

Recruiting a new headteacher



Guidance for Governors



Children and Young People
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Dear Governors

Recruiting a Headteacher

The recruitment and selection of a headteacher for your school is a huge responsibility. It is a process you will need to prepare for and plan carefully. I would encourage you to take the time to think creatively, and consider the future needs of your school and the community it serves.

Surrey governors are well supported through the advice and guidance available from consultants working for Surrey Local Authority through Babcock 4S. Please make good use of this guide and the support provided by your designated consultants.

Surrey has developed a comprehensive leadership sustainability and succession strategy designed to build leadership capacity in the school system, address the challenge of headteacher recruitment, and support and sustain existing leaders. An integral part of this strategy is a refreshed focus on the support available for governors in recruiting, selecting and appointing headteachers.

Governors can be also assured that all new headteachers appointed to Surrey maintained schools have the opportunity to access a comprehensive induction programme. This programme supports headteacher development during the first 12 months of headship. Each newly appointed headteacher, taking up a first headship, also has access to a Professional Partner during their first two years in post. This role is undertaken by an experienced headteacher accredited as a Local Leader of Education who, through coaching, helps them develop their leadership skills and capacity.

I commend the guidance contained in this document to you. It is practical, informative and links to the latest thinking and advice from the Department for Education (DfE) via the National College for Teaching and Leadership.

My best wishes for your endeavours.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Peter-John Wilkinson', with a long horizontal flourish extending to the right.

Peter-John Wilkinson
Assistant Director – Schools and Learning

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Templates to support this guidance are available to download as separate documents from www.babcock-education.co.uk/4S the Babcock 4S website.

Introduction

This guidance aims to provide support for governors engaging in the process of recruiting a new headteacher. The guidance applies to both Surrey maintained schools and academies. Much of the content is also relevant to the appointment of a deputy headteacher.

There is extensive and accessible guidance and support available for governors and it is not the intention of this guide to duplicate that. Rather, it is a summary of key considerations.

Links to more detailed information, guidance and advice are provided. There is a range of exemplar documentation for adaptation by schools given in the appendices.

Statutory obligations are summarised. The Useful materials and references section provides opportunities for further reading and additional sources of information.

Further advice and support is available from the school's Babcock 4S Personnel Consultant, Leadership or Overview Partner (LP/OP) or the Governance Consultancy team.

More detailed written guidance on recruiting headteachers can be downloaded free of charge from <http://www.nationalcollege.org.uk> the National College for Teaching and Leadership.

The resources pages 'Recruiting headteachers and senior leaders', on the [National College for Teaching and Leadership website](http://www.nationalcollege.org.uk) include specific information for governors on headteacher recruitment, including three very useful documents: 'A guide to recruiting and selecting a new headteacher'; 'Taking a marketing approach to leadership recruitment'; and a toolkit for governors, 'Finding, developing and keeping great headteachers'.

Babcock 4S Governor Leadership is able to provide support for governors to develop their leadership succession strategy and planning. Contact Sue Boustead at sue.boustead@babcockinternational.com for further information.

Leadership development

As part of an effective recruitment and retention strategy, governing bodies should consider leadership development planning alongside other review activities so that when senior leadership posts become vacant, there is a strategy in place. This will be taken into account during recruitment processes and ensure that governors have a clear view of the leadership needs of the school and that any new leaders will meet the agreed specification. It will also help to ensure that recruitment processes are effective and appropriate.

Babcock 4S are leading Surrey County Council's strategy in this area and further information, advice and guidance on this and other topics is available from: www.babcock-education.co.uk/4S the personnel pages of the Babcock 4S website. Your school will be able to help you access the website if you do not have a current password or, alternatively, you may telephone Babcock 4S on 0800 073 4444 extension 835200 for further information.

Legislation governing the appointment of headteachers and deputy headteachers

The following paragraphs summarise the main requirements of the School Staffing (England) Regulations 2009 concerning the appointment of a headteacher and deputy headteacher. Please note that these regulations only apply to maintained schools; not to free schools and academies.

The governing body must:

A. Notify the local authority

This would ordinarily be done by the chair of the governing body, as it is to the chair that the headteacher should submit their resignation. Faith school governors should also inform their diocese, as the diocese may wish to offer support and take an active role in the recruitment and selection process.

B. Appoint a selection panel

The panel **must** be appointed by the whole governing body and should comprise of no fewer than three governors. It is essential that the panel members understand the time required to fulfil this vital responsibility and that they commit this time at the start of the process of recruitment. They are responsible for the management of the recruitment process and select a candidate for the full governing body to consider. Headteachers (or deputy headteachers, depending on the appointment in question) are not eligible to serve on the selection panel in maintained schools (School Staffing Regulations 15(3)).

The selection panel must then recommend their chosen candidate to a **quorate formal meeting of the governing body**, who will ratify the selection decision. This process means that the full governing body formally accepts the recommendation of the panel. In doing so, they signify their full support to the new headteacher or deputy headteacher.

C. Review the school's individual school range

Guidance on how to do this can be found in the current School Teachers' Pay and Conditions Document. It is available to download from the Department for Education's website.

D. Ensure safer recruitment practices are followed

Schools are under a statutory duty to safeguard and promote the welfare of children. Recruiting staff without following guidance and statute puts the safety of pupils at risk. It is important that schools not only follow guidance, but are seen to be doing so. The best way to minimise risk is to ensure that there are open processes and clear expectations of all in regard to safeguarding children. (See page 16). It is a statutory requirement that at least one member of every selection panel has successfully completed the DfE on-line 'Safer Recruitment' training. Use the following link: www.education.gov.uk/e-learning/login/index/php for further information on the training.

An appropriate statement should be included in all publicity materials, including the application pack, job description and person specification, advertisements and the school website etc. For example:

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'.

E. Advertise the vacancy

Under the School Staffing Regulations 2009, the governing body can decide where to advertise the vacancy, however, it is a well-established Surrey County Council procedure for Surrey maintained schools that all headteacher and deputy headteacher posts are publicly advertised in a recognised national publication/media which can be solely on line, such as the Times Education Supplement (TES) or Eteach. Schools which purchase the Babcock 4S Recruitment and Selection Service Level Agreement from the Babcock 4S Personnel Consultancy can use www.eteach.com for free access to the electronic advertising package.

F. National Professional Qualification for Headship status

From 8 February 2012, candidates seeking their first appointment as a headteacher are no longer required to hold the National Professional Qualification for Headship (NPQH). This means that governing bodies now have greater autonomy when recruiting headteachers and will be able to appoint suitable candidates who do not hold NPQH if they choose to do so. However, individual governing bodies can choose to state that candidates are required to have NPQH and will still be able to prioritise candidates with NPQH over those who do not.

G. Support and advice

The governing bodies of Surrey maintained schools are required to seek external advice on the appointment of their new headteacher.

In maintained schools, all headteacher appointments must include at least **one representative of the local authority (LA) and a diocesan representative, if appropriate**, offering advice and guidance to the selection panel. This will usually be the attached Leadership or Overview Partner. Governors can engage other advisers to meet any needs they identify. The selection panel should discuss and make decisions about whether to involve additional advisers in the headteacher recruitment and appointment process.

Please note that advisers do not have the right to vote in the selection decision; their purpose is to assist the selection panel in the fair gathering and analysis of evidence which will be taken into account during the selection decision. In very extraordinary circumstances the LA representatives may advise the governors that they are unable to recommend the selected candidate be appointed.

All Surrey maintained secondary school headteacher appointments are attended by the schools' AEO (Area Education Officer) in an advisory capacity.

For further advice on the specific legislation relating to headteacher recruitment and appointment please contact your school's Personnel Consultant by emailing the Personnel

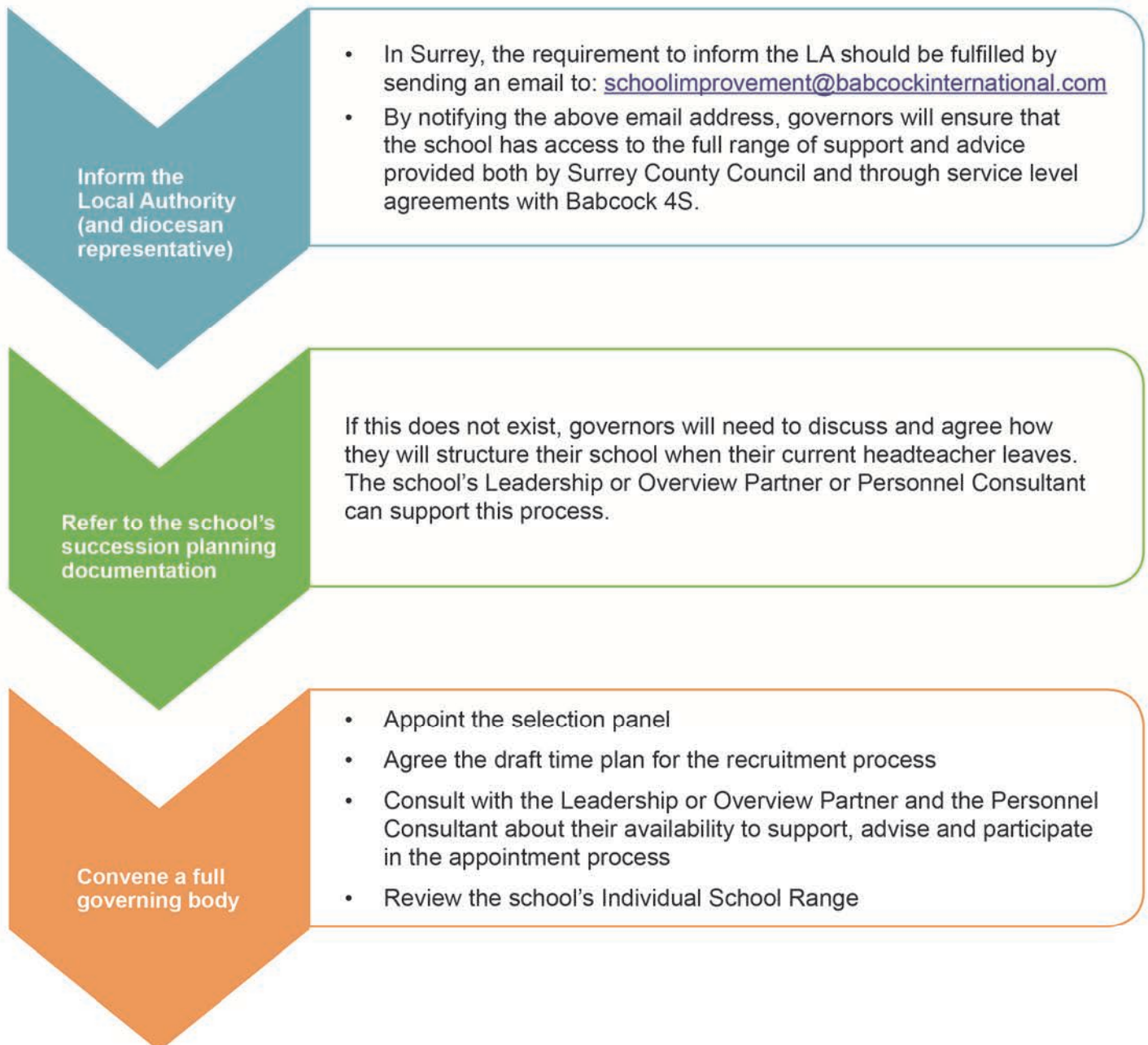
Consultancy Service on ed.personnel@babcockinternational.com or telephoning 0800 073 4444 ext 835200.

H. Other legislation

The appointment of all staff, including headteachers, is subject to data protection and extensive employment legislation, particularly in respect of discrimination. This establishes the rights of individuals not to be discriminated against on the grounds of gender, sexual orientation, gender assignment, pregnancy and maternity, race (including ethnic or national origins, colour and nationality), age, marital or civil partnership status, disability, religion or belief (except in some cases where schools with a religious character are able to justify this because there is an occupational requirement for the post). Your Personnel Consultant will be able to advise you on these issues.



Initial action for governors – summary



Appointing the selection panel – summary

When appointing the selection panel the whole governing body should ensure that they take account of:

- Equality – all governors, including parent and staff governors, are eligible to be panel members, with the exception of the headteacher and deputy (see page 6).
- Availability – all panel members should be aware of their responsibilities throughout the process and not just on selection days. They should be able to commit that they have the time available to fulfil the role.
- Conflict of interest – should be explored with any potential panel member. For example, knowing an internal candidate (e.g. deputy headteacher) professionally is not a conflict, whereas being a personal friend is. If panel members find themselves unknowingly faced with a candidate who is a friend at, for example, the shortlisting stage, they should declare their interest at the governing body meeting and should withdraw if necessary.

Support and advice

Support and advice is available to the selection panel from the:

- Leadership or Overview Partner or the designated Babcock 4S Personnel Consultant.
- Area Education Officer.
- Diocesan Adviser.

Having notified the LA of the resignation, the chair of governors should also ensure that the Leadership or Overview Partner and Personnel Consultant are both made aware of the headteacher's resignation. Church schools will also usually have access to advice from a diocesan education officer.

The school's Leadership or Overview Partner is currently funded by Surrey County Council for specified support to governors recruiting a headteacher. (This only applies to maintained schools not academies). He/she can be contacted by email on firstname.surname@babcockinternational.com or by telephone on 0800 073 4444 for further information.

The school's Personnel Consultant is also funded for support with one planning meeting, one shortlisting meeting and one selection event as part of the Recruitment and Selection Service Level Agreement, or their support and advice can be purchased from Babcock 4S.

The Personnel Consultant can be contacted via email on firstname.surname@babcockinternational.com or by phone on 0800 073 4444 ext 835200.

Planning for successful recruitment

Because the appointment of a headteacher is one of the most important tasks for which the governing body is responsible, the entire process of preparing, advertising, selecting and appointing needs to be thoroughly planned from the offset. Similarly, the planning process should apply to the appointment of a deputy headteacher.

The checklist below will help ensure that the governing body and its selection panel are thoroughly prepared and will contribute to the smooth running of the process:

No	Event/Action	Date	Tick when complete
Chair of governors			
1.	Headteacher resignation received (in writing) by chair.		
2.	Chair acknowledges resignation in writing.		
3.	Chair informs LA and other appropriate bodies as necessary.		
4.	Chair activates the governors' leadership succession plan (if one exists).		
5.	For Surrey maintained schools, and other schools as applicable, chair consults the Area Education Officer to establish if the size or status of the school is to be reviewed or likely to change.		
6.	For Surrey maintained schools, and other schools as applicable, chair secures initial guidance from Leadership/Overview Partner and Babcock 4S Personnel Consultant.		
7.	Chair convenes full governing body meeting and agrees agenda with clerk. The agenda should include an opportunity to discuss different models of school leadership (if it is appropriate for the school to be federated with another school).		
8.	Chair agrees with headteacher how departure will be communicated to staff, pupil, parents, etc.		
9.	At the full meeting of governors, agree to appoint selection panel, and invite advisers as appropriate.		
Selection Panel (in consultation with the Leadership/Overview Partner/Personnel Consultant)			
10.	Agree programme for the selection process – advertisement date, closing date, shortlisting and selection/interview dates, ensuring advisers are available and booked. Chair to write draft letter to candidates. This is a key element of the recruitment process.		
11.	Agree salary range.		
12.	Agree the timetable for the selection process – advertisement date, closing date, shortlisting process and selection/interview dates, ensuring advisers are available and booked to provide support.		

No	Event/Action	Date	Tick when complete
13.	Design outline format of the selection process, including organising external input where needed (e.g. personality profiling), contributions/involvement of pupils/staff, assign panel member roles, arrangements for potential candidates to visit the school informally before closing date etc. Make arrangements for drafting questions, and assessment process activities etc. using support and guidance of advisers as necessary.		
14.	Ensure school administrative arrangements are in place and all staff know their roles: • Distribution of packs, electronic/paper, including accessibility. • Clear guidance/checklist for those receiving enquiries to ensure best impression is given of school and records are kept (names, contact details, where seen advertised). • Informal visit arrangements – assign staff/governors not involved in selection to conduct informal visits.		
15.	Arrange training/guidance for selection panel members as appropriate.		
16.	Ensure facilities for selection process organised. This will include rooms for all tasks, IT facilities (for assemblies, lesson observations, presentations etc) candidates' room, refreshments for candidates, panel, etc.		
17.	Agree feedback arrangements for unsuccessful candidates.		
18.	Consider any budgetary implications, clarify and agree with appropriate committee of governors.		
Advertising			
19.	Review a range of advertisement styles and wordings and agree publicity arrangements, select media (e.g. Times Education Supplement, Eteach).		
20.	Agree dates for publication of advertisement, closing dates and confirm shortlisting date.		
21.	Confirm copy deadlines with the selected media.		
22.	Draft the advertisement ensuring requirements for safer recruitment are included (i.e. safeguarding statement and Disclosure and Barring Service (DBS) requirement).		
23.	Send advertisement copy to chosen media.		
24.	Ensure that all the administrative staff who send out applicant packs and take calls related to the vacancy are fully briefed and have a copy of the advertisement for reference, together with a checklist for recording contact details of all applicants, media and dates of sending information.		
25.	Ensure arrangements for photocopying/circulating applications are		

No	Event/Action	Date	Tick when complete
	in place. Note: master copies of applications must be kept secure. Equal opportunity monitoring information must be detached and kept separately in case of queries later.		
Short-listing			
26.	Copies of all application forms sent to panel in advance of meeting (electronically/post/collection).		
27.	Chair of panel reminds panel that candidates must be compared to the agreed criteria in the person specification sent out in the application pack. Remind panel members that all notes will be collected at the end of the process, and that they should not be made on the copy application forms. If appropriate, remind panel members which criteria may be applied to the application form (e.g. nature and length of experience, qualifications and written communication skills).		
28.	Record reason for rejecting unsuccessful candidates and agree who will give feedback if requested.		
29.	Inform panel of names of shortlisted candidates.		
30.	Collect and shred copies of unsuccessful candidates' forms. (Note: original applications to be retained in a secure place at the school for at least six months.)		
31.	Notify shortlisted candidates and confirm arrangements for selection day(s), informing them that in accordance with safeguarding procedures they must bring evidence of identity, right to work in the U.K., originals of all certificates, and that those who have sent applications electronically will be required to sign their application on attendance at the school.		
32.	Send for references of shortlisted candidates.		
Selection and interview			
33.	Chair of panel welcomes all candidates and explains facilities, plan for the day/s, etc. including clarifying the arrangements that will apply if/when the field is reduced during the process.		
34.	Chair confirms telephone numbers of candidates to be used to inform them of interview outcome, explain feedback arrangements.		
35.	Ensure applications are signed if necessary, safeguarding data is checked and copies are taken for the school's record.		
36.	Remind panel members to compare candidates against the agreed person specification, all notes to be handed in at the end of the process.		
37.	After last task/part of process, chair asks each candidate to confirm their interest in the post and where they may be reached to be notified of the panel decision.		
38.	Record summary reasons for decisions; confirm feedback		

No	Event/Action	Date	Tick when complete
	arrangements with appropriate adviser/governor. (Example form for recording information to be fed back to candidates in appendices).		
39.	Verify selection with references; ensure safer recruitment questions are addressed.		
40.	Collect all notes from panel and store safely in school for a minimum of six months.		
41.	Collect copy application forms and shred.		
Full governing body			
42.	Full governing body meets to receive the recommendation of the appointment panel and ratify selection panel decision.		
43.	Chair of panel telephones successful candidate and offers position, subject to health check, DBS, vetting, etc. Chair agrees arrangements for notifying staff, pupils and parents, press etc. (In many circumstances, it will be necessary to do this after the successful candidate has notified their current chair of governors and agreed arrangements for publicising in their existing community, so as to avoid potential embarrassment).		
44.	Chair telephones unsuccessful candidates to let them know the outcome, thank them for their application and remind them of feedback arrangements.		
Post-governing body meeting			
45.	Written confirmation sent to unsuccessful candidates.		
46.	Confirm offer of appointment in writing to successful candidate, including pre-employment health questionnaire and arrangements for DBS clearance and arrangements for confirming proof of qualifications, eligibility to work in the UK, etc. if not already completed.		
47.	Arrange for a statement of main particulars to be drawn up by school administrative staff.		
48.	Notify staff, pupils, and parents, as agreed with existing and new headteacher.		
49.	Discuss and agree the induction arrangements in conjunction with appropriate adviser.		
50.	Review the selection process, noting learning and any future actions (see appendices for draft template).		

Budgeting for the recruitment and continuing professional development support for your new headteacher

Recruitment of a headteacher can be a costly process, however, this should be seen as an investment in the future of the school. Governors are advised to anticipate this and budget for the recruitment, appointment, induction and retention of their new headteacher.

The production of information packs, hospitality, additional administration and associated costs over and above advertisement can be significant. Governing bodies may also wish to consider budgeting for the reimbursement of candidate expenses for subsistence, transport and accommodation to attend the selection process.

The Resources or Finance Committee will also need to consider the salary range, differentials (within the agreed pay policy) and other benefits which may form part of a selected candidate's offer of appointment. Advice can be obtained from the school Personnel Consultancy team on appropriate salary ranges for maintained schools in accordance with the current School Teachers' Pay and Conditions Document (where appropriate).

Governors should also make a budget provision of between £3,000 and £5,000 to support the continuing professional development (CPD) of the new headteacher for the first two years of their appointment. This expenditure might include coaching, leadership development courses and any appropriate conferences to extend the knowledge of the newly appointed headteacher.



Safer recruitment

It is essential that all schools use and apply the guidance for the safe recruitment of staff.

The full guidance 'Safeguarding Children and Safer Recruitment in Education' issued in 2006 can be downloaded from www.education.gov.uk free of charge.

A. Safer Recruitment training

At least one member of any selection panel, which for headteacher appointments means a minimum of one governor, must have successfully completed the Safer Recruitment training module (available from www.education.gov.uk/e-learning/login/index/php).

This stipulation may be amended in the new guidance, 'Safeguarding Children and Safer Recruitment in Education' due early in 2014. However, it is highly likely that Surrey will continue to recommend maintaining the current practice.

The materials provide a useful and practical source of information for recruiters and are invaluable in helping governors ensure that the school meets its obligations in respect of safeguarding children. All publicity materials, including the recruitment pack, job description and person specification, advertisements and the school website etc. should include a statement-based sample on the following statement:

'This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check'.

School staff is exempt from the provisions of the Rehabilitation of Offenders Act 1974. It is essential that all applicants complete an application form and provide information on any convictions, bind-overs or cautions they may have received.

B. Using the application form

Candidates should be given a clear instruction to complete the application form fully, and the consequence of failing to do so. Candidates who complete their application form incorrectly render their application liable to be set aside without consideration. They should be warned of this consequence.

Curricula Vitae (CVs) are not acceptable, as they are not presented in a consistent format. It is much harder to extract biographical data from them than it is from an application form designed to contain the precise information required by the potential employer.

The selection panel, with the assistance of panel members and advisers, should carefully scrutinise all applications to ensure that the required information has been supplied, and is presented in the correct format.

Inconsistencies in an application and unexplained gaps in employment **must** be explored with the candidate at interview. Details of disclosures of convictions cited on the application form, should be attached in a sealed envelope (to the application) by the person administering the process on behalf of the selection panel, for the chair of the selection panel who should seek advice on these from the school's attached Personnel Consultant.

C. Requesting and using references

Full references must be requested as soon as possible following shortlisting so that the chair of the panel has received them in time for interviews. They can be requested electronically as well as in writing.

The reference request should ask for actual biographical data about the applicant's current/previous post, level of responsibility and dates of employment.

The reference request should ask the following specific questions:

- Has the applicant ever been the subject of a child protection concern?
- Has the applicant been the subject of any disciplinary action or allegations?

All of these requirements should be explicit on the application. At least one referee should be the current or most recent employer. The chair of the selection panel must scrutinise references prior to interview in order to seek advice from the school's Personnel Consultant or Leadership or Overview Partner if there are any concerns, so that they can be explored during the interview process.

If there are any questions or further clarification is required the chair of the panel may also wish to contact the referee for a further explanation. If telephone contact is made with a referee, full details, including the time and date of contact, should be recorded and retained.

Open 'to whom it may concern' references are not acceptable.

D. Unsatisfactory references

References which contain apparently deliberate omissions, e.g. in respect of the questions provided above and vague suggestions of difficulties, especially where these are not substantiated with examples, should be clarified directly with the referee. Full details, including time and date of contact, should be recorded and retained.

An unsatisfactory reference which provides explicit factual grounds for concern should be discussed in more detail directly with the candidate. The relevance of the issues raised and explanations, if offered at interview, should also be taken into account. Full details, including the time and date of contact, should be recorded and retained. The school Personnel Consultant will be able to advise in these cases.

Unsatisfactory references are very rare, because of potential claims against the referee for deceit, libel or negligence.

E. Additional pre-employment checks

All successful applicants must be asked to provide their registration number with the Department for Education (this is allocated when a teacher attains qualified teacher status).

Advertising

In order to attract attention and interest from suitable candidates, consideration needs to be given to what makes a good advertisement. The following factors are relevant:

- visual impact;
- conveying the ethos of the school;
- outline particular challenges or successes of the school;
- salary range;
- the partnership with the governing body, community, LA, etc.;
- responsibilities, expectations and rewards (succinctly); and
- describe briefly key essential selection criteria.

A balance must be achieved between describing the school and its context honestly, and attracting candidates. It is counterproductive to be other than honest about challenges facing a school, and there are many positive ways to describe these in recruitment packages. Many candidates are attracted to a school where they believe they will be able to make a positive impact.

It is often helpful to collect ideas from advertisements in the TES for posts/schools which are similar to the vacancy in your school. Your Personnel Consultant will also be able to help you with drafting an advertisement.

Remember to include:

- name of school and logo if applicable;
- Surrey County Council logos and diocesan board (if applicable);
- contact details for further information and application;
- group size of the school;
- full details of salary package and any additional benefits;
- realistic outline of the post;
- brief/key selection criteria;
- start date;
- how to obtain an application form and further information;
- visits to school – how and when these can be arranged;
- closing date for applications and the interview date if possible;
- any awards the school has achieved, such as Investors in People (IiP);
- reference to safer recruitment; and
- post subject to enhanced DBS check.

Preparing a recruitment pack

The recruitment pack is key to informing potential candidates about your school. It should be carefully developed and presented in a way that will interest and entice candidates to want to apply for the position in your school. The quality of the material you assemble, and the way in which you communicate with candidates by letter, telephone or in person all need to make a professionally positive impression.

Defining your requirements is critical. If the school has challenges, the governors must be honest about this. Many candidates are attracted by a context in which they can make a positive difference. If the school is highly successful you must avoid creating an impression that the present head will be a hard act to follow! In addition, you need to make prospective candidates aware of the support for a new headteacher taking up a post in Surrey. The LA is fully committed to the induction of new headteachers, providing a budget to support their continued professional development for their first two years in post.

Candidates want you to know what they can offer your school, but also want to know what the school has to offer them. Most want to read or hear about governing body optimism and the commitment of governors to support the new headteacher.

All recruitment packs should contain the following:

A. Letter from the chair of governors

The chair of governors' letter to potential applicants is a highly significant document. It alone can determine a candidate's decision of whether or not to apply for a post. The letter should be no longer than two sides of A4 paper.

The tone should be a balance of welcoming and motivating phrases combined with honest and objective information.

The letter should include:

An honest and objective description of the school community and any circumstances which make the school different or particularly challenging, for example, the school is receiving support or it has an attached children's centre.

It should describe the standards within the school, particularly:

- pupil behaviour;
- parental support;
- quality of teaching;
- the physical condition of the school;
- changes that have taken place in the last two years; and
- planned or expected changes in the next two to five years.

The letter **should** outline in bullet form the most important school improvement priorities. These must relate to those identified by the schools self-evaluation process and school improvement plan.

An acknowledgement that the priorities identified could change once the new headteacher is in post. This is important as it recognises that the new headteacher is likely, over time, to identify new priorities.

The letter should describe the attributes and skills governors consider to be important in their new headteacher.

Governor commitment to the new head's well-being and proper induction into their new role should also be made clear.

A brief description of how to apply for the post, the closing date and dates and times of interviews must be outlined in the final paragraphs.

Governors may also include an invitation to make an informal visit to the school.

B. Person specification

The job profile

This should not seek to describe in detail the job tasks, but rather the key areas of activity and the outcomes expected from those activities.

The duties of headteachers are statutory and it is sufficient to refer to the statutory requirements of the post in the job profile. It is not necessary to provide the full text of the School Teachers' Pay and Conditions Document if applicable.

C. The National Standards for Headteachers

The National Standards for Headteachers, developed by the National College for Teaching and Leadership, embody three key principles, namely that the work of headteachers should be: learning-centred; focused on leadership; and reflect the highest possible professional standards.

Use <http://publications.education.gov.uk/eOrderingDownload/NS4HFinalpdf.pdf> to download the standards.

The job profile should be supported by, but exclusively adhere to, the National Standards for Headteachers which are helpful both to selection panels and candidates because they fully describe the attributes necessary to perform the role. The person specification and job profile should enable the selection panel to decide on the selection criteria and method of assessment of candidates.

D. School website

This information gives prospective candidates an opportunity to see the school as it currently views itself. Governors need to ensure that the school's website meets all statutory

requirements and be aware that this is often the first opportunity for a candidate to begin to evaluate whether to submit an application for the post.

E. Current staffing structure of the school

An organisation chart is always helpful, if this has not already been included within the prospectus.

F. The application form

Schools are strongly recommended to use the Surrey standard application form, which is available from the website resource.

G. Summary of the current School Development Plan

This can provide candidates with an insight into the improvement priorities identified by the existing Leadership team together with recent/relevant actions that are the outcome of Ofsted inspections.

H. Use of technology

All the documents above can be uploaded and made available to candidates on the school website. Applicants can then complete and return application forms electronically to a designated person. Sometimes this may be the clerk to the governing body or the headteacher's personal assistant (PA). The successful applicant will need to sign a hard copy or other submitted application form if accepting the appointment.

More usually, requests for details of headship posts and application packs are made directly to a designated named person electronically. This information is more effectively distributed to interested candidates by email.

The selection and appointment process

This section briefly sets out the steps involved in the selection process. Examples of the recommended documentation are available on the website resource.

A. Preparation and equal opportunity

All applications should be copied for use



by the selection panel at shortlisting, **ensuring that the equal opportunity form has been removed** and kept in a secure confidential place for monitoring purposes. It is **essential** that no members of the selection panel have sight of this document.

B. Shortlisting activity

All panel members, having been involved in agreeing the person specification, should have a copy to hand. This should be used in conjunction with a shortlisting matrix/grid. An example of a shortlisting matrix is included in the resource area of the website. Panel members should be advised that they should not make any marks on application forms, but should use the shortlisting form for recording data from applications. Once the panel has agreed the format of the shortlisting meetings, it may be appropriate to remind panel members of their responsibilities, especially under equalities legislation.

Each candidate's application should be rated against the selection criteria by panel members working on their own in the first instance. Once this is done, panel members should discuss their initial findings from the data in the application forms. It is often helpful to code these initial views into three categories:

1. Candidates who fully meet the criteria for shortlisting.
2. Candidates about whom further discussion of evidence is needed.
3. Candidates who do not meet the criteria.

Where there is agreement about candidates to be eliminated at this stage, it is important to discuss and record summary reasons for doing so. A similar approach can then be taken with candidates all members wish to include in a shortlist. The data collected on the remaining candidates can be discussed and assessed, and a decision taken about inclusion on the shortlist.

The question of whether or not to include reserve candidates sometimes arises. This carries considerable risks of unfairness, whether perceived or actual, and should be avoided.

C. Communicating shortlisting outcomes

Once a shortlist has been agreed, copy applications of candidates not shortlisted should be collected by the chair of the panel for secure shredding. Candidates in this category can be written to immediately to thank them for their application and inform them that it has been unsuccessful on this occasion.

D. Requesting references

Reference request letters should also be sent immediately following shortlisting. It is advisable to send these via email as well as by post, and also to ensure that whoever is handling the administration of the recruitment process has a diary note to check that all references have been received in advance of the date set for interviews and chase any missing references

Reference request letters should also be sent immediately following shortlisting and it is advisable to send these via email as well as by post.

E. Invitation to interview

All shortlisted candidates should be invited to attend for interview as soon as possible, with a full programme being sent to them at the same time

F. Preparing for selection/interview day(s)

At the end of the shortlisting meeting it is helpful to finalise details for the interview programme and timetable. Final planning for practical arrangements and facilities needed should be confirmed. Those responsible for administration and hospitality, as well as the supervision of activities not involving members of the selection panel, (e.g. in-tray exercise and other written and skills tasks) need to be fully briefed.

G. Selection/interview day(s)

The panel should meet in good time before the selection process begins to resolve any final details and ensure all are clear about their roles and responsibilities. The panel also needs to confirm which questions are being asked by whom during the interview stage. Final checks should be done to ensure facilities for candidates are as planned. It is good practice for the chair of the panel to greet all candidates at the start of the day and ensure that all know where they need to be for each selection task or activity.

During the selection process, panel members may find it helpful to review after each activity. This will also help ensure that the information collected/recorded is based on observations of the candidates' performance.

At the conclusion of each candidate's final interview it is good practice for the chair of the panel to ask them if they still wish to be considered for the post. Assuming they do wish to be considered, the chair should explain how candidates will be informed of the outcome of the selection process and confirm that they have appropriate contact numbers for the time when contact will be made.

Following the activities and interviews the selection panel members, with support from LA and diocesan advisers, select their preferred candidate, recording the reasons for their decision. Reasons for non-appointment should also be recorded.

H. Governing body ratification of selection panel decision

The ratification meeting should be convened to take place immediately following the selection panel decision meeting at the conclusion of the selection process. It is essential that the selection panel decision is ratified as soon as possible, so that an offer of appointment may be made without delay.

The meeting is for the sole purpose of receiving the selection panel's recommendation and ratifying it. As soon as the recommendation has been ratified, the chair of governors should telephone the successful candidate to offer the job, conditional on satisfactory DBS and medical checks.

If the candidate accepts the offer the chair should agree the timing of an announcement to staff, parents and carers, and the wider school community. This needs sensitive handling as it is not

unusual for candidates to be promoted from posts in other local schools, and so the timing of resignations and announcements needs to be synchronised to avoid embarrassment. Unsuccessful candidates should also be telephoned. Candidates should be given the contact details of the adviser who they may approach for feedback at a later date.

All notes from the selection process made by the selection panel of governors must be kept in a secure place at the school for at least six months.

Discrimination in recruitment

The law is clear that all employers have a duty to avoid unlawful discrimination when recruiting. Preventing discrimination can improve your chances of recruiting the best person for the job and getting the best performance from your employees. Unlawful discrimination can result in costly litigation which may discredit the employer. It is possible for a candidate who believes that the reason they have not been selected for employment as a result of discrimination to take the employer to an employment tribunal although they are not an employee.



It is against the law to discriminate on the grounds of:

- sex;
- pregnancy and maternity;
- marital status, including civil partnership status;
- gender reassignment;
- disability;
- race;
- age;
- sexual orientation;
- religion or belief;
- trades union membership or non-membership; and
- status as a fixed-term or part-time worker.

In some circumstances, it may be legitimate to discriminate because of an 'occupational requirement'. For example, the requirement of a church school that their headteacher should be a communicant member in the faith of the school is likely to be an occupational requirement. Further advice about the fair application of this requirement can be obtained from the school's Personnel Consultant or Diocesan Education Adviser.

During an interview panel members should not ask questions, directly or indirectly, which seek to enquire into someone's marital/civil partnership status or whether they have or plan to have children. They should not seek to elicit information about a person's sexual orientation or belief (except where there is an established 'occupational requirement'), or ask questions about health, except to find out whether an applicant would be able to undertake a function that is intrinsic to the job.

Questions relating to disability should only be asked where they are relevant to the person's ability to do the job and any physical requirements of the job must be expressed clearly in the job profile from the outset. Any disabled candidates should be assessed on their ability to perform the role with reasonable adjustments made.

Candidates should be selected on the basis of their ability to do the job by reference to the job profile and selection criteria.

Employers must always be able to justify their recruitment decisions in case of an application to an employment tribunal. As already stated, it is essential to keep clear and thorough records, and to ensure that the recruitment process has been fair throughout.

The school's Personnel Consultant will help to ensure that selection and appointment procedures are fair and non-discriminatory.

Headteacher designate support

Headteacher designate

Once the contractual and administrative details have been finalised, it is recommended that the chair of governors makes contact with the headteacher designate to plan a programme of induction to the school prior to taking up their appointment.

This programme might include the following:

- An opportunity to attend a governing body meeting to meet governors.
- An opportunity to meet with the school's staff and in particular the School Leadership team (SLT).
- A series of handover meetings with the current headteacher.
- Involving the new headteacher in major financial and staffing decisions which need to be made prior to the commencement in post.
- Consider a communication to parents providing some background and opportunities to meet with the new headteacher in the new term.

Headteacher well-being guidance/maintaining a work/life balance

It is good practice for a governing body to adopt and monitor a well-being at work policy which applies to all staff employed at the school, with the headteacher being responsible for its implementation. However, the governing body has particular responsibility for ensuring the well-being of the headteacher and managing the governing body's own demands on the headteacher.

Employers have a common law duty of care to their employees and a legal duty under health and safety legislation, including the Health and Safety at Work Act 1974 and related legislation, and the Working Time Regulations 1998. The School Teachers' Pay and Conditions Document 2009 also states that:

'All teachers and headteachers should enjoy a reasonable work-life balance... In relation to headteachers, specific provisions have been put in place through regulations made under section 21 of the Education Act 2002 which put a responsibility on the relevant body (normally a school governing body or LA) to have regard to the work-life balance of the headteacher.'

This duty is incorporated into the current School Teachers' Pay and Conditions Document 2013.

In addition, Phase 3 of the National Workforce Agreement places responsibility on governing body for:

- ensuring that *'their headteacher has a reasonable workload, in support of a reasonable work/life balance, having regard to their health and welfare.'*
- providing headteachers with a *'dedicated time that recognises their significant leadership responsibilities for their school!'*

What is a reasonable work/life balance?

What constitutes a reasonable work/life balance differs for each person and is different for people at various times in their life. Headteachers have a responsibility themselves for their own work/life balance, but do not always recognise this. Governing bodies need to be proactive in exploring this issue with their headteacher, to challenge them and to watch out for contra-indications such as health issues, stress, reduced attendance etc.

Actions for the governing body to consider

When appointing a new headteacher, the governing body should take the opportunity to review its structures and processes:

- What could the governing body do to reduce the number and length of meetings?
- Are meetings strategic and timetabled for the whole year?
- Has the governing body considered its committee structure?
- Consider the timing of meetings to be flexible to meet all governors' needs
- Does the format of the headteacher's report enable governors to fulfil their roles?

Dedicated headship time

'Headteachers must have dedicated time to lead their schools, not just manage them.' National Agreement

Since September 2005, governing bodies have had a statutory responsibility to ensure that the headteacher has dedicated headship time during the school week. It is particularly important that governors take an active role in strategically monitoring the use of this time where headteachers have a heavy teaching timetable.

The headteacher needs time to focus on the important, rather than the urgent, in order to develop the necessary vision and direction to improve the quality of education and raise standards. There is no prescribed amount of, or guidance on, a reasonable amount of dedicated headship (it is suggested 10 per cent of the working week).

What is the time for?

The headteacher may focus on:

- School improvement.
- Raising standards.
- School development/improvement.
- Improved monitoring and evaluation.
- Improved well-being of staff and pupils.

Dedicated headship time should not be interrupted by

- Routine matters.
- Phone calls or enquiries in person.
- Requirements to cover.
- Visitors – internal or external.

It is not for the governing body to specify what the headteacher does during this time, but they should ensure that the time is taken and may ask for feedback to ensure its effectiveness.

Headteacher appraisal

Headteacher appraisal is no longer funded by Surrey County Council. However, governing bodies of maintained schools have a statutory duty to appoint an external adviser for the headteacher/principal appraisal process. Although this does not apply to free schools and academies it is recommended as best practice to support the appraisal process for the headteacher.

Governing bodies need to satisfy themselves that the appointed adviser has the skills, experience and objectivity to provide the level of support and advice required to ensure the headteacher appraisal process is robust.

Babcock 4S education consultants have a strong track record of working with governing bodies and headteachers as external advisers in the headteacher appraisal process.

Existing clients may wish to engage the services of their Leadership or Overview Partner; equally they may choose to engage the services of one of our other specialist consultants. New clients will be guided towards seeking external advice from a consultant who has the appropriate contextual experience and expertise, and who is best able to meet their needs.

The adviser will:

- Support the governing body and headteacher in conducting the appraisal process.
- Ensure the headteacher understands the standards against which their performance will be assessed.
- Provide the governing body with the appropriate support and guidance on setting objectives.

Please contact: trish.bartlett@babcockinternational.com for full details of the service provided.

How Surrey supports new headteachers and headteachers new to Surrey

Surrey entitlement

Surrey County Council is committed to providing new headteachers with a coordinated range of events and learning opportunities. Induction for new headteachers to Surrey and those taking up their first substantive appointment is integral to the Surrey Leadership Strategy.

The induction programme is designed to support headteachers in their first year of headship and beyond.

Core induction provision

- Contact within the first two weeks of appointment with your attached Leadership/Overview Partner.
- Contact with the Surrey CC Area Education Officer.
- Invitation and fully funded attendance at the Surrey new headteacher induction events: Welcome to Surrey event, comprehensive induction programme throughout Year 1 and development of leadership thinking into Year 2.
- 'Enhanced Leadership Review' an allocation of 1 day for Primary schools and 2 days for Secondary and Special schools of additional Leadership/Overview Partner time which is available for each new headteacher to a school in Surrey.

If headteachers consider that they would benefit from additional support or advice they should contact their attached Leadership/Overview Partner.

Enhanced Leadership Review (ELR)

Enhanced Leadership Review (ELR) is intended to enable schools to sustain improvement through the process of headteacher induction and support the new headteacher with the school's self-evaluation.

Surrey provides all new headteachers with additional time with their Leadership/Overview Partner to review the context of their school, to assess its strengths and determine priority areas for development.

Outline of the process:

Step 1: Initial 'get to know you' visit

Informal meeting your Leadership/Overview Partner within the first half of the term in post to:

- get to know each other;
- understand the purpose and role of the Leadership/Overview Partner;
- discuss the purpose and process of the ELR; and
- discuss the proposed visit format and formalities of the process.

Step 2: Subsequent visits which may include:

- Classroom observations and drop in sessions, discussion with pupils and/or staff, work scrutiny or another activity to be agreed with the Leadership/Overview Partner. (These would be joint activities with the headteacher and the Leadership/Overview Partner).
- Discussion and agreement of an ELR action plan:
 - ❖ Key priorities for the school.
 - ❖ Impact of priorities on the school development plan (SDP) and school evaluation framework (SEF).
 - ❖ Headteacher interim performance management objectives if taking up post in the spring or summer terms.
- Final visit to review actions and successes and to complete brief action overview for the next year if required.

National College for Teaching and Leadership Head Start programme

Head Start is a professional development programme for new headteachers run by the National College for Teaching and Leadership for NPQH graduates.

The programme includes an entitlement to support from an experienced serving headteacher (Local Leader of Education, (LLE)) together with a range of high-quality, contextualised learning materials and opportunities.

Head Start supports new headteachers in becoming highly effective in their roles by increasing their leadership skills and confidence, while encouraging learning, self-reflection and development.

How headteachers access 'Head Start':

visit www.education.gov.uk/nationalcollege/headstart or
email headstart.coaches@education.gsi.gov.uk

Local Leaders of Education

Newly-appointed headteachers will receive 20–30 hours of coaching and mentoring support from an LLE from appointment and during their first two years of headship. An LLE must be a serving headteacher. This support will include face-to-face meetings and telephone/email communications. Once registered for Head Start, newly appointed headteachers will be able to choose a professional partner online. As a local authority we will provide support in brokering a professional partner and will try to match the professional partner to the headteacher's own school and context.

Useful materials and references

The following contacts and websites may be useful for further information:

1) Babcock 4S Personnel

Babcock 4S website: www.babcock-education.co.uk/4S

Use the following format: firstname.lastname@babcockinternational.com to contact your Personnel Consultant at Babcock 4S by email

The Personnel Consultancy Service can be contacted either by email at ed.personnel@babcockinternational.com or by telephone on 0800 073 4444 ext 835200.

2) Eteach

www.eteach.com

3) National College for Teaching and Leadership

www.education.gov.uk/nationalcollege

The following links are particularly useful:

- <http://www.nationalcollege.org.uk/recruiting-headteachers-senior-leaders>
- <http://www.nationalcollege.org.uk/successionplanning>
- <http://www.nationalcollege.org.uk/npqh>
- <http://www.nationalcollege.org.uk/modelsandpartnerships>
- <http://www.nationalcollege.org.uk/professional-development>

4) Department for Education

www.education.gov.uk

A copy of the current School Teachers' Pay and Conditions Document, 'Safeguarding Children and Safer Recruitment in Education' and the National Standards for Headteachers can be downloaded from this site. Use <http://www.education.gov.uk/publications> to download other useful documents from the publications area. Note: the Department has now migrated relevant content from the teachernet and governornet sites to this area.

5) Statutory regulations

The School Staffing (England) Regulations 2009 can be found via this link: <http://www.legislation.gov.uk/ukxi/2009/2680/contents/made> and the associated guidance published by the DfE ('Guidance on Managing Staff Employment in Schools') can be downloaded as a pdf file from the DfE's website.

These additional resources are available to download from www.babcock-education.co.uk the Babcock 4S website:

- Example job profile.
- Example person specification.
- Example advertisements.
- Application form.
- Example chair of governor's letter.
- Governors' project plan.
- Governors' self-evaluation – headteacher recruitment.
- Example selection programme.
- Example shortlisting matrix.
- Example interview score matrix.
- Example assessment sheet for in-tray exercise.
- Example presentation scoring sheet.
- Form for candidate feedback.
- Example candidate feedback questionnaire.
- Model reference request letter.
- Guidance on assessment methods.
- National Standards for Headteachers.
- Headteacher induction provision in Surrey.

