

**ASK**  
Advisory Service Kent



**Appointing Headteachers in Kent  
Guidance Governing Bodies  
and LA Officers  
January 2009**



Children,  
Families &  
Education  
Directorate



# Appointing Headteachers in Kent Guidance for Governing Bodies and LA Officers

January 2009

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## 1. Support for Governing Bodies in the Appointment of a Headteacher

The appointment of a new headteacher is the single most important task for a Governing Body to undertake.

***'Some schools have developed alternative leadership structures in response to the changing nature of headship and to improve the quality of teaching and learning. Such structures can help address recruitment challenges by creating more attractive leadership roles.'***

***In the right circumstances, new structures, such as co-headship, executive headteacher, head of school in federations of two or more schools or cross-phase federations, amalgamations etc, are a positive strategy to build leadership capacity and improve the experience of students. The complexity of environments in which schools operate means that different schools may need to apply different leadership styles and models to meet their needs. It follows that the traditional single headteacher for each school, may no longer be the most appropriate response to the need for good leadership.'* (NCSL, Turning Heads, 2008)**

There is a wealth of evidence to indicate that the quality of leadership provided by the headteacher is the most significant factor affecting the overall performance of a school. In short, if the governors make a good appointment, the future development of the school should be assured.

When compared with other staff appointments, the selection of the headteacher presents governors with particular challenges:

- in many cases, appointing a headteacher will be a new venture for governors
- unlike other appointments, governors cannot look to the current headteacher for assistance, as s/he must not be involved in the appointment of a successor

Vacancies often occur unexpectedly and in the majority of schools a vacancy for a headteacher will arise infrequently. However, it is prudent for all governing bodies to take steps in preparation for such an important appointment by:

- securing training – this can be bespoke for the whole Governing Body or accessed for individual governors through the central governor training programme
- considering the future development needs of the school and preparing a headteacher person specification that relates to these development needs
- ensuring that governors know how to access support from the Local Authority (and the Diocese where applicable)

Governors of all categories of school are able to call upon assistance from an experienced team of officers and professional advisers. Governing bodies can be confident that the expertise of all Local Authority representatives will be available to them in a professional spirit of co-operation and support. The service is available to every category of school without incurring any cost unless the school requests specialist support from the Schools Personnel Service on the day(s) of interview.

In the case of headship appointments to all Community and Controlled schools, representatives of the Managing Director of Children, Families and Education have a right to be present in order to offer professional advice at the Selection Panel meetings and at the interviews. Governing bodies have a duty to consider the Local Authority's advice before making a decision.

The expertise of Local Authority representatives is also available at no cost to Foundation and Aided schools. In all cases, representatives of the Managing Director of Children, Families and Education have a right to review and evaluate the list of applicants from which the Headteacher Selection Panel compiles a shortlist for interview. Governing bodies have a duty to consider the Local Authority's advice before making a decision.

The guidance that follows has been prepared to assist Governing Bodies. A contents page has been included for quick and easy reference.

### 2. How to Access Support and Guidance

Kent schools are organised into 23 Local Children's Services Partnerships, across the 6 areas of Kent.

Whenever a headship vacancy arises, the Area Children's Services Officer (ACSO) for the area has a key strategic role to play in liaising with governors to consider local planning issues and will contact the Chair of Governors to discuss whether these may impact upon the recruitment of a new headteacher.

The ACSO will also discuss the range of professional advice that is available from the Local Authority to support governors in this important task.

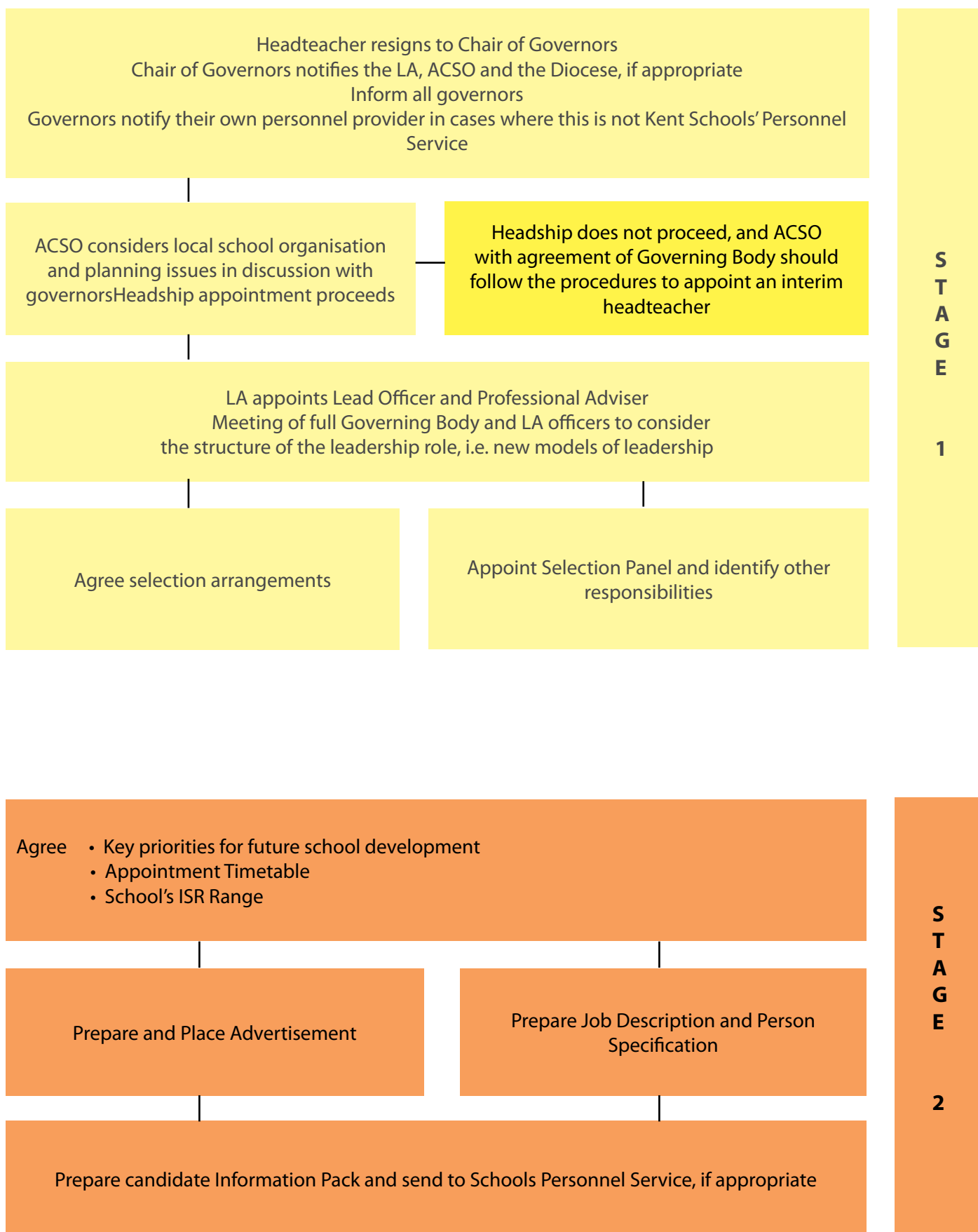
Having consulted governors, the ACSO will then liaise with the principal phase adviser (primary / secondary), or the Senior Adviser (Inclusion and Achievement) for special schools to assign a lead officer (responsible for coordinating the process), an experienced professional adviser (responsible for providing advice and guidance on leadership, curriculum, teaching and learning) and, in the case of church schools, with the appropriate diocesan authority.

Both lead officer and professional adviser will have significant and complementary education experience and will fully support governors to ensure a robust and fair procedure that complies with current legislation. **There is currently no fee for this Local Authority service.**

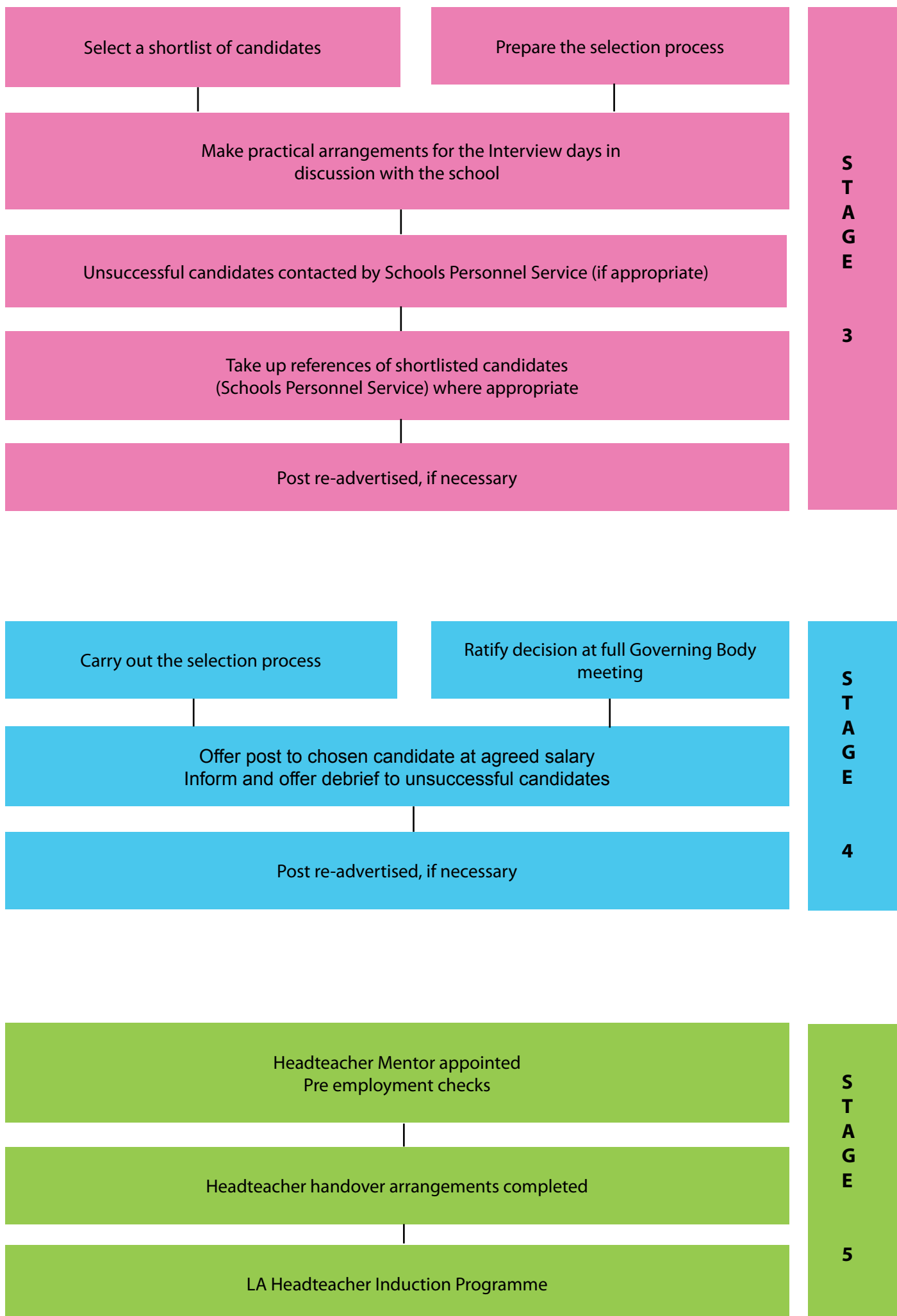
Schools Personnel Service advice and guidance is also available to support governors where schools purchase their services. A personnel consultant will co-ordinate administrative support and provide professional advice on all aspects of safe and fair recruitment and selection procedures.

Contact details of area based staff, ACSOs, Schools Personnel and Diocesan Representative can be found on the following pages.

### 3. Overview of the whole Recruitment and Selection Process



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#### 4. Timetable for the Appointment Process

Action	Timescale
Hold preliminary meeting of the Selection Panel to prepare the advertisement and discuss candidate Information Pack	2 weeks
Candidate Information Pack preparation	2 weeks
Place advertisement nationally	2 weeks
Closing date for applications	2 weeks from advertisement
Shortlisting meeting	Within 1-2 weeks of closing date
Call candidates for interview References collected	Immediately after shortlisting
Interviews	Within 1-3 weeks of shortlisting
Ratification of appointment by full Governing Body	Immediately following interviews

#### 5. Resignation Dates

Start Date	Resignation date for existing headteacher	Resignation date for existing deputy headteacher
1 September	30 April	31 May
1 January	30 September	31 October
1 May	31 January	28 (29) February

Governors need to take account of these standard resignation dates when agreeing timescale and dates for advertising the post, closing date and interview date(s)

**6. Area Children’s Services Officer and School Personnel Service Contact Details**

<p><b>Dartford/Gravesham</b></p> <p>Name: Simon Webb (ACSO) Tel: 01732 525110 Email: <b>simon.webb@kent.gov.uk</b></p> <p>Includes the following LCSPs: Gravesham Dartford East Dartford West</p> <p>School Personnel Service Contact: (SPS) Tel: 01732 525247</p>	<p><b>Ashford/Shepway</b></p> <p>Name: David Adams (ACSO) Tel: 01233 898559 Email: <b>david.adams@kent.gov.uk</b></p> <p>Includes the following LCSPs: Ashford 1 Ashford Rural Shepway 1 Shepway Rural</p> <p>School Personnel Service Contact: (SPS) Tel: 01227 598758</p>
<p><b>Sevenoaks &amp; Tunbridge Wells</b></p> <p>Name: Chris Lay (ACSO) Tel: 01732 525107 Email: <b>chris.lay@kent.gov.uk</b></p> <p>Includes the following LCSPs: Sevenoaks South Swanley &amp; District Tunbridge Wells Cranbrook &amp; Paddock Wood</p> <p>School Personnel Service Contact: (SPS) Tel: 01732 525247</p>	<p><b>Canterbury/Swale</b></p> <p>Name: Alison Osborne (ACSO) Tel: 01227 284461 Email: <b>alison.osborne@kent.gov.uk</b></p> <p>Includes the following LCSPs: Swale Rural Swale Urban Canterbury Coastal Canterbury City &amp; Country</p> <p>School Personnel Service Contact: (SPS) Tel: 01227 598758</p>
<p><b>Tonbridge &amp; Malling</b></p> <p>Name: Chris Jones (ACSO) Tel: 01233 898560 Email: <b>chris.jones@kent.gov.uk</b></p> <p>Includes the following LCSPs: Tonbridge Malling Maidstone 1 Maidstone 2</p> <p>School Personnel Service Contact: (SPS) Tel: 01732 525247</p>	<p><b>Thanet /Dover</b></p> <p>Name: Martyn Doole (ACSO) Tel: 01227 772992 Email: <b>martyn.doole@kent.gov.uk</b></p> <p>Includes the following LCSPs: Thanet 1 Thanet 2 Dover Deal &amp; Sandwich</p> <p>School Personnel Service Contact: (SPS) Tel: 01227 598758</p>

## 7. Advisory Service Kent Contact Details

Links with ACSO are as follows:

**Primary:**

Cathie Aldis – Lead Adviser for Leadership  
Tel: Office – 01622 749974, Mobile – 07919 212058  
e-mail: [cathie.aldis@kent.gov.uk](mailto:cathie.aldis@kent.gov.uk)

**Covers the following areas:**

Canterbury/Swale  
Dartford/Gravesham  
Sevenoaks/Tunbridge Wells

Phill Barraclough – Lead Adviser for Leadership  
Tel: Office – 01622 749974, Mobile – 07919 212056  
e-mail: [richard.rene@kent.gov.uk](mailto:richard.rene@kent.gov.uk)

Ashford/Shepway  
Thanet/Dover  
Tonbridge/Malling

**Secondary:**

Pippa Doran - Principal Adviser Secondary  
Tel: Office - 01622 694985, Mobile - 07795 650813  
e-mail [pippa.doran@kent.gov.uk](mailto:pippa.doran@kent.gov.uk)

**Special:**

Diana Robinson – Senior Adviser Inclusion & Achievement  
Tel: Office – 01732 525031, Mobile – 07919 414554  
e-mail: [diana.robinson@kent.gov.uk](mailto:diana.robinson@kent.gov.uk)

## Diocesan Representatives Contact Details

**Church of England – Canterbury**

Rev Nigel Genders  
Director of Education  
Canterbury Diocesan Board of Education  
Lady Wootton's Green  
Canterbury  
Kent CT1 1NQ

Tel: 01227 459401  
Fax: 01227 450964  
e-mail: [ngenders@diocant.org](mailto:ngenders@diocant.org)

**Catholic**

Dr Dilys Wadman - Director  
Archdiocese of Southwark Commission for  
Schools and Colleges  
St Edward House  
St Paul's Wood Hill  
St Paul's Cray  
Orpington  
Kent BR5 2SR

Tel: 01689 829331  
Fax: 01689 829255  
e-mail: [director@rcsouthwark.org.uk](mailto:director@rcsouthwark.org.uk)

**Church of England – Rochester**

Rev. Canon John Smith  
Bishop's Officer & Director of Education  
Rochester Diocesan Board of Education  
Deanery Gate  
The Precinct  
Rochester  
Kent ME1 1SJ

Tel: 01634 843667  
Fax: 01634 843674  
e-mail: [john.smith@rochester.anglican.org](mailto:john.smith@rochester.anglican.org)

**Methodist Church**

Lisa Nolan  
Assistant Education Secretary  
25 Marylebone Road  
London NW1 5JP

Tel: 0207 9353723  
e-mail: [lnolan@methodisteducation.co.uk](mailto:lnolan@methodisteducation.co.uk)





# Stage 1

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**8. Summary Table of Decisions and Actions (Guidance Follows)**

By Whom	Action	Timescale
Once the Local Authority is commissioned to provide support:		
Lead Officer	<ul style="list-style-type: none"> <li>• Contact the Chair of Governors, the Professional Adviser, the Schools Personnel Service Consultant and, where appropriate, the Diocesan Director (from whom a guidance pack is available) to set the date for full Governing Body briefing meeting</li> </ul>	As soon as confirmation received to proceed
Professional Adviser	<ul style="list-style-type: none"> <li>• Collate and analyse performance data (most recent Ofsted, SEF, Making Figures Speak, RAISEonline, SIP perspectives) to present to the Governing Body</li> </ul>	Prior to Governing Body meeting
	<ul style="list-style-type: none"> <li>• Analyse the future needs of the school with governors to inform the person specification for the headteacher post being advertised</li> </ul>	At the Governing Body meeting
	Action points at Governing Body meeting:	As soon as date of final interviews agreed
Full Governing Body	<ul style="list-style-type: none"> <li>• Consider the Professional Adviser's summary of the school's current performance and agree priorities for new headteacher</li> </ul>	
	<ul style="list-style-type: none"> <li>• Appoint the headteacher Selection Panel, ensuring balance of personnel (i.e. gender, age, and category of governor) and minute the decision. In the case of church schools guidance on representation in the selection process will be provided by the diocesan representative</li> </ul>	
Governors with Schools Personnel Service Consultant	<ul style="list-style-type: none"> <li>• Determine the school's group size and the individual scale range (ISR) to be offered</li> </ul>	
Governing Body	<ul style="list-style-type: none"> <li>• Note that a Governing Body meeting will be required in the early evening of the final interview day to ratify the appointment of the new headteacher</li> </ul>	

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Chair of Governors	<ul style="list-style-type: none"> <li>• Chair to note that Governors should be contacted by the Chair as soon as this date has been agreed, to ensure that the necessary quorum of governors will be available on the date in question</li> </ul>	As soon as date of final interviews agreed
	Action points at headteacher selection panel meeting:	
	Set time frames and agree dates:	
Selection panel	<ul style="list-style-type: none"> <li>• Deadline for advertisement to be with the advertising agency</li> </ul>	
	<ul style="list-style-type: none"> <li>• Date for advertisement to be placed in Times Educational Supplement and where appropriate, church press</li> </ul>	
	<ul style="list-style-type: none"> <li>• Closing Date for Applications</li> </ul>	
<ul style="list-style-type: none"> <li>• Date to shortlist candidates this should be approximately one week after the closing date in order to give time to process the application forms</li> </ul>		
<ul style="list-style-type: none"> <li>• Interview Date (s) this should be set at an interval to ensure that referees have sufficient time to return references.</li> </ul>		
School Personnel Service with Professional Adviser	<ul style="list-style-type: none"> <li>• Review and refine the headteacher's job description and circulate for comment to the Selection Panel</li> </ul>	As soon as possible / at or after first Selection Panel Meeting
Selection Panel with Professional Adviser, Lead Officer and School Personnel Service	<ul style="list-style-type: none"> <li>• Prepare the headteacher person specification and circulate for information to the Governing Body</li> </ul>	
School Personnel Service with Lead Officer	<ul style="list-style-type: none"> <li>• Prepare advertisement and circulate for comment by the Selection Panel</li> </ul>	
	<ul style="list-style-type: none"> <li>• Agree contents of Candidates Information Pack to be prepared by school and include school information, Chair's letter, person specification and job description. Confirm date and number of packs to be sent to Personnel</li> </ul>	After Selection Panel Meeting
	<ul style="list-style-type: none"> <li>• Prepare shortlisting matrix using agreed headteacher person specification</li> </ul>	

## 9. Sequence of Decisions and Actions

The following procedural guidelines outline the action points and timescales that are recommended and are those that will be followed when a Governing Body has commissioned Local Authority support.

### Local Authority Advisers

In faith schools a representative from the diocese will be involved in the whole process, working in full partnership with the Lead Officer and Professional Adviser in an advisory capacity without voting rights.

### Lead Officer

The Lead Officer will be responsible for working in full partnership with the Chair of Governors and will outline the stages of the recruitment process at a full Governing Body briefing meeting.

Once the Headteacher Selection Panel has been confirmed the Lead Officer will then work with the Chair of that committee.

It may be advisable, if time permits, for the first meeting of the Headteacher Selection Panel, to follow on from the full Governing Body briefing meeting. The Lead Officer can also organise bespoke governor training for undertaking headship appointments, this will involve the NCSL toolkit, which can be found at <http://www.ncsl.org.uk/tlt-home/tlt-governors.htm>.

If the Local Authority for professional reasons, having gone through the interview process, decides that the governors preferred candidate is not suitable for the headship of the school, it is the Lead Officers responsibility to inform the appointment panel accordingly. Should the Governing Body still wish to appoint this candidate, the Lead Officer will then formally write to the full Governing Body informing them that the appointment panel have appointed a Headteacher against the recommendation of the Local Authority. This having been said, the Local Authority will still continue to support the new Headteacher.

### Professional Adviser

The Professional Adviser will be responsible for working in full partnership with the Lead Officer, the Personnel Consultant and the governors on the Headteacher Selection Panel.

Once the Local Authority support has been formally commissioned, the Professional Adviser will prepare a summary and analysis of the school's performance data to inform discussion at the full Governing Body briefing meeting.

Thereafter the Professional Adviser will support the Lead Officer and Selection Panel in the preparation of professional materials, such as the person specification and job description, and will provide professional advice on national developments, leadership, the school curriculum and teaching and learning to inform the choice of interview questions and activities. S/he will also assist with the debriefing of candidates.

### Personnel Consultant

When governors are making headship appointments, the Schools Personnel Service Consultant will support the governors under the terms of a Service Level Agreement with the Local Authority and will provide full administrative support to ensure smooth running of the process including:

- distribution of application packs to applicants
- collation and distribution of application forms received to the Lead Officer and appropriate governors
- communication with applicants about the process, (e.g. timings following shortlisting)
- collection of references and distribution of references to the Lead Officer
- electronic distribution of appropriate documentation for recording outcomes of all selection activities

### **Schools Personnel Service Consultant will work in partnership with the Lead Officer and Professional Adviser to:-**

- agree appropriate timescales for the recruitment process
- provide specific training and/or briefing for governors on effective recruitment and selection
- provide professional advice on the robustness of the recruitment processes as proposed by governors
- advise governors of their responsibilities in protection of children, safe recruitment and equalities
- provide additional advice that may be required on the content of the headteacher person specification, job description and advertisements (including consultation with Teacher Recruitment Manager on the appropriate wording of advertisements)
- advise governors on the appropriateness of different selection exercises attend shortlisting meetings
- advise on pay and contract issues as required
- provide telephone support for the Lead Officer during selection and interview days on specific personnel issues

### **Additional, fee-based consultancy**

The Schools Personnel Service consultants do not attend selection and interview days for headteacher appointments, unless there are exceptional circumstances in the view of the Local Authority (e.g. for some school amalgamations, new schools, or schools with complex personnel issues). In these circumstances Schools Personnel Service support will be agreed with the Lead Officer. Telephone helpline support will always be available. NB: Where governors wish to include psychometric or other specialist assessment, or to request the presence of a Schools Personal Service consultant in school throughout the Selection Panel activities and interviews, they must advise the Lead Officer at the outset so that consultancy can be commissioned and fees agreed beforehand.

### **Service provided during the headship selection process at additional cost**

- active support from Schools Personnel Service consultant during the selection days incorporating the above - £525 per day
- psychometric/management ability testing and feedback to candidates and Selection Panel - cost depends on activities required
- in a case where the Schools Personnel Consultant is not present at interview and selection day(s), it will be the responsibility of the Lead Officer to ensure that:
  - appropriate selection activities (including finance exercises where the Finance Team is not attending) are organised effectively
  - outcomes from all selection activities are clearly recorded, co-ordinated and considered by governors
  - accurate notes are retained for the whole process and returned to Schools Personnel Service for retention for 6 months
  - the selection process fulfils equality requirements
  - identity and qualification checks for candidates are carried out to fulfil requirements of safe recruitment \*

[\*It is a requirement (following the Bichard inquiry) that at least one member of every interviewing panel has completed the Safe Recruitment online course (available via NCSL - <http://www.ncsl.org.uk/>). Personnel will remind

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governors that a member of the panel must complete the course. All Lead Officers and Professional Advisers will be fully aware of the content of the public training materials on the NCSL website <http://www.ncsl.org.uk/>. School Personnel Service can provide Governors with additional information on safer recruitment if needed].

### **Governing Body briefing meeting**

The full Governing Body briefing meeting is designed to involve all governors in considering the structure of the leadership role, i.e. new models of leadership. They will then contribute ideas to inform the work of the Headteacher Selection Panel.

It provides an early opportunity for all governors to meet Local Authority advisers and to discuss governors' priorities for the school based on a full review of the school's current performance and development. Appointing a new headteacher provides an opportunity to think about the future direction of the school and the implications for its leadership. For example, the Governing Body may wish to consider future changes to pupil numbers and the budget and staffing implications of this, or national changes to the curriculum and the possible impact on leadership skills, staff training and recruitment.

The outcome of this discussion is likely to inform the advertisement, the person specification for the headteacher, and the contents of the recruitment pack.

Once these priorities are established, governors will be in a better position to consider the essential and desirable attributes, skills, knowledge and experience of the future headteacher.

The process will enable the Headteacher Selection Panel to compile the headteacher person specification at a later point.

### **Appointing the Headteacher Selection Panel**

The full Governing Body must determine which governors will take delegated power to lead the recruitment process and form the Headteacher Selection Panel. The Clerk to the Governors should make a formal record of this decision and of the governors appointed to undertake this task. It is recommended that staff governors and / or teacher governors should not be members of the selection panel. The diocesan representative will provide guidance in the case of church schools. Governors on the Selection Panel must commit time to be available throughout all stages of the recruitment process (see Appendix 1).



## Stage 2

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## 10. Preparing to Advertise the Post

The Selection Panel might find it useful to look at a range of headship advertisements in recent copies of the TES and to consider what the different styles of advertising convey about a school.

The advertisement or application pack should include a statement about the Governing Body's commitment to safeguarding and promoting the welfare of children, together with a reference to the need for the successful applicant to undertake a criminal record check via the CRB. It should also include, in addition to the usual details of the post and salary, an indication of the key qualities and attributes that the governors are seeking in a successful candidate and the date when the post commences.

### Timeframe

Action	Deadlines
Advertisement to School Personnel Service:	
Selection panel agree the advert with the Lead Officer and arrange it's placement	
Advertisement to appear in Times Educational Supplement and on www.kent-teach.com:	
In other publications:	
Closing date for applications:	
Date for shortlisting of candidates:	
Interview date(s):	

- all advertisements are processed electronically directly with the advertising agency
- it is recommended that the advertisement be sent to the LA Officers and School Personnel Service who will advise regarding statutory content and lay out
- the school will need to provide a copy of the school logo, plus any additional logos that are used on their notepaper
- advertisements must include group size, Individual Scale Range or salary range, number on roll, name of school, closing date for applications and interview dates

## **11. Individual Scale Range (ISR) for New Headteacher**

It is vital, prior to advertising the headteacher position, to consider the appropriate scale range on the headteachers' pay scale for the individual who will be appointed to the new post. Guidance will be given to the Governing Body by the Lead Officer / Professional Adviser and Schools Personnel Service regarding a suitable range. A number of factors need to be considered by the Governing Body, among them the question of what the school can afford and the level of salary that might be needed to secure the calibre of applicant that governors are looking for. In addition, the following should be taken into consideration:

Key questions to consider:

- What is the ISR for the current headteacher?
- What is the current pupil number on the roll? Will it be a rising or falling roll?
- What is /are the ISRs of the current deputy (ies)?

Guiding principles:

- the headteacher's pay range shall consist of 7 consecutive spine points on the leadership group pay spine
- this range cannot be overlapped by a deputy headteacher's range

### 12. Person Specification for a Headteacher

It is strongly advised that at both the meeting of the full Governing Body and the first meeting of the Selection Panel, time is devoted to considering the knowledge, understanding, skills, and attributes required in the new headteacher.

In the light of the school's current performance data, collated by the Professional Adviser, it is important to consider the future development of the school and to recognise that particular combinations of skills and attributes will be required to realise this development. For example, a school that needs to sustain its record of strong pupil progress and high overall achievement is likely to require a different blend of leadership skills and attributes from a school that must be rapidly improved because groups of pupils are not making good progress. It is essential that the Person Specification includes a requirement that the candidate is financially competent and strategically aware of the financial implications of decisions made operationally. Proforma 2 (page 44) provides a framework, based on the National Standards for Headteachers, to enable the Selection Panel to begin drafting the headteacher person specification.

The person specification that is agreed by the Selection Panel is absolutely central to the headteacher appointment process. The rigour and the integrity of the process relate directly to the person specification. Prospective applicants will use it to decide whether to apply and how to shape their application. The shortlisting of applicants, and feedback to applicants not shortlisted, will be based upon the agreed person specification: where applicants do not meet the essential requirements in the specification they cannot be considered. The selection activities and the questions used during the interview process derive from the agreed person specification, and it provides both the starting point and the final check before the decision is taken to recommend a candidate for appointment.

The Selection Panel will be aware that whilst professional qualifications are easy to measure many of the important competencies and behaviours are more difficult to assess. These include: conceptual thinking, analytical thinking, judgement, community engagement, the extent of the drive for improvement, resilience, flexibility, the ability to hold people positively to account, a passion for learning, respect for others, capacity as a team player.

Dividing the person specification into essential and desirable criteria can be helpful both to prospective applicants and to the Selection Panel. The process of deciding what is essential can help the selection panel to refine and sharpen its thinking and to come together as a team. Too many essential criteria can discourage potential applicants whereas too few may result in difficulty in separating the candidates and also in a less than rigorous selection process.

In addition to the National Standards for Headteachers, the following list based on the standards of the National Professional Qualification for Headteachers (NPQH) is offered as a further guide.

#### **Educational achievement, qualifications and experience**

Essential experiences are likely to include:

- Qualified Teacher Status with NPQH accreditation
- evidence of substantial leadership experience in one or more primary / secondary / special schools

Desirable attributes are likely to include:

- evidence of further professional development in preparation for school leadership

#### **Professional knowledge and skills**

Competencies marked with an asterisk are likely to be seen as essential prerequisites:

1. Able to work with the Governing Body to:
  - set and secure commitment to a strategic direction for the school
  - secure and sustain effective teaching and learning throughout the school
  - evaluate the effectiveness of school leadership at all levels, and monitor the quality of teaching and pupil achievement

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2. \*Able to lead, motivate, support, challenge and develop all staff to secure improvement in the context of performance management.
3. Able to deploy people efficiently and effectively to meet specific objectives in line with the school plan and financial context.
4. \*Able to demonstrate an understanding of legislation relating to employment, health and safety and the curriculum.
5. Able to demonstrate an understanding of accountability to the Governing Body, pupils, parents, staff and the Local Authority for the efficiency and effectiveness of the school.
6. \*Able to use appropriate leadership skills and behaviours for:
  - decision making
  - communication
  - managing and organising personal time and that of others
7. \*Able to demonstrate emotional intelligence and personal qualities such as impact and presence, commitment, integrity, flexibility and enthusiasm.

Applicants will be expected to write an appropriate letter of application that provides evidence of how they meet the essential \*criteria and of the positive impact that they have had in their current and previous schools. This letter, together with a completed application form, will be used in the shortlisting process.

During the selection process, shortlisted candidates will be assessed against the full range of knowledge, aptitudes, behaviours and skills. Whilst a talented candidate may not yet have had the full range of experiences of a serving headteacher, s/he will be expected by the Selection Panel to show a strong and engaging grasp of what is essential and the potential for and awareness of all that is desirable in the full headteacher specification (see Appendix 3).

### 13. Job Description

The job description for the headteacher post should be compiled after the development needs of the school have been considered by governors and after the headteacher's person specification has been agreed. While seeking to ensure that the job description is based around the present and future needs of the school, the Selection Panel should also bear in mind the current national documentation relating to standards and pay.

The criteria set out below are taken from the National Standards for Headteachers (DfES/0083/2004) and the School Teachers' Pay and Conditions Document (2004). Also included are statements that take account of guidance set out in Safeguarding Children: *Safer Recruitment and Selection in Education Settings Guidance (DfES/1568/2005)*, guidance Governing Bodies are required to have regard to in drawing up arrangement for carrying out their functions.

Additional matters should be included in the case of church schools and the diocesan representative involved in the process will advise accordingly.

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<b>SCHOOL/COLLEGE:</b>	**
<b>POST:</b>	HEADTEACHER GROUP
<b>NUMBER ON ROLL:</b>	**
<b>PAY RANGE:</b>	INDIVIDUAL SCALE RANGE L ** - L **
<b>RESPONSIBLE TO:</b>	The Governing Body of the school and the Local Authority

The criteria set out below are taken from the National Standards for Headteachers (DFES/0083/2004) and the School Teachers' Pay and Conditions Document (2004). Also included are statements that take account of guidance set out in Safeguarding Children: *Safer Recruitment and Selection in Education Settings Guidance ( DFES/1568/2005)*.

The headteacher is expected to review performance, raise expectations and work closely with staff, parents, governors and the Local Authority, to continue to lead the school's self evaluation and to review and implement the school development plan.

#### **Main purpose of the job:**

- to be responsible for the leadership, internal organisation, management and control of the school and consult appropriately in so doing
- to promote and safeguard the welfare of children and young persons for whom the school and Governing Body is responsible and those with whom they come into contact
- headteachers are required to carry out the duties set out in part ix of the School Teachers' Pay and Conditions Document

#### **1. Shaping the Future**

- i. ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- ii. work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- iii. demonstrate the vision and values in everyday work and practice
- iv. motivate and work with others to create a shared culture and positive climate
- v. ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- vi. ensure that strategic planning takes account of the diversity, values and experience of the school and the community at large

### **2. Leading Teaching and Learning**

- i. ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- ii. ensure that learning is at the centre of strategic planning and resource management.
- iii. ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- iv. demonstrate and articulate high expectations and set stretching targets for the whole school community
- v. determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- vi. monitor, evaluate and review classroom practice and promote improvement strategies
- vii. challenge underperformance at all levels and ensure effective corrective action and follow-up
- viii. determine and ensure the implementation of a policy for the pastoral care of the pupils while ensuring that the standard of behaviour and attendance of the pupils is acceptable

### **3. Developing Self and Working With Others**

- i. treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- ii. build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- iii. develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- iv. ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- v. acknowledge the responsibilities and celebrate the achievements of individuals and teams
- vi. report to the Chair of Governors annually on the professional development of all teachers at the school and advise the Governing Body on the adoption of effective procedures to deal with incompetent teachers
- vii. regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal of headteacher performance
- viii. manage own workload and that of others to allow an appropriate work-life balance

### **4. Managing the Organisation**

- i. create an organisational structure that reflects the school's values, and enable the management systems, structures and process to work effectively in line with legal requirements
- ii. produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- iii. manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- iv. recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school
- v. manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and all health and safety regulations

### **5. Securing Accountability**

- i. develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ii. ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- iii. work with the Governing Body, providing information and accurate accounts of the school's performance to a range of audiences including governors, parents and carers
- iv. liaise and co-operate with the officers of the Local Authority, reporting as required on the discharge of headteacher functions and seeking advice when necessary

### **6. Strengthening Community**

- i. engage with the internal and external school community to secure quality and entitlement of provision for

## **Appointing Head Teachers in Kent**

all pupils

- ii. collaborate with other schools in order to share expertise and bring positive benefits to this school and other cluster schools
- iii. collaborate, at both strategic and operational levels, with parents, carers and across multiple agencies for the well-being of all children

The headteacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Governing Body and Local Authority.

## 14. Candidates Information Pack

The headteacher Selection Panel should bear in mind the importance of the information that is sent out to prospective applicants in attracting high calibre candidates. Every effort should be made to ensure that the pack's contents are relevant, attractive and concise, and that they capture the school's ethos and values.

### Governors may wish to include:-

1. A letter from the Chair of Governors. This is especially important because the tone and content will provide key insights into the school's ethos and values. Prospective applicants are likely to be attracted by what it tells them about the pupils, the school, governors' expectations and the excitement and challenge facing the new headteacher.
2. Information about the school, its profile / internal organisation / staffing arrangements and its place within the locality, including a map and school website address.
3. The school's Child Protection Policy Statement e.g. 'This school / college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'. The statement should be included in:
  - publicity materials
  - recruitment websites
  - advertisements
  - candidate information pack
  - person specifications
  - job descriptions
4. Photographs of the school/events (where photographs of children are to be included, both parents and children must give their written consent).
5. Information about the local and neighbouring towns, attractions, proximity to London / coast / Europe.
6. Comparative house prices within a radius of 25 miles.
7. Summary of most recent Ofsted report and post-Ofsted Action Plan.
8. Headteacher person specification.
9. Headteacher job description.
10. Salary Information.
11. Application Form (plus details for applying online) (N.B. application to Catholic schools must be made on the Catholic Education Service Application Form. These are available on [www.cescw.org.uk](http://www.cescw.org.uk). Also, applications to Church of England Schools must be made on Diocesan Application Forms).
12. Closing date for applications.
13. Interview dates.
14. Information about referees.

## Appointing Head Teachers in Kent

Sample letter, if required, to be adapted as appropriate:

Dear

The governors and I are very pleased to send you the enclosed information about our school and the key post of headteacher. Thank you for the interest you have shown. We believe that this is an exciting opportunity and that the successful applicant will be joining a happy and welcoming community that looks forward to the future.

Our school is at a significant stage in its development.....(there should be a paragraph or two that captures the *flavour / key points of the school and gives prospective candidates a feel for the direction in which the Governing Body sees the school moving in the next five years or so.*)

Visits to the school are strongly encouraged. Please contact the school office to arrange a mutually convenient time to visit.

When making your application, please bear in mind the person specification that we have provided. At shortlisting, we will be looking for evidence in each application of the positive impact that an applicant has had in his / her current post in key areas of school life. e.g.

- strategic planning and school self review
- the leadership and development of teams of staff
- the analysis and use of data and other strategies for school improvement

At interview we will also wish to explore with applicants:

- their understanding of the role of the headteacher in monitoring the quality of teaching and learning
- their understanding of the role of headteacher in the performance management of the whole staff
- their views and experience of the management of school finance
- the knowledge, experience and strengths that each would bring to the post of headteacher

Your letter to accompany the application form should be no more than two pages of A4 when typed. Please send your completed application form and letter to Schools Personnel Service at \*address. The closing date for applications is \*date, and interviews will be held on \*dates.

This school / college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. There will be a need for the successful applicant to undertake a criminal record check via the CRB. References, one of which should be from your Chair of Governors / Headteacher and the other from your Local Authority, may be sought as soon as applications are received. All applications will, of course, be treated with the strictest confidence.

I am pleased to enclose the following information:

- specific details of the post and school
- person specification
- job description
- application form
- Governors' Annual Report \* date
- OFSTED Summary Report \*date and Governors' Action Plan
- School Prospectus
- information on the Diocese (where appropriate)
- information about teaching in Kent

We look forward to receiving your application and to learning what you would be able to offer our school community and specifically its pupils, staff, parents and governors.

Yours sincerely

Chair of Governors



## Stage 3

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## 15. The Shortlisting Process

### Policy

The integrity of the shortlisting process depends upon the timely distribution of key documentation, and the careful scrutiny of this documentation by individual members to the headteacher selection panel and by the Lead Officer and Professional Adviser before the shortlisting meeting.

The Selection Panel, Lead Officer and Professional Adviser should receive by post hard copies of the following documents several days before the shortlisting meeting:

- all application forms and accompanying letters of application that have been received by the published closing date for applications
- sufficient copies of the shortlisting matrix, compiled from the published headteacher person specification, to allow each panel member to have assessed each applicant against the person specification by the time of the shortlisting meeting

Applicants are generally considered on the basis of their application, with careful account taken of how they have addressed the published requirements of the post and how closely their experience, attributes and skills match the published person specification.

At the shortlisting meeting, individual members of the selection panel will discuss and refine their judgements in order to arrive at the list of applicants to be invited for interview.

When the list has been agreed, the Chair of Governors may wish personally to contact shortlisted candidates by telephone to invite them for interview. The Schools Personnel Service will send out the formal letters inviting shortlisted candidates for interview and will include details of the programme for the day(s).

It is the role of the Professional Adviser to debrief those applicants who are not shortlisted for interview and who request feedback on their applications. The selection panel will need to agree the basis and rationale for their decisions to inform the debriefing process.

### Before the shortlisting meeting

Individual governors and advisers should read the applications and complete the shortlist matrix for each candidate in preparation for further discussion at the shortlisting meeting.

As of April 2009 it is mandatory for all headship applicants to have achieved an NPQH qualification, unless the candidate is currently a Headteacher.

### At shortlisting

At the shortlisting meeting, the Panel discusses each application in turn and considers objectively how well each candidate meets the published person specification.

A long list may be agreed based on how well candidates meet the person specification.

Further discussion may be required to select the strongest candidates for a short list to interview. Governors may wish to identify reserve candidates to be called if any selected candidate withdraws from the process for any reason. If the Local Authority for professional reasons, having gone through the shortlisting process, decides that the governors preferred candidate is not suitable for the headship of the school, it is the Lead Officers responsibility to inform the appointment panel accordingly.

The Panel should agree the contents of the letter to go to candidates invited to interview. The letter will outline the programme of the day(s), including details of the presentation to be made by candidates and any other specific requirements.

### On completion of shortlists

Immediately following the shortlisting meeting, the Chair of Governors or Clerk should write to all governors giving details of the interview day(s) and providing an agenda for the governors' ratification meeting at the end of the final day of interviews.

## 16. Taking up and Using References

In Kent, references are requested after shortlisting and only for those candidates invited to interview.

References are not used at shortlisting because at this stage particular importance is attached to the insight and professional judgement with which each candidate has responded to the headteacher person specification and information about the school.

At the interview stage, references should be used only at the final stage of the decision-making process to confirm the selection panel's view about their preferred candidate. In this way references are used to endorse rather than to drive all other elements of the selection process.

References should be kept by the Lead Officer and not circulated more widely. The Lead Officer and the Schools Personnel Consultant will check all references as soon as they are received, and the Lead Officer will inform the Chair immediately if a reference gives cause for doubt in respect of any of the shortlisted candidates. In the case of Catholic schools, it is important for the Governing Body to be able to establish the Catholic practice of candidates.

Each shortlisted candidate should have a reference from his/her Chair of Governors in the case of a serving headteacher, or his / her headteacher in the case of a deputy head. Each shortlisted candidate should also have a Local Authority reference providing the Local Authority's formal and professional assessment of the candidate in relation to the published person specification and job description.

All referees should be asked to conclude the reference with a final judgement that makes clear whether or not they are endorsing the candidate without reservation.

## 17. Preparation for Interviews

It is the role of the Lead Officer, on behalf of the Local Authority, to take professional responsibility for the robustness and the integrity of every stage of the headteacher recruitment process.

The Lead Officer will liaise with the school to ensure that all practical arrangements for the interview and selection process are made. These include:

Organising all housekeeping arrangements including:

- who will welcome and brief candidates, and facilitate their movement between the different activities
- where the candidates and the Selection Panel(s) will be housed and which rooms are to be reserved for the different activities
- where refreshments for candidates and the Selection Panel(s) will be available

Ensuring a manageable but robust programme of activities:

e.g.

- making sure that there are appropriate refreshment breaks for candidates and the Selection Panel(s) to ensure that they remain fresh and alert
- making sure that the timetable and programmes for Selection Panel(s) and candidates include sufficient time for summative discussions and decision making

It is the specific responsibility of the Lead Officer to ensure that:

- the identity and the qualifications of all shortlisted candidates are checked to fulfil the requirements of safe recruitment
- references have been received and scrutinised by the Lead Officer and the Schools Personnel Service Consultant prior to the interview days. Normally one referee will be from the current or previous Local Authority. Where this is not the case it is essential to verify the career history of the applicant
- the outcomes from all activities are clearly recorded, accurate notes compiled, and application forms, references and other correspondence are returned to Schools Personnel Service for safekeeping

It should be noted when preparing for interviews that the Schools Personnel Service Consultant will not normally attend the interview day(s) for headteacher selection and appointment. The Schools Personnel Service Consultant's support work will conclude when preparations for the interview day(s) are made.

Only if there are exceptional circumstances, such as school amalgamations, will the Personnel Consultant attend free of charge during the day(s) of interview. However, telephone helpline support from the Schools Personnel Service consultancy team is always available to governors.

When preparing for the day(s) of selection activities and interviews, the Lead Officer should map out how each aspect of the agreed Headteacher Person Specification will be assessed and the outcomes recorded during the interview and selection process and discuss this with the Panel Chair.

The Local Authority team will:

- clarify the key areas which governors wish to explore with candidates; they will also advise on important areas that need to be included
- ensure that the interview and selection procedures comply fully with governors' responsibilities relating to child protection, safe recruitment and equality

## Appointing Head Teachers in Kent

- ensure that candidates attending for interview have been advised to bring documentation providing proof of identity and qualifications, and informed that a successful appointment will be subject to a CRB disclosure request by the Chair of Governors on behalf of the Governing Body
- ensure the Chair of Governors signs the CRB request form once it has been completed by the Headteacher, further guidance is available from Schools Personnel Service
- draw up an appropriate and robust programme, which may involve several interview panels and other participants such as pupils and staff of the school, together with a manageable timetable for the day(s)
- draw up a bank of possible questions from which different panels may wish to select questions / areas for discussion
- draw up standardised frameworks to record responses and observations about each candidate

## 18. Interview Days

### Approach and format

The aim of the selection and interview process is to select the best candidate for the post of headteacher of the school at this particular point in its development.

The recruitment process should assess, as objectively as possible, each candidate's ability to do the job that has been advertised. Selection activities and interview questions should explore meticulously the qualities, attitudes and attributes that the governors have indicated they are seeking, and must be structured around the person specification and job description and the details of each application.

The Professional Adviser will be able to provide suggestions for key areas of questioning in relation to national developments, leadership, curriculum and teaching and learning.

It is possible for the Schools Personnel Service to incorporate psychometric or other ability testing into the process, together with feedback for both candidates and the Selection Panel, but there will be a charge for this service.

During each interview or activity, notes should be taken by each member of the Selection Panel to help to review each candidate against the relevant selection criteria at a later stage in the process.

The Selection Panel should decide:

- the composition of panels, topic areas and activities
- how long each interview or activity will last
- who will act as Chair of each panel and keep time
- in what order the questions will be asked / activities undertaken
- how the answers will be recorded
- who will bring the candidates to the activities / interview panels
- in what order the candidates will take part
- where the interviews / activities will take place and the furniture layout when the Governing Body will meet to ratify the decision
- how the candidates will be informed of the decision

### The interview stage

This is likely to last between 1.5 and 2 days and to involve activities such as specialist panel interviews, a presentation by the candidates, and a final interview. Techniques for discriminating between candidates might also include psychometric / finance / data handling tests and the requirement to respond to a range of interest groups such as pupils and parent / community groups.

Meticulous record-keeping is a vital component of this stage of the process for which the Lead Officer and Professional Adviser will take responsibility.

## 19. The Final Interview

The aim of the final interview is to draw out, through questioning, the full range of professional competencies and to explore the experience, attitude, values and attributes of the candidates. Additional areas may be recommended by the diocesan representative in the case of church schools.

Key areas upon which to focus should include:

### Leadership

- the ability to outline and secure commitment to a vision / motivate others
- capacity for complex levels of analysis and strategic planning
- the ability to co-ordinate and delegate appropriately
- capacity for enabling and developing others
- the ability to make judgements, anticipate outcomes and manage conflict

### National and curriculum development

- the ability to take full account of national developments and decide on the appropriate direction for the school at its present stage of development
- capacity for developing an appropriate, challenging and fulfilling curriculum, including the wider curriculum, for the school and its pupils
- the ability to recruit and develop staff to ensure the delivery of a high quality curriculum

### Teaching and Learning

- the ability to create the climate for effective and enjoyable teaching and learning
- capacity for putting in place systems to develop and monitor the quality of teaching and learning and to develop all staff
- capacity to tackle underachievement effectively and to promote high standards in every area of school life

### Finance

- the need to be financially competent and strategically aware of the financial implications of decisions made operationally
- the ability to monitor the budget on a monthly basis
- the ability to work with the Governing Body in setting a three year school budget

### Management of Resources

- the ability to create and develop an organisational structure for the effective day-to-day running of the school
- potential to manage and be accountable for the appropriate deployment of staff, finances, buildings and community resources

### Personal Qualities

- personal impact / presence / spiritual intelligence
- ability to communicate / inspire / show a sense of audience
- capacity for taking both creative and tough decisions
- resilience / humour / emotional intelligence
- analytical intelligence and grasp of complex issues

In assessing and evaluating the applicant's suitability for the post, the final interview panel should also explore:

- the candidate's attitude towards children and young people
- his/her ability to support the establishment's agenda for safeguarding and promoting the welfare of children

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- in the case of controlled or aided schools, the candidate's commitment and understanding of the religious nature and ethos of a faith school. This will also involve questions around the candidate's ability and fitness to preserve and develop the school's character
- any gaps in the candidate's employment history
- concerns or discrepancies that arise from the information provided by the candidate
- whether the candidate wishes to declare anything, in view of the requirement for a CRB check

### Conduct of the interview

At interview, all candidates should be asked broadly the same questions so that each person is assessed against the criteria in the person specification. This is essential if fair comparisons are to be made. Supplementary questions may then be asked to probe further into a particular topic, or there may be specific questions related to each candidate's application form.

Questions on matters in the following list should be avoided because they are likely to be contrary to equal opportunities practices and therefore open to challenge from candidates:

- disability or sexuality
- race or ethnic origin
- personal religious beliefs (except in the case of voluntary aided church schools)
- trade union membership or political affiliation
- marital status or plans
- number and ages of children
- domestic or childcare arrangements
- occupation of partner
- age of candidates

Candidates should have the opportunity at interview to ask questions to clarify their understanding of the post and salary and it is helpful for governors to advise them of the time they have allowed for questions. The response to any candidate's questions about terms and conditions of employment, or salary, may need to be clarified by telephone with the Schools Personnel Service Consultant.

Every final interview should conclude with the question from the Chair – "Do you remain a firm candidate for the post of headteacher at (school name) and would you accept the post if offered?" At the end of the final interview, the candidate should be advised that all candidates will be contacted later by telephone after the Governing Body ratification meeting. The successful candidate will then be offered the post and unsuccessful candidates will have the opportunity to arrange a time to receive detailed feedback from the Lead Officer.

All notes made at all stages of the appointment process must be collected by the Lead Officer and returned to Schools Personnel Service to be retained for 6 months. The Lead Officer is responsible for the subsequent debriefing of unsuccessful candidates, and will need to retain a summary of each candidate's scores and performance to provide detailed feedback when the debriefing takes place.

Access to all written records is available to the candidates through the Data Protection Act should they so wish.



## Stage 4

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## 20. Decision Making after the Interviews

### Making the final decision

After the final selection activities and interview, it is the responsibility of the Lead Officer to coordinate the Selection Panel in the process of considering the evidence and making a final decision.

At every stage the headteacher person specification provides the criteria against which each candidate's performance is gauged. Governors may be invited first to summarise their impressions about the suitability or otherwise of each candidate.

The Professional Adviser is responsible throughout the interview and selection day(s) for collating all scores and outcomes recorded on the standardised framework sheets. This information is extremely important at the decision-making meeting because it provides objective evidence to sit alongside the impressions and value judgements that have been forming in the mind of each member of the Selection Panel. The objective evidence collated by the Professional Adviser about each candidate can then be considered to confirm or challenge emerging views.

Where specific details of the reference of the preferred candidate are requested by other members of the Selection Panel at the decision-making meeting, it is suggested that the Lead Officer reads aloud the reference once the preferred candidate has been identified. In so doing, the Lead Officer should focus on the final judgement sentence. If the reference does not include a final judgement, then the content of the reference should be carefully matched with evidence against the person specification.

When the governors, supported by the Lead Officer and Professional Adviser, believe that they have identified the best candidate, the Lead Officer will provide details of the references to assist the final stage of the decision-making process. At this point the Lead Officer will make it clear to the appointment panel where there is clear evidence to show that any one or more candidates, in the view of the Local Authority should not be appointed.

If there is no candidate that meets the person specification and commands the confidence of the Panel, then an appointment should not be made. The Lead Officer will alert the Chair as early as possible in the process if, as the representative of the Managing Director of Children, Families and Education, the Lead Officer believes that there is no suitable candidate from among the applicants for the post.

### Ratifying the appointment

At the conclusion of the interviews and decision-making process, the Selection Panel is required to recommend to the full Governing Body a candidate for appointment to the post of headteacher.

This ratification meeting should take place immediately after the Selection Panel has reached a decision on who to recommend for appointment. The quorum of governors needed is a number equal to half of the governors currently in post.

In practice, because the Governing Body had delegated the selection process to a Selection Panel, the endorsement of the recommended candidate should be entirely straightforward. It would be wholly inappropriate for the Governing Body to try and replay the selection and interview process just completed.

The ratification meeting is a formal meeting of the Governing Body and, as such, requires proper notice, an agenda and minutes.

## Appointing Head Teachers in Kent

The following model agenda may prove useful to governing bodies:

**Full Governing Body Meeting**  
**A meeting to ratify the appointment of a Headteacher of the school will be held in**  
**..... room at the school on \* date**

**Agenda**

1. Apologies for absence.
2. To receive a report and recommendation from the Selection Panel for the appointment of a headteacher for the school.
3. To ratify formally the appointment and start date of the new Headteacher.

The following is an example of adequate minutes of a headteacher ratification meeting:

**Minutes of the meeting of the Full Governing Body held on \* date at the school**

1. Apologies for absence.
2. Appointment of Headteacher.

The Selection Panel appointed by the Governing Body at the meeting on \* date for the purpose of selecting a suitable candidate for the position of Headteacher of the school recommended that .....be appointed to the position with effect from \*date.

Following a unanimous/majority vote, the Governing Body approved the recommendation and requested that the Local Authority appoint .....with effect from \* date.

It is recommended that the Chair of Governors telephones all the candidates after the Governing Body ratification meeting to offer the position to the successful candidate or to advise unsuccessful candidates that the Lead Officer will provide them with detailed feedback.

The Chair should then write immediately to the successful candidate, formally offering the post conditional on the satisfactory completion of the following pre-appointment checks to be co-ordinated by the Lead Officer:

Qualifications plus QTS	if not verified on the day of interview
Criminal Records Bureau	where appropriate satisfactory CRB Disclosure received
List 99	person is not prohibited from taking up the post
Health check	the candidate is required to be medically fit
GTC England	for all teaching posts in maintained schools

## Appointing Head Teachers in Kent

The Chair might like to adapt and customise this sample letter:

Dear

Following my telephone call, I am delighted to confirm to you the Governing Body's offer of the position of Headteacher of \* school with effect from \* date.

As you know, this offer is made subject to a satisfactory outcome to each of the following checks (insert details of any outstanding checks e.g. CRB, medical clearance, *qualifications etc*)

As agreed, the offer is based on a starting salary at point \* on the leadership spine and this is currently £..... The Schools Personnel Service has been advised of your appointment and, once the checks are completed, your contract of employment will follow in due course.

I am very pleased that you felt able to confirm in our telephone conversation your intention to accept the post that we are offering. I should be grateful if you would also write formally accepting the position as offered.

Many congratulations on your achievement. I should like to take this opportunity, on behalf of the Governing Body, of welcoming you to our school community. We look forward to working with you, and trust that you will settle quickly and be very happy.

If there is anything I can do between now and the date of your appointment please let me know. It would be very helpful if we could meet in advance of this date, and I shall contact you in due course to arrange a mutually convenient time for this.

With best wishes,

Chair of Governors

The Chair of Governors will also need to sign the relevant form provided by Schools Personnel Service or other provider to confirm the appointment and process the contract.

The Lead Officer will:

- check the successful candidate's original copies of qualifications and documents and receive photocopies of initial teaching qualifications and NPQH certificates
- confirm the starting date and salary range
- ensure that accurate notes are retained for the whole process and returned to School Personnel Service for retention for 6 months
- ensure that the selection process fulfils equality requirements
- ensure that identity and qualification checks for candidates are carried out to fulfil the requirements of safe recruitment
- the personal file should be kept by the Chair of Governors and a copy should be retained by the Lead Officer who will forward this to School Personnel Service
- complete the headteachers appointment monitoring sheet



## Stage 5

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## 21. Headteacher Appointment Process Monitoring Sheet

Completion of all sections of this form by the Lead Officer is a mandatory requirement to ensure that the database is accurate and officers of the LA are informed of new appointments at the earliest opportunity.

<b>Name of school:</b>	<b>Local Children's Services Partnership:</b>
<b>Infant / Junior / Primary / Secondary:</b>	<b>Foundation / Aided / Community:</b>
<b>Name of HT being replaced:</b>	<b>Date of leaving:</b>
<b>Lead Officer:</b>	

**Candidates:**

No. of applicants in total:	No. from Kent:	No. from other LAs:
No. longlisted:	No. shortlisted:	No. through to Day 2:
Name of successful candidate:		
Current role – DH / HT / LA / other:		Start date:
Previous school in Kent, or other LA:		
Any identified professional development needs (It is important to complete this box - details will be forwarded to Cathie Aldis (Primary) and Doug Kimber (Secondary)).		
Diocesan Representatives will also need this vital information		
Note of other good candidates from Kent (i.e. potential headteachers) and contact details:		

**Appointment process:**

<b>LA staff involved:</b>	<b>Position:</b>
Professional Adviser	
Schools Personnel Service	
Did GB panel have LA preparation for the process?	Y / N
Was LA involved in:	
Person specification?	Y / N
Pack preparation?	Y / N
Advertising?	Y / N
Job description?	Y / N
Shortlisting?	Y / N
Interviewing?	Y / N
Did LA agree with outcome of appointment?	Y / N
Was LA view made clear to Governors?	Y / N
Who provided feedback to candidates?	Y / N

**LA evaluation of Governing Body effectiveness in the process:**

GB managed the process well	
GB managed the process competently with LA support	
GB found difficulties with the procedures and would benefit from further training	

**Signed:** \_\_\_\_\_

**Please return this form to John Gander – john.gander@kent.gov.uk ASK Oxford Road  
within 5 days of appointment.**





# Appendices

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## 22. Preparation and Background Reading

Specific guidelines for the recruitment, selection and appointment of headteachers are available in the following:

- A Guide to the Law for School of Governors (Section 10. Staffing) ( DfES 28/09/07)
- Code of practice on LEA-School Relations (DfEE, 2001)
- The National Standards for Headteachers (DfEE, October 2004)
- School Teachers' Pay and Conditions Document ( DfES)
- DfES Guidance 1568/2005 – Safeguarding Children: Safer Recruitment and Selection in Education Settings
- In the case of church schools, relevant diocesan guidance
- Recruiting Headteachers and Senior Leaders (NCSL, Tomorrow's Leaders Today, 2008)
- Turning Heads – Taking a marketing approach to leadership recruitment (NCSL, Tomorrow's Leaders Today, 2008)
- [www.ncsl.org.uk/tlt-home/tlt-governors.htm](http://www.ncsl.org.uk/tlt-home/tlt-governors.htm)

## Legal Requirements for Appointing Staff

1. Governing bodies of all schools (Community, Foundation, Aided and Controlled) are required to notify the Local Authority, (LA) before taking steps to fill a headship vacancy.
2. School staffing (England) Legal Regulations 2003 13(2) state, "The Governing Body must *advertise any such vacancy or post in such a manner it considers appropriate.*"

In practice this means that the post should be advertised in a printed publication circulating throughout England and Wales. The majority of candidates seeking a headship appointment will consult the Times Educational Supplement. The Governing Body may wish to consider additional advertising, including local publications and the Internet.

3. Membership of the headteacher selection panel must be agreed at a meeting of the full Governing Body with a quorum of 50% (rounded up) of the complete membership of the Governing Body, excluding vacancies. The meeting and the names of those governors who have agreed to be available for the whole selection process must be formally minuted.
4. Once formally appointed, the selection panel, becomes responsible for the whole appointment process. When the process begins, the selected Governors should, in fairness to the candidates, be involved throughout and should not miss any part of that process. Breaching this guiding principle may give an unsuccessful candidate opportunity to challenge the process.
5. The headteacher currently in post should not be involved in the appointment process of his or her successor other than in providing information requested by governors for the candidates' application pack, or showing potential applicants around the school - preferably accompanied by a governor.
6. It is recommended that staff governors and / or teacher governors should not be members of the Selection Panel. Very occasionally and subject to the agreement of the full Governing Body, there may be a case for staff governors to be involved but only if they have a pecuniary interest no greater than other persons paid to work at the school i.e. any appointment outcome would not benefit them in terms of promotion.

The selection panel may involve staff of the school in other ways in the process, e.g.

- they will meet candidates as they visit classrooms and teaching areas
  - governors may organise a session specifically for staff to meet candidates
7. It is the responsibility of the selection panel to ensure that the appointment process avoids discrimination, failure to observe equal opportunities policies and any form of unfairness. A personnel consultant can be commissioned to attend candidate interviews.
  8. Having delegated authority to the selection panel, the full Governing Body will expect the Chair of the Selection Panel to report back to a meeting of the full Governing Body with their decision. The whole Governing Body is expected to approve / ratify the final appointment. A quorum for the ratification process is 50% of the total number of governors currently on the Governing Body, excluding vacancies. This ratification meeting needs an agenda and to be clearly minuted.
  9. The Local Authority must appoint the candidate recommended by the Governing Body unless the candidate fails to meet the legal qualification requirements e.g. CRB check, QTS, GTC, health check. In the rare event that a Governing Body decides to appoint a candidate against Local Authority advice, the Lead Officer will record this formally in writing for the Chair of Governors.
  10. In the case of nursery schools, the same process as for all other schools is to be followed. This is because nursery schools have delegated budgets and therefore the same responsibilities as others.

## Equal Opportunities

Applicants for posts must be judged on their merits. It is against the law to treat one candidate differently from another because of gender, race, disability or sexual orientation. Candidates may complain if they think that any decisions or procedures discriminate against them. Those involved as part of the process may then have to appear before an Employment Tribunal.

The main laws affecting appointments and promotion procedures are:

**The Sex Discrimination Act 1975** (updated in 1986) makes it unlawful to discriminate in employment against a person on the grounds of sex/gender or marital status. The Act also outlaws sexual harassment.

**The Race Relations Act 1976** and following amendments makes it unlawful to discriminate in employment against a person on racial grounds, which means grounds of race, colour or nationality.

**The Disability Discrimination Act 1995** makes it unlawful for employers (governing bodies and Local Authorities) to treat disabled persons less favourably than others and to discriminate against employees with disabilities.

**Employment Equality (Sexual Orientation) Regulation 2003** makes it unlawful to discriminate on the grounds of sexual orientation. This covers people who are gay, lesbian, bisexual, heterosexual and protects against discrimination and all stages of recruitment and selection for employment, whilst in employment, training for employment and, in some cases, after employment.

**Employment Equality (Religion or Belief) Regulations 2003** makes discrimination on the grounds of an individual's religion or belief system unlawful. This covers all aspects of recruitment, employment and training with exception made in limited circumstances which will be pointed out to governors by the diocesan representative.

**Employment Equality (Age) Regulations 2006** makes it unlawful to discriminate on grounds of age or age related matters.

**Freedom of Information Act 2000** moves from the 'need' to know to the '*right*' to know. *The Act came into force on 1 January 2005 and applies to all local authorities and schools.* It establishes citizens' rights to a wide range of information and:

- covers all information 'held', regardless of the form in which it is recorded
- is fully retrospective, covering any information collected or stored from any time in the past
- allows anyone to apply for information
- requires all written requests (including e-mail) to be dealt with within 20 working days, and makes no exemption for embarrassment

The presumption is that, subject to the Data Protection Act, much of the information held by the Local Authority and schools will have to be made available on request.

It is a criminal offence to tamper with existing records that have been requested for disclosure.

When the interviews are completed the Lead Officer supporting the process must collect all the notes made by the Selection Panel and any Local Authority or Diocesan representatives. These will be sealed in a confidential file for six months and then shredded.

### Do:

- shortlist on the basis of objective criteria

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- ask questions relevant to a person's qualifications, career history, abilities and attitudes to the post, including health and criminal record if appropriate
- assume that if you know the individual has responsibilities towards dependants they have arrangements in place to cover this
- ask about longer-term career aspirations
- respond positively if an individual offers you information regarding his/her personal circumstances

### **Don't:**

- make generalised assumptions about individuals based upon their gender, marital status, race, sexual orientation, age or any disability
- ask questions relating to personal circumstances or family commitments, or assume such situations in an individual's future
- ask questions of an individual that you feel would not be relevant if asked of a person of the opposite sex or from a different racial background
- start a question with the phrase 'as a woman' or 'as a man'
- make comments, which could give the impression of preferring to appoint / promote a person of a particular sex, age or race

### **Advisory Rights of the Local Authority**

Where the Managing Director for Children, Families and Education has advisory rights, their representative(s) may attend any selection panel meetings in an advisory capacity. The Governing Body must consider the Local Authority's advice before the appointment is made.

#### **Representation about unsuitable candidates for headship**

For all categories of maintained schools, the Local Authority has the power to make written representations to the Selection Panel if they consider that the Selection Panel is shortlisting an unsuitable person as headteacher. The selection panel must consider those Local Authority representations. The power to make representations is for use only where the Local Authority considers that there is good reason to believe that the candidate, if appointed, would have a significantly detrimental effect on the performance, management or conduct of the school.

If the selection panel decides to recommend to the whole Governing Body a person to whom the Local Authority has objected, the Panel Chair must notify the Local Authority in writing of their reasons and make the exchange of correspondence available to the full Governing Body.

Where the Governing Body of a voluntary aided, foundation, or foundation special school has not agreed advisory rights, the selection panel must notify the Local Authority of applicants selected for interview, together with such information as will enable the Local Authority to determine each applicant's suitability for appointment. The Governing Body should provide the Local Authority with as much information about the candidates as possible in order to reduce the risk of the Local Authority using its powers to make representations at a later stage. The Governing Body would also need to weigh up the possibility of receiving representations from the Local Authority and any inconvenience this would cause, compared to involving the Local Authority from the outset in the process of selecting candidates for interview.

**Framework for Shortlisting Against Headteacher Person Specification**

<b>PROFORMA 1</b>		The National Standards for Headteachers are set out in six key non-hierarchical areas. When taken together they represent the role of the head. The list is advisory and the criteria are interdependent. Full list: <a href="http://www.dcsf.gov.uk">www.dcsf.gov.uk</a> ref: 0083/2004								
<b>CRITERIA</b>	<b>Where to find</b>	<b>DESIRABLE</b>	<b>CANDIDATES</b>							
			1	2	3	4	5	6	7	8
Governors should decide which of these have priority for the school and amend the list to reflect their needs (see "Other") and extract these for the information pack. Church schools include criteria that reflect their ethos. Please note that candidates' application forms cannot provide all the evidence required. This document is available electronically to enable governors to edit it.		✓								
<b>ATTAINMENTS AND EXPERIENCE</b>										
Qualified Teacher Status	A/D	✓								
Good honours degree	A/D									
National Professional Qualification for Headship (NPQH)	A/D									
Participating in NPQH training	A/D									
Appropriate professional updating	A/D									
Appropriate experience of the age range	A/R									
<b>SHAPING THE FUTURE</b>										
<b>Knowledge of or commitment and ability to:</b>										
Understand and discuss local, national and global trends	I									
Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	A/I									





<b>SECURING ACCOUNTABILITY</b>																				
<b>Knowledge of or commitment and ability to:</b>																				
Abide by educational frame works, including governance	I																			
Abide by public services policy and accountability frameworks including self evaluation and multi-agency working	I																			
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance	A/I																			
Apply principles and practice of quality assurance systems, including school review, self evaluation, performance management and stakeholder and community involvement	A/I																			
Lead the team effectively and efficiently towards the academic spiritual, moral, social, emotional and cultural development of all pupils	I																			
Hold other relevant staff members to account for pupil learning outcomes	A/I																			
<b>STRENGTHENING COMMUNITY</b>																				
<b>Knowledge of or commitment and ability to:</b>																				
Demonstrate political insight and anticipate trends that impact on the school community	I																			
Utilise rich and diverse resources within local communities - e.g. home, human, physical, business, other schools, other agencies	A/I																			

<p><b>SAFEGUARDING CHILDREN: SAFER RECRUITMENT AND SELECTION</b></p>	
<p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline</li> </ul>	<p>I</p> <p>✓</p>
<p><b>OTHER</b></p> <p><i>e.g. in the case of church schools' expectations about candidates' faith commitment (in the case of Voluntary Aided schools) and commitment to safeguard and promote the religious character of the school (in the case of Voluntary Controlled Foundation schools)</i></p>	
<p>Candidates to be called for interview:</p>	<p>Candidates not called for interview:</p> <p>(The LA Officer will note the governors' reasons, with reference to the criteria in the person specification)</p>

**Framework for a Person Specification for the Post of the Headteacher**

PROFORMA 2	The National Standards for Headteachers are set out in six key non-hierarchical areas. When taken together they represent the role of the head. The list is advisory and the criteria are interdependent. Full list: <a href="http://www.DCSF.gov.uk">www.DCSF.gov.uk</a> ref: 0083/2004	
CRITERIA	ESSENTIAL	DESIRABLE
<b>ATTAINMENTS AND EXPERIENCE</b>		
Qualified Teacher Status		
Good honours degree		
National Professional Qualification for Headteachers (NPQH)		
Appropriate professional updating		
Appropriate experience of the age range		
<b>SHAPING THE FUTURE</b>		
<b>Knowledge of or commitment and ability to:</b>		
Understand and discuss local, national and global trends		
Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil		
Communicate and model vision and values both within and beyond the school		
Lead change, create and innovate so that others carry the vision forward		
Set and achieve ambitious, challenging goals and targets		
Use appropriate new technologies		
Understand and practise educational inclusion so that all have the opportunity to be the best they can be		
<b>LEADING TEACHING AND LEARNING</b>		
<b>Knowledge of or commitment and ability to:</b>		
Implement strategies for raising achievement and achieving excellence for pupils, staff and self		
Use appropriate models and principles of effective learning and assessment for learning, informed by research		
Lead the management of behaviour and attendance		
Be strategic in ensuring inclusion, diversity and access		
Lead curriculum design and management		
Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning		
Ensure choice and flexibility in learning to meet the personalised learning needs of every child		

<b>DEVELOPING SELF AND WORKING WITH OTHERS</b>	
<b>Knowledge of or commitment and ability to:</b>	
Develop interpersonal relationships, adult learning and models of Continuing Professional Development (CPD)	
Promote individual and team development and sustaining a learning community that impacts on school improvement	
Share leadership and accountability for goals and standards	
Manage change, conflict and empower individuals and teams	
Collaborate & network with others within & beyond the school	
<b>MANAGING THE ORGANISATION</b>	
<b>Knowledge of or commitment and ability to:</b>	
Apply principles and practice of earned autonomy	
Apply principles and strategies of school improvement	
Plan and manage projects for implementing change	
Create policies, through informed decision-making, consultation and review	
Carry out strategic financial planning, budgetary management and apply principles of best value	
Apply good practice in performance management	
Understand legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation	
Use new and emerging technologies to enhance organisational effectiveness	
Manage equitably staff and resources	
Developing and sustaining a safe, secure and healthy school environment by understanding personnel, governance, security and access issues	
Think creatively to anticipate and solve problems	
Manage the school efficiently and effectively on a day-to-day basis	
Delegate management tasks and monitor their implementation	
<b>SECURING ACCOUNTABILITY</b>	
<b>Knowledge of or commitment and ability to:</b>	
Abide by educational frameworks, including governance	
Abide by public services policy and accountability frameworks including self evaluation and multi-agency working	
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance	
Apply principles and practice of quality assurance systems, including school review, self evaluation, performance management and stakeholder and community involvement	

Lead the team effectively and efficiently towards the academic spiritual, moral, social, emotional and cultural development of all pupils		
Hold other relevant staff members to account for pupil learning outcomes		
<b>STRENGTHENING COMMUNITY</b>		
<b>Knowledge of or commitment and ability to:</b>		
Demonstrate political insight and anticipate trends that impact on the school community		
Utilise rich and diverse resources within local communities - e.g. home, human, physical, business, other schools and other agencies		
Utilise the wider curriculum beyond school & the opportunities it provides for pupils and the school community		
<b>OTHER</b>		
<i>e.g. in the case of church schools' expectations about candidates' faith commitment (in the case of Voluntary Aided schools) and commitment to safeguard and promote the religious character of the school (in the case of Voluntary Controlled Foundation schools)</i>		







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Guidance for Governing Bodies and  
Local Authority Officers

