



Recruiting and Appointing Head Teachers

Advice for Governing Bodies of Church Schools and academies within Carlisle Diocese

Introduction

Appointing a headteacher is one of the most important decisions a Governing Body makes. Within a Church school the Headteacher is integral to sustaining and developing the Distinctive Christian Character of the school as set out in the school's Trust deed. The ['Church of England Vision for Education: Deeply Christian, Serving the Common Good' \(Autumn 2016\)](#) is particularly important for Church schools. 'The vision is deeply Christian, with the promise of Jesus 'life in all its fullness' at its heart.'

Church schools are places where outcomes for young people are transformational as they combine academic rigour with development of the whole child, rooted in the beliefs and practices of the Church of England. Leadership of such schools requires a commitment to these beliefs and practices. This document serves to provide advice and support to governing bodies of Church schools to aid recruitment of a suitable Headteacher committed to the practical application of the Church of England vision for Education (2016) within your church schools context. This guidance is appropriate to governing bodies with of Voluntary Aided, Voluntary Controlled, Foundation schools and academies within Carlisle Diocese.

This advice document is to be used in conjunction with the latest advice from Cumbria County Council 'Recruiting and appointing head teachers: Guidance for General Advisers and Governing Bodies' (Autumn 2017)

Questions for Governing Body to consider before Head Teacher recruitment. (Ethos Enhancing Outcomes, p19 2017)

1. If good schools 'foster confidence, delight and discipline', how does our advertising for external positions reflect the deeply Christian thinking that characterises our school?
2. What makes potential candidates want to commit their careers to working in your context, and how do you talk about vocation/calling to teaching in a church school?
3. How does our approach to the recruitment process reflect the 'ultimate worth of each person'?
4. How do we assess candidate's character at interview (alongside their competence?)
5. How might candidates articulate their personal 'journey of faith' at interview, over against just 'upholding the school's ethos'?
6. How generous are we as an employer?

7. What kind of vision do candidates embody in relation to breadth of curriculum, emotional intelligence and creativity?

Headteacher Job Description

The job description for the recruitment of a headteacher encompasses:

- Expectations set out in the National Standards of excellence for head teachers <https://www.nga.org.uk/News/NGA-News/Pre-2016/New-National-Standards-of-Excellence-for-Headteach.aspx>
- The statutory requirements set out in the School teachers Pay and Conditions https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/636389/School_teachers_pay_and_conditions_document_2017.pdf
- The Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards>
- School specific expectations and responsibilities.

Rather than simply accepting the job description, as demonstrated in government guidance, governing bodies are encouraged to ensure it meets individual school requirements too. Carlisle Diocese Board of Education uphold the principle that the Distinctive Christian Character of a Church school should be reflected in each section of both the job description and person specification.

National standards for teachers include both statutory and non-statutory guidance. Both are useful in helping guide governing bodies as they devise Headteacher job descriptions and person specifications.

Teachers' Standards Section A (statutory requirement)

Part one: Teaching (relevant where teaching is a component of the Headteacher role)

The Headteacher will:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

The Headteacher/teacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
6. Having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
7. Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

National Standards of Excellence for Head teachers Section B (non-statutory requirement)

These standards of excellence outline the broad and holistic nature of the Headteacher role. Traditionally they are categorised in 4 identified domains.

1. Qualities and Knowledge
2. Pupils and Staff
3. Systems and Process
4. The Self-improving School System.

However, in the case of Church schools it is useful to look at the standards and the Headteacher role through explicit links to the national Church of England Vision for Education.

The Headteacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect

Educating for Wisdom, Knowledge and Skills

‘Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.’ (CofE 2016:7) Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself ‘grew in wisdom.’ (Luke 2:52)

In order to ensure this the Headteacher will:

- Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a church school, focussing on providing ‘wisdom, knowledge and truth’.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally including the continuing role of schools with a religious character, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centered on the school’s Christian vision and distinctive Christian character and values, ably translating local and national policy into the school’s context.
- Communicate compellingly the school’s Christian vision and drive the strategic leadership, ensuring all have the ‘skills needed to shape life well.’
- Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
- Regularly review own practice, set personal targets and take responsibility for own personal and spiritual development.
- Act as spiritual leader to staff and pupils.
- Ensure that Religious Education and Collective Worship are central to the life and teaching of the school, and set a high personal example in these aspects.

- Provide for the daily act of Collective Worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the governing body
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

Educating for Hope and Aspiration

‘Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (Ibid) Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God’s ongoing love and compassion for this world and all within it. ‘Faith is the assurance of things hoped for, the conviction of things not yet seen.’ (Hebrews 11:1)

In order to ensure this the Headteacher will:

- Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively and actively, to aspire to be the best they can be.
- Pay particular attention to supporting the disadvantaged to achieve their God-given potential.
- Instill a strong sense of accountability in staff for the impact of their work on pupils’ outcomes, hopes and aspirations.
- Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils’ well-being that reflect the school’s distinctive Christian ethos and values.
- Establish an educational culture that reflects hope and aspiration whereby ‘open classrooms’ are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Demonstrate a personal ‘reservoir of hope’ through perseverance, patience, openness and celebration

Educating for Community and Living Well Together

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a 'hospitable community that seeks to embody an ethos of living well together.' (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to 'love your neighbour as you love yourself.' (Luke 10:27)

In order to ensure this the Headteacher will:

- Work cooperatively with pupils, staff, governors, parents, the church and other members of the community to achieve the school's Christian vision creating a 'hospitable community'.
- Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
- Promote a vision of a Church school witnessing to its Christian values where we see everyone 'flourishing together'.
- Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school's Christian values.
- Promote, build and sustain creative partnerships with the church and Christian communities that fosters the spiritual development of the children.
- Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
- Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
- Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Ensure that the school's systems, organisation and processes makes our school known for being a 'just institution'.
- Consistent with the School's Christian vision provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, paying attention to the school's distinctive Christian character, in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the development of the whole child spiritually, emotionally and

morally, and the school's sustainability.

- Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.

Educating for Dignity and Respect

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus' teaching special attention is to be shown to 'the disadvantaged, excluded, despised and feared.' Each individual should be given opportunities to live 'life in all its' fullness.' 'Ensuring children are kept safely from harm and educated in an environment where all God's children are valued is of highest priority.' (Ibid)

In order to ensure this the Headteacher will:

- Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed and achievements are secured for all pupils, respecting that all children and staff have different God-given gifts.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture promoting the 'ultimate worth' of each individual and students don't feel ashamed of failure.
- Hold all staff to account for their professional conduct and practice reflecting the school's Christian values.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
- Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff which also actively promotes and reflects the distinctive nature of Church of England schools.
- Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people's lives. In

particular to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement.

- Demonstrates ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community through modelling the Christian values that underpin the life of the school

**Exemplar PERSON SPECIFICATION for HEADTEACHER of a
Church School**

Points to consider.

Each school will be at a different stage in its exploration of what it means to be a church school within its particular community. Governors and, where possible, staff should take the opportunity to review the school's strengths and needs with regard to its religious foundation in preparation for a head teacher appointment. As with other areas of leadership, this will, in turn help governors to determine the sort of person and vision they are seeking to lead the school forward.

Reference may be made to the most recent SIAMS inspection report and subsequent action plan. In addition, governors are encouraged to evaluate the key areas pertaining to the church foundation.

Given the above, governors will need to agree on the degree of religious commitment they are expecting from their candidates. There should be discussion and debate as to which column each element sits and the precise wording. The job description will reflect the elements included in the specification but the final specification will be the tool used to assess each candidate's suitability.

The statements below are offered as suggestions for completing the person specification.

| ***** CE School Head Teacher Person Specification | | |
|--|---|--|
| | Essential | Desirable |
| Qualification | <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development relating to school leadership and curriculum development | <ul style="list-style-type: none"> • Christian Leadership • (CE)NPQH |
| Experience <i>Recent and successful experience of:</i> | <ul style="list-style-type: none"> • Leadership and management in a primary school • Teaching at primary school (across the key stages) • Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress and reflect the uniqueness of the individual • Having a significant positive impact on standards and pupil progress | <ul style="list-style-type: none"> • Working in the church school sector • Teaching in more than one key stage • Working with other agencies for the well-being of all pupils and their families • Managing a delegated budget in line with the school's ethos |
| Wisdom <i>Demonstrate wisdom through understanding of:</i> | <ul style="list-style-type: none"> • The distinctive Christian character of a CE school as expressed through its vision, values and ethos • Issues relating to the leadership and management of a church school that promotes human flourishing • Principles for the development of effective teaching and learning that aims for life in all its fullness • Strategies for raising standards of achievement that reflect the ultimate worth of each student • Principles of school self-evaluation and strategies for planning school improvement • Strategies to develop 'community and living well' through partnership with parents, and enhance church and community links • The range of data available for the evaluation and | <ul style="list-style-type: none"> • The unique context of ***** CE School • The legislative framework for a VA/VC (delete as appropriate) school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment • Personnel issues and strategic financial planning |

| | | |
|---|--|--|
| | <p>improvement of school performance and how to share this is an accessible way with staff, governors and parents/carers</p> <ul style="list-style-type: none"> • The Church of England Vision for Education | |
| <p>Skills <i>Ability to:</i></p> | <p>Develop Hope and Aspiration:</p> <ul style="list-style-type: none"> • Inspire motivate and challenge staff, pupils and others to carry the school's Christian vision forward by communicating a hopeful journey of improvement • Develop the distinctive Christian character of a church school/continue to develop the school's Christian ethos • Provide leadership in Collective Worship that reflects the Christian identity of the school <p>Promote Community and Living Well Together:</p> <ul style="list-style-type: none"> • Foster good teamwork through promoting a sense of community through a culture of 'living well.' • Monitor and evaluate the performance of people and policies in line with the ethos of the school • Manage the school as a hospitable community that seeks to embody an ethos of living well together • Evidence the Christian vision in action through enhancing links and maintaining positive relationships with the local community, the Governing Body, external agencies, the Diocese, the LA, other schools and parents/carers <p>Promote Dignity and Respect:</p> <ul style="list-style-type: none"> • Create and maintain an effective learning environment and culture that positively recognizes individual strengths and needs • Manage own workload and that of others to allow a | <ul style="list-style-type: none"> • Demonstrate exemplary teaching |

| | | |
|---|--|--|
| | <p>work-life balance, in line with Christian principles and practices</p> <ul style="list-style-type: none"> • Ensure all children are kept safely from harm and educated in an environment where all God's children are valued. | |
| <p>Personal Attributes <i>Evidence of:</i></p> | <ul style="list-style-type: none"> • Commitment to promoting a vision of a church school witnessing to its Christian values in its local community • A personal Christian commitment and involvement in a local parish, church and community (VA schools only) • Wisdom grounded in creative thinking and imagination, seeing the potential • The capacity to communicate in a way which reflects a dedication to educating for life together. • The ability to relate constructively to all, inspiring confidence in others, whilst supporting their personal flourishing • Developing of networks and partnerships for what can be given rather than what can be received. | <ul style="list-style-type: none"> • Continuing professional development as a means of fulfilling own potential |

Exemplar Interview Questions for Head Teacher Interview in a Church School

| Question | Prompts | Score/Comments |
|---|---|----------------|
| 1. The Church of England Vision for Education talks of 'educating for life in all its fullness.' What does this mean to you in a church school context? | Awareness of vision: educating for wisdom, hope, community and dignity Christian ethos affecting all areas of school life Fulfilment of individual's God given potential Importance of ethos enhancing outcomes Recognition concern is for whole school community, children, staff, parents and governors | 1 2 3 4 5 |
| 2. How do you ensure curriculum design 'opens up horizons of hope?' | Curriculum is road, balanced, aspirational, enriched Use of resources Meets individual needs in most appropriate way Use of creative resources(visits and visitors) to bring curriculum alive Evidence seen in students' aspirations | 1 2 3 4 5 |
| 3. How do you 'deal with difference' and 'rethink and repent' when you get it wrong as a leader? | Awareness we all continue to learn Value of humility Recognition of treating others with respect Knowledge of self | 1 2 3 4 5 |
| 4. In what ways can you demonstrate the dignity with which you see pupils in lessons taught? | Strategies for meeting individual needs Appropriate use of support Appropriate behaviour management strategies Resources used effectively to support children's learning Belief in 'ultimate worth' of every child | 1 2 3 4 5 |
| 5. In what ways do you ensure your financial management demonstrates wisdom? | Appropriate use of resources Acknowledgement of need to prioritise according to children and school priorities Use of financial support Competency with financial management protocols | 1 2 3 4 5 |

| | | |
|---|---|------------------|
| <p>6. To what extent does teaching and learning actually 'foster confidence' in learners, and what practical strategies could be used to centre our lessons on this approach?</p> | <p>Excellence for all Meets individual needs Creative approaches Growth mindset Collaborative working Mention of various differing groups including SEN, disadvantaged Targeted support Narrowing the gap</p> | <p>1 2 3 4 5</p> |
| <p>7. How do you work with an underperforming staff member?</p> | <p>Recognition of strengths and areas for development Coaching, collaboration, mentoring Agreeing targets, strategies, success measures Value of observation by and of the staff member Guidance from LA and Diocesan advisers sought Capability procedures if necessary Importance of demonstrating dignity and respect for staff member</p> | <p>1 2 3 4 5</p> |
| <p>8. How would you ensure the school's behaviour policy encompasses the 'possibilities of reconciliation and transformation?'</p> | <p>Christian ethos evident in policy and practice Clear expectations Appropriate reward strategies Culture of forgiveness Individual responsibilities</p> | <p>1 2 3 4 5</p> |
| <p>9. In what ways does safeguarding policy and practice convey a sense of 'love and compassion?'</p> | <p>Awareness of up to date legislation Training for all Children know how to keep themselves safe Aspects of safeguarding including online</p> | <p>1 2 3 4 5</p> |
| <p>10. How do you sustain your own 'reservoir of hope' and how do you ensure you are able to provide this for your staff?</p> | <p>Personal faith/belief system Work/ life balance Pastoral aspect of the HT role</p> | <p>1 2 3 4 5</p> |

RECRUITMENT OF HEADTEACHER..... CE Primary School**Observation of act of worship (exemplar proforma)**

Candidate's name:

Observer's Name:

Please make clear notes to support your judgements.

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| a) Theme and content (e.g. relevance, interest, structure etc.) |
| b) Atmosphere created (e.g. through movement, music, visual focus etc) |
| c) Presentation (e.g. tone of voice, gesture, expression etc) |
| d) Pupil response (e.g. attentiveness, interest, participation, etc) |

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| e) Christian content |
| f) Relevance of challenge/message to pupils |
| g) Opportunities for spiritual development (e.g. time for reflection, awe, wonder etc.) |
| h) Other |

SCORE: 1 2 3 4 5

If observing an act of Collective Worship as part of the recruitment process particular attention should be taken as to how the candidates leads the children to a place of worship. Various techniques can be used including music, prayer, Anglican blessings or symbols of the Trinity to represent the start of the Collective Worship. The worship must be Christian in nature, based on Biblical theology or teaching rather than just a

Christian value. Any adult input must be at a level that all children involved can understand. It should be something that is partaken in collectively, allowing time for personal reflection and response. Ordinarily you would not expect a Collective Worship in a primary school to last any longer than 20 minutes maximum. Following the Collective Worship it is recommended that the candidate is asked to reflect on it using some of the following questions:

- Reflecting on your collective worship, how successful was it?
- If you think it could be improved, what would you do differently next time?
- What role might the church play in this?
- How do you provide for pupils of different faiths, or do you?
- Why should collective worship be held every day and for all the children?

Governing Body Review of the Recruitment process

Following a recruitment process it is good practice for a Governing body to review the procedures and anything they have learnt from the process. The following questions governors will support such a review.

- If good schools 'foster confidence, delight and discipline,' how did your advertising for external positions reflect the deeply Christian vision and ethos that characterises your school?
- What values did your practical/logistical arrangements communicate?
- If the 'qualities of character that enable people to flourish together' are important, to what extent do our recruitment processes focus on character vs. competence?
- How did your recruitment processes demonstrate the dignity with which you see your staff?
- If an internal candidate was unsuccessful, how do you love and respect them in their ongoing participation in your community? Who is responsible for this?
- In what ways will governors ensure the newly appointed leader sustains their 'reservoir of hope'?