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# **GUIDANCE ON RECRUITMENT FOR SENIOR LEADERSHIP**

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**Department for Schools & Colleges**

Updated September 2023

## CONTENTS

	<b>Page</b>
1. Introduction	3
2. Legislative Position	3 - 4
3. Equality	4 - 5
4. Role of the Existing Head Teacher	5
5. Role of the Diocese and the Local Authority	5
6. Initial Action by the School	5 - 6
7. Eligibility for Involvement in the Recruitment Process	6
8. Person Specification & Job Description	7
9. The Advertisement	7
10. Recruitment pack for Potential Applicants	7 - 8
11. Procedure for Shortlisting	8
12. References	8
13. The Interview	9 - 10
14. The Appointment Process	11
Appendix 1 <i>Memorandum on Appointment of Teachers</i>	12 – 14
Appendix 2 <i>Definition of a ‘practising Catholic’</i>	15
Appendix 3 <i>Model Equality Act 2010 Reasonable Adjustments statement</i>	16 - 17
Appendix 4 <i>Person Specification</i>	18 - 20
Appendix 5 <i>Head Teacher’s Job Description</i>	21 – 24
Appendix 6 <i>School’s current position</i>	25
Appendix 7 <i>Where do we need to get to?</i>	26
Appendix 8 <i>Short List working sheet</i>	27
Appendix 9 <i>Interview Schedule</i>	28 - 29
Appendix 10 <i>Invitation to Interview</i>	30 – 32
Appendix 11 <i>Request for Reference</i>	33
Appendix 12 <i>Request for Faith &amp; Character Reference</i>	34– 35
Appendix 13 <i>Act of Worship – Observation Sheet</i>	36
Appendix 14 <i>Interview Recording Sheet</i>	37
Appendix 15 <i>Presentation Recording Sheet</i>	38
Appendix 16 <i>Summary of Task Assessment</i>	39
Appendix 17 <i>Recruitment Summary Sheet</i>	40
Appendix 18 <i>Model Job Offer letter</i>	41

## 1. INTRODUCTION

The appointment of Senior Leaders is probably the most important corporate act the Governing Body or Board of Directors will undertake. There is significant evidence showing that the quality of the senior leadership is the single most important factor in ensuring the success of a school or college. The appointment will determine the vision and direction of the school and its community for the foreseeable future. This guidance is designed to support governors in undertaking that recruitment and appointment process in accordance with the Church's and the Bishop's expectations. Example documents to use are included as Appendices.

For the purpose of this document the following definitions will apply:

- Reference to "School" also covers "academy" and "college"
- Reference to "governors" also covers "directors"
- Reference to "Instrument of Government" also covers "Articles"
- Reference to "Governing Body" also covers "Board of Directors"

Many governors will have experience of participating in interviews, either as a candidate or an interviewer and some may have had previous experience of appointing a head teacher. However, the governing body **MUST** always seek the advice of the Diocesan Department for Schools and Colleges at all stages of the process and for VA schools should involve the Local Authority. {In the case of academies, it is also advisable to involve the School Improvement Officer/Adviser or an outside consultant if the academy uses one.}

Governors, specifically Foundation Governors, are the stewards of a school's Catholic character and are the Bishop's representative. They are therefore accountable to the Church and the Bishop for decisions that are made that could be deemed contrary to either's wishes or expectations. To fulfil this responsibility therefore they have a duty under Canon Law and statute to ensure that they appoint senior leaders who will not only excel in their professional ability but who will also enhance the distinctive nature of the Catholic school, the standards and quality of Religious Education and the provision of Prayer and Worship. It is because of this reason that the Bishops' Conference of England and Wales in their Memorandum on the Appointment of Teachers (**Appendix 1**) collectively insist that the post of senior leader is reserved for a "Practising Catholic." (**Appendix 2**)

## 2. LEGISLATIVE POSITION

**2.1.** The mandatory requirement for all candidates to hold a National Professional Qualification for Headship (NPQH) no longer exists. However, governors can still choose to set it as an essential, or desirable criteria.

**2.2.** Under normal circumstances vacancies for a head teacher must be advertised and subject to a rigorous selection process. The governing Body may decide how and where to advertise the post. There are however, specific circumstances where this may not apply:

(a) School reorganisations – merger of two schools, or closure of existing schools and new one(s) opened.

(b) Collaborations - where schools agree to collaborate in the appointment of a head teacher, the governing body may decide to appoint a single person to serve as head teacher for each school i.e. executive headship.

**2.3.** An interview panel must comprise of at least 3 governors but could include all governors. All governors have equal rights, although staff governors should not be involved in the full process owing to conflicts of interest

**2.4.** Should the governors opt to delegate the process to a panel then such a panel should have a majority of foundation governors, to protect the Catholic identity of the school and ensure that the Bishop's directives are implemented. If it is delegated to a panel they will be responsible for:

- Making all the arrangements for the appointment
- Selecting applicants for interview
- Interviewing selected candidates
- Recommending, where they consider it appropriate to do so, that one of the applicants are appointed by the governing body

**2.5.** It is recommended that if using a panel an odd number be used to enable an overall majority decision when voting. It is advisable to have between 5 and 7.

**2.6.** It is essential that all panel members are available to take part in all stages of the process in order to ensure fairness and consistency.

**2.7.** A full governing body has to either accept or reject the recommended candidate. If it does not accept them it does not have the power to appoint anybody else but must re-run the process.

**2.8.** If no appointment is made the panel should recommend to the governing body that the situation be reviewed, this may result in the vacancy being re-advertised.

**2.9.** It is mandatory that at least one governor on the panel must have undertaken safer recruitment training which is valid for a period of 3 years.

### **3. EQUALITY**

**3.1.** All governing bodies are bound by the 2010 Equality act in ensuring that appointments, including promotions are dealt with in a fair, transparent and just manner. The Diocese believes and expects governors to adhere to the principle that equal opportunity is consistent with social justice and good personnel practice. This is in keeping with our Catholic aim to recognise the dignity and worth of all who apply to work in our schools.

**3.2.** However, schools/colleges of a religious character are permitted, by law, to actively discriminate in favour of Catholics for all types of teaching posts (ss.60 and 124A School Standards and Framework Act 1998 ["SSFA"]) and, as previously stated, The Bishops' Conference requires that Head teacher posts are reserved for "practising Catholics".  
**(Appendix 2)**

**3.3.** Governors are subject to the law of the land and therefore are required to conduct their practice in accordance with the Equality's Act. Therefore, they are not allowed to discriminate on grounds of age, sex, race, colour, nationality, ethnic origin or disability. It is recommended that governors adopt the model re-adjustment statement issued by the CES to include in any recruitment pack. **(Appendix 3)**

**3.4.** A Recruitment Monitoring Form should only be used as a tool for the school/college to analyse the types of application that they receive to assist them in complying with their public-sector equality duty. Therefore, the Recruitment Monitoring Form should be anonymous and should not be issued to governors as a part of the applications pack. They should be retained by the clerk of governors or designated person so that the school/college can demonstrate that the information collected from applicants is being used to monitor equality and diversity and not to discriminate.

#### **4. ROLE OF THE EXISTING HEAD TEACHER**

**4.1.** The role that the retiring or resigning head teacher/principal should play in the process is limited and laid down in the Education (School Government) (England) (Amendments) Regulations 2000. These regulations require that the existing Head teacher should not be present at any meetings 'during the consideration and discussion of the appointment of a successor'. The governors may ask them to assist in gathering and preparing information for the candidates, and whilst they can receive and show candidates around the school it is not advisable.

#### **5. ROLE OF DIOCESE AND LOCAL AUTHORITY**

**5.1.** In accordance with the Bishop's expectations the Department for Schools and Colleges **MUST** be involved at all stages of the process and should be given advisory rights by the governing body. If the school is using an LA or School Improvement Officer, then they also have to be granted advisory rights. The full governing body makes the appointment decision but is then required to consider the advice of the representatives. Should the advisers' advice be not to appoint then this must be recorded in the summary record of minutes.

**5.2.** In the event of any governing body appointing a non-Catholic or non- practising Catholic as a head without the approval of the Bishop, the Bishop may exercise his right to remove the foundation governors.

#### **6. INITIAL ACTION BY THE SCHOOL**

**6.1.** On receiving the written resignation from the Head teacher, the governing body **MUST** inform the Diocese immediately (and LA if a maintained school).

**6.2.** A meeting by the full board of Governors should be arranged and the following procedural issues discussed and agreed:

- Consideration of alternative models of leadership, specifically in light of the recruitment challenges and changing educational landscape
- Role of the Diocese/LA/SIA/Trust Board
- Delegation to a panel - membership and agreement as to what would be an acceptable number of votes for appointment i.e. unanimous or 4:1 etc.
- Presence of a safer recruitment governor
- Salary range (HR advice should be sought)
- Date of advertisement
- Closing date
- Shortlisting meeting
- Interview dates
- Person Specification
- Job description
- Who will handle the application process and distribution? In some schools/academies it is the clerk, for LA maintained schools the LA will offer to undertake this task
- A decision on the number of applications that will warrant proceeding to the shortlisting process. This should be decided before any applications are received or analysed in order to be fair

**6.3.** Notice periods for head teachers is three months, or four months in the summer term, with employment terminating at the end of that term.

<b>Term defined as:</b>		<b>Notice submitted by:</b>
Summer	1 <sup>st</sup> May – 31 <sup>st</sup> August	30 <sup>th</sup> April
Autumn	1 <sup>st</sup> September – 31 <sup>st</sup> December	30 <sup>th</sup> September
Spring	1 <sup>st</sup> January – 30 <sup>th</sup> April	31 <sup>st</sup> January

**6.4.** Notice periods for deputy head teachers or teachers are two months' notice, or three months in the summer term, with employment terminating at the end of that term.

<b>Term defined as:</b>		<b>Notice submitted by:</b>
Summer	1 <sup>st</sup> May – 31 <sup>st</sup> August	31 <sup>st</sup> May
Autumn	1 <sup>st</sup> September – 31 <sup>st</sup> December	31 <sup>st</sup> October
Spring	1 <sup>st</sup> January – 30 <sup>th</sup> April	28 <sup>th</sup> /29 <sup>th</sup> February

## **7. ELIGIBILITY FOR INVOLVEMENT IN THE RECRUITMENT PROCESS**

Whilst all governors have the right to be considered for membership of the senior leader recruitment selection panel, in reality a governor is not allowed to be a member if they have a direct or indirect interest in the outcome of the process e.g., if the governor is a teacher at the school.

## **8. PERSON SPECIFICATION (APPENDIX 4) AND JOB DESCRIPTION (APPENDIX 5)**

**8.1.** Before agreeing these, the governing body should consider the current position of its school and identify any particular areas which the school needs to address in the future. It is good practice to study the School Development Plan for priorities, any Ofsted or Diocesan inspection reports and any other appropriate self-evaluation documents. It is also recommended to make notes on where you are now and where you may wish to be in 5 years to help governors in the process. **(Appendix 6 and 7)**

**8.2.** Selection criteria based on the job description and person specification should then be agreed to enable applications to be assessed against these key documents. Areas to focus upon are:

- Knowledge and experience relevant to the post
- Qualifications and evidence of recent professional development including that linked to Catholicity and practice
- Leadership skills
- Personal qualities and educational philosophy.

## **9. THE ADVERTISEMENT**

- The key to a successful advertisement is ensuring a balance of brevity with sufficient information about the school and post to inspire and motivate a potential applicant to apply. Remember your advertisement is the first impression the potential applicant will have about the post. It should therefore be easy to read and engaging.

Essential elements to include are:

- Diocesan and School Logo
- Contact information including website address
- Effective date
- Individual School Range and school size
- Closing date
- Indication of interview dates
- Whether visits to the school are welcome prior to interview
- Indication of what governors require from the new head
- The fact that the applicant must be a practising Catholic
- A Safeguarding statement.

**9.1.** It is recommended that all governors see and agree the **proposed advertisement** and person specification prior to publication. It is also a **requirement** for the Director for Schools and Colleges to see them ahead of publication to ensure they conform to the Bishop's expectations.

## **10. RECRUITMENT PACK FOR POTENTIAL APPLICANTS**

**10.1.** The purpose of this pack is to build on the initial advertisement, sell the school and encourage people to commit to making an application. It should not contain too many documents. Reference to documents available on the school website i.e. Ofsted report, Diocesan Inspection report, school prospectus, is a good mechanism to keep the documents

included to a minimum and also to assess if any applicant has undertaken their own research.

#### **10.2. Possible contents:**

- Personalised letter from the Chair of Governors
- Letter from pupils giving information about the school and some photos
- Copy of the school's mission statement and information about the relationship with the parish and diocese
- Person Specification and Job description
- Catholic Education Service application form, contract and briefing paper on "practising Catholic" and the equality statement
- Closing date and dates for shortlisting and interviews
- Name and address of where the application should be sent back to including a statement if applications will be accepted by e-mail. When an application has been accepted via e-mail applicants should be required to resign the application at interview (for verification purposes).

### **11. PROCEDURE FOR SHORTLISTING**

**11.1.** The shortlisting meeting is normally held within 5 working days of the closing date. Prior to the meeting all panel members should have been given copies of all applications. (If emailed they must be encrypted to conform with data protection legislation.) Members should be reminded that all documentation is confidential and is not to be shared or discussed with anyone else.

**11.2.** Members should come to the meeting having looked through all the applications and having completed a selection criteria checklist that has been drawn up from the person specification.

**11.3.** Members should come prepared to say whether they feel that the candidates match the criteria and should be interviewed. **(Appendix 8)**. Applicants that governors are unsure about should be discussed and a consensus sought. Any gaps in employment should be identified and should the candidate be shortlisted explored fully at interview.

**11.4.** If proceeding to interview the final arrangements should be made and the final programme agreed **(Appendix 9)** and sent to the candidates together with a letter from the Chair of Governors in which the applicants are asked to provide proof of identity and qualifications on the day. **(Appendix 10)**

### **12. REFERENCES**

Governors must seek two professional references and one from a priest/deacon confirming they are a practising Catholic **(Appendix 11)**. Two references should not be sought from people within the same establishment. References should be taken up only for candidates to be interviewed. Professional references should ask specific questions related to the post and should include questions related to the safeguarding of children and young people as well as whether they have been the subject of any disciplinary or capability procedure in the last two years. **(Appendix 12)**



## **INTERVIEW**

All activities at the interview stage should be designed to complement the information gained from the application form and letter and any confidential reports. They should be chosen so as to give the candidates the best opportunity to display their talents, experience and approach and for the governing body to assess these objectively and fairly.

Possible activities used at interview are:

- Data analysis exercise- usually unsighted until the day
- Presentation to governors based on the data exercise - no use of PowerPoint.
- Act of worship with whole school on a prearranged theme
- Interview by school council - can then be asked to compile an action plan based on their comments if linked to what they would like to change about the school
- Lesson observation and feedback to a member of staff
- Presentation on a given topic in advance or on what they have seen or learnt about the school over the first day
- Formal interview
- In tray exercise - given scenarios
- Reply to a parental complaint.

**12.1.** All candidates should be asked the same initial questions, which should be planned and agreed in advance. It is good practice to review them prior to the formal interview to assess if the panel already has a lot of evidence of certain aspects. Follow up questions may be asked in response to candidates replies. It is good practice to inform candidates that this may happen at the start of the interview.

**12.2.** Two essential questions to be asked are:

(a) Do you have anything to declare in the light of the requirement for an Enhanced check for Regulated Activity from the Disclosure and Barring Service?

(b) Can you confirm that you are a practising Catholic, able to comply with all the essential criteria in the job description and are happy to sign the Catholic Education Contract.

**12.3.** Clarification about information provided by the candidate in their application form or letter can also be sought at interview and any gaps in employment history must be clarified.

**12.4.** When asking questions panel members need to be mindful of not breaching the Equalities Act.

**12.5.** It should be made clear at the interview that the successful candidate will be required to sign the Catholic Teacher's contract. They should be given sight of this contract prior to the interview and asked if they have any questions related to it.

**12.6.** After all activities are completed the Panel should meet with any advisers and assess the information it has gained before making a decision whether and whom to recommend for appointment, or to not appoint. It is important before candidates finish their final interview that each is asked whether s/he wishes to ask any questions and whether s/he will accept the post, if offered.

**12.7.** All those involved in the interviews should make notes on pre-designed forms. **(Appendices 13-15)** These notes should provide sufficient information to record reasons for the assessment of the candidate against the criteria. This will form the basic document used for verbal feedback to candidates, both the one offered the post and those not. Good practice is for governors to implement a scoring process for each of the activities that can then be added up to give an indication of a suitable candidate. It is also good practice to transfer all scores to one sheet for ease in discussions. **(Appendix 16)**

**12.8.** The panel should consider all feedback from the selection processes including feedback from any staff or pupils provided it has been collected in a structured, equitable way and relates to the criteria for the post.

**12.9.** A copy of the formal record of the panel's decision **(Appendix 17)** must be kept for at least 6 months in case a candidate should appeal. Interview notes by all panel members also need to be kept with the formal record.

**12.10.** It is important that only a suitable candidate is appointed and no governing body should feel compelled to appoint a Head teacher, whom it considers not suitable, because of external factors.

**12.11.** The role of any adviser is to declare whether they support the appointment of the identified candidate or offer reasons for their non-appointment. The advice given by the advisers should be recorded in the formal records.

**12.12. Key Logistics to consider as part of the recruitment process:**

- Arrangement for candidates to visit the school beforehand – being clear that this should not form part of the interview process. Non-visit should not form part of any decision-making process. A tour of the school should always be included in the interview days
- Informal meeting of candidates with the school's staff
- A room for the candidates during the interview day(s)
- A person to support candidates moving from one activity to another and collecting any report they may have to complete
- Ensuring all school staff are aware of what is happening on the interview days to avoid any unnecessary disruption to the normal school day
- Who is to serve on which panels and who is to chair them
- Where and when activities are to be held
- How and when panels/governors are to meet to prepare themselves
- Catering arrangements for the interview days
- Car parking issues especially for candidates
- How the appointment will be made e.g. what weighting will be given to each activity

**APPOINTMENT PROCESS**

**12.13.** It is usual for the Chair of Governors to notify the candidates of the outcome. It is no longer acceptable to ask candidates to wait around for a decision to be made.

**12.14.** Non-appointed candidates should be offered a debriefing from an appropriate person i.e. LA adviser or diocesan adviser. It is important that prior to making the phone calls to the non-appointed candidates the recruitment panel have agreed the areas of development to be shared with the candidates and that a decision to appoint one of the other candidates should be made in case the first candidate refuses.

**12.15.** The panel needs to be aware that commitments made during the interview process and a verbal offer of a post, if accepted, form the basis of the employment contract with the prospective employee.

**12.16.** The offer of the post will be subject to approval by the whole governing body (if not previously ratified before the offer) as well as qualification and DBS checks and will be confirmed in writing. **(Appendix 18)**. The successful candidate should be asked if they are willing to accept the provisional offer.

**12.17.** The appointment should be confirmed in writing and your personnel services should be informed of the appointment and relevant details.

**12.18.** You need to ensure that the person appointed is issued with two copies of the appropriate CES contract, signed by the Chair of Governors. The appointed person should sign both copies, retain one and return one to the school.

**12.19.** All new staff appointed to a school need a proper induction programme and the governing body should arrange with the LA if appropriate and Diocese for this to be provided for their new head teacher.

**12.20.** All newly appointed Senior Leaders will be invited to, and expected to attend, Diocesan Induction.

#### **SUGGESTED DOCUMENTATION TO REFER TO**

- Governors Handbook – appointing staff section
- Equality Act 2010
- Keeping Children Safe in Education
- Teachers pay and conditions
- NGA guide to recruiting a new head
- School Standards and framework Act 1998 58-60
- Debarring website
- Uk Border Agency Website
- National Standards of excellence for head teachers.



## **Memorandum on Appointment of Teachers in Catholic Schools**

The Bishops' Memorandum sets out the Catholic Bishops' Conference of England and Wales' expectations about the appointment of staff in Catholic schools.

Throughout this document the term 'Catholic school' means all Catholic schools and colleges, including schools in the trusteeship of a religious order. This includes maintained schools, academies in England, independent schools, sixth form colleges and non-maintained special schools.

### **Purpose of the Guidance**

Its purpose is to help and guide Governing Bodies<sup>1</sup> to fulfil their responsibilities, including statutory responsibilities, to preserve and develop the Catholic character of the school in relation to the appointment of staff.

The Governing Bodies are the employers of the staff, to whom they should give clear guidelines about the Catholic character of education and life in their school.

As employers the Governing Body must ensure that the appropriate contract of employment and associated documentation, as published by the Catholic Education Service ("CES"), is issued. It is because the contracts reflect the Bishops' requirements that the Catholic character of schools is preserved and developed that the Bishops expect all schools to use CES model contracts of employment for their staff. The CES model contracts ensure, in the context of the role within the school which the employee is employed to perform, the preservation, maintenance and development of the Catholic character of the school.

### **Appointment of Teachers in Catholic Schools**

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Body. The Catholic Church understands the vocation of a teacher as a form of ministry within the Church.<sup>2</sup> All teachers in Catholic schools are employed to participate in the Church's teaching office, exercising this ministry in accordance with the Church's teachings. This requires teachers to be witnesses in word and deed to the Divine Teacher, Jesus Christ.<sup>3</sup>

To find Catholic teachers who combine personal conviction and practice of the faith with the required professional qualifications and experience, especially in specialist subjects, is always a high priority.

The recognition of the role that Catholic teachers play stands alongside the value we place on teachers of other Christian denominations, other Faiths and other teachers who contribute to and support the Catholic ethos in our schools. We recognise the great contribution they make in helping to ensure that our pupils are equipped to communicate with and participate in contemporary society.

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<sup>1</sup> In Catholic voluntary aided schools, non-maintained special schools and Catholic sixth form colleges the responsibilities of the employer rest with the governing body. In Catholic voluntary academies the responsibilities of the employer rest with the board of directors of the academy trust company, and in other independent schools with the proprietor. For ease of reference the term "Governing Body" is used throughout this Memorandum to denote the entity or entities within the school or academy trust company that exercises the functions of the employer under the appropriate constitutional arrangements.

<sup>2</sup> Gravissimum Educationis, 8

<sup>3</sup> Lay Catholics in Schools: Witnesses to Faith, 32

Governing Bodies, as the employers of staff, have a duty to ensure that the Catholic character of the school is maintained and developed. The Bishops' expect that Governing Bodies will employ Catholic teachers who combine personal conviction and practice of the faith with the required professional qualifications and experience, in order to ensure this.

### **Appointment of Leaders in Catholic Schools**

As a minimum requirement the Bishops expect that the posts of Head Teacher or Principal, Deputy Head Teacher or Deputy Principal and Head or Co-ordinator of Religious Education are to be filled by practicing Catholics.<sup>4</sup>

Whilst these posts have traditionally been used in schools, other senior leadership posts, and terminology, have come about in practice, often as a result of collaborative working arrangements between schools. Terms which are being used more frequently, and which are not defined in legislation, include: Executive Head Teacher, Associate Head Teacher and Head of School. The principle to be applied is that this minimum requirement will apply to the most senior leadership post i.e. the person with overall responsibility for the day to day management of the school, and the person who is the second most senior person in the leadership team.

The Bishops also expect that certain posts that directly affect the Catholic Mission of the school are to be filled by practising Catholics. This would include, for instance, the Chief Executive or equivalent of a Multi Academy Trust Company. Lay Chaplains also come within this description, but schools must in any case follow any specific procedures set down by their diocese before the appointment of any Chaplain.

Other Leadership posts that directly affect the Catholic Mission of the school should, wherever possible, be staffed by skilled practitioners who are committed Catholics.

All staff must respect and support the aims and objectives of a Catholic school.

### **Appointment of Leaders of Religious Education**

Religious education is the core subject in every Catholic school and informs every aspect of the curriculum.

*Primary:* The Governing Body must ensure that Religious Education is properly organised, coordinated, taught and resourced. The Governing Body must ensure that the school has a Co-coordinator of RE and that the Co-coordinator should have at least parity in status and remuneration with those of the other core curriculum areas.

*Secondary:* The Religious Education department in our secondary schools is of particular importance and should have at least parity of status and resourcing with any other core subject department. Governing Bodies are urged to give the highest possible status to the department and to the person leading that department, and this should be reflected in their status and remuneration.

### **Representation at Short Listing and Interview**

Interview procedures approved by Governing Bodies for teacher recruitment must be open to scrutiny. They must be clear, objective and transparent.

The Diocesan Bishop is entitled to be represented at all proceedings relating to the appointment of senior leaders and teachers of religious education.

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<sup>4</sup> For the definition of "practising Catholic" please refer to guidance from your diocese.

Governing Bodies must facilitate the attendance of the Diocesan Director (or his or her nominee), either by affording them advisory rights or otherwise. These may be in relation to all appointments at the school or, more usually, to the appointment of the senior posts to which the requirement to be a practising Catholic are applied.

Governing Bodies must give sufficient advanced notification to the Diocesan Director of a vacancy for any senior post to which the requirement to be a practising Catholic is applied before taking any action, including appointing an acting Head Teacher or Principal, acting Deputy Head Teacher or Deputy Principal, or advertising the vacancy. It is particularly important to agree all meeting and interview dates with the Diocese in advance, to allow Diocesan Officers to be involved from the beginning of the process, including drawing up job descriptions and person specifications.

Furthermore, a Diocesan representative may be invited whenever senior posts with pastoral responsibilities are being considered.

For appointments to which the requirement to be a practising Catholic are applied, the Governing Body will meet to draw up a shortlist of candidates, conduct interviews and make an appointment. The Governing Body may appoint a selection panel to undertake these functions. These appointments may need ratification by the full Governing Body.

In addition, the appropriate Diocesan Officer must always be invited to the interview of Heads of Religious Education and School Chaplains.

#### **Delegation of Power of Appointment**

When the Governing Body delegates its power and right of appointment of staff to a committee and/or to the Head Teacher or Principal, it is essential that the terms of reference for such delegation are made explicit.

#### **Induction and Continuing Professional Development**

The Governing Body should ensure an appropriate induction programme, emphasising the distinctive nature of Catholic education, is in place and that continuing professional development for all staff helps to sustain this understanding.

#### **Archbishop Malcolm McMahon**

Chairman, Department for Catholic Education and Formation (11<sup>th</sup> September 2014)

**DEFINITION OF A 'PRACTISING CATHOLIC'**

Bishop Declan's definition of what it means to be 'practising Catholic' for recruitment purposes

*'a person is a practising Catholic if they strive to live according to the teachings and doctrines of the church, keeping the Church's precept of attending Mass on Sundays and Holy Days of Obligation, try to witness by their lives to the reality of Christ's presence amongst us and try to ensure there is no dichotomy between what they profess and how they live. '*

## **MODEL EQUALITY ACT 2010**

### **REASONABLE ADJUSTMENTS STATEMENT**

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the Invitation to Interview Letter when confirming your availability to attend interview. Our duty to make reasonable adjustment only applies where we know about, or ought reasonably to know about, your disability so it is important that you provide this information to us (details of the relevant person to contact will be provided in your Invitation to Interview Letter).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:-

- Modification to Documentation – this may include providing documents in large print, in Braille format or in audio format and/or providing oral instruction on documentation for those applicants with a learning disability;
- Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity. Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
- Provision of a Reader for a visually impaired applicant;
- Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
- Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;
- Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
- Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;



- Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
- Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school/academy/college may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.

## HEAD TEACHER - PERSON SPECIFICATION PRIMARY

**Evidence column key:** A = application / R = references / I = interview / O = other e.g. unseen task

	<b>QUALIFICATIONS Essential</b>	<b>Evidence</b>		<b>QUALIFICATIONS Desirable</b>	<b>Evidence</b>
a	Qualified teacher status	<b>A</b>	a	Catholic Teachers' Certificate or other Catholic teachers' qualification	<b>A / I</b>
b	Practising Committed Catholic, supported by reference from Parish Priest	<b>R / I</b>			

	<b>EXPERIENCE Essential</b>	<b>Evidence</b>		<b>EXPERIENCE Desirable</b>	<b>Evidence</b>
a	Senior leadership experience	<b>A / R / I</b>	a	i. Experience of involvement in managing school finances and budgets. ii. Experience of working in partnership with a Governing Body iii. Experience of working in partnership with the Diocese, the Local Authority, other partner schools and outside agencies.	<b>A / I</b>  <b>A / I</b>  <b>A / R / I</b>
b	Primary teaching experience and ability to demonstrate an understanding and delivery of outstanding primary practice, including effective assessment methods.	<b>A / R / I</b>	b	i. Experience of leading teaching and learning of RE in a Catholic school. ii. Teaching experience in a range of primary aged year groups and schools.	<b>A / I</b>  <b>A / I</b>
c	Experience of meeting the individual needs of the whole child through child centred learning ensuring each child reaches their full potential.	<b>A / I</b>	c		
d	An inclusive practitioner who understands and has knowledge and experience of working with children with SEN and is able to cater for the needs of all pupils	<b>A / I</b>	d		
e	Experience of monitoring and evaluating the quality of Teaching and Learning throughout the school and using performance data and current assessment methods to identify learning needs and raise standards and achievement.	<b>A / I</b>	e	i. Experience of delivering INSET. ii. Experience of planning, implementing, evaluating and prioritising staff development.	<b>A / I</b>

	<b>SKILLS, KNOWLEDGE AND UNDERSTANDING Essential</b>	<b>Evidence</b>		<b>SKILLS, KNOWLEDGE AND UNDERSTANDING Desirable</b>	<b>Evidence</b>
a	Ability to articulate and communicate a strong Catholic vision and values and identify clear strategies for implementation.	<b>A / R / I</b>	a	i. Conversant with the Governors' statutory Role in a Catholic School/Academy and knowledge of current legislation and developments in Catholic education.	<b>A / I</b>
b	Ability to support and lead the Catholic identity of the school and nurture the children's spiritual development, including the ability to lead collective worship which contributes and enriches the prayer and spiritual life of the school.	<b>A / R / I</b>	b	i. Involvement in the life of a Parish.	<b>A / I</b>
c	Willingness to maintain the sacramental life of the school.	<b>A / R / I</b>	c		
d	The ability to use whole school self-evaluation to raise standards and bring about school improvement.	<b>A / I</b>	d	i. Awareness and understanding of the current OFSTED and Section 48 processes and frameworks.	<b>A / I</b>
e	An ability to understand the financial management of a Catholic school/academy. A willingness to undertake necessary training.	<b>I</b>	e		
f	To be an effective communicator and good listener to a wide variety of audiences and in a variety of settings.	<b>I</b>	f		
g	An ability to help children and their families overcome barriers to learning.	<b>A/I</b>	g	i. Recognise and celebrate the richness and diversity of the school's communities.	<b>A / I</b>
h	Outstanding team leader who leads by example and is able to motivate and inspire the whole school community.	<b>A / R / I</b>	h		
i	Confident decision-maker, able to think strategically whilst managing priorities and time. Ability to delegate as appropriate.	<b>A / R / I</b>	i	i. Appreciate the importance of a healthy work-life balance and model it for others.	<b>A / R / I</b>
j	The ability to maintain the high standard of behaviour throughout the school.	<b>A / I</b>	j		
k	Ability to manage and develop a broad and balanced curriculum, including the use of technology, with the confidence to be innovative and creative.	<b>A / I</b>	k		
l	Ability to maintain existing outstanding practice and manage and embrace change.	<b>A / I</b>	l		
m	Knowledge and ability to ensure safeguarding and promote the welfare of all children.	<b>A / I</b>	m		

	<b>QUALITIES Essential</b>	<b>Evidence</b>		<b>QUALITIES Desirable</b>	<b>Evidence</b>
a	Ability to maintain, lead and promote the Catholic life of the school and its place within the Parish and the wider community.	<b>A / R / I</b>		.	
b	Has a firm but caring nature which is evident in their desire to maintain the 'kind and caring ethos' of the school and get to know the individual children and celebrate and value individual difference.	<b>A / R / I</b>		.	
c	Open, approachable and supportive to staff and parents/carers and committed to being seen as an active participant in all aspects of school life.	<b>A / R / I</b>		.	
d	Is highly motivated with high expectations that can be communicated to all community members.	<b>A / R / I</b>		.	
e	Has the ability to identify opportunities to develop the school strategically.	<b>A / R / I</b>		.	

**Job Description  
Head Teacher**

**school:**

**Post:** Head Teacher

The contract of employment between the governing body and the Head Teacher will be the current “Contract of Employment for a Head Teacher” issued by the Catholic Education Service.

The Head Teacher is expected to review performance, raise expectations and work closely with staff, parents, governors, the diocese and 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:**

The Head Teacher is an employee of the governing body and is required:

To carry out his/her professional duties in accordance with the school’s trust deed, the instrument of government/articles of association of the school, Canon Law and the teachings of the Catholic Church and with the terms and conditions of the current “School Teachers’ Pay and Conditions Document”

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

Head teachers are required to carry out the duties set out in sections 2 and 9 of the “School Teachers’ Pay and Conditions Document” and in line with the National Standards for Headteachers

**1. Strategic Leadership**

- 1.1. Maintain and extend the Catholic ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils with sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.
- 1.2. Present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including governors, the local authority, the diocese, the parish, the local community, OFSTED and others, to enable them to play their part effectively.
- 1.3. Lead by example, provide inspiration and motivation for the pupils, staff, Governors and parents with respect to the vision, purposes and leadership of the school.
- 1.4. Encourage all those involved in the school to be committed to its aims and to be accountable in meeting long, medium and short – term objectives to secure school improvement and targets which secure the educational success of the school.
- 1.5. Ensure that the management, finance, organisation and administration of the school supports the vision and aims.

- 1.6. Provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving value for money.

## **2. The Curriculum**

- 2.1. Identify, determine and keep under review, in consultation with the governing body and teaching staff, overall aims and objectives for the school, underpinned by the school's mission statement and the School Development Plan.
- 2.2. Determine, organise and implement a broad and balanced curriculum within the context of the National Curriculum and reflecting the Catholic ethos and identity of the school and the Church's teaching mission.
- 2.3. Deliver a curriculum relevant to the academic abilities and needs of all pupils, subject to the direction of the governing body.
- 2.4. Ensure effective delivery of the curriculum and high standards of expectation to maximise the achievement of pupils.
- 2.5. Maintain an efficient and effective system of record keeping and assessment to monitor communication with parents and pupils to ensure that the aims relating to each pupil's progress are achieved and that the school's belief in the dignity and value of each individual is upheld.
- 2.6. Ensure that the spiritual development of individuals is given clear focus and assistance through the prayer life, religious education programmes and liturgy.
- 2.7. Evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained.

## **3. Pupils**

- 3.1. Maintain a school environment and pastoral programme in which the needs and values of individual pupils are recognised and which also contribute positively towards their spiritual, social and emotional development.
- 3.2. Determine the norms of behaviour and discipline for pupils and staff in accordance with the teachings of the Catholic Church and with any general principles and guidance provided by the governing body.
- 3.3. Ensure the maintenance of good order and discipline at all times during the school day (including the mid-day break) when pupils are present on the school premises and also during authorised activities elsewhere.

## **4. Staff: Teaching and non-teaching**

- 4.1. Support the governing body in the selection and appointment of the teaching and non-teaching staff of the school.
- 4.2. Deploy and manage all teaching and non-teaching staff of the school and allocate particular duties to them (including such duties as the Head Teacher may properly delegate to a Deputy Head Teacher, Assistant Head Teacher or Other members of staff) in a manner consistent with their conditions of

employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

- 4.3. Maintain job descriptions for all staff which are consistent with their conditions of employment.
- 4.4. Ensure that the duty of providing cover for absent teachers is shared equitably among all teachers in the school taking account of their teaching and other duties.
- 4.5. 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.
- 4.6. Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for appraisal of Head Teacher performance.
- 4.7. Provide information about the work and performance of the staff employed at the school where this is relevant to their future employment.
- 4.8. Manage own workload and that of others to allow an appropriate work/life balance.

## **5. Communication and consultation**

- 5.1. Provide clear leadership by the development and implementation of policies which promote the aims of the school and underpin the Catholic ethos.
- 5.2. Establish and maintain good relationship and channels of communication with external agencies in order to support the needs of individual pupils and their families.
- 5.3. Promote effective communications with the governing body of the school, the Diocesan Catholic Schools Service, other diocesan bodies, the local authority and the Department for Education.
- 5.4. Work in partnership with parents, recognising that they are the prime educators of their children.
- 5.5. Support and promote close links between home, parish, school and the wider community.
- 5.6. Co-ordinate the school's work with those to which pupils progress in order to ensure continuity of learning.
- 5.7. Promote and support the diocesan policy of Catholic education.

## **6. Finance**

Be accountable for the management and quality control of budgets in partnership with the governing body.

## **7. Resources**

Maintain proper procedures for the security, supervision and upkeep of the school buildings and grounds and all matters relating to health and safety.

## **8. Other duties**

- 8.1.** Undertake professional development activity commensurate with the position of Head Teacher.
- 8.2.** Undertake responsibilities relating to the school's work which are delegated to the Head Teacher by the governing body
- 8.3.** Arrange for a Deputy Head Teacher or other suitable person to assume responsibility for the discharge of his/her functions as Head Teacher at any time when he/she is absent from school. To work in partnership with the senior leadership team to ensure that the school is properly managed at all times.
- 8.4.** Participate to such an extent as may be appropriate having regard to his/her other duties, in the teaching of pupils at the school, including the provision of cover for absent teachers.
- 8.5.** Report in appropriate ways to the governing body on all relevant aspects of the school's work, especially its mission statement, curriculum, current policies, intended developments and the management of school finances.
- 8.6.** Undertake such other duties as may reasonably be expected by the governing body.



**Current position of school**

<b>Successful Areas of the School</b>	<b>Areas Needing Development</b>

**This suggests we need someone who.....**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Where do we need to get to?

**A vision of the school – where do we want to be in 3-5 years' time: Hopes and Plans**

**This suggests we need someone who.....**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

## SHORT LIST WORKING SHEET

Governors often find a sheet such as the one below useful for recording their analysis of applicants and to inform discussion at the short list meeting. If the work sheet is to be used, one copy for each applicant should be sent to governors with the copies of the applications. The essential criteria for appointment should be listed in the blank columns.

Name of applicant	
Current school and post	

<i>(List essential criteria)</i>	Clearly meets	Some evidence	No evidence

Overall strengths
Overall weaknesses

Overall evaluation <i>(tick appropriate box)</i>	A Should be interviewed		B Consider for interview		C Does not meet one or more of the essential criteria	
---	----------------------------	--	-----------------------------	--	--	--

## Interview schedule for a day

Time	Candidate A		Candidate B		Notes
8.15	Meet the governors				
8.30	Introduced to the staff				
9.10	<b>Assembly</b> with 50% of each class	CC & Chair & 3 Gov	Meet with 12 <b>pupils</b> Y1-6 (2 per class)	1 Gov & RB	<ul style="list-style-type: none"> <li>• 20 minutes maximum</li> <li>• Children to prepare questions (same for both candidates) in advance</li> <li>• Children to have name (address) labels</li> </ul>
9.40	Meet with 12 <b>pupils</b> Y1-6	1 Gov & RB	<b>Assembly</b> with 50% of each class	CC & Chair & 3 Gov	ditto
10.10	Break				
10.30	<b>Lesson</b> ob Y3	Chair + 1, CC, RB,	<b>Data</b> analysis		<ul style="list-style-type: none"> <li>• 45 minute lesson: science</li> <li>• Data pack provided by RB &amp; CM Asked to pick out key points</li> </ul>
11.15	Break				
11.30	<b>Data</b> analysis		<b>Lesson</b> ob Y4	Chair + 1, CC, RB,	ditto
12.15	Lunch: Buffet with staff				

APPENDIX 9 EXAMPLE INTERVIEW SCHEDULE PAGE 2

1.00	Prepare presentation		free		Presentation = 10 minutes summary on how you would address they key points found from the data analysis Follow up questions = 10 minutes Change over = 10minutes
1.40	<b>Give presentation</b>	Whole panel	1-30 Prepare presentation		
2.10	free		<b>Give presentation</b>	Whole panel	
2.30	<b>Interview</b>	Whole panel	free		Interview = 45 – 60 minutes
3.30	Leave		<b>Interview</b>	Whole panel	
4.30	Discussion & decision				
7.00	<b>FGB meeting</b>				<ul style="list-style-type: none"> <li>• Panel recommends that having followed the agreed procedure, .....</li> <li>• FGB passes or rejects: no discussion</li> <li>• Appointment subject to the confirmation of the Director of Children Services</li> </ul>

**CES MODEL INVITATION TO INTERVIEW LETTER**

INSERT APPLICANT'S NAME HERE

INSERT APPLICANT'S ADDRESS HERE

INSERT DATE HERE

Dear INSERT APPLICANT'S NAME HERE

**Re: INSERT POST TITLE - DEPARTMENT HERE**

Thank you for submitting your Application Form together with supplementary forms for consideration for the above post.

I am delighted to invite you to attend an interview on INSERT DATE HERE at INSERT TIME HERE to be held at INSERT VENUE HERE . On arrival you should report to INSERT NAME OF PERSON/RECEPTION ETC HERE .

**Interview Details**

The interview will be conducted by a panel made up of INSERT NAMES AND JOB TITLES OF INTERVIEWERS HERE . The interview will last for approximately INSERT HOURS/MINUTES HERE .

IF RELEVANT, PROVIDE INFORMATION ABOUT INTERVIEW FORMAT HERE E.G. PRESENTATION/ASSESSMENT ETC. IF IRRELEVANT, PLEASE DELETE .

**Documents Enclosed with this Letter**

Enclosed with this invitation to interview letter are the following documents:

1. The Catholic Education Service Model Contract of Employment for DELETE AS APPROPRIATE: SENIOR LEADERSHIP GROUP 1/SENIOR LEADERSHIP GROUP 2/TEACHER/SUPPORT STAFF/LAY CHAPLAIN which will be the contract of employment offered to the successful applicant;
2. INSERT NAME OF DIOCESAN GUIDANCE HERE which sets out our understanding and expectations of what it means to be a “practising Catholic” which we believe will assist applicants in understanding our Catholicity requirements as indicated in the post advertisement and/or the Application Form and Notes to Applicants.
3. Equality Act 2010 Reasonable Adjustments Statement – see below.

4. [Disqualification Policy for Staff; a signed copy of which must be returned to the Designated Safeguarding Lead at the school should you wish to accept an offer of a post.] DELETE THIS PARAGRAPH WHERE NOT RELEVANT.
5. Rehabilitation of Offenders Act 1974 – Disclosure Form.
6. INSERT ANY OTHER ENCLOSURES AS APPROPRIATE. DELETE THIS PARAGRAPH WHERE NOT RELEVANT.

At the interview you will be required to sign a copy of this letter confirming that you have received, read and understood the content of this letter and the enclosures listed above.

### **Disclosure & Barring Service Check**

This post is conditional upon satisfactory completion of Disclosure & Barring Service (DBS) Checks. You will be required to submit to DBS Checks should your application be successful, and you have indicated your consent to such DBS Checks being made in your Application Form.

### **[Disqualification Policy]**

This post is conditional upon a copy of the Disqualification Policy signed by you being submitted to the Designated Safeguarding Lead at the School.]

### **Right to Work in the UK**

Under current immigration laws we are legally required to verify that you have permission to work in the UK. Therefore, please bring original documentary evidence of such to the interview. A full and up to date list of approved documentary evidence can be accessed on the Home Office website at: <https://www.gov.uk/government/publications/right-to-work-checklist>

### **Evidence of Identity**

As part of the DBS Checks we are required to gather three forms of evidence to confirm your identity. You should, therefore, bring with you to the interview three original documents from the list available on the DBS website: <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>

### **Evidence of qualifications**

You will be required to bring to your interview all evidence of any relevant qualifications and grades attained as indicated by you in your Application Form. Please bring original documents.

### **Additional requirements**

We are committed to ensuring that all applicants are able to fully participate in the recruitment process as far as is reasonable and, to that end, we enclose our Equality Act 2010 Reasonable Adjustments Statement which sets out some examples of the types of adjustments we may be willing to make, where it is reasonable to do so, to ensure fair access to disabled applicants.

Should you require any additional arrangements and/or adjustments to be made in order to fully take part in any part of the interview process please contact INSERT NAME HERE , INSERT JOB TITLE AND CONTACT TELEPHONE NUMBER HERE with your requirements.

---

**Confirmation of attendance**

Please contact INSERT NAME HERE , INSERT JOB TITLE AND CONTACT TELEPHONE NUMBER HERE to confirm your attendance at interview.

INSERT ANY OTHER RELEVANT INFORMATION HERE IF APPROPRAITE. DELETE THIS PARAGRAPH WHERE NOT RELEVANT.

We look forward to hearing from you.

Yours sincerely,

INSERT NAME ETC HERE



APPENDIX 11 EXAMPLE - REQUEST FOR REFERENCE

**Model professional reference**

**[NAME OF APPLICANT]**

**[SCHOOL AT WHICH CURRENTLY EMPLOYED]**

Dear [name of referee]

I am writing to seek a reference in respect of [name of applicant], who has applied for the post of [job title] at [name of school].

I am enclosing a copy of the person specification for the post and I should be grateful if you would comment on the candidate's suitability in each of the areas. Please also comment on their relationships with colleagues and parents.

As the post involves working with children, please state:

- whether you know of any reason why he/she might be considered unsuitable to work with children or whether you have any concern about his/her suitability for such work. If you do know of any reason or concern please give details.
- whether he/she has been subject to any disciplinary action as a result of which penalties or sanctions remain in force, or any disciplinary action in relation to behaviour relating to children for which disciplinary penalties or sanctions have expired. In either case, please give details of the disciplinary action taken, the dates of that, the reasons for taking action and the penalty or sanction imposed.
- whether he/she has been the subject of any allegations relating to children. If so, please also state the nature and date(s) of the allegations, by whom they were investigated, what conclusion was reached and what action was taken as a result of the allegations.
- Whether he/she has been the subject of any capability procedures in the last two years.

Your observation on whether this candidate would be considered for a similar post within your own Authority/Diocese would also be appreciated.

Anything you tell me will, of course, be treated in the strictest confidence, and to save further postage I should like to thank you in advance for your reply.

Your reply by \_\_\_\_\_ would be very much appreciated.

Yours sincerely,

## REQUEST FOR FAITH AND CHARACTER REFERENCE LETTER

*This letter should be sent together with the pro forma on the following page by the Chair of Governors to the parish priest whose name and address are given on the application form.*

### CONFIDENTIAL

Dear Father

**(Name and address of applicant)**

\_\_\_\_\_ has applied to this school for the post of Head teacher and has given your name as a referee. The post of head teacher is a reserved post for a practicing Catholic and so I should be grateful if you would answer all of the questions on the attached questionnaire in as much detail as you are able. In the interests of fairness the governors have decided that only written responses will be accepted.

Please ensure that the statement provided is reliable, and based on a careful and accurate assessment with full and frank disclosure of all relevant matters. I hope the questionnaire helps you in this respect.

As additional information, which you may find useful, I enclose a copy of the job description and criteria of appointment for the post.

I am enclosing a stamped addressed envelope for your reply.

The selection interviews will be held on \_\_\_\_\_. Please supply the information by \_\_\_\_\_.

I thank you in anticipation for your assistance in this matter.

Yours sincerely

(Name)  
Chair of Governors

**REQUEST FOR FAITH AND CHARACTER REFERENCE**  
**CONFIDENTIAL**

Applicant's name	
Address	
School and post applied for	
To your knowledge does this person attend Church regularly?	
What is your assessment of his/her commitment to Catholic beliefs and practices? Is there anything to your knowledge that would cause this to be questioned if appointed?	
Has he/she held any specific roles in the parish and if so, with what success?	
Do you have confidence in this person as a leader in a Catholic school?	
Are you able to recommend this person for consideration for this post?	
Are there any other observations you would wish to make about this person which you believe are relevant to the post? <i>(Please continue on separate sheet if necessary)</i>	

Signed:

Status:

Address:

Date:

**APPENDIX 13** EXAMPLE - ACT OF WORSHIP OBSERVATION SHEET

Aspects for Consideration	Candidate's Name			
	Candidate A	Candidate B	Candidate C	Candidate D
<b>Content</b>				
How effectively were the children welcomed and engaged by the leader?				
Was the act of worship inclusive of everyone present? e.g. the way the language was used?				
How far did the occasion affirm and clarify Christian values?				
Were there opportunities for stillness, prayer and reflection?				
Did the act of worship offer those present something to think about and take into the life of the school and/or wider community?				
Did this act of worship contribute to the spiritual and/or moral development of the children?				
Was there an appropriate balance between the elements of worship?				
<b>Delivery</b>				
Did the leader check on the children's understanding?				
Were the children engaged and involved in the act of worship? (active and passive)				
Did the leader make appropriate use of his/her voice? (volume, inflection, variation etc.)				
Were visual aids used effectively?				
Was there evidence of careful preparation?				
How well was an atmosphere conducive to worship created?				

Clear evidence provided = 1  
 Some evidence provided = 2  
 Little or no evidence = 3

### INTERVIEW RECORDING SHEET

Candidate's name	Panel/full governing body interview (delete as appropriate)
------------------	---

Question number	Notes	Grade

Overall Grade: <sup>1</sup>	1	2	3
-----------------------------	---	---	---

<sup>1</sup> 1 – strong candidate; 2 – balance of strengths and weaknesses; 3 – not appointable

**PRESENTATION WORKING SHEET**

Candidate's name	Presentation topic
------------------	--------------------

	✓	Notes
<b>Introduction</b> Opening courtesies/tone/manner  Outline purpose and approach		
<b>Structure of the presentation</b> Easy to follow		
<b>Content</b> Relevant to the title  Appropriate vision and philosophy  Shows knowledge  Shows enthusiasm  Identifies range of challenges/opportunities		
<b>Presentation skills/technique</b> Personal impact and presence  Commands credibility as future HT  Engages with audience/interesting  Speaks clearly  Manages the time well		
<b>Conclusion</b> Summarises key points		

Grade: <sup>2</sup>	1	2	3
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<sup>2</sup> 1 – strong candidate; 2 – balance of strengths and weaknesses; 3– not appointable

### Summary of Task Assessment

Quality of each piece of evidence to be graded as follows:

1 (high) - 3 (low)

Evidence	Applicant 1	Applicant 2	Applicant 3
	Name:	Name:	Name:
Application Form			
Supportive statement			
Assembly			
Panel - Catholic character			
Panel - Teaching & Learning & curriculum			
Presentation			
Written task			
Formal Interview			
Feedback from staff & from pupils			
References			

APPENDIX 17 EXAMPLE RECRUITMENT SUMMARY

**RECRUITMENT SUMMARY SHEET**

Academic Year		Post:	
Current Head Teacher:		Chair of Governors:	
Diocesan Representative:		Local Authority Adviser or other :	
School group:	ISR:	Starting salary:	
Initial meeting date:		Initial meeting venue:	
Advertising date:	Publications used:		
Applications returned to:		Closing Date:	
Short listing Date:		Short listing venue:	
Person seeking faith references:		Person seeking professional references:	
Interview Date:		Interview venue:	
Person trained in Safer Recruitment :)		Date of their training:	
Person Appointed:		Start Date:	
Arrangements for debrief of unsuccessful candidates:		Notes: (e.g. CPD needs identified)	

**CANDIDATES INFORMATION**

Applicant Name	Current Position	Current school	Short listed?	Interviewed?	Notes



## MODEL JOB OFFER LETTER

INSERT APPLICANT'S NAME HERE

INSERT APPLICANT'S ADDRESS HERE

INSERT DATE HERE

Dear (INSERT APPLICANT'S NAME)

(INSERT POST TITLE HERE)

On behalf of the Governing Body I am writing to offer you the post of INSERT NAME OF POST at INSERT NAME OF SCHOOL which will be conducted in accordance with the rites, practices and traditions of the Roman Catholic faith.

This offer is conditional upon satisfactory completion of Disclosure & Barring Service (DBS) checks and health checks. Please complete and return the enclosed forms as directed.

(IF REQUIRED REFERENCES HAVE NOT BEEN RECEIVED, STATE HERE THAT THE OFFER IS CONDITIONAL TO RECEIVING THESE)

(IF THE CANDIDATE FAILED TO PROVIDE ORIGINAL DOCUMENTARY EVIDENCE OF QUALIFICATIONS AND EVIDENCE OF RIGHT TO WORK IN THE UK STATE ARRANGEMENTS FOR HIM/HER TO BRING THIS TO SCHOOL TO BE CHECKED)

You have presented yourself at interview as a practising Catholic who is fully committed to promoting the Catholic ethos of the school and as a person professionally competent to fulfil the position. It is in these terms that the Governing Body found you a suitable candidate for appointment.

The Governing Body, as your employer, will offer you a Contract of Employment which is a model drawn up by the Catholic Education Service after consultation with Teaching Associations and appropriate Local Authority bodies. The details of your Conditions of Service will be supplied to you through the Local Authority in the near future.

Please sign the second copy of this letter confirming your acceptance of the post and return it in the envelope provided.

Yours sincerely,

Chair of Governors

I accept the above position.

Signed.....