

EXAMPLE HEAD APPOINTMENT MATERIAL

This material is offered only as an example of what has been helpful elsewhere: it is not intended as a model, rather as a 'starter' in beginning to consider what is appropriate for your school.

ADVERTISEMENT: Possible phrasing of 'what we need' section of advert.
nb. Bullet points often catch the eye better than undifferentiated text.

- Applicants should be (**practising Christians** and) ^{*} (**able and committed** to preserve and to develop the Christian ethos of our school) ^{**} **excellent classroom practitioners** with appropriate **management and leadership skills**.

JOB DESCRIPTION

This wording is suggestive and is offered as a general guide to what might be included or to help set its tone.

The Headteacher will carry out his/her professional duties in accordance with the National Conditions of Employment for Headteachers, the National Standards for Headship and the Instrument of Government of the school. The Headteacher will be responsible to the Governors for the management, administration and conduct of the school, subject to the policies of the Department for Education and Skills, Cambridgeshire or Norfolk or Peterborough Local Education Authority and the Governing Body.

It is envisaged that this will be a teaching headship. (delete if appropriate)

The principal responsibilities will include:

Management

- ✦ To develop and communicate effectively a practical vision and clear sense of direction for the life and work of the school
- ✦ To develop and maintain written policies and planning documents on all aspects of school life, in consultation with the Governors, and to ensure their implementation
- ✦ Monitoring, support and development of all staff in the common task of raising standards across the school.
- ✦ To promote effective relationships with parents, the local community, the Diocese and the LEA.

* Voluntary Aided school only

** Voluntary Controlled or, sometimes, Voluntary Aided school

- ✦ To take a leading role in the financial management of the school, in partnership with the Governors
- ✦ To keep abreast of legislative developments as they pertain to the running of the school

Church School Ethos

- ✦ To promote and develop the school 's ethos firmly based on Christian principles and values, within which children and adults feel respected and supported. Please see the school's Statement of Ethos elsewhere in this pack.
- ✦ To maintain good relationships with the churches of the locality, and especially St Agatha's Church.
- ✦ To demonstrate appreciation and strong support for the central role of Religious Education and collective worship in a Church School

School Community

- ✦ To inspire, motivate and develop a team of staff and governors to dedicated to the highest possible standards.
- ✦ To manage and promote the performance of school staff through appropriate procedures of induction, appraisal and professional development
- ✦ To create and maintain a stimulating environment which will promote the excitement of learning and encourage high achievement in pupils of all abilities
- ✦ To promote effective relationships with parents.
- ✦ To advise the governing body on the formulation and implementation of policies to facilitate and enhance the life and work of the school.

PERSONAL SPECIFICATION

This wording is suggestive and is offered as a general guide to what might be included or to help set its tone.

The Person Specification is the document against which judgements about a candidate's suitability will be made. It is therefore crucial that attributes you consider important are included here as they cannot be introduced later in the selection process.

It is sometimes very useful to list attributes under two columns: 'Essential' and 'Desirable'. Only applicants who fulfill the essential criteria will be selected for interview; the candidate who provides evidence of best fulfilling the list of desirable attributes will eventually be offered the post.

The Person Specification may include phrases such as:

1. Applicants should be able to provide evidence of:
 - ✦ High personal standards of expertise within the classroom
 - ✦ A sound knowledge of current educational philosophy and practice across all primary age groups
 - ✦ Experience of curriculum leadership, budget management and development planning.
 - ✦ Achievement of NPQH or current engagement with the NPQH programme or current headship experience.
 - ✦ The ability and commitment to foster the Christian ethos of the church school in accordance with its Ethos Statement.

2. Applicants should be able to demonstrate:
 - ✦ A commitment to the role of church schools within the educational system
 - ✦ An attractive management style, with good communication skills and the ability to build, lead and motivate a team
 - ✦ Sensitivity to the needs of children, staff and parents
 - ✦ A commitment to building and fostering a school with a sense of community and caring within a creative Christian framework.

3. Applicants should be practising Christians, ideally communicant members of the Church of England.*

4. Applicants will probably already be a Headteacher or Deputy Headteacher within the primary sector.

* Voluntary Aided school only

5. Expertise in Information and Communications Technology would be an advantage.

INTERVIEW TIMETABLE:

This depends on what bits of evidence are required. There is a difference between what you require candidates to *provide evidence of* (ie.in the application) and what you require them to *demonstrate* (ie on the interview days). Clearly they cannot demonstrate *everything* within a two-day process.

Basic ingredients often include:

Panel interviews: 'in depth' conversations with 2 or 3 people to tease out one aspect of the job. Especially useful for 'church and community' to establish where a candidate is really coming from.

Presentation: Do they have a vision/ grasp of an issue you have posed for them and can they communicate it with conviction and clarity to an audience? Important to set a real and pertinent question that prevents a 'party-piece'. I often find that Powerpoint presentations are not well done or that there is a technical hitch and now prefer candidates to be asked not to use it on this occasion (though the school is of course fully committed to effective use of ICT!) Works best I think when it leads straight into the formal interview rather than as a 'stand alone' element. Another advantage on Day 2 is that candidates only need attend for their 'slot'.

Pupil Involvement Exercise. A good format is an 'interview' by members of the School Council (or other representative group of pupils) where each pupil has prepared a question.

If a teaching exercise is preferred a purposeful 20-minute session can be helpful, perhaps with a group of about 12 children. It is important to be clear of the basis on which judgements will be made: it will not be an Ofsted inspection!

Heads lead a lot of assemblies: a 10 minute act of collective worship appropriate for a Church of England school is often a very useful and revealing exercise. The logistics depend on the number of candidates etc. as it important that each candidate gets a different but similar group of children (eg. single KS; range of ability, behavioural challenges).

Ten Minute Topic

Ability to 'think on feet', work collaboratively with others. Reveals what candidates think about a number of 'hot topics' Can have an enjoyably different feel than other exercises as it involves candidates working together rather than separately.

In Tray:

Setting priorities, picking up links, organisational skills etc. Can be done as a written exercise (and will need to be 'marked' later) or verbally (candidates look at materials silently and then describe their planning to panel members).

Compose a Reply to 'difficult' letter

Psychometric exercise

Formal Interview

All candidates should receive the same initial questions – though of course supplementaries depend on answers offered. It helps for panel members to know which area they will be asking a question or two well in advance and to pre-plan the main areas of probing. The precise wording of questions can be honed in the light of emerging evidence after Day 1.

Example timetable (4 Candidates):

n.b. there is probably no school in which this actual timetable would work! It is offered simply as a guide as to how different elements of a two day process could be constructed. Morning and afternoon activities could be reversed or blended easily in different ways.

Day One

9am Panel Meets

9.15am Candidates arrive
Introductions to LEA and Diocese and possibly a Prayer to commend the process and the candidates to God.
(assumed candidates have already seen school) or will do so during lunch break)

9.45am Carousel begins

	Pupil Panel Interview	15 mins Act of Worship
9.30- 9.50	C	A
9.55- 10.15	D	B
Coffee Break		
10.40-11.00	A	C
11.05-11.25	B	D

11.30 Ten Minute Topics

12.15 LUNCH (Candidates with Staff – panel separately)

1.30pm Afternoon 'carousel' session begins

	Curriculum	Management	Ethos/Community	'In Tray'
1.30-1.50	A	B	C	D
1.55-2.15	B	C	D	A
Break				
2.30-2.50	C	D	A	B
2.55-3.15	D	A	B	C

3.30 TEA (Staff, Governors, invited guests)

4.15pm Candidates Depart. Panel Meets to finalise second day.

Day Two

9.00am	Panel Meets	
	Presentations and Interviews	
9.30	Candidate	C
10.30	Coffee	
10.45	Candidate	D
11.45	Candidate	A
12.45	Lunch	
1.45	Candidate	B
2.45	Tea	
3.00	Panel Deliberation	
6.00 or later	GB meets to ratify decision	