



# Headteacher and Deputy Headteacher Appointment Toolkit

Recruitment Support for Governing Boards



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# Introduction

Recruiting a headteacher or deputy headteacher is one of the most important tasks a governing board will undertake. Appointing the best candidate is paramount to leading teaching and learning and driving school improvement. A poor appointment can have significant consequences for the school and its community.

The context of headteacher and senior leadership has changed significantly over time. Research indicates low geographical mobility and that the majority of headship posts are filled locally. This can lead to lower rates of application for posts and challenges in finding a suitable candidate to deliver the governing board's vision for the school.

It is therefore important that governors are professionally supported to develop a thorough and well-planned process to ensure secure the best person for the role.

This handbook has been designed to enable and support governors, in conjunction with the support from a Together for Children professional link advisor, to:

- understand the significance of making the appointment;
- know the key stages of the process and the significance of decisions made at each stage;
- operate within the legal requirements of headteacher and deputy headteacher recruitment;
- ensure that the process is fair, transparent, non-discriminatory and objective;
- develop a process that is rigorous and tests skills, competencies and knowledge required;
- have confidence in any appointment made.

The information included in this document is drawn from:

- The Education Act (2002)
- The School Staffing (England) Regulations (2009)
- The Equality Act (2010)
- Keeping Children Safe in Education (2018)
- The National Standards of Excellence for Headteachers (2015)
- The 7 principles of public life (1995)
- Together for Children model Recruitment and Selection Policy
- Professional advice and best practice from Together for Children School Improvement, HR and Governance teams
- the non-statutory guidance provided by the Department for Education and National Governance Association



## Key considerations

(drawn from DfE Guidance – December 2017)

- school leadership is extremely influential on the success of a school and it is therefore essential to give thought, care, time and attention to recruitment and selection processes;
- recruitment must always be carried out within the context of applicable legislation and laws and it is important that headteachers are appointed only by those that have the power to do so;
- schools should have recruitment and selection policies and procedures in place and the recruitment of a headteacher must comply with these;
- a diverse workforce benefits everyone and all job applicants must be considered equally and consistently;
- a commitment to safeguarding and promoting the welfare of young people should run throughout the whole recruitment and selection process;
- the roles of those to be recruited should be carefully defined and consideration should be given to flexible working arrangements, such as job-shares and co-headship in order to be as inclusive as possible;
- prepare recruitment documentation, including application pack, thoroughly to maximise chances of attracting applicants with the right skills, experience and values aligned with that of the school;
- conduct a fair and open process to ensure that staff are recruited on the basis of merits, abilities and suitability for the position.

### **“the performance of a school almost never exceeds the quality of its leadership and management”**

Capturing the leadership premium: How the world’s top school systems are building leadership for the future (2008)

### **“the best leaders can transform any school through what they stand for, what they do and how they do it”**

DfE report, Freedom to lead; a study of outstanding primary school leadership (2014)

## Key legal considerations – an overview

Governing boards should familiarise themselves with their legal responsibilities which can be found in 'Recruiting a headteacher: A guide to the recruitment and selection of headteachers and other leadership roles' Department for Education – December 2017

### The Education Act 2002

Requires all maintained schools to have a headteacher, or a person appointed to carry out the functions of a headteacher during the absence of a headteacher or pending the appointment of a headteacher.

### The School Staffing (England) Regulations 2009

Requires the governing board of maintained school to:

- notify the local authority in writing of any vacancy for a headteacher or a deputy headteacher (where one exists);
- appoint a selection panel of at least 3 of its members, other than a member who is a headteacher or as the case maybe a deputy Headteacher;
- notify the local authority of the names of those selected for interview in writing;
- ensure that at least one person conducting an interview has completed safer recruitment training.

### Department for Education Staffing and employment advice for schools 2018

Reminds schools that where they use the services of an external HR provider, it is important that they continue to be aware of the statutory responsibilities that still rest with the local authority, such as their entitlement to advise on the appointment of a new headteacher.

### The Equality Act 2010

It is unlawful for employers to discriminate directly or indirectly in any of their activities against employees or potential employees on the grounds of the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- paternity and maternity
- race
- religion or belief
- sex
- sexual orientation



## Keeping Children Safe in Education - Safer recruitment

Governing boards should be mindful of their statutory responsibilities within 'Keeping Children Safe in Education' with regard to safer recruitment, specifically developing a robust process to deter, reject or identify people who might pose a risk or abuse children.

### Safer recruitment

The School Staffing (England) Regulations 2009 require governing boards of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training (this excludes the external adviser(s)).

Best practice in safeguarding and safer recruitment is constantly evolving. The governing board should also consult the most recent update to 'Keep Children Safe in Education' to ensure compliance with the most recent legislation.

It is essential that safer recruitment messages are given at every stage of the recruitment process:

- 'The Governing Board of INSERT Name and Sunderland City Council are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. The Headteacher is expected to share this commitment and must ensure that the highest priority is given to following the guidance and regulations to safeguard them. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants will be subject to appropriate background checks and vetting including an enhanced DBS check and checks against the children's barred list. A minimum of two references are required prior to the commencement of employment. Additional references may be requested.'

This includes:

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions

Generic safer recruitment training is available from a number of providers as online or face to face courses. Whilst online web based courses will cover the minimum legal requirement to ensure legal compliance with the regulations, they don't always cover the practical implications or local context. Best practice advice is that face to face training has been completed within the last 2 years.

## Overview of the appointment process

The appointment process falls into 7 stages, each of which is explored in more detail within this handbook.

Stage	Key actions	Who is involved?
<b>1. Notification of Vacancy</b>	<ul style="list-style-type: none"> <li>As soon as the Chair of Governors (CoG) is aware of a headteacher or deputy headteacher vacancy.</li> <li>Link school improvement officer (Link Advisor) meets with Chair to share this handbook; give an overview of the process; explore different models of leadership; provide guidance about salary range and suggestions about range of advertising.</li> </ul> (1 hour).	Chair SIO
<b>2. Governors Initial Meeting</b>	<ul style="list-style-type: none"> <li>Accept the headteacher's resignation</li> <li>Explore models of leadership</li> <li>Determination of salary range</li> <li>Identification of selection panel</li> <li>Agreement of advertising (and potential costs)</li> </ul> (either an extraordinary meeting of approx. 1 hour, or within a full governors meeting)	Full Governing Board Clerk to the Governors
<b>3. Initial Selection Panel Meeting</b>	<ul style="list-style-type: none"> <li>Determination of job description</li> <li>Determination of person specification</li> <li>Creation of job advert</li> <li>Finalisation of timeline of dates</li> </ul> (2 hours)	Selection Panel SIO Clerk to the Governors
<b>4. School Visits</b>	<ul style="list-style-type: none"> <li>Opportunities for candidates to visit the school</li> </ul>	Chair of Governors/Governors Potential Applicants
<b>Receive applications</b> <b>Answer queries from potential applicants</b> <b>Prepare shortlisting packs for governors</b>		
<b>5. Shortlisting</b>	<ul style="list-style-type: none"> <li>Applications are considered against the person specification</li> <li>Development of tasks for interview day</li> <li>Development of interview questions</li> <li>Notification to successfully shortlisted applicants</li> </ul> (Half day – depending on number of applications)	Selection Panel SIO Candidates
<b>6. Interview day(s)</b>	<ul style="list-style-type: none"> <li>Qualification and identity checks are completed</li> <li>Candidates take part in tasks and formal interviews</li> </ul> (Usually 1 but can be 2 days)	Selection Panel SIO

Stage	Key actions	Who is involved?
<b>7. Ratification Meeting</b>	<ul style="list-style-type: none"> <li>• Selection panel outlines the process and makes their recommendation to the governing board</li> <li>• Decision is ratified and starting pay point determined</li> <li>• Chair of Governors calls successful applicant and confirms the appointment</li> </ul> (1 hour)	Full Governing Board Clerk to the Governors
<p>Unsuccessful candidates are individually advised and debriefed</p> <p>Interview notes and resources are collated and held by governor services</p> <p>Governor services liaise with HR to establish personnel details</p> <p>All necessary pre-employments checks undertaken prior to successful candidate starting work</p> <p>Formal offer letter and contracts issued</p> <p>Induction requirements identified and implemented</p>		



# Notification of vacancy

Receiving notification of a headteacher or deputy headteacher vacancy can happen in a number of ways. Sometimes retiring headteachers may give an early indication to governors however it is important that notification is received in writing addressed to the governing board.

Governors should meet to formally accept the resignation. In maintained schools, resignation deadlines are determined by 'The conditions of service for School Teachers in England and Wales' (often referred to as 'The Burgundy Book'). The dates for notification are as follows:

Leave Date	Headteacher's notification	Deputy Headteacher's notification
End of the Autumn Term 31 December	30 September	31 October
End of the Spring Term 30 April	31 January	28/29 February
End of the Summer Term 31 August	30 April	31 May

Governing Boards can accept resignations outside of these windows, but are strongly encouraged to seek advice and support from their HR link officer.

As soon as the Governing Board have accepted the resignation, they should notify their HR contact. In the case of Sunderland maintained schools, they should also make contact with the school's link SIO. The link SIO will offer to meet with the Chair of Governors to give them an overview of the process and explain the statutory functions provided by Together for Children as well as our chargeable services.

The Chair of Governors needs to be aware that if the appointment is for a headteacher then they should lead the process. The outgoing headteacher (and existing deputy headteacher) should play no part in the appointment of a new headteacher. In the case of a deputy headteacher post, both the chair of governors and headteacher may be involved.

- Key actions for Chair of Governors
- Make contact with HR
- Make contact with Link Advisor
- Have a secure understanding of the overview of the process, including the role of advisor(s)
- Have a secure understanding of how to support and enable governors during their initial meeting



# Governors' initial meeting

This first meeting brings all governors together to enable the process to start. It can either be called as an extraordinary meeting, or when not time critical, can form part of full governing body meeting.

The agenda should include the following elements:

- Confidentiality
- Declaration of Interest
- Consideration of the resignation of the headteacher or deputy headteacher
- Salary range
- Role of the advisor(s)
- Safer Recruitment practice
- Identification of selection panel

## Confidentiality

Confidentiality is crucial throughout the process and governors need to be mindful of how unsettling the news of a departing headteacher can be to both the school and parental community. Governors should work with the existing headteacher to identify when and how to share the news of their departure.

## Declaration of interest

As mentioned previously, it is inappropriate for the existing or acting headteacher to be involved in the process and they should be invited to leave the meeting at this point. If the vacancy is for the post of a headteacher, and the deputy headteacher is a staff governor (or observer) they should also not be involved in the appointment process even if they have no intention of applying for the post. This is because they may have to become acting headteacher in the short term and it is important to protect their integrity. Staff governors should consider if their involvement could prejudice the process in any way.

## Confirmation of vacant post/alternative models of leadership

The board should consider the resignation letter from the existing post holder and ensure they are clear about when the vacancy will arise. If governors wish to consider alternative models of leadership, they should consult their link SIO for advice and guidance

## Salary range

In conjunction with current budget pressures, governors should consider the salary range for the vacant post. The School Teachers Pay and Conditions document provides useful information in supporting governors to determine the school group size. From this governors should identify a point range for the post. (The school's pay policy will provide guidance on how many points should be within the range). Governors should seek support from their HR link officer and be mindful that the starting salary must be above that of the range of other leaders in school.

## Role of the advisor(s)

It is essential that the board has, or is able to access, the skills they need to carry out an effective selection process. Boards have autonomy in the appointment of a new headteacher or deputy headteacher. This makes it essential to have access to the right educational expertise.

The support the advisor offers to the selection panel should include:

- Supporting the panel to think about the specific educational needs of the school and consider the context of a shifting schools landscape;
- Helping to tailor the job description and person specification to meet the specific educational needs of the school;
- Shaping the assessment exercises to reflect the educational challenges of the role and the school;
- Providing the professional experience and ability to judge candidates' relative strengths on leading teaching and leadership; and expertise on the suitability for the headship post.

If the school is local authority maintained then the advisor will usually be the Together for Children link SIO who can ensure that the process and appointment is compliant with LA guidance. (If the school chooses to employ an alternative advisor, this will be in addition to the link SIO.)

For those schools with religious character, a diocesan representative should also be invited to attend.

## Safer recruitment practice

Prior to considering the selection panel, the board should be aware that at least one panel member must have completed safer recruitment training.

## Identification of the selection panel

The Board should refer to the schools own policies in determining who should be involved in the selection panel. It is usual for there to be an odd number of governors (excluding the advisor(s) who do not vote) involved to avoid a split vote. Most headteacher panels are comprised of 5 – 7 governors led by the chair of governors.

The board should consider carefully the composition of the selection panel to ensure that there is balance of representation between types of governor. Associate members cannot form part of the panel.

It is essential that all governors are available to attend all aspects of the selection including the initial meeting, shortlisting and the interview day. With this in mind, the board should identify a rough timeline of events working backwards from potential interview days (remembering to take account of school holidays).



# Initial selection panel meeting

(Approx 2 hours)

## Sample agenda

### Agenda for Selection Meeting

**1. Apologies for absence**

**2. Confidentiality**

**3. Declaration of interest**

**4. Job description**

**5. Person specification**

**6. Advertisement**

Development of advert  
Agreement of advertising methods

**7. Finalisation of dates**

Date of advertisement  
Date(s) for visits to schools  
Closing date for applications  
Date for circulation of application forms  
Shortlisting meeting  
Interview/ratification meeting

**8. Roles and responsibilities**

Creating a covering letter (usually the Chair of Governors)  
Placing advertisement  
Responding to requests for application packs  
Responding to potential applicants questions  
Managing visits to school  
Handling of applications  
Preparing and circulation of shortlisting packs

## National standards of excellence for Headteachers

The job description and person specification help potential applicants to determine if they are eligible for the post. The criteria are determined by the selection panel, drawing on the guidance of the advisor(s) and 'The National Standards of Excellence for Headteachers:

### Domain One – Excellent headteachers: qualities and knowledge

#### Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local 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.
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 context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain Two – Excellent headteachers: pupils and staff

#### Headteachers:

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.
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 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.

### Domain Three – Excellent headteachers: systems and process

#### Headteachers:

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.
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 board 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 and the school's sustainability.
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 – Excellent headteachers: the self-improving school system**

##### **Headteachers:**

1. Create outward-facing schools which work 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 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 for 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.

## Creating the Job Description

The job description should provide a comprehensive statement of what the job involves and deliver a clear outline of the duties, responsibilities and functional framework of the job. As well as providing a factual account of the duties of the post, it also should form the basis upon which the skills, knowledge, experience, qualifications and personal attributes can be identified for the person specification.

The job description should be written with specific reference to current employment legislation and should include:

1. An accurate job title and grade.
2. Location of post.
3. Name of the school
4. Who the post holder is responsible to and who reports to them.
5. The purpose of the job (a short statement which summarises what the job is intended to achieve)
6. The main duties of the job (the tasks and activities that the jobholder will need to carry out to achieve the purpose of the job).
7. The need to adhere to the School's Policies and specifically the Equal Opportunities Policy, Health and Safety Policy and the Code of Conduct.
8. The individual's responsibility for promoting and safeguarding the welfare of children and young people they are responsible for, or come into contact with.
9. The need to comply with the Freedom of Information Act 2000 in relation to the management of records and information.
10. The need to comply with the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) and the principles enshrined within them in respect of personal information held by the School.
11. Certain posts will require specific reference to be made to particular policies, for example where a post has financial responsibilities the job description should specifically refer to the Financial Procedure Rules/Contract Procedure Rules.
12. Job descriptions for headteachers' and senior managers' posts should specifically state the post holder's responsibility for the implementation of the Equal Opportunities Policy.
13. Where contact with pupils/the public is involved, the job description should spell out that all pupils/members of the public are to be treated with equal respect.
14. The date that the job description was drawn up.

## Sample Job Description – Headteacher

<Insert School Name> Primary School

Job description

Post title: Headteacher

Salary: Leadership LXX – LXX

Responsible to: Governing Board

Job Purpose: To provide effective, dynamic and inspirational leadership in order to ensure that every child is able to fulfil their true potential.

To lead <Insert School Name> Primary School to achieve excellence, with a focus on improvement, raising standards and outstanding teaching and learning.

### MAIN DUTIES/RESPONSIBILITIES

In addition to the requirements set out in the current School Teachers Pay and Conditions Document, the Headteacher is responsible for setting and maintaining a high standard in the following areas:-

#### Whole school organisation, strategy, finance and development

1. Provide dynamic strategic direction and inspirational leadership at all levels of the school.
2. To shape and implement school policies which reflect the strategic direction of the school.
3. Lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
4. To promote the safeguarding and welfare of children and young people they are responsible for, or come into contact with, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff
5. Have a good understanding of current local and national issues within education.
6. Take overall responsibility for health and safety matters at <Insert School Name> Primary School by ensuring that there are effective health and safety policies in place; also for planning, organising, controlling, monitoring and reviewing health and safety effectively.
7. To advise, support and work closely with the Governing Board to enable it to meet its responsibilities.
8. To ensure that the school's Governing Board has accurate, timely and detailed information on which to base sound decisions about the school's priorities;
9. Encourage the development of a culture that offers equality of opportunity to all pupils and staff and ensure implementation of and adherence to the Equal Opportunities Policy and the Code of Conduct.

#### Teaching and Learning

10. Ensure that all in the school are committed to its aims, motivated to achieve them, and are involved in the meeting of long, medium and short-term objectives and targets to secure the educational success of the school.
11. Ensure that the principles and practices of equal opportunities and anti-discriminatory practice are applied by all staff.

12. Ensure that teaching and learning is at the centre of strategic planning and resource management with effective quality assurance and rigorous monitoring of teaching and learning.
13. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning.
14. Ensure a culture of challenge and support where all pupils can achieve success and be fully engaged in their own learning.
15. Ensure that the school's policies and procedures are effectively implemented.

### **Management of staff and resources**

16. Lead, motivate, support, challenge and develop all staff to secure improvement.
17. To lead and support the Senior Leadership Team individually and collectively.
18. Implement strategies which secure high standards of behaviour and attendance.
19. Monitor, review and evaluate the standards of teaching and learning within the school through a supportive and developmental Performance Management process thus ensuring that high quality professional performance is established and maintained.
20. Ensure that underperformance is challenged at all levels and ensure effective corrective action and follow-up is undertaken.
21. Actively participate in the process for Headteacher Performance Management.
22. Have overall responsibility for the school budget and the deployment of resources within the policy framework agreed by the Governing Board ensuring it is compliant to the Financial Procedure Rules/Contract Procedure Rules.
23. Ensure that the management, finance, organisation and administration of the school support its vision and aims.
24. Manage, monitor and review the range, quality, sufficiency and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
25. Take responsibility for the implementation and management of all school personal and confidential information, ensuring that the school is compliant with the Freedom of Information Act 2000 in relation to the management of records and information; the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) and the principles enshrined within them in respect of personal information held by the School. Ensure that the principles of this legislation are communicated and understood by all staff.

### **Liaison and communication**

26. Promote the ethos and vision of <Insert School Name> Primary School to a wide range of audiences.
27. Act as an ambassador for the school in further developing partnership and links with stakeholders that promote a positive profile for <Insert School Name> Primary School.
28. Build and maintain strong relationships with parents, staff, governors and the whole community ensuring that all pupils/members of the public are treated with equal respect.

29. Be responsible for effective communication, both internal and external to the school, including dealing with the media.

These duties are neither exclusive nor exhaustive, and the post holder may be required to undertake other duties and responsibilities.

<Insert Date>

## Sample Job Description – Deputy Headteacher

<Insert School Name> Primary School

Job description

Post title: Deputy Headteacher

Salary: Leadership LXX – LXX

Responsible to: Headteacher, Governing Board

### MAIN DUTIES/RESPONSIBILITIES

Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for Deputy Headteachers and the school's own policy.

Under the overall direction of the Headteacher play a lead role:

- in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved;
- be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement;
- proactively manage staff and resources.

Take full responsibility for the school in the absence of the Headteacher

Carry out the professional duties of a teacher as required

Take responsibility for safeguarding duties issues as appropriate

Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Effectively promote relationships with the community and outside agencies

### Duties and responsibilities

#### Shaping the future

In partnership with the Headteacher and governors establish and implement an ambitious vision and ethos for the future of the school

Play a leading role in the school improvement and school self-evaluation planning process

In partnership with the Headteacher manage school resources

Devise, implement and monitor action plans and other policy developments

Lead by example to motivate and work with others

In partnership with the Headteacher, lead by example when implementing and managing change initiatives

Promote a culture of inclusion within the school community where all views are valued and taken in to account



In partnership with the Headteacher, ensure best value for school finances

### **Leading teaching and learning**

Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community

Work with the Headteacher to raise standards through staff performance management/appraisal

Lead the development and delivery of continuing professional development and support for all staff

Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils

Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented

With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality

Ensure the systematic teaching of basic skills and the recording of impact is consistently high across the school

Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

Ensure through leading by example the active involvement of pupils and staff in their own learning

### **Developing self and others**

Support the development of collaborative approaches to learning within the school and beyond

Organise and support the induction of staff new to the school and those being trained within the school

Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate

Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher

Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn

Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting

Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management

Lead the annual appraisal process for all identified support and teaching staff

## **Managing the organisation**

Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate

Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication

Working with the Headteacher, undertake key activities related to professional, personnel/HR issues

Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability

Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school

Be a proactive and effective member of the senior leadership team

Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate

To undertake any professional duties, reasonably delegated by the Headteacher

## **Securing accountability**

Lead and support the staff and governing board in fulfilling their responsibilities with regard to the school's performance and standards

Support the Headteacher in reporting the school's performance to its community and partners

Promote and protect the health and safety welfare of pupils and staff

Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## **Strengthening community**

Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers

Promote the positive involvement of parents/carers in school life

Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties

Strengthen partnership and community working

Promote positive relationships and work with colleagues in other schools and external agencies

## Creating the Person Specification

A person specification is the key tool in the process of matching the right person to a vacant post and is an essential means of reducing subjectivity and bias in the selection process and therefore avoiding any forms of discrimination.

The person specification is a profile of the skills, experience and qualifications and forms the criteria against which candidates must be assessed. It helps to translate the duties of the post into a description of the person who should be recruited by identifying attributes needed to do the job.

As a minimum, the person specification will include:

- Qualifications required;
- Professional registrations (as applicable);
- Skills, competencies and experience required;
- A personal commitment to Equal Opportunities;
- Commitment to Safer Recruitment.

### How are the criteria determined?

The criteria are determined by the governing board, drawing on the guidance of the adviser(s) and using the framework for headteachers and deputy headteachers. The process of agreeing the criteria gives governors the opportunity to consider and determine what kind of person they are looking to appoint.

The sample specification offers a starting point for discussion and has been pre-populated. Many criteria are suggested as essential for all schools. Others will be judged essential by the governing body or will need discussing, modifying or possibly rejecting as inappropriate to the school's needs.

### How is a person specification different to a job description?

The person specification helps potential applicants decide if they are eligible for the post. More importantly, it enables governors to ensure their appointment process complies with the legislation on equal opportunities in employment because once the criteria for appointment has been determined it is essential to focus on these when short listing and interviewing.

When the governing board reaches the point of deciding on the person to be appointed, it must be clearly on the basis of the evidence gained as to who represents the best fit against the criteria for appointment. Most criteria will be tested at the interview stage by tasks and questions designed to give applicants the opportunity to demonstrate how fully they meet the criteria. Applicants who clearly do not meet one or more of the essential criteria should be ruled out at the shortlist stage and the reason for this recorded in the minutes of the meeting.

It is important that no other factors (such as, for example, information gained informally or outside the declared process, including information from informal visits to school) should be taken into account. Governors should be able to demonstrate that the best applicant, assessed against the person specification, has been appointed.

## Sample Person Specification – Headteacher (style A)

Qualifications/experience	Essential/ desirable	Application form	Interview
DFE qualified teacher status.	E	✓	
National Professional Qualification for Headteachers or existing headteacher or recently served as a substantive Headteacher, Deputy Headteacher	D	✓	
Evidence of further professional development	D	✓	

Qualities and knowledge	Essential/ desirable	Application form	Interview
A knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends.	E	✓	✓
A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils.	E	✓	✓
A knowledge of the principles and practice of quality assurance systems, including whole school review, self-evaluation and appraisal.	E	✓	✓
Clear vision and understanding of the needs of pupils in the Early Years and Key Stages 1 and 2	E	✓	✓
Detailed knowledge of the structure and content of the Early Years Foundation Stage Curriculum and National Curriculum	E	✓	✓
Understanding and knowledge of current issues in education and the ability to anticipate future trends	E	✓	✓
Understanding of effective teaching, learning and assessment	E	✓	✓
Proven leadership and management skills	E	✓	✓
Ability in administrative and budget management.	D	✓	✓
Knowledge of the General Data Protection Regulations in the school environment and ability to lead the organisation in compliance with current legislation	E	✓	
Secure knowledge and understanding of the role that safeguarding plays in the school setting	E	✓	

Skills and abilities	Essential/ desirable	Application form	Interview
Proven ability to develop and articulate a coherent vision and formulate a plan that sets high standards.	E	✓	✓
The skills to acknowledge excellence and challenge across the school.	E	✓	✓
Effectively establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services to enhance the education of all pupils.	E	✓	✓
Ability to build and sustain effective working relationships with children, staff, parents, governors and the wider community.	E		✓
Proven ability to prioritise, plan and organise yourself and others.	E		✓
Effective communication skills, including the ability to negotiate and influence, and to maintain effective working relationships.	E		✓
A commitment to joining in the full life of the school	E	✓	✓
Creative approach to solving problems	D		✓

Commitment to and awareness of Equal Opportunities issues	Essential/ desirable	Application form	Interview
Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it.	E	✓	✓

Commitment to the promotion of Health & Safety at Work	Essential/ desirable	Application form	Interview
Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils.	E	✓	✓
Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action.	E	✓	✓

## Sample Person Specification – Deputy Headteacher (style B)

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>Educational attainment</b>	<ul style="list-style-type: none"> <li>• Bachelor Degree</li> <li>• QTS Status</li> <li>• Recent (2-3 years) participation in a range of training relevant to the job description</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Certificates</li> </ul>
<b>Work experience</b>	<ul style="list-style-type: none"> <li>• Evidence of outstanding teaching skills across the primary range</li> <li>• A proven track record of improving outcomes for children and raising standards</li> <li>• Successful leadership experience in action planning and school/core subject leadership</li> <li>• Successful suitable management experience</li> <li>• Successful experience of leading and managing continuing professional development</li> <li>• Involvement in school/subject monitoring of standards</li> <li>• Evidence of working with or supporting others to develop as teachers</li> <li>• Successful experience of working on whole school initiatives with Head Teacher/SMT and SIP services</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective assessment leadership and pupil tracking coordination</li> <li>• Experience of quality monitoring of curriculum subjects which has led to improved outcomes for children</li> <li>• Experience of writing and implementing whole school policies</li> <li>• Experience of working with children and families with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interviews</li> <li>• Lesson Observation</li> <li>• References</li> </ul>
<b>Knowledge/skills/ aptitudes</b>	<ul style="list-style-type: none"> <li>• Confidence in teaching skills to monitor, advise and develop other teacher colleagues</li> <li>• Confidence in own leadership skills</li> <li>• Excellent behaviour management skills</li> <li>• Sound understanding of teaching, learning and assessment</li> <li>• Excellent written, oral and ICT communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• A broad and in-depth knowledge of school statutory assessment procedures across the Key Stages and successful experience of achieving the best outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interviews</li> <li>• Lesson Observation</li> <li>• References</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• High quality interpersonal skills</li> <li>• Able to form good relationships with children, parents, governors and staff</li> <li>• Enthusiastic, energetic, positive and hard working</li> <li>• Able to adopt a flexible and calm, problem-solving approach</li> <li>• Be able to balance management responsibilities with teaching and learning responsibilities</li> <li>• Committed to the principles of equality and diversity</li> <li>• Committed to the safeguarding of children and their families</li> </ul>		<ul style="list-style-type: none"> <li>• Interviews</li> <li>• References</li> </ul>

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>Circumstances</b>	<ul style="list-style-type: none"> <li>Enhanced clearance from the Disclosure and Barring Service</li> </ul>		<ul style="list-style-type: none"> <li>DBS check</li> </ul>

## The job advertisement

Your advertisement is your first opportunity to present the school and create an impression that will attract people to apply. The recruitment of a headteacher or deputy is a significant appointment, the outcome of which will influence the future success of the school and its pupils.

Successful advertisements are a balance of succinct key messages with sufficient information about the school to engage and motivate potential applicants to want to find out more. Aim to convey a sense of the school and what makes it unique. Looking at other schools' advertisements on the 'Jobs North East' website will give an indication of the information potential applicants will see against your advert.

Applicants for senior leadership roles will also consider the full range of information about your school that is within the public domain: your school website, social media accounts (if you have them), OFSTED reports and data. It is worthwhile taking the opportunity to review all of these channels of information prior to recruiting to build a picture of what is available to potential applicants.

## Advertisement content

The advertisement should include:

- Together for children working on behalf of Sunderland City Council statement;
- School, Together for Children and Sunderland City Council logos;
- Contact details of the school (address, telephone, website and e-mail addresses);
- Group size of school and number on roll;
- Date of when vacancy arises;
- Salary information;
- Brief description of school;
- Indication of potential candidate governors wish to appoint;
- Details of how to request further information/apply including contact details (name, address, telephone number and website address if relevant);
- Closing date for applications;
- An indication of whether informal visits are welcome prior to making application and how to arrange such a visit;
- Safeguarding statement 'The Governing Board of INSERT Name Primary School, Together for Children and Sunderland City Council are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.'



## Where to advertise

Advertising is a costly activity; adverts in specialist press (e.g. The Times Educational Supplement or TES) can run to thousands of pounds. In current times of financial austerity governing boards will need to balance cost against securing a field of applicants.

Most, if not all, schools advertise on 'Jobs North East' which is the online portal used by the vast majority of regional local authorities and academy chains which provides the lowest cost for greatest impact. Most perspective headteachers and deputy headteachers, including those looking to relocate to the North East, use this site alongside other national websites and press when searching for jobs.

## Sample job advertisement

### Together for Children Sunderland, on behalf of: Sunderland City Council

<Insert Name> Primary School

<Insert School Address>

Tel: <Insert school telephone number>

website: <Insert website address>

Headteacher: <Insert Headteacher name>

N.O.R. 232

Applications are invited for the position of

HEADTEACHER

Required: 1st September 2019

ISR Group 3, Salary LXX – LXX: £XXXXXX - £XXXXXX (STCPD year)

‘A happy, secure and caring environment where everyone is valued’

Due to the forthcoming retirement of our current headteacher we are looking to appoint an inspirational, innovative and motivated leader, who will continue to take the school forward with vision and passion. Governors, staff and pupils are looking for someone who –

- has recent successful, strategic leadership and management experience in the primary sector;
- upholds high standards of behaviour and academic attainment;
- promotes a happy, safe, inclusive learning environment within the school where everyone achieves;
- will engage effectively, communicate well and build upon positive relationships with children, staff, families and the wider community.

#### We can offer you:

- pupils who are articulate, proud of their achievements and eager to learn;
- a dedicated, talented and experienced team of caring staff;
- active governors, who are proud of their school and offer high quality support whilst holding school leaders to account;
- A rare opportunity to develop our unique outdoor learning environment.

**How to apply:**

Visits to the school, led by the Chair of Governors, are warmly welcomed at 1pm and 4pm on 25 January or 1 February 2019. If you would like to come along to meet us, please contact the school office by telephone: <Insert School Telephone Number>.

Application packs are available to download from NE Jobs or by contacting the HR team at Together for Children (0191 561 7233). Please return completed applications to: [hadmin@togetherforchildren.org.uk](mailto:hadmin@togetherforchildren.org.uk)

- The closing date for applications is noon on the <Insert Date>
- Short listing will be held on <Insert Date>
- Interviews will be held on <Insert Date>

If you do not hear anything within 6 weeks of the shortlisting date, please assume that you have been unsuccessful.

The Governing Board of <INSERT School Name> and Sunderland City Council are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. The Headteacher is expected to share this commitment and must ensure that the highest priority is given to following the guidance and regulations to safeguard them. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants will be subject to appropriate background checks and vetting including an enhanced DBS check and checks against the children's barred list. At minimum of two references are required prior to the commencement of employment. Additional references may be requested

## Timeline of dates

When determining a timeline of dates governors should be mindful that they:

- allow sufficient time between each stage of the process;
- avoid setting dates that fall in the school holidays;
- ensure they maximise potential applications by setting an interview date which does not preclude groups of potential applicants (eg setting an interview date after the final date for resignation for existing headteachers).

Activity	Considerations	Date(s) selected
Advert issued	Advert must be with whoever is placing the advert a minimum of 2 days before this date.	
Dates of visits	Usually a minimum of 3 days from advert released, spaced out in this window.  Ensure that the last visit date offered gives sufficient time (2-3 days) for applicants to finish and submit their application.	
Closing date for applications	Usually 3 weeks + from the date of the advert being launched.	
Preparation of shortlisting packs	Allow a minimum of two business days from the closing date.	
Governor shortlisting preparation	The date that the packs will be given to governors.	
Shortlisting meeting	All governors involved in the process should be available on this date.	
Notification to applicants/Calling of references	Allow a minimum of a week, ideally two weeks depending on what you are expecting applicants to prepare in advance.	
Interview/Ratification Meeting	All recruitment governors must be available for the full day(s). Governors should be invited for ratification (usually after 6pm).	

## Roles and responsibilities

Together for Children on behalf of Sunderland Local Authority provides statutory advisory services (free of charge) to enable governing bodies to discharge their duties effectively. These include attending meetings to:

- Support the panel to think about the specific educational needs of the school and consider the context of a shifting schools landscape;
- Help to tailor the job description and person specification to meet the specific educational needs of the school;
- Shape the assessment exercises to reflect the educational challenges of the role and the school;
- Provide the professional experience and ability to judge candidates' relative strengths on leading teaching and leadership; and expertise on the suitability for the headship post.

Additionally, Together for Children offer a range of traded services to help support schools senior leader recruitment. Please speak to the link officer for current pricing. As some schools do not purchase services from Together for Children, this table will help to ensure that all key actions are covered or appropriate services purchased.

Activity	Available as a traded service?	Person responsible
<b>Clerking/minutes:</b> <ul style="list-style-type: none"> <li>- governors initial selection meeting</li> <li>- initial selection panel meeting</li> <li>- shortlisting meeting</li> <li>- ratification meeting</li> </ul>	<ul style="list-style-type: none"> <li>Yes – Governor Support</li> <li>Yes – Governor Support</li> <li>Yes – School Improvement</li> <li>Yes – Governor Support</li> </ul>	
<b>HR:</b> <ul style="list-style-type: none"> <li>- Advice and guidance</li> <li>- Posting of advertisements</li> <li>- Issuing application packs</li> <li>- Receiving applications</li> <li>- Preparing shortlisting packs</li> <li>- Making safer recruitment checks</li> <li>- Notification of interview letters</li> <li>- Completing DBS checks</li> <li>- Notification of appointment</li> <li>- Issuing contract</li> </ul>	<ul style="list-style-type: none"> <li>Yes – HR</li> <li>Yes – HR</li> <li>Yes – HR</li> <li>Yes – HR</li> <li>Yes – HR</li> <li>No – Governing Body</li> <li>Yes – HR</li> <li>Yes – HR</li> <li>Yes – HR</li> <li>Yes – HR</li> </ul>	
<b>Communication:</b> <ul style="list-style-type: none"> <li>- Answering queries prior to application</li> <li>- Managing school visits</li> <li>- Answering queries prior to interview</li> <li>- Notification of successful candidate</li> <li>- Notification to unsuccessful candidate(s)</li> </ul>	<ul style="list-style-type: none"> <li>Yes – HR (initial enquiries)/ School Improvement (escalated)</li> <li>No – Governing Body</li> <li>Yes – School Improvement</li> <li>No – Governing Body</li> <li>Yes – School Improvement</li> </ul>	

Activity	Available as a traded service?	Person responsible
<p><b>Developing resources:</b></p> <ul style="list-style-type: none"> <li>- Preparing covering letter</li> <li>- Preparing Job description</li> <li>- Preparing Person Specification</li> <li>- Preparing Advertisement</li> <li>- Preparing timetable for the interview day</li> <li>- Identifying materials for tasks for interview</li> <li>- Producing resource packs for governors (recording sheets/question responses)</li> </ul>	<p>No – Governing Body</p> <p>Yes – School Improvement</p> <p>Yes – School Improvement</p> <p>Yes – School improvement</p> <p>Yes – School Improvement</p> <p>Yes – School Improvement</p> <p>Yes – School Improvement</p>	

# School visits

It is usual that potential applicants, having done their online research, will want to come and visit the school. A visit to school should be an informal opportunity which does not form part of the process, rather it is the chance for governors to showcase the school.

As with all parts of the process, it is important that visits are handled (as far as possible) in a consistent manner. There is no statutory guidance about how governors should manage applicant visits but best practice (where possible) is as follows:

- Identify date(s) in advance of when opportunities to visit school will take place and publish these dates within the advertisement.
- Identify one or two governors who will show all applicants around the school. It is inappropriate for staff to show visitors for headship positions. For deputy head vacancies, you may wish to delegate this responsibility to the headteacher.
- To maintain equal opportunity, ensure you keep each visit as consistent as possible, particularly with the information you share.
- If you are asked for written documentation, seek advice from your link advisor before providing it (normally if governors elect to provide written documents to one applicant, they should be provided to all).
- Most questions that candidates ask are normally quite straight forward, however, if you are asked any tricky questions don't be afraid to offer to get back to a potential candidate and speak to your link advisor for advice.





# Shortlisting

## Preparing for shortlisting

Once the job advert has closed, the next stage of the process is to prepare packs for governors for shortlisting. This should be done confidentially by someone who is not involved in the process to ensure anonymity of applications (Together for Children HR team offer this as a traded service).

Individual packs should be prepared for each of the panel members and external advisors. For each applicant, these should include:

- Anonymised covering letter and application - Care should be taken to redact any personal information which could prejudice a process, this includes any personal information such as name, address, date of birth. Reference information should also be redacted and NOT requested at this stage.
- A shortlisting form for comments – This should include a line for each of the elements identified on the person specification as being essential or desirable in the application form.

## In advance of the shortlisting meeting

To ensure efficiency, it is suggested that governors consider applications in advance of the meeting. Applications and letters should be considered in turn, completing the shortlisting pro-forma when evidence is found. It is important that shortlisting is completed based solely on the evidence from the application form and letter, rather than any prior knowledge of the candidate (this is particularly important if a governor can 'recognise' an applicant from the information provided).

Governors are reminded that shortlisting forms are collected from them at the end of the process and can be scrutinised in the event of any challenge to the fairness of the process. Comments should be professional and based on evidence.

## Sample actions

(Approx half a day)

# Actions to be undertaken during shortlisting

- 1. Apologies for absence**
- 2. Confidentiality**
- 3. Declaration of interest**
- 4. Consideration of applications against criteria**
- 5. Agreement of shortlist and decision to proceed to interview**
- 6. Agreement of information to be given in the feedback to applicants not shortlisted**
- 7. Design of selection process**
  - Activities/Tasks
  - Presentations
  - Governor panels and responsibilities
  - Questions
  - Venue and timings
  - Outline timetable (including time for full governors ratification meeting)
- 8. Roles and responsibilities**
  - Responsibility for organising the interview day
  - Preparation of resources for the interview day
  - Arrangements for communicating with candidates
- 9. Close of meeting**

## Confidentiality

Whilst confidentiality is crucial throughout the process, it is particularly significant within this meeting. Failure to observe confidentiality around interview design and questions could give candidates an unfair advantage and compromise the process.

## Declaration of interest

Although application forms should be anonymised, it may be possible for a governor or advisor to identify a particular candidate. A conflict of interest arises where the panel member has (or has had) a personal or working relationship with an applicant, or is related to, or has prior knowledge of the applicant outside of the work environment which could in any way affect the decision they make. It is a panel member's responsibility to declare in full, any conflict of interest at any stage during the recruitment process to the chair of governors. They will then seek advice from the adviser on the implications of the declared conflict of interest, who will make a recommendation on the next steps.

## Consideration of applications against criteria

Governors may not be able to tell at this stage whether an applicant meets all of the criteria within the person specification. However, if it is evident that the essential criteria are not met then the application should be discounted.

It is best practice for governors to be given the opportunity to give their assessment of each application, highlighting where they believe essential criteria may not be evident and then for the advisers to be invited to offer their assessment. This is to avoid the suggestion that the adviser(s) may be seen as unduly influencing the views of the governors. Governors should decide after consideration of each application whether the candidate:

- should be called for interview or;
- rejected (for example, because they do not meet one of the essential criteria) or;
- referred for further discussion once all applications have been considered.

The panel will then be in a position to decide whether they have a sufficiently strong shortlist to proceed to interview.

If governors are unable to shortlist then, in discussion with the adviser and if time allows, they may decide to re-advertise.

If the appropriate decision is not to proceed to interview it is essential that this decision is taken in the context of a formal minuted meeting involving all of the governors.

The link adviser will record the reasons why individual candidates have not been short listed which should be retained for twelve months after the interview as they can be called in for scrutiny by a tribunal.

### Agreement of information to be given in the feedback to applicants not shortlisted

It is important to agree who will provide quality feedback to the unsuccessful applicants.

For headteacher appointments the adviser should provide feedback to those not shortlisted. For deputy headteacher appointments an adviser or headteacher should provide the feedback.

## Design of selection process

After shortlisting, governors will have a clearer understanding of how the candidates meet some, but not all, of the criteria on the person specification. The link adviser will support governors in identifying tasks and questions which will help test candidates skills and abilities against the criteria.

Most primary head and deputy headteacher interview processes take a day, often with candidates completing tasks in the morning and formal interviews in the afternoon. Often candidates will be invited for the whole day. Some panels prefer a two stage approach, initially inviting candidates to a selection morning from which some, all or none of the candidates are invited to interviews in the afternoon. This allows the panel to review candidate performance against the criteria at lunchtime creating the opportunity to have a slightly longer interview with few candidates in the afternoon

### Tasks

A variety of tasks can be used for the selection process. If any of the shortlisted candidates have not visited school, it is considered best practice to offer a tour of the school at the start of the day. This provides candidates with an opportunity to familiarise themselves with the school and seek further information.

Tasks should be selected carefully based on the person specification and can be classed as core and optional. Advisers are able to support governors in the relative merits of each activity.

Core tasks:

- Data task. A typical task would be a timed analysis of the most recent school data and a presentation or the writing of an action plan. This is usually set by the local authority or professional adviser;
- Formal interview with all governors and advisers present;
- Presentation. Presentation titles may be given in advance or on the interview day. Use of technology is mostly discouraged;
- A taught lesson (usually for primary deputy headship interviews).

Examples of optional tasks:

- Leading an assembly (or Collective Worship in a faith school). This could be whole school or with a particular year group and key stage;
- Shared lesson observation of a teacher together with an adviser with observed feedback;
- Book scrutiny;
- Carousel of panels. Candidates may be asked to prepare a brief presentation (time-limited) on a given topic for each panel. The adviser(s) will suggest topics for consideration by the governing board;
- In-tray exercise;
- Role play e.g. chairing a meeting;
- Writing a first letter to parents;
- Group discussion with all candidates present on a key theme;
- Student panel/School Council;
- Opportunity to meet staff.

Some elements will involve the panel and some will involve a smaller panel of governors. Adviser(s) should indicate which panels they will support and it should be agreed which governors will be involved in each activity.

## Formal interview

As with all parts of the process, the questions should be derived from the person specification and the skills and knowledge exemplified in the National Standards of Excellence for Headteachers.

The link advisor will offer to prepare some questions for governors to choose from. If a deputy is being appointed, then headteacher should take a leading role in preparing questions. Governors should also be invited to bring possible questions for both the interview.

Governors should note that:

- all candidates should be asked the same questions (follow up questions in response to a candidate's response can vary);
- all candidates should have the same number of questions and the same allocated length of time for their interview;
- candidates responses to questions should be recorded; It is imperative that at least one question regarding safeguarding is asked within the interview.

At the end of the interview, the candidate must be asked whether if offered, the post will be accepted.

## Illegal/improper questions

The Equality Act 2010 defines 9 protected characteristics. It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

It is illegal to ask questions in relation to these, e.g. it is not permissible to ask questions relating to intentions about getting married, starting a family, and coping with small children. Failure to follow this can lead to a complaint to the Equal Opportunities Commission.

## Organisation of the day

Planning the interview day and the organisation of timings and gaps between activities is a complex activity, that most panels opt to delegate to the link advisor to do after the meeting. Chairs of Governors often ask the adviser(s) to manage the day, including the briefing. This enables them to participate fully in the process and to concentrate on making their own judgements about candidates.

It is usual for one of the panel members to take responsibility for organising the school based logistics such as room availability and provision of lunch for both the panel and candidates.

## Key tasks and responsibilities

Task	Considerations	Person responsible
Creating timetable for interview day	This is usually the link adviser	
Arranging school logistics for the day	-which rooms are available -where candidates will meet -lunch arrangements	
Preparation of interview packs/recording sheets	This will be HR if bought into the recruitment package	
Preparation of task/resources	This is usually the link adviser	
Invitation letter to candidates	This will be HR if bought into the recruitment package. The letter should include reference to safer recruitment and ask candidates to bring identification and original copies of qualifications.	
Reference requests	This will be HR if bought into the recruitment package	
Communication with candidates prior to interview		
Responsibility for notifying the successful applicant	Usually the Chair of Governors	
Notifying unsuccessful applicants/professional feedback	Either the Chair of Governors or the link adviser can notify unsuccessful candidates. The link adviser will provide professional feedback.	

## Sample Interview Schedule

### Interview Schedule

8.45am Appointment panel briefing

9.00am Candidates arrive – Staffroom

9.05am Candidates meet the panel, orientation with rooms, any questions etc

Time	Candidate 1	Candidate 2	Candidate 3
09.10-09.40	Observe Year 6 Lesson - Year 6 Classroom		
09.40-10.00	Assembly Hall	EYFS Task EYFS Alcove	BREAK
10.00-10.20	BREAK	Assembly Hall	EYFS Task EYFS Alcove
10.20-10.40	EYFS Task EYFS Alcove	BREAK	Assembly Hall
10.40-11.00	BREAK	Data Task (end 11.10) Room 1	BREAK
11.00-11.15	Feedback on Lesson Community Room		Data Task Room 1
11.15-11.30	Prepare for In-Tray Room 1	Feedback on Lesson Community Room	Feedback on Lesson Community Room
11.30-11.45		Prepare for In-Tray Room 1	
11.45-12.00	In Tray Feedback Community Room	In Tray Feedback Community Room	Prepare for In-Tray Room 1
12.00-12.15	Data Task Room 1		In Tray Feedback Community Room
12.15-12.30		BREAK	In Tray Feedback Community Room

12.30-1.30 Lunch for candidates in Room 1

Working lunch for Selection Panel in Community Room. Governors to determine which candidates will progress to the afternoon.

Presentation task shared with successful candidates 30 minutes before interview.

## Presentation and Formal interview in Community Room

2.00-3.00 Candidate 1

3.00-4.00 Candidate 2

4.00-5.00 Candidate 3

After interview, candidates are free to leave the school.

After the final formal interview has taken place, the appointment panel will meet to discuss the evidence gathered during each of the elements of the interview process.



# The interview process

## Key reminders about the day

The day will commence with a briefing. This should cover:

- Confirmation that all candidates are attending;
- Ensuring that all governors are familiar with the timetable for the day;
- Reminders that notes taken should be objective and factual and will be retained for 12 months;
- Candidates performance should only be discussed at the designated times within the timetable, after all candidates have completed that particular task/tasks.
- An identified time when the panel will convene to consider the references of candidates prior to the formal interviews taking place.

Governors should then meet with the candidates and the chair of governors usually introduces the panel. The link adviser will usually outline any house-keeping arrangements. The school business manager will arrange for copies to be made of each candidate's identity and qualification documents. Governors should confirm that these match with information provided on the candidates application form.

If there is an internal candidate this should be made clear at the start of proceedings.

It is important that governors conduct themselves impartially during the interview process.

Prior to individual interviews, the panel should consider references in conjunction with application forms – this should not be done as part of shortlisting. The panel should:

- satisfy themselves that they have sufficient evidence to meet safer recruitment guidelines;
- identify any questions that they may need to ask of candidates in light of information provided within the references.

## The decision

After all tasks and interviews are completed, governors should make their own assessment of each candidate against the criteria in the person specification.

As with shortlisting governors should consider each candidate in turn, taking into account the professional judgements and guidance of the advisers. The panel should come to an agreed decision on each candidate and on which candidate is the strongest. A proposal to appoint a candidate should be made and formally seconded. Ideally the decision should be unanimous but sometimes a vote is necessary.

If the decision is not to make an appointment then, in discussion with the adviser and if time allows, the governors may decide to advertise again.

## After the decision

The link adviser will collect all governors' notes, all copies of application forms, supporting statements and references. The key recruitment documentation should be retained for 12 months (if using the Together for Children Governor Support Service, this will be scanned and held by governor support).

The panel should confirm the arrangements for:

- notifying candidates of the outcome. For headteacher appointments it is usual for the chair of governors to notify both the successful candidate and any unsuccessful candidates (although the link adviser can do this). Candidates cannot be notified until the decision is ratified by the governing body;
- debriefing unsuccessful candidates.

## The ratification meeting

Under The School Staffing (England) Regulations 2009, the statutory requirement is for the Full Governing Board to ratify the recommendation of the selection panel. It is recommended that you set a date for a one item agenda FGB on the date the final decision will be made. This should be done at the beginning of the process when all other dates are set. The initial starting salary should be agreed within this meeting.

## Post interview tasks

Once ratification has taken place, and if an appointment is to be made, it is usual for the chair of governors to contact the successful candidate to offer the post, indicate starting salary and confirm acceptance. This offer is conditional pending satisfactory receipt of all necessary pre-employment checks.

Once the successful candidate has verbally accepted the post, or in the case of no appointment being made, all other candidates should be notified that they have been unsuccessful. This can be done either by the Chair of Governors or the link advisor. Unsuccessful candidates should be offered the opportunity for professional feedback and encouraged to contact the link advisor to agree a mutually convenient time.

The Chair of Governors should confirm the appointment and starting salary point to their nominated HR contact, and seek advice regarding next steps to ensure the successful applicant is issued a contract and set-up within payroll.

# The ratification meeting

(Approx 30 mins)

Sample Agenda

## Agenda for Full Governing Body Ratification Meeting

1. Apologies for absence
2. Declaration of interest
3. Ratification of the Appoint of the Headteacher or Deputy Headteacher
4. Confidentiality



# Induction

After appointment, as with all posts, a personalised programme of induction should be determined. Together for Children provides a separate Headteacher Induction Handbook to support governors with this task.





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