

# CES NATIONAL STANDARDS FOR CHAPLAINS WORKING IN SCHOOLS AND ACADEMIES

National Standards for Chaplains working in schools and academies are divided into five key areas:

- 1. The Chaplain as witness
- 2. The Chaplain as pastor
- 3. The Chaplain as leader
- 4. The Chaplain as educator
- 5. The Chaplain as professional

## The Chaplain as witness

#### The Chaplain should:

- a. be a practising Catholic in full communion with the Church;
- b. set a good example to all members of the school community in terms of living a Christian life by:
  - i. being a person who prays and makes prayer an important feature of decision making and who intercedes on behalf of the community they serve;
  - ii. speaking of their own faith and relationship with Christ;
  - iii. living a life which exemplifies Gospel values;
  - iv. treating all members of the community with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the chaplain's professional position;
  - v. showing tolerance of and respect for the rights of others;
  - vi. demonstrating a commitment to Catholic Moral and Social Teaching.

## The Chaplain as pastor

#### The Chaplain should:

- a. be attentive to the needs of all members of the school community
- b. support other staff in school who share the responsibility of the pastoral care of pupils, including the Head Teacher;
- c. accompany the whole community in their highs and lows, celebrating with them in their joys and consoling them in their sorrows;
- d. be able to relate to a wide range of individuals and establish levels of trust where problems can be shared;
- e. focus on the marginalized and the vulnerable within the school community as their special care.

## The Chaplain as leader

#### The Chaplain should:

- a. have a good understanding of the liturgical life of the Church and be able to lead pupils and staff into a fuller appreciation of its richness and beauty;
- b. know how to prepare a space for prayer;
- c. have the skills of a well-trained sacristan and know how to both prepare a space for the celebration of Mass;
- d. care for any sacred space in school, especially where the Blessed Sacrament is reserved;
- e. be skilled in engaging children and young people in prayer, worship and the sacramental life of the Church, particularly the Eucharist and the sacrament of reconciliation, where appropriate;
- f. support class and whole school based worship through the provision and creation of appropriate worship resources;
- g. help pupils and staff to develop confidence in leading prayer and worship independently;
- h. provide opportunities for staff and pupils to deepen their spiritual life, for example, through the organizing of retreats and days of reflection.

## The Chaplain as educator

#### The Chaplain should:

- a. have a good knowledge and understanding of the Catholic faith to:
  - i. support school catechetical programmes (where they exist);
  - ii. support the formal and informal learning that takes place across school life;
- b. ensure that structured time with pupils is well-planned, delivered and evaluated;
- c. support the professional development of staff in terms of the Catholic life of the school.

# The Chaplain as professional

#### The Chaplain should:

- a. if a priest, celebrate Mass and the sacrament of reconciliation regularly in school;
- b. if not a priest, make arrangements for the regular celebration of Mass and the sacrament of reconciliation within school with the priest(s) of the local parish or deanery;
- c. form good working relationships with the nearby priest(s) and parishes and facilitate partnership working between parish/deanery/diocese and school.
- d. maintain good working relationships with other members of staff, governors/directors and school leaders;
- e. observe professional standards in terms of appearance, punctuality and full participation in the working life of the school;
- f. have regular performance appraisal;
- g. have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- h. Contribute to self-evaluation processes in readiness for inspection.