



St Michael's Church of England
High School

A Church of England Academy

Excellence within a Christian context

Deputy Headteacher

Candidate Information



From: The Chairman of Governors

RE: Deputy Headship applicants – St Michael’s CE High School

Thank you for the interest you have shown in the post of Deputy Headteacher of St Michael’s CE High School. These posts arise following the promotion of our current Deputy Headteacher, Mrs Jayne Jenks to the role of Headteacher in September 2016.

Last year we celebrated the fiftieth anniversary of the dedication of our school. The governors, staff and pupils celebrate not only the school’s outstanding Ofsted report but also the outstanding SIAMS inspection report, which, coupled with performing arts and sports successes, helps to make our school very special.

The pupils are conscious of those less fortunate and yearly raise funds for different charities with amazing results, underlining the strong Christian ethos of the school: their work within the community is of equal importance to all concerned.

The governors seek to appoint two forward thinking, inspiring deputy headteachers with a visible faith who will continue to support the team and family of St Michael’s CE High School. The successful candidate will be expected to work closely with the Headteacher, Governors and supporting parishes to continue the further success and achievements of this Christian foundation.

I look forward to hearing from you

Freda M Armstrong
Chairman of Governors



Head Girl & Head Boy Letter of Welcome



We appreciate your interest in the future deputy headteacher roles at St Michael's Church of England High School. St Michael's is an outstanding school with exceptionally high standards, allowing pupils to develop both academically, physically, spiritually and socially.

'Team St Michael's' is a significant phrase used within our school life. The 'team' encompasses parents, pupils, staff and governors, who all work closely together allowing students to, "be the best that they can be". This 'team' helps create a strong student teacher relationship which is necessary to create mutual respect and a sense of community. Exceptional examination results already demonstrate that this is in place.

Christianity is at the heart of all that happens at St Michael's. 'Excellence within a Christian context' is the school's philosophy and this can be seen throughout school. At St Michael's pupils' faith in Christianity is developed and encouraged. Each year group has a weekly worship, tutorial worship and prayers every morning and Christian Values are embedded within lessons, helping to produce a compassionate environment.

St Michael's Church of England High School really is a fantastic place to learn. Pupils are provided with engaging and productive lessons, which challenge and support us. 'Celebrating the uniqueness of each individual' is another key focus, which is already well integrated into school life.

We hope the new Deputy Headteachers will work alongside Mrs Jenks to further develop the wide range of sports, music, drama, and leadership opportunities at St Michael's so that we can all succeed in achieving our academic, personal, physical, spiritual and social goals.

Yours sincerely,

Tom and Milly

(Head Boy and Head Girl 2015- 2016)

Application: Supplemental Information

ST MICHAEL'S CE HIGH SCHOOL
NOR 1125 GROUP 7

DEPUTY HEADTEACHER
ISR L21– L25 (£63 147- £69 652)

Applicants are asked to provide a completed application form and a supporting letter (no longer than 2 sides of A4 in length in Arial point 12) that clearly sets out how your experience to date prepares you for the advertised post (with reference to the enclosed person specification)

Opportunity for informal pre-application visit to the school:	Wednesday 4 May 2016
Closing date for the receipt of completed applications:	12 noon Wednesday 11 May 2016
Shortlisting date:	Friday 13 May 2016
Formal pre-interview visit to school (shortlisted candidates):	Monday 23 May 2016
Interviews (Woodlands):	Tuesday 24 May 2016

Applications should be returned by email to: **vacancies@saint-michaels.lancs.sch.uk**

Please Note: In the interests of economy, the receipt of an application will not be acknowledged. If you have not been contacted within one week of the shortlisting date, you should assume that your application has been unsuccessful. You may contact Mrs Goldsmith, Clerk to Governors if you wish to check on the progress of your application.

It is our policy to take up references for shortlisted applicants from their present Local Authority or Academy Trustees. It would greatly assist this process if you were able to supply e-mail addresses for all referees on your application form.

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.

All paperwork relating to the application process is also available on our website at www.saint-michaels.com under the section labelled Vacancies.

Letter from the incoming Headteacher

Thank you for your interest in the positions of Deputy Headteacher currently being advertised at St. Michael's CE High School, a Church of England Academy.

We are looking for two dynamic, innovative and highly motivational leaders with a proven track record of outstanding practice to strengthen our dedicated and forward thinking leadership team. Whilst we are looking to make two appointments, one to lead learning, teaching and standards and the other to lead learning, wellbeing and standards; the specific responsibilities attached to each will be negotiable depending on the successful applicant's strengths and professional development needs. We expect that there will be some rotation of SLT responsibilities over time.

I trust that the information provided will help you to decide if either of these roles and our school offers the right opportunity for you. It would be helpful if you could make clear on your application whether you are applying for the 'Deputy Learning, Teaching and Standards' or the 'Deputy Learning, Wellbeing and Standards' or whether your experience means that you are comfortable with either.

St. Michael's is a special place to learn and work with a strong Christian identity. Our mission statement is:

*As a vibrant learning community we choose to
serve God
pursue excellence
and
celebrate the uniqueness of each individual*

We aim to achieve this mission through a Christian learning experience which focuses on opportunities for growth in body, mind and spirit:-

- | | |
|---------------|---|
| <i>Body</i> | Where the safety, happiness and wellbeing of pupils is paramount. Where every child matters and more crucially, know that they matter. |
| <i>Mind</i> | High expectations and aspirations in all areas of school life create a disciplined and ordered learning environment where creativity, passion and enthusiasm help to engender a life-long love of learning and secure excellent pupil outcomes. |
| <i>Spirit</i> | Where pupils are supported to find for themselves the person that God wants them to be and really experience 'life in all its fullness'. |



Letter from the incoming Headteacher

These posts have arisen as a result of my promotion to the role of Headteacher commencing in September 2016. I have been a member of the Senior Leadership Team at St Michael's for ten years, the last four as deputy headteacher. I am thrilled and extremely proud to be taking over the leadership of the school. This is an exciting time and I seek to appoint two highly committed and dedicated colleagues to help lead the school into its next phase of development.

The Deputy Headteacher roles are crucial in the strategic development and further improvement of the school and provide an ideal opportunity for those aspiring to Headship. The persons appointed will play a full and active part in whole school leadership and management. All members of the Senior Leadership Team have a range of whole school responsibilities and line management accountabilities for curriculum areas and pupil management. We all take on the responsibility for maintaining positive behaviour around school on a day to day basis and modelling the qualities and Christian values we believe are important to encourage respect, responsibility and stewardship.

Excellence within a Christian context is the school's philosophy. We converted to an academy in 2011 and celebrated our 50th anniversary of the dedication of the school in 2016. We are determined to build upon our existing platform of excellence in order for pupils to achieve the best possible outcomes. The school has been in the top 100 non selective schools nationally for attainment for the last four years. In 2015 our value added results (1037) also placed us in the top 100 non selective schools for pupil progress. 85% of pupils achieved 5 or more A*- C passes including English and Mathematics. Our Attainment 8 score was 59.2 and Progress 8 0.43

However, we are not complacent and are ambitious for further success because of the real life chances these results bring for our pupils. We want all at St. Michael's to *'be the best that they can be'*. We are confident that our pupils are provided with a rigorous and productive learning environment where they are both challenged and supported. We have talented, dedicated, caring and dynamic staff who are willing to develop innovative approaches to learning and teaching for our young people.

I believe that these are ideal posts for colleagues who are ambitious, prepared to work hard and are firmly committed to high quality Christian education which delivers outstanding opportunities for all our young people. This is an excellent professional opportunity to develop as a leader in an outstanding Church of England High school.

I hope the information provided in the pack gives you a clear feel of what to expect at St Michael's and helps you to prepare for the application process.

If you would like to visit the school, tours have been arranged for Wednesday 4 May at 9.00am. The closing date for applications is Wednesday 11 May at 12 noon with interviews on 23 and 24 May.

I look forward to receiving your application.

Yours sincerely,

Jayne Jenks

Mrs Jayne Jenks - Incoming Headteacher

Deputy Headteacher Person Specification/Selection Criteria

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Christian Ethos	Essential/ Desirable	Source
Full and active member of a church in membership of Churches Together in England. <i>(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).</i>	E	A/I/R
A practising Anglican	D	A/I/R
[B] Qualifications		
Qualified teacher status	E	A
Degree or equivalent	E	A
[C] Professional Development		
Evidence of regular, recent and appropriate professional development for the applicant's current role.	E	A
Professional Development in preparation for Leadership/ Deputy Headship.	E	A/I
Further relevant qualification such as NPQH, MA etc.	D	A
Has successfully undertaken appropriate safeguarding training.	E	A
[D] School leadership and management experience		
Recent significant successful leadership as a deputy headteacher/ assistant headteacher / member of the senior leadership team in a secondary school.	E	A/I/R
To have taken an active involvement in school self-evaluation and improvement planning.	E	A/I/R
Successful experience of leading the development of a whole school area e.g. either learning, teaching and standards; learning, wellbeing and standards; Curriculum change, policy and implementation.	E	A/I/R
Experience of successful budget management.	E	A/I/R
To have held responsibility for policy development and implementation.	E	A/I/R
To have experience of and ability to contribute to staff development in a secondary school (e.g. leading effective teams, coaching, mentoring, INSET for staff).	E	A/I/R
[E] Experience and knowledge of teaching		
Significant and relevant experience of teaching in the secondary phase.	E	A
Experience of teaching in more than one school.	D	A
Evidence of pupils achieving outstanding results in external examinations.	E	A/R

Deputy Headteacher Person Specification

[F] Professional Attributes	Essential/ Desirable	Source
Demonstrate an understanding of the needs of the pupils at our school and how these could be met.	E	A/I
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E	A/I
Excellent written and oral communication skills (assessed at all stages of the process).	E	A/I/R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E	A/I/R
Show a commitment to sustained attendance at work.	E	I/R
[G] Personal Qualities		
Continue to promote our strong educational philosophy and values.	E	A/I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	A/I/R
Be a positive role model at all times, a highly effective and respected representative of our school.	E	A/I/R
Be approachable, person centred.	E	A/I/R
Build and maintain quality relationships through interpersonal skills and effective communication.	E	A/I/R
Demonstrate personal and professional integrity, including modelling Christian values and vision.	E	A/I/R
Inspire trust and confidence across the school and community.	E	A/I/R
Think analytically and creatively and demonstrate initiative in solving problems.	E	A/I/R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	E	A/I/R
[H] Confidential References.		
Positive and supportive faith reference from the priest/minister where the applicant regularly worships. <i>(Candidates who do not use their Parish priest/ minister must give an explanation in the letter of application)</i>	E	
Positive recommendation from all referees, including current employer.	E	

Candidates may also wish to refer to the Four Domains of Headship which are found in Annex 1

[I] Application Form and Supporting Letter (Application form - available from our website)

The form must be fully completed and legible.

The supporting letter should be clear, concise and related to the specific post, it should be no longer than 2 A4 typed pages in length using Arial point 12.

Deputy Headteacher Roles & Responsibilities

JOB TITLE: **Deputy Headteacher**

ACCOUNTABLE TO: **The Headteacher**

Core purpose

To work with the Headteacher in creating, inspiring and embodying the Christian ethos of the Church of England Academy, securing its mission statement with all members of the school community and ensuring an environment for learning and teaching that empowers both staff and pupils to *'be the best that they can be'*.

General Responsibilities:

In addition to carrying out the professional duties of a teacher, the Deputy Headteacher will:

- Help to formulate the aims and objectives of the school and the policies through which they should be achieved
- Manage staff and resources
- Undertake any professional duties reasonably delegated to him/her by the Headteacher
- Undertake any professional duties of the Headteacher in the event of her absence from school
- Act as adviser to the Headteacher
- Support the dynamic Christian ethos of the school and lead by example
- Share responsibility for promoting high standards of attitude and behaviour among our pupils
- Encourage the development of all pupils and staff, and maintain an atmosphere conducive to good personal relationships
- Promote good relationships between all staff and with parents/carers, Governors, our contributory parishes and the wider community
- Keep up to date with major developments in education and develop specific expertise as appropriate
- Participate in the selection and deployment of teaching staff in school
- Attend and advise meetings of the Governing Body and its committees as required
- Organise school events and support school functions
- Contribute to leadership through monitoring and evaluating across the school; self-evaluation and improvement planning
- Take an active part in the day to day 'hands on' running of the school e.g. assemblies, Worship, charring meetings, supervision at breaks and lunchtime
- Ensure the continued pursuit of excellence in all areas of school life
- Undertake a teaching commitment proportionate to their other duties

Specific Responsibilities

Specific responsibilities attached to these roles will be negotiable depending on the successful applicants' strengths and professional development needs although there will be an expectation for some rotation of SLT responsibilities over time.

Post 1. Learning, Teaching and Standards

Main responsibilities include:

- Developing and leading the Learning and Teaching Strategy throughout St Michael's under the direction of the Headteacher
- Developing the leadership and management of learning and teaching across St Michael's (*including reading, writing, communication and mathematics*)
- Oversight of the Curriculum Leaders in all matters relating to learning, teaching, curriculum and standards
- Leading CPD and staff development with regards to learning and teaching, identifying emerging talents and planning for succession
- Raising the quality of classroom teaching to its highest level to ensure excellent pupil outcomes
- Leading the monitoring and evaluation of learning, teaching and standards
- Oversight of initial teacher training and new staff induction, including NQTs
- Oversight of coaching and the development of a culture of 'open classrooms'
- Lead the process for the appraisal of performance of staff in school
- Take a lead with appropriate areas of the self-review, including the whole school and departmental self-evaluations
- Within the Senior Leadership Team to take a lead role in preparing for OFSTED

Post 2. Learning, Wellbeing and Standards

Main responsibilities include:

- Developing and leading the strategy for wellbeing and pastoral care throughout St Michael's, under the direction of the Headteacher
- Developing the leadership and management of wellbeing and pastoral care across St Michael's including behaviour for learning, inclusion, attendance, anti-bullying and uniform
- Leading CPD and staff development in relation to wellbeing and pastoral care
- To be the DSL for Safeguarding and Looked after Children and provide statutory safeguarding training for all staff including the 'Prevent Strategy'
- Leading the monitoring of pupil progress and intervention strategies in collaboration with the Assistant Head Assessment, Recording, Reporting and Standards including oversight of disadvantaged pupils
- To liaise with outside agencies e.g. CAMHS, School Nurse/Medical Profession, Police, Attendance Team to support pupil wellbeing
- To oversee the management of primary and post 16 pastoral transition
- To oversee SEND provision, liaising with the SENCO and Assistant Head, Curriculum
- To oversee the development of PSHE (Living Education) and Careers Guidance (CIAG)
- To oversee the development of student leadership opportunities
- The promotion of extra-curricular activities in accordance with the educational aims of the school



Deputy Headteacher Job Description

Church of England Voluntary/Methodist Aided Schools/Foundation Schools/Academies

This appointment is with the governing body of the school under the terms of the National Society Contract signed by the governors as employees.

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers and deputy headteachers. The standards are designed to inspire public confidence, raise aspirations, secure high academic standards and empower the teaching profession.

The appointment is subject to the current conditions of employment of deputy headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education, and the terms of the National Society contract. In carrying out his/her duties, the deputy headteacher shall consult, where appropriate, with the Local Authority, the governing body, the headteacher, the staff of the school, its pupils and the parents of its pupils.



As these roles offer preparation for headship, within the school's Christian ethos, the deputy headteacher will:

Domain One: Qualities and knowledge.

1. Hold and articulate clear Christian values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Church foundation of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Church of England/Methodist school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, national, Diocesan and Methodist policies into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and staff.

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Church of England/Methodist foundation.
3. Help to establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Help to create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice

Domain Three: Systems and process.

1. Help to ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within a Christian context.
2. Within the school's Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Support in establishing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively.
5. Support strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Christian character.
6. Help to distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: The self-improving school system

1. Help to create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the Church community to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Within the school's Christian ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Christian context.

**CHURCH OF ENGLAND AND METHODIST VOLUNTARY AIDED SCHOOLS
(in which the Governing Body is the employer)**

The following information offers advice regarding the Church criteria.

The requirement is for a "full and active member of a Church in membership of Churches Together in England or of a Church in membership of the equivalent bodies in Northern Ireland, Scotland or Wales".

"Full and active" means a regular churchgoer who attends more than once a month, is known to the parish priest / minister and is involved in church activities.

The list of Churches Together in England and its associated bodies can be found on its website: www.cte.org.uk Applications will be checked against the current list.

Churches Together in England (January 2014)	
Antiochian Orthodox Church Apostolic Pastoral Congress Armenian Orthodox Church Assemblies of God Baptist Union of Great Britain Catholic Bishops' Council for England & Wales Cherubim and Seraphim Council of Churches Church of England Church of God of Prophecy Church of Scotland (Presbytery of England) Churches in Communities International Congregational Federation Coptic Orthodox Church Council of African and Afro-Caribbean Churches UK Council for Lutheran Churches Council of Oriental Orthodox Christian churches Elim Pentecostal Church Evangelical Lutheran Church of England Evangeliische Synode Deutscher Sprache in Grossbritannien Exarchate of Orthodox Parishes of the Russian Tradition (Ecumenical Patriarchate)	Free Church of England Ground Level Ichthus Christian Fellowship Independent Methodist Churches International Ministerial Council of Great Britain Joint Council for Anglo-Caribbean churches Malankara Orthodox Syrian Church (Indian Orthodox Church) Mar Thoma Church Methodist Church Moravian Church New Testament Assembly New Testament Church of God Oecumenical Patriarchate Pioneer Redeemed Christian Church of God Religious Society of Friends Ruach Network of Churches Russian Orthodox Church (Moscow Patriarchate) Salvation Army Trans-Atlantic Pacific Alliance of Churches United Reformed Church Wesleyan Holiness Church Observer: Seventh Day Adventist Church The list can be checked on the website at www.cte.org.uk .

Guidance for Candidates:

It is essential that the Diocesan application form is used.

You must give a faith referee, as outlined on the application form. The referee should be your present parish priest / minister. If you do not use him/her, you must give an explanation on the application form or in your letter of application.

You are asked in your letter of application to describe how your previous experience and achievements have helped to prepare you for a post in a Church school. You should give a clear statement of your educational philosophy, its implementation in practice and your commitment to developing the Christian character of the school. You should address the areas shown in the person specification and job description.

Please include any other information you feel would be helpful. Your letter must be clear and concise with well organised views, addressing the specific post in the specific school.

Other matters.

The National Society / Methodist Contract of employment will be used.

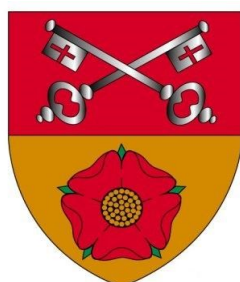
The relevant section of the contract is as follows:

As the Headteacher/[Deputy Headteacher] of a Church of England / Methodist Church school, you are required to have regard to the Christian character of the School and its Foundation and to undertake not to do anything in any way contrary to the interests of the Foundation.

You are required to give and/or supervise the giving of religious education in accordance with the doctrines of the Church of England/Methodist Church and the Trust Deed of the school.

Diocese of Blackburn Induction & Professional Development

The Diocese of Blackburn runs a series of Induction and Professional Development programs, some in collaboration with partner diocese and bodies. Successful candidates receive a full induction program and complete the DBE Services Christian Leadership course (except in cases of previous participation) and are directed to other Continuing Professional Development opportunities according to need.



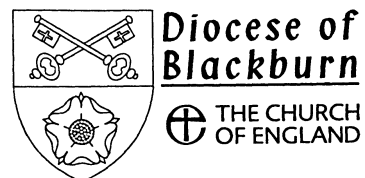
**Diocese of
Blackburn**

 THE CHURCH
OF ENGLAND

Board of Education

Church House
Cathedral Close
Blackburn BB1 5AA

Tel (01254) 503070 Fax (01254) 699963



Annex 3: Education with a Christian Perspective - Blackburn Diocese

The Diocese

The Diocese of Blackburn encompasses most of the County of Lancashire, the Unitary Authorities of Blackburn with Darwen and Blackpool, and part of the Metropolitan Borough of Wigan. There are 211 parishes and 285 churches within the Diocese, divided into two archdeaneries, served by the Bishop of Blackburn and his two Suffragan Bishops of Burnley and Lancaster.

The Diocese and its schools

No other Diocese has such an extensive commitment to Church of England and Methodist schools. Combined the total is 155 Voluntary Aided and 35 Voluntary Controlled primary schools, 9 Voluntary Aided secondary schools and a Voluntary Controlled Secondary school. Schools range in size from 1600 pupils in the largest secondary school to small primary schools in rural communities with less than 30 on roll.

The Diocese, like the Church of England nationally, believes that church school education stands at the centre of the church's mission and rigorously promotes the distinctive nature of church schools. Church schools endeavour to ensure that a Christian perspective informs all aspects of life. This is reflected in our promotion of Christian belief and values throughout the whole curriculum, the high priority given to worship and religious education and in the Christian nurture and care afforded to all members of the school community.

Diocesan support for Church education

The staff of the Diocesan Board of Education provides a considerable and growing range of services to the schools of the diocese: governor training, advice on the implementation of DCSF initiatives, preparation of policies, advice before and after inspection, inspection service for Section 48, support for religious education and worship, legal, practical and financial help for (Aided) school buildings, negotiations with local authorities, other service providers and the DCSF.

In addition, staff at the Diocesan Board of Education work closely with the University of Cumbria and keep a watching brief for the small number of church schools of neighbouring dioceses which fall within the county of Lancashire. A co-operative approach has been developed with the Methodist Church and its education officers for the support of Methodist schools in the North West Districts. There is also very close liaison between the Church of England dioceses in the North of England.