

Church of England Voluntary Controlled Schools

Guidance for Advisers in the Appointment of a Headteacher or Deputy Headteacher

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DBE services

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Table of Contents

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| | |
|---|--------|
| Introduction | 3 |
| Quick Reference Chart for Governors | 5 |
| Appointment Procedure | 6 |
| STEP 1 – A Vacancy Arises | 6 |
| STEP 2 – The Initial Meeting | 8 |
| STEP 3 – Shortlisting Meeting | 12 |
| STEP 4 – Interviews | 15 |
| Information for Successful Applicants | 19 |
| Annex 1: Headteacher Job Description | 20 |
| Annex 2: Deputy Headteacher Job Description | 25 |
| Annex 3: Framework for the Development of a Person Specification | 29 |
| Annex 3a Church Criteria | 33 |
| Annex 4: Additional Approaches to Panels and Presentations | 34 |
| Annex 5: Safeguarding Children and Young People – Safer Recruitment | 37 |
| Attendance Policy Statement | 40 |
| Child Protection Policy Statement | 40 |
| Annex 6: Guidance for Governors Attending the Pre-Interview Visit | 42 |
| Annex 7: The Legal Framework for Recruitment and Selection | 43 |
| Annex 8: How to feed back and give support on future CPD needs | 48 |
| Annex 9: Responsibilities in recruitment and selection | 49 |
| Annex 10: Example Shortlisting Proforma | 50 |

The appointment process for a headteacher will be supported by an adviser from the Diocese at the request of the governing body.

The appointment process for a deputy headteacher can be supported by a Diocesan adviser.

Introduction

Aim

To ensure that the headteachers and deputy headteachers appointed to Church schools are highly competent professionals who are able and willing to develop and sustain the Christian ethos of the school. They should also be committed to the development of the Church school and its relationship with the Church, the community and parents.

Purpose of leadership

The headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of the Church school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and children to achieve their highest potential whilst giving due regard to the teaching, leadership and management needs of the school. Therefore, appointing a headteacher is one of the most important responsibilities of the governing body.

Evidence shows that the quality of leadership is the single most important factor *under our control* in determining the success of a school. Therefore, the decision relating to the appointment of the headteacher is the most important one you can make. There is no such thing as a perfect headteacher or school leader. Every school is different: what suits one school will not necessarily suit another; what suited your school in the past may not suit it well for the future. We encourage you, therefore, to take this opportunity to think deeply about the challenges facing your school; about your aspirations and hopes for the future; about the changes in your community and in the education system as a whole. Use this to create a demanding but realistic description of the headteacher you are looking for and to assess candidates rigorously against this description.

The appointment of a headteacher is one of the most important responsibilities of a governing body. These appointment guidelines are provided to help the governors to undertake the whole appointment process professionally, giving due regard to the teaching, learning, leadership and management needs of the school.

'Recruiting Headteachers and Senior Leaders', NCSL (2007)

The process of appointing a deputy headteacher should be undertaken with the same thoroughness as appointing a headteacher. Many of the responsibilities are the same for deputies as for headteachers and most deputy headteachers are, at some time, required to be 'acting headteacher'.

See Chapter 10 of the *Guide to the Law for School Governors* for more information about the selection process. This can be viewed at:

www.education.gov.uk

and search for 'Guide to the Law' – make sure you download the latest edition.

Before you begin

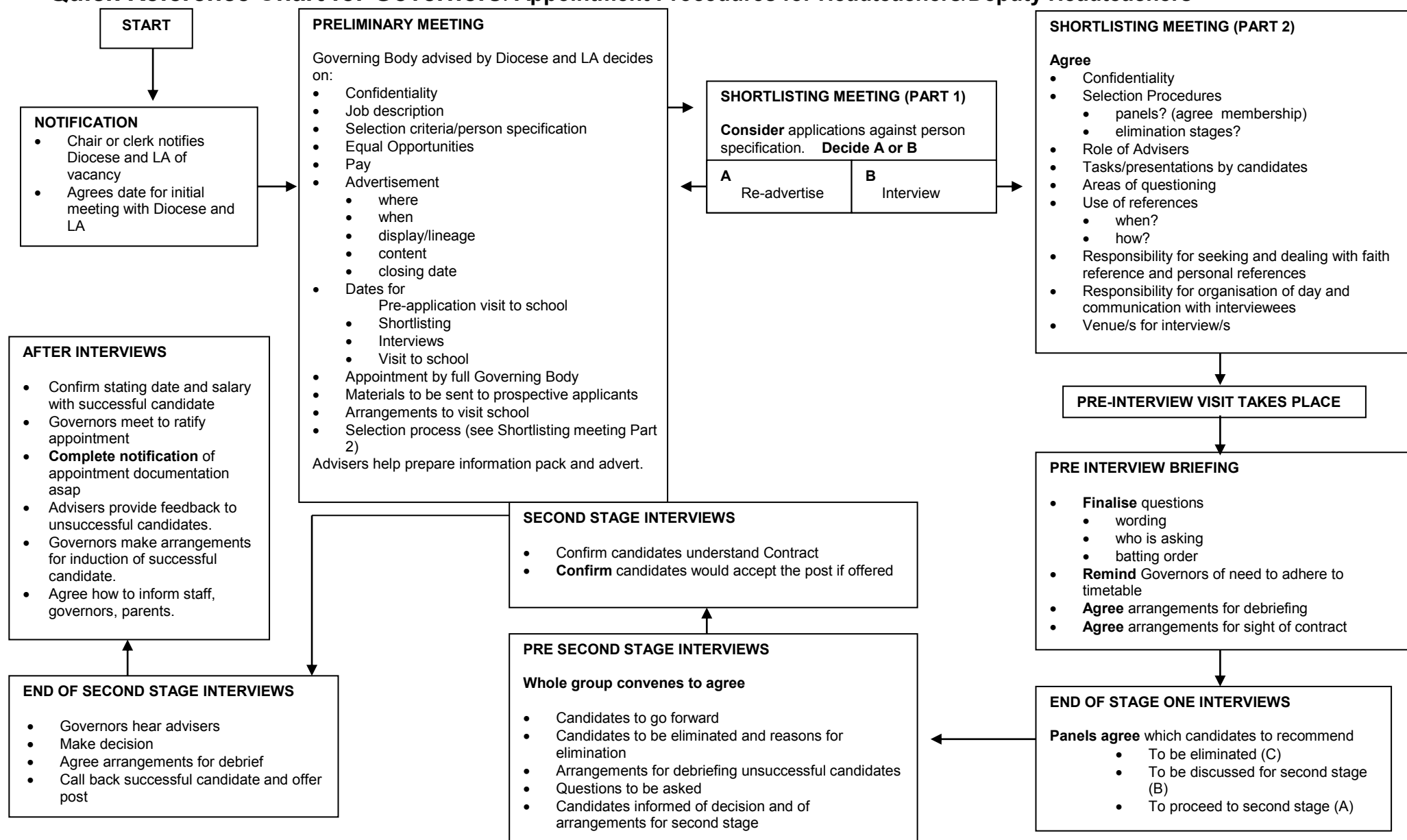
When appointing staff, it is essential that governors pay due regard to various statutory requirements, including the requirement for the full governing body to establish a selection panel for the appointment of a headteacher or a deputy headteacher. Remember that attention to the detail of the following requirements now will help prevent any later difficulties:

- Guidance on governor involvement in the *Guide to the Law for School Governors* (see above)
- The School's Ethos Statement
- The Equality Act 2010 and other relevant legislation
- The School Teachers' Pay and Conditions document
 - The statutory responsibilities of the postholder
 - Salary ranges
 - Performance management and review.

These 'guidelines' are designed to help the governors throughout the process. As the school has accorded advisory rights to both Diocese and the Local Authority, advisers representing these bodies will guide governors throughout the process.

Confidentiality: it is essential that governors observe confidentiality throughout the process and after the appointment has been made.

Quick Reference Chart for Governors: Appointment Procedures for Headteachers/Deputy Headteachers



Headteacher and Deputy Headteacher Appointment Procedure

CHURCH OF ENGLAND VOLUNTARY CONTROLLED SCHOOLS

Note: The following appointment procedure refers to the appointment of a headteacher. In the case of a deputy headteacher appointment, the headteacher will usually work with the chair of governors to lead the process. The Diocesan and LA advisers will provide support as appropriate.

STEP 1 – A Vacancy Arises

| What the governors need to do | Notes for governors | Notes for advisers |
|---|--|--|
| <p>The chair of governors or clerk will:</p> <p>1.1 Notify both Diocese and the LA of the vacancy</p> | | <p>Make contact with the chair of governors to outline the procedure, timescales etc.</p> <p>Advisers discuss with the chair of governors:</p> <ul style="list-style-type: none"> • The process • Roles • Possible dates • The agenda for the initial meeting <p>If it would be helpful, and there is sufficient time available it may be useful to arrange a preliminary meeting (before the 'formal' initial meeting) to discuss the full process with governors. This would allow governors to give some thought to criteria and the needs of the school in advance of the initial meeting.</p> |
| <p>1.2 Make contact with the Diocese and the LA school adviser to discuss the appointment procedures and identify possible dates for the initial meeting and subsequent process</p> | <p>Contact the Advisers to discuss the procedure, timescales etc.</p> | <p>The LA adviser often produces an agenda for the initial meeting.</p> <p>Once the initial meeting date is agreed, Diocesan adviser informs the Diocesan Board of Education.</p> |
| <p>1.3 Agree the date and make arrangements for the initial meeting of the full governing body</p> | <p>Invite all members of the governing body to the 'initial meeting' except possible internal candidate.</p> | <p>LA adviser alerts the school: any bulky items that schools may wish to send to potential applicants (e.g. school brochure) could be prepared before the initial meeting.</p> |
| <p>1.4 Agree when to hold the governors' meeting to ratify the appointment</p> | | <p>It is advisable to hold this governors' meeting at the close of any successful interview process. All governors to be invited to attend. If there are enough members of the governing body present (quorum is 50% of those governors in post) then the ratification meeting can go ahead. If not, a follow-up meeting will be required as soon as possible to ratify the appointment.</p> |

Allow 1 Week

A Possible Timeline

The whole process from the initial contact with the Chair of Governors takes approximately 7-8 weeks. The process can be done more quickly, but advisers should make governing bodies aware of the dangers associated with rushing the process. The requirements of 'safer recruitment' also require adequate timescales to ensure that all professional references are received in good time.

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| Vacancy arises | To be discussed with the Chair of Governors (or headteacher in the case of a deputy appointment) | |
| Initial Meeting | Allow enough time for preparation of materials and handbooks for the governing body (1week) & for the governing body to be notified of the meeting and its purpose. | <i>At least 1 week after the initial discussion with the Chair of Governors</i> |
| Advert | The advert is usually placed by the LA and their timetable will need to be checked. | <i>Approx. 2 weeks after the initial meeting</i> |
| Closing date | At least 2 weeks after the advert | <i>2 weeks after advert (ie 4 weeks after the initial meeting)</i> |
| Shortlisting | Ideally 5-10 days after the closing date to allow governors to receive and carefully consider all applications before the shortlisting meeting | <i>At least 5 days after closing date</i> |
| Interviews | Ideally 10-14 days after the shortlisting meeting to allow the candidates time to receive notification and prepare properly AND, more importantly, for confidential references to be requested and received. An offer of appointment MUST NOT be made until these references have been received. | <i>2 weeks after shortlisting</i> |

STEP 2 – The Initial Meeting

For headship, the initial meeting is a formal meeting of the full governing body and decisions about salary should be minuted. It should not be delegated to a committee of the governors

Timescale:

Governors should ‘work backwards’ when setting the timescale, as successful candidates are required to give two to four months’ notice.

For a headteacher or deputy headteacher post:

- By the end of October for appointments commencing in the spring term
- By the end of February for appointments commencing in the summer term
- By the end of May for appointments commencing in the autumn term

For candidates who are serving headteachers:

- An additional month’s notice is required.

| What the governors need to do | Notes for governors | Notes for advisers |
|--|---|--|
| | | LA adviser usually responsible for: <ul style="list-style-type: none"> - Agenda for the initial meeting - A timeline of suggested dates as agreed with the Chair of Governors • ‘Recommended’ ISR • Advertising Governor address list for checking |
| 2.1 Confirm vacancy (and decision to appoint if a deputy headship) | The advisers will provide a general overview of the appointment process | Check that there is nobody present who would have an ‘interest’ in the appointment. i.e. ‘an interest greater than any other member of staff’ <ul style="list-style-type: none"> • anyone who may apply for the post • anyone who may benefit from the outcome more than others If so advise that they ‘withdraw’ from the meeting. It is also the advice of the Diocese that the current post-holder should not be involved in the process. |
| 2.2 Note the appointment is made by the full governing body | Agree arrangements for any ratification meeting that is required. | It is advisable to hold this governors’ meeting at the close of any successful interview process. All governors to be invited to attend. If there are enough members of the governing body present (50% of the governors currently in-post) then the ratification meeting can go ahead. If not, a follow-up meeting will be required as soon as possible to ratify the appointment. |
| 2.3 Take note of the: <ul style="list-style-type: none"> ▪ Appointment procedure ▪ Employment legislation ▪ Equal opportunity policy ▪ Confidentiality ▪ Safer Recruitment Guidance | The advisers will give an overview of the issues and their implications | Check that a member of the appointment panel has undertaken ‘safer recruitment’ training. <i>Advisers may find the information in Annex 5 & Annex 7 particularly helpful here.</i> |
| 2.4 Agree job description (See Headteacher Annex 1 and Deputy Headteacher Annex 2) | A Model/generic job description is provided for your consideration. | |

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| 2.5 Discuss and agree person specification/selection criteria using Annex 3 provided | <p>Need to decide the contents of the document and whether each criterion is essential or desirable.</p> <p>Discuss whether faith is a genuine occupational requirement of the post.</p> | <p>As there is lots of detail in this person specification it would be unwise to make every aspect 'essential' – the person specification should be personalised to the specific post.</p> <p>You may wish to consider pre-populating the proforma following your preliminary discussions with the Diocesan adviser and the Chair of Governors. This can help to focus discussion at the initial meeting.</p> |
| 2.6 Agree use of confidential references | <p>Agree the use of references. Other information from 'other sources' should not be sought by individual governors.</p> | <p>See Section 3.5 for the recommended 'use' of references and Annex 5 for advice on what to do if references are not received by the day of interview.</p> |
| 2.7 Agree salary range | <p>LA usually will provide relevant information to enable governors to decide on appropriate salary at which to advertise the post</p> | <p>Determination of salary is a complex issue and is particular to the needs of the school. Factors influencing salary decision include:</p> <ul style="list-style-type: none"> ▪ The responsibilities of the post ▪ The social, economic and cultural background of pupils ▪ Whether the post may be difficult to fill <p>NB The successful candidate should only be appointed 'up to' the mid-point on the ISR (7 point scale for headteachers, 5 point scale for deputies), in accordance with the guidance in the 'School Teachers Pay & Conditions Document'. In circumstances where the successful candidate is already a substantive headteacher on a similar ISR, it may be possible to pay them above the mid-point of the ISR but LA advice should be sought in order to check the legality of offering the post above the mid-point prior to making the offer.</p> <p>Recommended wording for the advert: <i>'If as a result of their current salary the successful candidate is eligible to be appointed on a point other than the minimum point of the advertised leadership pay spine range then the governing body will pay one point higher than their existing salary up to the mid-point of the range.'</i></p> |
| 2.8 Decide how to advertise the post | <p>The governing body is asked to agree the wording for an advertisement in the national press. Although headteacher & deputy headteacher posts no longer must be advertised (in print) throughout England & Wales, this should normally be done and advice from the LA and DBE sought before not</p> | <p>The LA usually will provide samples and costs. Governors are recommended to use the TES plus LA list (NB TES on-line now incurs an additional charge)</p> <p>This is usually achieved by</p> <ul style="list-style-type: none"> - delegating this task to a small group after the meeting OR - the advisers providing a draft advertisement for agreement at the meeting |

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| | <p>doing so,</p> <p>NB This may be delegated to a small committee.</p> | |
| 2.9 Give early consideration to time scales for shortlisting, pre-interview visit, interviews, venues and ratification of appointment | <p>Check when the LA needs to have the advert.</p> <p>Where possible please allow</p> <ul style="list-style-type: none"> - 5 working days between closing date & short-listing - 10 working days between short-listing & interviews | <p>Agree dates for</p> <ul style="list-style-type: none"> • Advert Closing date (min 2 weeks later) • Shortlisting (min 5 days later) • Interviews (min 10 days later) (with a ratification meeting at the end of that day) |
| 2.10 Decide on the information to be sent to applicants | <p>This is likely to include:</p> <ul style="list-style-type: none"> ▪ A copy of the advert wording ▪ Letter from the Chair ▪ Letter from the pupils or school council ▪ Copy of a school newsletter ▪ Relevant information about the school (often contained in the school brochure) ▪ Details of the post ▪ Key dates in the selection process ▪ Arrangements for any pre-application visits to the school ▪ Application form ▪ Person specification ▪ Annex 3a: Church criteria ▪ Job description ▪ Parish / church magazine ▪ Equal opportunities monitoring form ▪ Information about the LA ▪ Information about the diocese ▪ Information about the local area ▪ Information about support for new headteachers ▪ Reference to the school's Child Protection Policy & Attendance Policy (Annex 5) <p>Any other information the governors feel would give a flavour of the school and attract interested candidates to apply.</p> | <p>It may be useful to remind governors that all applicants must have access to the same information. Additional information 'requested' by an applicant (e.g. on a visit to the school or by telephone) must be declined. Any such requests can be met on the pre-interview visit as long as all candidates are offered the same information & documentation. However, it is appropriate to respond to potential applicants seeking clarity on a minor issue before deciding whether or not to submit an application. It is usual that one person is designated to answer all these queries by telephone for consistency and they should understand the parameters for providing any additional information. It is recommended that requests for visits to the school before the pre-interview visit be declined.</p> <p>The advisers may like to remind the Chair of Governors to 'personalise' their letter to the school and celebrate the school's strengths.</p> |
| 2.11 Discuss and agree the composition of the appointment panel and the selection procedure | <p>Discuss the procedure to be used at interview and number and range of governors to be involved.</p> <p>Governors taking part should ideally be available for the whole selection process.</p> | <p>The adviser should make clear that the interview will be a 'full day' and ensure that all governors know what time they may expect to finish the whole process.</p> |

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| <p>Following this meeting:</p> | <p>Chair of Governors to</p> <ul style="list-style-type: none"> - confirm advert wording with the advisers - ensure any documentation required is forwarded to the LA - arrange an interview venue - check whether any governors not involved in this meeting are to be involved in future parts of the process - send all governors notification of the ratification meeting <p>Diocesan Adviser</p> <ul style="list-style-type: none"> -to Inform DBE of dates <p>Advisers and Governors to</p> <ul style="list-style-type: none"> - examine each application, the form and the letter of application, against the criteria agreed at the initial meeting | |
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STEP 3 – Shortlisting Meeting

In preparation for the shortlisting meeting, governors will be sent the following:

- A copy of the agreed job description and person specification as sent to the candidates
- A copy of each candidate's application.

Governors should examine each application, the form and the letter of application, against the criteria agreed at the initial meeting

Note: *The governors should not convene any additional meeting (formal or informal) for the purpose of considering applications without notifying the Local Authority and the Diocese.*

| What the governors need to do | Notes for governors | Notes for advisers |
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| | | Take to the short-listing meeting: <ul style="list-style-type: none"> - Own notes on applicants against the criteria set on the person specification - LA normally take blank 'letter to candidates' to amend at the meeting - LA normally provide sample timetables/possible structure for the interview day - Possible presentation titles or ideas for activities for governors to consider. - Copies of Annex 6 to give to governors involved in the pre-interview visit |
| 3.1 Prior to the meeting the governors (individually) need to analyse all applications against the agreed selection criteria | Applications should be carefully checked to ensure that they fulfil all essential criteria. | Prepare an analysis of the strengths and weaknesses of each candidate against the person specification and advise on their suitability |
| 3.2 Agree: <ul style="list-style-type: none"> ▪ Confidentiality/equal opportunities ▪ Shortlisting procedure | | |
| 3.3 Conduct initial screening to exclude any candidates who do not meet essential criteria | Advice will be offered on the shortlisting process. | Provide an analysis of the strengths and weaknesses of each candidate and advise on their suitability. You may choose to use the A, B, C grades... A – strong candidate, recommended to proceed to the next stage of the selection process; B – balance of strengths and weaknesses; C – more weaknesses than strengths; not recommended to proceed to the next stage of the selection process. Both advisers have a 'right' to offer a recommendation (see |

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| | | regulations in annex 9) |
| <p>3.4 Consider all other applications against the agreed selection criteria and decide whether to:</p> <ul style="list-style-type: none"> ▪ Create a shortlist or ▪ Re-advertise | | <p>Note any areas on individual applications (gaps in employment history – frequent moves – criminal background) that will require individual questions in the final (second stage) interviews.</p> <p>If there is only one applicant it is still OK to proceed to interview as long as the candidate has demonstrated that they may be able to satisfy the appointment criteria.</p> |
| <p>3.5 Finalise selection procedure, including:</p> <ul style="list-style-type: none"> ▪ Tasks ▪ Areas of questioning ▪ Use of references ▪ Composition of panels ▪ Interview arrangements | <p>Decide on activities, interviews etc, including the use of presentations, tasks and confidential references.</p> <p>It is important that the letter to candidates makes it clear whether the first day of a 2-day process is part of the selection process or not. It is not usually part of the selection process, but if the governing body wish to include any activities on that day (e.g. talking to school council) and these will be used to inform the decision, then the candidates need to be aware of this. Any internal candidates should take part in the full process.</p> | <p>See Annex 4 for notes on possible formats for the interview day.</p> <p>References:</p> <ul style="list-style-type: none"> ▪ It is recommended that all references are used at the end of the final stage to confirm appointment. However it is recommended that <ul style="list-style-type: none"> - the advisers check references on receipt and if required talks to the chair of governors / clergy and plans specific questions to include on the basis of the references - the full panel consider the references in full before confirming appointment ▪ Only written references should be considered |
| <p>3.6 Agree whether governors not present at the short-listing should participate in the interviews</p> | | <p>This should have been discussed at the initial meeting (1.11). Whilst this is ultimately a decision for the governing body to decide advisers may wish to remind them that</p> <ul style="list-style-type: none"> - the short-listing discussion is a part of the selection process and anyone missing this part of the process <ol style="list-style-type: none"> i. has missed a vital part of the discussion & ii. should not be allowed to question decisions made at this stage in the process. |
| <p>3.7 Agree arrangements for pre-interview visit for shortlisted candidates to the school.</p> | <p>Decide who will be involved in the pre-interview visit. Usually Chair of Governors or a delegated governor with the visit taking place the afternoon before the formal interviews.</p> <p>Possible format:</p> <ul style="list-style-type: none"> - complete CRB documentation | <p>Need to agree</p> <ul style="list-style-type: none"> - who will meet the candidates (usually Chair or other governors and not the adviser) - timing - format for the visit. <p>See Guidance note for governors in Annex 6</p> |

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| | <p>and other checks (qualifications & identity) with support from school admin staff</p> <ul style="list-style-type: none"> - tour of the school in action - meet pupils - opportunity for candidates to seek information & clarification from the chair of governors | <p>NB If the visit and interview are split over a weekend the governors may be liable for weekend 'accommodation' costs.</p> |
| 3.8 Invite candidates for interview | <p>LA usually will do this on behalf of the governing body unless this is a deputy headteacher post being administered by the school.</p> | |
| Following this meeting: | <p>Chair of Governors to</p> <ul style="list-style-type: none"> - confirm arrangements with the interview venue and confirm any technology requirements - confirm arrangements for the pre-interview visit <p>LA to</p> <ul style="list-style-type: none"> - write out to all short-listed candidates inviting them to interview and including a CRB form - request confidential references (individual & LA references) - confirm interview arrangements with the governing body - forward references to the adviser by the day before the interviews - check any reasonable adjustments required by candidates to allow them to access the interviews <p>Governors to</p> <ul style="list-style-type: none"> - re-read the person specification and job description - consider important areas to be covered at interview - consider areas for questions | <p>Diocesan Adviser to</p> <ul style="list-style-type: none"> - prepare some possible questions for the governing body to consider. <p>LA Adviser to</p> <ul style="list-style-type: none"> - prepare some possible questions for different panels & the whole governing body to consider. |

STEP 4 – Interviews

Assuming a two stage process

In preparation for the interview day the governors should:

Re-visit the agreed person specification form, noting the essential and desirable criteria.

- (i) Note areas to be covered at the interview.
- (ii) Re-examine each application against the information requested, noting areas requiring further explanation / information.
- (iii) Re-read the school information pack and any other material relating to the needs of the post.
- (iv) Consider areas for questions.

| What the governors need to do | Notes for governors | Notes for advisers |
|---|--|---|
| | | Take to the interviews: <ul style="list-style-type: none"> - Copies of references received - Information on support available for all new headteachers - LA: Information on the LA Induction Programmes for the successful candidate - LA: Template for the ratification meeting - LA: Copy of the original advert |
| <p>4.1 Confirm arrangements for the day, including:</p> <ul style="list-style-type: none"> • The roles of governors and advisers • The need for confidentiality/equality of opportunity • Questions • Conduct of interviews | <p>Decide how candidates will be 'graded' after the panel interviews and how these grades will be used by the full governing body.</p> | <p>Remind the governors of the process to be used... e.g. following the panel interview give each candidate a grade of A, B or C in each panel; A – strong candidate, recommended to proceed to the next stage of the selection process; B – balance of strengths and weaknesses; C – more weaknesses than strengths; not recommended to proceed to the next stage of the selection process.</p> <p>Remind governors to be consistent in how presentations are timed &/or stopped if they over-run.</p> |

FIRST STAGE

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| 4.2 Conduct the first stage/panel interviews (if used) | | |
| 4.3 Discuss strengths and weaknesses of candidates and decide which, if any, to take forward to the second stage | It is possible to shortlist only one candidate providing they meet the essential criteria laid out in the person specification. | Provide a summary of each candidate's strengths and weaknesses in relation to the selection criteria |

| What the governors need to do | Notes for governors | Notes for advisers |
|---|---|---|
| 4.4 Decide on the format of the afternoon and questions to be asked. | | <p>Support the governing body in deciding which areas of questioning to pursue during the second stage.</p> <p>Ensure questions support</p> <ul style="list-style-type: none"> - safer recruitment (see annex 5) - ascertaining who best meets the selection criteria agreed by the governing body - faith requirements - health & safety requirements of the post - equality & diversity - interest, motivation and personal behaviours and not just technical knowledge - any individual areas of questioning identified from applications (see 3.4) |
| 4.5 Agree how and when the unsuccessful candidates will be informed of the governors' decision not to continue with their application | The advisers and/or the chair of governors will inform unsuccessful candidates and the advisers will arrange to give professional advice and feedback to unsuccessful candidates. | <p>Offer to provide feedback to unsuccessful candidates. Constructive, professional feedback is an important part of each candidates continuing professional development and should be seen as an expectation. Seeking feedback is strongly encouraged. See Annex 8 for advice on providing feedback and CPD advice. It is important to read the guidance notes on what to do when no appointment is made as potential candidates could seek an unfair advantage if too much feedback is provided at this stage.</p> |

SECOND STAGE

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| 4.6 Conduct the second stage interviews | | <p>Offer advice on the process and questions to be asked. Participate in the interviews</p> |
| 4.7 Discuss the strengths and weaknesses of the candidates in relation to the selection criteria and decide whether to appoint or to re-advertise the post using the confidential references to confirm the decision | | <p>Provide recommendations on each candidate's suitability for the post.</p> <p>If the appointment is made against the advice of the Local Authority or Diocese (as expressed by the advisers) or not in accordance with statutory regulations (eg NPQH requirements) then the advisers should;</p> <ul style="list-style-type: none"> - make it known to the selection panel before they offer the post that they do so against the advice of the local authority |

| What the governors need to do | Notes for governors | Notes for advisers |
|-------------------------------|---|--|
| | | <p>and/or Diocese and that the governing body is responsible for any challenge to the appointment arising out of the decision to act against advice, including any financial consequences (e.g. compensation, employment tribunal awards, legal costs etc).</p> <ul style="list-style-type: none"> - arrange for a letter expressing this to be sent to the Chair of Governors. This letter should be sent via the Diocesan Director of Education noting that the governors acted against advice and that the governing body is responsible for any challenge to the appointment arising out of the decision to act against advice, including any financial consequences (e.g. compensation, employment tribunal awards, legal costs etc). <p>Read out the references for the preferred candidate only in full. See Annex 5 for the procedure to follow if references have not been received. If it is necessary to re-convene on another day to confirm the decision (in the light of references) remind governors about</p> <ul style="list-style-type: none"> - confidentiality - no final decision has been made – this is NOT an ‘appointment subject to references’. |
| 4.8 Agree whether to appoint | <p>If no appointment is to be made consider:</p> <ul style="list-style-type: none"> a) Timetable for a new round b) Date for a new initial meeting c) other possible arrangements e.g. collaboration with another school | <p>Before making an offer, confirm with the governing body:</p> <ul style="list-style-type: none"> - agreed start date - salary point at which the post is to be offered - that the appointment is subject to all checks in 3.10 below - that the governors will support the new appointee’s CPD & encourage them to engage with mentoring & the induction programmes provided (supporting this financially if required). <p>Remind the governing body of the need for formal ‘ratification’ by the full governing body. There is a need to keep all proceedings CONFIDENTIAL (including the</p> |

| What the governors need to do | Notes for governors | Notes for advisers |
|--|--|---|
| | | name of the appointee until all necessary processes have been completed) |
| 4.9 Decide how unsuccessful candidates will be informed | | As in 4.5 above |
| 4.10 Conditionally offer the post to the successful candidate subject to ratification: <ul style="list-style-type: none"> Confirm start date and salary Check identity | | |
| 4.11 Governing body meets to ratify the appointment <ul style="list-style-type: none"> Consider induction arrangements Confirm the offer of appointment with the candidate (subject to CRB & other checks) | Chair of governors completes documentation after the appointment has been ratified | Normally at a specially-convened meeting at the end of the interview day. The quorum needs to be calculated as 50% of those governors in post. |
| 4.12 Determine how and when any governors not present, the school community and the parents will be informed of the appointment | | Advise that no announcement is made until the successful candidate has been able to confirm their resignation with their current school. It may be possible to say 'an appointment has been made and the name of the successful candidate will be announced as soon as their current school has been informed'. Recommend that the Chair of Governors liaises with the appointee on how and when to make an announcement to the school community. |
| 4.13 Ensure all notes, application forms and letters of application are given to the LA adviser for headship appointments | The LA adviser usually will store/dispose of all papers as appropriate and provide feedback to unsuccessful candidates | |
| Following this meeting: | Chair of Governors to <ul style="list-style-type: none"> - liaise with the appointee re announcements about the appointment - support the headteacher's induction and CPD (continuing professional development) Governors to <ul style="list-style-type: none"> - support the headteacher's induction and CPD | -notify DBE |

Information for Successful Applicants:

Diocesan Support for New Headteachers

Headteacher Induction

New Headteachers are supported in their ministry in schools by the Diocesan Team. The support is aimed at giving them practical help across a range of issues within a Church school setting, including the local Parish. This induction will take the form of six meetings, one per half term, and new headteachers are strongly encouraged to attend them.

A school visit

One of the Diocesan team of consultants will be allocated to each new headteacher as a 'friend'. They will go through the induction process and pick up any particular issues which may then be referred to other appropriate team members. If appropriate, a headteacher mentor will also be nominated at this visit. The visit will start off the self-evaluation process and SEF input.

A visit to the Diocesan Office

All headteachers are invited, as a group, to Church House in order to meet the Diocesan Team and to find out how they are supported by them. There will be introductions, followed by appropriate input for aided and controlled schools.

Working with the Church

A meeting for Headteachers and their ministers in order to look at parish partnership and how it can be developed.

Being a Church School

A meeting to discuss Church School distinctiveness, ethos, collective worship and RE.

Admissions, staffing and governors (*not for controlled schools*)

A specialist meeting to discuss legal and practical issues around these important topics.

Church School Inspections

A close look at denominational (section 48 or SIAS) inspections the process and how schools can prepare for them.

All of these meetings are 'tasters' and, depending on the individual school circumstances, can be developed and followed up by appropriate consultants.

Diocesan Support for New Deputy Headteachers

Deputy and Assistant Headteachers and other Senior Leader Induction

Chester DBE offers an induction programme for newly appointed deputy/assistant headteachers and senior teachers of Church of England Primary Schools. This involves three meetings, one per term. Each half day termly meeting focuses upon distinctive aspects of Christian leadership in church schools based upon the key SIAS areas.

Each meeting takes place in a Chester Diocesan church school and provides opportunities for practical application and reflection. It supports newly appointed deputy/assistant heads or senior teachers in their key role on the senior leadership team and as part of their own personal development on their Christian leadership journey.

Annex 1: Headteacher Job Description

Church of England Voluntary Controlled Schools

The job description reflects the **National Standards for Headteachers** (2004). The Standards embody three key principles, namely that the work of headteachers should be: learning-centred, focused on leadership and reflect the highest possible professional standards. It also reflects the need for the headteacher to lead by example to ensure that the school demonstrates its Christian ethos in all its aspects.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document, other current educational and employment legislation, including the **GTC Code of Professional Values and Practice**. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher in a Church school

The headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

Thus, the core purpose of the headteacher is to provide professional leadership and management for the school within the context of the Trust Deed. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims in accordance with its mission statement, and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, Diocesan officers, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school's church and wider communities, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The six key areas of headship

1. Shaping the Future

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the Church school community. This vision should express core educational values and moral purpose and derived from Christian values and summarised in the mission statement.

The headteacher will:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Inspire and lead the worshipping community, which is the school.
- Work within the school and Church communities to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and Christian values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Encourage creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading Learning and Teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful Christian environment promotes a learning culture which will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The headteacher will:

- Enable a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Provide, after consultation with the governing body over the arrangements, for the daily act of collective worship in accordance with the teachings of the Church of England and Schedule 20 of the School Standards and Framework Act, 1988.
- Where parents have requested 'denominational Religious education', implement the Governing Body's policy in accordance with the teachings of the Church of England.
- Build a culture and ethos based on Christian values of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school.
- Within the school's Christian ethos, implement strategies which secure high standards of behaviour and attendance.
- Initiate and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

3. Developing Self and Working with Others

Effective headteachers manage themselves and their relationships well. Headship is about building a Christian learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards, recognising their unique contributions as valued individuals. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

The headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture in a manner consistent with the Christian ethos.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture reflecting the mission statement of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal and spiritual development.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Act as spiritual leader to staff and pupils.

4. Managing the Organisation

In a Church school, the relationship between the mission statement and the provision of effective organisation and management should reflect the Christian aims. The headteacher will seek ways of improving organisational structures and functions based on rigorous self-evaluation within this Christian context. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe Christian learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school, nurturing them, in order to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

The headteacher will:

- Create an organisational structure which reflects the school's values trust deed and mission statement, and enables the management systems, structures and processes to work effectively and legally.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities which fit within its Christian ethos.
- Ensure that policies and practices take account of national, Diocesan and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.
- Implement successful performance management processes which reflect the Christian identity of the school with all staff.

- Challenge inappropriate staff behaviour and deal effectively with staffing issues, including those relating to conduct, competence and attendance.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

5. Securing Accountability

With Christian values at the heart of their leadership, headteachers have a responsibility to the whole school and Church community. They are accountable to a wide range of groups, particularly pupils, parents, carers, governors, parish, Diocese, and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality Christian education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely.

The headteacher will:

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood, nurtured and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

6. Strengthening Community

Headteachers will be committed to engaging with the internal and external school community to secure Christian principles of equity and entitlement. They will collaborate with others in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents /carers, the Church and across other multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The headteacher will:

- Promote a vision of a Church school witnessing to its Christian values in its local community.
- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of Church and community-based learning experiences.
- Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents /carers to support and improve pupils' achievement and personal development.

- Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools in the Diocesan family, working in partnership with others to promote innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

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

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.

Annex 2: Deputy Headteacher Job Description

Voluntary Controlled Schools

This appointment is subject to the current conditions of employment of deputy headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and headteacher standards and the school's mission statement.

JOB TITLE: Deputy headteacher

ACCOUNTABLE TO: The headteacher

MAIN PURPOSE: To work with the headteacher in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

To this end, the deputy headteacher will:

- Undertake the normal responsibilities of the class teacher
- Be a member of the senior management team
- Assist the headteacher in managing the school
- Support and represent the headteacher at meetings as and when required
- Undertake the professional duties of the headteacher during his/her absence
- Undertake such duties as are delegated by the headteacher
- Play a major role under the overall direction of the headteacher in formulating and reviewing the Mission Statement, Development Plan, aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved
 - Ensuring that all policies contribute to the working out of the Mission Statement
 - Managing staff and resources to that end
 - Monitoring progress towards their achievement.

MAIN TASKS:

The specific nature and balance of these responsibilities will vary according to the needs of the school and may, in larger schools with more than one deputy, be shared. It will be necessary to specify the management, curriculum and co-ordination responsibilities/teaching commitment to be undertaken by the postholder.

1. Class teacher responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment.

2. The internal organisation, management and control of the school

- 2.1 To have specific responsibilities (eg for aspects of school management or the curriculum) to be agreed upon appointment.
- 2.2 To contribute to:
- Maintaining and developing the Christian ethos, values and overall purposes of the school
 - Formulating the aims and objectives of the school and policies for their implementation
 - A development plan which will translate school aims and policies into actions
 - Monitoring and evaluating the performance of the school
 - Implementing the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
 - The efficient organisation, management and supervision of school routines

3. Curriculum Development

- 3.1 To contribute to:
- The development, organisation and implementation of the school's curriculum
 - School policies on curriculum, teaching and learning styles, assessment, recording and reporting
 - Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
 - Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
 - The promotion of extra-curricular activities in accordance with the educational aims of the school

4. Pupil care

- 4.1 To contribute to:
- The development, organisation and implementation of the school's policy for the spiritual, moral, social and cultural development of pupils and their personal and health education within a Christian context, including pastoral care and guidance
 - The effective induction of pupils
 - The determination of appropriate pupil groupings
 - The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour within a Christian context.
 - The development among pupils of self-discipline
 - The handling of individual disciplinary cases

5. The management of Staff

- 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school
- 5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures

- 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school
- 5.4 To contribute to staff development policies in relation to:
- The induction of new and newly qualified teachers and other staff into a Church school
 - The provision of professional advice and support and the identification of training needs
 - Students under training/work experience
- 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

6 The management of resources

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the headteacher.
- 6.3 To promote an attractive environment which stimulates learning and enhances the appearance of the school.
- 6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7 Relationships

- 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist liaison and co-operation with Authority/Diocese officers and support services.
- 7.3 To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To help to promote a vision of a Church school witnessing to its Christian values in its local community.
- 7.5 To collaborate with the Church(es) and other agencies in providing for the development and well-being of the whole child
- 7.6 To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.7 Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.

- 7.8 To develop and maintain positive links and relationships with the community, local organisations and employers:
- To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

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

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to deputy headteachers.

Annex 3: Framework for the Development of a Person Specification

Selection Criteria for the Appointment of a Headteacher/Deputy Headteacher

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

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

[A] Qualifications, Experience and Professional Development

| | E/D | A/I/R |
|---|----------|-------|
| Qualified Teacher Status | E | |
| Degree | | |
| Meets the requirements re the National Professional Qualification for Headship | E | |
| Other qualifications: Willing and able to sustain and develop the Christian character of this Church school. | E | |
| Full and active member of a church in Churches Together in Britain and Ireland. | | |
| Professional Development: <ul style="list-style-type: none"> Professional Development in preparation for Headship/Deputy Headship Has successfully undertaken NCSL-approved 'safer recruitment' training | | |
| Other training: | | |
| Experience as a headteacher | | |
| Experience as a deputy or assistant Headteacher | | |
| Leadership and management experience: <i>(Add contribution to management of the school e.g. subject leader, head of department, head of year, key stage leader, SENCo, whole-school responsibility, teacher/adviser, curriculum consultants)</i> <i>(Add any specific areas of leadership and management: e.g. school development planning, monitoring and evaluation, data analysis and target setting, policy development and implementation)</i> | | |
| Teaching Experience <i>(Add any relevant details of successful experience e.g. phase, comparable/contrasting schools, Church school)</i> <i>NB Requiring a particular length of experience may amount to indirect age discrimination. It may be wise to ask for 'significant and relevant experience' rather than a given number of years in a particular post.</i> | | |

[B] Professional Knowledge and Understanding

(compiled with specific reference to the National Standards for Headteachers 2004)

In relation to the role Headteacher / Deputy headteacher of this school, applicants should be able to demonstrate appropriate knowledge and understanding the following areas relevant to the phase and to a Church school

| <i>In particular:</i> | E/D | A/I/R |
|---|------------|--------------|
| <ul style="list-style-type: none"> <i>The development of the Christian character of the school, its pupils and staff</i> | | |
| <ul style="list-style-type: none"> <i>Leading school worship</i> | | |
| <ul style="list-style-type: none"> <i>Ways of developing religious education and worship</i> | | |
| <ul style="list-style-type: none"> <i>Ways of leading the spiritual development of all in the school community</i> | | |

| Shaping the Future | E/D | A/I/R |
|--|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> <i>A vision for fostering and developing the Christian ethos of the school</i> | | |
| <ul style="list-style-type: none"> <i>Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision</i> | | |
| <ul style="list-style-type: none"> <i>Developing and sustaining a learning culture that has the Every Child Matters five outcomes at its core, including high expectations and standards of achievement for all</i> | | |
| <ul style="list-style-type: none"> <i>Leading innovation, creativity and change</i> | | |
| <ul style="list-style-type: none"> <i>Current educational trends and issues, including national policies, priorities and legislation</i> | | |

| Leading Learning and Teaching | E/D | A/I/R |
|---|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> <i>The principles and practice of effective learning and teaching</i> | | |
| <ul style="list-style-type: none"> <i>Strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance</i> | | |
| <ul style="list-style-type: none"> <i>Curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every pupil</i> | | |
| <ul style="list-style-type: none"> <i>Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being</i> | | |

| Developing Self and Working with Others | E/D | A/I/R |
|---|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> <i>The significance of interpersonal relationships and strategies for promoting individual and team development</i> | | |
| <ul style="list-style-type: none"> <i>Promoting an open, fair and equitable culture</i> | | |
| <ul style="list-style-type: none"> <i>The relationships between self-evaluation, performance management and continuing professional development</i> | | |
| <ul style="list-style-type: none"> <i>The impact of change and different leadership styles on individuals and organisations</i> | | |
| <ul style="list-style-type: none"> <i>The importance of partnership working and accepting appropriate support from others, including colleagues, governors and the Local Authority</i> | | |
| <ul style="list-style-type: none"> <i>The role of collaboration and networking within and beyond the school</i> | | |

| Managing the organisation | E/D | A/I/R |
|---|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> Principles, strategies and practice of school improvement and self-evaluation | | |
| <ul style="list-style-type: none"> Distribution and delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation | | |
| <ul style="list-style-type: none"> Establishing and sustaining effective organisational structures, systems, policy and practice | | |
| <ul style="list-style-type: none"> Strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement | | |
| <ul style="list-style-type: none"> Managing the school efficiently and effectively on a day-to-day basis | | |
| <ul style="list-style-type: none"> Using informed judgements to make professional, leadership, managerial and organisational decisions | | |
| <ul style="list-style-type: none"> Knowledge of and commitment to the implementation of the safeguarding agenda | | |

| Securing Accountability | E/D | A/I/R |
|--|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> Commitments arising from contractual accountability to the Governing Body | | |
| <ul style="list-style-type: none"> Public service policy and accountability frameworks, including Every Child Matters, Children and Young People's services and Ofsted | | |
| <ul style="list-style-type: none"> Principles and practice of quality assurance systems, including school review, self-evaluation and performance management | | |
| <ul style="list-style-type: none"> Analysing and using the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance | | |
| <ul style="list-style-type: none"> Stakeholder and community, including pupils and parents, engagement in, and accountability for, school self-evaluation and the success and celebration of the its performance | | |
| <ul style="list-style-type: none"> Individual, team and whole school accountability for pupil learning outcomes | | |

| Strengthening Community | E/D | A/I/R |
|---|------------|--------------|
| <i>In particular</i> | | |
| <ul style="list-style-type: none"> Embracing the richness and diversity of the school's communities, and the human and physical resources within them | | |
| <ul style="list-style-type: none"> How relationships should be fostered and developed between the school, local Church and its community and Diocese | | |
| <ul style="list-style-type: none"> Engaging in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities | | |
| <ul style="list-style-type: none"> Listening to, and reflecting and acting on, community feedback | | |
| <ul style="list-style-type: none"> Strategies that encourage parents and carers to support their children's learning | | |
| <ul style="list-style-type: none"> Building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of all pupils | | |

[C] Personal Skills and Attributes

In a Church school, the ability to...

| | | |
|---|--|--|
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | | |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | | |
| Build and maintain quality relationships through interpersonal skills and effective communication | | |
| Demonstrate personal and professional integrity, including modelling values and vision | | |
| Manage and resolve conflict | | |
| Prioritise, plan and organise themselves and others | | |
| Think analytically and creatively and demonstrate initiative in solving problems | | |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | | |
| Empathise | | |
| Demonstrate a capacity for sustained hard work with energy and vigour | | |
| Demonstrate resilience and optimism | | |
| Demonstrate impact and presence | | |

[D] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post in this Church school.

[E] Confidential References and Reports

Candidates **may** wish to give a faith reference. In doing so, candidates who do not use the Parish priest/minister should give an explanation in the letter of application.

| | |
|--|---|
| Positive and supportive faith reference from the priest/minister where the applicant regularly worships. | D |
| Positive recommendation from all referees, including current employer | E |

Annex 3a Church Criteria

CHURCH OF ENGLAND VOLUNTARY CONTROLLED SCHOOLS

The following information offers advice regarding the Church criteria.

The essential requirement is for a person who is willing and able to sustain and develop the Christian character of this Church school. Candidates will be questioned on their understanding of this.

The desirable requirement is for a 'full and active member of a Church in membership of Churches Together in Britain and Ireland.' 'Full and active' means a regular churchgoer who attends more than once a month, is known to the parish priest and is involved in church activities.

The list of Churches Together in Britain and Ireland can be found on its website: www.ctbi.org.uk. Applications should be checked against the current list.

Guidance for Candidates:

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

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

'Reserved' teachers

VC schools are required to deliver the Local Authority's Agreed Syllabus of Religious Education, but if a parent requests 'denominational' RE then the school is obliged to provide this and one-fifth of the teachers may be appointed as 'reserved teachers' to provide that distinctive RE.

Following The Education and Inspections Act 2006, the headteacher of a voluntary controlled school may be a reserved teacher. If the Governing Body decides that the Headteacher is to be a reserved teacher then a genuine occupational requirement applies and this provides for them to be appointed on the basis of her/his faith.

Annex 4: Additional Approaches to Panels and Presentations

Things to consider

In certain cases, it may be useful to include different approaches within the selection process to provide the selection panel with additional information about candidates and the extent to which they meet the requirements of the person specification. Any additional exercises must be relevant to the vacant post, and the selection panel must agree criteria to be assessed during each exercise, with reference to the person specification.

The governing body also need to consider;

- time requirements;
- the need to agree the processes as a selection panel and inform candidates in the letter inviting them to interview of the processes that will be used;
- the need to agree how information from these activities will be assessed and the information used to inform the governing body's decision.

Example... If the headteacher visits candidates for a deputy headship to observe them teach, it is recommended that the headteacher's evaluation is used in the same way as a reference (ie to inform a final decision at the end of the process).

Example... If the candidate is asked to speak to the Schools Council (observed by a member of the appointment panel) then this should also be used like a reference. If this is to take place on the pre-interview visit then candidates need to be informed in the letter that this is going to take place.

| Approach | Advantages | Disadvantages |
|---|---|---|
| Classroom observation – in the candidate's own working environment | The candidate is seen in their own working environment, working with children they interact with every day Seeing the candidate's own classroom provides evidence of their current working practices and environment | Not all schools are the same – challenges differ – and the candidates may not be being compared fairly. The candidate may not be the only person responsible for teaching that class or working in that classroom. |
| Classroom observation – in the school that the candidate has applied to work in | The candidates are all seen working with the children they would be expected to work with if appointed. This gives the governing body an opportunity to see the candidate interact with 'their own' children. | Internal candidates would be at an advantage – the children know them. If the focus is on teaching, candidates would not know the abilities of individual children and could not be expected to tailor the activities to the needs of the learners. The observation may also overemphasise the teacher's 'performance skills'. Different groups of children may react differently and if the same group of children is used they may not respond well the third or fourth time they are taught by a 'visitor' that day. |

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| Other school-based task (e.g. Conducting Worship) | <p>Tests the ability to present to a larger audience.</p> <p>Good to see how the candidate presents the Christian gospel to a wide age range.</p> <p>Good to see how the candidate uses their voice, secures attention and responds to pupil contributions.</p> | <p>Children not known to the candidate.</p> <p>May not be fair on the candidate who is asked to 'go last' if the same group is used each time.</p> |
| Other school-based task (e.g. discussion with School Council/ groups of children) | <p>This gives the governing body an opportunity to see the candidate interact with 'their own' children.</p> <p>The children's responses and enthusiasm can be gauged and considered.</p> | <p>Different groups of children may react differently and if the same group of children is used they may not respond well the third or fourth time they are interviewed by a 'visitor' that day.</p> |
| <p>Presentation – the topic of which may relate to the role under consideration or the candidates' previous role or experience. Should be time limited and focussed on a specific topic</p> <p>The topic may be provided prior to the selection day, or on the day itself.</p> | <p>Provides another dimension on which to assess candidates in addition to the interview</p> <p>Can be very topical (providing it relates to the person specification)</p> <p>If the topic is provided in advance, it can benefit candidates who find the interview process particularly difficult</p> | <p>Nerves can affect performance in the exercise.</p> <p>If the topic is provided in advance, you cannot guarantee that it is all the candidate's own work.</p> <p>Assessors must ensure that they do not place too great an emphasis on the technology used, unless IT literacy to a significant standard is a criteria on the person specification</p> |
| <p>Case study/scenario – this provides candidates with a scenario, usually containing multiple factors, and the candidate is asked to provide a written resolution to the case study, a presentation of their findings, or a combination of both.</p> <p>The topic may be provided prior to the selection day, or on the day itself.</p> | <p>Relatively straightforward to develop</p> <p>Provides a real-life scenario that could be experienced within the role</p> <p>Good for testing analytical skills in addition to knowledge</p> | <p>Candidates can often provide a 'text book' answer to the scenario, which may not be exactly how they would act in a real life situation.</p> |
| <p>Psychometric testing – these test specific aptitudes and skills. Personality questionnaires may also be used</p> | <p>There are very strict administration guidelines to ensure that all candidates obtain identical instructions</p> <p>Results can be compared against a sample group, increasing the validity of the test</p> | <p>Must have a qualified assessor available to purchase the tests and administer them (the costs of this can be considerable).</p> <p>Can sometimes be used to test skills that are not necessarily essential for the post.</p> <p>Quality of tests can vary greatly.</p> <p>Assessors can make assumptions about candidates</p> |

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| | | <p>based on the results of psychometric tests, which do not relate to the actual skills/ aptitudes being tested.</p> <p>Training for assessors and purchase of exercises can be fairly costly.</p> |
| <p>Role play – where an ‘actor’ is used to simulate a situation that could be experienced within the role (e.g. angry parent)</p> | <p>Allows assessors to observe the candidate’s behaviour in the situation and assess some of the skills that it can be difficult to assess in interview (e.g. listening skills, resilience, problem solving etc)</p> <p>Can provide a fairly realistic situation for the candidate to deal with</p> | <p>This exercise requires a willing role-player.</p> <p>The role play is a false situation, which can put candidates under undue pressure and embarrassment can affect the candidates’ performance negatively.</p> <p>The success of the exercise can be dependent upon the ability of the ‘actor’.</p> |
| <p>In-tray exercise – where candidates are provided with a number of items that could be found in the in-tray of the post and asked to demonstrate the priority order of the tasks, and how each item would be dealt with</p> | <p>Gives candidates a useful picture of what can be expected within the role</p> | <p>Can be time-consuming to prepare and assess</p> |
| <p>Group problem-solving exercise, where all candidates are given a task to resolve as a group</p> | <p>Good for identifying how candidates may respond in a team environment</p> | <p>Candidates can ‘stage’ their performance within the group setting, providing the assessor with what they believe the assessor wants to see, cf <i>The Apprentice</i></p> |
| <p>Professional discussion in a panel without any set questions</p> | <p>Good to test ability to respond to a ‘conversation’ and communication skills</p> | <p>May have different areas of discussion with different candidates – favouring one over another.</p> |

Annex 5: Safeguarding Children and Young People – Safer Recruitment

Safe environments do not happen by accident. They are purposefully built and carefully maintained. Safe recruitment and selection processes are essential if schools and other educational establishments are to attract the best staff and deter or reject those who may pose a risk to children or who are unsuited to work with them.

In following the Government's guidance and using the information and templates provided in this pack, schools and other educational establishment can be confident that they are working towards the standards outlined below.

- *The school's management team is vigilant in ensuring that all recruitment and selection systems, processes and procedures are examined from a staff/child protection focus*
- *The school makes explicit its commitment to the provision and maintenance of a safe and supportive environment for all pupils, staff and others within the school community*
- *All applicants, short-listed candidates, contractors and service providers are advised about and understand the necessity of robust recruitment and selection practices that safeguards and supports pupils and adults within the school*
- *The school is clear about personal and professional boundaries, provides clarity about what is proper behaviour, and has managers who are vigilant in pursuing inappropriate, unprofessional or abusive behaviour. In this regard, attention is drawn to the document 'Guidance for safe working practice for the protection of children and staff in education settings', which was issued to schools in early 2008.*
- *The school's child protection strategies include disciplinary procedures which deal effectively with those adults who fail to comply with school policies*
- *Schools paying for or using services satisfy themselves that those services have in place appropriate and effective arrangements for safeguarding and protecting children*

Schools should widely publicise their commitment to building and maintaining a safe environment which safeguards and promotes the welfare of children and staff by the use of a general statement similar to the following:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the commitment to this and the trust deed.

This statement should be included in:-

- All publicity and information sites
- Advertisements
- Information packs for applicants
- Job description & Person specification
- Letter of appointment
- Induction Training
- Competency Frameworks

Where a school elects not to adopt these Recruitment and Selection guidelines, the Governing Body must ensure that a similar policy is in place which works to the principles and standards outlined in the Government's 'Safeguarding Children: Safer Recruitment and Selection in

Education Settings' document, and that the application and effectiveness of such a policy is reviewed by the Governing Body on a regular basis.

Preparing interview questions

Interview questions should be clearly worded and must relate to the key selection criteria which have been developed from the job description. Ensure that you develop questions that require candidates to provide examples from their past experience and ask them how they approached a specific task, how they overcame any problems or deficiency in the past or how they dealt with a specific situation.

Useful prompts to use when asking such questions are:

- *How did the situation arise?*
- *What part did you play in resolving this dispute?*
- *What was the result of your work?*
- *Would the procedure be different in a Church school? OR How did this demonstrate a Christian ethos?*
- *If this situation arose again in the future, would you do anything differently?*

Ask questions about the candidate's aspirations and motivations. Knowing why candidates are interested in the position can provide insight and understanding of the person and how much research they have done about the work involved in the post.

Ensure that you are mindful of the law and ensure that questions do not discriminate or breach Equal Opportunity legislation. There is no reason to know someone's age, marital status or sexual preference to determine if they can perform the job. Where it is necessary to assess whether personal circumstances will affect performance (eg where, in Church school, there is a requirement for a faith commitment or where the job involves unsocial hours) this should be discussed objectively without the use of questions based on assumptions about the candidate's marital status, the occupation of their spouse, children, domestic obligations or assumptions about culture.

Questions about marriage plans or family intentions should not be asked. Questions relating to sexual orientation, political beliefs or trade union activity should not be asked as they may be understood as showing bias.

Care should be taken when seeking information relating to a disclosed disability that the candidate has. You must ensure that any questions are based on the candidate's ability to undertake the role and not your own assumptions about their ability, based on their condition.

Ensure that you probe incomplete answers. Probing questions are the most effective way to get complete answers. You may also wish to use them where there is a discrepancy between what the candidate has said and written. However, there must be a limit to the probing questions to ensure that you do not put too much pressure on the candidate and/or end up in a situation where the candidate is virtually given the answer by the interview panel.

Open & Closed questions

The general rule is that open questions should be used to elicit the most information. Open questions encourage candidates to elaborate on their experience and provide fuller answers. Open questions are pre-fixed by words such as what, when, where, why, how, tell me, explain etc. Examples of open questions are:-

- WHAT experience have you had of working with children and young people?
- HOW have you dealt with staff who were reluctant to change?
- WHEN did you consider it necessary to?
- WHERE did you seek support in dealing with?
- WHY did you adopt that particular course of action?

- WHICH areas of policy implantation did you find most difficult?
- WHO did you think most benefited from this practice?

Closed questions should generally be avoided as they invite a Yes or No answer from the candidate, which can provide limited information. However you may wish to use closed questions to welcome a candidate at the initial stages of the interview or to confirm evidence given. Examples of the types of closed questions that should be avoided are:

- Have you implemented policies?
- Did you enjoy your work?
- Do you work well with children?
- Can you communicate with people?

You should also avoid leading questions which reveal what the desired answer would be. For example: Would you describe yourself as a patient person? Do you see yourself as well organised? Can you handle stress?

Asking an open question allows the candidate to provide a general overview of a particular issue. It is then necessary to ask supplementary questions to probe more deeply. This technique is known as 'funnelling' and serves to provide specific details which the interviewers need to know.

- e.g.
- What made the class/parent difficult?
 - How did you resolve this situation?
 - Would you do anything differently if faced with this situation again?

Other examples of questions you may wish to use during an interview are:

| | |
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| Introductory Question | Tell us about yourself and what attracts you to this position? |
| General Question | What do you think are the professional challenges facing school staff/ teachers/etc today, especially in a culture, which is seeing so many changes? |
| Motivation: | <p>Tell us about how you think your own childhood may have influenced your practice with young people?</p> <p>What motivates you to work with children and young people?</p> <p>Tell us about your interests outside work.</p> |
| Ability to form and maintain professional relationships and personal boundaries | <p>Can you give us an example of where you have had to deal with bullying behaviour between pupils? What did you do? What could you have done differently?</p> <p>Have you come across sexually abusive behaviour between young people? What behaviours would worry you and why?</p> <p>What are your views about media coverage which suggests that children and young people make up allegations of abuse by teachers?</p> |
| Attitudes to the care and control of children and young people | <p>When do think it is appropriate to physically intervene in situations involving children and young people?</p> <p>What are your responsibilities in such situations?</p> |
| Emotional resilience to challenging behaviour and young people | Give an example of when you have had to respond to challenging behaviour, how did it affect you emotionally? What are your coping mechanisms? |

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| Safe Environments | <p>What do you think constitutes a safe and caring environment?</p> <p>What kind of policies should a school/college have to support a safe environment?</p> <p>What do you think are your responsibilities in protecting children?</p> |
|--------------------------|---|

Offering the post in the absence of references

If the references for the preferred candidate have not been received an appointment **MUST NOT** be made. The following wording could be used to explain to candidates why the interview process will not be concluded on the day, and why (how and when) the panel will re-convene to consider their decision...

'You are a strong contender for the post of However, other candidate(s) are also in contention for the post, and we have made no final decision as yet. We cannot complete our consideration without having all the appropriate information to hand, and references play an important part in this. We are therefore seeking your permission to approach your referees. You should not construe this as an offer of appointment; and it is not a conditional offer subject to references. No offer, conditional or otherwise, will be made until satisfactory references have been received.'

ATTENDANCE POLICY STATEMENT

This school is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, and making appropriate adjustments for those with disabilities, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness. The School Management Team will also make relevant adjustments to support a member of staff who has a disability in order to assist their attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

CHILD PROTECTION POLICY STATEMENT

In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Annex 6: Guidance for Governors Attending the Pre-Interview Visit

Thank you for agreeing to represent the governing body at the pre-interview visit. This visit provides an important opportunity for candidates to see the school 'in action' and seek out further information in preparation for the formal interview (usually the following day).

Possible format for the pre-interview visit

- as candidates arrive ask the school admin staff to assist with completing & verifying CRB documentation
- sign the back of the candidates' photos as proof of their identity and retain these for the interview
- tour of the school (with you) whilst the children are in school
- meet pupils & staff in classes and provide the opportunity to talk freely to children in the classrooms as you tour the school
- visit to the church with which the school is linked (if nearby!)
- opportunity for candidates to seek information & clarification from the members of the governing body that are present

Some ground rules

- if documents are provided for one candidate (eg financial statement or School Development Plan) they should be provided for all.
- all candidates should be treated equally and should be given the same opportunities and information, wherever possible.
- candidates should be reminded that they should not spend too long in individual classrooms as they are not there to monitor, evaluate or inspect the quality of provision.

This visit is NOT part of the formal interview process and as such should not be discussed with anyone else, including members of the interview panel.

Annex 7: The Legal Framework for Recruitment and Selection

Each school has a number of obligations under UK and European law when involved in the recruitment and selection of staff. An outline of the core legislation is provided below. For further information on any aspect of the legislation, please contact the LA's Human Resources Department for clarification.

The legislation provides a framework through which individuals can seek redress through an employment tribunal against discrimination and relates to all aspects of employment. Also provided is information in relation to the Schools Staffing (England) Regulations 2009.

THE EQUALITY ACT 2010

This Act replaced nine major Acts of Parliament and almost a hundred sets of regulations. The exceptions to the discrimination provisions for schools are all replicated in the new act – such as those applying to schools of a religious character.

It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

It is unlawful to discriminate against someone in or applying for employment on the following grounds (called 'protected characteristics') unless there is an Occupational Requirement/Qualification for doing so (where an occupational requirement has been established, there must be a reference to it in all recruitment documentation, including the advert):

- Age,
- Disability,
- Gender Reassignment,
- Marriage and Civil Partnership,
- Pregnancy and Maternity,
- Race,
- Religion or Belief (but see below),
- Sex,
- Sexual Orientation.

DISCRIMINATION

An individual can seek redress if they feel they have been discriminated against in the following ways:

Direct Discrimination

Direct Discrimination occurs when an individual is treated less favourably than others would be treated in the same or similar circumstances because of a protected characteristic.

Indirect Discrimination

Indirect Discrimination occurs when a requirement or condition is placed on a job which applies equally to all groups, but has a disproportionately adverse effect on one group. Possible examples of indirect discrimination are:

- applying criteria which stipulate that applicants should have 10 years continuous employment/service – this may exclude more women than men, and is therefore likely to be discriminatory. It could also be discriminatory against young people under the Age Discrimination legislation;

- stipulating a height requirement for a job may be discriminatory against women and men from certain minority ethnic groups;
- having a dress code that dictates no headgear can be worn may be discriminatory against members of certain religious groups.

Harassment

Harassment is 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves.

Victimisation

Victimisation occurs when someone is discriminated against because they have been involved in raising a complaint under any of the discrimination legislation outlined below, or if they have alleged that discrimination has occurred or if they have supported such action by another.

KEY POINTS

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful if it can be justified, ie if it can be demonstrated that it is a proportionate means of meeting a legitimate aim.

Disability

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

There is a duty on employers to make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment (eg by providing assistive technologies to help visually impaired staff use computers effectively).

The Act includes a protection from discrimination arising from disability. It is discrimination to treat a disabled person unfavourably because of something connected with their disability (eg a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

Indirect discrimination also covers disabled people. A job applicant or employee could claim that a particular rule or requirement disadvantages people with the same disability. Unless this can be justified, it would be unlawful.

It is now unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment

A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act does not require a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures is covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and civil partnership

People who are married or in a civil partnership are protected against discrimination. Single people are not protected.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

An employee's period of absence due to pregnancy-related illness must not be taken into account when making a decision about her employment.

Race

It is unlawful to discriminate on the grounds of colour, race, nationality (including citizenship), or ethnic or national origin.

Religion or Belief

Religion includes any religion or philosophical belief, including a lack of religion. However, a religion must have a clear structure and belief system. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief.

Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

An employer has a defence to a claim for discrimination on the grounds of religion or belief in employment where the nature of the employment or the context in which it is being carried out, means that being of a particular religion or belief is a genuine and determining occupational requirement, and it is proportionate to apply that requirement in the particular case. Where an occupational requirement has been established, there must be a reference to it in all recruitment documentation, including the advert

Any school wishing to rely on this provision must establish that the requirement is necessary to comply with a religious doctrine, or to avoid conflict with the strongly held religious convictions of a significant number of religious followers; or demonstrate that the nature of the work and the context in which it is carried out brings with it an occupational requirement. **Voluntary Controlled Schools should obtain advice from the Diocese on this matter.**

VC schools are required to deliver the Local Authority's Agreed Syllabus of Religious Education, but if a parent requests 'denominational' RE then the school is obliged to provide this and one-fifth of the teachers may be appointed as 'reserved teachers' to provide that distinctive RE.

Following The Education and Inspections Act 2006, the headteacher of a voluntary controlled school may be a reserved teacher. If the Governing Body decides that the Headteacher is to be a reserved teacher then an occupational requirement applies and this provides for them to be appointed on the basis of her/his faith.

At the stage when the job description and person specification are being formulated, schools must clearly state why they say that a particular religion or belief is a genuine and determining occupational requirement and must make it clear to prospective applicants that there is such a requirement. The chair of any panel must keep a note of those reasons to ensure that they can

be explained in the event that a disappointed applicant challenges a school or Governing Body in an Employment Tribunal.

In dealing with matters pertaining to this at the decision making stage of the job interview, clear notes of the decision-making must be kept.

An occupational requirement on the grounds of religion or belief must not be used as a basis for discrimination on other grounds such as race or disability.

Sex

Both men and women are protected.

Sexual orientation

Bisexual, gay, heterosexual and lesbian people are protected.

OTHER RELEVANT LEGISLATION

Rehabilitation of Offenders Act (1974)

All school appointments are exempt from this Act and are subject to Enhanced Criminal Records Bureau Disclosure.

The main aim of this Act is to recognise that a person convicted of a criminal offence, after a period where actions are not repeated, can be considered reformed. The Act identifies specific periods after which convictions can be considered spent and disregarded.

A person is not necessarily precluded from working within a school simply by declaring that they have a conviction on their application form. Such a disclosure on the form gives the interview panel the opportunity to discuss the issue with the applicant. If the interview panel do not believe that the conviction will affect the candidate's ability to do the job in question, they may discount the conviction. For further advice and guidance on this, please contact the Local Authority.

Further information about the employment of ex-offenders can be found in a guidance note prepared for Schools, which can be found on the Schools Portal.

Immigration, Asylum and Nationality Act 2006

UK Borders Act 2007

Under these Acts it is an offence to employ a person on either a permanent, temporary or casual basis who is not entitled to enter, remain or work in the United Kingdom. To comply with the legislation, candidates are required to bring evidence that they are eligible to live and work in the UK to the interview, in order that a copy of the documentation can be retained prior to the commencement of employment.

Refugees have full citizen rights under UK law, including the right to paid employment. Economic Migrants have the right to work in the UK for the duration of their legal work permit. However, Asylum Seekers who are awaiting a decision on their application to become a refugee, have no legal right to paid employment in the UK, but they do have rights to work voluntarily whilst their application is being considered.

Human Rights Act 1998

The Human Rights Act gives rights in the UK Courts and Employment Tribunals which people have never had before.

The Act incorporates domestic law, most of the rights are protected by the European Convention. This means in Recruitment and Selection we need to take account of individual circumstances under:

Article 8: Right to respect for private and family life;

Article 9: Freedom of thought, conscience and religion.

We need to respect the specific circumstances people have in respect of these two articles.

Data Protection Act 1998

The Data Protection Act exists to ensure that data held on individuals is processed in a fair and proper way. The Act gives individuals some rights to review information held on them, and requires data holders to be open about how they use their data.

There are a number of elements of the recruitment and selection process for which the Data Protection Act has implications. An Employment Practices Data Protection Code in relation to Recruitment & Selection exists, which provides detailed information about the Data Protection implications of all aspects of the recruitment and selection process. In terms of Recruitment and Selection, applicant's personal details submitted with their application form should only be used in accordance with the Act, for example for selection and interview purposes and for employment records, if the application is successful.

Working Time Regulations 1998

The Working Time Regulations incorporate requirements involving working arrangements/time which, as an employer we are required to comply with. This includes a maximum number of hours an employee is permitted to work, the maximum number of hours an employee can work without a rest break and a statutory entitlement to a minimum amount of annual leave.

School Staffing (England) Regulations 2009

Chapter 1 Part 3 of the Education Act 2002 (the Act) has replaced many of the sections from the Schools Standards and Framework Act 1998. The Act covers the staffing of Community, Voluntary Controlled, Community Special and maintained nursery schools.

The School Staffing (England) Regulations 2009 came into effect on 2 November 2009. The relevant areas of the Regulations in relation to Recruitment and Selection are summarised as follows:

Appointment

The Headteacher should take the lead in appointments outside of the Leadership group.

Headteachers may involve others in the process (including Governors) but may not delegate responsibility for the final decision in relation to appointments.

The appointment of assistant Headteacher does not fall under the normal expectation to be delegated to the Headteacher.

Appointment of a Headteacher and Deputy Headteacher

The regulations have clarified issues around the advertisement of posts, rights to representation of the Local Authority and Diocese attendance and advisory rights.

Annex 8: How to feed back and give support on future CPD needs

When?

After an appointment is made:

- Candidates can be given feedback (verbally) about the areas of the person specification that they successfully addressed and those that they failed to demonstrate to the satisfaction of the governing body.
- Feedback should be
 - positive
 - constructive
 - developmental
 - focussed on the criteria and person specification for that post
- Be careful not to
 - give 'preferred' answers to questions that were asked by the governing body
 - coach the candidate directly on responses
 - share 'panel' grades or other candidates' responses

What if an appointment is not made?

- Do not give feedback to candidates that are not shortlisted until after the interviews.
- If at interview no appointment is made
 - limited feedback can be given to unsuccessful applicants
 - You could say... 'You are welcome to re-apply alongside other candidates. The sections of the person specification that you were weaker on were....'

If you are unsure about whether to provide feedback, seek advice from your Local Authority.

Who?

The same person should give feedback to all the candidates for purposes of consistency and fairness. It is usual for the school adviser to offer this feedback by telephone (or face-to-face meeting if that is possible/practical). The Advisor appointed by the Diocese provides feedback on matters of faith and Christian ethos.

CPD advice

It would be helpful to signpost unsuccessful candidates to CPD opportunities that they could undertake

- within their own school
 - ...by applying their learning and identifying where they have made a difference
- activities within their local network (eg network leadership or placements in other schools)
- on training and courses provided by the Local Authority
- on training and courses provided by the Diocese

Annex 9: Responsibilities in recruitment and selection

HEADTEACHER AND GOVERNING BODY RESPONSIBILITIES IN RECRUITMENT AND SELECTION

Headteachers have a professional duty to participate in the selection and appointment of teaching and non-teaching staff within their school. This should be done in accordance with the procedures outlined below.

Voluntary Controlled Schools

Appointment of heads and deputy heads

Governing bodies of school with delegated budgets must:

- Inform the Local Authority and relevant Church Authority of the vacancy
- Advertise the vacancy in such manner as it considers appropriate unless it has good reason not to
- Appoint a selection panel of at least three governors who, with advice from the Local Authority and Diocese, shall select suitable candidates for interview, interview those applicants and, where appropriate, recommend for appointment one of the applicants interviewed
- Where appropriate, approve the recommendation of the selection panel and appoint the person recommended.

If the selection panel do not recommend a person to the governing body or the governing body do not approve their recommendation, the governing body:

- May re-advertise the vacancy
- Whether or not they re-advertise the vacancy, may require the panel to repeat the selection procedure

Governing bodies must appoint an acting headteacher if there is a vacancy before a new headteacher is appointed. If there is a vacancy for a deputy head, the governing body can decide to appoint an acting deputy, but are not obliged to do so.

Advisory rights

The Director for Children's Services and Diocesan Director of Education (or their representatives), where he or she has advisory rights and the headteacher (for posts other than that of Headteacher) can attend any of the selection meetings in an advisory capacity. Their advice must be considered by the governing body, persons to whom the governing body's functions have been delegated or panel before an appointment is made.

Schools having their delegated budget suspended

When a voluntary controlled school has its delegated budget suspended, most of the staffing powers and responsibilities of the governing body are lost.

Annex 10: Example Shortlisting Proforma

[illegible]Candidate
name

Name

Name

Name