarding relationships with students, and ***huge*** time constraints

The availability of a full-time chaplain is a clear statement to the whole community of the value of the spiritual dimension in school / college life

(from School Ethos and Chaplaincy David O’Malley 2008)

PROVISION OF THE MODELS – POSSIBLE CANDIDATES

1. “Gap-year students” – usually chosen from applications from 6th form – working with staff to form a “chaplaincy team”
a “cost-effective” solution, tried in several schools – working in familiar surroundings, but **huge** problems of relationships with both students and staff, as well as lack of experience, especially in interpersonal relationships
2. Mature entrant from another (non-chaplain) role – not specifically trained but with some “liturgical” experience
often coming from teaching so experience of school/college life
most likely candidate
3. Trained entrant –
counsellor, but may already be pastoral counsellor in school/college
person working in youth service (e.g. Sion Community)- very good experience
Deacon - good background, but may lack experience of working in schools and colleges

04. OVERVIEW / AUDIT OF CURRENT CHAPLAINCY PROVISION

(WHAT EXISTS AND WHAT IS NEEDED)

- Existing space resources – chapel, chaplain’s office
- Existing chaplaincy resources – computer, music player, books etc
- Priests available on a rota basis
- Key staff for liturgy – departments who could enhance liturgy through music, drama
- Key staff for pastoral issues – also useful to identify non-teaching staff
- Resourcing Form Tutor worship – opportunities for development and support
- Prayer life of school outside daily act of worship
- Opportunities for staff prayer and staff retreats
- Induction of new staff – chaplain’s role
- Staff inset on Catholic Ethos – how often?
- Provision of retreats and pilgrimages for students
- Assemblies – who delivers/ - is there a common theme?
- Peer support groups / peer mentoring / “buddies” etc

- Charities, fund-raising – who organises these?
- Existing student groups in school – CAFOD, YCW, SVP, Justice and Peace, Fair Trade
- Students engaged in environmental issues?
- Students engaged in Diocesan / Deanery / SCYS events e.g Youth Service?
- Students engaged in local campaigns –e.g carols in local area, Poppy Day?

- *How is the Gospel proclaimed in school apart from prayers and assemblies? – school policies, displays, support through illness, induction of Year 7s, multi-cultural awareness, bereavement support*
- *How are students of other faiths accommodated?*

- *Who would have particular responsibility on the Leadership Team and Governors for Chaplaincy?*
- *Who would line-manage the chaplain*

05. EXAMPLE ADVERTS

From the Catholic Teachers Gazette

SCHOOL CHAPLAIN

£24,472 - £29,558 FTE (Grade 8) – Actual salary £21, 491 to £25,957

Permanent Term Time + 5 Days, 37 hours per week

The governing body of this outstanding 11-18 Catholic High School wish to appoint an inspirational School Chaplain who feels called to make a significant contribution to the faith journey of every member of our school community.

The successful candidate will be a practising Catholic with a strong personal faith and a passion for encouraging young people in their faith, and the ability to lead and develop the spiritual, liturgical and prayer life of the school community.

The Catholic High School strives to provide an excellent education for all its students within a caring Christian community where all are respected, valued and supported to reach their full potential.....

From the Catholic Teachers Gazette

LAY CHAPLAIN

Required for September

(salary range £22, 937 – £27, 123 p.a., subject to Governors approval)

The Governors wish to appoint a full time lay chaplain who will work with students, staff, parents, local clergy and governors to promote and maintain the Catholic ethos and spiritual values of this outstanding Catholic secondary school (Section 5)

Applications are sought from practising Catholics with a genuine passion for finding new ways of enthusing and encouraging teenagers on their faith journey.

... candidates are encouraged to ring the headteacher for an informal chat or to arrange a visit.

Closing date for applications 2016

The appointment of the chaplain

CHAPLAIN

Teachers' MS £27,000 - £36,387

dependent on qualifications and experience

(Teachers' Pay and Conditions)

The governors wish to appoint a Chaplain, either full-time or part-time, to this Catholic girls' school, from September 2011

We are looking for:

- A practising Catholic who is committed to ensuring that young people engage with their faith
- A person who can inspire young people in their faith
- Someone with experience and an interest in liturgy
- An excellent communicator, with adults and young people
- Counselling skills would be an advantage
- The ability to use ICT would be an advantage
- An interest or ability in liturgical music would be an advantage

Please write, phone or e-mail for a recruitment pack.

We can return the application form to you via e-mail if you wish to complete it electronically.

***** School is committed to safer recruitment and is an Equal Opportunities Employer.

Closing date for applications: 2011

06. SAMPLE JOB DESCRIPTIONS

THE ROLE OF THE CHAPLAIN

'What makes a Catholic school Catholic is the story it tells. the story is a very explicit one. It is the story of Jesus. '

'Christ is the foundation of the whole educational enterprise ...His revelation gives new meaning to life and helps us to direct our thoughts, actions and will according to the Gospel. '

'The presence of the chaplain in school is a presence in pilgrimage – a physical, charismatic and symbolic presence' -- bringing Christ into every aspect of the life of the school.

Job overview:

The chaplain is to work with school staff to ensure that the Catholic ethos of the school is maintained and spiritual values safeguarded, liturgical celebrations are promoted, the pastoral needs of the school are met and links are made between school, parish and home.

Responsibilities:

- To plan, prepare and facilitate liturgies – including Masses, collective acts of worship, assemblies
- To resource staff in their statutory responsibility to provide collective worship
- To provide opportunities for daily prayer for staff and pupils, including ensuring the place of worship is open to those wishing to use it
- To make provision for pupils and staff of other faiths
- To maintain the chapel / chaplaincy area and be responsible for the chaplaincy budget
- To support heads of year or the pastoral equivalent, playing an active role in the pastoral system
- To provide support and guidance for pupils, staff, governors – in times of bereavement, and during spiritual, personal, family and social difficulties
- To offer similar support to families, when appropriate
- To promote and co-ordinate charity programmes
- Organise and facilitate retreats, including accompanying pupils on residential retreats, liaising with Heads of Year /RE Department
- To encourage pupils to take on leadership roles within chaplaincy
- Liaise with feeder schools on joint projects
- To facilitate good communication between school and the feeder parishes
- Advise the senior leadership team
- Provide staff induction and inset during the school year
- As part of CPD, attend relevant diocesan and national meetings, to keep abreast of initiatives in education and in Church teaching

The appointment of the chaplain

CHAPLAIN – SAMPLE JOB DESCRIPTION (1)

Responsible to: Headteacher

Functional links with Head of RE, RE teachers, all SLT, support staff, students, local clergy and the diocesan chaplaincy co-ordinator

Main purpose of the job

- To work to support the students and staff in their own personal, spiritual and social development and manage the liturgical activities of the school

Major duties and responsibilities

1. All members of staff have a responsibility for safeguarding and promoting the welfare of children. All staff in their behaviour and what they say, have a responsibility to be appropriate and respectful towards students; students have an equal responsibility to be appropriate and respectful towards staff.
2. To support the development of the school ethos, based on Gospel values in accordance with Catholic principles.
3. To ensure that the beliefs and practices of every member of the school community are valued and respected.
4. To lead the Chaplaincy team and be a member of the Liturgy group.
5. To organise and manage Masses and services.
6. To play a leading role in increasing and developing the use of the Chapel.
7. To provide INSET as required for staff in support of Acts of Worship.
8. To produce and disseminate materials for weekly prayer, seasons of the liturgical year, and special days and occasions.
9. To work closely with the RE department in accompanying students on their faith journey.
10. To organise and lead retreats throughout the school.
11. To organise the school Liturgical year services.
12. To organise the sacramental life of the school, including Reconciliation.
13. To work closely with Year Learning Co-ordinators in responding to students identified needs.
14. To be responsible for a budget in this area.
15. To attend appropriate meetings of students, parents/carers and staff.
16. To have due regard to the school's Equal Opportunities policy
17. To have due regard to the school's Health and Safety policy
18. To build up strong links with feeder primary schools and parishes

CHAPLAIN – SAMPLE JOB DESCRIPTION (2)

Main Purpose of Job:

To develop the Chaplaincy role so that it contributes to the overall vision and mission statement of the school.

General Responsibilities:

To be committed to safeguarding and promoting the welfare of children and young people within the school.

To act in a loyal and professional manner around school and to contribute to the overall ethos/work/aims of the school.

To develop positive relations with students, parents and staff

To be aware of and support difference and ensure equal opportunities for all.

To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To attend and support appropriate meetings/courses and to undertake any training as deemed necessary for personal development. To be responsible for your own continuing self-development, undertaking training as appropriate.

Any further duties that the Head teacher/Business Manager may designate, which are commensurate with the grade of the post.

Specific Duties and Responsibilities:

Strategic Direction and Development

To contribute to developing the vision and mission statement of the school

To develop and implement a vision for the Chaplaincy

To co-ordinate and develop students' spiritual and faith development

To develop the liturgical life of the school

To help with provision of retreats and missions

To develop the sense of community within our catholic neighbourhood

Ethos

To develop our *particular school ethos* /Catholic ethos (*whichever applicable*)

To work collaboratively and develop collaborative teams across the school

To continue to develop an understanding of the role of Catholic education in the 21st Century

To monitor and evaluate the work of the Chaplaincy in developing the ethos of the school.

Leading and Developing Staff

- To develop and implement a policy on faith/spiritual development for staff
- To develop staff awareness and ability to contribute to the school ethos/ mission statement
- To develop staff contribution to the school liturgical calendar

Leading and Developing Students

- To develop and implement a policy for the faith/spiritual development of students
- To develop student awareness and ability to contribute to the school ethos/mission statement
- To develop student contribution to the school liturgical calendar
- To develop young people as leaders through the Chaplaincy leadership teams at KS3/4/5.

Parents/carers and Families

- To develop parents/carers/families awareness and ability to contribute to the school ethos/ mission statement.

Parishes

- To develop pastoral and liturgical links between the school and its' feeder parishes

CHAPLAIN – SAMPLE JOB DESCRIPTION 3 – SIXTH FORM COLLEGE

1. To work in partnership with the chaplaincy team in a creative and collaborative manner, to meet the needs of the college community;
2. To work with students, staff and governors to help maintain and develop a college ethos based on Catholic principles and values;
3. To work closely and appropriately with the RE/Theology Department, recognising their particular interest in, and contribution to the college ethos;
4. To be welcoming and available to all members of the college community in the belief that addressing the spiritual dimension always demands care of and interest in the whole person;
5. To create appropriate and relevant opportunities for worship, reflection and spiritual growth for the entire college community;
6. To support and nurture links with the wider church and community, in particular with partner schools, parishes and external agencies;
7. To attend appropriate meetings / gatherings of students, parents, staff and governors, of a formal and informal nature;
8. To meet with / liaise with the College principal on a regular basis to review, plan and provide mutual support;
9. To meet with / liaise with the Chaplaincy Consultant on a regular basis to provide support and to evaluate the work of chaplaincy

07. PERSON SPECIFICATIONS

SAMPLE PERSON SPECIFICATION SCHOOL CHAPLAIN

Criteria		Essential / Desirable	
Skills, Knowledge & Abilities	Excellent communication skills with the ability to influence at a senior level within the organisation	✓	
	Ability to organise, manage and prioritise workload effectively	✓	
	Ability to act upon own initiative	✓	
	Ability to work as part of a team	✓	
	Ability to adapt to an ever-changing environment	✓	
	Ability to develop and work with collaborative teams (negotiation, delegation, consultation and co-ordination skills)	✓	
	Suitable to work with children and relate to them, in particular 11-19 yrs age group.	✓	
	Working knowledge of Data Protection Act	✓	
Previous Experience	Experience of leading and organising liturgy in a catholic setting	✓	
	Experience in leading faith development programmes	✓	
	Pastoral experience with young people, in particular 11-19 age group.	✓	
Qualification/ Training	Qualifications in Pastoral work		✓
	Qualifications in youth work		✓
	Willingness to undertake further training as required.	✓	
Other	Flexible approach to working hours to meet the needs of the organisation	✓	

**SAMPLE PERSON SPECIFICATION
SIXTH FORM COLLEGE CHAPLAIN**

The Chaplain will be a person who:

- has an understanding of the Church and education system and of what is required of him/her by both, and the links between the two;
- has a proven ability to be comfortable in relating to young people and to all those in our college community;
- is comfortable enough in their own faith journey to be able to support and encourage others at whatever stage they may be in their own journey in faith;
- has an ability to reflect on experiences and is open to change and the changing needs of the college;
- has common sense, energy, vision, integrity and creativity, alongside a good understanding and acceptance of themselves, including their strengths and weaknesses;
- tolerant, with a sense of humour and a lightness of spirit that is able to cope with the tensions between 'being' and 'doing';
- can provide effective leadership;
- is an excellent communicator;
- has a strong awareness of the ecumenical, multi-faith and multi-cultural dimensions and needs of our community.

The appointment of the chaplain

08. INTERVIEW TASKS AND QUESTIONS

INCLUDING QUICK RESPONSE SCENARIOS AND WHAT YOU ARE LOOKING FOR IN AN IDEAL CANDIDATE

PROSPECTIVE CHAPLAIN - INTERVIEW

PRACTICAL TASKS

Plan and deliver year group / whole school assembly (feedback from students)

Meet with School Council/ student panel (feedback from students)

Plan and facilitate a liturgy involving students (feedback from students)

INTERVIEW QUESTIONS

What do you think is the role of chaplain in school? What are the key areas that the chaplain should focus on?

(If Catholic ethos is mentioned, discuss their answer with them. If not, ask 'how do you envisage promoting the Catholic ethos of the school?')

If appointed to the role, what would be your first priorities? And what differences might we see by the end of your first year?

What do you think are the key issues for enabling young people to develop their spirituality? Have you been involved in any spiritual development programmes?

A student comes to you in some distress to discuss abuse they are suffering at home- how do you respond?

How would you support, resource and encourage teachers and other staff in their roles as spiritual leaders in a Catholic school - especially non-Catholic / non-Christian staff?

What are the strengths you would bring to this role? What support do you think you might need and where do you think it would come from?

ADDITIONAL QUESTIONS

How would your friends describe you? What would they say are your best qualities and your worst?

What has attracted you to School Chaplaincy?

How do you understand the role of chaplain?

What are the key areas you think you should focus on?

What skills, qualities and attributes do you feel make you the right person for this post?

How would you build on existing chaplaincy provision at this school?

If appointed, what would you do first and what difference would we expect to see in a year?

How do you envisage promoting the Catholic ethos of the school?

How do you see yourself working with young people of other faiths?

How would you go about inspiring young people to participate in liturgies and in the sacramental life of the school?

How would you support members of staff who do not feel confident about leading prayers?

How would you support, resource and encourage teachers and other staff in their roles as spiritual leaders in a Catholic school - especially non-Catholic / non-Christian staff?

How do you see this role in terms of supporting staff on their faith journey?

What do you think are the key features of a good assembly in a Catholic school?

How do you see the role of chaplain in relation to the R.E. Department?

How do you see the role of chaplain in relation to the Pastoral staff?

How would you approach fostering links between parish, home and school?

What are the key issues for enabling young people to develop their spirituality?

Talk us through a spiritual development programme in which you have been involved?

What support would you need in the role of chaplain – and where would it come from?

Child Protection question – give a scenario and ask for a response.

QUICK RESPONSE SCENARIOS (30min – written or oral)

How would you go about drawing up a rota for assemblies at this school?

Having read our Section 48 report, what do you feel are the main issues for the school? *(Make sure the candidate has a copy before the interview)*

The link R.E. Governor arrives and tells you that the sacramental and liturgical life in the school is poor. What would be your response?

A member of staff tells you that a student in his / her class has reported that one of their parents has abused them. What would be your response?

A student in the school has expressed an interest in the religious life. What would be your response?

A student in Year 9 tells you that, since their father died, they have been feeling depressed. What would you do?

The Headteacher tells you that they want to organise an “Induction Mass” for a particular year group. How would you plan it?

The Headteacher thinks it is a good idea to organise a “quiet time” or retreat for colleagues. What would be your response?

How would you approach raising the profile of Chaplain in this school?

The R.E Department wants you to teach some students who are considered disruptive and need to be removed from their normal R.E. lesson. What is your response?

WHAT YOU ARE LOOKING FOR IN THE IDEAL CANDIDATE
(discerned through reference and different aspects of interview)

Committed and confident Catholic

Understanding of breadth of role

Some homework done on school (website, Sections 5 and 48 reports etc), current Chaplaincy provision, Mission Statement, Tradition and Charism of Order (if applicable)

Understanding of education issues including advantages / constraints on working in a school environment

Good listener, clear thinker, capable organiser, effective communicator

Ability to work spontaneously and to work under pressure

Experience of working with young people, able to approach students in a way appropriate to their age

Good pastoral background and sound theology

Understanding of Church teaching (e.g. Catholic response to other faiths)

Understanding of the difference between Evangelisation / Catechesis / Religious Education, and the relevance of all three in the Catholic community

Ministry of Chaplain is to everyone in the school community

Importance of different prayer experiences for young people and staff

Importance of Line-management, mentoring (in school), CPD, and external supervision and spiritual direction (outside school)

Difference between secrecy and confidentiality – know how to respond to Child Protection issues

09. THE NEW CHAPLAIN

The school chaplain is not the provider of Catholic ethos. His/her role is to support, encourage, facilitate, inform and resource.

The responsibility for Catholic ethos lies with the whole school community.

EMPLOYERS

The standard model is that the lay chaplain is employed and funded by the governors of the school or college, and is responsible to the Head on a day-to-day basis. The lay chaplain is also accountable to the bishop through the diocesan chaplaincy coordinator.

LINE MANAGER

Line management models in school are usually focused on the setting and achievement of targets. But the role of chaplain does not sit easily with this model:

- the chaplain's role is not easily reduced to identifiable targets in the same way as some aspects of teaching
- a teacher's line manager is generally a head of department who is aware of the day-to-day work in which they are engaged – this will rarely be the case for a chaplain working in a different method and in different places around the school
- whilst a teacher's timetable allows for establishing a pattern of meetings, the unpredictable nature of the chaplain's work requires a more flexible form of management
- in addition, the chaplain is often the only person in the school working in their particular way, outside of any department structure, and this can lead to loneliness that has been reported by many chaplains in their diocesan network meetings over the years.

The line manager for a chaplain needs to have a wider range of knowledge and skills than the average teacher. Some preferred qualities include:

- a good knowledge of the ethos and policies of the school and its links into Catholic expressions of faith
- a deep involvement with managing whole school issues, and involvement with planning and development in school
- an awareness of the methods of chaplaincy, informal education, and the use of group work and volunteer development
- skills in listening, affirming, giving feedback, challenging
- awareness of support for chaplaincy at diocesan and national level as well as a broad awareness of training opportunities in spiritual and pastoral disciplines
- sufficient personal authority in school to gather an honest assessment of the chaplain's impact from staff, students and parents

(from: "School Ethos and Chaplaincy" - David O'Malley SDB, Don Bosco Publications 2008)

RESOURCES

CHAPLAIN'S ROOM

The lay chaplain should have a recognised office / room strategically placed within the school or college, appropriately furnished for individual and group work. Comfortable surroundings create a sense of welcome, and help to put students and staff at ease. It is also important to ensure the room and surroundings protect both chaplain and students under child protection arrangements. Ideally the room will have a telephone.

CHAPLAIN'S BUDGET

The ideal situation is the allocation of a budget to the chaplain to cover stationery, equipment, books etc, to facilitate a planned programme of activities.

COMMISSIONING THE NEW CHAPLAIN

A formal induction or commissioning of the new chaplain is highly recommended because theirs is a unique role of spiritual leadership in the school community – a Mass of Commissioning emphasises the service dimension of the role and the sacred nature of the ministry. It is a good idea to ask the local Bishop to give a Mandate to the new chaplain to affirm the fact that this is a diocesan appointment.

(See 'COMMISSIONING ' - Mass for new chaplains, suggested hymns and prayers, and sample mandate)

10. INDUCTION OF NEW CHAPLAIN

1. DOCUMENTS TO DISCUSS WITH NEW CHAPLAIN

- **Information pack on the school**, including site plan of buildings
- **Annotated list of staff** with roles that link to chaplain
- **Staff handbook** -talk through and highlight key policies pertaining to chaplaincy – include protocols for trips and in-school events, especially Health and Safety policy
- **Year diary** with key events highlighted, especially those that the chaplain needs to attend and / or prepare

2. FIRST WEEK

The new chaplain may or may not be used to working in a school framework and will need clear information about their role – a timetable of structured experiences in the first week is extremely useful:

- The normal welcome, briefing and training events for staff on the first day (staff inset) during which the chaplain is introduced – it is explained that they are available to both students and staff
- Meet the Chair of Governors
- Meet the Child Protection Officer to discuss protocols and current issues
- Meet chaplain's line manager to clarify resourcing the role and set regular meetings
- Shadow a member of staff for one day to become familiar with the rhythm of the school day – this should include the opportunity to be in the playground at break and lunch times
- Walk round school with site manager to gain a broader view - include an articulate student / group to explain the best and worst aspects of the physical site
- Trail a student for a day to sit in specific classes
- Encourage the chaplain to walk round the school and introduce themselves to all staff / service providers etc
- Look at the past year' events to get a picture of how chaplaincy has functioned in the school

3. FIRST MONTH

The aim of the first month is to identify the broad spiritual needs of the school community, and to absorb the views and the hopes of a wide range of the school community.

To this end the chaplain would benefit from conversations with a governor, key senior staff, head of RE, members of admin including the school bursar, student council, some parents, a member of the local clergy, another local school chaplain. How do these people experience the school community, what are the greatest spiritual needs of the school, what spiritual strengths do they recognise at present? The school Mission Statement is a key document in this discussion.

The chaplain should aim to establish links with local clergy who are able to come into the school throughout the year to say Masses etc. – negotiating a rota is a good idea.

The chaplain also needs to make links with other groups that work within the school chaplaincy – e.g. CAFOD, SVP, Rainbows, choir, meditation etc.

The aim of the listening exercise is for the chaplain to gain an in-depth knowledge of the school quickly.

At the same time, the chaplain needs to engage in some direct tasks with the students and a specific timetable should be established for a series of events to introduce the chaplain and chaplaincy to a range of students.

Towards the end of this first month, the chaplain should have time for an extended line-management meeting to reflect on their experiences in the school, and to list chaplaincy priorities and plan out activities for, at least, the rest of the term.

11. COMMISSIONING THE NEW CHAPLAIN

Suggested hymns and induction prayers

Suggested hymns:

Entrance	Here in this place
Offertory	Servant King, I the Lord of sea and sky
Communion	Be still for the presence of the Lord
Final hymn	Christ be our light

INDUCTION– after Homily

Archdiocese of Southwark - Our Vision for Catholic Education: (could be said together with congregation)

We stand on holy ground

Every child, every young person, every adult, is a unique image of God.

We are invited by God to nurture the life of the Spirit in one another as children of God, so that we become more like Christ, fully human and alive.

This is our faith. This is the faith of the Church.

This is our vision for Catholic education. This is the reason for our schools and colleges.

This is the vision which inspires our schools and colleges in all that they do.

Promise of commitment

Celebrant:

In your ministry you will represent the Church, the visible sign of Christ's enduring presence among us. You will carry out your ministry in obedience to the call of Christ, making present his message, his love and his healing. Today we invite you to accept the mission entrusted to you and to accept it with all your heart.

Jesus is the Lord who offers a way of life that leads to abundant fulfilment –

Do you promise to offer those you serve a vision of life inspired by the gospel of Jesus Christ?

Chaplain: I do.

The appointment of the chaplain

C: The Lord is our teacher who manifests the beauty of God in its fullness –

Do you promise through your ministry to communicate the depth and beauty of the Catholic faith?

Chaplain. I do.

C: The Lord is the healer of our brokenness –

Do you promise to work to forgive and heal the hurts which occur within your ministry to our young people, our staff, our families?

Chaplain. I do.

C: The Lord is our High Priest who leads us to our Father -

Do you promise that by your ministry you will point the way to God?

Chaplain. I do.

Promise of support

Celebrant: As staff and governors, and as students of our school, will you now support, your new chaplain, working to fulfil this most important part of the Church's mission, to be a "presence in pilgrimage" on all our journeys, to nurture the life of the Spirit in our schools that we all become "more like Christ", fully human and fully alive?

All: We will.

Acceptance of ministry

Chaplain: This is my mission and ministry. This is the ministry of the Church.

I accept it with joy, in the name of Jesus the Lord.

Presentation

School representative: On behalf of our students, staff and governors, and on behalf of the Diocese, we present you with this letter of appointment as Chaplain at from Archbishop Peter. We also present you with this (icon, cross.....*) as a symbol of our commitment to work with you to spread the Gospel message to everyone in our school.

(*Suggested presentations – CAFOD crucifix & prayer book, small icon, Daily Missal etc – student, governor, member of staff could be chosen to present items – Mandate from Bishop/Archbishop could be presented at this stage)

Prayer for the Chaplain

(can be said together with congregation)

Lord, your Son told us to pray that we might receive the Holy Spirit.

We ask now that the same Spirit will strengthen, protect and guide always.

Grant tolerance in relationships, patience in listening, skill in managing, wisdom and vision in all things.

May walk alongside our whole school community as we make our journey towards a deeper relationship with Christ.

We make our prayer through Christ our Lord - **AMEN**

APPOINTMENT OF NEW CHAPLAIN - SAMPLE MANDATE LETTER 1 (from Archbishop/ local Bishop)

The appointment of the chaplain

Name

Chaplain to **School and location**

Dear **Name**

As we settle in to another school year, I would like to welcome you to your new role of Chaplaincy team member, working with the students and staff of your school community.

The work of chaplaincy in all our schools continues to be a highly valued and very privileged task.

Chaplaincy ... is a physical presence, being there for staff and students to come and share with; is a charismatic presence, being a witness to the centrality of the spiritual in people's lives; is a symbolic presence, being a positive face of the Church, encouraging staff and students to deepen their relationship with God. ('A presence in pilgrimage' Maureen Glakin 2011, International Studies in catholic Education)

As you make your commitment to this work I want to encourage and affirm all that you do with and for our young people and all our school staff, as well as our governors, our families and the local parish communities.

I commend you and your school to the prayers of Mary Immaculate, principal patron of the diocese, and to those of Saint Oscar Romero, whose words indeed sum up what your mission is about:

We plant the seeds that one day will grow.
We water seeds already planted, knowing that they hold future promise.
We may never see the end results, but that is the difference
between the master builder and the worker.
We are workers, not master builders; ministers, not messiahs.
We are prophets of a future not our own.

The appointment of the chaplain

SAMPLE MANDATE LETTER 2

Dear

LAY CHAPLAIN TO SCHOOL,

I write to confirm your mandate to exercise this specific role of Lay Chaplain to the staff and students of, following your appointment there by the governors of the school.

The work of chaplaincy in all our schools is to be highly valued. It is also a very privileged task. Pope John Paul II wrote of our young people :

Youth must not simply be considered as an object of pastoral concern for the Church: in fact, young people are and ought to be encouraged to be active on behalf of the Church as leading characters in evangelisation and participants in the renewal of society, Youth is time of an especially intensive discovery of a "self" and "a choice for life". It is a time of growth which ought to progress "in wisdom and grace before God and people."

(Christifideles Laici 1988 n.46)

As you begin this work I want to encourage and affirm all that you will do with and for our young people, families, staff and governors, and the local parish clergy and communities. At this time of pastoral renewal in the diocese together we are strengthening the bonds that unite us within the Church to build up the kingdom of God and to serve all of humanity. Your work is integral to this.

I ask by these letters that(i), induct you as Lay Chaplain on (date)

I commend you and the school to the prayers of Mary Immaculate and St(ii), and of Blessed John Henry Newman, whose words indeed sum up what your mission is about :

God has created me to do him some definite service.

He has committed some work to me which He has not committed to another

I am a link in a chain, a bond of connection between persons.

He has not created me for naught. I shall do good, I shall do His work.

With my prayers and blessing

+..... (Archbishop / Bishop)

cc. Head Teacher and Chair of Governors

(i) Celebrant of Mass

(ii) Patron Saint of school

The appointment of the chaplain

12. EVALUATING THE PROCESS OF CHAPLAINCY IN SCHOOL / COLLEGE

Aspect of the process	General	Comments
1. Listening to real and perceived needs	To what extent has the chaplain time for conversation with individuals and groups in school?	
	To whom is the chaplain listening in making judgements and plans?	
	Is the chaplain accessible to a wide range of people for informal conversation?	
	What general needs are being expressed by the majority of the school community?	
2. Guarding individual dignity	To what extent is the chaplain available for individual needs?	
	What provision is the chaplaincy making for vulnerable members of the school community?	
	How does the chaplain recognise and celebrate success?	
	How are confidentiality and child protection standards maintained in the work of the chaplaincy?	
	How accessible and confidential is the chaplain in meeting personal staff needs?	

The appointment of the chaplain

3. Actively and visibly serving the community	How well does the chaplaincy promote and publicise its work around the school?	
	What percentage of the chaplaincy work is devoted to justice and service projects?	
	What specific service activities have been used to animate the whole school?	
	What is the general impact of chaplaincy as a witness to gospel values in school?	
	Have opportunities been taken to engage with the local community around identified needs?	
4. Safeguarding spiritual values	What are the spiritual values of the school?	
	How does the chaplaincy sustain those values in its normal pattern of activity?	
	What visible symbols and activity witness to the spiritual values of the school?	
	To what extent does the chaplain promote the spiritual values of the school in pupil behaviour, staffing, mission statements and policy development?	
	Is the whole school liturgy provided by chaplaincy celebrated properly and well?	
5. Rooted in prayer and reflection	How much time does the chaplain devote to reflection and personal prayer for the school?	
	What provision is made across the school to resource personal and collective prayer?	

The appointment of the chaplain

	How does the chaplain encourage and resource the ability of adults to reflect on their experience in school?	
	Has the chaplain been given access to regular line management and non-managerial supervision?	

From School Ethos and Chaplaincy, David O'Malley

The appointment of the chaplain

13. MENTORING FOR CHAPLAINS

INTRODUCTION

This programme is used to support a new chaplain in their first year in post, and to facilitate peer mentoring with all other chaplains as a way of supporting their ongoing development.

Termly meetings for all chaplains

These are an integral part of the programmes as they provide an opportunity for chaplains to meet and offer each other informal and formal support on a one-to-one basis. They are also a forum for sharing good practice.

The summer term meeting is the annual retreat for chaplains.

Wider diocesan support

This is provided by the Education Commission Chaplaincy Adviser, who coordinates the meetings.

INTRODUCING YOUR MENTOR

INTRODUCTION

Your chaplain mentor has been asked to accompany and support you as you begin your first year of chaplaincy in a Southwark Archdiocesan Catholic school. This programme has been designed to complement any mentoring process arranged within the school.

The purpose of the programme is:

- 1) To provide a framework for you and your mentor to use, to help you develop your skills in the light of the needs of the school
- 2) To assist you in your contribution towards making your school Christ-centred
- 3) To provide practical support in the execution of your role as chaplain

With the help of your mentor, you are encouraged to use the materials flexibly to suit your own circumstances, whilst maintaining a balance of support and challenge.

The appointment of the chaplain

OVERVIEW / AUDIT OF CURRENT CHAPLAINCY PROVISION

It is useful to look at the Chaplaincy Audit when planning ahead, to see which area of school chaplaincy you may want to build up / concentrate on improving etc, with agreement of your line manager.

Existing space resources – chapel, chaplain's office

Existing chaplaincy resources – computer, music player, books etc

Priests available

Key staff for liturgy – departments who could enhance liturgy through music, drama etc

Key staff for pastoral issues – also useful to identify non-teaching staff

Resourcing Form Tutor worship – opportunities for development and support

Prayer life of school outside daily act of worship

Opportunities for staff prayer and staff retreats

Induction of new staff – chaplain's role

Staff inset on Catholic Ethos – how often?

Provision of retreats and pilgrimages for students

Charities, fund-raising – who organises these?

Existing student groups in school – CAFOD, YCW, SVP, Justice and Peace, Fair Trade

Peer support groups / peer mentoring / "buddies" etc

Are students represented on Liturgy planning groups?

Students engaged in local campaigns – e.g. carols in local area, Poppy Day?

Students engaged in environmental issues?

Students engaged in Diocesan / Deanery / SCYS events e.g. Youth Service?

Assemblies – who delivers/ - is there a common theme?

How is the Gospel proclaimed in school apart from prayers and assemblies? – school policies, displays, support through illness, induction of Year 7s, multi-cultural awareness, bereavement support

How are students of other faiths accommodated?

The appointment of the chaplain

NEW CHAPLAIN MENTORING TIMETABLE – SUGGESTED OUTLINE

PROGRAMME	CONTENT	TIME	VENUE	PLANNED DATE
Initial telephone contact	<p>Introductions, sharing contact numbers, discussion about the purpose of the diocesan mentoring programme.</p> <p>Mentee to complete:</p> <p>Task 1 - What is meant by “Catholic ethos” in effective Catholic schools</p> <p>Task 2 - My expectations of chaplaincy</p> <p><i>(see Task sheets)</i></p>	Autumn half term 1		
Meeting 1	New (and existing) chaplains’ meeting with Mass of commissioning and rededication	Autumn half term 1	TBA Education Office	
Meeting 2	<p>Mentor and mentee to use the outcomes of Task 1 and Task 2 above as prompts for discussion.</p> <p>Sharing good practice and ideas</p> <p>Arrange visit to mentee’s school</p>	Autumn half-term 1/2	<p><i>Can meet at Autumn chaplains’ meeting 1</i></p> <p>Also visit mentee’s school</p>	
Meeting 3	Spring term diocesan chaplains’ meeting	Spring half term 3	TBA	
Meeting 4	<p>Sharing good practice and resources.</p> <p>Task 3 – look at the mentee’s job description to identify training needs and develop a personal action plan for the mentee.</p> <p>Arrange visit to mentor’s school</p>	Spring half-term 3/4	<p><i>Can meet at Spring chaplains’ meeting 3</i></p> <p>Also visit mentor’s school</p>	
Meeting 5	Summer term diocesan chaplains’ meeting – Summer retreat	Summer half-term 5/6	TBA	
Meeting 6	<p>Task 4 – look at diocesan SEF48 toolkit to identify chaplaincy input and possible evidence</p> <p>Task 5 – review mentoring process</p>	Summer half-term 5/6	<i>Can meet at chaplains’ meeting 5</i>	
	Remember to complete meeting log and notes section after each meeting			

The appointment of the chaplain

--	--	--	--	--

MEETING LOG AND NOTES

The appointment of the chaplain

MEETING 1 – 2 DATE

MEETING 3 – 4 DATE

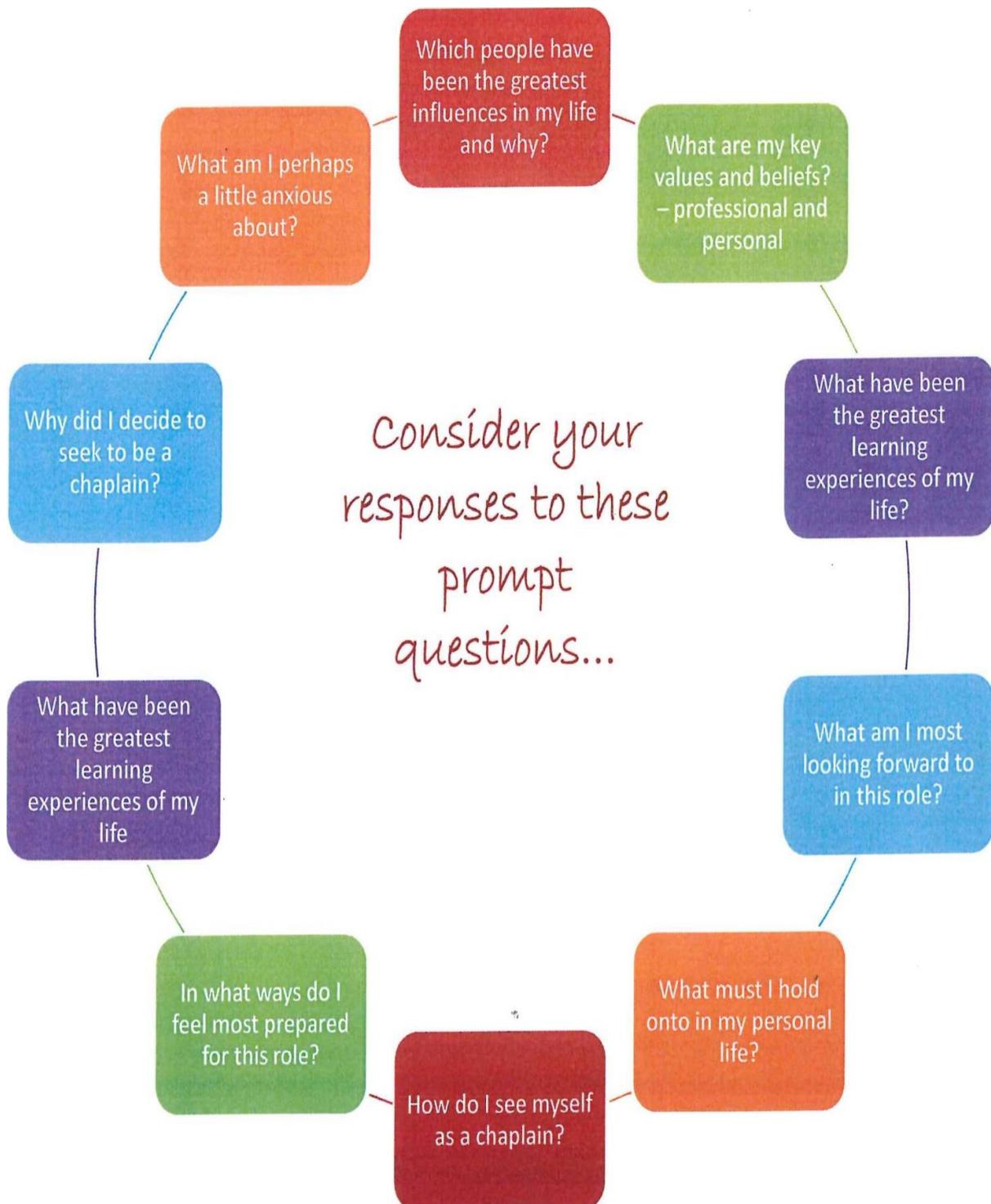
MEETING 5 - 6 DATE

A clear vision of education grounded in its religious foundation	Quality of welcome reassurance and affirmation	Purposeful leadership informed by distinctive principles eg. "servant leadership"	Daily lived experiences recognised as an opportunity to witness religious ideal through action	Worship reinforces school identity and engages all members	Support for parents, pupils and staff embedded in practices and procedures
Pursuit of excellence in all learning and teaching	Quality of care underpinned by belief in uniqueness and wholeness of each individual	Excellence defined with reference to the values of the religious foundation	Well qualified experienced staff understand their contribution to the school's mission	Pupils, parents and staff share common understanding of purposes of school	Quality of reconciliation, forgiveness and amendment conveyed with conviction
Effective communications, record keeping and assessments	Clearly established staffing structures aligned with aims and purposes of the school	Systems for identifying and developing pupils' strengths and needs encourage all to persevere	Unique contribution of all members to life of school community inform distributed leadership and appropriate delegation	Creative and coherent curriculum values spiritual and academic, social, cultural, physical and emotional	Initiatives supported through good relationships with parents, governors, local and religious communities, external agencies
Quality of accountability - knowledge in serving the ethos and mission of the school	Celebrate strengths rooted in the school ethos statement	Quality of monitoring and self evaluation help identify areas for further development	Current and future development informed by reflection on the religious foundation's heritage, tradition and culture	Quality environment includes and extends beyond symbols and artefacts illustrating school's religious foundation	Expectations for all are applied with care and consistency
Quality working environment nurtures community values	Selection of staff takes account of the school's religious character	Home, school, parish relationships	Excellence in learning integrates religious values and national aspirations	Acting as role model - for learning as well as social	Opportunities for reflection, stillness and prayer

TASK 1 – what are the characteristics that define an effective Catholic school, and what can a chaplain contribute to this?

TASK 2 — My expectations of chaplaincy

The purpose of this task is to prompt you to reflect on your experience and your values in relation to your expectations of chaplaincy in a Catholic school.



CHAPLAIN'S OWN JOB DESCRIPTION

Insert your job description here – used as a reflection on progress in Task 3

15. CHAPLAIN APPRAISAL

(from 'School Chaplain Mentoring, Diocese of Hexham and Newcastle')

At the heart of the appraisal process is the need to ensure high quality chaplaincy provision to all members of the school community, but especially the students.

ROLES

Chaplain appraisal is a shared responsibility involving both the chaplain being reviewed and the reviewer (preferably the Line Manager) working together to ensure objectives are discussed, agreed and implemented. It should encompass all aspects of the work of the chaplain.

TIMING

The review cycle is a one year process, running from September to July. Objectives should be set before October half term, if possible, with the review / appraisal of the objectives carried out one year on, and a new set of objectives or revised objectives set for the next year, and so on.

The review cycles encompasses three key elements: planning, monitoring and review.

AIMS

- To ensure a continuous process to help individuals with their own professional development and to help the school/college community achieve its aims as set out in the Mission Statement and development plans
- To ensure the review is a positive process
- To provide chaplains with greater job satisfaction
- To provide chaplains with the opportunity to discuss issues and ideas in a one-to-one situation with their reviewer
- To identify and provide appropriate in-service training and the opportunity to attend relevant courses

The appointment of the chaplain

CHAPLAIN REVIEW – LOOKING AHEAD

Professional Objectives 201_ - 201_

Chaplain:

.....

Line Manager: Date:

Date for review: Autumn 201_ (1 year on)

(Suggest aim for maximum three objectives)

Objective	Activities	Resources	Timescale	Monitoring	Success Criteria
<i>e.g. organise yearly staff retreat</i>					
<i>e.g. create student chaplaincy support team</i>					
<i>e.g. have regular mass for staff</i>					
<i>e.g. involve Art Dept in Lent and Advent activities</i>					

The appointment of the chaplain

Agreed and signed:

(one copy each for Chaplain and Line Manager)

CHAPLAIN REVIEW - PAST YEAR

Record of Appraisal 201_ - 201_

Chaplain: Line Manager: Date: 201_

Date for review: Autumn 201_ (1 year on)

Objective	Success Criteria	Appraisee's Review	Evaluation	Agreed
<i>e.g. to build up profile of chaplaincy in school</i>				
<i>e.g. to establish regular class masses</i>				
<i>e.g. to strengthen links between school and parishes</i>				

The appointment of the chaplain

--	--	--	--	--

COMMENTS ON REVIEW

Chaplain's Comments:

Line Manager's Comments:

Agreed and signed:

(one copy each for Chaplain and Line Manager)

The appointment of the chaplain

