

**Form 2: Core Skills Checklist**

At the beginning of the curacy, and at least at the point of each annual report, Curates and Training Incumbents are asked to talk through all of the skills, abilities and knowledge in this checklist on a numbered scale from 0-5 as below. This checklist is the same for those training for the Distinctive Diaconate and for Priestly ministry. Distinctive Deacons and their Training Incumbents are asked to pay attention to the ways in which participation in any category (particularly in Worship, Preaching & Teaching, and Parish Organisation, Administration & Leadership) arises out of the community focus of a Distinctive Deacon’s ministry.

Scale / Colour Descriptors:

5 – Able to train and/or supervise others: the curate can adapt knowledge and skill to special/novel situations where there is increased complexity.

4 – Competent and confident: competence maintained for at least 6 months and/or used multiple times per week; the curate shows confidence, proficiency and fluency of practice.

3 – Can perform without regular direct supervision: solid understanding of theory/practice principles; the curate can perform this without assistance or regular, direct supervision.

2 – Developing experience/can perform with some supervision: basic understanding of theory/practice principles in place; the curate can perform this with some supervision and assistance.

1 – Limited experience (or only theoretical knowledge): the curate requires constant supervision and assistance.

0 – No experience yet.

Progress in all these areas will vary significantly. Many curates arrive with a significant background of skills and abilities and, after appropriate discussion/evidence in the parish, TIs may well wish to rate their curate at level 3, 4 or even 5 in some skills at the start of curacy. Equally some curates may not have opportunities to move beyond level 0 in some skills until the last year of curacy. Particular plans for when to cover skills and abilities should be included in the Curacy Development Plan at the start of curacy and with the annual report.

Under each heading the core skills, abilities and knowledge are sub-divided into ‘Essential’ and ‘Additional’ boxes. All curates should ensure they are addressing the ‘Essential’ ones as fully as possible. It maybe that some of the ‘Additional’ areas are not covered over the course of curacy, which is completely permissible, and so these areas will remain at 0 or 1. There may however be some aspects, or areas of interest, where curates are keen and able to focus much more on some of the additional sections, this, in conversation with the TI and noted on the Development Plan is also entirely permissible.

It is not asked, or indeed expected, that curates should aim for level 5 (“able to train and supervise others”) in any areas, but where curates are at the place, it should be recognized. Curates designated primary leader should aim for level 4 (“competent and confident”) in a number of areas and be operating at level 3 (“can perform without regular direct supervision”) in all essential skills by the end of the curacy.

Where other skills, abilities or knowledge are recognized as significant for either the curate’s vocation or ministry in the particular context by either the TI or curate, they may be added and assessed at the end of the form in the Further Skills section (some examples are offered).

This form may be updated regularly throughout the year in supervisions as particular core skills and abilities are developed but should always be fully checked by curate and TI together as part of the annual review and the latest version included with the reporting form and Curacy Development Plan each year.

**Name of Curate:**

**Year ordained deacon:**

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| Start Curacy | Y1 Report | Interim  | Final Report | Core Skill, Ability or Knowledge**Personal Development & Spirituality**Essential |
|  |  |  |  | Maintain a rhythm of prayer and worship that sustains and energizes |
|  |  |  |  | Maintain an ongoing pattern of Bible reading and study |
|  |  |  |  | Reflect theologically on ongoing ministry and practice |
|  |  |  |  | Maintain an appropriate working rhythm |
|  |  |  |  | Maintain time for family, friends, hobbies and non-church interests |
|  |  |  |  | Develop creative support networks |
|  |  |  |  | Reflect regularly with a spiritual director or soul friend |
|  |  |  |  | Undertake an annual retreat |
|  |  |  |  | Understand and keep to appropriate ministerial confidentiality |
|  |  |  |  | Integrate good safeguarding practice into whole of life and ministry |
|  |  |  |  | Be responsive to those at risk of discrimination of all kind, promoting equality and fairness |
|  |  |  |  | Be aware of and respond appropriately to complex dynamics in working relationships |
|  |  |  |  | Be sensitive to power dynamics within ministry |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Mission, Evangelism & Discipleship**Essential |
|  |  |  |  | Articulate a developed theology, understanding and practice of mission |
|  |  |  |  | Interpret and understand the particularities of the local mission context (including social profile and demographic data) |
|  |  |  |  | Understand the strengths and weaknesses of different mission and outreach strategies for the particular local context |
|  |  |  |  | Be a leader in mission |
|  |  |  |  | Be aware and respond well to issues of difference, privilege and prejudice  |
|  |  |  |  | Present the gospel message to those with little or no church background |
|  |  |  |  | Communicate faith effectively within contemporary culture |
|  |  |  |  | Encourage care for creation within local mission and church life |
|  |  |  |  | Minister effectively with primary schools |
|  |  |  |  | Engage with community partners or ‘people of good will’ (eg. schools, Citizens UK, charities, Lieutenancy/mayoralty, health professionals) |
|  |  |  |  | Enable and nurture the vocation of others, both within church and secular life |
|  |  |  |  | Prepare people for Baptism  |
|  |  |  |  | Prepare people for Confirmation  |
|  |  |  |  | Teach about prayer |
|  |  |  |  | Understand the particular issues and challenges in sharing faith with young people |
|  |  |  |  | Understand the particular issues and challenges in sharing faith with children & families |
|  |  |  |  | Write suitable magazine or website articles or content |
|  |  |  |  | Understand how to work safely and effectively with print and broadcast media |
|  |  |  |  | Understand how to use social media appropriately and effectively in mission and ministry |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Mission, Evangelism & Discipleship**Additional |
|  |  |  |  | Select and use appropriate evangelism resources (eg. Alpha, Emmaus) |
|  |  |  |  | Engage with key diocesan initiatives (eg. Personal Discipleship Plans, Come & See) |
|  |  |  |  | Mentor individuals |
|  |  |  |  | Make creative use of church buildings |
|  |  |  |  | Engaged in Church-planting |
|  |  |  |  | Begin a fresh expression or new congregation |
|  |  |  |  | Sustain and develop a fresh expression or new congregation |
|  |  |  |  | Respond to the specific challenges of housing estates or ‘new build’ developments |
|  |  |  |  | Respond to the specific challenges of rural mission and ministry |
|  |  |  |  | Plan and lead Sunday School / Children’s Church |
|  |  |  |  | Plan and lead youth groups |
|  |  |  |  | Understand the role and needs of school governors (especially foundation governors) |
|  |  |  |  | Engage with secondary schools, FE colleges or universities  |
|  |  |  |  | Lead and plan time-limited mission initiatives (eg. Holiday Club, Mission week, Festival) |
|  |  |  |  | Understand BMOs and the principles of good relationships between pioneers, planters and ‘traditional’ forms of ministry |
|  |  |  |  | Plan and lead Christian responses to climate change and environmental theology |
|  |  |  |  | Give appropriate TV, radio, newspaper or podcast interviews |
|  |  |  |  | Engage effectively as a Christian presence on social media |
|  |  |  |  | Prepare faith-based publicity materials |
|  |  |  |  | Work with ecumenical partners or Churches Together  |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Worship**Essential |
|  |  |  |  | Pray for people and situations appropriately in public without warning |
|  |  |  |  | Preside at Common Worship Eucharist *(Act as Eucharistic Deacon for Distinctive Deacons)* |
|  |  |  |  | Preside at BCP Holy Communion *(Act as Eucharistic Deacon for Distinctive Deacons)* |
|  |  |  |  | Lead Common Worship Daily Offices |
|  |  |  |  | Officiate at Baptisms |
|  |  |  |  | Officiate at Weddings |
|  |  |  |  | Officiate at Funerals |
|  |  |  |  | Plan and lead ‘all-age’ worship |  |  |  |  | Plan and lead ‘all-age’ worship |
|  |  |  |  | Plan and lead collective worship in schools |
|  |  |  |  | Plan and lead Christmas services (including carol services) |
|  |  |  |  | Plan and lead Holy Week/Easter services |
|  |  |  |  | Plan and lead creative forms of worship (please give examples, eg. Messy Church, Forest Church, Café Church, services of lament etc) |
|  |  |  |  | Choose music and liaise appropriately with musicians |
|  |  |  |  | Read in church |
|  |  |  |  | Lead intercessions |
|  |  |  |  | Prepare the church building, books and communion vessels for worship |
|  |  |  |  | Understand and facilitate the choreography of worship appropriately for one’s context |
|  |  |  |  | Understand the requirements of Canon Law regarding worship |
|  |  |  |  | Understand the legal requirements, preliminaries and procedure for weddings |
|  |  |  |  | Be aware of and able to support or cover services in CofE church traditions other you’re your own (please name traditions covered) |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Worship**Additional |
|  |  |  |  | Plan and lead online worship |
|  |  |  |  | Plan and lead services for civic occasions |  |  |  |  | Plan and lead services for civic occasions |
|  |  |  |  | Conduct an emergency Baptism safely |
|  |  |  |  | Plan and lead services for the Thanksgiving for the Birth of a Child |
|  |  |  |  | Officiate at difficult funerals (eg. those of children, after a sudden death and suicides) |
|  |  |  |  | Plan and lead a service of dedication after civil marriage |
|  |  |  |  | Offer reconciliation of penitents (after appropriate training only) |
|  |  |  |  | Plan and lead services for civic occasions |
|  |  |  |  | Lead BCP Matins & Evensong |
|  |  |  |  | Sing BCP Evensong |
|  |  |  |  | Plan and lead BCP occasional offices |
|  |  |  |  | Understand the canonical requirements and good practice for ecumenical worship |
|  |  |  |  | Understand the canonical requirements and good practice for interfaith worship |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Preaching & Teaching**Essential |
|  |  |  |  | Speak confidently and clearly in public |
|  |  |  |  | Engage in ongoing learning and development that informs and deepens your preaching  |
|  |  |  |  | Preach at principal services |
|  |  |  |  | Preach at Eucharistic services |
|  |  |  |  | Preach at Weddings  |
|  |  |  |  | Preach at Funerals |
|  |  |  |  | Preach at Baptisms |
|  |  |  |  | Understand one’s own theology of preaching |
|  |  |  |  | Lead small groups (eg. Bible study group, home group, Lent course) |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Preaching & Teaching**Additional |
|  |  |  |  | Preach at online worship |
|  |  |  |  | Preach at all-age worship |
|  |  |  |  | Preach at youth services |
|  |  |  |  | Preach at civic occasions (with non-regular churchgoers present) |
|  |  |  |  | Prepare suitable audio/visual aids |
|  |  |  |  | Give presentations and speeches |
|  |  |  |  | Understand some models and theory of how adults learn well |
|  |  |  |  | Plan and set up a new learning group or course |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Pastoral Care** Essential |
|  |  |  |  | Listen appropriately in pastoral conversations |
|  |  |  |  | Minister to the dying |
|  |  |  |  | Conduct funeral visits and offer bereavement support |
|  |  |  |  | Liaise with funeral directors, crematorium managers etc |
|  |  |  |  | Conduct pastoral visits and ministry to the sick/housebound |
|  |  |  |  | Offer home communion |
|  |  |  |  | Understand boundaries and good practice for hospital visiting |
|  |  |  |  | Understand basic mental health issues and implications for ministry |
|  |  |  |  | Understand one’s own limits and when to suggest referrals for counselling etc |
|  |  |  |  | Prepare people for Marriage |
|  |  |  |  | Handle enquiries for marriage from divorcees sensitively and with reference to local and national policy |
|  |  |  |  | Understand and respond sensitively to matters of human sexuality & LGBTI+ identity across church traditions |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Pastoral Care** Additional |
|  |  |  |  | Offer pastoral ministry in an institutional setting (eg. care home, hospice, prison) |
|  |  |  |  | Plan and lead services in an institutional setting (eg. care home, hospice, prison) |
|  |  |  |  | Plan and lead services for healing |
|  |  |  |  | Lay on hands / Anoint the sick |
|  |  |  |  | Minister appropriately to older people and those with Alzheimer’s/dementia |
|  |  |  |  | Liaise with local authority or other social services  |
|  |  |  |  | Support lay pastoral ministry as teams or individuals |
|  |  |  |  | Support bereaved children |
|  |  |  |  | Offer marriage support |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Parish Organisation, Administration & Leadership**Essential |
|  |  |  |  | Exercise a leadership role and embrace different styles as appropriate |
|  |  |  |  | Understand your own working style and practices  |
|  |  |  |  | Acknowledge weaknesses in self and build in appropriate structures of support  |
|  |  |  |  | Work well with others and minister collaboratively |
|  |  |  |  | Work with others in fostering an ongoing culture of safeguarding  |
|  |  |  |  | With others, ensure safeguarding policies are culturally embedded |
|  |  |  |  | Receive feedback and criticism constructively, with resilience (and safety) |
|  |  |  |  | Offer feedback and constructive criticism sensitively, appropriately and safely |
|  |  |  |  | Build a new team or refresh an existing one |
|  |  |  |  | Understand approaches to long-term vision and strategy |
|  |  |  |  | Review and evaluate actions or initiatives |
|  |  |  |  | Deal with conflict sensitively and constructively |
|  |  |  |  | Prepare appropriately for meetings and engage effectively |
|  |  |  |  | Chair meetings  |
|  |  |  |  | Handle paperwork, emails and information effectively |
|  |  |  |  | Manage time effectively |
|  |  |  |  | Communicate appropriately by telephone and email |
|  |  |  |  | Understand ‘the basics’ of accounts and budgeting |
|  |  |  |  | Understand parish finances, fees and expenses |
|  |  |  |  | Understand the principles and theology of Christian stewardship and generosity  |
|  |  |  |  | Keep parish and ministry records effectively |
|  |  |  |  | Maintain church registers correctly |
|  |  |  |  | Ensure that child and vulnerable adult protection procedures are followed |
|  |  |  |  | Understand diocesan and deanery governance and structures |
|  |  |  |  | Engage with PCC |
|  |  |  |  | Engage with deanery chapter and synod  |
|  |  |  |  | Understand the legalities of lay officers, PCC meetings and APCMs |
|  |  |  |  | Understand the legalities of marriage applications (including the processes for banns, licenses and marrying foreign nationals) |
|  |  |  |  | Understand the legalities relating to open and closed churchyards |
|  |  |  |  | Understand the role of the DAC and the process for Faculty applications |
|  |  |  |  | Understand the legal requirements for paid staff |
|  |  |  |  | Understand best practice for working with volunteers |
|  |  |  |  | Understand best practice for Safer Recruitment |
|  |  |  |  | Be aware of issues around inclusion and how to make reasonable adjustments |

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| Start Curacy | Y1 Report | Interim | Final Report | Core Skill, Ability or Knowledge**Parish Organisation, Administration & Leadership**Additional |
|  |  |  |  | Understand the implications of multi-parish ministry |
|  |  |  |  | Offer entrepreneurial vision and creative insights |
|  |  |  |  | Act as line manager for parish staff |
|  |  |  |  | Supervise other ministers or volunteers |
|  |  |  |  | Write references for parishioners or colleagues |
|  |  |  |  | Develop long-term vision or strategic approaches |
|  |  |  |  | Prepare budgets |
|  |  |  |  | Review or write parish policies |
|  |  |  |  | Manage web-pages |
|  |  |  |  | Produce printed or published materials |
|  |  |  |  | Prepare grant applications or funding bids |
|  |  |  |  | Manage a building project |

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| Start Curacy | Y1 Report | Interim | Final Report | Further Skills, Abilities or KnowledgePlease add other relevant ministry skills developed or demonstrated during curacy.Those listed below are given purely by way of example. |
|  |  |  |  | Chaplaincy (please specify contexts) |
|  |  |  |  | Interfaith dialogue |
|  |  |  |  | Spiritual direction |
|  |  |  |  | Vocations and discernment work |
|  |  |  |  | School governor |
|  |  |  |  | Charitable trustee |
|  |  |  |  | Theological educator |
|  |  |  |  | Theological research |
|  |  |  |  | Ministry with refugees |
|  |  |  |  | Ministry with prisoners/ex-offenders |
|  |  |  |  | Diocesan Structures (please specify contexts) |
|  |  |  |  | National Church structures (please specify contexts) |
|  |  |  |  | World-wide church (please specify contexts) |
|  |  |  |  | Engagement with local incident emergency plans |
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Please sign and date below to affirm that this represents a fair assessment of progress at each point of curacy review:

Curate: Date:

Training Incumbent: Date: