

**Southwark Diocesan Board of Education**  
*Supporting Christian Education*

**Appointment of Headteacher**

**Guidelines for the Governing Body**

**September 2011**



# **SOUTHWARK DIOCESAN BOARD OF EDUCATION**

## **GUIDANCE ON THE APPOINTMENT OF A HEADTEACHER**

### **I LEGAL FRAMEWORK**

A new appointment will need to be made under the 2002 Education Act. Details are set out in Sections 35(8) and 36(8). Persons appointed as headteachers or teachers must meet the requirements of any regulations under sections 132 to 135, 141 and 142 of the same Act and section 19 of the Teaching and Higher Education Act 1998.

Governing Bodies should also refer to the School Staffing (England) Regulations 2009 (available at [www.governor.net.co.uk](http://www.governor.net.co.uk)) and guidance entitled Safeguarding Children : Safer recruitment and selection in education settings (ref DFES/1568/2005 at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)).

The National College for School Leadership also have guidance entitled “Recruiting Headteachers and Senior Leaders” (available at [www.ncsl.org.uk](http://www.ncsl.org.uk)).

The National Standards for Headteachers (ref DFES/0083/2004) outline the core purpose of the role.

All schools must have a headteacher. The headteacher is the key post in school and the quality of the headteacher is a major factor in maintaining and raising standards and delivering high quality education. Choosing a headteacher is the most important decision a governing body can make. It is important that headteacher vacancies come to the attention of as many suitable persons as possible.

The governing body is required to notify the LA in writing whenever a vacancy, or prospective vacancy, occurs in the post of headteacher.

A selection panel of at least three members of the governing body must be appointed. This does not preclude a governing body from deciding that all governors should form the selection panel. The minimum legal requirement is for the panel to:

- (i) select applicants for interview (the selection panel must submit the shortlist to the LA who may make representations at this stage. The LA is required to reply within 7 days. The selection panel must consider these representations. If they decide to recommend to the whole governing body a person to whom the LA has objected, they must notify the LA in writing of their reasons and make the exchange of correspondence available to the whole governing body).
- (ii) interview selected applicants, and
- (iii) where they consider it appropriate, recommend an interviewee to the governing body for appointment.

All decisions must be by majority vote representing a majority of all the members of the panel whether or not taking part in the vote.

Advisory rights of the Chief Education Officer (CEO) may either be by agreement of the governing body or by determination of the Secretary of State. Agreement of advisory rights must be confirmed in writing.

The appropriate Diocesan Officer (nominee of the Diocesan Board of Education) has the same rights as the CEO.

The governing body must advertise a headteacher post as it thinks fit. At the very least it should be advertised in a printed publication with a national circulation.

Section 60 of the 1998 school Standards and Framework Act allows governors of voluntary aided schools and academies which were formerly VA schools to have regard to a person's ability and fitness to preserve and develop the religious character of the school when appointing teachers. In appointing a Headteacher, or deputy Headteacher, governors will need to discuss what level of Christian commitment is required in would-be applicants. This can be anywhere on a continuum from practising Anglican, committed Christian actively involved in their own church to someone willing to support and develop the Christian ethos.

## **2 GUIDANCE ON SETTING UP THE SELECTION PANEL**

A recommended number of governors for a selection panel is five or seven. The setting up of the appointment panel should be minuted at a governors' meeting. It is recommended that the foundation should be in the majority on such a panel.

It is recommended that the trained Governor for Safer Recruitment is a member of the panel.

A selection panel must be complete in terms of the number of members agreed by the governing body. If any member drops out, a replacement agreed by prior due process must take their place.

If there is an internal candidate shortlisted governors are advised that a teacher governor on the panel should withdraw at this point if they stand to benefit in any way from the decision made by the governors. In the case of a headship appointment the departing headteacher should not be directly involved in the process.

Given that advisory rights are afforded both the LA and the SDBE need to be given early notification of the vacancy and invited to participate in all aspects of the selection procedure.

## **3 TIMESCALE & PERIOD OF NOTICE**

In the case of headteacher appointments, the new requirement for LAs to be given up to 7 days to make representations to the governing body if they consider a short listed candidate to be unsuitable must be built into the schedule.

In addition, the governing body must take into account the period of notice that must be given by the successful candidate before taking up the post. The timetable is governed by the national conditions of service for teachers laid down in the 'Burgundy Book' which has contractual force. Under the provisions of the Burgundy Book the periods of notice are as follows:

Headteachers: 3 months, except for 31st August when it is 4 months  
Teachers: 2 months, except for 31st August when it is 3 months

Therefore, to make an appointment for September the resignation date for headteachers is 30 April and for deputy headteachers it is 31 May.

Governors need also to bear in mind that they may not find the right candidate first or even second time round. Governors may find it helpful to prepare for two recruitment schedules in the first instance.

## **4 ADVERTISING**

A decision has to be made over the size, format and content of the advertisement, and in which publications it will appear. It is important that the advertisement is not only value for money but also ensures that the maximum number of appropriate candidates apply for the post. Advice over precise cost can be given by Anne White at SDBE who co-ordinates all the Board's advertising.

## **Content**

A clear distinction needs to be made between the information essential for the advertisement and that which can be provided in the information pack. The advertisement should include any feature of the school which may attract candidates with a particular interest or experience (eg Special Educational Needs unit, strong community or church links, serves a culturally diverse community) and should include information which may encourage applications eg recent successful OFSTED report, attractive well-resourced building, the school is popular and over-subscribed.

## **Salary information**

The governing body is required to agree an Individual School Range (ISR) of seven points, within the range for the group size of the school. The incoming headteacher will not automatically be paid at the same level as the outgoing headteacher and if the successful candidate is new to headship then their starting salary must be between point one and point four of the ISR.

## **Where**

The most obvious publication is the 'Times Educational Supplement'. Some LAs have their own in-house bulletins. The 'Church Times' may also be considered. For the 'TES' (issued on Fridays): copy should be with the SDBE by the Thursday of the week prior to the week of publication.

## **5 DOCUMENTS NEEDED FOR THE PACK**

The appointment panel will need to agree the contents of a 'recruitment pack' for enquirers who wish to apply. Thought will need to be given as to who will be responsible for the preparation and administration of the 'pack'. This is often done within the personnel department of the LA. Packs need to be assembled in envelopes ready to be sent out as soon as the advertisement has appeared and enquiries begin. The pack should market the school and aim to attract as many potential candidates to the post as possible. The pack should include:

### **A covering letter**

This letter is the first point of contact with prospective candidates. It should be welcoming, invite candidates to visit the school (if appropriate), outline the application process, summarise the content of the application pack and outline the process for returning completed forms.

### **A profile of the school/school characteristics report**

This can be prepared by the current headteacher who will have the relevant information. The school brochure/profile may provide much of this information. There may be a reference to an appropriate website link to the school.

### **Person specification/selection criteria**

This sets out the qualifications, experience, professional knowledge and understanding, competences and qualities that the successful candidate should be able to demonstrate. It is in this that any particular requirements must be made clear. Some aspects may be 'essential' (eg 'experience of teaching a particular age group' or 'committed Christian'), others may be 'desirable' (eg 'experience in inner-city schools' or 'communicant member of the Church of England'). It is against these criteria that applicants will be shortlisted and questioned at interview.

## **Job description**

This sets out the specific duties and responsibilities of the post governors may wish to highlight. All headteachers must comply with the job requirements as set out in the School Teachers' Pay and Conditions Document and the National Standards for Headteachers.

## **Application form**

The SDBE has its own form which is available online. This includes a section on faith commitment and requires a candidate to give the name of a referee to support his/her Church affiliation.

## **Local Authority**

Some LAs produce a recruitment pack outlining the benefits of working in their particular area.

Additional information - Governors may wish to send additional information to candidates at this stage or after shortlisting such as:

- (i) the school brochure/profile (this will include SATs/exam results);
- (ii) the summary of the school's OFSTED and Section 48 report (if recent);
- (iii) the school improvement plan;
- (iv) information about the shortlisting and interview process and where appropriate, visiting the school.

## **6 THE SELECTION PROCESS**

### **Shortlisting**

This initial part of the selection process should involve all those who will be interviewing the candidates. Both LA and SDBE Advisers should be invited, though if they are unable to attend they may send their written comments to the shortlisting. Applicants should be assessed against the selection criteria. A grading system for each of the criteria can be helpful, for example:

- 0 failed to address the criterion;
- 1 mentioned but gave no evidence
- 2 partly met the criterion;
- 3 fully met the criterion.

Only applicants who score a significant number of 'fully met' grades should be shortlisted.

After successful shortlisting the following letters need to be sent:

- 1. To the unsuccessful applicants indicating that they have not been shortlisted;
- 2. To the shortlisted candidates inviting them to interview and giving:
  - (i) fuller information about the date, time and venue (with map) for the interviews;
  - (ii) the structure of the day;
  - (iii) details of any preparatory work should be given at this stage eg presentation topic, leading an act of worship;
  - (iv) a request to bring documentary evidence of their identity which will satisfy CRB requirements, ie either a current driving licence or passport including a photograph;
  - (v) a request to bring documents confirming educational and professional qualifications.
- 3. To the referees of the shortlisted candidates, enclosing the person specification and requesting any particular information relating to this. These references will need to arrive at the school prior to interview.

There will need to be someone (a governor in the case of headteacher appointments) who is not involved in the interviewing to be responsible for welcoming candidates on the day, to organise refreshments and, if required, to arrange lunch.

### **Preliminary visits to the school**

Many applicants will already have visited the school. Governors may, however, wish to invite shortlisted candidates to a formal visit as a group especially if part of the interview process requires them to comment on their perception of the strengths and weaknesses of the school. A person will need to be designated to show candidates round.

### **The interview day**

This may include a number of elements designed to explore aspects of the candidates' knowledge, skills and experience as set out in the person specification. The following elements might be included:

- (i) A presentation on an agreed subject: The subject will usually relate to a particular need of the school (eg setting a vision for the school, raising levels of achievement, analysis of performance data, developing stronger links with the church, responding to a point in an OFSTED action plan). It will also test the ability of candidates to communicate effectively to a particular audience. The subject of the presentation can be given to candidates in advance or more usually given to them on the day with a specified period of time to prepare. Candidates are usually asked to speak for 10 minutes;
- (ii) A written task: Candidates are given this on the day. It might be the preparation of a general letter to parents over a difficult issue or a reply to a particular letter that has been received. Candidates can also be asked to analyse performance data;
- (iii) An In-tray exercise: This is a more elaborate version of the written task. Candidates are given this on the day. This includes a number of problems (set in writing) that candidates have to prioritise and to which they respond. They feed back their response to governors either in writing or orally (with follow-up questions);
- (iv) An observed act of worship/interaction with a group of children: Candidates are asked to take an act of worship or interact with a group of pupils (for example members of the School Council). They are observed by designated governors and an adviser. The purpose of this is to test their ability to relate to and communicate with children;
- (v) Carousel interviews: Small groups of governors interview each candidate in rotation on different aspects of the job eg curriculum, management, pastoral, relationship with the church. This has to be carefully planned and, ideally, a professional adviser should be in the key groups of curriculum and management. There is also the need to allow time for feedback to the rest of the appointment panel. These interviews are usually followed by an interview with the full panel for all or selected candidates to explore certain issues at greater depth or pursue new avenues of enquiry;
- (vi) A group exercise: All candidates are given the same scenario/problem to discuss as a group. Governors observe the discussion and record candidates' ability to demonstrate: problem analysis; judgement; leadership; sensitivity and oral communication. This activity is sometimes called a 'goldfish bowl' or 'leaderless discussion';
- (vii) A single interview for each candidate: This addresses the same range of areas as the carousel but in a single longer interview.

A typical structure for selection would be an unseen presentation, some interaction with pupils and written task followed by formal interview(s). The professional advisers from the LA and/or the Diocesan Board can be asked to draft the task(s) selected. In addition the process must allow for documentation related to Safer Recruitment to be verified.

## **7 GUIDANCE ON THE INTERVIEWS**

### **Preparation**

Interviewers should ensure that they have read thoroughly the application forms before the interview. Where there are areas for clarification relating to information on the application form eg employment record then a question should be framed to address the issue.

Governors will need to decide how each element of the interview process is to be judged. It is advisable to use a grading system with grids to record comments and judgements on each candidate systematically. Examples are appended.

### **Asking questions at the interview**

Questions should be allocated and discussed beforehand so that governors know the areas each will cover. Some discussion about the sort of responses looked for will be useful beforehand.

All candidates should be asked the same questions (except where there is a need to clarify gaps in a candidate's employment history or discrepancies arising from the information provided by the candidate and/or a referee). A candidate's response to a question about an issue will determine whether and how that is followed up: ('What do you mean by.....' or 'Can you give me an example of.....from your recent experience..' or 'How would you apply that to .....'). Additional unrelated questions should not be asked. It is better to pose competence-based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Do not ask any questions that are not related to the criteria or which are personal in nature eg the journey they will have, their marital status, their age, their family.

At the end of the interview the chair will normally ask if the candidate has any questions they wish to ask the governors about the school or the post and whether, if offered the post, they would accept (some actually come just for the experience or to have a another interview up their sleeve).

The following is one grading system that can be adapted if required:

- 0 failed to answer the question - missed the point, waffled or simply dried up;
- 1 a superficial answer - saying the right things but not showing any real understanding of how issues might work in practice; or purely anecdotal;
- 2 an adequate answer - covered the ground - related elements of relevant personal experience;
- 3 a full answer - able to draw out key principles - drawing on personal experience to illustrate - showing an awareness of the management and whole school implications.

### **Reaching a conclusion**

This is done when all the elements of the selection process are completed for all the candidates. There should be no sharing of feelings and views until the whole process is complete.

If a grading system has been used, grades can be used as a guide but there must also be a full discussion and exchange of opinions; in the course of such a discussion some governors may decide to alter grades. Judgements must be related to the criteria - not general instinct! Advisers can be asked to summarise each candidate in order to get the discussion going.

Unless there is a discrepancy that would need to be checked with the candidate concerned during his/her interview, references are shared when the governors are near to making a decision, or where they are deliberating over two candidates.

Only governors vote. A recommendation for appointment is made on a majority vote. If no candidate stands out governors are advised not to appoint and to advertise again.

## **8 RATIFICATION**

The whole governing body must meet as soon as possible after the appointment panel have reached a conclusion to recommend a candidate for appointment in order to ratify the appointment.

The candidates should be informed (as indicated during the interview) by telephone on the evening of the interview or the following day (depending on when the full governing body can meet to ratify the recommendation). The successful candidate will then have the appointment confirmed in writing (subject to references and/or medical information if this is still to be obtained) confirming the date when the appointment is to be taken up and the salary agreed.

A courtesy letter to unsuccessful candidates should be sent. No explanation or analysis of 'performance at interview' should be given over the telephone or in the letter. An offer of debriefing through an adviser can be made.

## **AGENDA FOR THE APPOINTMENT OF HEADTEACHER**

The governing body needs to agree the following:

- (i) advisory rights of the Chief Education Officer and the Diocesan Director;
- (ii) the names of the governors on the selection panel;
- (iii) two reserves in order of priority;
- (iv) outline timetable including date for ratification ;
- (v) the selection panel needs to agree the following scope of selection arrangements:
- (vi) confirm pay/ISR pay range being offered;
- (vii) consult LA/SDBE on detail of advertisement, job description and person specification;
- (viii) contents of information pack;
- (ix) visiting arrangements;
- (x) venue for process;
- (xi) governors' training arrangements (if appropriate);
- (xii) any other recommendations.

## Headteacher appointment process timescales

Action	By Whom	When
Resignation received	Chair of Governors	Due date
Letter of acknowledgement & thanks	Governors	Immediately
SDBE notified LA personnel notified Governor Services notified	Chair of Governors	Immediately
Governors' training needs identified	SDBE Governor Services	Immediately

As soon as possible thereafter:-

Appointment Panel nominated	Full Governing Body	Week 1
Prepare advertisement Recruitment pack Arrange for dispatch of packs	Appointment Panel	Week 2
Advertisement placed	School, SDDBE or Education Personnel	Week 3
Advertisement appears	TES	Week 4
Advert closes Applications collated	Chair of Panel or his/her agent	Week 6
Shortlisting	Appointment Panel, SDDBE Adviser, LA Adviser	Week 7
Shortlisting approved References sent for	Executive Director Chair of Panel or his/her agent	Week 8 Week 9 & 10
Interview process	Appointment Panel, SDDBE Adviser, LA Adviser	Week 10 Week 11
Appointment ratified Successful candidate contacted by phone and verbal offer conveyed. Followed up in writing the next day	Full Governing Body	Week 11 Week 12
Medical/Criminal conviction clearances processed	Chair of Governors/Education Personnel	Week 11 Week 12
Contract and terms & conditions sent for signature	Chair of Governors	Within 8 weeks of appointment
Headteacher Induction information sent	SDDBE	Start of term

### **Role of the Southwark Diocesan Board Adviser**

- (i) To advise and support the Governing Body at all stages of the process;
- (ii) To attend shortlisting;
- (iii) To attend the selection process;
- (iv) To make professional judgements on candidates' abilities on behalf of the Governing Body;
- (v) To provide activities and the associated proformas for judging these;
- (vi) To offer recent models of Job descriptions and Person specifications;
- (vii) To offer model interview questions.

An overview Power Point presentation of the process is available in the Members' Area of our website [www.southwark.anglican.org/education](http://www.southwark.anglican.org/education)

## **Example 1 (other models are available from your SDBE Adviser)**

### **HEADTEACHER JOB DESCRIPTION**

This job description should be read alongside the range of duties and responsibilities of Headteachers as set out in Part IX of the annual Teachers' Pay and Conditions Document and the National Standards for Headteachers. Candidates will be expected to have considered these in relation to \_\_\_\_\_ Voluntary Aided Church of England School.

The successful candidate will need to agree major objectives with the governors. These objectives will include:-

To continue to forge the strong links that put the school at the heart of the Parish and local community.

To nurture, and develop the distinctive and inclusive Christian ethos of the school in line with the published ethos statement.

To raise attainment, achievement and standards for specific areas within the school;

(list)

To manage the building programme for ...

(In this section the school should list its key priorities taken from the SEF and SIP)

#### **A Leadership and Management**

In consultation with the governing body to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that learners achieve high standards and make progress.

To monitor, review and evaluate the work and organisation of the school to ensure effective implementation of policy and practice enables learners to maximise achievement

To manage and monitor finance and resources effectively and ensure they are efficiently linked to the priorities of the school.

To lead, value and inspire a team of staff, promoting teamwork and collective responsibility to enable all learners to achieve their full potential.

To develop effective leadership at all levels through high quality continuous professional development.

To lead on the development of, and widely consult on, all policies, monitoring their implementation and success.

To make full, and appropriate use of information technology systems in the administration and management of the school.

#### **B Pupils**

To secure the five outcomes identified in Every Child Matters for learners across the school.

To ensure the highest standards of achievement for learners across the full range of abilities and needs. To promote this through high expectations and a curriculum designed to support, challenge and stimulate.

To promote the need for personalised learning, equipping learners to take responsibility for learning independently.

To promote positive and responsible pupil behaviour based on expectations of mutual and self-respect. To ensure the effective management of rewards and discipline.

To identify and provide for the specific needs of all students taking account of current legislation including the SEN Code of Practice and Disability Discrimination Act, so that all staff and the governing body are able to carry out their responsibilities.

To support and ensure the provision of a broad, balanced, enriched and extended curriculum for all students by ensuring equality of access to the whole curriculum.

To actively promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.

## **C Curriculum**

To develop, lead and monitor and evaluate a broad, balanced and flexible curriculum within the requirements of the National Curriculum and the aims of the school.

To take account of the needs and aptitudes of all learners through appropriate curriculum planning, assessment and evaluation; to ensure high standards and optimum achievement for each learner, which addresses disadvantages of any kind.

To promote the benefits of, and establish systems which will allow for personalised and independent learning, whilst working in cooperation with other schools and agencies where appropriate.

To establish, maintain and develop effective systems of planning, assessment and record keeping.

To communicate effectively and regularly with parents/carers and students.

## **D Teaching and Learning**

To encourage and promote the sharing of effective classroom practice.

To promote and facilitate teamwork amongst staff, pupils and parents.

To monitor, evaluate and develop the standards of teaching and learning.

## **E Human Resources Management**

To be responsible with the governors for the appointment of all staff in accordance with the School Staffing Regulations 2003, to ensure that they have the potential to achieve the agreed aims and objectives of the school.

To ensure that all appropriate HR policies are in place and implemented.

To implement good personnel procedures and practices to maintain appropriate consultative mechanisms in respect of staff and their representatives.

To be responsible with the governors for staff discipline in accordance with the School Staffing Regulations 2003.

To lead and motivate staff to ensure that they have access to suitable advice, education and training appropriate to their professional needs, as identified through performance management and the priorities identified in the School Improvement Plan.

To support all staff in carrying out their responsibilities effectively through a programme of regular review and appraisal.

To implement the school's Performance Management policy

## **F Ethos**

To develop and promote a positive Christian ethos in which individuals feel valued and where personal endeavour and responsibility are encouraged.

To instil and maintain high morale and confidence and set a positive example of professional standards and leadership.

To develop and promote a suitable system of guidance and support for learners including liaison with parents/carers and outside agencies.

To foster and promote a sense of community within the school including relationships with all students, staff and parents/carers to encourage links between the school and the local community.

## **G Equal Opportunities**

To ensure that equality of opportunity and race equality are placed at the heart of all school activities and barriers to educational achievement are identified and addressed.

To promote equality of opportunity in the appointment and promotion of all staff.

To ensure that the school adheres to the requirements of the Disability Discrimination Act 2005 and the Race Relations act 2005.

## **H The Governing Body**

To consult regularly with the governing body and to provide all necessary information in good time.

To advise and assist Governors so that they fulfil their responsibility for raising standards of educational achievement as well as maintaining an effective and efficient school.

To ensure the timely implementation of the decisions of the governing body.

## **I Parents/Carers, the local community, the Diocese, local authority & other agencies**

To support the Every Child Matters outcomes by promoting a positive and effective relationship between home and school, ensuring that parents/carers are fully informed about all matters relating to the education and well being of their children.

To ensure that the school promotes effective links with local schools, the Church of \_\_\_\_\_, the local community and other agencies eg Health and the Police.

To ensure effective liaison with the Southwark Diocesan Board of Education, the LA, its officers and other Council departments and organisations serving the school.

To foster and encourage parental involvement wherever possible.

## **J            The School Buildings and Site**

To ensure effective supervision and security of the school environment.

To ensure proper records and good maintenance of the building and a high quality of facilities management through appropriate agencies and contractors and to comply with current Health & Safety requirements.

To foster community use of the building and site.

To maintain and further develop a safe and stimulating learning environment.

To become actively involved in any LA/ Government building programmes eg BSF, Primary Programme.

## **HEADTEACHER PERSON SPECIFICATION**

The following criteria will be used for selection purposes:-

Qualifications and Experience

Qualified Teacher Status.

Clear commitment to professional development and evidence of recent relevant in-service training.

Graduate level qualifications

The National Professional Qualification for Headteachers (NPQH) or studying for NPQH (except where exemptions apply)

### **Experience**

Experience in implementing a range of strategies to raise achievement.

Evidence of successful teaching experience across the primary age range.

Successful and substantial experience of delivering an imaginative and differentiated curriculum to learners with a diverse range of needs and successful and substantial experience of responsibility for the pastoral care of learners and of the ability to develop constructive and positive relationships with them.

Experience of successful leadership as a Headteacher or Deputy Headteacher working in challenging circumstances in an inner city and culturally diverse community.

### **Disposition**

#### **Personal Qualities**

A committed Christian who is a member of a church which is in membership of Churches Together in Britain & Ireland or the Evangelical Alliance. An ability to apply own faith practically to the mission and ethos of the school.

The ability to nurture and develop the excellence and distinctiveness of this Voluntary Aided Church of England school.

The personal and intellectual qualities required to inspire, motivate and support learners, staff, parents/carers, governors and the wider community.

The ability to develop a vision in partnership with all stakeholders to ensure that the school becomes the heart of the community.

The ability to consult, listen and communicate effectively both orally and in writing with students, staff, parents, governors, the LA and the wider community.

#### **Commitment to Excellence**

A commitment to excellence in significantly raising the academic and personal achievement of all learners.

A commitment to ensuring all learners have the opportunities to participate in a full range of activities.

## **Equal Opportunities/Inclusion**

A sound and practical understanding of equal opportunities in education with knowledge of the effects of inner city deprivation.

An understanding of a range of inclusive practices for all learners in the context of Every Child Matters.

A practical understanding of applying equal opportunities principles in the recruitment and employment of staff.

## **Knowledge, Skills and Abilities**

### **Interpersonal Skills**

Evidence of effective team building and team leading.

Evidence of the ability to establish a model of distributed leadership.

Evidence of establishing effective partnerships with parents, carers and the wider community.

Evidence of the ability to prioritise tasks, delegate, make informed decisions and implement them.

Evidence of the ability to develop and maintain positive and effective relationships with all members of the diverse school community, the Local Authority and other agencies.

Evidence of a clear understanding of how to improve teaching and learning.

### **Behaviour and Ethos**

Evidence of the ability to promote a positive ethos and pride, creating a sense of Christian community in the school and its physical environment.

Evidence of the ability to promote high standards of discipline where positive and responsible behaviour is valued and encouraged.

Evidence of the ability to promote and celebrate individual achievement and success, no matter how small.

### **Leading and Managing Change**

Evidence of the ability to encourage, manage and realise change through motivation and effective leadership, and of clear successful self-evaluation strategies.

Evidence of the ability to appraise all staff effectively and to promote their continuous professional development.

Evidence of successfully managing significant transformational change to a school environment and curriculum.

### **Educational Developments**

Evidence of a sound knowledge of the current major curriculum issues as well as of recent educational developments and legislative changes and their significance for the management and leadership of a secondary school.

Evidence of a strong commitment to the arts.

## **ICT**

Involvement in developing comprehensive ICT initiatives and an understanding of the key role of ICT in school improvement.

## **Financial Management**

Proven financial ability and experience to deal with the financial and budgetary aspects of Fair Funding of schools and to manage finance efficiently in accordance with the agreed priorities of the school, including experience of securing funding through alternative routes.

Evidence of knowledge of the complex financial funding environment within which schools currently operate.

## **Performance Review/School Self- Evaluation**

Evidence of the ability to devise and implement effective measures for the performance of the school, based on inspection reports, data and research and to keep these measures under systematic review.

## **Assessment**

Evidence of knowledge and understanding of effective assessment and its use to promote the educational and personal development of all learners within the school.

Candidates should ensure that they address all of the above criteria in their application form. Shortlisted candidates will be selected entirely on the basis of the extent to which they meet the selection criteria in their application form.

**Example2 (Other models are available from your SDBE Adviser)**

**Headteacher – Person Specification**

	Essential	Desirable
Education and training	<p>Qualified teacher status                      Clear evidence of commitment to professional development                      Has or is studying for NPQH (except substantive headteachers)</p>	<p>Higher qualification</p>
Christian commitment	<p>Personally committed Christian                      Active member of his/her own church                      Committed to applying own faith practically to the Christian mission and ethos of the school</p>	<p>Practising member of Church of England</p>
Leadership and management experience	<p>Proven record in a primary/secondary school of at least deputy head level, of raising achievements and expectations of staff and pupil performance                      Experience of developing initiatives and managing in a change environment                      Record of success in strategic thinking, planning, school self-evaluation and the OFSTED process                      Ability to lead by example and to build effective teams                      In-depth knowledge and understanding of national education priorities/curriculum developments including assessment for learning and Every Child Matters                      Commitment to and understanding of equal opportunities across all aspects of the school                      Record of a consistent approach to high standards, discipline and behaviour management                      Demonstrable experience of managing resources to secure best value                      Successful experience of working with Governors, parents and the community</p>	<p>Proven successful Headship experience                      Experience in a multi-cultural setting                      Experience of Foundation Stage and Key Stages 1 and 2 (primary phase)</p>
Skills and personal qualities	<p>Personal and intellectual ability to develop and communicate a clear vision for the school                      Confident leadership with high expectations for a growing and inclusive school                      High level of resilience and determination                      Commitment to and a genuine interest in the pastoral welfare of the school community                      Commitment to a broad view of education, embracing creative arts, sport and extra-curricular activity                      Considerable energy and good health                      Excellent communicator with effective listening and negotiation skills                      Calm and organised under pressure, able to prioritise</p>	<p>Evidence of managing change through motivation and inspirational leadership                      Evidence of working co-operatively with a range of partners, including the Diocese, LA, local parishes, schools and colleges</p>

## Headteacher – Job description

Job title: Headteacher

Salary: Headteacher Group ...– ISR range .....Leadership Scale

Job purpose: To plan, lead, develop, support, administer and monitor the religious, academic, pastoral, social and financial life of the school community in pursuit of the aims of .....School and to help realise its School Improvement Plan in all aspects.

Responsible for: All teaching and support staff

Responsible to: The Governors

Key accountabilities:

You are required to carry out the duties of a Headteacher as set out in the School's Ethos Statement (contained in the Instrument of Government) and with the terms and conditions of the current School Teachers' Pay and Conditions Document. The Headteacher's role involves:

Ensuring that the school's aims and ethos represent the aspirations and intentions of the Foundation to promote Christian education for the pupils.

Ensuring that the school's aims are implemented through the totality of its life: worship, curriculum, pastoral structures, leadership and management, financial control, relationships both external and internal, extra-curricular activities etc.

Working with and accountable to the Governors as their appointed Chief Executive in the implementation of policy and planning.

Acting as the Governors' main channel for liaison with the Southwark Diocesan Board of Education and the LA; advising the Governors on matters relating to the school's voluntary aided status. Representing the school's needs and concerns and seeking support for the school.

Administering the school's Admissions Policy, as agreed with the Governors. Overseeing and editing the school's prospectus and other publications.

Working with the Governors as their appointed Chief Executive in all matters of staffing and matching the needs of the school and curriculum to the budget and aspirations of the Foundation.

Ensuring efficient and effective deployment of staff and resources.

Taking overall responsibility on behalf of the Governors for the implementation of the school's curriculum policy and for the quality of teaching and learning.

Taking overall responsibility on behalf of the Governors for promoting and safeguarding the welfare of all pupils through the school's pastoral care and discipline code;

Taking overall responsibility on behalf of the Governors for the implementation of the school's budget and financial planning, and management.

Taking overall responsibility with the Governors for the planning, development and stewardship of the school's environment, buildings, plant and equipment.

Taking overall responsibility with the Governors for the fostering of good relationships between the school and parents, and, on behalf of the Governors for the school's relations with the Local Authority and the wider community.

As a matter routine the following tasks are undertaken by the Headteacher:

Attendance at Governors' meetings and committees

Attending and chairing Leadership Team meetings

Organising and managing procedures and interviews for the selection and promotion of staff

Taking responsibility for staff development and performance management

Leading the worshipping life of the school

## SHORTLISTING GRID

### CANDIDATES

<b>CRITERIA FOR SELECTION</b>							
<b>Qualifications</b>							
DFES; Higher Degree (D) Professional development Preparing for Headship/NPQH							
<b>Christian Commitment</b>							
Personally committed Christian Active in own church Applying own faith practically Practising C of E (D).							
<b>Leadership &amp; Management Exp</b>							
Proven record as deputy head of raising achievements & expectations of pupil and staff performance Successful Headship experience (D)							
Experience of developing initiatives and managing in a change environment							
Record of success in strategic thinking, planning, school self- evaluation and the Ofsted process							
Ability to lead by example and to build effective teams							
Knowledge of national education priorities/curriculum dev; including assessment for learning & ECM							
Commitment to and understanding of equal opportunities Multi-cultural setting (D)							
High standards, discipline and behaviour management							
Demonstrable experience of managing resources - best value							
Working with Governors, parents and the community							

Skills and personal qualities							
Clear vision for the school							
Skills and personal qualities (cont)							
Confident leadership with high expectations for a growing and inclusive school							
Evidence of managing change through motivation and inspirational leadership (D)							
Commitment to and a genuine interest in the pastoral welfare of the school community							
Commitment to broad education, creative arts, sport, extra-curricular							
Considerable energy and good health							
Evidence of working co-operatively with partners eg the Diocese, LA, local parishes, schools and colleges (D)							

GRADE: 3 fully meets 2 partially meets 1 mentions but gives no supporting evidence  
0 fails to mention

## **The Presentation**

The presentation is aimed at assessing the candidate's understanding of the subject but also their ability to communicate to the chosen audience (eg a governing body) who may not understand educational jargon.

The presentation should have a structure (introduction, clear progression and conclusion) for the sake of clarity. It should show evidence of being well prepared and should keep within the time set. Visual aids (Power point, OHP slides, flip chart or handouts) should aid communication rather than hinder through being over-elaborate. There should be evidence of comments based on experience rather than simply lifted from a textbook

After the presentation it is possible to build in a short time for governors to ask questions seeking clarification, amplification or further illustration from experience. The questions should relate to the presentation and not range beyond it.

## PRESENTATION ASSESSMENT SHEET

Presentation title .....

Name of Candidate .....

### 1. Preparation (overall planning, degree of professionalism)

Well prepared	4	3	2	1	Poorly prepared
Evidence of research	4	3	2	1	No evidence of research

### 2. Presentation (high standard, structured, relevant, main points summarised, sound ending)

Clear structure	4	3	2	1	No apparent structure
Content fits title	4	3	2	1	Content not related to title
Appropriate delivery	4	3	2	1	Inappropriate delivery
Good timekeeping	4	3	2	1	Poor timekeeping
Well paced	4	3	2	1	Poorly paced
Interesting	4	3	2	1	Boring

### 3. Personal Qualities (impact, enthusiastic, convincing, establishes a rapport)

Confident	4	3	2	1	Lacked confidence
Relaxed	4	3	2	1	Tense
Warmth/humour	4	3	2	1	No warmth/humour
Articulate	4	3	2	1	Inarticulate
Varied tone/style	4	3	2	1	Monotonous no variation

Content (specific points in relation to title) Allocate up to 24 marks for content.

The Advisers can be asked to indicate the key points to listen for.

MARKS AWARDED OUT OF TOTAL OF 80:

## **Request for a confidential professional reference for headteacher, deputy headteacher, teacher**

Dear

Name of applicant  
Current post  
Post applied for

I should be grateful if you would let me have, in confidence, your views on this applicant's suitability for the above post, details of which are enclosed. These views will help the governing body to decide which applicant most closely matches their agreed selection criteria. Confidential references are being sought on all applicants who are to be interviewed.

The governing body would appreciate an indication of your judgement and experience of the applicant on the following matters:

1. Range of responsibilities, experience and level of effectiveness in current post.
2. Performance in previous posts (if known).
3. Knowledge and skills, personal and professional qualities.
4. Any relevant additional information.

Under *Safeguarding Children and Safer Recruitment in Education* you should indicate whether you are completely satisfied that the candidate is suitable to work with children and if not what specific concerns you have and why you believe the person might be unsuitable. Details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people and the outcome of those concerns, including any disciplinary procedures (even if the sanction has expired) should be mentioned. Other disciplinary matters where the sanction is current should also be included.

5. Attendance record.

(Please indicate whether the applicant's attendance has led to the initiation of any formal school procedures).

6. A judgement on the applicant's suitability for the post, using one of the following:
  - Recommended, without reservation, for appointment
  - Recommended for appointment
  - Recommended for consideration for appointment
  - Not recommended for appointment
  - Unsuitable for appointment

The governing body meets to interview the candidates on [date]. I enclose a stamped envelope and should be grateful for an early reply.

The governing body very much appreciates your help.

Yours sincerely

Name – Chair/Clerk to Governing Body

*Note: for newly qualified teachers questions 1 and 2 should be replaced by:*

1. *Performance on courses in College/University*
2. *Performance in school based work, particularly over a continuous period of teaching.*

Enclosures:

Job description  
Person specification  
School profile/information

## Request for a confidential faith reference

Dear ..

Name of applicant:

Current post:

Post applied for:

I should be grateful if you would let me have, in strict confidence, your views on this applicant's suitability in terms of faith commitment for the above post, details of which are enclosed. These views will help the governing body to decide which applicant most closely matches their agreed selection criteria. Confidential references are being sought on all applicants who are to be interviewed.

The governing body would appreciate an indication of your judgement and experience of the applicant on the following matters:

1. Does he/she attend your church? With what degree of frequency?
2. What is your assessment of his/her faith commitment?
3. What is his/her current involvement in and commitment to church and community life?
4. What is your assessment of the quality of his/her relationships within the parish?
5. From your knowledge of his/her faith and character, does he/she have the necessary leadership qualities to promote the Christian ethos required of this post?

The governing body meets to interview the candidates on [date]. I enclose a stamped envelope and should be grateful for an early reply.

The governing body very much appreciates your help.

Yours sincerely,

Name (Incumbent/Chair/Clerk to Governing Body)

Enclosures:

Job description

Person specification

School profile/information