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Headteacher Recruitment Policy

Introduction:

The appointment of a Headteacher to a school is certainly the most important task facing any Governing Board. The Governing Board plays a key role in the strategic management of the school. It has a responsibility to make significant decisions that will set the course of leadership and direction of the school during the recruitment and selection of a new Headteacher.

First and foremost, it is imperative that the successful candidate has a clear vision of the Islamic school's role in the wider community. In order to gain this vision and be able to articulate it, the new Headteacher must not only be committed to Islam, but have spent some time in reflecting upon the distinctive nature of Islamic schools and how their ethos is maintained and developed.

The principal task of the Headteacher is to lead the school in inculcating the faith. The education of pupils is focused upon finding their proper place and vocation in a world given to them by Allah subhānahū wa-ta'ālā. We awaken their Imaan for them to recognize their commitment to Allah subhānahū wa-ta'ālā. We develop in our pupils an awareness that their daily obligations prepare them for life in this world, but also for their life in the hereafter. All this needs to incorporate the daily Islamic way of life following and abiding by the Sunnah of our Prophet ṣalla llāhu 'alayhi wa-sallam.

Of course, the Headteacher does not do this alone. The vision is shared and developed corporately with staff, governors, parents and pupils. Staff development and performance management should be underpinned by opportunities for staff members, collectively and individually, to grow in understanding of and commitment to supporting this community of faith within which they are working. The Headteacher as leader and manager of staff must ensure these opportunities, and this should be evaluated as part of the Headteacher's performance management.

Whilst our task in Islamic schools is principally educational, the Headteacher must be alert to the needs of staff and pupils to develop their faith and Islamic obligations as would be appropriate to each one, and ensure that provision is in place. This requires sensitivity, patience and wisdom, which should be one of the hallmarks of our Headteacher and our school.

The Headteacher will be a leader for our pupils within school but also in the wider community, so investing time, energy and skill in finding the right person is essential.

Purpose of the Policy:

Its purpose is to help and guide the Governing Board to fulfil their responsibilities, including statutory responsibilities, to preserve and develop the Islamic ethos of the school in relation to the appointment of a Headteacher.

The Headteacher Recruitment Policy should be read and implemented alongside the Safer Recruitment Policy.

Discrimination against applicants and existing members of staff:

The Governing Board must not discriminate against an applicant or against an existing member of staff, on grounds of sex, race, sexual orientation, religion or belief, marital status, pregnancy or maternity, disability, gender reassignment or age. In relation to disability, there is an obligation to make reasonable adjustments in order to remove the substantial disadvantage created by the disability.

Governors need to ensure that there is no unlawful discrimination in relation to any of the following:

- In the recruitment method
- In the selection criteria
- In differences in treatment of candidates
- In the short listing process
- In selection tests and interview
- In the decision process

Stage 1 - Defining the Vacancy and Planning the Process:

Planning the recruitment and selection process well is essential. Governors need to devote sufficient time to:

- Reviewing the vacancy
- Exploring different options and models of school leadership
- Defining the type of Headteacher the school needs
- Agreeing the appointment process

| Stage 1 Roles and Responsibilities | |
|---|---|
| Governing Board | <ul style="list-style-type: none">• Schedule a meeting of the full Governing Board• Consider possible leadership models and agree the best one for the school• Agree on a Job Description reflecting the leadership model the Governing Board has decided upon• Agree on a Person Specification; qualities and experience the school needs from a Headteacher in light of its aims, objectives and job description• Review and agree the salary range for the Headteacher• Determine the membership of the Selection Panel and record the names in the Governing Board meeting minutes – the Panel should include a lead/chair• Ensure that at least one member of the Selection Panel has undertaken accredited Safer Recruitment training• Confirm delegation of responsibility to the Selection Panel to select candidates to recommend to the full Governing Board – this should be recorded in the minutes of the Governing Board meeting |
| Selection panel | <ul style="list-style-type: none">• Schedule a meeting of the Selection Panel• Agree roles and responsibilities of Panel Members• Plan the process and agree the timetable – ensure that it allows sufficient time for candidates to apply, taking into account statutory resignation dates |

| Stage 1 Roles and Responsibilities | |
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| | <ul style="list-style-type: none">• Write to staff and parents on behalf of the Governing Board• Identify a suitable Advisory Panel |

1.1 Full Governing Board meeting:

A full Governing Board meeting is mandatory in the first instance to:

- Discuss Governing Board responsibilities
- Consider alternative options for delivering school leadership
- Identify whether or not a Headteacher appointment should be made
- Agree on the Job Description and Person Specification
- Consider the school's financial position, which may influence the salary to be offered
- Consider the salary range for the Headteacher
- Agree on the appointment process
- Agree on the composition of the Selection Panel

1.2 Drawing up a Job Description:

As part of the Governing Board discussion on the type of Headteacher the school needs, the Governing Board should consider the following areas of responsibilities:

- Strategic direction/ shaping the future
- Leadership and management
- Leading teaching and learning
- Managing the organisation
- Securing accountability
- Strengthening the community

1.3 Agreeing a Person Specification:

The Person Specification will set out the type of person needed to carry out the duties outlined in the Job Description. If the Person Specification is right, the rest of the selection procedure should flow smoothly, so it is worth investing time in this part of the process. It will be particularly relevant here to consider the discussion from the full Governing Board on the mission statement of the school, as this will help to determine the balance of competencies and qualities required for the school.

The Governing Board should consider whether the post requires an experienced Headteacher or is suitable for a first-time Head.

Items in the Person Specification should be capable of being evidenced during the Selection Process.

1.4 Agreeing the salary range for the Headteacher:

If the decision is made to proceed with appointing a Headteacher, the full Governing Board must determine the appropriate salary range.

The salary range should be considered carefully to ensure that there is:

- Broad parity between schools of a similar size and character
- Scope for performance related progress over time
- Appropriate level of pay for any challenges specific to the role and situation
- Appropriate incentive if they wish to recruit a serving Headteacher

The Governing board will need to consider any budgetary implications, both now and for the future in setting the pay range for the Headteacher. The rationale for the decision on the pay range should be clearly recorded in the Governing Board minutes.

1.5 Composition of the Selection Panel:

The composition of the Selection Panel is important. Regulations require a minimum of three Governors and the upper limit would be all members of the Governing Board. It is recommended a panel of five Governors, including a lead, with a quorum of three, to allow for flexibility in the event of absences. You should consider the following points and ensure that you record your decisions in the minutes of the full Governing Board meeting.

Issues to consider:

- Consider the balance of the panel - gender, category of governor experience
- Any potential conflict of interest must be taken into account e.g. consider the involvement of staff governors. A teacher governor needs to be aware that if they are on a panel that appoints the internal deputy Headteacher, they would then be barred from applying for the newly created Deputy Headteacher's post
- If the Deputy Head is appointed as acting Headteacher, s/he cannot be included on the Selection Panel because of possible conflicts of interest
- The serving Headteacher should not be involved in the selection process, as the requirements of the post or the type of Headteacher the Governing Board wishes to appoint may be different

1.6 Training for the Selection Panel:

The Governing Board should liaise with their Human Resources personnel to ensure that the Selection Panel are equipped with the necessary skills and knowledge to move forward. It is a mandatory requirement that at least one member of the Selection Panel holds a valid accredited training course on Safer Recruitment.

1.7 Planning the process – agreeing the timeline:

To help the recruitment process run smoothly, the Selection Panel should draw up a timetable, taking into account the following points:

- Advertising deadlines
- Closing date – this will normally be at least 14 days after the advertisement appears.
- Shortlisting date - a meeting of the Selection Panel should be scheduled shortly after the closing date, preferably within one working week of the closing date
- In order to comply with best equal opportunities practice and to attract the best candidates, allow at least two weeks from the completion of the shortlist to the selection day(s). Remember that applicants will need time to make arrangements to attend the interview

When planning the timetable, consider the impact of school holidays, both for the applicant and the Selection Panel. Bear in mind the need to achieve maximum readership of the advert and how to time the selection process around any holiday periods. A closing date too close to the advert release date may deter good candidates from applying. If possible, set the closing date after a weekend or holiday period.

1.8 Advisory Panel:

It may be necessary to form an Advisory Panel to support the Selection Panel during the selection day. They would mainly consist of school staff with the relevant experience in particular areas.

Stage 2: - Attracting a Field of Applicants:

Providing a high quality advertisement and well-prepared information material can make a significant difference to the field of applicants attracted, both in terms of quantity and quality. There is currently a predicted national shortfall in potential Headteachers, therefore the number of applicants may be small, but the main point is to look for quality. How the current and future needs of the school is conveyed and what the post has to offer the successful applicant, are vital to success.

| Stage 2: Roles and Responsibilities | |
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| Selection panel | <ul style="list-style-type: none"> • Selection Panel to prepare and agree the advertisement and a suitable pack of information for applicants describing the school and reflecting the nature of the post • Ensure practical issues are in place e.g. arrangements have been made for distribution to applicants |

2.1 Advertising the post:

When deciding on advertising styles, consider the type of applicant you wish to attract and the unique characteristics of the post and school. Consider the advertising avenues and keep this clearly in mind when formulating the advertising style and text. Consider how to gain maximum impact from the money available. Consider use of colour, size of text, images, borders and spacing. Don't expect to recruit a good field of applicants from a poor advert.

The text of the advertisement needs to be clear, concise and interesting. It must promote the school in just the few seconds it takes for the applicant to read. You know that the applicant is seeking potential employment, so do not waste words unnecessarily, eg. "We are looking to appoint..." etc. Ensure the advertisement communicates the most vital messages: the type of person, what they will offer the school and, importantly, what the school will offer them. In an increasingly competitive job market, it is vital to consider the school's unique selling points.

Use the Job Description and Person Specification in writing the advert. Faith schools may use the word "committed" or "dedicated" where preference is to be given to those persons whose religious opinions are required to be in accordance with tenets of the religion or religious denomination.

Remember that the advert is the taster to persuade a potential applicant to apply for a pack: further opportunity will arise to sell the school through the information pack.

The advertisement should specify the closing date for applications, the proposed interview date(s) and how to obtain an information pack.

Adverts can be posted internally, on the school website, emailed to all on the school database and the wider community, posted on Facebook, LinkedIn, Association of Muslim Schools online vacancy notice board, local mosque noticeboards and placed in the Times Educational Supplement (TES).

2.2 Information for applicants:

The information pack provides the school with an opportunity to tell potential applicants about the school and encourages them to apply for the vacancy. The information pack will need to include a range of information for applicants, however too much information may deter applicants. It may be of benefit to ask the outgoing Headteacher to put together materials that they think potential candidates might find useful. It remains the Selection Panel's decision what is included in the pack as this is the most useful marketing tool.

The following must be included as a minimum:

- Letter of introduction from the Chair of the Governing Board, including details of how to apply for the post.
- A statement of the school's commitment to safeguarding children
- Information about the school, including the school's mission statement
- Application form and completion guidance
- Job Description
- Person Specification
- Terms and conditions of employment, including salary range
- Name of the person to be contacted for additional information about the post (including details of any arrangements for visits)
- Closing date for the post
- Selection process, including dates

In order to attract the best candidates, make clear reference to what is special or different about the school. There is a difference between the core factual information and what makes the school *desirable*. Whilst core information about the school is important for the candidate, it will be similar to information many schools provide. Prospective applicants will be encouraged to proceed with the application based on the desirability of the post.

Consider the following:

- What makes the school and the post of Headteacher challenging, stimulating, exciting, rewarding or special
- The budget available for producing the pack – remember it doesn't need to be glossy but it **does** need to be interesting
- Could the 'pack' be provided electronically with links to the school website
- If using a traditional pack, ensure the print is clear and best use of photography considered. Remember, photos can become distorted if reproduced on a photocopier
- Is input from pupils reflected with maximum effect
- Is the information honest and realistic
- Is the school website up to date and does it give the right impression of the school
- Does the pack leave a good, lasting impression
- Is it likely to encourage the most suitable candidate to want to work at the school

2.3 The application form:

Application forms will assist in achieving a systematic comparison of applicants against the agreed criteria established in the person specification. CVs do not.

As part of the application form, candidates are expected to identify how they meet the person specification. Applicants should be asked to write a supporting letter or statement, addressing any specific areas, priorities or issues for the school. This information, collected consistently from each applicant, should be used as part of the shortlisting process, alongside the application form.

2.4 Handling applications:

Normal practice is for applicants to telephone or e-mail for application packs. The advertisement should make clear how the applicant can obtain further information on the post.

Completed forms should be returned to Human Resources personnel in order to safeguard confidentiality. All applications should be date-stamped on receipt and should be stored in a confidential file until the shortlisting meeting. The applications received by e-mail must be printed and candidates should sign them on the day of the interview. This complies with safer recruitment practice to ensure the candidate has declared the information provided to be correct.

The equal opportunities monitoring section of the form should be detached before forwarding application forms to the Selection Panel. It is not normal practice to accept late applications, but this is at the discretion of the Selection Panel.

2.5 Hard to fill posts:

If it is difficult to attract a field of candidates, consider additional recruitment strategies. These could include:

- Exploring other leadership models and options available
- Reviewing the Person Specification and original advertisement. Were they too ambitious
- Revisiting the applications and identifying why they did not meet the criteria
- Trying to establish why potential applicants did not follow up their earlier interest by submitting an application
- Repeating the advertisement and possibly reviewing the pay range for the Headteacher
- Targeting information to potential candidates e.g. via social networking
- Using applicant information from other recent appointment processes

Nationally, some Governing Boards are now using executive search, also known as head-hunting, in relation to hard to fill posts. If you use head-hunting or information gained from other appointments, care should be taken to ensure that you offer all applicants the same opportunities and follow the same recruitment procedures.

Stage 3 – Shortlisting:

Following the passing of the closing date, and receipt of completed application forms the process of shortlisting candidates can begin.

| Stage 3: Roles and Responsibilities | |
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| Selection panel | <ul style="list-style-type: none">• Selection Panel receives copies of application forms• Attend the shortlisting meeting |

| | |
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| | <ul style="list-style-type: none"> • Complete the shortlisting process • Request Human Resources personnel to take up references for shortlisted candidates • Invite shortlisted candidates to the next stage of the selection process • Advise candidates on selection process and requirement to provide evidence of qualifications, eligibility to work in UK and identification |
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3.1 Application forms:

Application forms should be photocopied for every member of the selection panel

For security, the original application forms should be retained. The equal opportunity forms must be held separately in order to avoid possible accusations that the equal opportunities monitoring information has been used as part of the selection criteria.

In order to maintain the integrity of the process, any member of the Selection Panel should declare any personal, social or business relationships or contacts with any of the candidates and ensure that this is recorded. It may be that a member of the Selection Panel will have to withdraw from the process if there is a conflict of interest or a potential pecuniary advantage to their continued involvement.

3.2 The shortlisting meeting:

The Selection Panel meets to determine which applicants will be selected for assessment. To prepare for this meeting and make the best use of time, all attendees must have read through the applications before the meeting. It is essential that all applicants are assessed against the Person Specification and not against each other. The applicants must only be judged against the Person Specification distributed to candidates. Parts of the original Person Specification **must not** be changed at the shortlisting meeting or thereafter.

Every applicant who meets the essential criteria on the Person Specification must be considered for shortlisting. If candidates cannot be reduced by using the essential criteria, the desirable criteria should be used.

Assess each applicant against all requirements in the Person Specification, looking for evidence of their skills, knowledge and experience. All members of the panel must use the same shortlisting method and scoring system.

When drawing up the shortlist new standards, qualifications or experience are not to be added in the Person Specification, nor must the Selection Panel:

- Casually sift through the application forms to get an impression of suitable applicants
- Make assumptions about the validity of foreign or unfamiliar qualifications
- Determine an applicant's level of skill or ability with reference to the standard of their handwriting
- Exclude a candidate from the shortlist on the grounds of his/her:
 - a) age
 - b) sex
 - c) gender reassignment
 - d) sexual orientation
 - e) marital or civil partnership status
 - f) race

- g) disability
- h) pregnancy or maternity
- i) religion or belief

Always read application forms carefully and identify any gaps in employment history, as these will need to be explored at interview. In order to comply with safeguarding requirements, the questions asked about any gaps and the responses should be recorded.

It is important to retain a record of shortlisting decisions including reasons why candidates have not been shortlisted. This will assist in providing feedback if requested and in any future appeal or tribunal application.

3.3 Finalising the shortlist:

After the shortlist has been drawn up, the shortlisting summary record should be completed and filed with all original shortlisting paperwork. All shortlisting material on rejected applicants should be retained for a period of six months, in case of discrimination claims. Rejected applicants could ask the Selection Panel to provide constructive and relevant feedback, so be prepared to do so.

Sometimes shortlisting will only produce one or two candidates who meet the criteria. In this case, the Selection Panel may wish to recommend to the Governing Board that the post should be re-advertised. It is, however, perfectly acceptable to go forward with the selection process at this stage even if there is only one suitable candidate as you are measuring the candidate's experience and qualities against the Person Specification and not against other candidates.

The Panel should aim to have completed shortlisting within two working weeks of the closing date. This is for two reasons:

- There is strong competition for good quality candidates
- Headteachers can only resign on three dates in the school year therefore the candidate may not be able to make an appointment to your school at the right time

3.4 Requesting references:

On finalising the shortlist, ensure that references are taken up. Taking up the references at the shortlisting stage is in compliance of safer recruitment regulations.

Take up at least two references for every candidate. References should be sought from people who can comment on the candidates' recent professional experience and practice, and preferably covering the last five years.

The full Selection Panel should only consider the references after they have shortlisted the preferred candidates.

3.5 Inviting candidates to interview:

Candidates should be notified as soon as the shortlist list has been finalised. The Chair of the Selection Panel should invite candidates to the interview and send them a programme outlining the activities that will take place during the day(s). This should make clear any preparation the candidates need to do as part of the selection process e.g. preparing a presentation.

The Chair of the Selection Panel should inform the candidates they will be required to produce the following documents at the interview:

- Original qualification certificates
- A passport and/or driving licence (new style photographic) to identify themselves

It is essential to ask the candidates to bring their original identification documents, as this is required to comply with the legislation on eligibility to work in the UK. This applies to all candidates, including any internal applicants.

3.6 Notifying the unsuccessful candidates:

All unsuccessful candidates are to be contacted so they are aware of the Selection Panel’s decision. Plan how feedback can be provided if requested.

Stage 4 – Selection:

A variety of assessment tools are available for the Selection Panel to use in the selection process. The Selection Panel will wish to think carefully about the most appropriate tools to use, as these will help form an accurate assessment of each candidate on the basis of sound evidence.

| Stage 4: Roles and Responsibilities | |
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| Selection panel | <ul style="list-style-type: none"> • Finalise the programme for the day(s) and assign roles • Finalise practical arrangements • Notify any other attendees for the selection day, i.e. governors, staff, parents, pupils, etc • Carry out selection process |

4.1 Selection Tools: Presentation, Discussion, Interaction with pupils, Panel interviews, in-tray exercises:

Candidates must be made aware of when they are being assessed and the Selection Panel should be very clear on what constitutes part of the formal assessment.

Selection processes are two-way: The Governing Board are choosing a new Headteacher but the candidates are also deciding whether this is the right move for them in their career. Opportunities need to be available for the candidates to learn more about the school and the wider community.

The following table sets out some of the most commonly used selection tools and shows how they may be used to assess the candidates. The Selection Panel will need to determine the relative importance to be given to each aspect of the selection process, and accordingly select the appropriate tools. Each activity in the selection process must be scored.

| Selection Tool | What it can demonstrate |
|-----------------------|--|
| Application Form | <ul style="list-style-type: none"> • Evidence of previous employment • Continuity of employment • Previous achievement • Supports check of ID • Philosophy and vision |

| Selection Tool | What it can demonstrate |
|---|---|
| | <ul style="list-style-type: none"> • Match to person specification • Written communication • Skills, knowledge and professional qualities |
| Presentation (notified in advance) | <ul style="list-style-type: none"> • Oral communication • Ability to engage an audience • Use of appropriate presentation medium • Timekeeping • Ability to present relevant information • Knowledge of subject • Research skills • Use of ICT (where relevant) |
| Presentation/discussion (assigned on the day) | <ul style="list-style-type: none"> • Knowledge of subject • Oral communication • Ability to engage an audience • Use of appropriate presentation medium • Timekeeping • Ability to present relevant information • Ability to ‘think on their feet’ • Use of ICT (where relevant) |
| Final interview | <ul style="list-style-type: none"> • Oral communication • Knowledge of subject • Range of previous experience • Vision and ethos • Interpersonal skills • Ability to be concise and maintain relevance • Understanding of the role • Overall match to person specification • Knowledge and understanding of safer recruitment requirements • Understanding of management techniques and governance • Understanding people management and leadership skills • Understanding of the school’s place within the community • Knowledge and understanding of child protection and best practice in safeguarding • Demonstrating the importance of the school being a learning community |
| Group discussion | <ul style="list-style-type: none"> • Leadership skills in a group • Team working • Oral communication • Knowledge of subject • Interpersonal skills, including influencing & negotiating skills, diplomacy and sensitivity • Ability to paraphrase |
| Interaction with pupils | <ul style="list-style-type: none"> • Leadership style • Interpersonal communication • Ability to relate to young people |

| Selection Tool | What it can demonstrate |
|---|---|
| In-tray exercises (these are most useful when candidates are asked to justify decisions to the panel through discussion) | <ul style="list-style-type: none"> • Written communication • Ability to prioritise • Ability to delegate • Ability to solve problems • Knowledge of subject • Timekeeping • Ability to summarise effectively • Flexibility of approach • Interpreting data |
| Written exercises (e.g. letters to parents, newsletters, reports to governors) | <ul style="list-style-type: none"> • Written communication • Design • Awareness of audience • Appropriateness of medium • Knowledge of subject |
| Pre-set interview question (does not require a presentation e.g. ‘come prepared to talk about...’) | <ul style="list-style-type: none"> • Knowledge of subject • Research skills • Ability to synthesise complex information • Oral communication |
| Teaching demonstration e.g. leading an assembly | <ul style="list-style-type: none"> • Ability to engage an audience • Oral communication • Creativity • Leadership style • Lesson planning • Curriculum awareness |
| Lesson observation by the candidate and feedback to the teacher | <ul style="list-style-type: none"> • Aptitude • Interpersonal skills • Knowledge of teaching and learning • Ability to differentiate • Understanding of good classroom practice • Understanding of behaviour management • Curriculum awareness • Oral communication |
| Lead an Islamic workshop / assembly / lesson | <ul style="list-style-type: none"> • Oral communication skills • Ability to interact with children • Understanding the ethos of a faith school • Knowledge of national inspection criteria for faith schools. |

Selection decisions should not be based on task results alone. Each selection tool task will need an assessor with appropriate expertise to advise the Selection Panel effectively (the Advisory Panel). The Advisory Panel should provide detailed structured notes using a predetermined scoring system and accurate note making.

Interaction with pupils needs to be handled with particular care. Pupils will need to understand their role in the selection process, which will contribute to, but not necessarily determine the final outcome. It will be important to stress that all the different elements of the selection process have a part to play. The Selection Panel should decide who will brief the pupils and what their remit will be. It is strongly recommended that questions are

checked to ensure they are appropriate and are not discriminatory. This could range from taking candidates around the school, to holding group discussions on specific topic areas. Where there are internal candidates, this element of the programme needs particularly careful handling, to avoid compromising future relationships in the school.

All candidates must undertake the selection tasks under the same conditions, such as preparation time, availability of materials or equipment, consistency of assessors, etc. In particular, it is *not* good practice to ask candidates to prepare a task on the evening of the first day of a two-day process, as it is not possible to ensure equality of conditions.

4.2 The final interview:

Before the interviews the Selection Panel should agree a procedure for assessing the candidates.

The format, style and duration of the final interview are matters for the Selection Panel to decide. Before the interview the Selection Panel should agree on lines of questioning to be followed and ensure that the same questions are put to each candidate. It may also be necessary, however, to address any gaps in the application form or any specific safeguarding issues raised by the references as part of the interview. These questions will be specific to each individual candidate.

The questions should focus on gaining information from each applicant on criteria that have not been fully tested elsewhere in the process and should be derived from the Person Specification. It is essential to avoid questions, which would discriminate directly or indirectly on the grounds of gender, race, age, marital status, religious belief, sexual orientation or disability. The Selection Panel will need to determine the criteria that constitute a good answer. Interviews need to be standardised in order to minimise subjectivity and bias. If steps are not taken to minimise subjectivity, there is a tendency to select the person who made a good first impression or simply the candidate who was most memorable.

At the end of the interview, each candidate should be asked whether they have any further questions or information they would like to offer in support of their application. They can also be asked whether they would accept the post, if offered.

Members of the Selection Panel who are tasked with asking planned questions should listen carefully to the candidates' responses and be ready to ask supplementary questions, as appropriate. It is bad practice to write notes when you are asking the question, as full attention should be focused on the candidate and his/her answers. The Selection Panel should be working as a team, so other members of the Panel should take notes on behalf of the questioner. Please bear in mind candidates are entitled to ask for a copy of the interview notes.

It is important to retain a clear written record of responses and a judgement on the quality with an appropriate score. For this purpose, a standardised form is strongly recommended.

4.3 Structuring the final selection process day(s):

The programme for the final selection process should enable the candidates to demonstrate their skills, knowledge and experience against the criteria determined for selection. Consider how the process and timescale allows the candidate to do their best. Depending on the selection tools decided upon, it may be necessary to allocate more than one day for the selection process.

Candidates need to be allowed to spend time in school to talk to staff and children to help them to get to know a little about the school from their own first-hand experience. Allowances should be made for briefing sessions, usually at the beginning of the selection day(s).

4.4 Administrative arrangements:

Candidates will have been asked to bring a range of documents to the first selection day. Arrangements need to be made for someone in the school to handle this paperwork to avoid this encroaching on interview time. Candidates will be bringing original qualification certificates, proof of identity and eligibility to work in the UK. It will be important to ensure that these are collected on the day. Photocopies should be taken of the qualifications and proof of identity. The originals should be returned to the candidates and the photocopies endorsed with the signature and date by the person who saw the original documentation.

4.5 The selection decision:

At the end of the selection process the Selection Panel should assess each candidate against the criteria in the Person Specification and record this on a summary sheet. Also include comments to justify why a candidate has not met the set criteria. The Selection Panel’s discussions are confidential and cannot be shared outside the meeting with the exception of giving agreed feedback to candidates.

Allow sufficient time for the Selection Panel to deliberate carefully on the evidence collected during the selection process in order to identify preferred candidates or determine whether or not an appointment can be made.

Notes taken and documentation used in the evaluation process, including scores awarded for selection tasks, will form part of the formal record of selection decisions. Records must be retained for a period of six months from the date of the selection decision, as they may be required as evidence where there is a discrimination claim.

4.6 Approval by the Governing Board:

Once the Selection Panel has identified the preferred candidates for appointment, the decision is subject to ratification at a full Governing Board meeting. All Governors must be sent an agenda and the Governing Board meeting must be clerked. This meeting will need to be timetabled for soon after the final selection day. Governors will meet with the preferred candidates and the minutes must show a final decision on the preferred candidate, details of the conditional job offer, starting salary point and start date.

Stage 5 - Appointment and Follow-up:

There is a series of final qualifying stages, for the candidate, before the job offer can be finalised. Having appointed to the post, attention should turn to ensuring that the successful candidate is assisted in making a smooth transition into his/her new role in school.

| Stage 5: Roles and Responsibilities | |
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| Selection Panel | <ul style="list-style-type: none"> • Informs successful candidate and makes an offer of appointment • Informs unsuccessful candidates • Informs Human Resources personnel the outcome of selection • Write to staff and parents on behalf of the Governing Board • Ensures an effective induction programme has been arranged for the new |

| Stage 5: Roles and Responsibilities | |
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| | Headteacher |
| Human Resources Personnel | <ul style="list-style-type: none"> • Verifies NI number and eligibility to work in the UK • Undertakes disclosure checks with the DBS • Verifies Teacher Reference number • Verifies professional qualifications • Ensures successful candidate has been given medical clearance • Subject to satisfactory completion of all the above, issues the written statement of particulars (contract), in consultation with the Governing Board |

5.1 Offer of appointment:

There are several checks that need to be undertaken before a successful candidate can be offered the post or can take up appointment. It is recommended that an unconditional offer of appointment is not made until receipt of satisfactory clearance.

It would be entirely appropriate to contact the successful candidate to check that they are still interested in the post and to indicate initiation of pre-employment checks. If the decision is made to appoint prior to receipt of satisfactory clearance, ensure the candidate understands the offer is provisional, and may be withdrawn if the checks prove unsatisfactory.

5.2 Pre-employment checks include:

- Disclosure and Barring Service (DBS) disclosure check (enhanced level with access to children)
- Medical health screening check
- Verification of NI number and eligibility to work in the UK
- Verification of qualifications
- Verification of Teacher Reference number

The offer of appointment is binding, whether made verbally or in writing.

If the successful candidate decides not to take the post, the Governing Board may decide to offer the post to the second preferred candidate. Careful thought must be given to how this message is conveyed, both to the candidate and the school.

5.3 Verification of qualifications:

Candidates will have been asked to bring along original qualification certificates, which should have been viewed, copied and endorsed on the selection day. Human Resources personnel should verify the documents to confirm the qualifications are genuine and belong to the candidate. Where a candidate has an overseas qualification Human Resources personnel will need to ensure recognition within the UK.

5.4 Verification of Teacher Reference number:

Human Resources personnel should verify the candidate's Teacher Reference number.

5.5 Verification of NI number / work permit:

Human Resources personnel should verify the candidate's National Insurance number and eligibility to work in the UK.

5.6 Written statement of particulars:

When all clearances have been obtained the Governing Board may make an unconditional offer of appointment. Please note that a verbal offer of appointment is legally binding. If subsequently the employment offer is withdrawn, the prospective employee could claim breach of contract.

5.7 Informing unsuccessful candidates:

Giving bad news in a positive way is important when letting unsuccessful candidates know that they will not be appointed. Any feedback offered will be agreed upon by the Selection Panel and Governing Board.

5.8 Arranging the induction programme:

Having invested time in appointing the best candidate for the post, a thorough induction programme will ensure that s/he makes a smooth transition into the new role. The Selection Panel are responsible for arranging a suitable induction programme.

The elements of the induction programme may seem obvious, but should include:

- Introduction to all members of staff
- Introduction to all members of the Governing Board
- Introduction to the pupils, including members of the school council
- Introduction to the parents
- Discussion of procedures for governance with the Managing Director and the Chair of the Governing Board
- Early discussions with representative governors from sub-committees dealing with key areas, such as education, policy review, finance, safeguarding and fundraising
- Provision and discussion of key documents, such as the SEF, school improvement planning and school policies
- Provision and discussion of key documents / systems relating to teaching, learning and curriculum
- Introduction to school IT equipment and systems

Schedule regular review sessions with the Managing Director and the Chair of the Governing Board. In the first term, in particular, it is advised for contact to be made on a weekly basis.

5.9 Process Review

Appointing a new Headteacher is the most critical task governors will do. It would be advisable to review the process by which the appointment was made to see if there are any useful learning points for the future.

The Headteacher Recruitment Policy should be read and implemented alongside the Safer Recruitment Policy.

This policy has been read and approved for Date Valley School, by the Governing Board.

Date: January 2016

Version Control:

| Author | Change | Version | Date |
|-------------------------|---|----------------|-------------|
| Irum Khan / Tahira Khan | Original | 1.0 | 03/01/2016 |
| Tahira Khan | Multiple changes following Governing Board meeting (9 th January 2016) | 1.1 | 17/01/2016 |