



Spiritan Education Trust Chaplaincy Documentation

March 2019

SPIRITAN EDUCATION TRUST

Contents

Spiritan Education Trust Chaplaincy Documentation	0
Current Context	2
Spiritan Education	3
Spiritan School Chaplaincy	4
School Chaplain	5
Areas of Chaplaincy Activity	5
Process of Chaplaincy Appointments	7
Appendix 1	8
Guidelines for Spiritan School Chaplain (Lay or Ordained) working in Spiritan Colleges and Schools	8
Appendix 2 Ordained Chaplain as a professional within a school	10
Appendix 3 Induction and Continued Professional Development for Ordained and Lay School Chaplains	11
Appendix 4 Qualities for Lay Chaplains working in Spiritan Schools	14
Appendix 5 Qualities for Ordained Chaplains working in Spiritan Schools	16
Appendix 6 Draft agreement of employment for the post of Ordained School Chaplain in a Spiritan school	18
Appendix 7	19
Guidelines for the appointment of a Spiritan Ordained Chaplain working in Spiritan Colleges and Schools	19
Appendix 8	20
Guidelines for the appointment of a Lay School Chaplain working in Spiritan Colleges and Schools.	20

Current Context

Spiritan School Chaplaincy has been an ever-present ministry within Irish Spiritan colleges since their founding. In recent times Spiritan School Chaplaincy has been in transition within the school network as the availability of congregational members in Ireland has diminished. The recent practice has been to fill vacancies as they arise from retirement of Spiritan ordained chaplains with appropriately trained lay people in several schools. However, in some situations the vacancy remains unfilled.

The Spiritan Education Trust is committed to continuing and developing the Catholic education tradition of the Congregation of the Holy Spirit (Spiritans) in Ireland, as Patron of its schools. As Trustees, the Spiritan Education Trust *act as guarantors that the school will continue to be run in accordance with the Catholic ideals and philosophy of the founders*¹. The Spiritan Education Trust is charged by the Congregation to direct and supervise its educational mission in the Irish context.

The Spiritan Education Trust, in a collaborative approach with the Congregational leadership, recently decided to accept members of the congregation² for appointment to school chaplaincy within the school network. This new process is in the genesis of its development.³

Following a recent visitation from the General Council Team, the Spiritan Education Trust has been requested to assist the Provincial Leadership Team *“in defining the profile of pastoral personnel required in the school (lay or professed): their qualities, their formation, the adequate process of induction and specialised training etc*⁴.”

To this end, this document was prepared by Spiritan Education Trust.

¹ JMB/AMCSS; A Manual for Board of Management of Voluntary Secondary School 2016.

² November 2017

³ See appendix for process of appointment

⁴ *General Council Visitation Report to Province of Ireland 2018, recommendation 2.3.4.*

Spiritan Education

Since the foundation of the Spiritan congregation over 300 years ago, education has been at the centre of its mission. The origins of the congregation can trace its roots back to 18th Century Paris and to an inspired student, Claude Poullart des Places and his student community.

Spiritan education is rooted in the life of the Gospel and deepened by the Founders' charism. Both founders, Claude Poullart des Places and Francis Libermann grounded the educational mission in service to the Gospel.

Spiritan Mission in the school network is expressed through the Spiritan Core Values (SCVs). The values offer a milieu to reflect on the divinity and humanity of Jesus Christ. Through the SCV's we are offered a pathway for our educational experience to be holistic in nature. The seven core values⁵ are

- Openness to the Spirit
- A Sense of Community
- Option for the Poor
- Commitment to Service
- Global Vision
- High Educational Standards
- Personal and Faith development

By seeking to live a life of **Openness to the Spirit**, a Spiritan school community understands education to be at the heart of service to Church and society.

Our works of education may vary but they are all born out of a sense of building up a **Community** for others. At our schools, we wish to foster this sense of community among students, staff and parents where the diversity of each person is recognised. The Spiritan Education Trust understands that both **Commitment to Service** and **Option for the Poor** are intrinsically linked to the understanding of **Community**. These three values call us to a public engagement that goes beyond our school timetabling.

Global Vision invites our school community to seek God in the diversity of the human family. It roots our mission today, not just in terms of geography but also in terms of societal injustice that discriminates against those in greatest need.

Claude Poullart des Places' vision of the earliest Spiritan community was often expressed in the following values. As the earliest Spiritan community, they were committed to working and achieving the **Highest Educational Standards** in the student community while also cultivating an awareness of **Personal and Faith Development**.

⁵ Spiritan Education Trust Ed.Cleary ; *Spiritan Schools, Education for Transformation 2016*

Spiritan School Chaplaincy

A good and vibrant chaplaincy programme is one of the key characteristics of a Spiritan school. Spiritan School Chaplaincy is collaborative and dialogic in its essence. Spiritan School Chaplaincy should be a “future together” where both lay and ordained share this ministry. We need to choose a future that is collaborative. At the core of this conviction is that Christian mission is a responsibility shared by all who are baptised in Christ. Spiritan School Chaplaincy should act as a catalyst for Mission.

In thinking about school chaplaincy provision, the following should be considered:

- A School Chaplain who participates in a school Chaplaincy programme needs to be given appropriate resources (training, funding, appropriate space etc..) and a high profile in the life of the school. The support of the school leadership team is essential.
- A Spiritan school chaplaincy team should include ordained and lay staff (P/T or F/T). It is important to build up a chaplaincy team which can contribute to all aspects of the chaplaincy programme.
- There needs to be a clear, planned and agreed school chaplaincy agenda, with involvement from the senior and middle leaders as well as an awareness and familiarity at the BoM level.
- The chaplaincy programme needs to be primarily for the student community, but should also address the needs of staff, both teaching and support, and the wider community including families.
- The chaplaincy programme needs to be inclusive (by reaching out to pupils and staff of other faiths and none) but must also specifically address the faith formation needs of pupils and staff.
- Chaplaincy needs to be run in a proficient manner, with evaluation and accountability to the School BoM via the Senior Management Team.
- Chaplains, and others involved in the chaplaincy team, need to be involved in opportunities for personal and professional development.

School Chaplain

What is a school Chaplain?

The Chaplain helps create a faith presence in the school that points towards commitment to the values of Christ and who, on behalf of the Church and school communities, accompanies each person on the journey through life⁶.

The Role of the School Chaplain

Included in the role of the School chaplain

- Is their availability to students, staff and parents in the school community.
- Is the promotion of faith, liturgy and prayer within the school.
- Is the engagement with pastoral support services.
- Is the supporting of the Religious Education Department.
- Is the membership of the Pastoral Team/Care Team/Critical Incident Response Team.

The list of “duties” can be endless.

Core Elements of Spiritan Chaplaincy

The following core aspects of Spiritan school chaplaincy are rooted in the Spiritan Core Values (SCV) and should be characteristic of Spiritan school chaplaincy. The following different activities are core aspects of school chaplaincy which should be found in Spiritan School chaplaincy:

- **Faith Encounter**
- **Prayer**
- **Community Liturgy**
- **Social Justice**
- **Leadership**
- **Involvement in the Mission of the Church**

Areas of Chaplaincy Activity

The core elements of Chaplaincy listed above, suggest that there are six areas of activity which a Spiritan school community should be offering. At different times, some of the areas might be stronger than others, but all should be present, and any weaker areas should be developed.

Underpinning these values is the capacity to form relationships with the various groupings in the school: students, teachers, administrative staff, and senior management. The work of

⁶ Monahan, L. and Renehan, C. 1998. *The Chaplain: A Faith Presence in the School Community*. Dublin: Columba Press.

SPIRITAN EDUCATION TRUST

the school chaplain must be rooted in building authentic relationships. Without this core skill/aptitude, all other chaplaincy activities would be diminished in its effectiveness.

There needs to be regular evaluation of the chaplaincy programme and provision to ensure that all areas are offered as well as ensuring a balance is achieved between the core areas of faith encounter, prayer, community liturgy, leadership, social justice and involvement in the life of the Church.

The following activities are listed but are not exhaustive.

Faith Encounter	Prayer	Community Liturgy	Social Justice
<p>Experience of the person Jesus in words, images, stories, symbols, teachings and in the telling of his birth, death and resurrection</p> <p>Faith Space within the school community</p> <p>Sacred Space</p>	<p>Prayer built into the rhythm of the school day</p> <p>Creation of prayer spaces</p> <p>Experiences of pilgrimage</p> <p>Retreats for every member of the school community every year</p> <p>Understanding of Wellbeing inclusive of a rooted Spirituality</p>	<p>Celebration of Eucharist in school life (adapted for children and young people)</p> <p>Non-eucharistic liturgies where students are involved in planning of the liturgy with the chaplaincy team</p> <p>Sacrament of reconciliation</p> <p>Celebration of the seasons and feasts of the Church's year</p> <p>Marking Spiritan days and feasts</p> <p>Having moments of prayer at school events/meetings</p> <p>Care of the sacred space of the school</p>	<p>Provision of Global citizenship education within the school curriculum</p> <p>Supporting chosen charities</p> <p>Developing a personal response to social justice not limited to a financial transaction</p> <p>Social outreach/public engagement that goes beyond school timetabling</p> <p>Local and Global Community initiatives</p> <p>Promoting the Spiritan mission in Ireland</p>
Leadership		Life in the Church's mission	
<p>Developing leadership experience for service</p> <p>Leadership of a faith community</p> <p>Opportunities for students and teachers to plan and lead in faith events</p>		<p>Promoting the identity and mission of the Church</p> <p>Promoting participation in Spiritan mission (local and global)</p> <p>Engagement with Parish/Diocese</p> <p>Ecumenism/ Inter-faith</p> <p>Dialogue with secularism</p>	

Process of Chaplaincy Appointments

Lay Chaplains

Lay Chaplains are appointed by the school Board of Management. In assessing the needs of the school to fulfil its mission statement, each BoM will determine the employment of a suitable lay school chaplain. The normal process of recruitment as required by statutory bodies would then be engaged.

Ordained Chaplains

Following an annual process of consultation within the school network, SET may communicate in writing to the congregation seeking appointments for positions of school chaplaincy within the school network. The profile of chaplain sought will be in-line with that laid out in appendix 5 of this document "Qualities for Ordained Chaplains working in Spiritan Schools".

If the congregation have personnel available for appointment who meet the profile outlined in appendix 5 of this document, the Congregation will propose the ordained Spiritan(s) to the Spiritan Education Trust for the purposes of school chaplaincy.

On receiving a proposed appointment from the Congregation for a school chaplaincy position, members of the Spiritan Education Trust will then meet the proposed appointee and outline the pastoral appointment, including the expected role, qualities and lines of accountability as outlined in this document. If both the proposed ordained Chaplain and SET are thus satisfied the appointment will then be proposed to the Board(s) of Management for appointment with recommendations on availability to the school(s). It is foreseen at this time that an Ordained School Chaplain will be appointed to a collaborative school ministry team and to more than one Spiritan School.

Appendix 1 Guidelines for Spiritan School Chaplain (Lay or Ordained) working in Spiritan Colleges and Schools

Collaborative Pastoral approach.

The Chaplain does not work in isolation and is part of the wider school team. The Chaplain should confer with the School Principal and/ or Deputy Principal or other designated persons as may be appropriate. The Chaplain, in the discharge of the duty of pastoral care, must adhere to both the requirements of legislation or any other statutory requirement.

Child Safeguarding.

The Chaplain, in the discharge of the duty of pastoral care must adhere to both the requirements of legislation, good practice and guidelines in relation to Child welfare.

General

- The Spiritan School Chaplain (Lay or Ordained) shall respond to the spiritual and religious needs of the school community (staff, students and parents) under their pastoral care ministry, while respecting the freedom or the religious and personal conviction of all.
- The Spiritan School Chaplain (Lay or Ordained) shall develop specified activities associated with the sacramental and faith journey of students in collaboration with school management, the school pastoral care team, teachers and others who also have designated pastoral responsibilities in the school.⁷
- The Spiritan School Chaplain (Lay or Ordained) shall act collaboratively with all members of the school community and with those who hold pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Ordained Chaplain will be aware of the importance of sacramental celebrations and will ensure that students have the opportunity to attend such celebrations periodically during the school year.
- The Spiritan School Chaplain (Lay or Ordained) should attend where possible, activities which relate to the faith development of the school, e.g. Liturgical planning and preparation, appropriate in-services, Trustees workshops, etc.
- The Spiritan School Chaplain (Lay or Ordained) shall support the development of the characteristic spirit of the school, reflecting the founding intention of the school and the school's Mission Statement, through practical expression in faith formation as

⁷ Irish Bishop Conference, 1999, *Guidelines for the Faith Formation and Development of Catholic Students*, Dublin, Veritas.

well as liturgical and para-liturgical activities. In that regard, the Spiritan School Chaplain (Lay or Ordained) in conjunction with the chaplaincy team shall pay due regard to the provisions for religious instruction and religious worship as provided in a school community.

- The Spiritan School Chaplain (Lay or Ordained) may also be appointed to Teaching hours depending on qualification.

Good Practice

The following guidelines are offered to facilitate 'good practice' by the Spiritan School Chaplain (Lay or Ordained) in his/her dealings with the school community. These guidelines are not exhaustive and should not be viewed in a restrictive manner.

- The Spiritan School Chaplain (Lay or Ordained) will acknowledge and respect the students' and staff members' right to confidentiality, which right is of vital importance and should be upheld at all times except where to do so would be to compromise the student, Chaplain or others.
- Professional confidentiality is necessary. However, the Spiritan School Chaplain (Lay or Ordained) does not work in isolation and is part of the wider school community team. The Ordained Chaplain may need to confer with the school Principal and/or Deputy Principal and/or the school Counsellor or other designated persons as appropriate.
- Notwithstanding the foregoing, the Spiritan School Chaplain (Lay or Ordained), in the discharge of the duty of care must adhere to both the requirements of legislation, good practice and guidelines in relation to the reporting of incidents e.g., child protection issues, matters of a criminal nature, etc.
- It is important and necessary that the Spiritan School Chaplain (Lay or Ordained) keep a record of pastoral visits made by students / parents/ staff to the chaplaincy office. These records should include the date, time and duration of the visit and visitor's name.
- The location of the Chaplaincy office is important. It should be somewhere accessible and, if possible, be in a place often frequented by people passing by.
- The Spiritan School Chaplain (Lay or Ordained) is not a counsellor. While some school Chaplains (Lay or Ordained Chaplains) may have professional qualifications in counselling, such 'professional' counselling is not an integral part of the Chaplaincy role. In the event of a professional counselling service being required by a student, the school chaplain should refer such case(s) to the Principal for further reference to the relevant professionals.
- All school chaplains should annually review the chaplaincy programme and contribute to the school improvement plan.

Appendix 2 Ordained Chaplain as a professional within a school.

Internal School Structures

- To engage in a regular process of supervision/appraisal as prepared by the school.
- To meet regularly with the line manager.
- Engage with the Senior Leadership Team, where appropriate.
- To report and work with BOM to promote the Catholic ethos and Spiritan characteristic of the school.
- Attend where possible staff meetings and any other meetings as appropriate.
- To contribute to school based Continual Professional Development (CPD) for staff in relation to the ethos of the school.
- Have input into the school development plan, its operation and review.

Ordained Chaplain as part of chaplaincy team

- Ordained chaplains are part of a team ministry group.
- Use a collaborative style of ministry that encourages a team approach to chaplaincy.
- Attend and participate in prepared regular team meetings.
- As part of a team, review your School chaplaincy programme considering Spiritan values.
- To avail of opportunities for enhancing the Chaplaincy team well-being.

Outside Agencies

- To complete orientation as agreed by BOM and Trust.
- To be a member of National School Chaplains association.
- To engage with CPD relevant to the role of chaplain.
- To be a member of the Diocesan Chaplaincy cluster or its equivalent, attending meetings regularly.
- To liaise with Diocesan agencies, groups and individuals, where appropriate.

Appendix 3 Induction and Continued Professional Development for Ordained and Lay School Chaplains

As requested in the General Council visitation report 2018, recommendation 2.3.4, the General Council asked SET to assist the Province by *defining the profile of the pastoral personnel required (lay or professed) in the schools: their qualities, their formation, the adequate process of induction and specialized training, etc..*

Objectives of Induction

The main objective of induction is towards promoting the professional development of lay and ordained chaplains by way of systematic support in their first year of ministry/teaching, thus laying the foundations for subsequent professional growth and development.

Wong, (2005) describes induction as:

"... Induction is a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support and retain new teachers, which then seamlessly guides them into a lifelong learning program (p. 43)."

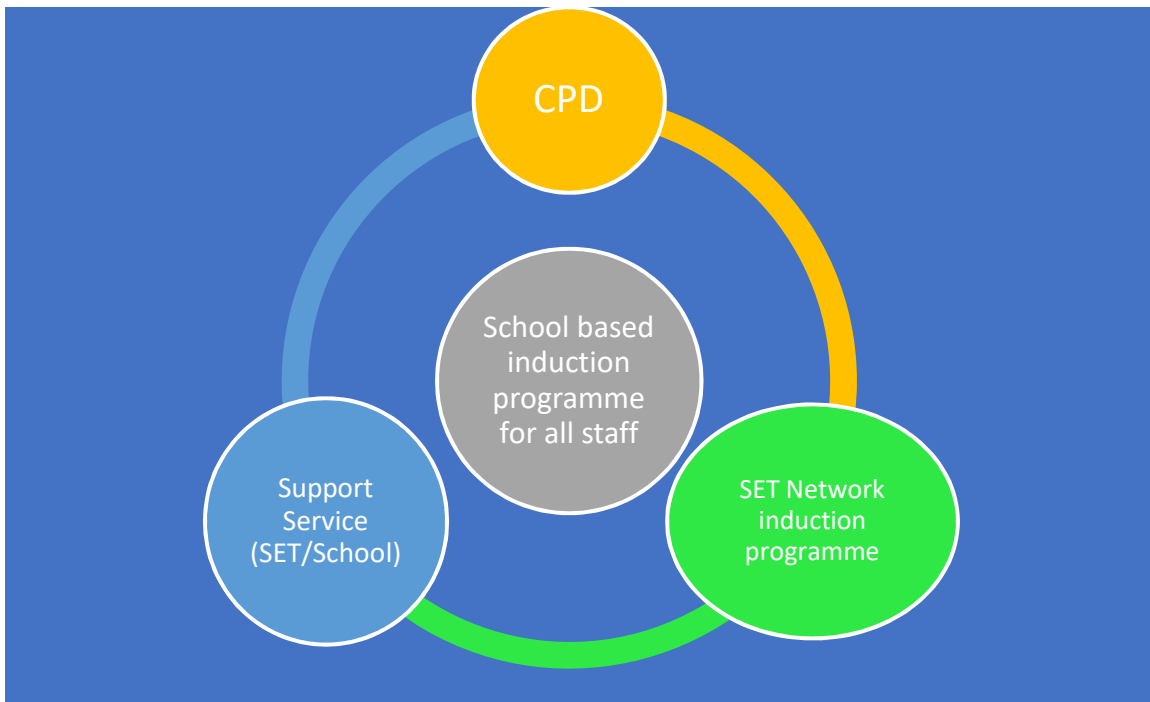
The intention behind this induction programme is to offer support to both ordained and lay Chaplains, initially as part of an orientation for year one in a school but also to offer a support programme that would exist throughout their employment. While some school chaplains (both lay and ordained) have articulated and vocalised the positive aspects of their work, some have communicated experiences of isolation, and a perceived lack of support for their work.

This induction process is prepared to not alone address concerns of school chaplains but to offer best practise in relation to support for school chaplains as they progress into a new location for ministry.

Induction process has four elements

This induction process has four elements to it.

- School based induction
- Continued Professional Development (CPD)
- SET network induction programme
- Support service



School Based Induction

As part of induction for school chaplains (both lay and ordained) it is required that he/she would attend induction at the local school level. At this induction, the school policies and procedures approved by the local Board of Management will be presented to all incoming staff. During the early stages of an appointment for any school chaplain, SET recommends that all school chaplains (lay and ordained) have a mentor appointed by the senior management of the school.

In contrast to induction, Wong defines mentoring⁸:

Mentoring describes what mentors do. A mentor is a single person, whose basic function is to help a new teacher. Mentoring is not induction; it is a component of the induction process

Odell⁹ suggests that mentoring is “typically associated with having experienced teachers work with novice teachers to help ease the novices” into their profession. Mentoring, unfortunately, can be little more than an isolated event, and may be designed to support questions of survival only¹⁰. This low level of support is the least effective induction model.

Continued Professional Development

⁸ Wong, H. K. (2005). What the world can teach us about new teacher induction. Phi Delta, Kappan,

⁹ Odell, S.J. & Huling, L. (Eds) (2000) Quality Mentoring for Novice Teachers. Washington, DC: Association of Teacher Educators and Indianapolis: Kappa Delta Pi

¹⁰ Wong, H. K. (2005). What the world can teach us about new teacher induction. Phi Delta Kappan,

Engagement with a programme of Continued Professional Development (CPD) is recommended for chaplains as they respond to the pastoral needs of the school community. The SET policy on Spiritan school chaplaincy recommends six areas for chaplaincy involvement in a school programme which will need to be constantly reviewed and renewed for a school to ensure a current and appropriate response to their Pastoral context.

In order to ensure an appropriate response is developed as part of any school plan, each school chaplain in conjunction with senior management should ensure his/her skills/knowledge/competencies are regularly updated.

A programme of CPD should include:

- Funding for further study to gain competency in the field of Chaplaincy e.g. MA in Chaplaincy Studies and Pastoral Work
- Membership of a Diocesan chaplaincy cluster
- Member of the National School Chaplaincy association
- SET Network meeting for school chaplains /ethos leaders

SET Network Induction

Every year SET prepares an induction process complementary to the local school induction programme for new members of staff throughout the school network. This process introduces incoming members of staff from all schools facilitating cross school contact and offering an opportunity to create contact with fellow professionals.

SET during this time offers training on Spiritan School Ethos and its application throughout the Spiritan school community. SET will also present on the mission of Spiritans in Ireland.

Support Service

This process of induction is not a single event. An ongoing process of support should be engaged by the senior management team. The following elements should be included in any comprehensive support programme.

- Mentoring programme
- Senior management support
- Cross-school Chaplains programme
- Spiritan Identity Faith and Mission office

Appendix 4 Qualities for Lay Chaplains working in Spiritan Schools¹¹

As requested in the General Council visitation report 2018, recommendation 2.3.4, the General Council asked SET to assist the Province by the *defining the profile of the pastoral personnel required in the schools (lay and professed): their qualities, their formation, the adequate process of induction and specialized training, etc..*

1. The Lay Chaplain as witness
2. The Lay Chaplain as pastoral minister
3. The Lay Chaplain as leader
4. The Lay Chaplain as educator

The Lay Chaplain as witness

The School Chaplain should have a holistic approach to all members of the school community in terms of living their faith by:

- I. being a person who prays;
- II. making prayer and reflection an important and integrated feature of personal discernment;
- III. speaking personally and reflectively on their own faith;
- IV. demonstrating Gospel values visibly;
- V. understanding ministry based on mission and service;
- VI. building relationships rooted in the dignity of the person and mutual respect, and always observing proper boundaries appropriate to the professional position;
- VII. showing tolerance for the rights of others and their opinions;
- VIII. demonstrating a commitment to inter-faith engagement in a school setting.

The Lay Chaplain as a pastoral minister

The School Chaplain should:

- I. work and serve within a chaplaincy team;
- II. be attentive to the needs of all members of the school community;
- III. support management and staff in school who share the responsibility of the pastoral care of pupils;
- IV. accompany the whole community in their highs and lows of life;
- V. be able to relate to a wide range of individuals and establish levels of trust appropriate to the person where pastoral engagement can occur;
- VI. be an advocate for the marginalized and the vulnerable within the school community.

The Lay Chaplain as leader

The School Chaplain should:

- a. promote collaboration of ministry and be willing to work in a team setting;

¹¹ catholiceducation.co.uk

- b. promote prayer leadership throughout the school community;
- c. promote the liturgical life of the Church and be able to lead pupils and staff in this calendar;
- d. know how to prepare a space for prayer;
- e. be skilled in engaging young people in prayer and the sacramental life of the Church;
- f. support class and whole school-based liturgy and prayer through the provision and creation of appropriate resources;
- g. help pupils and staff to develop confidence in leading prayer;
- h. support opportunities for staff to deepen their spiritual life, e.g. days of reflection;
- i. support opportunities for pupils (with their families where appropriate) to deepen their spiritual life, e.g. through the organizing of retreats;
- j. support opportunities for parents and the wider school community to engage with faith.

The Lay Chaplain as educator

The Lay Chaplain:

- a) should support the school catechetical programme and therefore should have knowledge of it;
- b) may be required to teach the RE programme if requested by the BOM;
- c) should support the formal and informal learning that takes place across school life;
- d) should support the professional development of staff in terms of the school ethos;
- e) should be able to contribute to any evaluation processes.

Appendix 5 Qualities for Ordained Chaplains working in Spiritan Schools.

As requested in the General Council visitation report 2018, recommendation 2.3.4, the General Council asked SET to assist the Province by the *defining the profile of the pastoral personnel required in the schools: their qualities, their formation, the adequate process of induction and specialized training, etc..*

1. The Ordained Chaplain as witness
2. The Ordained Chaplain as pastor
3. The Ordained Chaplain as leader
4. The Ordained Chaplain as educator

The Ordained Chaplain as witness

The Ordained Chaplain should have a holistic approach to all members of the school community in terms of living their faith by:

- I. being a person who prays;
- II. making prayer and reflection an important and integrated feature of personal discernment;
- III. speaking personally and reflectively on their own faith;
- IV. demonstrating Gospel values visibly;
- V. understanding ministry based on mission and service;
- VI. building relationships rooted in the dignity of the person and mutual respect, and always observing proper boundaries appropriate to the professional position;
- VII. showing tolerance for the rights of others and their opinions;
- VIII. demonstrating a commitment to inter-faith engagement in a school setting.

The Ordained Chaplain as pastor

The Ordained Chaplain should:

- a) work and serve within a chaplaincy team;
- b) be attentive to the needs of all members of the school community;
- c) support management and staff in school who share the responsibility of the pastoral care of pupils;
- d) lead sacraments which promote the 'People of God';
- e) accompany the whole community in their highs and lows of life;
- f) be able to relate to a wide range of individuals and establish levels of trust appropriate to the person where pastoral engagement can occur;
- g) be an advocate for the marginalized and the vulnerable within the school community.

The Ordained Chaplain as leader

The Ordained Chaplain should:

- i. promote collaboration of ministry and be willing to work in a team setting;
- ii. promote prayer leadership throughout the school community;
- iii. promote the liturgical life of the Church and be able to lead pupils and staff in this calendar;

- iv. know how to prepare a space for prayer;
- v. be skilled in engaging young people in prayer, worship and the sacramental life of the Church, particularly the Eucharist and the sacrament of reconciliation, where appropriate;
- vi. support class and whole school-based liturgy and prayer through the provision and creation of appropriate resources;
- vii. help pupils and staff to develop confidence in leading prayer and worship independently;
- viii. Support opportunities for staff to deepen their spiritual life, e.g. days of reflection;
- ix. Support opportunities for pupils to deepen their spiritual life, e.g. through the organizing of retreats;
- x. Support opportunities for parents and the wider school community to engage with faith.

The Ordained Chaplain as educator

The Ordained Chaplain should:

- a) Support the school catechetical programme and therefore should have knowledge of it;
- b) Support the formal and informal learning that takes place across school life;
- c) Support the professional development of staff in terms of the school ethos;
- d) Be able to contribute to any evaluation processes.

SPIRITAN EDUCATION TRUST

Appendix 6 Draft agreement of employment for the post of Ordained School Chaplain in a Spiritan school

THE AGREEMENT is made on this day _____ of _____ 20____

Between the Board of Management of _____ and

_____ (Employee) for a three-year period.

You are Employed by the Board of Management of _____.

Job Title

Your job title is Ordained School Chaplain

Place of Work

Your duties as outlined and detailed in the Job Description of School Chaplain.

Place of Work

You will normally be required to work on the school premises at _____ but you may be required from time to time to work at other places on school-related business as the Board reasonably requires.

Hours of Work

Given the nature of your work, the delivery of this service will require flexibility with regard to working hours including evening and weekend work. This should be agreed with your employer at the start of your contract.

SIGNED by and on behalf of the Board of Management

DATED

SIGNED by the Ordained Chaplain

DATED

Appendix 7 Guidelines for the appointment of a Spiritan Ordained Chaplain working in Spiritan Colleges and Schools

Requirements and Experience.

The successful applicant will be required:

- To be Garda vetted.
- To have Experience in Pastoral Ministry
- To attend Staff induction and Trustee induction when requested.

School Appointment.

On accepting a school appointment from SET. A Spiritan ordained chaplain will be presented a contract by the school Board of Management. This contract is the responsibility of the School Board of Management.

Timetable.

A prepared schedule of Pastoral dates, events and other Pastoral occasions should be outlined by the School Principal to the incoming Spiritan Ordained Chaplain.

Payment/stipend.

The arrangement agreed with the PLT and SET (April 2018) is that a full-time ordained chaplain is to be afforded €28,000 from the school budget (Where a chaplain is full time in one school) for a full academic year/or on a pro-rata basis. All payments are to be paid into the Province Finance office.

This appointment will be subject to the satisfactory completion of an agreed period of probation.

Appendix 8 Guidelines for the appointment of a Lay School Chaplain working in Spiritan Colleges and Schools.

Qualifications.

The successful applicant will be required:

- To be Garda vetted.
- To hold an appropriate qualification in Chaplaincy.

The successful applicant may be required:

- To hold other qualifications that the BoM deem appropriate.

School Appointment and Contract.

On accepting a school chaplaincy position, a contract of employment will be presented to the candidate. The terms and conditions of employment, as required by law, are the responsibility of the School BoM. A Lay School Chaplain should be placed at an appropriate point on the National Teachers salary scale.

This appointment will be subject to the satisfactory completion of an agreed period of probation.