

LEADERSHIP APPOINTMENTS

GUIDANCE FOR GOVERNORS

(VC Schools)

DBE services

January 2021

This booklet is a revised version of advice produced by officers of
Church of England Dioceses and
the Methodist Church with officers of Lancashire CC

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hyperlink]*

TIME LINE FOR HEADTEACHER/DEPUTY APPOINTMENTS

Action	Task	Date
1. Vacancy identified	Head's resignation accepted	
2. Initial meeting of Governing Body	Job analysis Determination of salary Establishment of a selection panel	
3. Meeting of the Selection Panel (or initial meeting of full Governing Body)	Produce a timetable for recruitment Draw up the job description Draw up a person specification Draw up advertisement and choice of media Decide on information pack for applicants	
4. Advertise post	Forward advert to LA or place advert in press	
5. Information Pack for Applicants	Collate sufficient copies of information packs for despatch (school.LA)	
6. Closing date	Adhere to closing date for Equal opportunities purposes Collate completed application forms	
7. Meeting of the Selection Panel	Draw up a shortlist Determine selection activities Draw up questions for interview	
8. Interview arrangements	Venue booked Letter inviting candidates for interviews despatched with programme of events and expenses claim form References requested	
9. Familiarise candidates	Arrange school visits	
10. Selection process	Conduct assessments and interviews	
11. Provisional offer	Selection panel makes provisional offer of appointment to successful candidate	
12. Feedback to candidates	Feedback given by designated panel member/adviser	
13. Governing Body	Meeting to ratify decision of Selection Panel	
14. Diocese and LA	Diocesan Director and LA Children's Services notified of appointment	
15. Clearances	Evidence collected of qualification/medical and police checks	
16. Confirmation of Appointment	Letter confirming offer of appointment sent to successful candidate	
17. Appointee accepts	Letter of resignation sent to current employer	
18. Appointment commences	Appointee starts at school	

LEADERSHIP APPOINTMENTSGUIDANCE FOR GOVERNORS

A VACANCY ARISES

What the governors need to do	Notes for governors
The chair of governors or clerk will: 1.1 Notify both Diocese and the LA of the vacancy	
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	Contact the Advisers to discuss the procedure, timescales etc.
1.3 Agree the date and make arrangements for the initial meeting of the full governing body	Invite all members of the governing body to the 'initial meeting' except possible internal candidate.
1.4 Agree when to hold the governors' meeting to ratify the appointment	
Allow 1 Week	

to assist governors of church schools in appointing a headteacher, deputy or assistant headteacher

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:

- 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
2.1 Confirm vacancy	The advisers will provide a general overview of the appointment process
2.2 Note the appointment is made by the full governing body	Agree arrangements for any ratification meeting that is required.
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
2.4 Agree job description (See Annex 1)	A Model/generic job description is provided for your consideration
2.5 Discuss and agree person specification/selection criteria using Annex 2 and Annex 3 provided	Need to decide the contents of the document and whether each criterion is essential or desirable
2.6 Agree use of confidential references	Agree the use of references. Other information from 'other sources' should not be sought by individual governors
2.7 Agree salary range	The LA provide relevant information to enable governors to decide on appropriate salary at which to advertise the post
2.8 Decide how to advertise the post	The governing body is asked to agree the wording for an advertisement in the national press. Usually headteacher & deputy headteacher posts are advertised (in print) throughout England & Wales, but the governors can decide to do otherwise. Advice from the LA and Diocese should be taken before deciding not to advertise. NB This may be delegated to a small committee.
2.9 Give early consideration to time scales for shortlisting, pre-interview visit, interviews, venues and ratification of appointment	Check when advert must be with LA Where possible please allow <ul style="list-style-type: none"> • 5 working days between closing date & short-listing • 10 working days between short-listing & interviews
2.10 Decide on the information to be sent to applicants	This is likely to include: <ul style="list-style-type: none"> • A copy of the advert wording • Letter from the Chair • Letter from the pupils or school council

	<ul style="list-style-type: none"> • 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 • Church criteria (VA, Foundation Schools & Academies) • Job description • Parish / church magazine • Equal opportunities monitoring form • Information about the LA • Information about the Diocese • Information about the local area • Reference to the school's Child Protection Policy & Attendance Policy <p>Any other information the governors feel would give a flavour of the school and attract interested candidates to apply</p>
<p>2.11 Discuss and agree the composition of the appointment panel and the selection procedure</p>	<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>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 • forward the 'letter from the chairman' to the LA (for inclusion in the packs). LA to place advert • send out packs on request • send copies of all applications to all governors following the closing date • LA Adviser to confirm advert wording with Chair of Governors

	<p>Diocesan Adviser to</p> <ul style="list-style-type: none"> • 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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Guidelines to assist governors of church schools in appointing a headteacher, deputy or assistant headteacher

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
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. Original applications and any notification of criminal background are normally sent direct to the Chair of Governors
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
3.4 Consider all other applications against the agreed selection criteria and decide whether to:	

<ul style="list-style-type: none"> • Create a shortlist or • Re-advertise 	
<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. If the governing body wish to include 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</p>
<p>3.6 Agree whether governors not present at the short-listing should participate in the interviews</p>	
<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.</p> <p>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 and other checks (qualifications & identity) with support from school admin staff • tour of the school in action • meet pupils • opportunity for candidates to seek information & clarification from the chair of governors
<p>3.8 Invite candidates for interview</p>	<p>LA will do this on behalf of the governing body</p>
<p>Following this meeting</p>	<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)

	<ul style="list-style-type: none"> • 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>LA Adviser to</p> <ul style="list-style-type: none"> • prepare some possible questions for different panels & the whole governing body to consider. <p>Diocesan Adviser to</p> <ul style="list-style-type: none"> • obtain faith references (all aided schools and certain other schools - obtain advice from the DBE) • prepare some possible questions for the whole governing body to consider. <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
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Go to Step 4 below.

Headteacher and deputy headteacher appointment - Step 4

Guidelines to assist governors of church schools in appointing a headteacher, deputy or assistant headteacher

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
4.1 Confirm arrangements for the day, including: <ul style="list-style-type: none"> • The roles of governors and advisers • The need for confidentiality/equality of opportunity • Questions • Conduct of interviews 	Decide how candidates will be 'graded' after the panel interviews and how these grades will be used by the full interview panel.
FIRST STAGE	
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
4.4 Decide on the format of the afternoon and questions to be asked	
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
SECOND STAGE	
4.6 Conduct the second stage interviews	
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	
4.8 Agree whether to appoint	If no appointment is to be made consider: <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
4.9 Decide how unsuccessful candidates will be informed	

<p>4.10 Conditionally offer the post to the successful candidate subject to ratification:</p> <ul style="list-style-type: none"> • Confirm start date and salary • Check identity 	
<p>4.11 Governing body meets to ratify the appointment</p> <ul style="list-style-type: none"> • Consider induction arrangements • Confirm the offer of appointment with the candidate (subject to CRB & other checks) 	<p>Chair of governors completes documentation after the appointment has been ratified.</p>
<p>4.12 Determine how and when any governors not present, the school community and the parents will be informed of the appointment</p>	
<p>4.13 Ensure all notes, application forms and letters of application are given to the LA adviser</p>	<p>The LA adviser will store/dispose of all papers as appropriate and provide feedback to unsuccessful candidates.</p>
<p>Following this meeting</p>	<p>Chair of Governors to</p> <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) <p>Diocesan adviser to</p> <ul style="list-style-type: none"> • notify DBE <p>Governors to</p> <ul style="list-style-type: none"> • support the headteacher's induction and CPD

DRAFT LETTER TO CANDIDATES

Dear

Appointment of Headteacher/Deputy Headteacher*

Further to your application for the above post, on behalf of the Governing Body, I am pleased to invite you for interview at [] at [] on []. The interview details are set out in this letter.

Pre-interview visit:

Arrangements have been made for candidates to visit the school prior to interview during []. Candidates should arrive at the school at []. On arrival candidates will meet []. There will be an opportunity for candidates to view the school and to meet staff and pupils. **This is not part of the selection procedure.**

In order to fulfil the requirements of the Government's Safeguarding Children & Safer Recruitment in Education guidance, **all** candidates must now have their identity confirmed. Therefore, please bring with you to the pre-interview a recent, clear, passport-sized photograph (your costs are non-refundable). The photo will be signed by a designated member of the appointing panel to confirm that it is a true likeness. If you are successful the photograph will be retained on your personal file; if you are unsuccessful you may request that it be returned. If you do not provide a photograph at the pre-interview then the panel may take the decision that you will no longer be considered for the post.

As part of the clearance process you are required to complete the enclosed Disclosure Application Form and bring it together with your original birth certificate and the following original documents to the pre-interview visit, in order to confirm your identity and current address and to meet the requirements of the Criminal Records Bureau:

Documents you must provide as evidence of identity and address for completion of your Disclosure Application Form in addition to your birth certificate

EITHER: 2 documents from Group 1 below

Passport any nationality

UK issued Driving Licence England/ Wales/ Scotland/ Northern Ireland/ Isle of Man;

either photocard or paper. A photocard is only valid if the individual presents it with the counterpart licence

EU National Identity Card EU countries only

HM Forces ID Card (UK)

UK Firearms Licence

Adoption Certificate (UK)

OR: 4 documents from Group 2 Below

Marriage/Civil Partnership Certificate

Financial Statement** e.g. pension, endowment, ISA

Vehicle Registration Document (Document V5 old style and V5C new style only)

P45/P60 Statement (UK)**

Mail Order Catalogue Statement*

Bank/Building Society Statement*

Court Claim Form(UK)** documentation issued by Court Services

Utility Bill* electricity, gas, water, telephone – incl mobile phone contract/bill

Exam Certificate e.g. GCSE, NVQ, O/A Levels, Degree

TV Licence**

Addressed Payslip*

Credit Card Statement*

National Insurance Card (UK)

Store Card Statement*

NHS Card (UK)

Mortgage Statement**

Benefit Statement* e.g. Child Allowance, Pension

Insurance Certificate**

Certificate of British Nationality (UK)

Council Tax Statement (UK)**

Work Permit/Visa (UK)**

A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK)* e.g. Department for Work and Pensions, the

Employment Service, Customs & Revenue, Job Centre, Job Centre Plus, Social Security.

One of the following documents from the Borders and Immigration Agency (BIA) (formerly the

Immigration and Nationality Directorate – IND) (UK). NB: Do not

use more than one of the following documents. Convention Travel Document (CTD), Stateless Person's Document (SPD), Certificate of Identity (CID), Application Registration Card (ARC)

Connexions Card (UK)

CRB Disclosure Certificate**

Letter from a Head Teacher*

Documents marked * should be less than 3 months old and those marked **issued within past 12 months

Under Safer Recruitment Regulations candidates will not be able to attend for interview unless these checks have been completed at the pre-interview visit except in exceptional circumstances where a candidate is unable to attend the pre-interview visit.

The following candidates have been selected for interview:

- [Name 1]
- [Name 2]
- [Name 3]
- [Name 4]
- [Name 5]

Interview arrangements:

For example:

The first stage of the interview will require candidates to meet with small interview panels composed of members of the Governing Body and Advisers to discuss:

- Teaching, Learning and Curriculum (Panel 1)
- Leadership and Management (Panel 2)
- Church and Community (Panel 3)

Candidates will spend twenty minutes with each Panel. Candidates will give a presentation to the Panel for five minutes upon each of the topics and may, if they wish, use notes. Visual Aids (e.g. OHP, PowerPoint), may/may not be used. The presentation will be followed by discussion with the Panel about the issues raised and questions from Panel members. The timetable is attached.

PANEL	TOPIC	MEMBERS OF THE PANEL
1	Teaching, Learning and Curriculum	
2	Leadership and Management	
3	Church and Community	

Following the Panel interviews, Governors will decide which candidates they wish to see at the second stage, which will take place in the afternoon. Candidates asked to stay for the second stage will be required to start the interview by giving a presentation on how they see the role of Headteacher with particular reference to [] School. This should not exceed ten minutes and the interview will be developed from this presentation.

It is expected that the Governing Body will be able to inform you of their decision on the day.

The successful applicant will be required to produce original certificates for all qualifications stated on their application form prior to the appointment being confirmed. Candidates for headship who are working towards NPQH should bring along documentary evidence that they have been accepted onto the full programme.

References will be taken up on all shortlisted candidates and you are advised to remind your referees that under the Government's guidance on Safer Recruitment, a reference will be required before any offer of employment can be made. Your referees have been asked to return the reference before the interview date.

Travelling and subsistence expenses will be paid in accordance with the Authority's scheme. Expenses may be withheld from candidates who withdraw at the interview. An expenses claim form is enclosed.

Please telephone [] on [] to confirm that you will attend the pre-interview visit and the interview. Please let us know if you have any special needs that will require specific arrangements or adjustments to be made.

Yours sincerely

ENC

REFERENCE REQUEST LETTER

Dear

NAME OF APPLICANT:
CURRENT POST:
POST APPLIED FOR:

I should be grateful if you could let me have your views on this applicant's suitability for the above post, details of which are enclosed. These views will enable the Selection Panel to decide which applicants most closely match the agreed selection criteria. References have been sought on all short-listed applicants.

It would be helpful if you would restrict your response to two sides of A4 paper, using the following paragraph structure:

1. How long you have known the candidate, in what capacity, and the dates they have been employed with you.
2. Current and previous contexts for the applicant's work where relevant.
3. Current range of responsibilities and experience and level of effectiveness in current post.
4. Educational philosophy, professional awareness and preparation for the post applied for.
5. Knowledge and skills, personal and professional qualities.
6. Any relevant additional information.

A judgement on the applicant's potential and suitability for the post, using as a final recommendation one of the following:

- (a) Recommended, without reservation, for appointment.
- (b) Strongly recommended for appointment.
- (c) Recommended for appointment.
- (d) Recommended for consideration.
- (e) Not recommended for appointment.

This position involves working with children and I would be grateful if you could state whether you have any reservations with regard to the applicant's suitability to work with children.

I would also be grateful if you could state whether the applicant has been subject to any disciplinary procedures where the sanction is current, or disciplinary procedures involving issues relating to the safety and welfare of children and young people, including those where the sanction has expired. Please also provide information of any genuine or malicious allegations that have been made about the applicant in relation to the safety and welfare of children and young people, including the outcome of those allegations.

If you are aware that this person has been disqualified from working with children you are required to include this in your reference.

Please note that under the Criminal Justice and Court Services Act 2000 it is an offence:

- (a) for an individual who has been disqualified from working with children to knowingly apply for, offer to do, or accept or do any work in a regulated position. An individual is disqualified from working with children if he/she is included on certain lists held by the Criminal Records Bureau, or has been disqualified from working with children as part of a sentence.
- (b) to knowingly offer work in a 'regulated position', i.e. work which will have regular contact with children, to a disqualified individual or to fail to remove an individual from such work.

Please be aware that under certain circumstances, Data Protection legislation provides for references to be disclosed to applicants where requested.

The Selection Panel will be meeting to interview candidates on _____ and it would assist the process if you could forward the reference electronically to the e mail address at the top of this letter or if this is not possible return it in the enclosed stamped, addressed envelope.

In accordance with Government's guidance on Safeguarding Children a reference will be required before any offer of employment can be made.

The Selection Panel have asked me to express their appreciation of your help.

This reference may be shown to the candidate at interview unless it is headed "confidential".

Yours sincerely

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CONFIDENTIAL REPORT ON THE SUITABILITY OF A CANDIDATE WHO IS BEING CONSIDERED FOR APPOINTMENT TO THE HEADSHIP OF A SCHOOL

Name:

Current post:

Has applied for the post of:

Known strengths of the candidate

Code of Practice - Comments upon the candidate's suitability for appointment:

	Yes/N o	If yes, please comment
Is the candidate or has he/she been the Headteacher or senior teacher of a school placed in special measures or serious weaknesses for reasons attributable to his/her performance?		
Does the candidate teach in a school in which standards of performance in NC assessments or public exams have worsened for reasons attributable to his/her performance?		
Is the candidate the subject of a pattern of repeated and serious complaints not yet fully investigated and/or addressed?		
Is the candidate or has he/she been the Headteacher or senior teacher of a school in which mis-management has led or is leading to suspension of delegation for reasons attributable to the candidate?		

Known areas for improvement / reservations (not indicated above)

How highly do you rate the candidate's suitability for the post?

Please tick one box:

* Recommend ed for appointment, without reservation	Strongly recommended for appointment	Recommen ded for appointme nt	Recommen ded for consideratio n	Not recommen ded

** NB This level of recommendation should normally only be used if the candidate has previously demonstrated their abilities in a post at this level.*

**NAME AND TITLE OF PERSON
MAKING RECOMMENDATION**

SIGNATURE

DATE

ANNEX I

Headteacher Job Description

Church of England Voluntary Controlled Schools

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. 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

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.

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 should 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 and objectives 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, the Diocese, 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 community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Four Domains of Headship

Domain One: Qualities and knowledge.

Within the school's Christian ethos, the headteacher will:

1. Hold and articulate clear Christian values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Church foundation of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Church of England school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, national and Diocesan policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and staff.

Within the school's Christian ethos, the headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom

practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Church of England foundation.

3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning

Hold all staff to account for their professional conduct and practice

Domain Three: Systems and process.

In a Church school, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims. In order to provide an efficient, effective and safe Christian learning environment, the headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within a Christian context.
2. Within the school's Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Christian character.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: The self-improving school system

Working in a spirit of collaboration to secure Christian principles of equity and entitlement, the headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the Church community to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Within the school's Christian ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Christian context.

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations

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 IA

Deputy Headteacher Job Description

Voluntary Controlled Schools

The 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 Standards (2011) and National Standards of Excellence for Headteachers (2015), and the school's Articles of Government.

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 an active participant of the senior management/leadership team
- Assist the headteacher in the strategic leadership and management of the school
- Assist the headteacher in the day to day organisation and management of the school
- Support and/or represent the headteacher at meetings as and when required
- If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.
- 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 Development Plan, aims and objectives of the school by:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) 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 leadership, management, curriculum and subject/aspect co-ordination responsibilities/teaching commitment to be undertaken by the postholder.

1. Teaching and Learning 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.
- 1.4 To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 1.5 Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being

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

- 2.1 To have specific responsibilities (e.g. 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 Authority's and 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

- 2.3 To assist in creating a Christian ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

3. Curriculum Development

- 3.1 To assist in, and to lead when appropriate or when requested 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 personal and social development of pupils 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
- 4.2 Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
- 4.3 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

5. The management of staff

- 5.1 To participate in the recruitment and deployment of teaching and non-teaching staff of the school
- 5.2 To actively 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 implement and develop 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 a whole school environment which stimulates learning and enhances the appearance of the school.
- 6.4 To participate in the 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 support the governing body as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist with the liaison with and co-operation with Authority / Diocesan officers and support services.

- 7.3 To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To help to promote a vision of a Church school witnessing to its Christian values in its local community
- 7.6 To assist in liaison with the Church, other professional bodies, agencies and services.
- 7.7 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.
- 7.8 Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

The applicant will be required to safeguard and promote the welfare of children and young people. The deputy headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and to support the headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.

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 2

NB: This is a master outline for a person specification; this should be personalised to the school. It is not expected that all the suggestions are included only those relevant to the post and the wording/vocabulary can also be altered to suit the school's needs. *Italic text indicates guidance notes that should be deleted.* **Bold text indicates criteria strongly recommended.**

PERSON SPECIFICATION/SELECTION CRITERIA FOR HEADTEACHER IN XXX VOLUNTARY CONTROLLED SCHOOL.

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] Faith Commitment

	Essential	Desirable	Source
Willing and able to sustain and develop the Christian character of this Church school.	E		
Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).	D		

To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.

	Essential	Desirable	Source
The development of the Christian character of xxx school, its pupils and staff			
Leading school worship			
Ways of developing religious education and worship			
Ways of leading the spiritual development of all the school community.			
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.			
How relationships should be fostered and developed between the school, local Church and its community and Diocese of xxxx.			

[B] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		
Degree			

[C] Professional Development

	Essential	Desirable	Source
Evidence of regular, recent and appropriate professional development for the role of headteacher.			
Evidence of recent leadership and management professional development			
Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so before taking up post/ within 12 months of taking up the post			
Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training			

[D] School leadership and management experience

	Essential	Desirable	Source
Recent successful leadership as a headteacher			
Recent successful leadership as a deputy headteacher or assistant headteacher			
Be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges			
To have taken an active involvement in school self evaluation and development planning			
An awareness of the/ previous involvement in/ active involvement in/ fully conversant with financial management of a primary school.			
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development and pupil achievement.			
To have had responsibility for policy development and implementation			
To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).			

[E] Experience and knowledge of teaching

	Essential	Desirable	Source
Experience of teaching in more than one school			
Experience of teaching in a school in similar circumstances/ serving a similar community.			
To have taught in at least 2 Key Stages/ taught both KS 2 and EYFS/KS1/ taught across KS2/ taught KS1 or KS2 or EYFS.			
Significant teaching experience within the primary phase			
To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase			
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses			

To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching.			
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[F] Professional Attributes

	Essential	Desirable	Source
Demonstrate an understanding of the needs of the pupils at xxx School and how these could be met.			
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.			
Excellent written and oral communication skills (which will be assessed at all stages of the process).			
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.			
Show a good commitment to sustained attendance at work	E		

[G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

The appointing panel should select maybe 2 or 3 standards from some or all of the domains. Ensuring that there is no duplication with other selection criteria. It is also possible to delete some parts of the standards/phrases/words for draw attention to the key aspects for your school.

Qualities and Knowledge		Essential	Desirable	Source
1	Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at xxx reflecting the Church foundation of the school.			
2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.			
3	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.			
4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development, that reflects the needs of a Church of England/Methodist school.			
5	Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local and national policy into the school's context.			

6	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.			
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Pupils and Staff		Essential	Desirable	Source
1	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.			
2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Church of England/Methodist foundation.			
3	Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.			
4	Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.			
5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning			
6	Hold all staff to account for their professional conduct and practice			

Systems and Process		Essential	Desirable	Source
1	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity, within a Christian context.			
2	Within the school's Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.			
3	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.			
4	Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.			
5	Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and			

	resources, in the best interests of pupils' achievements, the school's sustainability, and its Christian character.			
6	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.			

The Self-improving school system		Essential	Desirable	Source
1	Create an outward-facing schools which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.			
2	Develop effective relationships with fellow professionals, parents/carers, the Church community and colleagues in other public services to improve academic and social outcomes for all pupils.			
3	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.			
4	Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.			
5	Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.			
6	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education, especially within a Christian context..			

[H] Personal Qualities

	Essential	Desirable	Source
Continue to promote xxx's strong educational philosophy and values			
Inspire, challenge, motivate and empower teams and individuals to achieve high goals			
Be a positive role model at all times, a highly effective and respected representative of xxx .			
Demonstrate the capacity to be a strong and visible presence in all areas of school			
Be approachable, person centred.			
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			

Inspire trust and confidence across the school and community			
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			
Able to empathise appropriately and take necessary steps			
Demonstrate a capacity for sustained hard work with energy and vigour			
Demonstrate resilience and optimism			

[I] Confidential References.

Candidates may wish to give a faith reference. In doing so, candidates who do not use their 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. Candidates who do not use their Parish priest/minister should give an explanation in the letter of application.	
Positive recommendation from all referees, including current employer	E

[J] 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.

ANNEX 2A

PERSON SPECIFICATION/ SELECTION CRITERIA FOR A DEPUTY HEADTEACHER IN XXX VOLUNTARY CONTROLLED SCHOOL

NB: This is a master outline for a person specification; this should be personalised to the school. It is not expected that all the suggestions are included only those relevant to the post and the wording/vocabulary can also be altered to suit the school's needs. Italic text indicates guidance notes that should be deleted. Bold text indicates criteria strongly recommended.

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] Faith Commitment

	Essential	Desirable	Source
Willing and able to sustain and develop the Christian character of this Church school.	E		
Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).	D		

To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.

	Essential	Desirable	Source
The development of the Christian character of xxx school, its pupils and staff			
Leading school worship			
Ways of developing religious education and worship			
Ways of leading the spiritual development of all the school community.			
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.			
How relationships should be fostered and developed between the school, local Church and its community and Diocese of xxxx.			

[B] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		
Degree			

[C] Professional Development

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of deputy headteacher			
Evidence of recent leadership and management professional development			
Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training			

[D] School leadership and management experience

	Essential	Desirable	Source
Substantial and current experience as a senior leader in a primary school			
Active and effective leadership of a team / key stage/ curriculum area/ department			
Be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges			
To have taken an active involvement in school self evaluation and development planning			
To have implemented and developed a whole school initiative			
Knowledge and understanding of strategic financial planning and budgetary management in relation to school development and pupil achievement.			
To have had responsibility for policy development and implementation			
To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).			

[E] Experience and knowledge of teaching

	Essential	Desirable	Source
Experience of teaching in more than one school			
Experience of teaching in a school in similar circumstances/ serving a similar community.			
To have taught in at least 2 Key Stages/ taught both KS 2 and EYFS/KS1/ taught across KS2/ taught KS1 or KS2 or EYFS.			
Significant teaching experience within the primary phase			
To have a knowledge and understanding of all 3 Key Stages in the primary phase			
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses			

To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching.			
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[F] Professional Attributes

	Essential	Desirable	Source
Demonstrate an understanding of the needs of the pupils at xxx School and how these could be met.			
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.			
Excellent written and oral communication skills (which will be assessed at all stages of the process).			
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.			
Show a good commitment to sustained attendance at work	E		

[G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

A deputy headteacher is expected to be working within and towards the National Standards of Headship

The appointing panel should select maybe 2 or 3 standards from some or all of the domains. Ensuring that there is no duplication with other selection criteria. It is also possible to delete some parts of the standards/phrases/words for draw attention to the key aspects for your school.

Qualities and Knowledge		Essential	Desirable	Source
1	Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at xxx reflecting the Church foundation of the school.			
2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.			
3	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.			
4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development, that reflects the needs of a Church of England/Methodist school.			
5	Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's Christian context..			

6	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.			
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Pupils and Staff		Essential	Desirable	Source
1	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.			
2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Church of England/Methodist foundation.			
3	Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.			
4	Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.			
5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning			
6	Hold all staff to account for their professional conduct and practice			

Systems and Process		Essential	Desirable	Source
1	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity, within a Christian context.			
2	Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.			
3	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.			
4	Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.			
5	Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils'			

	achievements, the school's sustainability, and its Christian character.			
6	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.			

The Self-improving school system		Essential	Desirable	Source
1	Create an outward-facing schools which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.			
2	Develop effective relationships with fellow professionals, parents/carers, the Church community and colleagues in other public services to improve academic and social outcomes for all pupils.			
3	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.			
4	Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.			
5	Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.			
6	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education, especially within a Christian context.			

[H] Personal Qualities

	Essential	Desirable	Source
Continue to promote xxx's strong educational philosophy and values			
Inspire, challenge, motivate and empower teams and individuals to achieve high goals			
Be approachable, person centred.			
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			
Able to empathise appropriately and take necessary steps			
Demonstrate a capacity for sustained hard work with energy and vigour			
Demonstrate impact and presence			

[I] Confidential References.

Candidates may wish to give a faith reference. In doing so, candidates who do not use their 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. Candidates who do not use their Parish priest/minister should give an explanation in the letter of application.	
Positive recommendation from all referees, including current employer	E

[J] 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.