

# Appointing a Headteacher in Leicestershire guidance for governors

## Governor Development Service

Leicestershire Children and  
Young People's Service

Autumn 2010

*in association with*



*NRCDT  
a Registered  
Charity*



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# 1. Introduction

Appointing a new headteacher is arguably the most important decision a governing body will take – determining the future course of the school, the quality of education provided and the working environment for staff. It is also one of the few tasks the governors undertake without the help of their main adviser – the current headteacher.

The Leicestershire headteacher appointment process is designed to be fair, flexible, timely and cost-effective. The Local Authority (LA), in conjunction with the Leicester Diocesan Board of Education and the Nottingham Diocesan Education Service, offers support to governors through the process by advice and guidance on:

- relevant legal requirements;
- assessment of professional expertise and skills;
- good employment practice.

All schools will be allocated a representative of the Director of Children and Young People's Service (CYPS). Schools that purchase the LA's HR services will also receive the support of a professional HR adviser and the Employee Service Centre.

<i>Voluntary Controlled schools (VC)</i>	Additional support is available from the Diocesan authority.
<i>Voluntary Aided schools (VA)</i>	Support for the governors is led by the Diocesan authorities, working in partnership with the LA.

## 2. Forward Planning

The best time to plan for your next headteacher is now, while the present headteacher is still in post – it is never too soon to start thinking about succession planning. Reviewing various leadership options is something that should be done before governors need to find a new headteacher. There are successful examples of different models of leadership such as federation and co-headship that governors may wish to consider.

Questions that governors might want to ask are:

- Have we thought what we will do when our current headteacher retires or moves on?
- Are we aware of the different options available?
- What will happen if our school needs temporary cover for any reason?
- Do we have a suitable internal candidate for Acting Headship? If not, what might we do?
- Have members of the governing body had recruitment training, including “Safer Recruitment”?

For further information or to discuss potential training needs, please contact Governor Development Service (GDS), your Diocesan authority or both, whichever is applicable.

### 3. The Legal Framework

The legal requirements in relation to the recruitment of school staff fall into two main groups:

- statutory provisions which are specific to schools – these principally relate to process and suitability, with a focus on safeguarding;
- legislation applicable to all employers – which principally, but not entirely, relates to equal opportunities and discrimination.

Key legislation and guidance includes:

School Staffing (England) Regulations 2009 and "Guidance on managing staff: employment in schools"

School Standards and Framework Act 1998

"Safeguarding Children and Safer Recruitment in Education"

Single Equality Act 2010

Asylum and Immigration Acts 1996 and 2006

The School Teachers' Pay and Conditions Document (issued annually).

## 4. Roles and Responsibilities

### a) *The whole governing body*

The governing body are responsible for the appointment of the headteacher, with advice and support as follows:

<i>Community schools (C)</i>	From the Director's representative and the LA's HR adviser.
<i>VC</i>	From the Director's representative, the LA's HR adviser and the Diocesan representative.
<i>VA</i>	The Diocesan representative takes the lead in advising the governing body, with support from the Director's representative.

During the governing body meeting at the start of the recruitment process, the responsibilities of governors are to:

- identify the school's priorities and the needs of the post;
- agree the leadership model relevant to the school's context and priorities;
- agree the school's Individual Salary Range (ISR);
- appoint the appointment panel;
- agree to delegate authority to the selection panel.

At the end of the process, the governing body must meet again to ratify the appointment panel's recommendations.

All decisions of the whole governing body must be fully documented in the minutes.

**Members of the governing body must not directly approach individuals to encourage them to apply for the job.**

### b) *The Chair of Governors*

The responsibilities of the Chair of Governors are to:

- Notify the LA of the vacancy;
- If also Chair of the appointment panel, ensure the effective management of the recruitment process;
- Offer the job to the successful candidate and confirm this in writing;
- Once the candidate has accepted the job, notify the LA of the appointment.

<i>VA &amp; VC must also</i>	Notify the Diocesan authority of the vacancy;
	Notify the Diocesan authority of the appointment.

### ***c) The appointment panel***

The responsibilities of the appointment panel are to:

- appoint a panel member to chair the proceedings;
- attend all panel meetings and the whole selection process;
- draw up the person specification and job description;
- compile a pack of information for applicants;
- advertise the vacancy;
- shortlist candidates from the applications that have been received;
- draw together activities and interview questions that will be used during the selection process;
- decide on the appropriate candidate who best meets the requirements of the job;
- present their recommendations to the full governing body for ratification.

The panel should also ensure that the outgoing headteacher and the staff receive outline information about the appointment process, including dates.

The panel is recommended to work in close liaison with their advisers from the LA and the Diocese.

### ***d) The Director's representative***

The LA has a statutory right to send a representative to all proceedings relating to the selection of any teacher at a community or voluntary controlled school, and the governing body must consider any advice which is offered by the LA when reaching a decision. The LA also has the right to make written representations to the selection panel if it considers that an unsuitable candidate is being shortlisted or selected.

The Director of CYPS will nominate a senior officer or adviser with experience of headteacher appointments to act as his/her representative. In addition to their statutory role, the Director's representative will:

- work with governors to help define the job requirements;
- support shortlisting by offering professional advice;
- help to plan the selection day(s) and offer support in devising activities and interview questions;
- offer advice and support in person throughout the selection days;
- de-brief unsuccessful candidates;
- advise on the induction of the successful candidate and the process of setting performance targets.

VA	Although the Director's representative does not have a statutory right to advise in relation to an aided school, it is recommended that the governing body should agree to give the LA the same advisory rights as the Diocese.
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## ***e) The Diocesan representative***

VA	<p>The Diocesan authority will nominate a representative with experience of headteacher appointments to act on behalf of the Diocese. In addition to their statutory role, the Diocesan representative will:</p> <ul style="list-style-type: none"><li>▪ work with governors to study the school and help define the job requirements;</li><li>▪ support shortlisting by offering professional advice;</li><li>▪ help to plan the selection day(s) and offer support in devising activities and interview questions;</li><li>▪ offer advice and support in person throughout the selection days;</li><li>▪ de-brief unsuccessful candidates;</li><li>▪ advise on the induction of the successful candidate and advise on the process of setting performance targets.</li></ul>
VC	<p>Although the Diocesan authority does not have a statutory right to advise in relation to a voluntary controlled school, it is recommended that the governing body should agree to give the Diocese the same advisory rights as the LA. The officers of the Leicester Diocesan Board of Education are also available to offer advice and guidance to governors throughout the recruitment process, as requested.</p>

## ***f) The HR adviser***

The HR adviser will provide information and guidance on the recruitment process as follows:

- advise on the Individual Salary Range applicable to the school;
- offer guidance on the timescale for recruitment;
- advise on the job description, person specification and information for applicants;
- advise on advertising options, including media and prices;
- support shortlisting by offering professional advice;
- working with the Director's Representative, offer advice on the plans for the selection day(s);
- provide advice and support as requested on the selection day(s).

VA	HR advice is provided by the Diocese.
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## ***g) Administrative support***

For schools that purchase the LA's HR services, the Employee Service Centre (ESC) offers the following administrative support to the recruitment process:

- responding to requests for application packs;
- receiving completed application forms;
- photocopying application forms for the appointment panel;
- notifying shortlisted candidates;
- requesting references for shortlisted candidates.

VA	The Diocesan representative will advise governors if alternative options for administrative support are available. For Church of England schools, such support is provided by the Schools' Support Officer of the Leicester Diocesan Board of Education.
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**At schools who do not have access to external administrative support, governors may wish to consider arranging for the Clerk to Governors or a member of panel to receive and photocopy completed application forms and obtain references for candidates.**

### ***h) The outgoing headteacher***

The outgoing headteacher should have only a very limited role in the appointment process. The governing body can ask him/her to carry out or arrange assistance with the following tasks:

- providing documents for the application pack;
- offering comments on draft documentation for the application pack;
- collating and photocopying application packs and forwarding them to the LA/Diocese;
- giving tours of the school to prospective applicants;
- making practical arrangements for the selection day(s) e.g. rooms, meetings with staff and pupils, refreshments, etc.

The governing body should not ask the outgoing headteacher to attend meetings of the appointment panel or to prepare any recruitment and selection materials e.g. job description, person specification, interview questions, activities, etc.

## 5. The Appointment Process

### *a) At the very start*

As soon as the headteacher has informed the governing body in writing that he/she is leaving, the Chair of Governors should inform the School Improvement and Performance Service, the LA's HR Service and, for voluntary controlled schools, the Diocese. An HR adviser will then contact the Chair to outline the recruitment process and the support provided by the LA. To initiate the process, the Chair should arrange a meeting of the full governing body, to which the Director's representative, HR adviser and, for voluntary controlled schools, the Diocesan representative, are all invited.

VA	As soon as the headteacher has informed the governing body in writing that he/she is leaving, the Chair of Governors should inform the Diocese, the School Improvement and Performance Service and the LA's HR Service. The Diocesan authorities will then contact the Chair to outline the recruitment process and the support provided by the Diocese. To initiate the process, the Chair should arrange a meeting of the full governing body, to which the Diocesan representative and the Director's representative are both invited.
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### *b) Before the first governing body meeting*

The agenda for the meeting should be circulated seven days in advance (unless the timescale for recruitment does not permit this). The opportunity to express interest in being a member of the appointment panel should be extended by the Chair to all governors.

Governors should be reminded that confidentiality is a crucial requirement. Members of the governing body must not discuss any aspect of the recruitment process outside meetings, and must treat all documentation e.g. application forms, records of decisions, materials for the selection day(s) in strict confidence. At the end of the shortlisting meeting and again at the conclusion of the appointment process, all copies of documents must be collected and stored securely.

### *c) The first governing body meeting*

A quorum of half the governing body membership (excluding vacancies) is required because it will be delegating its powers to the appointment panel. The responsibilities of governors in the meeting are to:

#### **Identify the school's priorities**

The first task for governors is to identify the school's priorities and the needs of the post, as these will inform the job description and person specification and the planning of the selection day(s). Although many aspects of a headteacher's role are generic, each school has its own special characteristics and specific needs. The appointment panel needs to gain a sense of where the school is at, the future developments that are required and the person they are looking for.

The following questions could be considered:

- What are the strengths of the school?
- What makes the school distinctive?
- What are the priorities for the future?
- What are the specific needs of pupils, staff, parents and the community?
- What experience must the new headteacher have had?
- What personal qualities are needed in the new headteacher?

Useful information can be gathered from talking to stakeholders, such as the School Improvement Partner or School Development Adviser, the outgoing headteacher, staff, pupils and parents and external agencies who work with the school, and referring to relevant documents including the most recent OFSTED report, the Self Evaluation Form (SEF) and the School Development Plan.

### **Agree the leadership model**

The governing body should agree the leadership model relevant to the school's context and priorities taking advice from the Director's representative, HR and the Diocese where applicable.

### **Agree the Individual Salary Range (ISR)**

The governing body is responsible for agreeing the ISR for the post. Staff governors must withdraw from the meeting for this item.

The ISR must be set in accordance with the guidance provided in the School Teachers' Pay and Conditions Document.

VC & C	The HR adviser will inform the governors of the salary group applicable to the school and offer advice on setting an appropriate ISR which will enable an appointment.
VA	Advice is provided by the Diocese.

### **Appoint the appointment panel**

The panel should comprise a minimum of three governors, together with a reserve who is available in case of unexpected absence and will also attend all the panel meetings. An uneven number of panel members is recommended in case a vote is necessary. A maximum of five governors is normally sufficient, and the governing body should also be mindful of the possibility that an individual may lodge a grievance against the appointment panel, in which case there would need to be enough governors available who had not been members of the panel in order to hear an appeal.

All categories of governor are eligible to be panel members unless they have a pecuniary interest in the appointment. A pecuniary interest is a wide term which describes an "interest" as a situation where a governor may be affected personally or financially, directly or indirectly, or in some other way, by a decision made at a meeting where he/she is present. All governors are required to declare a pecuniary interest where they could benefit from a decision that the governing body take.

A staff governor is not deemed to have an interest as long as it is no greater than the general interest of any or all of the staff employed at the school. However he/she may have to withdraw from a discussion if he/she stands to gain personally from the outcome of a decision e.g. a promotion.

It is recommended that the panel should be well-balanced and reflect the composition of the governing body. It is a requirement that at least one panel member must have successfully completed "Safer Recruitment" training (which can be undertaken online).

**All panel members must be available for all stages of the recruitment process.**

**Agree to delegate authority**

The governing body must agree to delegate authority for the appointment process and recommendation to the appointment panel.

At the end of the process, the governing body must meet again to ratify the appointment panel's recommendations.

All decisions of the whole governing body must be fully documented in the minutes.

***d) The work of the appointment panel***

The work of the panel falls into three categories:

- Selling the school – in other words, how can the panel attract as many suitable people as possible to apply for the job;
- Sifting applications – ensuring that the appropriate candidates are shortlisted;
- Selecting the right candidate – devising a selection process that enables the panel to select the right candidate as their new headteacher.

Further information about the tasks to be undertaken is given below. Key dates in the recruitment process should be scheduled at the panel's first meeting (see Appendix A for guidance as to what such a schedule might look like).

To assist with planning, the table below sets out the required resignation dates for headteachers and other teachers.

<i>Start date of new appointment</i>	<i>Latest resignation date for a headteacher</i>	<i>Latest resignation date for a teacher</i>
Beginning of autumn term	30 April	31 May
Beginning of spring term	30 September	31 October
Beginning of summer term	31 January	28 February

## Selling the school

### *Job description*

The job description sets out the overall purpose of the job and the main tasks to be carried out. It is the foundation of the recruitment process, from which the person specification, advertisement and selection procedure are derived. Template job descriptions have been prepared by the LA and the Diocesan authorities (at Appendix B) and responsibilities or tasks specific to the school can be added to these.

VC & VA	The job description includes responsibilities for preserving and developing the religious character of the school.
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### *Person specification*

The person specification describes the education/training/qualifications, experience, knowledge, competencies and personal attributes required by the successful candidate to carry out the duties of the job. The requirements must be justifiable in terms of the job description and capable of being assessed during the selection process. Requirements may be divided into those which are essential to carry out the job effectively and those which are desirable and would enhance job performance. Template person specifications (at Appendix C) have been prepared by the LA and the Diocesan authorities and requirements specific to the school can be added to these.

VC & VA	The person specification includes requirements relating to the successful candidate's fitness and ability to preserve and develop the religious character and ethos of the school.
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### *Advertising*

The aim of the advertisement is to prompt applications from those who meet the main job requirements and filter out those who do not. When drafting the advertisement, governors are recommended to consider the position of the prospective candidate and ask:

- What would you need to know about the job?
- What would attract you to apply for it?

The information contained in the job description and person specification form the basis of the advertisement. The following information must be included:

- title of vacancy;
- school and location;
- number on roll;
- Individual Salary Range;
- relocation expenses (if applicable);
- how to apply;
- closing date;
- safeguarding statement.

## ***Information for applicants***

The application pack is an important means of attracting applicants by providing information about the school and conveying its approach and ethos, as well as helping them to complete their application. The pack should contain:

- A letter from the Chair of Governors
- The application form
  - VC & C – the LA application form is used
  - VA - the Diocesan application form must be used
- Brief description of the catchment area and links with the community
  - VC & VA – links with the church
- Information about the LA
- Child protection policy
- Management and staffing structure
- Curriculum organisation
- Indication of external examination results
- Description of current initiatives
- VC & VA - The most recent s.48 inspection report

And it might also include other relevant information such as:

- The school prospectus
- School newsletters
- Information about the locality
- VA & VC - information about the Diocese

The pack should not include copies of information that is readily available elsewhere e.g. on the internet, but could signpost applicants to it. Later in the recruitment process, the panel can send further information to shortlisted applicants to help them to prepare for the selection day(s).

## **Sifting the applications**

Shortlisting is the process whereby the selection panel sift the applications that have been received. It must be carried out by all the members of the panel and only by them, although the Director's representative, Diocesan representative and HR adviser (as applicable) will attend the shortlisting meeting to provide support and can offer advice on:

- the process for the meeting;
- use of the shortlisting grid;
- the number of applicants to be shortlisted;
- strategies in the event that a very large or very small number of applications are received.

The panel should first identify which requirements in the person specification can be assessed from the application form – these will usually be objective information such as qualifications and experience and some competencies (others, such as communicating and influencing, will need to be tested later in the selection process). The same requirements must be applied to all applicants, and particular care is needed if one of the applicants is an internal candidate or recently worked at the school. The panel should use a shortlisting grid which sets out clearly the criteria that applicants are being assessed against.

It is advisable to read each application form twice – the first time to obtain an overview and extract factual information, and the second time to extract more detailed information that can be assessed against the criteria.

A written record of shortlisting decisions (normally the shortlisting grid) must be completed by the Chair and retained.

After the meeting, the ESC or Diocesan authorities, as applicable, should be advised of those applicants who have been shortlisted and any information that applicants require in advance of the selection day(s), such as the start and finish times, details of any presentation that they are required to prepare, etc. Invitations to interview and reference requests will then be sent out.

Ideally references should be obtained before the selection day(s) so that any issues of concern can be explored further with the referee and taken up with the candidate at interview.

VC & C	References received will be passed to the Director's representative.
VA	References will be passed to the Diocesan representative.

### Selecting the right candidate

The purpose of the selection process is to obtain and assess information about candidates that will allow a valid prediction to be made about their ability to do the job. It also provides candidates with the opportunity to find out more about the school.

Although the interview is usually the focal point of the process, the appointment decision should be made on the basis of all the information available to the panel, including the application form, references and the results of exercises and activities. Different requirements necessitate different means of assessment – for example oral communication can be assessed at interview, but skills interacting with pupils can be better assessed through a practical exercise. A range of different selection activities also offers candidates the best opportunity to demonstrate their skills and abilities.

Before the selection day(s), the panel should decide on the activities and interview questions that will be used and the success criteria – for example, for each interview question, a list of the main points that should be covered in the answer must be prepared. All the activities and questions must link directly to the requirements set out in the person specification. The Director's representative and Diocesan representative can offer advice on activities and help prepare interview questions. Specific questions should be asked to test candidates' competencies in relation to safeguarding and equal opportunities.

VC & VA	The Diocesan representative can also advise the panel on activities and questions specifically designed to test the candidates' fitness and ability to preserve and develop the religious character and ethos of the school.
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The panel should agree firstly, a set of questions that they will ask all candidates, relating to the requirements of the job, and secondly, any issues they need to explore with individual candidates arising from the application form or references. Where possible, it is better to avoid hypothetical questions and to ask competency-based questions about how a candidate responded to an actual situation, or questions that test candidates' attitudes and understanding of issues. At the end of the interview, it is usual to ask if the candidate is still a firm contender for the job.

It is also important to consider in advance what questions candidates are likely to ask the panel.

Domestic arrangements must also be considered, such as providing a room for candidates to use between activities, refreshments, meal breaks, etc. The panel may wish to invite staff and/or governors to meet candidates informally, e.g. over refreshments, in which case the panel should make clear to candidates and to staff/governors that this is not part of the selection process and the views of those attending will not be sought.

The selection process must be documented fully – the HR adviser or Diocesan representative can offer advice on this and provide sample selection grids.

Once the selection process is completed, the panel is responsible for reaching a decision, with support from the Director's representative and Diocesan representative, as applicable. As well as deciding on the successful candidate, the panel may also want to select a reserve, in case the first choice candidate declines the appointment.

All documents relating to the appointment process, including any notes made by panel members, must then be collected and returned to the ESC or the Diocese, where they will be retained for six months and then securely destroyed.

***e) The final governing body meeting***

The recommendations of the panel have to be ratified by the governing body, who will normally meet immediately after the conclusion of the selection process. The Chair of the panel should report the panel's recommendations and give brief reasons (those governors who were not members of the appointment panel should not be given detailed information about the merits of the candidates). The full governing body should then ratify the panel's decision.

Next, the Chair of Governors should telephone the successful candidate to offer him/her the job, subject to satisfactory Enhanced CRB Disclosure, proof of right to work in the UK and medical clearance. Once the individual has verbally accepted the offer, the Chair should then telephone the other candidates and offer them the opportunity of a de-briefing (provided by the Director's representative or the Diocesan representative).

C	The Chair should notify the LA of the appointment
VC & VA	The Chair should also notify the LA and the Diocesan authorities of the appointment

It is recommended that the following day, the Chair should write to the successful candidate to confirm the conditional offer of appointment and advise the ESC so that the necessary pre-employment checks can be undertaken and the contract of employment issued.

VC & VA	If the new headteacher has been appointed from a voluntary aided or controlled school within the Diocese, the HR adviser should ensure that the Diocesan authority is aware, as consideration will need to be given to the appointment of their replacement.
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**f) *After the appointment***

The Director’s representative or the Diocesan representatives are available to de-brief unsuccessful candidates.

VC & C	The Director’s representative is also available to advise governors on devising an induction programme for the successful candidate and how performance targets can be set.
VA	The Diocesan representative is available to advise governors on devising an induction programme for the successful candidate and how performance targets can be set.

## Appendix A – Schedule for headteacher recruitment process

Event	Time	Actions	By whom
Before resignation		Forward planning.	Governing Body
Headteacher resigns	By 31 Jan, 30 Apr or 30 Sep.	Notify LA and Diocesan authorities*. Convene full governing body meeting. Invite governors to express interest in being member of appointment panel.	Chair of Governors Chair of Governors Chair of Governors
Full Governing Body meeting		Identify school priorities and needs of the post.  Advise on salary.  Agree Individual Salary Range. Agree dates for advertising, receipt of applications, shortlisting, selection day(s) and final governing body meeting. Delegate appointment process to selection panel. Make provision for appeal procedure.	Governing Body, Director's representative, Diocesan representative*, HR adviser*  HR adviser or Diocesan representative* Governing Body Governing Body  Governing Body Governing Body
1 <sup>st</sup> Selection Panel meeting		Briefing on the process. Agree responsibilities for preparing job description and person specification, application pack and advertisement.	HR adviser or Diocesan representative* Appointment panel
Advertisement published			Appointment panel

<b>Event</b>	<b>Time</b>	<b>Actions</b>	<b>By whom</b>
		Send out application packs. Applicants may visit school.	ESC or Diocese* Governing Body, Headteacher
Closing date	Approx 2½ weeks after advertisement published, including 2 weekends	Photocopy application forms for panel.	ESC or Diocese*
2 <sup>nd</sup> Selection Panel meeting	At least 2 clear days after closing date	Shortlisting and planning the selection day(s). If there is a large number of applicants, a separate meeting may be required to plan the selection day(s) – see below.	Appointment panel, Director's representative, Diocesan representative*, HR adviser*
		Issue invitations to interview and request references.	ESC or Diocese*
<u>If required</u> , 3 <sup>rd</sup> Selection Panel meeting – see above		Plan selection days.	Appointment panel, Director's representative, Diocesan representative*, HR adviser*
Selection day(s)	Approx 2 weeks after previous panel meeting		Appointment panel, Director's representative, Diocesan representative*, HR adviser*
Full Governing Body meeting	Immediately after selection day(s)	Ratify selection panel's decision.	Governing Body, Diocesan representative*
		Telephone successful candidate to offer job, and if accepted, telephone other candidates.	Chair of Governors
After appointment		Notify LA and Diocese* of appointment.	Chair of Governors

<b>Event</b>	<b>Time</b>	<b>Actions</b>	<b>By whom</b>
		Confirm conditional offer in writing to successful candidate. Notify ESC.	Chair of Governors Chair of Governors
		De-brief unsuccessful candidates.	Director's representative or Diocesan representative*
		Undertake pre-employment checks.	ESC
		Issue contract of employment.	ESC
Before new headteacher starts		Plan induction and performance targets.	Governing Body

\* as applicable

# Appendix B –Template job descriptions

## For community school:

**Job title:** Headteacher

**ISR:**

**Responsible to:** The Governing Body, represented by the Chair

**Responsible for:** All teaching and support staff

**Job purpose:** To provide vision and professional leadership, which secures the success and continuous improvement of the school.

## Main duties and responsibilities:

To undertake all the duties and responsibilities of the post of Head Teacher, as set out in Part 9 of the School Teachers' Pay and Conditions Document.

To ensure that a high quality education is provided for all children and young people that meets their needs and enables them to make good progress across the school.

To ensure that the principles of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being are embedded within the school.

To be responsible for child protection and the welfare of children and young people, ensuring that rigorous recruitment and vetting procedures are followed and the safety of all children and young people is maintained.

To ensure that a Designated Senior Person for Child Protection is in post and that person is accountable for all elements of the role (as set out in "Safeguarding Children and Safer Recruitment in Education").

To develop a positive working relationship with all stakeholders, including the local development group.

To maintain a keen awareness of developments in education, teaching and learning, to ensure that the school is able to meet current and future requirements and resources are secured.

To maximise the contribution of all staff, leading by example to develop a performance culture which supports the best possible outcomes for children and young people.

To be responsible for the management of staff, including recruitment, selection, induction, deployment, performance management, attendance and conduct.

To ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the governing body.

To undertake all the duties of the job in accordance with relevant legal requirements, including health and safety and employment legislation.

To undertake continuing professional and personal development.

## Add for Headteacher with teaching responsibilities:

To be an effective class teacher.

## **For voluntary controlled school**

**Job title:** Headteacher

**ISR:**

**Responsible to:** The Governing Body, represented by the Chair

**Responsible for:** All teaching and support staff

**Job purpose:** To provide vision and professional leadership which secures the success and continuous improvement of the school.

### **Main duties and responsibilities:**

To undertake all the duties and responsibilities of the post of Head Teacher, as set out in Part 9 of the School Teachers' Pay and Conditions Document.

To ensure that a high quality education is provided for all children and young people that meets their needs and enables them to make good progress across the school.

To ensure that the principles of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being are embedded within the school.

To maintain and develop the Christian ethos of the school, the links with ..... Church and promote the spiritual development of pupils.

To develop a positive working relationship with all stakeholders, including the Leicester Diocesan Board of Education and the local development group.

To be responsible for child protection and the welfare of children and young people, ensuring that rigorous recruitment and vetting procedures are followed and the safety of all children and young people is maintained.

To ensure that a Designated Senior Person for Child Protection is in post and that person is accountable for all elements of the role (as set out in "Safeguarding Children and Safer Recruitment in Education").

To maintain a keen awareness of developments in education, teaching and learning, to ensure that the school is able to meet current and future requirements and resources are secured.

To maximise the contribution of all staff, leading by example to develop a performance culture which supports the best possible outcomes for children and young people.

To be responsible for the management of staff, including recruitment, selection, induction, deployment, performance management, attendance and conduct.

To ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the governing body.

To undertake all the duties of the job in accordance with relevant legal requirements, including health and safety and employment legislation.

To undertake continuing professional and personal development.

### **Add for Headteacher with teaching responsibilities:**

To be an effective class teacher.

## **For voluntary aided school**

**Job title:** Headteacher

**ISR:**

**Responsible to:** The Governing Body, represented by the Chair

**Responsible for:** All teaching and support staff

**Job purpose:** To provide vision and professional leadership which secures the success and continuous improvement of the school.

### **Main duties and responsibilities:**

To undertake all the duties and responsibilities of the post of Head Teacher, as set out in Part 9 of the School Teachers' Pay and Conditions Document.

To ensure that a high quality education is provided for all children and young people that meets their needs and enables them to make good progress across the school.

To ensure that the principles of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being are embedded within the school.

### **For Church of England:**

To maintain and develop the Christian ethos of the school, the programme of religious education and worship and the links with ..... Church and to promote the spiritual development of pupils.

To develop a positive working relationship with all stakeholders, including the Leicester Diocesan Board of Education and the local development group.

### **For Catholic:**

To maintain and develop the Catholic ethos of the school, the programme of religious education and worship and the links with ..... Church and to promote the spiritual development of pupils.

To develop a positive working relationship with all stakeholders, including the Nottingham Diocesan Education Service and the local development group.

To be responsible for child protection and the welfare of children and young people, ensuring that rigorous recruitment and vetting procedures are followed and the safety of all children and young people is maintained.

To ensure that a Designated Senior Person for Child Protection is in post and that person is accountable for all elements of the role (as set out in "Safeguarding Children and Safer Recruitment in Education").

To maintain a keen awareness of developments in education, teaching and learning, to ensure that the school is able to meet current and future requirements and resources are secured.

To maximise the contribution of all staff, leading by example to develop a performance culture which supports the best possible outcomes for children and young people.

To be responsible for the management of staff, including recruitment, selection, induction, deployment, performance management, attendance and conduct.

To ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the governing body.

To undertake all the duties of the job in accordance with relevant legal requirements, including health and safety and employment legislation.

To undertake continuing professional and personal development.

Add for Headteacher with teaching responsibilities:

To be an effective class teacher.

# Appendix C –Template person specifications

## For community school

	Essential	Desirable	Assessed by
<b>Education/training/qualifications</b>			
Qualified Teacher Status.	Y		App, Doc
NPQH (unless previously in post as headteacher before 1/4/04).	Y		App, Doc
Management training or qualification.		Y	App
Demonstrable commitment to continuing professional and personal development.	Y		App/ Int, Doc
<b>Experience</b>			
Experience of successful teaching as a .....	Y		App
Experience of teaching in more than one school.		Y	App
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children.		Y	App
Experience of successfully leading and managing whole school change initiatives.	Y		App/ Int, Ref
Experience of raising achievement.	Y		App/ Int, Ref
Experience of monitoring and evaluating teaching and learning.	Y		App/ Int, Ref
Experience of developing relationships with the wider community.		Y	App
Experience of managing budgets successfully.		Y	App, Ref
<b>Knowledge</b>			
Understanding of the environment within which the school operates – at national and local level.	Y		Int
Knowledge of relevant statutory requirements relating to schools.	Y		Int
Sound up to date knowledge of developments in education, teaching and learning and best practice.	Y		Int
Understanding of how high quality performance management for all staff is linked to the school improvement	Y		Int
Up to date knowledge of child protection requirements and able to put this into practice.	Y		Int, Ref
Understanding of equal opportunities and able to put this into practice.	Y		Int, Ref
Knowledge of the principles of financial management in schools.	Y		Int
Basic knowledge of health and safety and employment law.		Y	App/Int
<b>Competencies</b>			
To think strategically and develop a vision for the school.	Y		Int
To think creatively and imaginatively to	Y		Int

	Essential	Desirable	Assessed by
identify opportunities.			
To set, monitor and evaluate targets.	Y		App, Int
To think analytically, making informed use of inspection, benchmarking and research findings.	Y		Int/Ex
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes.	Y		App/Int, Ref
To use resources cost-effectively.	Y		Int/Ex
To work effectively within policies and procedures.	Y		Int, Ref
To make sound decisions, often under pressure and to tight deadlines.	Y		Int/Ex, Ref
High standard of written communication skills.	Y		App, Ex
To use numerical and financial data confidently.	Y		Ex
To communicate sensitively, clearly and persuasively with people at all levels.	Y		Int, Ex, Ref
To manage and motivate individuals and teams to achieve high standards of performance.	Y		Ex, Ref
To manage conflict effectively.	Y		Int, Ref
To develop and maintain collaborative relationships with a wide range of agencies and individuals.	Y		App/ Int, Ref
<b>If required:</b> To undertake the responsibilities of a class teacher.	Y		Ex, Ref
<b>Personal attributes</b>			
To command credibility and respect from all members of the school community.	Y		Int, Ex, Ref
Commitment to valuing cultural diversity	Y		Int
Emotional resilience.	Y		Int, Ref
Able to adapt to changing circumstances and new ideas.	Y		App/Int, Ref
To be an inspiring role model for staff and pupils.	Y		Ref
Able to achieve challenging professional goals.	Y		App/ Int, Ref
<b>Other requirements</b>			
Satisfactory Enhanced Criminal Records Bureau Disclosure.	Y		Doc

App	Application
Int	Interview
Ex	Exercise or activity
Ref	References
Doc	Documentary evidence

## For voluntary controlled school

	Essential	Desirable	Assessed by
<b>Education/training/qualifications</b>			
Qualified Teacher Status.	Y		App, Doc
NPQH (unless previously in post as headteacher before 1/4/04).	Y		App, Doc
Management training or qualification.		Y	App
Demonstrable commitment to continuing professional and personal development.	Y		App/ Int, Doc
<b>Experience</b>			
Experience of successful teaching as a .....	Y		App
Experience of teaching in more than one school.		Y	App
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children.		Y	App
Experience of successfully leading and managing whole school change initiatives.	Y		App/ Int, Ref
Experience of raising achievement.	Y		App/ Int, Ref
Experience of monitoring and evaluating teaching and learning.	Y		App/ Int, Ref
Experience of developing relationships with local churches and the wider community.		Y	App
Experience of managing budgets successfully.		Y	App, Ref
Experience of teaching in a Church school.		Y	App
Experience of leading effective collective Christian worship.		Y	App
<b>Knowledge</b>			
Understanding of the environment within which the school operates – at national and local level.	Y		Int
Knowledge of relevant statutory requirements relating to schools.	Y		Int
Sound up to date knowledge of developments in education, teaching and learning and best practice.	Y		Int
Understanding of how high quality performance management for all staff is linked to the school improvement	Y		Int
Up to date knowledge of child protection requirements and able to put this into practice.	Y		Int, Ref
Understanding of the Church school's role in the community.	Y		App/Int
Understanding of equal opportunities and able to put this into practice, including the need to prepare pupils for life in a multi-cultural society.	Y		Int, Ref

	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
Knowledge of the principles of financial management in schools.	Y		Int
Basic knowledge of health and safety and employment law.		Y	App/Int
<b>Competencies</b>			
To think strategically and develop a vision for the school.	Y		Int
To think creatively and imaginatively to identify opportunities.	Y		Int
To set, monitor and evaluate targets.	Y		App, Int
To think analytically, making informed use of inspection, benchmarking and research findings.	Y		Int/Ex
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes.	Y		App/Int, Ref
Demonstrable ability and fitness to uphold and develop the Christian ethos of the school.	Y		Int/Ex, Ref
To provide a sense of community in school, where each individual is valued and respected.	Y		Int, Ref
To develop and promote a positive image of the school.	Y		Int
To use resources cost-effectively.	Y		Int/Ex
To work effectively within policies and procedures.	Y		Int, Ref
To make sound decisions, often under pressure and to tight deadlines.	Y		Int/Ex, Ref
High standard of written communication skills.	Y		App, Ex
To use numerical and financial data confidently.	Y		Ex
To communicate sensitively, clearly and persuasively with people at all levels.	Y		Int, Ex, Ref
To manage and motivate individuals and teams to achieve high standards of performance.	Y		Ex, Ref
To manage conflict effectively.	Y		Int, Ref
To develop and maintain collaborative relationships with a wide range of agencies and individuals.	Y		App/ Int, Ref
<b>If required:</b> To undertake the responsibilities of a class teacher.	Y		Ex, Ref
<b>Personal attributes</b>			
To command credibility and respect from all members of the school community.	Y		Int, Ex, Ref
Commitment to valuing cultural diversity.	Y		Int
Emotional resilience.	Y		Int, Ref
Able to adapt to changing circumstances and new ideas.	Y		App/Int, Ref
To be an inspiring role model for staff and pupils.	Y		Ref

	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
Able to achieve challenging professional goals.	Y		App/ Int, Ref
<b>Other requirements</b>			
Satisfactory Enhanced Criminal Records Bureau Disclosure.	Y		Doc

App	Application
Int	Interview
Ex	Exercise or activity
Ref	References
Doc	Documentary evidence

## For voluntary aided school

	Essential	Desirable	Assessed by
<b>Education/training/qualifications</b>			
Qualified Teacher Status.	Y		App, Doc
NPOH (unless previously in post as headteacher before 1/4/04).	Y		App, Doc
Management training or qualification.		Y	App
Demonstrable commitment to continuing professional and personal development.	Y		App/ Int, Doc
<b>For Catholic:</b> Catholic Certificate in Religious Studies		Y	App
<b>Experience</b>			
Experience of successful teaching as a .....	Y		App
Experience of teaching in more than one school.		Y	App
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children.		Y	App
Experience of successfully leading and managing whole school change initiatives.	Y		App/ Int, Ref
Experience of raising achievement.	Y		App/ Int, Ref
Experience of monitoring and evaluating teaching and learning.	Y		App/ Int, Ref
Experience of developing relationships with local churches and the wider community.		Y	App
Experience of managing budgets successfully.		Y	App, Ref
<b>For Church of England:</b> Experience of teaching in a Church school.		Y	App
<b>For Catholic:</b> Experience of teaching in a Catholic school.		Y	App
Experience of leading effective collective Christian worship.		Y	App
<b>Knowledge</b>			
Understanding of the environment within which the school operates – at national and local level.	Y		Int
Knowledge of relevant statutory requirements relating to schools.	Y		Int
Sound up to date knowledge of developments in education, teaching and learning and best practice.	Y		Int
Understanding of how high quality performance management for all staff is linked to the school improvement	Y		Int
Up to date knowledge of child protection requirements and able to put this into practice.	Y		Int, Ref
Understanding of the Church school's role in the community.	Y		App/Int
Understanding of equal opportunities and	Y		Int, Ref

	Essential	Desirable	Assessed by
able to put this into practice, including the need to prepare pupils for life in a multi-cultural society.			
Knowledge of the principles of financial management in schools.	Y		Int
Basic knowledge of health and safety and employment law.		Y	App/Int
<b>Competencies</b>			
To think strategically and develop a vision for the school.	Y		Int
To think creatively and imaginatively to identify opportunities.	Y		Int
To set, monitor and evaluate targets.	Y		App, Int
To think analytically, making informed use of inspection, benchmarking and research findings.	Y		Int/Ex
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes.	Y		App/Int, Ref
<b>For Church of England:</b> Demonstrable ability and fitness to uphold and develop the Christian ethos of the school.	Y		Int/Ex, Ref
<b>For Catholic:</b> Demonstrable ability and fitness to uphold and develop the Catholic ethos of the school.	Y		Int/Ex, Ref
To provide a sense of community in school, where each individual is valued and respected.	Y		Int, Ref
To develop and promote a positive image of the school.	Y		Int
To use resources cost-effectively.	Y		Int/Ex
To work effectively within policies and procedures.	Y		Int, Ref
To make sound decisions, often under pressure and to tight deadlines.	Y		Int/Ex, Ref
High standard of written communication skills.	Y		App, Ex
To use numerical and financial data confidently.	Y		Ex
To communicate sensitively, clearly and persuasively with people at all levels.	Y		Int, Ex, Ref
To manage and motivate individuals and teams to achieve high standards of performance.	Y		Ex, Ref
To manage conflict effectively.	Y		Int, Ref
To develop and maintain collaborative relationships with a wide range of agencies and individuals.	Y		App/ Int, Ref
<b>If required:</b> To undertake the responsibilities of a class teacher.	Y		Ex, Ref
<b>Personal attributes</b>			
To command credibility and respect from all members of the school community.	Y		Int, Ex, Ref
<b>For Church of England:</b> Worshipping		Y	App

	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
member of a Christian Church affiliated to the World Council of Churches.			
<b>For Catholic:</b> A practising Catholic.	Y		App
Commitment to valuing cultural diversity.	Y		Int
Emotional resilience.	Y		Int, Ref
Able to adapt to changing circumstances and new ideas.	Y		App/Int, Ref
To be an inspiring role model for staff and pupils.	Y		Ref
Able to achieve challenging professional goals.	Y		App/ Int, Ref
<b>Other requirements</b>			
Satisfactory Enhanced Criminal Records Bureau Disclosure.	Y		Doc

App	Application
Int	Interview
Ex	Exercise or activity
Ref	References
Doc	Documentary evidence