

# BLACKBURN DIOCESE IME2 HANDBOOK

## *Curates Training for Assistant Level Ministry*

**'You cannot bear the weight of this calling in your own strength,  
but only by the grace and power of God.  
Pray therefore that your heart may daily be enlarged  
and your understanding of the Scriptures enlightened.  
Pray earnestly for the gift of the Holy Spirit.'**

*The Ordinal*

## Contents

|   |    |
|---|----|
| <b>Welcome to IME2</b>  | 3  |
| <b>AIMS OF IME2</b>   | 4  |
| <b>THE SHAPE OF THE IME2 PROGRAMME</b>                                    | 4  |
| AN ANNUAL THEME   | 4  |
| PORTFOLIO   | 6  |
| <b>SHAPING THE 3<sup>rd</sup> YEAR OF CURACY</b>                          | 6  |
| <b>TWO PRACTICAL PROJECTS</b>   | 6  |
| 1. DISCIPLESHIP PROJECT   | 7  |
| 2. WITNESSING PROJECT   | 7  |
| <b>PLACEMENT</b>  | 7  |
| <b>THE MINISTRY AGREEMENT</b>   | 8  |
| <b>SUPERVISION</b>  | 8  |
| <b>IME2 FORMATION SKILLS CHECKLIST</b>                                    | 9  |
| <b>CURACY EXPENSES</b>  | 9  |
| <b>FURTHER STUDY DURING CURACY</b>  | 9  |
| <b>END OF CURACY ASSESSMENT</b>   | 9  |
| <b>THE CURACY PORTFOLIO DETAILS</b>                                       | 10 |
| <b>END OF CURACY PROCESS</b>  | 10 |
| <b>HELP SHOULD THINGS GO WRONG</b>  | 11 |
| <b>ROLE OF THE START OF MINISTRY OFFICERS</b>                             | 11 |
| <b>START OF MINISTRY LEARNING COMMUNITY</b>                               | 11 |
| <b>SUPPORT DURING YOUR CURACY</b>   | 12 |
| PASTORAL SUPPORT  | 12 |
| SPIRITUAL SUPPORT   | 12 |
| FINANCIAL SUPPORT   | 12 |
| <b>ADDITIONAL LEARNING NEEDS</b>  | 12 |
| <b>APPENDIX 1 ~ Ministry Agreement (Assistant Level Ministry)</b>         | 13 |
| <b>APPENDIX 2 ~ SUPERVISION RESOURCES SUPERVISION – SETTING THE SCENE</b> | 19 |
| <b>APPENDIX 3 ~ SKILLS CHECKLIST</b>                                      | 23 |
| <b>APPENDIX 4 ~ THE SEVEN QUALITIES</b>                                   | 34 |
| <b>APPENDIX 5 ~ Timeline for the end of curacy assessments</b>            | 35 |
| <b>APPENDIX 6 ~ Application for further study</b>                         | 36 |
| <b>APPENDIX 7 ~ Additional learning needs</b>                             | 37 |

## Welcome to IME2

Welcome to IME2, for curates and training incumbents, this is a new relationship and a further step in your journey as a disciple of Christ and ordained leader in the Church of England. Curates bring energy, vitality and enthusiasm into the Diocese, they are our future incumbents and leaders.

This curacy is beginning at an exciting time for the church in Blackburn Diocese. As a diocese, we are committed to enabling and equipping our curates for fruitful and sustainable ministry in God's dynamic world. Following the tremendous success of Vision 2026, we have worked towards being "Healthy Churches Transforming Communities". We are now in the process of discerning God's will as we renew the Diocesan vision.

Initial Ministerial Education is normally divided into two parts: IME Phase 1 is pre-ordination and takes place in the context of a course or college and IME Phase 2, which is the post ordination phase takes place in curacy. A compulsory part of IME2 is the learning residentials and day training events, the dates for these are published well in advance to enable you to plan parish ministry around these sessions.

All curacies in Blackburn Diocese offer opportunities for curates to continue growing in the skills, knowledge and understanding that are foundational to Christian leadership in the future. More than this, we want to see curates deepen and grow in their Christ-like character as they continue to become the people God has called them to be.

Assistant level curates serve in diverse and vital roles, often self-supporting and drawn from a wide range of professions and life circumstances. Whether in parish, chaplaincy, or the workplace, they share a common calling to ministry. Many train alongside stipendiary colleagues through Emmanuel College and the Common Awards framework. A key focus of IME2 is to support their development through collaborative ministry and practical project work, equipping them to serve effectively during curacy and beyond.

As both curates and training incumbents settle into your roles, some questions may arise which are outside the remit of this handbook. We would encourage you to draw upon the wealth of support that we have for our curates in IME2, below are the contact details for the team that supports IME2 who are happy to answer queries.

### *Start of Ministry Officers*

|                   |  |               |
|-------------------|--|---------------|
| Rev Helen Scamman | <a href="mailto:helen.scamman@blackburn.anglican.org">helen.scamman@blackburn.anglican.org</a> | 07483 948 386 |
| Rev Jon Price     | <a href="mailto:jon.price@blackburn.anglican.org">jon.price@blackburn.anglican.org</a>         | 07483 948 380 |

### *Director of Ministry*

|                         |  |               |
|-------------------------|--|---------------|
| Rev Canon Anne Beverley | <a href="mailto:anne.beverley@blackburn.anglican.org">anne.beverley@blackburn.anglican.org</a> | 07841 742 022 |
|-------------------------|--|---------------|

### *Events Co-ordinator – Growing Leaders*

|                |  |               |
|----------------|--|---------------|
| Claire Beattie | <a href="mailto:claire.beattie@blackburn.anglican.org">claire.beattie@blackburn.anglican.org</a> | 07484 548 653 |
|----------------|--|---------------|

### *IME2 is overseen by The Bishop of Lancaster*

|                     |  |
|---------------------|--|
| Rt Rev Dr Jill Duff | <a href="mailto:bishop.lancaster@blackburn.anglican.org">bishop.lancaster@blackburn.anglican.org</a> |
|---------------------|--|

## AIMS OF IME2

As well as being rooted in the new formation qualities, our work in IME2 is shaped by Vision 2026. This vision is for **healthy churches transforming communities**. We work to achieve this by making **disciples** of Jesus Christ; being **witnesses** to Jesus Christ; growing **leaders** for Jesus Christ; inspiring **children** and **young people** to raise up a new generation for Christ.

These 4 strands of the Diocesan vision are firmly embedded in IME2 both in terms of content and in terms of location and placements. Our aims are to:

The aims of IME2 for assistant-level curates are to:

- **Support the development of Christ-like character, pastoral skill, and theological depth** appropriate to assistant-level ministry in parish, workplace, chaplaincy, or community settings.
- **Equip curates to preach the Gospel, tell people about Jesus and grow disciples.**
- **Enable curates to interpret their ministerial context thoughtfully**, responding pastorally and theologically to the opportunities and challenges it presents.
- **Equip curates to lead effectively from the second chair**, offering trusted, supportive leadership that complements and strengthens the ministry of incumbents and wider teams.
- **Encourage theological reflection rooted in lived experience**, affirming the distinctive contribution that assistant level curates bring from both church and secular environments.
- **Affirm the importance of self-awareness, spiritual growth, and self-care**, particularly in sustaining ministry alongside other professional, personal, or caring commitments.
- **Foster a supportive and gracious community of learners**, offering encouragement, mutual respect, and space for shared growth in a range of ministries.
- **Inspire a lasting commitment to ministry in Lancashire**, celebrating the unique and essential role assistant-level ministers play in the life and mission of the Diocese.

## THE SHAPE OF THE IME2 PROGRAMME

The IME2 programme for assistant level curates recognises the richness and diversity of their ministerial contexts, as well as the varying demands on their time and availability. While the structure differs from that of incumbent stipendiary curates, the aims remain rooted in the same vision for faithful, Christ-like leadership. Assistant level curates are invited to participate in a focused and flexible pattern of formation.

## AN ANNUAL THEME

Each year IME2 will focus on one of the three themes drawn from Vision 2026; Witness, Leadership and Discipleship, together with explicit attention each year to the fourth; Inspiring Children and Young People.

## **Discipleship**

- The continuing development of the curate as a disciple of Jesus Christ and their own growth in holiness.
- Growing disciples in the local church.
- Preaching and teaching.
- Pilgrimage.
- Leading worship and teaching people to pray.
- Spiritual direction and confession.
- Developing children and young people as disciples.

## **Witness**

- Mission and evangelism, church planting, church growth, Fresh Expressions etc.
- Working with schools, children and young people.
- Faith sharing.
- Issues around the common good.
- Understanding the mission context, including Presence and Engagement, rural and urban parishes.
- Occasional Offices.
- Communications.
- Environmental Stewardship.

## **Leadership**

- Growing as a leader and understanding leadership styles.
- Fostering lay leaders in the local church.
- Exploring the relationship between leadership and the historic three-fold order.
- Leading ministry to children and young people and fostering young leaders.
- Running a PCC, church administration, finance and buildings.
- Understanding the structures and canons of the Church of England.

This content will be delivered in the following ways:

- One TI's & Deacons Evening Session
- Three twilight training sessions each year
- One Study Day In Yr 1 (Eucharistic Presidency Day)
- One day of the IME2 residential (with an additional residential available as an optional opportunity)
- Optional attendance at the Start of ministry Conference and triennial pilgrimage

The Start of Ministry Officers devise the programme, in consultation with the Director of Ministry, and taking into account feedback from curates.

Assistant level curates are expected to attend three twilight training sessions each year, held at Clayton House or Whalley Abbey, which include shared meals, learning, and prayer. In Year

1, they will also attend an additional study day focused on Eucharistic Ministry in preparation for priesting.

Assistant level curates are invited to join the Friday–Saturday portion of the September residential, with the understanding that arrival may not be possible until teatime. If you are able to attend the full conference you are welcome to do so. They are also welcome, though not required, to attend the January residential.

If a curate is unable to attend a training session or residential due to illness or other extenuating circumstances, they must inform a Start of Ministry Officer as soon as possible. In such cases, additional learning opportunities may be provided.

## PORTFOLIO

All curates, including assistant level curates, must be able to show evidence that they sufficiently inhabit the Qualities expected of a Church of England priest at the appropriate level by the end of their curacy period. The Portfolio remains the main body of evidence for all.

However, it is important that writing and creating Portfolio material does not take up a disproportionate amount of the time available for ministry, especially as it is the experience of ministry which is the substance of the Portfolio. Appropriate adjustments may be agreed with the Start of Ministry Officers/ Director of Ministry for those training for assistant level ministry.

## SHAPING THE 3<sup>rd</sup> YEAR OF CURACY

Before embarking on the third year of curacy, curates and training incumbents should take time in supervision to consider the journey of the previous two years and to plan ahead so that the curate is prepared for the end of curacy. This may involve:

- Ensuring that there is a plan in place for a placement (if this has not already happened)
- Considering whether the different elements of the portfolio, including the projects will be completed successfully by November.
- Taking a view on the ministry and leadership formation that has occurred, with reference to the order of the curate, (priest or deacon).
- Reviewing the pattern of ministry for the third year, possibly by drafting a new ministry agreement.

## TWO PRACTICAL PROJECTS

All curates are also asked to bring together a team of lay people and to lead **two** practical projects that match their gifts and the needs of the parish. These tend to be exciting pieces of work, some of which have had long lasting effects.

## 1. DISCIPLESHIP PROJECT

To lead, or assist in leading, on a project that will develop laypeople as disciples – e.g. nurture course, pilgrimage or residential event.

## 2. WITNESSING PROJECT

To lead, or assist in leading, on an evangelistic initiative such as developing a new worshipping congregation – e.g. Messy Church, a parish missional event or leading an evangelistic course.

## WHAT WE'RE LOOKING FOR

- The projects are designed to inspire and encourage the curate's growth, not simply be tasks to complete.
- A commitment to collaborative ministry, working alongside a team of laypeople in a supportive and shared leadership environment.
- Opportunities for meaningful engagement over a period of time, allowing curates to explore and practice ministry within their context.
- A developing understanding of the ministerial context and local theology.
- Growing awareness of the curate's own missional gifts and calling.
- Written reflection on aspects of the learning experience, including personal development, team dynamics, and missional impact.

## PLACEMENT

### PLACEMENT PROJECT

All curates are asked to undertake a three-week placement during their curacy, in consultation with their Training Incumbent (TI) and one of the Start of Ministry Officers. Assistant level curates are expected to complete this placement by **matching the number of hours they would typically work in the parish over a standard week.**

The primary purpose of the placement is to offer an opportunity to work within a different team context, allowing curates to experience and reflect on collaborative ministry in a setting that is either new to them or complementary to their training parish or benefice. It can also serve as a chance to explore a different or specialised area of ministry to which the curate feels called. At the conclusion of the placement, the supervisor will be asked to provide a written report, which must be included in the curate's portfolio (**see appendix 5**).

The placement is normally supervised by the incumbent of the host church or, in the case of a non-parochial setting, by the person with appropriate authority. It is important that the Training Incumbent appreciates the time commitment involved in the placement, recognising it as a full-time (or full-time pro rata) learning experience. During this period, the curate will be effectively released from their usual duties in the training context. Placements typically take place after the curate has been priested and are normally completed by the end of the third summer of curacy.

## THE MINISTRY AGREEMENT

Every curacy is different, so each curate and their Training Incumbent (TI) is asked to work together to create an individual Ministry Agreement. A template for this agreement can be found in Appendix 1. The key is to engage in honest and open conversations, to clearly express and explore mutual expectations, and to begin to understand one another's gifts, characters, and working styles.

Assistant level curates serve in a variety of contexts. Some are retired or not in employment; others work full-time, part-time, are self-employed, or freelance. For some, their work overlaps with ordained ministry; for others, it enables their ministry financially. Availability will vary and should be clearly reflected in the Ministry Agreement. All curates are entitled to at least one day of rest each week.

You may wish to begin drafting your Ministry Agreement even before ordination. However, a draft must be completed by the end of September. A copy should be submitted to one of the Start of Ministry Officers to ensure that it aligns with Diocesan IME2 expectations. This document is not a contract but a flexible, working agreement. It should be reviewed at least annually, updated as needed, and any revised version forwarded to the Start of Ministry Officer.

## SUPERVISION

### REGULAR, FOCUSED, DISTINCT.

Regular, focused reflection with TIs is vital to the curate's formation and ministerial practice. Both parties have equal responsibility for ensuring that regular supervision takes place, and both are involved in setting the agenda. Supervision should be distinctive from staff meetings, other planning or line management. At its heart it should be a **shared** reflective practice and mutual learning, rooted in the process of noticing, digging down, relating ministry to faith, discipleship, leadership, theology and real change.

There is no one way to do this. TIs and curates are encouraged to explore together and to discover what works best. As different people with different expectations, communication styles and learning preferences; time may need to be spent together working out the model of supervision that best suits both curate and training incumbent.

One of the earliest supervision priorities should be spending time understanding each other's disposition and ways of working and communicating. Think about practicalities, such as where to meet, structure of meetings, how the agenda will be set, and boundaries.

Given that assistant level curates often balance ministry with secular employment, supervision schedules are adjusted to reflect their availability. While specific time allocations may vary, it is expected that assistant level curates will have a monthly supervision with their TI. The emphasis is on ensuring regular and meaningful supervision sessions that support their ministerial development without overburdening them. There is a template supervision session in **appendix 2**.



## IME2 FORMATION SKILLS CHECKLIST

The 'Formation Skills Checklist' is designed to be used alongside the Qualities Framework and your Ministry Agreement. The checklist will be updated by the curate in consultation with the training incumbent as a way of identifying current learning and areas for ongoing formation. For reference:

### Appendix 3 ~ Formation Skills Checklist

### Appendix 4 ~ The Seven Qualities

If the parish can't offer a particular experience which a curate seeks or needs then arrangements can be made with neighbouring parishes in consultation with the training incumbent. Placements further afield can be made in consultation with the training incumbent and the Start of Ministry Officers.

## CURACY EXPENSES

All working expenses should be fully remunerated by the parish or benefice. Most parishes adopt the practice of a TI signing off expense claims, rather than a curate apply directly to the treasurer, but practice will differ from parish to parish. TIs will offer guidance. In addition, this [link](#) to the Church of England website may provide helpful guidance as to what can be claimed, according to HMRC.

For tax reasons, we recommend that new curates cultivate a habit of making records of all actual mileage and expenditure and claiming on the basis of this, rather than accepting a monthly or annual sum which, if not justified by such records, will be liable to tax. Keeping a notebook and pen in your car to log journeys is a good idea.

The start of ministry officers are available to provide advice and support on all matters relating to expenses.

## FURTHER STUDY DURING CURACY

In order that curates may engage fully with their new ministry and adapt to life as a public minister it is the Diocese of Blackburn's policy that they should not begin further accredited (e.g. university) study during the first year of curacy.

If a curate wishes to consider further study they should discuss this with their training incumbent and the Start of Ministry Officers in the first instance. Please see **appendix 6**.

## END OF CURACY ASSESSMENT

The Church of England has identified seven qualities which priests are expected to develop during initial training and then into curacy – please see **appendix 4**. All curates are expected

to compile evidence of their engagement with the key formation qualities and capability to continue in ministry in their portfolios.

### THE CURACY PORTFOLIO DETAILS

The portfolio is the main means of assessment at the end of curacy. A good portfolio will demonstrate all the Formational Qualities in different ways with a range of evidence. A curacy portfolio needs to include:

- An 800-1000 word reflection on the Discipleship Project & Witnessing Project. These should include:
  - A brief outline of the project
  - An assessment of what went well
  - Learning points for the future
- An 800-1000 word report on the Placement. This should include:
  - A brief description of the context
  - A reflection on what the curate learnt about leadership during the course of the placement
- A Sunday sermon (this can be presented in either **written** or **video** format)
- The outline of a children's or all age talk
- A case study describing the preparation of a family for one of the occasional offices
- A written reflection on either a wedding or a funeral (max 500 words)
- A report from the training incumbent, the placement supervisor, and a lay reference.

#### COMPLETING THE PORTFOLIO

The portfolio should be sent in **PDF format** and include an **index**.

It should include a cover page that includes name, the type of ministry selected to train for (permanent deacon/ assistant minister/ incumbent), the year deaconed and priested, and the name of title parish.

### END OF CURACY PROCESS

During September, in the final year, curates will be paired with end of curacy assessors – usually two experienced clerics from within the diocese. Curates should contact their assessors as soon as possible to arrange an assessment date and to forward them (and the Start of Ministry Officers) a copy of their portfolio. The assessment takes the form of an interview which will be based on the evidence presented in the curacy portfolio. Once the interview has taken place the curacy assessors write a report, complete with a recommendation to the bishop. The bishop will then meet with the curate personally to confirm the curacy has been successfully completed. More information can be found in **appendix 5**.

It is the responsibility of the curate, with the help of the training incumbent, to ensure that the curate has met each of the qualities by the end of their curacy: careful planning at the outset and during the curacy is strongly encouraged.

### HELP SHOULD THINGS GO WRONG

It is quite normal for difficulties of one kind or another to arise during curacy. Clear expectations, along with regular supervision sessions are key opportunities for issues to be discussed.

Matters of concern should be raised gently but also clearly by the curate and/or TI as soon as they arise. Where possible avoid blame or general complaints, acknowledge if things are difficult and suggest what might work better next time.

If serious issues or difficulties persist, the following outlines the process to be followed:

- **Contact a Start of Ministry Officer** to discuss the concern. Although conversations are informal, they may let others (e.g. Director of Ministry, Archdeacons, Bishops, Safeguarding Officer or HR), know about any issues so they can be properly addressed. Contact details for the Start of Ministry Officers can be found at the beginning of this handbook.
- **Curate to meet with a Start of Ministry Officer.** A meeting often enables matters to be clarified and a way forward to be identified. If not then...
- **All parties involve meet together.** Your Start of Ministry Officer, or someone else, might facilitate a conversation between, for example, the curate and TI to address the concern. If the matter remains unresolved, then...
- **The Director of Ministry** is advised and they determine the next steps in consultation with other senior clergy.

### ROLE OF THE START OF MINISTRY OFFICERS

Whilst the curate - incumbent relationship is the primary context for training, the start of ministry officers are here to oversee the IME2 programme and support both curates and TIs. Should any difficulties arise, please be sure to make contact early on. It is always much easier to help sort a small problem than it is when it has been left to develop into a more serious issue.

### START OF MINISTRY LEARNING COMMUNITY

IME2 is part of a broader 5-year formation programme. The first three years are focused on IME2 (Initial Ministerial Education, Phase 2), which supports curates during their early years in ordained ministry. This is followed by two years in a new learning community specifically designed for newly appointed incumbents, though with content applicable to both incumbent and assistant roles. Together, these five years reflect our commitment and investment in supporting curates and incumbents at the crucial early stages of their vocation and ministry leadership.

## SUPPORT DURING YOUR CURACY

### PASTORAL SUPPORT

Even in the early days of ministry stresses can begin to surface. All curates are able to access support from the Inter-Diocesan Counselling Service ([Inter-Diocesan Counselling Service – Blackburn, Carlisle, Chester, Liverpool & Manchester](#)). This is a confidential service and no one will be aware you are accessing this.

We have an Assistant Archdeacon for Clergy Wellbeing, Revd Canon Neil Kelley, and he is available to signpost curates and TIs to conversations that might be helpful.

[neil.kelley@blackburn.anglican.org](mailto:neil.kelley@blackburn.anglican.org)

More information can be found on the Clergy Wellbeing page of the Diocesan Website [Clergy wellbeing | The Diocese of Blackburn](#)

In the event of unforeseen circumstances arising, the curate is responsible for advising the TI of all absences, so the TI can help the curate to arrange cover.

### SPIRITUAL SUPPORT

All curates are expected to establish their own support structure to nurture their spiritual and professional lives. At a minimum this will include having a Spiritual Director with whom they can talk in confidence about their ministry and their prayer life. It is expected that a newly ordained curate will meet with someone to discuss his or her spiritual life from the outset.

Revd Mary Ashton is the Warden of Spiritual Directors, who can arrange to pair you with a spiritual director. She can be contacted on [spiritualdirection@blackburn.anglican.org](mailto:spiritualdirection@blackburn.anglican.org)

### FINANCIAL SUPPORT

Curacy can sometimes place a strain on household finances, particularly during the transition from college or work to stipendiary ministry. Please do not be embarrassed to ask for help.

This can be raised discreetly with one of the Start of Ministry Officers, or the Director of Ministry. The Clergy Support Trust also offers a range of grants and support.

The Clergy Support Trust can help with funding holidays ([Helping Anglican clergy and their families in times of need | Clergy Support Trust](#)) as can the English Clergy Association ([Welcome to the English Clergy Association](#)).

### ADDITIONAL LEARNING NEEDS

If a curate has any additional learning needs that affect their ability to participate in IME2, or to participate fully in ministry in the parish, they should contact their Start of Ministry Officer in the first instance. They may then need to be put in touch with the Diocesan HR Manager, to assess any workplace support that may be required.

**Appendix 7** provides signposts to various support organisations. It also highlights specific organisations who may support those with disabilities or additional learning needs.

## APPENDIX 1 ~ Ministry Agreement (Assistant Level Ministry)

### 1a) LOCATION & FOCUS OF MINISTRY

|   |  |
|---|--|
| <b>Curate's Name</b>                                    |  |
| <b>Incumbent's Name</b>                                 |  |
| <b>Parish / Benefice<br/>Other Place<br/>of License</b> |  |
| <b>Date of Licensing</b>                                |  |

### 1b) OTHER AREAS OF WORK

The ministry of assistant-level curates can encompass a variety of contexts beyond traditional parish work. This may include voluntary or paid, part-time or full-time roles in secular settings. A brief outline of the curate's overall commitments should be provided here.

|  |  |
|--|--|
| <b>Description of<br/>full or part-time<br/>voluntary or paid<br/>other work</b> |  |
|--|--|

Now would be a good time for incumbents and curates to discuss how curates expect to express their ordained vocation in other areas of work, and how they might integrate insights from that experience into their parish ministry.

|  |
|--|
| <b>How is your ordained vocation and Christian witness expressed in other areas of work?</b> |
| <b>How might insights from other work experience be brought into parish ministry?</b>        |

If curates are remaining in the same context, it is also important to discuss the changing expectations of the congregation, the impact on family dynamics as their status evolves, and how existing friendships may be affected.

## 2) WORKING PATTERN

The normal pattern of parish work should be agreed before licensing and reviewed at least annually. It should cover:

### **Time for Parochial Work**

Specify how much time the curate can offer, considering family, employment, and other commitments. curates in employment should estimate their available time by calculating total hours spent on work, including travel and recovery.

### **Time Off**

All clergy should have at least one full day (24 hours) off from parish duties each week. This applies to SSMS as well, even if they require creative scheduling.

### **Sunday Availability**

Not all curates can be available every Sunday - a general pattern should be agreed. It is recommended all assistant level curates take 6 Sundays holiday per year.

### **Annual Retreat**

Arrangements should be made for an annual retreat, which may need to be scheduled over the weekend.

### **Cover During Incumbent's Absence**

Training incumbents and curates need to agree on the extent to which the curate can provide cover, based on their time, experience, and skills.

| <b>Weekly Availability</b> | <i>Curate</i> | <i>Incumbent</i> |
|----------------------------|---------------|------------------|
| <b>Sunday Availability</b> |               |                  |
| <b>Time Off</b>            |               |                  |
| <b>Annual Retreat</b>      |               |                  |
| <b>Cover Arrangements</b>  |               |                  |

### 3) WORSHIP AND PREACHING

The Ministry Agreement should outline the curate's role in worship, including:

#### Public Worship

Clarifying the curate's regular role in leading worship, including any specific responsibilities during key seasons like Christmas and Easter.

#### Eucharist and Daily Office

Agreeing on how often the Curate will preside at the Eucharist and participate in the Daily Office *(if applicable)*.

#### Preaching

Specifying how often the Curate is expected to preach. Any invitation to minister outside the parish should be discussed with the incumbent.

#### Occasional Offices

Outlining the Curate's involvement in baptisms, weddings, and funerals, including preparation and pastoral visiting.

#### Liturgical Dress

Setting expectations for vesture across churches in the benefice. If needed, the incumbent should work with the PCC(s) to provide appropriate robes and vestments.

|  |  |
|--|--|
| <b>Taking Part In / Leading Worship</b>  |  |
| <b>Taking Part In /Leading Worship over Christmas, Easter and other festivals and special occasions.</b> |  |
| <b>Presiding at The Eucharist</b>  |  |
| <b>Taking Part In / Leading the Daily Office</b>   |  |
| <b>Preaching</b>   |  |
| <b>Occasional Offices:</b><br><br><b>Christenings</b><br><b>Weddings</b><br><b>Funerals</b>              |  |
| <b>Liturgical Dress</b>  |  |

#### **4) PASTORAL MINISTRY**

The working agreement should outline the Curate's potential involvement in pastoral visiting and support, including contact with individuals, care homes, and schools linked to the parish.

|   |  |
|---|--|
| <b>In what ways might the curate be involved pastorally, such as through visiting individuals, residential homes, and participating in school activities?</b> |  |
| <b>What area(s) of ministry is the curate taking the lead in, and how is this responsibility communicated within the parish or benefice?</b>                  |  |

#### **5) PARTICIPATION IN GOVERNANCE AND MINISTRY MEETINGS**

Curates, alongside other licensed clergy, are ex-officio members of the PCC, Deanery Chapter, and Deanery Synod. Curates are encouraged to attend meetings of these bodies wherever possible, as agreed in discussion with their incumbent. Incumbents should ensure that curates receive the dates of these meetings in advance.

|   |  |
|---|--|
| <b>What is the agreed pattern of the curate's attendance at PCC, Deanery Chapter, and Deanery Synod meetings (if applicable)?</b> |  |
|---|--|



|  |  |
|--|--|
| <b>What is the agreed pattern of the curate's attendance at staff meetings (if applicable)?</b>      |  |
| <b>What is the agreed pattern for supervision meetings?</b>  |  |
| <b>What is the agreed pattern for praying together?</b><br>(A weekly pattern of prayer is suggested) |  |

## **6) PRACTICAL HELP & EXPENSES**

PCCs are responsible for covering curates' expenses of office. Curates appointed by the Bishop to parishes where they do not reside may normally claim car mileage from home to the parish boundary from the Diocese. Time spent on retreats and IME2 training should be considered part of the curate's overall ministry commitment.

|  |  |
|--|--|
| <b>What practical arrangements will be put into place?</b> |  |
| <b>What expenses will be paid and how often?</b>           |  |

## **9) REVIEW OF WORKING AGREEMENT**

Working agreements should be reviewed at least annually. A good time to hold this meeting is shortly after the curate's anniversary of licensing.

|  |
|--|
| <b>Date of Ministry Agreement Review</b> |
|--|

## **10) VACANCY**

The Curate is not obliged under the terms of their license to provide cover during a vacancy. The conduct of the church's affairs and the maintenance of services, including the occasional offices, are legally the responsibility of the Churchwardens. Should a Curate be able to offer cover during a vacancy this should be discussed with the Churchwardens and the Area Dean (with support from the Start of Ministry Officer if required), and any modifications to the Working Agreement noted. If an Curate is in post when a vacancy is filled, the Working Agreement must be renegotiated with the incoming Incumbent.

## **11) WE HAVE READ AND UNDERSTOOD THE MINISTRY AGREEMENT**

### **Incumbent**

Signed

Date

### **Curate**

Signed

Date

Whilst the Working Agreement is between the Incumbent and the Curate, incumbents are encouraged to share the content with Churchwardens.

## APPENDIX 2 ~ SUPERVISION RESOURCES

### SUPERVISION – SETTING THE SCENE

- It is both the responsibility of the curate and the TI to set the agenda for supervision sessions.
- Keep in view recent experiences and development, ongoing reflection of general practice and specific areas of ordained ministry.
- There should be an element of review from the previous sessions.
- Supervision is the ideal vehicle to discuss relationships (e.g. TI/Curate/PCC/Wardens etc)

### Information for Curates:

To help curates identify an appropriate ministry experience or topic for discussion in supervision these questions may be useful:

- What have you found most affirming about your ministry recently?
- What has been most challenging?
- What experience or event has extended your sense of God's presence in the world? (You may want to reflect on this in light of previous assumptions or expectations).
- How is your leadership style developing?
- Comment on what development you see in your skills for ministry, and how you used them.

To identify areas related to ongoing general practice, these questions might be helpful:

- What are you discovering about your own style of collaborative ministry when working with other ministers and laity?
- What do you notice as you reflect on the development of your devotional life both personal and in public?

**Over the course of the curacy, please use headings from the IME2 skills checklist as a framework for conversation to ensure all requirements are met – see appendix 3**

### SUPERVISION – TEMPLATE FOR NOTE TAKING

Unlike some dioceses, there is no compulsion to keep a journal or record everything. However, it is well worth noting significant moments throughout the curacy, in order to establish a pool of evidence for the end of curacy portfolio. The following proforma may help.

## Information for Training Incumbents

### STRUCTURING A SUPERVISION SESSION

Incumbents are responsible for overseeing the process of the supervision session. There are many ways in which supervision sessions can be structured. Below are some key principles and questions the TI might like to consider when structuring supervision sessions.

|                       |                                    |
|-----------------------|------------------------------------|
| <b>Before meeting</b> | Date, time & venue                 |
|                       | Topics to be raised                |
|                       | Progress made since last meeting   |
|                       | How are you feeling? (1-10)        |
| <b>Actual meeting</b> | Reflections and insights           |
|                       | Actions to take                    |
|                       | Date, time & venue of next meeting |
|                       | Signed by both                     |

### ***Contracting***

- What are you both hoping to achieve in this session?
- What time have you agreed to finish or when will that be?
- Have you already agreed the content of the session?
- Are there any matters, issues, events that should take priority to discuss?

### ***Reviewing***

- What has been happening since the last session?
- How has your colleague managed their time?
- What have been the recent successes and difficulties in their parish work?
- How have relationships developed – with parish, deanery and God?
- Have there been any unexpected issues? Anything neither of you anticipated.
- How did you each handle these?
- How is your colleague feeling, generally and specifically in terms of ministry?
- How is the curate developing their leadership skills?

### ***Understanding (as you engage with what the curate has brought to supervision)***

- What sense is your colleague making of this work?
- Is anything affecting either of you in a way that seems out of proportion?
- Is there anything you feel you need to challenge?
- Do either of you feel affirmation of people and/or of events is needed?
- Do you want time to share ideas, insights and reflections on how things fit together, team roles, theology etc? How is your colleague developing their sense of where they fit to God's purpose, how they fully practise as disciple and minister?

### ***Looking Ahead***

- What is planned for the immediate, mid and long term?
- What action, what goal setting do you need to agree?
- What needs to happen next in your colleague's developing ministry and how do they feel about that?
- How do you think your colleague will approach what is coming up?
- What support, coaching, help, guidance do you feel your colleague, or both of you need?

### ***Ending***

- Is there anything else that either of you need to share?
- Are there issues of your relationship that need to be discussed?
- When are you meeting again?
- Are there issues to be carried to your next meeting?
- Are there tasks / investigations / research that either of you need to do before you next meet?

## SUPERVISION ~ GIVING FEEDBACK

Giving feedback to colleagues can be very encouraging and life-giving, but at times it can be poorly received or be unhelpful. Below is some guidance about giving feedback.

### ***Clear***

Try to be clear about the feedback that is to be given. Being vague and faltering will increase anxiety in the receiver and may not be easily understood.

### ***Owned***

The feedback given is one person's perspective and not an ultimate truth. It therefore says as much about the person providing feedback as it does about the person who receives it. It helps the receiver if this is stated or implied in the feedback. E.g. *"I find you...."* Rather than *"You are..."*

### ***Regular***

If the feedback is given regularly, it is more likely to be useful. If this does not happen there is a danger that grievances are saved until they are delivered in one large package. It is best to give the feedback as close to the event as possible, and early enough for the person to do something about it, i.e. not waiting until someone is leaving to tell them how they could have done the job better!

### ***Balance***

It is good to balance negative and positive feedback and, if the feedback given to any individual is always either positive or negative, this probably means the view of the person offering feedback is distorted in some way. This does not mean that each piece of critical feedback must always be accompanied by something positive, but rather that a balance should be created over time.

### ***Specific***

Generalised feedback is hard to learn from. Phrases such as, *"you are irritating"* can only lead to hurt and anger. *"it irritates me when you forget to record the telephone messages"* gives the receiver some information which he or she can choose to use or ignore.

## APPENDIX 3 ~ SKILLS CHECKLIST



### IME 2 – Formation Skills Checklist

The 'Formation Skills Checklist' is designed to be used alongside the 'Qualities Framework', and the 'Ministry Agreement' to identify current learning and areas for ongoing formation.

#### Guidelines:

1. These categories are neither definitive nor exhaustive. Feel free to ignore ones that are not relevant or do not arise or to add others.
2. You may find it helpful to elaborate on your responses and reflections during your supervision sessions or in consultation with the Start of Ministry Officers.
3. There is space at the end of the document to write further comments, notes or actions as you work through the Checklist.

|   | Year 1                        |                       | Year 2                        |                       | Year 3                         |                       |
|---|-------------------------------|-----------------------|-------------------------------|-----------------------|--------------------------------|-----------------------|
|   | Present Level<br>Low-----High | Priority this<br>year | Present level<br>Low-----High | Priority<br>this year | Present level<br>Low----- High | Priority<br>this year |
| <b>Personal Development</b>   |                               |                       |                               |                       |                                |                       |
| Spirituality and prayer life; daily office, quiet time, prayer styles, spiritual director | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |
| Biblical and theological studies  | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |
| Reflection on life journey  | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |
| Awareness of own learning style   | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |
| Continuing theological reflection / making connections                                    | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |
| Development of appropriate working rhythm, including time off, retreats, etc.             | ....   ....   ....            |                       | ....   ....   ....            |                       | ....   ....   ....             |                       |

|   |                   |  |  |                   |  |  |                   |  |
|---|-------------------|--|--|-------------------|--|--|-------------------|--|
| Awareness of sexual dynamics in working relationships   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Reflection on role(s) within the community  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Integration of previous experience and learning with current ministry experience  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Worshipping while leading worship   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Development of understanding of partnership in ministry   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Making time for hobbies and recreation  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Understanding confidentiality   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Awareness of own leadership style   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <i>For SSMS in secular employment</i><br>Reflection on interface between parish and workplace ministries                    | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b><i>Additional Comments/Observations</i></b>  |                   |  |  |                   |  |  |                   |  |
| <b>Collaborative Leadership</b>   | <b>Year 1</b>     |  |  | <b>Year 2</b>     |  |  | <b>Year 3</b>     |  |
| <b>Collaborative Leadership</b> – Working well within a team, contributing to shared goals and supporting overall ministry. | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |



|  |                   |  |  |                   |  |  |                   |  |
|--|-------------------|--|--|-------------------|--|--|-------------------|--|
| Leading from the Second Chair - Taking initiative within given responsibilities and offering supportive, reflective leadership.  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Navigating Change - Supporting processes of change, helping others manage transition, reflecting pastorally with others on the impact of change within a team context. | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Contributing to Vision and Strategy - Understanding, articulating and aligning with the parish vision while offering constructive insights in its development.         | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Participating in Healthy Conflict Resolution - Noticing tensions, supporting reconciliation, and maintaining healthy relationships within teams and congregations.     | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b>Additional Comments/Observations</b>  |                   |  |  |                   |  |  |                   |  |
| <b>Conduct of Worship</b>  | <b>Year 1</b>     |  |  | <b>Year 2</b>     |  |  | <b>Year 2</b>     |  |
| Requirements of Canon Law  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| BCP Holy Communion   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| BCP Morning or Evening Prayer (sung)   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| CW - Eucharist, modern language  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| CW - Eucharist, traditional language   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |

|   |                |  |  |                |  |  |                |  |
|---|----------------|--|--|----------------|--|--|----------------|--|
| CW – Service of the Word  | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Baptisms  | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Thanksgiving for the birth of a child   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Marriages   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Wedding blessings   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Funerals – church, graveyard, crematorium                                     | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Holy Week observance  | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Informal worship  | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| All-age worship   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Familiarity with other authorised forms of worship (particularly newer forms) | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Writing and planning special services   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Choosing music & liaison with musicians                                       | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Reading, speaking and singing in church                                       | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Leading intercessions   | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |
| Preparing church & books for worship  | .... .... .... |  |  | .... .... .... |  |  | .... .... .... |  |

|  |                    |  |  |                    |  |  |                    |  |
|--|--------------------|--|--|--------------------|--|--|--------------------|--|
| Preparing communion vessels and linen  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Practical awareness of traditions other than own (e.g. use of vestments, incense,) | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Choreography of worship and spatial awareness                                      | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| <b><i>Additional Comments/Observations</i></b>                                     |                    |  |  |                    |  |  |                    |  |
| <b>Preaching</b>   | <b>Year 1</b>      |  |  | <b>Year 2</b>      |  |  | <b>Year 3</b>      |  |
| Parish Eucharist / main Sunday service   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| All-age worship  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Preaching at one of the major festivals  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Preparation of audio-visual aids   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Youth/Children's Services  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Weddings   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Funerals with cremation  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Funerals with burial   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Non-regular churchgoers (e.g. civic services)                                      | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |

|  |                   |  |  |                   |  |  |                   |  |
|--|-------------------|--|--|-------------------|--|--|-------------------|--|
| Public speaking - not preaching  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b>Additional Comments/Observations</b>  |                   |  |  |                   |  |  |                   |  |
| <b>Mission &amp; Evangelism</b>  | <b>Year 1</b>     |  |  | <b>Year 2</b>     |  |  | <b>Year 3</b>     |  |
| Awareness of local context, in particular the social and ethnic profile                | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Development of theology, understanding and practice of mission                         | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Ability to present the good news of Jesus to those with little or no church background | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Experience of using one of the evangelism resources, e.g. Pilgrim, Alpha, Emmaus etc.  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Interfaith activities and awareness  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Participating in and/or organising a mission weekend or specific mission event         | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Mission through appropriate use of social media  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b>Additional Comments/Observations</b>  |                   |  |  |                   |  |  |                   |  |

| Pastoral, Educational, Preparation  | Year 1             |  |  | Year 2             |  |  | Year 3             |  |
|---|--------------------|--|--|--------------------|--|--|--------------------|--|
| Knowledge of how adults learn   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Awareness of current issues in society, e.g. race, sexuality, gender etc. | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Baptism policy & preparation  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Under 18's Sunday Provision   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| School Assemblies & Lessons   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Confirmation: children and young people                                   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Confirmation: adults  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Children, Young People and Families Ministry                              | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Family issues: functional and dysfunctional                               | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Marriage policy & preparation   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Banns   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Licence, Supt Registrars Cert, Special Licence                            | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Funeral visiting  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |
| Home group leadership   | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |  |

|  |                   |  |  |                   |  |  |                   |  |
|--|-------------------|--|--|-------------------|--|--|-------------------|--|
| Home Group / Bible study leadership  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Pastoral visiting- 1. At home  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| 2. In hospital   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Healing Services   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Paranormal and/or deliverance ministry                                       | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Ministry in an institutional setting (prison, hospital, care home, barracks) | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Emergency baptism in hospital  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Blessing of objects, homes, people   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Ministering to people with poor mental health                                | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Anointing the sick and dying   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Death of babies, incl. stillbirth, abortion, miscarriage                     | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Sudden death e.g. accident, suicide, major incident                          | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Dealing with conflict  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |

|  |                   |  |  |                   |  |  |                   |  |
|--|-------------------|--|--|-------------------|--|--|-------------------|--|
| Working with volunteers & pastoral management  | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Counselling/listening skills                   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b><i>Additional Comments/Observations</i></b> |                   |  |  |                   |  |  |                   |  |
| <b>Parish organisation skills</b>              | <b>Year 1</b>     |  |  | <b>Year 2</b>     |  |  | <b>Year 3</b>     |  |
| Time Management                                | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Record keeping & filing                        | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Role of Wardens, PCC, APCM                     | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Preparation for and chairing of meetings       | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Managing parish finances, fees, expenses       | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Simple accounting and budgeting                | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Church registers                               | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Church buildings maintenance                   | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Churchyards                                    | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| DACs & faculties                               | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |

|  |                   |  |  |                   |  |  |                   |  |
|--|-------------------|--|--|-------------------|--|--|-------------------|--|
| Planning, goal setting & evaluation                | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Writing articles (parish, local news, online etc.) | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Working with the media (TV, Newspapers etc)        | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Safeguarding                                       | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Personal safety awareness                          | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Risk Assessments & Health & Safety                 | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| HR Legal requirements for parish employees         | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| <b>Additional Comments/Observations</b>            |                   |  |  |                   |  |  |                   |  |
| <b>Links with the wider church</b>                 | <b>Year 1</b>     |  |  | <b>Year 2</b>     |  |  | <b>Year 3</b>     |  |
| Involvement with local Chapter & Deanery           | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Awareness of Diocesan strategy & resources         | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Local ecumenical links                             | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Awareness of national church structures            | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |
| Awareness of world-wide church                     | ..... ..... ..... |  |  | ..... ..... ..... |  |  | ..... ..... ..... |  |



|  |                    |  |  |                    |  |  |                    |
|--|--------------------|--|--|--------------------|--|--|--------------------|
| <b><i>Additional Comments/Observations</i></b> |                    |  |  |                    |  |  |                    |
| <b>Additional Areas (optional)</b>             | <b>Year 1</b>      |  |  | <b>Year 2</b>      |  |  | <b>Year 3</b>      |
| Church planting/ Pioneer Ministry              | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| Further study                                  | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| Offering Spiritual Direction / Counselling     | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| Tourism & church buildings                     | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| Rural ministry                                 | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| Urban ministry                                 | ....   ....   .... |  |  | ....   ....   .... |  |  | ....   ....   .... |
| <b><i>Additional Comments/Observations</i></b> |                    |  |  |                    |  |  |                    |

## APPENDIX 4 ~ THE SEVEN QUALITIES

The Church of England's ministerial qualities have been customised to reflect the priorities of Vision 2026 (This is specific to incumbent level ministry). These qualities will be used by assessors for your end of curacy report. The report is intended to be a concise, evidence based, focused summary of the curate's faith, life leadership and ministry experiences shaped around the seven qualities

| <b>Priest<br/>IME2</b>         | <b><i>Christ</i></b>   | <b><i>Church</i></b>   | <b><i>World</i></b>   | <b><i>Self</i></b>  |
|--------------------------------|--|--|---|---|
| <b><i>Love for God</i></b>     | Is reliant on God – Father, Son and Holy Spirit - and lives out an infectious, life transforming faith   | Is rooted in scripture, the worship of the Church and the living traditions of faith                   | Whole-heartedly, generously and attractively engages with God's world         | Is prayerful and studies the Bible                              |
| <b><i>Call to Ministry</i></b> | Responds to the call of Christ to be a disciple  | Understands the distinctive nature of ordained priestly ministry                                       | Is committed to being a public and representative person                      | Articulates an inner sense of call grounded in priestly service |
| <b><i>Love for People</i></b>  | Welcomes Christ in others, listens, values and respects; cares for those in poverty and the marginalised | Builds relationships which are collaborative and enabling  | Shows God's compassion for the world  | Has empathy and is aware of how others receive them             |
| <b><i>Wisdom</i></b>           | Is inquisitive, curious and open to new learning   | Shows Leadership that enables thriving and healthy churches, handles conflict, and can lead in mission | Is robust and courageous and prepared to take risks                           | Is a mature and integrated person of stability and integrity    |
| <b><i>Fruitfulness</i></b>     | Embraces the different and enables others to be witnesses and servants                                   | Shows the capacity to exercise sacramental, liturgical and effective and enabling teaching ministry    | Shares faith in Christ and can accompany others in their faith                | Has resilience and stamina                                      |
| <b><i>Potential</i></b>        | Grow in faith and be open to navigating the future in the company of Christ                              | Manage change, and see the big picture   | See where God is working in the world and respond with missionary imagination | Be adaptable and agile  |
| <b><i>Trustworthiness</i></b>  | Follows Christ in every part of their life   | Leads maturely which promotes safe, harmonious Christian communities                                   | Lives out their life as a representative of God's people                      | Has a high-degree of self-awareness                             |

## APPENDIX 5 ~ Timeline for the end of curacy assessments

### September / October

- The team of assessors meet for a briefing.
- Final year curates are allocated to pairs of assessors.
- Curates are informed who their assessors are, reminded of the portfolio requirements and instructed to contact their assessors to schedule an interview (Dec to mid-Jan).
- Curates finish putting together their portfolios and gathering completed reports.

### November

- Curates submit completed portfolios to the Growing Leaders administrator by end of November and uploaded to SharePoint.
- Curates also forward a copy of their portfolio to their curacy assessors.

### December

- Assessors read paperwork and prepare for assessment interviews.
- End of curacy Interviews take place (Dec – Mid January).

### January

- Reports submitted to the Growing Leaders administrator by no later than **31st January**

### February

- End of curacy interviews with Bishop Philip and Bishop Jill

The portfolio for the end of curacy portfolio should include 800 – 100 reflections on each of the three annual themes (Leadership, Discipleship and Witness), detailing theological development and practical impact. It must also contain reflections on your Discipleship and Witnessing Projects, a report on the placement with a focus on leadership learning, a Sunday sermon, an outline for a children's all age talk, a school assembly plan, and a case study on preparing a family for an occasional office. Additionally, reports from the Training Incumbent, placement supervisor, and a lay reference are required. This portfolio will form the basis for the final assessment interview. More information can be found in this handbook on **page 10**.

## APPENDIX 6 ~ Application for further study

### Application for further accredited study during IME2

Please complete this form and return to Start of Ministry Officers, [Jon Price](#) and [Helen Scamman](#) via email

|   |                                     |  |
|---|-------------------------------------|--|
| Full name   |                                     |  |
| Email   |                                     |  |
| Telephone   |                                     |  |
| Parish serving at   |                                     |  |
| Stipendiary or Self-Supporting  |                                     |  |
| Proposed study including title of award (e.g. BA, MA)                                   |                                     |  |
| Incumbent of Associate  |                                     |  |
| Is this a   | New course <input type="checkbox"/> | To 'top up' study already completed <input type="checkbox"/> |
| If 'top up' please expand   |                                     |  |
| Explain how this course of study will benefit your ministry both now and in the future. |                                     |  |

If accepted, we cannot provide funding but can support you in applying for grants.

All further accredited study is to be completed outside of your usual working hours.

## APPENDIX 7 ~ Additional learning needs

### **Disability or Specific Learning Difficulties (Needs?)**

**Access to Work Funding** Available to anybody with a mental or physical health condition or disability that makes it difficult to do parts of your job or get to and from work.

<https://jobhelp.campaign.gov.uk/government-services/access-to-work/>

### **Go-Sign!**

Support for deaf or hearing impaired people.

<https://www.gosign.org.uk>

### **Torch Trust**

For the spiritual support and encouragement of blind and partially sighted people.

<https://torchtrust.org>

### **Through the Roof**

Seek to make a positive difference to the lives of disabled people and their families by:

- Providing life-changing opportunities for disabled people
- Equipping the Christian community to fully involve disabled people

<https://www.throughtheroof.org>

### **Churches for All**

Churches for All is a network of UK Christian disability-engaged organisations.

<https://churchesforall.org.uk>