

The Bloxham Project

Valuing the unmeasurable...

School chaplaincy review

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Reviewing school chaplaincy

This school chaplaincy review resource has been developed by the Bloxham Project over a period of some years, and is designed to assist both school leaders, school chaplains and others undertaking the review or appraisal either of a school's chaplaincy provision or of colleagues working as school chaplains.

This new 2009 pack offers an introduction to school chaplaincy and the review process as well as a template for chaplaincy review, and can also assist those shaping and defining initial role descriptions for new school chaplains. The pack can also help guide the development of newly-established chaplaincies, and at the same time can provide a critical tool for reviewing, evaluating and developing already established school chaplaincies and those who staff them.

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Performance review and the culture of schools

The practice of performance review (or appraisal) is now part of the culture of all sectors of the education service, covering both teaching and non-teaching staff. In its ideal form it is a process which is designed to support and improve professional practice, and which:

- Includes a review of the colleague's job-description;
- Involves professional self-assessment;
- Includes task-observation and other relevant evidence gathered by the reviewer;
- Involves a review meeting with a clear agenda and an open dialogue;
- Results in an agreed statement of future professional objectives or targets;
- Provides for the development needs of the colleague to be met through an appropriate programme of Continuing Professional Development (CPD);
- May in some contexts be linked with salary advancement.

The way in which performance review actually operates in practice depends on the educational context. In maintained schools, it takes place under the requirements of statute and regulation (see *The Education (School Teacher Appraisal) (England) Regulations 2001*) and it is a responsibility of Headteachers and Governing Bodies to ensure that the requirements of regulation are met. Independent schools have established their own performance management systems, and both the methods and intentions of these may differ from school to school.

Whether in the independent or maintained sectors, however, performance review (or appraisal) is now fully part of the ongoing culture of schools and their management, and the common assumption is that they are an essential aspect of the employee's accountability, and also an essential aspect of the management toolkit of school leaders and governors. The overall aim of performance review within a school is to ensure that all who contribute to the school's work as employees are doing so in line with the school's aims and expectations, and thus assisting the school to be the most effective it can as an educational institution. From the perspective of those working within the school, performance review provides a usually annual opportunity to take stock, to review one's work, and to look at how one is developing as a professional and what one's further development needs are.

It is now therefore reasonable to assume that anyone working in a school as a school chaplain, whether ordained or lay, full-time or part-time, will - like other colleagues - be able to have his or her work in chaplaincy reviewed on a regular basis.

The guidance offered by this pack indicates how this process might best be undertaken, in the light of the assumptions of teacher appraisal, set out above, and those of ministerial review as practiced in the Church of England, which the following section sets out.

Ministerial review and the culture of the Church

It is fair to say that the culture of the Christian Church (and certainly of the Church of England) is generally both more conservative and less attuned to contemporary notions of professional accountability than is the culture of schools. There are obvious reasons for this. The origins of the Church's system of authority, leadership and management lie in the earliest stratum of the Christian era, and the weight of the past hangs heavily. The complex procedures of the Church of England, in particular, go back to the Reformation era, and carry pre-Reformation aspects with them; and the process of bringing the Church's traditional ideas and practices in relation to the work of its ministers into some sort of harmony with modern assumptions about professional occupations has been slow.

However, it is increasingly the practice that clergy in parochial roles are expected to undergo a review process, in which their performance of their ministerial duties is assessed. A major issue is the difficulty of defining exactly what the role of a parish priest is, and what the objectives are against which performance might be considered. A teacher might well be assessed against criteria relating to the proportion of his pupils achieving certain grades in tests or examinations, or wanting to pursue the subject to a higher level, or relating to the nature of the contribution which the teacher makes to the corporate work of his or her department and more widely to the school. It would be difficult, though not impossible, to find equivalent 'output' measures for a priest working in a parochial context.

Add to this the sense that very many clergy have of working not for a corporate institution - the Church - but instead being called to a particular vocation by God, and the difficulty of professional review for clergy becomes even clearer.

For those working in school chaplaincy, there are thus in all probability two divergent cultures within which they move, those of education and of the Church. Whereas the education service has pretty fully absorbed the culture of performance review, the Church has not yet completely done so, but is still grappling with issues of professionalism *versus* vocation, of a culture of management *versus* a culture of the personal, inner call. It is probably the case that the best of Church ministerial review schemes manage to embrace both cultures, to the extent that there is a rigorous approach to professional issues and at the same time a profound respect for the personal and spiritual issues which are key to the life of those who are ordained.

Anyone working in a in a school chaplaincy role - clerical or lay - will need to take account both of the school's professional culture and of the Church's vocational culture in understanding and developing his or her role as a chaplain. The process of school chaplaincy review must thus encompass and be comprehensible within both the world of schools and the world of the Church. To this end, it is really very important indeed that the chaplain's work is undertaken in the light of a clear role description relating to the particular school situation he or she is in.

Models of school chaplaincy

It is a truism to say that there is no single, accepted model of school chaplaincy. Models - and practice - differ widely. The website of the National Society (www.natsoc.org.uk) offers what it calls 'a generic person and job specification for a chaplaincy in an Anglican school', but this turns out to be too generic - and too imprecise - to be of much assistance to governors or heads or chaplains.

School chaplains work in a very wide variety of contexts. The most 'traditional' context is probably that of the independent boarding school, where there may even be a number of clergy involved in the chaplaincy, and where the role of the chaplain will encompass a broad pastoral function - 'a priest for the whole community' - as well as responsibility for leading regular, corporate school worship. In some schools this may amount to a role almost as 'spiritual leader' of the school community, although in many such schools the head is regarded as the final spiritual authority (technically the 'ordinary').

The least traditional kind of context is probably one where the chaplain is employed more as a youth support worker (as is the case in several maintained C of E secondary schools) than in a recognisably 'clerical' role. This kind of chaplaincy may place emphasis on the forming of pastoral relationships, the advocacy of pupil needs and the support of small, in-school Christian groups, rather than on the more high-profile and public aspects of the 'traditional' chaplain's role.

Whatever the context for the chaplaincy, however, there are probably several main areas which school chaplaincy can be said to encompass, which may be set out as follows:

- ***Pastoral*** - care and support for community members - pupils, staff, parents - perhaps especially at times of personal or community crisis;
- ***Liturgical*** - the planning, organisation and leadership of prayer and worship within the school community;
- ***Missional*** - the public representation and commending of the Christian faith among community members, and the support of members of other faiths;
- ***Spiritual*** - influencing from the spiritual perspective the life of the school, its curriculum and its decision-making, its routines and provision;
- ***Prophetic*** - prompting the community to recognise and promote the good and to recognise and minimise the bad in its corporate life.

Each school will have its own perspective on chaplaincy, and will perhaps want to emphasise one or more of these areas at the expense of others. Whatever the school's view of chaplaincy is, this needs to be clearly set out in the school's ethos statement as well as in the role description for the chaplain or chaplaincy team. Anyone working in chaplaincy needs to know that the community understands his or her role, and respects it, and in practice this means the head and governing body making clear to staff, parents and pupils their particular understanding of chaplaincy, and the part they expect their chaplain to play in the ongoing life of the school.

The school chaplain's purpose and accountability

It is possible to write impressively long role-descriptions which may in practice be unhelpful or even meaningless. Perhaps the simplest way to begin to write an intelligible and practical role description is to ask the simple questions: Why is the school employing this person? What are they for? What do we need them to do?

It is helpful to think in terms of the 'Job purpose' and then (in not more than a single sentence of thirty or so words) set out what the purpose is. It might - for instance - look like this:

Job purpose: *The job of the chaplain is to support the spiritual welfare of pupils and staff through the provision of suitable prayer and worship and through personal attention to the pastoral needs of all.*

A slightly different approach is represented by this: *'The job of the chaplain is to care for all members of the community, in particular to pray with them and to minister to their spiritual needs.'*

Once the job purpose is clearly set out, it is important to define the accountability involved. To whom is the chaplain answerable? How do the professional and the vocational aspects of chaplaincy join up? Where does the chaplain fit within the school's overall system of management? Is there to be a direct line of accountability to the head? This can be made clear in a further simple section at the head of the role description, and might look - for instance - like this:

Accountability: *The chaplain is accountable to the governing body through the head for the performance of his chaplaincy role, and within the school's management structure is accountable to the relevant team leader for any subject teaching he undertakes. An ordained minister will also be accountable for his conduct as a priest to the area bishop.*

The complexity of the chaplain's accountability is highlighted here: while in some aspects of his role he or she may be working directly to the head, as someone with direct access to the highest level of management in the school, in others he may be no more than a team member answerable to the team leader for the effective planning and preparation of lessons, and for pupil assessment. Where a chaplain is ordained within the C of E, he or she will need to carry the bishop's license and will thus also be under episcopal direction and obedience.

Where a school is setting up a chaplaincy for the first time, the questions of job purpose and accountability need to be carefully and exactly thought through, and the results of that thinking shared widely. But once the purpose of the job is clear (why the school is appointing a chaplain) and the accountability is plain (to whom the chaplain is answerable) then the role description should be able to be worked out fairly straightforwardly in relation to the context of the school and the needs of the pupils and staff. That is the next step in the process.

Sample role descriptions

Role descriptions can be very helpful in assisting a school to be clear about what is wanted from a new chaplaincy set up, but can equally be valuable in a school with an established chaplaincy, as a review tool. In both cases, asking the fundamental questions about job purpose and accountability, and then setting out the details of the role, are key steps in being clear about chaplaincy: and this is essential both for the appointment and the professional review of chaplains. Put simply, if a school doesn't know what it wants its chaplain to do, it can neither initially be sure it is appointing the right person nor that the person, once appointed, is doing the right job.

In framing a chaplain's role-description, it may be helpful to start from the areas of responsibility set out above, detailing under each heading what the key tasks or responsibilities are.

In the following pages, we set out on this basis three 'ideal' role descriptions for school chaplaincy, covering some of the key elements which different types of chaplaincy might involve in different types of school. School chaplaincies originated in what are now the independent schools, the oldest of which were founded as religiously-based communities, but there is now a whole range of types of school in which chaplaincies of different kinds exist.

The most straightforward and traditional chaplaincies are still, though, probably to be found in independent schools, where the school chaplain may often enjoy a high-status role and where - particularly if the school is a boarding community - he or she may be a kind of equivalent within the community to a parish priest, living and working and leading the liturgy within the school, which may well be seen as his or her 'parish'. In some other independent schools, though, the chaplain may be more of a multi-tasking staff-member, the chaplaincy being combined with significant teaching, boarding and other extra-curricular duties: serious work overload is not unknown.

Chaplaincies take a range of forms in Church of England maintained secondary schools, most of which are part of local comprehensive systems. It is still slightly unusual for these schools to have full-time chaplains, and a more usual kind of provision is for there to be a part-time chaplain, often a local clergyperson with a particular specialty in young people's ministry, or someone whose parish workload is relatively low because of the size of the parish or the number of clergy ministering there - a part-time chaplaincy may be combined with a curacy, for instance.

In some maintained schools with only a slight Church link, or with no link at all, there may also be formal or informal chaplaincies - where for instance a local clergyperson has established a supportive relationship with the school or where governors or head have a Christian perspective and decide to institute a chaplaincy. There is in all kinds of school an increasing number of lay chaplains - usually Christian staff who were already employed in the school and where their existing teaching role has been complemented by the addition of a chaplaincy role. The following sample role descriptions are therefore not intended as models, but they do cover a range of possible school contexts.

Sample1: an urban Church school with a part-time, ordained chaplain

Chaplain at St Saviour's C E Comprehensive School

Job purpose: The purpose of the chaplain is to represent the Church in the life of the school and its local community through providing and leading regular Eucharistic worship for all pupils and being a supportive pastoral presence in and beyond the school.

Accountability: The chaplain is directly accountable for her work in the school to the head and governing body, and will also work under the guidance of the local area dean.

Role description:

The chaplain's role can be set out as follows, although it is recognised that much of the chaplain's work may be hard to define or pin down into formal categories.

Liturgical:

- To celebrate the Eucharist weekly with Year groups, providing a suitable liturgy and preparing pupils for musical and other participation in collaboration with colleagues;
- To plan, prepare and organise termly whole-school worship liturgies to mark major festivals or other school occasions;
- To advise and support tutorial staff in the provision of tutor group worship.

Pastoral:

- To respond to urgent pastoral need within the school community, in the event (for example) of bereavement or tragedy, offering support and spiritual comfort;
- To be aware of ongoing and long-term pastoral needs within the school community, in liaison with the school's pastoral leaders, and to support and pray for those concerned;
- To use the available time in school to meet and support the widest possible range of members of the school community.

Missional:

- To keep links with the school Christian Union and to support its activities and members;
- To support pupils and staff of other faith communities within the school and to link with their local faith communities where possible;
- To nurture those wishing to explore Christian faith and to offer catechesis, in collaboration with local clergy.

Spiritual:

- To participate with school leaders and colleagues in the school's SMSC development group;
- To promote active concern among pupils and staff for issues of justice and peace, and to lead the school's charity outreach group;
- To contribute where appropriate under the direction of the head of PSHE to the school's programme of teaching.

Prophetic:

- To use opportunities as they present themselves to offer a Christian perspective on issues of educational ethics and practice;
- To prompt pupils and staff to challenge secular thinking and assumptions through the use of formal homily and informal conversation;
- To seek to live Christianly and to offer an example of practical Christian living within the community, encouraging others similarly.

Sample 2: a rural comprehensive with a part-time, lay chaplain

A different kind of emphasis is natural for a ***lay chaplaincy***, since there are clearly aspects of the liturgical role which are untenable for a lay person, and in the case where the lay chaplain is a member of the teaching staff at (say) a rural maintained comprehensive, spending part of a full-time commitment to the school in teaching and part in chaplaincy, a role description could look like this:

Lay Chaplain at Bassetshire High School

Job purpose: The purpose of the lay chaplain is to be a recognised Christian presence within the school, leading and contributing to the school's programme of collective worship and offering personal and pastoral support to all in any kind of need.

Accountability: The lay chaplain is directly accountable for his work as chaplain in the school to the head and governing body; for his work as a teacher of history he is accountable to the head and governing body through the team leader for humanities.

Role description:

The lay chaplain's role can be set out as follows:

Liturgical:

- To plan and prepare the school's programme of collective worship, making provision for the regular participation of visiting speakers from a range of religious standpoints;
- To lead the planning and development of the school's resources for tutor group worship, and to update these regularly in collaboration with pastoral leaders;
- To collaborate with senior staff and pupil leaders in providing suitable assemblies to mark special occasions in the school's life.

Pastoral:

- To be available to all members of the school community as a support in times of need, especially of personal or family crisis;
- To liaise closely with the school's pastoral leaders and with the inclusion officer to ensure that pupils on the margins or with special needs are supported;

- To liaise with local Church ministers and other sources of personal support to ensure that pupils' needs are recognised and supported in their home contexts.

Missional:

- To support the school Christian Union and to advise on suitable activities in the school;
- To encourage in liaison with the head of Religious Studies a sympathetic awareness of other faith communities and their place within the Britain of the 21st Century;
- To encourage any pupils or staff wishing to explore Christian faith and to facilitate links with their local Church leaders.

Spiritual:

- To take a leading role in the school's SMSC development group, and to keep an overview of the spiritual dimension of the whole curriculum;
- To promote active concern among pupils and staff for issues of justice and peace, and to lead the school's charity outreach group;
- To support Christian colleagues, teaching and non-teaching, and to lead and sustain the staff prayer group.

Prophetic:

- To offer a Christian perspective on issues of educational practice and professional ethics;
- To prompt colleagues and pupils to question secular thinking and assumptions through appropriate staffroom discussion and classroom debate;
- To seek to live authentically as a Christian and a teacher, offering an example of practical Christian living within the school.

Sample 3: an independent boarding school with a full-time, ordained chaplain

The context of the boarding school community offers yet a further kind of chaplaincy, and it is in boarding schools - mainly independent, but including some in the maintained sector - that the institution of ***full-time, ordained chaplaincy*** is most frequently found. This is probably the most 'traditional' context for school chaplaincy, but a role description could very easily combine more obviously traditional aspects of school chaplaincy with others. Such a role might look like this:

Chaplain at Brookhall College

Job purpose: The purpose of the school chaplain is to lead the Christian life of the school community, presiding at the weekly Eucharist and other regular celebrations, and providing pastoral care and spiritual oversight for all members of the school community.

Accountability: The chaplain is directly accountable for the chaplaincy to the head and governing body; he also leads the work of the religious studies team and is accountable for this to the director of studies. He works as a priest under the licence of the bishop of Basset.

Role description:

The chaplain's role can be set out as follows, although it is understood that for much of the time the chaplain's ministry is one of presence rather than activity:

Liturgical:

- To plan, prepare and lead the school's weekly Eucharistic and daily chapel worship, in collaboration with the director of music;
- To advise and support house staff in the leading of house prayers and reflections, and to contribute regularly to these in all boarding houses;
- To devise and oversee the liturgies for special school occasions (eg Founders' day, Remembrance) and to ensure that these meet the highest standards of expectation.

Pastoral:

- To offer a priestly ministry of counsel and support to all members of the extended school community, notably in times of need such as personal bereavement or tragedy;
- To liaise closely with housemasters and housemistresses so as to be aware of the pastoral needs of pupils, and to respond where need is apparent;
- To liaise with the local parish priest in the care of school staff living locally, and to contribute to parish worship as appropriate during the school holiday period.

Missional:

- To ensure that the chapel worship is sustained by an active group of chapel officers (sacristan, acolytes, prefects etc) and that this group receives regular guidance and support;
- To encourage all expressions of the Christian faith in the school through support for voluntary groups such as the Christian Union or the servers' guild;
- To nurture the growth of pupils in the Christian faith and to encourage them to receive the sacrament of Confirmation when they are prepared to do so.

Spiritual:

- To represent the Christian faith within the school and to offer a spiritual perspective on world events and on social and personal issues;
- To encourage the spirit of service among all pupils, especially to the poor and needy of the world;
- To encourage through religious studies and chapel worship the development of mature and responsible moral attitudes among all pupils.

Prophetic:

- To represent with courage and independence a Christian view on issues of contemporary concern to pupils or staff;
- To promote through classroom debate the questioning of secular attitudes and values;
- To seek to embody the values of the Christian life, and to be an example of holy living for all to emulate.

The school chaplain's spirituality

It may well be felt that to describe a chaplain's work in objective terms, and to set out the areas of responsibility in a role description, is somehow to miss the whole point. To seek to sum up the inner, spiritual heart of a chaplain's role in merely external terms may indeed appear paradoxical. However - to use the language of vocation - a chaplain needs to have a clear picture, as does the school, of the nature and extent of the work to which he or she is called by God.

A sense of calling lies at the heart of chaplaincy. To be a chaplain is not quite analogous to being a head of English or a pastoral leader or an inclusion manager - though these are equally roles in which people are employed by the school, and may well involve for those in them a sense of undertaking a work for God, as well as for the school. The chaplain's concern is above all with the people in his or her care as people, rather than just as pupils or staff; as children of God struggling to find their way in life and to walk their own pilgrimage, and needing the support of God's gracious love, whether or not they are themselves people of faith.

The chaplain, whether lay or ordained, is above all a minister of the love of God. His or her task is to be a person who embodies not simply the school's official estimation of religious faith - to be 'the God person' - but someone who embodies also a clear and tangible spirituality. Faith and the life of faith must be visibly present in him or her.

When the chaplain leads worship in the school context, there should be no doubt that this is a person whose own relationship with God is meaningful, and who seeks to lead others in a path he or she knows from experience, rather than just in theory. The life of prayer and worship will be one in which the chaplain is naturally 'at home', and one in which he or she may accompany and guide others without pretension or pretence.

When the chaplain offers counsel or support, this will be an expression of God's love rather than just of sympathetic interest or concern on the part of the chaplain. When the chaplain is sought out by the anxious or the distressed or the bereaved, he or she has to offer not just the affectionate interest and empathy of a fellow human being, but the clear assurance of God's love, ministered and shared.

At the heart of the chaplain's role, that is, is the calling to be a person who in some real sense knows God, who walks in faith, and who has an alert, attentive openness to what God might be asking of him or her. In simple terms, the chaplain needs to be a person of genuine spirituality, rooted in prayer, worship and study of the Scriptures. The Anglican service for the ordination of priests expresses this powerfully: the priest (and we can apply this also to the lay chaplain) is called to 'devote to God your best powers of mind and spirit, so that, as you daily follow the rule and teaching of our Lord, with the heavenly assistance of his Holy Spirit, you may grow up into his likeness, and sanctify the lives of all with whom you have to do.'

The chaplain's own personal spirituality - hard to quantify, difficult to weigh, the evidently unmeasurable - is what sustains and enables the whole of his or her ministry.

Varieties of spiritual style and emphasis

The differences of emphasis and focus between the sample role descriptions offered above are plain, and they help illustrate the need for each school to be clear about what exactly the role of the chaplain is in the context of that particular school: there is no simple template which can be applied exactly to all school chaplaincies.

Those appointed as school chaplains will also bring their own individual spirituality and their own particular, personal style to their role as chaplain. They will also bring to that role the particular combination of personal strengths and shortcomings which characterises them. The same role - described in the same external terms - could, in practice, be carried out very differently by two different chaplains.

One aspect of this difference is the chaplain's own theological and ecclesiological background and inheritance, that is, his or her understanding of the Christian gospel and of the Church, its ministry and worship. It is clear that the Church of England embraces a very wide spectrum of opinion, style and preference in these areas. At the risk of some over-simplification, we can use the labels 'Evangelical' and 'Catholic' very roughly to characterise some of these aspects of different theological emphasis, ecclesiological understanding, and personal preference. Again, these are 'ideal types' of attitude, style and approach, intended to illustrate the spectrum of possibilities rather than to be descriptive of any one person or situation.

	<i>'Evangelical'</i>	<i>'Catholic'</i>
<i>Clergy image</i>	Lay style, informal, relaxed	Clerical style, 'priestly', formal
<i>Spirituality</i>	Focused on scriptural study, intercessory prayer	Focused on the Eucharist, contemplative prayer
<i>Personal life</i>	Expressive, social, drawing strength from small group	Reflective, interior, seeking clarity through retreat
<i>Preaching style</i>	Practical, offers biblical answers, direction	Tentative, posing questions, offers options for choice
<i>Worship style</i>	Informal, participatory, references the now	Formal, distant, references the eternal
<i>Hymnody</i>	Modern song, chorus, focus on personal faith	Traditional hymn, Taizé chant, focus on the divine
<i>Liturgical preference</i>	Informal prayers, song, preaching	Formal liturgy, sacrament, ritual and symbol
<i>Mission stance</i>	Seeks personal conversion, individually-confessed faith	Seeks spiritual growth, shared corporate faith
<i>Pastoral stance</i>	Offers prayer, clear advice and support of a group	Offers listening, support, prayerful concern
<i>Life stance</i>	Life as personal calling, with faith-led decision-making	Life as pilgrimage, an ongoing search in faith

This wide spectrum of personal differences - which in real-life practice may, of course, merge and overlap - will complement the formal definitions of a chaplain's role and add to the diversity of chaplaincy styles: each school chaplaincy is individual and unique.

Reviewing the school chaplaincy: the process

There are several reasons why a school may be prompted to undertake a review of its chaplaincy. These could include:

- A perceived need to reconsider all aspects of chaplaincy - school worship, pastoral provision, the spiritual dimension - in the light of changing school circumstances;
- A feeling that some specific aspect of chaplaincy - for example school worship - needs to be re-thought;
- A perception that the current framework or style of chaplaincy is less effective than it should be;
- The need to appoint a new chaplain.

Whatever exactly prompts a school to review its chaplaincy, the process must involve a return to fundamentals of purpose: Why do we want a chaplain? What is he or she for? The process outlined above, which begins with trying to define a job purpose - or a need in the school which necessitates the job - has its own logic and progression, and leads naturally to the consideration of the various aspects of the chaplain's role.

Whether establishing or reviewing a chaplaincy, the role description and how it is understood, interpreted and lived, are central to the activity.

A review of the chaplaincy could involve simply a personal review of the current chaplain, as part of the school's ongoing programme of performance review or appraisal. It could also be prompted by such a personal review, if issues raised during the appraisal process seemed to point to wider questions, such as: Has the chaplain enough time to do all we expect of him or her? Are we clear that the chaplain's own personal skills and capabilities are best able to flourish in the context the school has set for him or her? Should the focus of the chaplain's work be changed in some way?

A review of specific aspects of chaplaincy is also possible, such as:

- The relationship between the chaplaincy and the school's pastoral system;
- The availability of the chaplain to pupils and /or staff;
- Arrangements for school worship;
- How the chaplain balances the different aspects of his or her role.

Equally, a detailed review of the role itself rather than of the chaplain actually holding the role might be required as part of a school's strategic review or planning process.

Whether the review required is of the chaplain as a professional; of specific aspects of his or her role; of aspects of the framework in which the chaplain works; or of the role of chaplain within the wider school context: clarity of definition and commonality of understanding are key elements of a review process that is likely to be successful and constructive.

Reviewing the chaplaincy: the team dimension and other roles

One of the key factors for a successfully-operating chaplaincy is the effectiveness of its team dimension. Although - assuming for the moment an ordained chaplain - the leadership style of the clergy has been characteristically individualistic, even a sole chaplain's role demands the ability to work effectively in a range of teams at different levels. A chaplain may operate:

- at leadership team level with the head and senior colleagues;
- collaboratively with those who share the leadership of assemblies and worship;
- in partnership with pastoral leaders;
- as a team member in a teaching team;
- as team leader in a teaching team;
- with pupil leaders in the development of acts of worship;
- as leader of a staff/pupil worship committee;
- alongside other clergy beyond the school.

It makes good sense for any review of the chaplaincy in a school to consider the interactive, teamwork nature of the role and its demands, and at the same time the chaplain's ability to work in the context of these differing situations, shifting stance and perspective from leader to team member and back again.

Two of the contexts noted immediately above demand more detailed consideration: the chaplain as either a member or leader of a teaching team.

As a team leader (often traditionally for Religious Studies, though this pattern is changing) a chaplain has to function in a different mode from that suitable to his or her chaplaincy. Team leadership involves the planning of schemes of work, the setting of targets for colleagues, lesson observation, the monitoring of assessment and the general oversight of colleagues as well as their support and development. A good pastor may not always naturally possess the skills of a good curriculum leader.

Equally, a good chaplain may not always find it easy to take the role of a good team member. Being part of a teaching team requires the ability to take direction rather than give it, to meet targets rather than set them, to keep up to date with assessment and reporting rather than monitoring this in others.

Where a chaplain is employed first and foremost for his or her pastoral and liturgical gifts, there may be a case for adjusting the expectations of the school accordingly as far as teaching and learning are concerned - at least to some extent. But pupils will rightly expect any teacher - whether also a chaplain or not - to be effective as a teacher, and this is a real imperative to ensure that a chaplain's skills in a chaplaincy role are not allowed to 'make up for' skill deficits in other areas. This may involve the school facing hard decisions about the nature and the extent of the chaplain's employment: it may make more sense for a chaplain to be released from classroom teaching and to operate as a chaplain only - though of course this option has cost implications, and a school may be understandably reluctant to relinquish a 'dual role' chaplaincy which offers good value for money, even if one aspect of the role is markedly more effective than the other.

Performance review and the school chaplain

Performance review is a shared, reflective and evaluative process involving: recognizing strengths and achievement; highlighting areas for development; setting professional objectives; and identifying helpful CPD opportunities.

The chaplain's particular and unusual position in the light of both the professional and vocational dimensions to his or her work has been mentioned above. The chaplain's employment status may also have ambiguities or complexities, given the fact that he or she may be employed (in the case of a part-time chaplain who is also a curate) by both the Church and the school, or even if not formally an employee of the Church (when employed by the school as a full-time chaplain) still owing allegiance to the Church and to a divine vocation.

In practice, this means that a chaplain may recognize and seek to respond to three strands of authority:

- that of the school, exercised by the head and governing body;
- that of the Church, embodied in the bishop;
- that of the divine source of vocation, God.

It is not unknown for chaplains to experience tensions between these different strands, and it may well be that undergoing the process of performance review highlights them.

There follow from this several practical questions which need careful consideration when planning the chaplain's performance review:

- Should the reviewer be a senior colleague from inside the school, or perhaps from outside?
- Would peer review (ie a review conducted by a fellow chaplain from another school) be more appropriate than review by a lay person (if the chaplain is ordained)?
- If the chaplain is also a teacher or team leader, should a review of the chaplaincy role be complemented at the same time by a teaching role appraisal?
- Should the school's own performance review be linked with ministerial review in the Church context, involving a senior clergyperson?
- How different might the procedures of performance review be for the chaplain, compared with that of other school staff?

What is clear is that a chaplain both merits and needs the professional opportunity given by appraisal for reflective and evaluative review, although there will be specific, spiritual aspects of the chaplain's motivation and work which may not easily be reducible to the measurable, or expressible as 'smart targets'. Regular review, in short, is a professional entitlement for the chaplain, and his or her work deserves the serious attention which appraisal gives, and also the ongoing provision of Continuing Professional Development (CPD) opportunities to ensure that the chaplain is developing as a professional person in the key role which he or she is undertaking in the school community. Some suggestions for the performance review of school chaplains follow.

Review and the chaplain: some practical issues for the reviewer

It is important to be sure when seeking or undertaking a review to be clear exactly what is being asked for. Among the possibilities included in the term 'review' are:

- A formal appraisal of the chaplain using the school's procedures and documentation;
- A formal appraisal which uses other procedures and documentation;
- A review of the school's chaplaincy arrangements rather than of the chaplain;
- An informal progress review of the chaplain for his or her own support;
- The exploration of specific issues - say worship or confirmation preparation;
- An informal discussion, more counselling than review, without written follow-up.

The task of the person undertaking a review - in any of these senses - will be to work with the chaplain (and in some instances other appropriate people) to establish what the key aspects of the role are in the context of this particular school; how well the chaplain is handling them; and what might make for further development. The prerequisites of a successful review - one, that is, which assists the chaplain and the school in moving forward - include: professional trust between reviewer and chaplain; openness and honesty; and a willingness to hear, understand and interpret positively what is being said. The reviewer's task could be said to include:

- *Helping the chaplain to hold a mirror up to his or her work;*
- *Feeding back the perceptions of others - including colleagues and pupils;*
- *Enabling existing good practice to be recognized and affirmed;*
- *Identifying, and enabling the chaplain to address, any concerns or weaknesses;*
- *Considering with the chaplain any practical changes needed to make the role more manageable;*
- *Supporting the chaplain in setting goals for the future and clarifying CPD needs.*

The reviewer will need, as essential background information, at least the following:

- *The chaplain's role description;*
- *Any published statements about the place of chaplaincy within the school;*
- *The school's staff handbook;*
- *The chaplain's school timetable and pattern of routine activities;*
- *Details of regular worship and assemblies;*
- *Any relevant school appraisal/review documentation.*

Assuming an all-round, '360 degree' review is sought, the reviewer will need to gather the perceptions of a range of people, probably including: the head; a pastoral leader; any chaplaincy team members; any school counsellor; the head of music; some pupils.

Directly observing the chaplain's work may be problematic; while the leading of worship can be seen and evaluated, more personal tasks such as the offering of support or counsel cannot be 'laid on' for a reviewer, and the presence of an observer may distort the situation in any case.

The most important single aspect of the review process is providing time for the heart of the matter: relaxed, open, extended but focused discussion with the chaplain.

Review and the chaplain: a template for the process

In the light of the understanding of performance review set out above at the head of the section on ***Performance review and the chaplain***, (and also of the possible ambiguities of the term ‘review’), the review process may be set out as follows:

- Stage 1:** ***Agreement that a review is required*** (prompted by the school’s regular performance review cycle; by the chaplain’s own concerns, or those of school leaders; or by a sense that chaplaincy provision needs looking at as part of a school strategy review)
- Stage 2:** ***Agreement about the nature of review*** (formal performance review/appraisal of the chaplain; review of a specific aspect of the chaplaincy or of the chaplain’s work; informal progress review; review of the school’s chaplaincy provision; informal counselling)
- Stage 3:** ***Agreement about who should review*** (the head or another senior colleague; a peer chaplain; an external adviser)
- Stage 4:** ***Agreement (following open discussion) about the process*** (chaplain and reviewer)
- Stage 5:** ***Review/discussion of role description*** (chaplain and reviewer consider any issues arising, chaplain offers self-review)
- Stage 6:** ***Agreement on special aspects of chaplaincy to be considered*** (chaplain and reviewer)
- Stage 7:** ***Consultation with others*** (as agreed; reviewer meets colleagues and pupils)
- Stage 8:** ***Observation of the chaplain at work*** (as agreed between reviewer and chaplain)
- Stage 9:** ***Reflection*** (reviewer considers all discussions and observations)
- Stage 10:** ***Feedback and discussion*** (chaplain and reviewer - an extended, open and focused meeting)
- Stage 11:** ***Report*** (reviewer summarises main points of discussion, including suggested future targets and CPD, in a confidential document)
- Stage 12:** ***Report offered to chaplain and head*** (any recommended actions to be considered; targets and CPD to be confirmed)

It is essential, if the process is going to be worthwhile, that all agreements are open and clear, and the chaplain is able to feel that the process is owned, rather than imposed.

Review and the chaplain: considering the role description

Focusing on the chaplain's role description and discussing it in some detail with a reviewer can be a very helpful starting point for a review. The role description - assuming it was carefully drawn up - should embody the school's intention for the chaplain's work, and to this extent it is helpful to return to it and to consider whether what was intended initially is still happening; and this invites the question: If not, what reasons might there be for this?

Some of the initial issues to be considered in reflecting on the role description are suggested here:

- Does the role description clearly set out the *purpose* and *accountability* of the post?
- If not, how could these best be described?
- Does the role description adequately cover the different aspects or areas of the chaplain's job in practice?
- If not, what other areas are there that should be included?
- Do the specific responsibilities and tasks set out in the role description adequately cover what the chaplain's job consists of in practice?
- If not, what other tasks and responsibilities are there that should be included?

Once the broad outlines of the role description have been considered in this way - simply as a check that the description corresponds to the lived reality of undertaking the job - then it is helpful to move on to some of the other issues that may be raised, for example:

- Which aspects of the role does the chaplain find most rewarding?
- Which aspects of the role does the chaplain find least rewarding?
- Which aspects of the role does the chaplain find most time-consuming?
- Is the chaplain conscious of any aspect of the role that isn't getting enough time and attention?
- Which aspects of the role are most challenging?
- Are there aspects of the role where the chaplain feels the need for greater support or assistance?
- Which aspect of the role is the chaplain conscious of developing particularly successfully?
- What further developments in the role does the chaplain envisage?
- Is the role overall providing a sense of vocational fulfillment?

This kind of discussion will provide a context for the chaplain to express with the reviewer's encouragement what his or her real feelings about his or her work as a chaplain actually are, and will prompt a helpful degree of self-review by the chaplain. Such an approach to self-assessment may be more valuable than inviting the chaplain to undertake a written self-review: this could simply become an opportunity for the chaplain characterized by self-doubt to become over-conscious of failings and shortcomings. The reviewer's task is to assist the chaplain in honest and constructive review of the work undertaken, not to foster feelings of inadequacy or guilt.

The school chaplain's role: leadership, management, teamwork

The chaplain's role description may not specifically include a section labelled 'leadership and management', but both are an inevitable part of the carrying out of the role: chaplaincy involves a wide range of leadership and management tasks, and calls on the specific skills of leadership and management.

Brief definitions may be helpful. **Leadership** involves identifying a vision or direction, and sharing it with others, so that there is a common understanding of where the enterprise is going and what it seeks to achieve. **Management** is 'achieving things through people' - that is, ensuring that people are engaged in undertaking all that needs to be done for the enterprise to be effective. In other words, leadership is about direction, and management is about the shared, team practicalities of getting there.

The chaplain's leadership is key to the whole drive and direction of the chaplaincy. In one sense the direction for the chaplaincy is defined by the job purpose and role description - what the school sets out for the chaplain. But it is for the chaplain to take hold of and to own the vision of chaplaincy, to stamp his or her own personal mark upon it: this is the main leadership challenge the chaplain faces. It involves - of course - communicating that vision to others - school leaders, staff, pupils - so that there is a real, shared grasp across the school community of what the chaplaincy is for.

At a practical, management level, the chaplain needs to work harmoniously and persuasively with the whole range of colleagues and pupils, and to organize efficiently, so that things which need to be done are actually achieved smoothly and with the least apparent effort in a team context. This will involve, among other things, the following:

- Managing the Chaplaincy budget and resources;
- Managing the Chaplaincy premises (Chapel, office, quiet room, faith room);
- Organising the Chaplaincy team (associate Chaplains, pupil representatives, possible other faith colleagues);
- Liaising with pupil groups (Christian Union, chapel assistants);
- Liaising regularly with key colleagues (Director of music, pastoral leaders, the head).

A chaplaincy review is a good opportunity for the chaplain and others to get an overview of the leadership and management the chaplain is undertaking, of the quality of teamwork involved, and to ask what might be needed to support or develop it.

For instance: is the school expecting the chaplain to organize across a wide front without the assistance of administrative staff? Would the work of the chaplaincy be made more efficient if there were regular hours of admin time devoted to it? Again, is the chaplain's work hindered by skill shortcomings which further training or CPD could rectify? Might the chaplain need to have aspects of his work overseen by another senior colleague as a management or teamwork mentor?

Good leadership and management are key to chaplaincy, the practical aspects of turning a spiritual vocation and vision into a lived reality in the school.

The school chaplain's development: CPD and training needs

The culture of schools has now become fully accepting of the need for ongoing development for teaching staff, no longer assuming that everything a teacher needs to know or understand or to be able to do comes fully packaged with a degree or pgce, or can simply be 'picked up' along the way. The culture of the Church is also increasingly attuned to the development needs of its clergy, although this is perhaps a more problematic area, covering as it does both the inner, spiritual needs of the clergy and aspects of the practical skills of ministry. In both spheres, however, there are concerns about the quality of provision: groups of teachers or clergy gathered for training courses are probably equally likely to complain that what they are being offered is either irrelevant to their circumstances or a waste of their time.

This makes it imperative both that the chaplain's development needs are understood - and chaplaincy review is the key tool for this - and that high-quality training and development opportunities are made available to or are created for the chaplain.

The school chaplain's spiritual development

The school chaplain's role is demanding and calls extensively on his or her inner resources. It is easy for a chaplain to become depleted or exhausted by the continuing personal demands placed upon him or her, particularly in the light of the relative isolation of the chaplain's position in the school. Among things which will sustain and nourish the chaplain's spiritual life are:

- Opportunities for a regular, annual time of retreat;
- Opportunities to meet regularly and informally with other school chaplains;
- Attending the School Chaplains' Conference;
- Attending Bloxham Project or diocesan meetings for school chaplains;
- Pursuing an intellectual/imaginative/creative interest - novels, theatre, film;
- Further theological/spiritual study.

The school chaplain's professional development

There are also aspects of the school chaplain's professional role which can benefit from further time and training. These might include:

- Further training in counselling skills;
- Further training in the understanding of other faiths and how best to relate constructively with them;
- Further development in the creation of appropriate liturgies for the school context;
- Further training in aspects of leadership and management.

All these opportunities for both spiritual and professional development should be regarded as genuine and even essential CPD, and the chaplain should have an entitlement to both time and financial support for at least some of them each year.

Preparing for review: the reviewer's task

The preparation sheet below may assist the reviewer in planning the review.

<p>The nature of the review:</p> <ul style="list-style-type: none">○ <i>Formal appraisal under the school's own scheme</i>○ <i>Formal appraisal without a school scheme</i>○ <i>Review of chaplaincy provision and arrangements</i>○ <i>An informal progress review of the chaplain for his or her own support;</i>○ <i>The exploration of specific issues - say worship or confirmation preparation;</i>○ <i>An informal discussion, more counselling than review, without written follow-up.</i>
<p>What outcomes are expected?</p> <ul style="list-style-type: none">○ <i>Written report (Addressed to? Confidential to?)</i>○ <i>Completion of school's formal documentation</i>○ <i>Confidential discussion with chaplain</i>○ <i>Recommendations for action or change</i>
<p>Background information needed:</p> <ul style="list-style-type: none">○ <i>Role description</i>○ <i>Staff handbook</i>○ <i>School documentation about chaplaincy</i>○ <i>School appraisal documentation</i>○ <i>Timetable</i>○ <i>Assembly and worship schedule</i>
<p>The chaplain's perspective:</p> <ul style="list-style-type: none">○ <i>Specific issues to be explored</i>○ <i>Issues the reviewer may need to have explained</i>○ <i>The chaplain's own expectations and hopes of the process</i>
<p>People to meet as part of the process:</p> <ul style="list-style-type: none">○ <i>Head</i>○ <i>Pastoral leaders</i>○ <i>Chaplaincy team members</i>○ <i>School counsellor</i>○ <i>Head of music</i>○ <i>Pupils</i>
<p>The school's perspective:</p> <ul style="list-style-type: none">○ <i>Specific issue to be explored</i>○ <i>The chaplain's professional relationships</i>○ <i>Expected outcomes of the review</i>

Preparing for review: the reviewer's approach

For some Chaplains the process of review may be highly stressful, since it is not simply about a professional role, but about a personal calling. The reviewer needs to be sensitive to this, and to the chaplain's need to explore a spiritual space.

Adequate time and space are essential to allow conversations to unfold. The reviewer has the responsibility of holding on to the process and to the inner and confidential perceptions of the chaplain; of providing reassurance and encouragement but also asking searching questions; and of bringing the process to a satisfactory conclusion - at a point where the chaplain feels that his or her ministry has benefited from the exploration.

Some pointers to good reviewer practice:

- Try to explore the situation without prior expectation: each school is unique, and each chaplaincy is different. Remain open-minded, and describe what you see, not what you might expect.
- Identify the key areas for the school and the chaplain and try to deal with those fully. Not everything can be fully explored because there is limited time for the review.
- Make clear to those interviewed the shared confidentiality and professional nature of the discussion you have with them, and also the fact that some information will be fed back to the chaplain.
- Try when interviewing people to use the kind of questions which will provide the fullest and most illuminating responses: open questions may work better than closed ones.
- Check your own understanding of what you are being told: you may need to get behind the initial response and probe more deeply.
- Make any final written document or verbal feedback clear, analytical and positive, while at the same time giving your own perspective: you are expected to offer a view.
- If appropriate, consider the possibility of following up the review process after a while to see how the chaplain is doing and what progress is being made. The reviewer has inevitably entered a pastoral relationship with the chaplain, and this may need to be sustained.

The reviewer needs to conduct the review with openness, interest, good humour and a spiritual concern both for the person of the chaplain and for the nature of the chaplain's calling.

Preparing for review: the school chaplain's self-review

The review process is not about fostering anxiety or self-doubt but about painting a clear picture of what is happening in the chaplaincy and how well the chaplain is undertaking his role. Part of this is the chaplain's own self-review, which needs to be open and constructive. The following suggested headings for self-review may be helpful:

<p>The context for the review</p> <ul style="list-style-type: none">○ <i>Why this review, and what do I hope from it?</i>
<p>The chaplain's role in the school: any obvious strengths or shortcomings?</p> <ul style="list-style-type: none">○ <i>What do I do best?</i>○ <i>Where am I least effective?</i>
<p>The chaplain's role in the school: the key areas</p> <ul style="list-style-type: none">○ <i>Pastoral: How well do I work, and how much am I trusted, as a pastor?</i>○ <i>Liturgical: How good am I as a creative liturgist?</i>○ <i>Missional: How well do I carry forward the mission of the Church in the school?</i>○ <i>Spiritual: How much am I affecting and benefiting the spiritual life of the school?</i>○ <i>Prophetic: What opportunities am I taking for prophetic ministry?</i>
<p>Rewards and satisfactions:</p> <ul style="list-style-type: none">○ <i>What aspects of my role do I find most rewarding?</i>○ <i>What do I find unrewarding, and why?</i>
<p>Training and development needs:</p> <ul style="list-style-type: none">○ <i>Aspects of my practice where I feel insecure</i>○ <i>Things I would like to improve or develop</i>
<p>Leadership, management and teamwork:</p> <ul style="list-style-type: none">○ <i>How clear is my vision and how well do others understand it?</i>○ <i>How well do I get others to share the vision and its tasks with me?</i>
<p>Spirituality:</p> <ul style="list-style-type: none">○ <i>How does my life of prayer, meditation and study support my work?</i>○ <i>How much am I continuing to learn about God, about others and about myself?</i>
<p>Hopes and aspirations:</p> <ul style="list-style-type: none">○ <i>What would I like to become and to achieve in the future?</i>○ <i>What are my objectives for the coming year?</i>

Undertaking the review: the interview schedule

It is important to keep clear, accurate notes of interviews and discussions as part of the review process, and helpful to have a standard interview sheet. This can be headed with the name of the school, the date and the name of the person being interviewed and their role, and could also be headed with the main standard questions the reviewer wants to ask.

The following are some of the general questions it might be helpful to ask in order to ensure that there is a shape to the interview; once the person being interviewed is responding, it may of course be helpful to follow up a general question by asking for further explanation or elucidation of the point which is being made.

General interview questions

- *What connection do you have with the Chaplain and his or her work? In what ways do you come across the chaplain?*
- *What do you see the chaplain's role in the school as being?*
- *What do you most value about the chaplain's contribution to the life of the school?*
- *How do you feel the chaplain's ministry is received by others in the school community?*
- *Are there any aspects of school life you'd like to see the chaplain more involved in?*
- *Are there any aspects of the chaplain's role you'd like to see emphasized to a greater (or lesser) degree?*
- *Do you have any practical suggestions which might help the chaplain in his or her work?*
- *Are there any other points you'd like to add?*

It is important to make sure that people interviewed do not think they are being invited to offer a personal critique of the chaplain, or to unload on the interviewer their personal objections to the ministry the chaplain is conducting. Equally, where there are criticisms made, it is important for the interviewer to understand why they are being made - which may involve sensitive, probing questioning - and to turn the interview into a positive direction by asking (for instance):

- *So what in your view would help to make the chaplain's job more effective?*

The shared confidentiality of the interview process has already been mentioned. This means that each person interviewed must be clear that the substance of what they say to the interviewer may well be fed back to the chaplain and the school as part of the review, although probably without personal identification. It is important that anyone being interviewed must feel that their views are important and helpful to the reviewer and to the review process, but also that they will not be attributed personally to him or her in any negative way. The reviewer needs to aim for interviews which are genuinely open and candid, rather than being bland and uninformative.

Concluding the review: the review report

Writing up the review and presenting a concluding report is the final formal phase of the whole review exercise, although - as has been suggested - there may well be a need for some individual follow-up work with the chaplain - by way of encouragement or support - as an ongoing pastoral concern. The following headings may be helpful:

Background and context: <ul style="list-style-type: none">○ <i>The request for the review and the reasons for it</i>○ <i>The nature of the review</i>○ <i>People interviewed, other sources of evidence gathered</i>
Responses to aspects of the chaplain's role: <ul style="list-style-type: none">○ <i>The chaplain as pastoral carer</i>○ <i>The chaplain as liturgist and leader of worship</i>○ <i>The chaplain as missionary</i>○ <i>The chaplain's influence on school spirituality</i>○ <i>The chaplain as prophet</i>
Responses to the chaplain's leadership and management: <ul style="list-style-type: none">○ <i>Sharing the vision for chaplaincy</i>○ <i>Management of resources</i>○ <i>Management of people, teamwork</i>○ <i>Communication and professional relationships</i>
The chaplain's spirituality: <ul style="list-style-type: none">○ <i>The chaplain as a 'God-person'</i>○ <i>Sustaining spirituality</i>○ <i>Areas for growth</i>
The chaplain's key strengths: <ul style="list-style-type: none">○○○
The chaplain's areas for development: <ul style="list-style-type: none">○○○
CPD needs derived from all these: <ul style="list-style-type: none">○○○
The chaplain's hopes and aspirations: <ul style="list-style-type: none">○○○
Reviewer's recommendations and comments: <ul style="list-style-type: none">○○○
Agreed targets or objectives for the future: <ul style="list-style-type: none">○○○