Southwark Diocesan Board of Education

Appointment of Deputy Headteacher

Guidelines for the Headteacher and Governing Body

September 2014

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Supporting Christian Education
I  LEGAL FRAMEWORK AND USEFUL INFORMATION

A new appointment will need to be made under the 2002 Education Act. Details are set out in Sections 35(8) and 36(8). Persons appointed as headteachers or teachers must meet the requirements of any regulations under sections 132 to 135, 141 and 142 of the same Act and section 19 of the Teaching and Higher Education Act 1998.

Governing Bodies should refer to these useful links:

- **School Teachers' Pay and Conditions Document**  
  The School Teachers' Pay and Conditions Document (STPCD) is updated annually in September.  

- **Guidance on managing staff employment in schools**  
  See Chapter 5: Appointing a head teacher or deputy head teacher  
  [http://www.education.gov.uk/aboutdfe/statutory/g00213619/managing-staff-employment-schools](http://www.education.gov.uk/aboutdfe/statutory/g00213619/managing-staff-employment-schools)

- **Keeping Children Safe in Education**  
  See part three“Safer Recruitment”, which includes recruitment, selection and pre-employment vetting  

- **The Leadership Competencies document**  
  An overview of the 16 leadership competencies  

- **The Teachers' Standards document**  
  The standards and guidance for school leaders, school staff and governing bodies  

There is no legal obligation for a school to have a deputy head teacher, or any limit on the number of deputies a school may have. However, the deputy headteacher is an important post in school and integral to maintaining and raising standards and delivering the strategic vision of the Headteacher and governors.

If the headteacher is absent from the school, the “School Teachers Pay and Conditions Document” requires the deputy head teacher to undertake the professional duties of the head teacher as required by the head teacher and the governing body (in the case of foundation, foundation special or voluntary aided schools). This arrangement should only be used short term. Where a headteacher is absent for a long period the governing body should appoint an acting head teacher rather than require the deputy head teacher to undertake the head teacher’s duties.

The governing body is required to notify the LA in writing where it identifies either a current or new post of deputy head teacher as one to be filled.

Section 60 of the 1998 School Standards and Framework Act allows governors of voluntary aided and controlled schools to have regard to a person’s ability and fitness to preserve and develop the religious character of the school when appointing a deputy headteacher.
A selection panel of at least three members of the governing body must be appointed. (This does not preclude a governing body from deciding that all governors should form the selection panel). The minimum legal requirement is for the panel to:

- Select applicants for interview
- Interview selected applicants
- Where they consider it appropriate, recommend an interviewee to the governing body for appointment.

All decisions must be by majority vote representing a majority of all the members of the panel whether or not taking part in the vote.

Advisory rights of the Chief Education Officer (CEO) may either be by agreement of the governing body or by determination of the Secretary of State. Agreement of advisory rights must be confirmed in writing. The appropriate Diocesan Officer (nominee of the Diocesan Board of Education) has the same rights as the CEO.

The 2009 Regulations specify that the governing body must advertise a deputy headship vacancy or post in such manner as it considers appropriate, unless it has good reason not to (Regulations (15(2), 15(7), 27(2) and 27(7)). It is recommended that the governing body seeks advice from their local authority and diocesan authority, before deciding not to advertise. The diocesan board recommends advertising nationally.

Section 60 of the 1998 school Standards and Framework Act allows governors of voluntary aided schools to have regard to a person’s ability and fitness to preserve and develop the religious character of the school when appointing teachers. In appointing a headteacher or deputy headteacher governors will need to discuss what level of Christian commitment is required in would-be applicants. This can be anywhere on a continuum from practising Anglican, committed Christian actively involved in their own church to someone willing to support and develop the Christian ethos.

## 2 GUIDANCE ON SETTING UP THE SELECTION PANEL

A recommended number of governors for a deputy headship selection panel is three, five or seven plus the headteacher. The setting up of the appointment panel should be minuted at a governors’ meeting. It is recommended that the foundation governors should be in the majority on such a panel. It is also advisable to nominate a reserve member to the panel.

- It is a requirement that the trained Governor for Safer Recruitment is a member of the panel.
- A selection panel must be complete in terms of the number of members agreed by the governing body. If any member drops out, a replacement agreed by prior due process must take their place.
- If an internal candidate is shortlisted, governors are advised that a teacher governor on the panel should withdraw at this point if they stand to benefit in any way from the outcome.
- Given that advisory rights are afforded to both the LA and the SDBE, they need to be given early notification of the vacancy and invited to participate in all aspects of the selection procedure.
3 TIMESCALE & PERIOD OF NOTICE

The governing body must send the names of the shortlisted candidates for the post of head teacher to the local authority (Regulation 15(3)(a) and 27(3)(a))). It is also recommended that the panel agrees with the local authority what additional information it needs in order to enable it to decide whether to make written representations about any of the candidates.

The local authority may then make written representations to the selection panel where it believes an applicant selected for interview for the post of head teacher is unsuitable. If the representations are received within seven days of the authority receiving the notification referred to above the selection panel must:

- consider the representations; and
- where it decides to recommend an applicant about whom representations have been received, notify the local authority, in writing, of its reasons (Regulation 15(4) and 27(4)).

In addition the governing body must take into account the period of notice that must be given by the successful candidate before taking up the post. The Burgundy Book national conditions of service agreement for teachers provides that classroom teachers, deputy headteachers and assistant headteachers are under two months’ notice and in the summer term, three months’ notice, terminating at the end of that school term.

Therefore, teachers who wish to leave their jobs should observe the following deadlines when giving their notice:
- to leave at 31 December, give notice by no later than 31 October;
- to leave at 30 April, give notice by no later than 28 February;
- to leave at 31 August, give notice by no later than 31 May.

It is important to note that these provisions only allow teachers to resign their posts with effect from the end of term. There is no right to leave at half term unless this is mutually agreed by the teacher and the school.

Headteachers are under three months' notice and in the summer term, four months' notice. They must therefore give notice one month earlier than the above dates.

Governors need also to bear in mind that they may not find the right candidate first or even second time round. Governors may find it helpful to prepare for two recruitment schedules in the first instance.

4 ADVERTISING

A decision has to be made over the size, format and content of the advertisement, and in which publications it will appear. It is important that the advertisement is not only value for money but also ensures that the maximum number of appropriate candidates apply for the post. Advice over precise cost can be given by Anne White at SDBE who co-ordinates all the Board's advertising.

Content

A clear distinction needs to be made between the information essential for the advertisement and that which can be provided in the information pack (see next section). The advertisement should include any feature of the school which may attract candidates with a particular interest or experience (e.g. Special Educational Needs unit, strong community or church links, serves a culturally diverse community) and should include information which may encourage applications (e.g. recent successful OFSTED report, attractive well-resourced building, the school is popular and over-subscribed).

Salary information must also be included in advertisement. For guidance see STPCD paragraphs 9.2 to 9.4 ('useful links’ at the beginning of this document).
Where
The most obvious publication is the 'Times Educational Supplement'. Some LAs have their own in-house bulletins. The 'Church Times' may also be considered. For the 'TES' (issued on Fridays), copy should be with the SDBE by the Thursday of the week prior to the week of publication.

5 THE INFORMATION PACK - DOCUMENTS NEEDED

The appointment panel will need to agree the contents of a 'recruitment pack' for enquirers who wish to apply. Thought will need to be given as to who will be responsible for the preparation and administration of the 'pack'. This is usually done by the school administrative team. Packs need to be ready to be downloaded as soon as the advertisement appears. The pack should market the school and aim to attract as many potential candidates to the post as possible. It should include:

- A covering letter
  This letter is the first point of contact with prospective candidates. It should be welcoming, invite candidates to visit the school (if possible), outline the application process, summarise the content of the application pack and outline the arrangements for returning completed forms.

- A profile of the school/school characteristics report
  The school brochure/profile may provide much of this information (this will include SATs/exam results) and a summary of the school's OFSTED and Section 48 reports. A reference to the school website will also be included.

- Person specification/selection criteria
  This sets out the qualifications, experience, professional knowledge and understanding, competences and qualities that the successful candidate should be able to demonstrate. It is in this that any particular requirements must be made clear. Some aspects may be 'essential' (eg 'experience of teaching a particular age group' or 'committed Christian'), others may be 'desirable' (eg 'experience in inner-city schools' or 'communicant member of the Church of England'). It is against these criteria that applicants will be shortlisted and questioned at interview.

- Job description
  The job description sets out the specific duties and responsibilities of the post.

- Application form
  The SDBE has its own form which is available online. This includes a section on faith commitment and requires a candidate to give the name of a referee to support his/her Church affiliation.

- Local Authority Information
  Some LAs produce a recruitment pack outlining the benefits of working in their particular area.

- Additional information
  Governors may wish to send additional information to candidates at this stage or after shortlisting such as the school improvement plan or information about the shortlisting and interview process.
THE SELECTION PROCESS

Short listing

Following successful shortlisting:
- Letters to be sent
- Visits to the School
- Preparing for the Interview Day

Interviews and decision making

Ratification

Short listing

This initial part of the selection process should involve all those who will be interviewing the candidates. Both LA and SDBE Advisers should be invited, though if they are unable to attend they may send their written comments to the shortlisting. Applicants should be assessed against the selection criteria in the person specification for the post.

A grading system for each of the criteria can be helpful, for example:

0  failed to address the criterion;
1  mentioned but gave no evidence
2  partly met the criterion;
3  fully met the criterion.

Only applicants who score a significant number of ‘fully met’ grades should be shortlisted.

After successful shortlisting the following letters need to be sent

1. To the unsuccessful applicants indicating that they have not been shortlisted
2. To the shortlisted candidates inviting them to interview and giving:
   - Fuller information about the date, time and venue/s (with map/s) for the interviews
   - The structure of the day/s;
   - Details of any preparatory work e.g. presentation topic, leading an act of worship;
   - A request to bring documentary evidence of their identity which will satisfy CRB requirements, ie either a current driving licence or passport including a photograph
   - A request to bring documents confirming educational and professional qualifications
3. To the referees of the shortlisted candidates, enclosing the person specification and requesting any particular information relating to this. These references will need to arrive at the school prior to interview.

Visits to the School

Many applicants will already have visited the school. Governors may, however, wish to invite shortlisted candidates to a formal visit as a group especially if part of the interview process requires them to comment on their perception of the strengths and weaknesses of the school. A person will need to be designated to show candidates round.

Visits to the Candidates in their own Schools

Some Local Authorities recommend visiting shortlisted candidates at their own school. This is a delicate area and can be discussed by the panel.

Guidelines for visits

- A decision needs to be made over who should visit. The SDBE recommend the headteacher plus one governor.
- A visit should only be made with the full agreement of the host headteacher and the candidate.
- The purpose and nature of the visit should be made clear – the length of time to be spent in the school, what will be observed and which criteria of the person specification the visit relates to.
- either all or none of the candidates should be visited - it may depend upon the location of those shortlisted
The Interview Day

This may include a number of elements designed to explore aspects of the candidates' knowledge, skills and experience as set out in the person specification. Some of the following elements might be included, depending on what governors are looking for:

<table>
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<tr>
<th>Teaching observation</th>
<th>Candidates teach for about 20-25 minutes. This gives the headteacher the opportunity to make judgements about the quality of teaching and relationships with pupils. Candidates should be notified in advance with the age group, number of children, equipment available, subject to be taught and numbers at different curriculum levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; teaching walk</td>
<td>Candidates walk around the whole school, visiting classrooms for up to 5 minutes each and then give feedback on what they have seen – strengths and areas to develop.</td>
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</tbody>
</table>
| In-tray exercise | Candidates are given this on the day and it might include:
  - Response to a parental complaint or concern
  - Preparation of a general letter to parents over a difficult issue
  - Analysis of performance data
  - A number of problems (set in writing) that candidates have to prioritise and to which they respond |
| An act of worship | Candidates are asked to take an act of worship observed by designated governors and an adviser. The purpose of this is to test their ability to relate to and communicate with children and to lead Anglican worship. |
| Interaction with pupil group | Candidates meet with a group of pupils (e.g. School Council) to answer questions or lead discussion, while observed by designated governors and an adviser. This tests their ability to relate to and communicate with children. |
| Group exercise or ‘goldfish bowl’ | All candidates are given the same scenario/problem to discuss as a group. Governors observe the discussion and record candidates' ability to demonstrate: problem analysis; judgement; leadership; sensitivity and oral communication. |
| Presentation | A 10 minute presentation, relating to the school (e.g. setting a vision, raising achievement or developing stronger links with the church). It tests the ability of candidates to communicate effectively with their audience. The subject can be given to candidates in advance or on the day with time to prepare. |
| Interview: Always included | All selection panels without exception will undertake a formal, in-depth interview as part of the process. This is usually the final part of the assessment process. |

A typical structure for selection would include a mix of tasks followed by presentation and interview. Not all tasks need to be observed by the full panel; the panel members can each observe different elements and then feed back to the full panel.

The tasks
- Lesson observation
- Interaction with pupils – worship & discussion group
- In-tray
- Any other relevant tasks

With the full panel
- Presentation
- Interview
The selection process can take one or two days, depending on the number of candidates and number of tasks.

The professional advisers from the LA and/or the Diocesan Board have a wide range of experience and can help with timetables and pro-formas. They can also assist with drafting the task(s) selected. In addition the process must allow for documentation related to Safer Recruitment to be verified.

**Organisation on the Interview Day**
There will need to be someone who is not involved in the interviewing (usually a governor or member of the administrative staff) to be responsible for:

- welcoming candidates
- ensuring that candidates are in the right place at the right time throughout the day (and assisting them if they need help setting up IT equipment for worship etc)
- organising refreshments and lunch

**7 GUIDANCE ON THE INTERVIEWS**

**Preparation**
Interviewers should ensure that they have read the application forms thoroughly before the interview. Where there are areas for clarification relating to information on the application form eg employment record then a question should be framed to address the issue.

Governors will need to decide how each element of the interview process is to be judged. It is advisable to use a grading system with grids to record comments and judgements on each candidate systematically. Examples are appended.

**Interview Questions**
Questions should be allocated and discussed beforehand so that governors know the areas they will cover. Some discussion about the sort of responses looked for will be useful beforehand. The SDBE has a “menu” of questions for headship and deputy headship interviews, covering a wide variety of topics, which may be a useful starting point.

All candidates should be asked the same questions (except where there is a need to clarify gaps in a candidate’s employment history or discrepancies arising from the information provided by the candidate and/or a referee). A candidate’s response to a question will determine whether and how it is followed up by deeper questioning/ clarification. Additional unrelated questions should not be asked. It is better to pose competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate’s attitudes and understanding of issues.

Do not ask any questions that are not related to the criteria or which are personal in nature eg the journey they will have, their marital status, their age, their family.

At the end of the interview the chair will normally ask if the candidate has any questions they wish to ask the governors about the school or the post and whether, if offered the post, they would accept (some actually come just for the experience or to have another interview up their sleeve).

The following is one grading system that can be adapted if required:

1. failed to answer the question - missed the point, waffled or simply dried up
2. a superficial answer - saying the right things but not showing any real understanding of how issues might work in practice; or purely anecdotal
3. an adequate answer which covered the ground / related elements of relevant personal experience
4. a full answer - able to draw out key principles - drawing on personal experience to illustrate - showing an awareness of the management and whole school implications
Reaching a Conclusion
This is done when all the elements of the selection process are completed for all the candidates. There should be no sharing of feelings and views until the whole process is complete.

If a grading system has been used, grades can be used as a guide but there must also be a full discussion and exchange of opinions; in the course of such a discussion some governors may decide to alter grades. Judgements must be related to the criteria - not general instinct! Advisers can be asked to summarise on each candidate in order to get the discussion going.

References and Safeguarding checks
Unless there is a discrepancy that would need to be checked with the candidate concerned during his/her interview, references are shared when the governors are near to making a decision or where they are deliberating over two candidates.

An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks. See *Keeping Children Safe in Education, part three “Safer Recruitment”*.

A recommendation for appointment is made on a majority vote (LA and SDBE do not have a vote). If no candidate stands out governors are advised not to appoint and to advertise again.

8 RATIFICATION

In *foundation or voluntary aided schools* the governing body may appoint the person recommended by the selection panel, unless they fail the relevant checks (*Regulation 27(5)*). The whole governing body must meet as soon as possible after the appointment panel have reached a conclusion to ratify the appointment.

The candidates should be informed (as indicated during the interview) by telephone on the evening of the interview or the following day (depending on when the full governing body can meet to ratify the recommendation). The successful candidate will then have the appointment confirmed in writing (subject to references and/or medical information if this is still to be obtained) confirming the date when the appointment is to be taken up and the salary agreed.

A courtesy letter to unsuccessful candidates should be sent. No explanation or analysis of 'performance at interview' should be given over the telephone or in the letter. An offer of debriefing through an adviser can be made.

9 IF NO APPOINTMENT IS MADE

If the panel decide not to recommend an appointment a new time scale for re-advertisement and selection should be set up. It may be necessary to plan a meeting to assess any changes that need to be made to the process. The new panel does not have to consist of the same governors.
Agenda for the Appointment of a Deputy Headteacher

The governing body needs to agree the following:

- Advisory rights of the Chief Education Officer and the Diocesan Director;
- The names of the governors on the selection panel;
- Two reserves in order of priority;
- Outline timetable including date for ratification;
- The selection panel needs to agree the following scope of selection arrangements:
  - Confirm pay range being offered;
  - Consult LA/ SDBE on detail of advertisement, job description and person specification;
  - Contents of information pack;
  - Visiting arrangements;
  - Venue for process;
  - Governors’ training arrangements (if appropriate);
  - Any other recommendations.

Role of the Southwark Diocesan Board Adviser

To advise and support the Governing Body at all stages of the process

To attend shortlisting and the selection process

To make professional judgements on candidates’ abilities on behalf of the Governing Body

To provide activities and the associated proformas for judging these

To offer recent models of Job Descriptions and Person Specifications

To offer model interview questions
Deputy Headteacher Appointment Process Timescales

<table>
<thead>
<tr>
<th>Action</th>
<th>By Whom</th>
<th>When</th>
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</thead>
<tbody>
<tr>
<td>Resignation received</td>
<td>Chair of Governors</td>
<td>Due date</td>
</tr>
<tr>
<td>Letter of acknowledgement &amp; thanks</td>
<td>Governors</td>
<td>Immediately</td>
</tr>
<tr>
<td>SDBE notified</td>
<td>Chair of Governors/ Headteacher</td>
<td>Immediately</td>
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<tr>
<td>LA personnel notified</td>
<td></td>
<td></td>
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<tr>
<td>Governor Services notified</td>
<td></td>
<td></td>
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<tr>
<td>Governors’ training needs identified</td>
<td>SDBE &amp; Governor Services</td>
<td>Immediately</td>
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</tbody>
</table>

As soon as possible thereafter:

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<thead>
<tr>
<th>Action</th>
<th>By Whom</th>
<th>When</th>
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<tbody>
<tr>
<td>Appointment Panel nominated</td>
<td>Full Governing Body</td>
<td>Week 1</td>
</tr>
<tr>
<td>Prepare advertisement</td>
<td>Appointment Panel/ Headteacher</td>
<td>Week 2</td>
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<tr>
<td>Recruitment pack</td>
<td></td>
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<tr>
<td>Arrange for dispatch of packs</td>
<td></td>
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<tr>
<td>Advertisement placed</td>
<td>School, SDBE or Education Personnel</td>
<td>Week 3</td>
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<tr>
<td>Advertisement appears</td>
<td>TES</td>
<td>Week 4</td>
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<tr>
<td>Advert closes</td>
<td>Chair of Panel/ Headteacher</td>
<td>Week 6</td>
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<tr>
<td>Applications collated</td>
<td></td>
<td></td>
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<tr>
<td>Shortlisting</td>
<td>Appointment Panel, SDBE Adviser, LA Adviser</td>
<td>Week 7</td>
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<tr>
<td>Shortlisting approved</td>
<td>Chair of Panel/ Headteacher</td>
<td>Week 8</td>
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<td>References sent for</td>
<td></td>
<td>Week 9 &amp; 10</td>
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<tr>
<td>Interview process</td>
<td>Appointment Panel, SDBE Adviser, LA Adviser</td>
<td>Week 10</td>
</tr>
<tr>
<td>Appointment ratified</td>
<td>Full Governing Body</td>
<td>Week 11</td>
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<tr>
<td>Successful candidate contacted by phone and verbal offer conveyed. Followed up in writing the next day</td>
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<td>Week 12</td>
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<tr>
<td>Medical/Criminal conviction clearances processed</td>
<td>Chair of Governors/ Headteacher /Education Personnel</td>
<td>Week 11</td>
</tr>
<tr>
<td>Contract and terms &amp; conditions sent for signature</td>
<td>Chair of Governors/ Headteacher</td>
<td>Within 8 weeks of appointment</td>
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</table>

Within 8 weeks of appointment
Deputy Headteacher Job Description and Person Specification

The appointment of a new deputy headteacher is the ideal time to review the job description and person specification. There are good examples available from the LA and SDBE advisers and on the internet, particularly the TES Jobs website:

http://www.tes.co.uk/deputy-headteacher-leadership-jobs/

Job Description

The job description should be read alongside the School Teachers’ Pay and Conditions Document and the Teachers’ Standards. Candidates will be expected to have considered these in relation to Voluntary Aided Church of England School.

Areas that the job description should cover include:

- Leadership and Management (including the Governing Body)
- Pupils
- Curriculum and Standards
- Teaching and Learning
- Main Duties
- Christian Distinctiveness and Ethos
- Equal Opportunities
- Parents/Carers, the Local Community, the Diocese, Local Authority & other agencies
- The School Buildings and Site

The successful candidate will need to agree major objectives with the governors.

Person Specification

This is particularly important at the short-listing stage, when applications are assessed in relation to how well they address the criteria.

Candidates should ensure that they address all of the above criteria in their application form. Shortlisted candidates will be selected entirely on the basis of the extent to which they meet the selection criteria in their application form.

10 USEFUL DOCUMENTS

- Short listing grid
- Presentation assessment sheet
- Request for a confidential professional reference for headteacher, deputy head or teacher
- Request for a confidential faith reference
- Example timetables
### EXAMPLE SHORT-LISTING GRID

<table>
<thead>
<tr>
<th>CRITERIA FOR SELECTION /CANDIDATES</th>
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<td>Qualifications</td>
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<td>1. QTS</td>
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<td>2. Higher Degree/ Professional development</td>
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<td>3. Preparing for Deputy Headship</td>
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<td>Working in a Church School</td>
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<td>4. Practising C of E (desirable)</td>
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<td>5. Personally committed Christian</td>
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<td>6. Supports Church School ethos</td>
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<td>Teaching and Curriculum</td>
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<td>Leadership &amp; Management</td>
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<td>Parents, Church and Community</td>
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**GRADE:**

3 fully meets the criterion
2 partially meets the criterion
1 mentions but gives no supporting evidence
0 fails to mention

(D) Desirable but not essential
Presentation Assessment Sheet

Name of candidate ..............................................................

Presentation title ..............................................................

Name of observer ..............................................................

1. Preparation (overall planning, degree of professionalism)

Well prepared 3 2 1 0 Poorly prepared
Evidence of research 3 2 1 0 No evidence

2. Presentation (standard, structure, relevance, impact)

Clear structure 3 2 1 0 No structure
Content fits title 3 2 1 0 Weak content
Use of visual aids 3 2 1 0 Inappropriate use
Appropriate delivery 3 2 1 0 Inappropriate
good timekeeping 3 2 1 0 Poor timekeeping
Well paced 3 2 1 0 Poorly paced
Interesting 3 2 1 0 Boring
Strong impact 3 2 1 0 Weak impact

3. Personal Qualities (rapport, enthusiasm, style)

Confident 3 2 1 0 Lacked confidence
Relaxed 3 2 1 0 Tense
Warmth/humour 3 2 1 0 No warmth/humour
Articulate 3 2 1 0 Inarticulate
Varied tone/style 3 2 1 0 Monotonous

4. Content (specific points relating to title). Allocate up to 20 marks .................

Total marks out of 65 ..............

Grading 55-65 Outstanding (3)
44-54 Good (2)
33-43 Satisfactory (1)
0 -32 Inadequate
REQUEST FOR A CONFIDENTIAL PROFESSIONAL REFERENCE FOR HEADTEACHER,
DEPUTY HEAD OR TEACHER

Dear

Name of applicant
Current post
Post applied for

Date

I should be grateful if you would let me have, in confidence, your views on this applicant’s suitability for the above post, details of which are enclosed. These views will help the governing body to decide which applicant most closely matches their agreed selection criteria. Confidential references are being sought on all applicants who are to be interviewed.

The governing body would appreciate an indication of your judgement and experience of the applicant on the following matters:

1. Range of responsibilities, experience and level of effectiveness in current post
2. Performance in previous posts (if known)
3. Knowledge and skills, personal and professional qualities
4. Any relevant additional information (Under Safeguarding Children and Safer Recruitment in Education you should indicate whether you are completely satisfied that the candidate is suitable to work with children and if not what specific concerns you have and why you believe the person might be unsuitable. Details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people and the outcome of those concerns, including any disciplinary procedures even if the sanction has expired) should be mentioned. Other disciplinary matters where the sanction is current should also be included.)
5. Any cause for concern and have any formal procedures been applied?
6. A comment of the applicant’s robustness and resilience
7. A judgement on the applicant’s suitability for the post, using one of the following:
   - Recommended, without reservation, for appointment
   - Recommended for appointment
   - Recommended for consideration for appointment
   - Not recommended for appointment
   - Unsuitable for appointment

The governing body meets to interview the candidates on [date..........................] and I should be grateful for an early reply.

The governing body very much appreciates your help.

Yours sincerely

Name – Chair/Clerk to Governing Body

Enclosures:
Job description
Person specification
School profile/information
REQUEST FOR A CONFIDENTIAL FAITH REFERENCE

Dear ..... 

Name of applicant:  
Current post:  
Post applied for:  

I should be grateful if you would let me have, in strict confidence, your views on this applicant’s suitability in terms of faith commitment for the above post, details of which are enclosed. These views will help the governing body to decide which applicant most closely matches their agreed selection criteria. Confidential references are being sought on all applicants who are to be interviewed.

The governing body would appreciate an indication of your judgement and experience of the applicant on the following matters:

1. Does he/she attend your church? With what degree of frequency?
2. What is your assessment of his/her faith commitment?
3. What is his/her current involvement in and commitment to church and community life?
4. What is your assessment of the quality of his/her relationships within the parish?
5. From your knowledge of his/her faith and character, does he/she have the necessary leadership qualities to promote the Christian ethos required of this post?

The governing body meets to interview the candidates on [date...............]. I enclose a stamped envelope and should be grateful for an early reply.

The governing body very much appreciates your help.

Yours sincerely,

Name (Incumbent/Chair/Clerk to Governing Body)

Enclosures:
Job description
Person specification
School profile/information