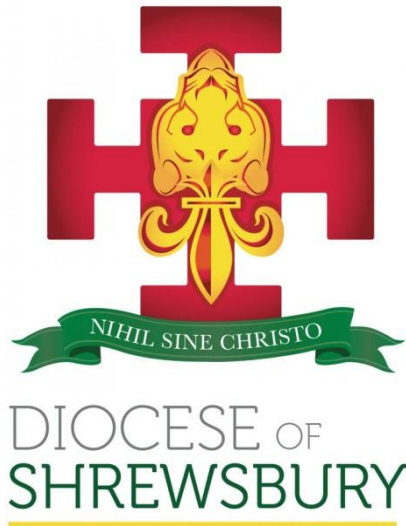


Diocese of Shrewsbury

Department of Education



Appointment of a new Headteacher In a Catholic School

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1.Appointing Leaders

FOREWORD FROM THE DIRECTOR OF SCHOOLS

The appointment to school leadership is probably the most important duty and responsibility entrusted to the governing body of a Catholic school or the board of directors of a Catholic Academy Trust. This guidance has been developed so that any governing board has the appropriate guidance and advice concerning the process of making senior leadership appointments, including Heads of Religious Education and School Chaplains. I would ask that you read this document carefully as it provides guidance for determining the entire process of making an appointment of a Headteacher for a Catholic school or Catholic academy, in the Diocese of Shrewsbury. The Diocesan Department of Education wishes to support you in making these important leadership appointments and it is established policy that we work closely with a governing board from the very start of the process in appointing senior leader positions in our Catholic schools. Therefore, as soon as you are aware of the need to appoint a senior leader, please contact your Diocesan School Support Officer so that we are able to support your planning.



Richard Woods
Director of Schools

2. Bishops' Memorandum on the Appointment of Staff in Catholic Schools

This Memorandum sets out the expectations of the Catholic Bishops' Conference of England and Wales about the appointment of staff in Catholic schools. This Memorandum applies to all Catholic maintained schools, academies, independent schools, sixth form colleges and non-maintained special schools, including those that are in the trusteeship of a religious order (referred to in this Memorandum as 'Catholic schools').

The Bishops' Memorandum was last issued in 2014, when the Catholic school sector looked very different to the way it looks today. It has therefore been updated to ensure that the Bishops' requirements are clear in the current context. This version does not include any additional requirements to those in the 2014 version, it simply sets out the requirements in a way which reflects the organisation of Catholic schools today. This version of the Bishops' Memorandum supersedes all previous versions.

All Catholic schools must ensure that they are providing an authentic Catholic education as part of the Church's education mission. All staff are part of the Church's mission and are therefore expected to support their employer in this aim, and Governing Boards¹ are required to ensure that their expectations are made clear.

Governing Boards are required to comply with the provisions in their Governing Documents (e.g. Instrument (and Articles) of Government or Articles of Association), and with the requirements of their Trust Deed, which includes the provisions of canon law, are incorporated into these documents. The Diocesan Bishop is responsible for exercising canonical oversight over all Catholic schools, and the issuing of this Memorandum is part of that oversight.

This Memorandum must be consulted prior to all appointments to Catholic schools. Governors, directors, and Catholic school leaders should ensure that they are familiar with the contents of this Memorandum and that all recruitment processes comply with its requirements. Governors, directors and Catholic school leaders should also ensure that their HR advisers and all members of staff involved in recruitment are properly trained and line-managed, that they are familiar with the contents of this Memorandum, and that they use CES contracts and associated documentation. Use of CES contracts and associated documentation is important because these documents contain provisions which help to ensure that the Catholic character of Catholic schools is preserved, maintained and developed.

There is an expectation that all suppliers on the Churchmarketplace framework will have received appropriate training on the matters set out in this Memorandum.

¹ 'Governing Board' is the term used in this Memorandum to denote the entity or entities within the school or multi-academy trust company that exercises the functions of the employer under the appropriate constitutional arrangements.

Purpose of the Guidance

This Memorandum has been provided to help and guide Governing Boards to fulfil their responsibilities. Governors and directors have a legal responsibility to preserve and develop the Catholic character of the Catholic schools for which they are responsible, and following the processes set out in this Memorandum will help to ensure that this legal responsibility is complied with in relation to the appointment of staff. Compliance with this Memorandum is also a requirement of the Diocesan Protocols.

The Bishops of England and Wales require the following:

- Governing Boards must give clear guidelines about the Catholic character of the Catholic schools for which they are responsible, to employees and prospective employees. It must be clear to all employees that they are required to respect and support the aims and objectives of a Catholic school.
- Governing Boards must ensure that they issue CES contracts of employment and associated documentation, these contracts include provisions which require the employee to preserve and develop the Catholic character of the Catholic school.
- Governing Boards must ensure that CES model employment policies are used as these ensure that the ethos of Catholic schools as Catholic employers is clearly articulated.
- Governing Boards must comply with this Memorandum and the requirements set out below in relation to the need for certain senior roles to be occupied by Practising Catholics.
- Governing Boards must ensure that they are familiar with the guidance issued by the Diocese which sets out the definition of a “Practising Catholic”.

Appointment of Leaders in Catholic Schools

The Bishops of England and Wales require the following posts to be filled by Practising Catholics:

- Headteacher / Principal / Head of School (which includes Executive Headteachers)
- Deputy Headteacher / Principal / Head of School
- Chief Executive Officer
- Deputy Chief Executive Officer
- Head or Co-Ordinator of Religious Education (at both school and multi-academy trust company level)
- Chaplain (including Directors of Chaplaincy)
- Members of multi-academy trust company central teams with responsibility for Catholic Life / Mission / Ethos
- Any role which requires the individual to have responsibility for the spiritual and/or liturgical life of the Catholic school or multi-academy trust company (for example, Prayer and Liturgy Co-ordinator and Director of Primary Education or Secondary Education where it would involve oversight of collective worship and Religious Education).

All of the posts listed above require the postholder to be a Practising Catholic because the roles

directly affect the Catholic mission of a Catholic school, and the individual post holders will be responsible for the spiritual leadership and Catholic character of a Catholic school or multi-academy trust company. Such individuals must therefore participate fully in the liturgical life of the Church and be able to articulate their faith, whilst living it out on a daily basis, in order to have oversight of the formation of others.

Whilst the leadership posts listed above are generally in use in Catholic schools the list above is not exhaustive and other senior leadership posts may exist in relation to which there is a requirement to be a Practising Catholic. The principle to be applied is that the requirement applies to the most senior leadership post i.e. the person with overall responsibility for the day-to-day management of the Catholic school or multi-academy trust company, the person who is the second most senior person in the leadership team whose duties include deputising for the most senior post, and any other person with responsibility for the Catholic life of the Catholic school or multi-academy trust company.

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

The appointment of chaplains of any kind requires the authority of the local Ordinary. Canonical (priest) chaplains are appointed by the local Ordinary (canon 565). The appointment of a lay chaplain also requires the authority of the Church, and Governing Boards should therefore consult their Diocese in advance and follow any recruitment process set for the appointment of lay chaplains by the Diocese. In the case of Catholic schools under the trusteeship of a religious order, the Governing Board should also consult with the Religious Superior.

Appointment of Leaders of Religious Education

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

Primary: The Bishops of England and Wales require the following:

- The Governing Board must ensure that Religious Education is properly organised, co-ordinated, taught and resourced.
- Governing Boards must ensure that Catholic primary schools have a Co-ordinator of RE.
- Co-ordinators of RE should have at least parity in status and remuneration with those of the other core curriculum areas.

Secondary: The Bishops of England and Wales require the following:

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

Recruitment Process

Interview procedures approved by Governing Boards for recruitment must be open to scrutiny. They must be clear, objective and transparent and Governing Boards should follow the process set out in the CES Guidance for Governing Boards which is available on the CES website.²

In relation to the leadership appointments listed above, the Bishops of England and Wales require the following:

- The diocesan bishop should be represented at all proceedings relating to the appointment of senior leaders and teachers of Religious Education unless his officer has confirmed in writing that he does not wish to exercise this right in relation to a particular appointment. In the case of the appointment of senior leaders and teachers of Religious Education at Catholic schools under the trusteeship of a religious order, the diocesan bishop has the discretion to exercise this right through a representative of the relevant religious order.
- Governing Boards must facilitate the attendance of the Diocesan Director of Education (or his or her nominee), either by affording them advisory rights or otherwise. These rights may be in relation to all appointments at the school or, more usually, to the appointment of the leadership posts to which the requirement to be a Practising Catholic is applied.
- Governing Boards must give sufficient advance notification to the Diocesan Director of Education of a vacancy for any leadership post to which the requirement to be a Practising Catholic is applied before taking any action, including making an acting or temporary appointment, appointing an acting Head Teacher or Principal, acting Deputy Head Teacher or Deputy Principal, or advertising the vacancy. It is particularly important to agree all meeting and interview dates with the Diocese in advance, to allow Diocesan Officers to be involved from the beginning of the process, including drawing up job descriptions and person specifications. Many Dioceses provide recruitment guidance which should be followed.
- Governing Boards must meet to draw up a shortlist of candidates, conduct interviews and make an appointment.
- Governing Boards may appoint a selection panel to undertake these functions, but appointments may need ratification by the full Governing Board.

A Diocesan representative may also be invited whenever senior posts with pastoral responsibilities are being considered.

Appointment of Teachers in Catholic Schools

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Board. The Catholic Church understands the vocation of a teacher as a form of ministry within the Church.³ All teachers and leaders in Catholic schools are employed to participate in the Church's teaching office, exercising this ministry in accordance with the Church's teachings and as a collaborator of the Diocesan Bishop.⁴ This requires teachers to be witnesses in word and deed to the Divine Teacher, Jesus Christ.⁵

³ *Gravissimum educationis*, Declaration on Christian Education (Vatican II, 1965) 8.

⁴ *Apostolorum Successores*: Directory for the Pastoral Ministry of Bishops (Congregation for Bishops, 2004).

⁵ *Lay Catholics in Schools: Witnesses to Faith* (Congregation for Catholic Education, 1982), 32.

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

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

Governing Boards have a duty to ensure that the Catholic character of Catholic schools is maintained and developed. The Bishops of England and Wales expect that Governing Boards will employ Catholic teachers who combine personal conviction and practice of the Faith with the required professional qualifications and experience, in order to ensure this. Governing Boards should be aware that legislation allows them to prefer Catholic teachers for roles in Catholic schools and to prefer them in terms of their pay and promotion prospects.

Induction and Continuing Professional Development and Formation

Governing Boards should ensure an appropriate formation and induction programme is in place, which emphasises the distinctive nature of Catholic education, and ensures that staff understand the Church's mission and their part in it.

Appropriate and tailored ongoing formation is both an entitlement and an expectation for all staff for the whole of the duration of their employment in a Catholic School. Governing Boards should ensure that all members of staff participate regularly in an appropriate ongoing formation for their work in Catholic education.

Questions relating to the implementation of the requirements in this Memorandum should be addressed to your Diocese.

Bishop Marcus Stock

**Chairman, Department for Catholic Education and
Formation 24th September 2024**

3. Principles and Practice for the Appointment of Senior Leaders

These principles and practices are to inform the appointment of Senior Leaders in schools and academies, and are aligned to Diocesan Protocols on Staffing and Recruitment.

- a) The Diocese must be informed as soon as a vacancy arises so that they are fully involved in the process for all posts with a genuine occupational requirement for the postholder to be a Practising Catholic, including Headteacher and equivalents such as Executive Headteacher / Head of school etc. This also applies to any leadership restructures that arise as outlined below.
- b) The Diocese, with school leaders, will conduct a risk assessment when Leadership vacancies arise to ensure current numbers within a school support existing structures.
- c) It is a Diocesan expectation that, wherever possible, all schools will have a substantive Headteacher position and Deputy Headteacher. Certain factors including budget pressures or recruitment difficulties may require the exploration of alternative structures, but full discussion with the Diocese is required prior to any alternative structures being formally proposed and confirmed by schools or trusts.
- d) All substantive senior leadership positions should be subject to an external competitive recruitment process, unless a formal restructure has indicated that the post would have to advertised internally.
- e) Any significant change to leadership structures should follow formal restructure process with job descriptions etc. Consideration must be given to internal applicants and current at-risk posts for possible redeployment.
- f) Faith references are required at the point of current application for all new positions. Historic references cannot be considered.
- g) Substantive Executive Headteacher models should be subject to an external competitive recruitment process unless otherwise agreed by the Diocese. For any Executive Headteacher post there is a genuine occupational requirement for the postholder to be a Practising Catholic and the job description must allow for them to take the strategic lead on the Catholic Life and Mission of the schools they are responsible for. The position below Executive Headteacher (normally Head of School) must also filled by a Practising Catholic.
- h) Any position that has the title Deputy Headteacher must be filled by a Practising Catholic even if it is not one of the two most senior posts in the school.
- i) We understand that there may need to be temporary structures to allow for reflection and further review. Any temporary leadership arrangements would normally not last longer than 2 terms before an external competitive recruitment process is undertaken for a substantive post. Any structure in place for longer than 2 years may result in a position needing to be offered on a permanent basis.

Falling pupil numbers in Primary Schools.

- j) We are undertaking a review of pupil numbers in our primary schools and some schools now have a trend of falling pupil numbers. Our aim would be, as far as it is viable (both financially and educationally), to maintain an educational provision on current sites, but the management structure may need to be reviewed. Any re-structures must consider the current position in other local schools so as to ensure continuity of the local provision. The current ISR of leadership posts may need to be reviewed based on falling pupil numbers. Reorganisation may be best done prior to academy conversion so as schools not managing too much change at once.

4. Initial Considerations & Principles of Appointment

4.1 Financial sustainability

When a headteacher offers their resignation, the governing board or trust board should take the opportunity to reflect on its organisational and leadership structure to identify whether the simple replacement of the headteacher is the most appropriate action to take. The Diocese should be contacted immediately following the notification of the resignation and they will be willing to advise governing boards of other possible structures. Small schools with tight budgets are particularly encouraged to consider their options with the Diocese and LA willing to facilitate discussions and development work with other suitable schools.

The governing board or trust board should conduct a detailed, financial evaluation review, incorporating the last full year's income and expenditure and modelling of the following three years estimated budget. This should include any measures (and the reasoning behind them) to improve the financial position. It is important that this process is completed prior to the appointment process commencing so as future affordability can be evidenced. The review should include staffing costs to ensure that a substantive leadership post is affordable by the school for the long term.

Once a candidate is offered the post and a contract is signed, this forms the basis of a legal agreement with the member of staff which is accompanied by various legal protections in employment law. Failure to consider the long term financial viability of a substantive appointment could lead to a decision related to redundancy which could be avoided at this stage.

If there is any uncertainty about the financial position of the school, the decision to recruit should be delayed until it is proven that the post is affordable.

Decisions to proceed should never be made on the basis that 'pupil numbers might increase' or the number of classes can be reduced to create a saving in staff costs.

The DFE have provided guidance on how to identify the financial viability of your school and this guidance can be found here:

<https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors#to-5-year-budget-projections>

4.2 Principles of appointment

Before commencing the appointment process for a new headteacher of a Catholic school or academy it is important that all governors including those appointed to serve on the appointment panel are aware of good practice and principles of appointment.

These include:

Confidentiality

All applicants have the right to know that their applications are treated as strictly confidential and are not shared beyond the strict membership of the appointment panel and advisers.

All application forms that are sent by e-mail must be password protected or sent via a secure system and that all documentation (other than the panel's evidence forms and other paperwork

kept centrally following retention guidelines) are destroyed/shredded immediately after the conclusion of the process.

All panel members and advisers are bound by a collective responsibility to ensure that the recruitment process remains strictly confidential and details of the selection and interview process are not shared with members of staff, parents, family or friends

Failure to respect confidentiality can lead to challenges from applicants which may lead to a recruitment process being deemed invalid. All panel members should be reminded of confidentiality at the beginning and end of the recruitment process.

Transparency

All applicants and candidates should be entitled to accurate evidence based feedback on their applications and if selected, their performance at interview, even if successfully appointed. Feedback should never be ambiguous or contradictory in nature and should be delivered sensitively taking into account the professional development needs of the candidate. Interview questions should be clear, succinct and always related to the job description, person specification.

Equality and fairness

The recruitment and appointment process should be conducted fairly, without discrimination of any kind and taking into account any specific needs of the applicants and candidates. Panel members should be aware of equal opportunity legislation and good practice in recruitment and ensure that judgements made on applications are always based on merit, taking into account the experience, qualifications and skills of the applicants. Applications should be judged only against the person specification given to applicants at the time of application. This should be done as objectively as possible with the help and support of the advisers present.

Throughout the process the panel and advisers must be aware of any unconscious bias that may influence panel members. Advisers and panel members should ensure that this is challenged if identified.

4.3 Delegation and Ratification

In a voluntary aided school, It is important to understand that it is the whole governing board that is responsible for approving the appointment of a headteacher.

For an academy within a Catholic Academy Trust, the appointment of a Headteacher is detailed within the Articles of Association and Scheme of Delegation.

Due to the size of governing boards it is good (and normal) practice to appoint a smaller selection panel from the members of the governing board. In a maintained school the panel must have a minimum of 3 members, 5 is a generally seen as the optimum number. Once the panel have conducted the selection process and made a decision on their preferred candidate, they then recommend the candidate to the governing board so that the appointment can be ratified. This ordinarily takes place in an extraordinary meeting following the interviews.

The appointment of a Headteacher within a Multi-Academy Trust Company will align with the Trust's scheme of delegation, and the ratification of any Selection Panel should be undertaken as detailed within the Articles of Association and Scheme of Delegation.

4.4 Safeguarding

It is a legal requirement that at least one member of the appointment panel must have completed recent (within last three years) Safer Recruitment training. In addition, all adverts should clearly state and reference the safeguarding practice and DBS requirement for applicants.

The shortlisting meeting should identify any gaps in the employment history of candidates so this can be clarified ahead of the interview process. The selection tasks and interview questions must involve a reference to safeguarding to ensure that the candidates have a comprehensive understanding of safeguarding policy, processes and practice.

4.5 References

All applicants should provide at two professional references (one of which should normally be their current employer or line manager), and a faith reference as outlined below. References are not normally considered by the panel at shortlisting meetings (unless there is a safeguarding concern) and will normally be considered by panel members after the interview process to confirm the appointment of the preferred candidate.

All offers of employment should always be made subject to references, appropriate medical checks, DBS checks and proof of qualifications and examinations (this should be done on the day of interview and photocopies taken for records).

4.6 Conflicts of interests

All panel members and advisers must declare any known conflicts of interest at the beginning of the process in order to ensure that any conflicts of interest can be managed appropriately.

An example of this might be that a panel member is a personal friend or family relative of one of the applicants in which case, the panel member would stand down from serving on the panel and be replaced by another panel member.

The application form for all applicants should also include an area where the applicant can report any conflicts of interests or declarations of interest which can then be considered by the appointment panel before the interviews proceed.

4.7 The current headteacher

The role that the existing headteacher (or acting headteacher) is allowed to play in the process of appointing their successor is limited and laid down in legislation. These regulations require that the existing headteacher should not be present at meetings “during the consideration and discussion of the appointment of a successor”. The governors may, however, wish for the headteacher to offer assistance in other parts of the process – this should be discussed with the Diocesan Officer supporting the process.

4.Procedures for Appointment of Headteacher

STAGE 1 - Vacancy Arises

- Chair to contact the Diocese to arrange initial discussion / meeting with Diocesan Officer

STAGE 2 - Initial Discussion / Meeting with Chair

- Request made for current numbers on roll and a copy of the school's or trust's Pay Policy to establish current Headteacher ISR and Deputy Headteacher ISR
- Confirmation that the school has received and adopted the 2024 Diocesan Protocols
- Diocesan checklist below used to inform discussion
- For a VA school, Invitation extended to the Local Authority to participate in full process
- Selection Panel membership considered

STAGE 3 – Governors / Trust Board Meeting

- Diocesan Powerpoint used to inform discussion
- Governing Body / Trust Board / agreed Selection Panel to consider the following:

<p>a) Bishops' Memorandum on Appointment of Teachers 2024 Bishops' Memorandum</p>	
<p>b) 2024 Diocesan Protocols Protocols on Recruitment and Formation of Staff</p>	
<p>c) Agree Job description (Diocese website)</p>	
<p>d) Agree Person Specification (Diocese website)</p>	
<p>e) Confirm salary ISR in line with school Pay Policy</p>	
<p>f) Agree Selection Panel --At least one Safer Recruitment trained panel member All panel school email addresses to be sent to Julie.English@dioceseofshrewsbury.org by school</p>	
<p>g) Dates agreed:</p> <ul style="list-style-type: none"> • Advert 'live' • Closing date and time All applications to the Diocese via Julie.English@dioceseofshrewsbury.org • Shortlisting (Selection Panel must be available for both shortlisting and interview) <p><i>We would advise a minimum of 7 days between shortlisting and interview where possible to facilitate the taking up of references.</i></p>	
<p>h) Interview dates confirmed:</p>	
<p>i) Advertisement:</p> <ul style="list-style-type: none"> • Where; when; display/lineage; content; closing date – delegate to sub group • TES tel:02037338230 / website • Catholic Teachers Gazette adverts@ctgonline.co.uk, tel: 01302 239001 • Diocesan website: Malgorzata.Kowalska@dioceseofshrewsbury.org or Julie.English@dioceseofshrewsbury.org, tel: 0151 652 9855 • LA Website • Free service-https://teaching-vacancies.service.gov.uk/ 	

<p>j) Documentation for applicants:</p> <ul style="list-style-type: none"> • Letter from Chair • Advert • Job Description • Person Specification • Guidance for applicants in securing Faith Reference (Diocesan website) • Information should be made available to applicants that online searches will be undertaken if shortlisted for interview • CES Documentation <ul style="list-style-type: none"> ✓ CES Leadership Application Form latest version - ensure GDPR section completed by school ✓ CES Notes to Applicants information ✓ CES Consent to obtain references form - ensure GDPR section completed by school ✓ CES Recruitment Monitoring Form - ensure GDPR section completed by school* <p>Download from CES Website - CES documents including application forms.</p>	
<p>k) Completed Applications</p> <p>- Application forms for Headteacher posts must be returned to the Diocese via Julie.English@dioceseofshrewsbury.org</p> <p><i>(Governors / Directors to be reminded that any forms sent in that are not GDPR compliant will not be considered as information cannot be shared)</i></p>	

* Members of the selection panel should make sure that they do not, as the reviewer of application forms, have sight of the completed Recruitment Monitoring Forms. The Recruitment Monitoring Form should only be used as a tool for the School to analyse the types of application that they receive which may assist them to comply with their public sector equality duty.

For more information see the Equality Act 2010 guidance available from the Equality & Human Rights Commission which can be found by following this link: <http://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance>.

Further, the Recruitment Monitoring Form should be anonymous so that the School can demonstrate that the information collected from applicants is being used to monitor equality and diversity and not to discriminate, inadvertently or otherwise.

STAGE 4 - Shortlisting

- The Diocese / Trust HR will send out e-copies of all applications received to the selection panel using school / trust email addresses as soon as possible following closing date and time. These will be password protected.

PART 1

a) Consideration and discussion of applications against person specification	
b) Agree shortlisted candidates or decision to re-advertise	

PART 2

<ul style="list-style-type: none"> • Format of the selection process - consideration given to the following: • Prayer / Celebration of the word • Meetings with pupils / School Council • In tray exercise • Finance task • Data task • Presentation • Review of candidates performance to determine which candidates, if any, will progress to interview stage / day 2? <p><i>Schedule details can be discussed and decided outside of the shortlisting meeting with Chair / sub group</i></p>	
a) Named member of school staff as point of contact to oversee logistics (venue(s), roomings, pupils required, document checks, hospitality schedule, candidate liaison)	
b) Consideration given to online searches - KCSIE 2022	
c) Informing Shortlisted candidates <ul style="list-style-type: none"> • Initial 'phone / email invitation • Formal invitation documentation: <ul style="list-style-type: none"> ✓ Letter from the Chair ✓ Applicant's Declaration ** ✓ CES Model Contracts ✓ Rehabilitation of Offenders - ensure GDPR section completed by school*** ✓ Equality Statement 	
d) Visits to school-who and when? (This would be the same person for each visitor and could be the School Business Manager or equivalent or a governor. It is important that all visitors receive the same information.)	
e) Request faith and professional references. The Diocese will send for <i>all</i> references for HT posts for non MAT schools. The Diocese will send for <i>faith references</i> for <i>all</i> shortlisted candidates.	
f) Agree panel arrival time for Interview Day	

**The CES advises that at interview the applicant should sign the model Applicant Declaration confirming that they have read and understood the CES contract and had any relevant questions answered.

*******The CES advises asking applicants to complete the form and bring it with them in a sealed envelope when they attend for interview (this is set out in the application form). The envelope can then be handed over with a view to the contents being reviewed only in the event of the school wishing to make an offer of employment. Reviewing the information at the point of offer will provide schools with an opportunity to ask questions relating to the context of any declared offence just prior to an offer of employment being made (for example during any telephone call made to make the offer). The full guidance can be found [here](#).

STAGE 5 – INTERVIEW DAY SELECTION PROCESS

<p>a) Panel meet to finalise selection process schedule</p> <ul style="list-style-type: none"> ✓ Tasks for the day made available by Diocese / LA ✓ Panel members assigned ✓ Feedback process and protocols agreed ✓ Hospitality arrangements – external venue 	
b) Confirmation of positive faith references received & no safeguarding concerns	
c) Feedback from tasks & initial deliberations as required	
d) Questions for panel interviews confirmed and assigned (Diocese will provide bank of questions for consideration)	

<p>e) Final deliberations</p> <ul style="list-style-type: none"> • Reference to Person Specification • Preferred candidate identified • Consideration of references for preferred candidate • Any areas for support and development considered to inform possible future induction • Decision to appoint made 	
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f) Confirm ISR and salary starting point	
g) Verbal offer of appointment may be made by 'phone subject to the Panel's consideration of the <i>Applicant Declaration Form</i> and The <i>Rehabilitation of Offenders Act Disclosure Form</i>	
<p>h) Ratification of appointment either in person or via a virtual meeting.</p> <p><i>In accordance with 2017 regulations**** for maintained schools, the board will need to approve the decision of any Selection Panel. This may be done during a meeting of the board where the selection panel identifies the preferred candidate and the panel's reasons for selecting them. This is followed by an endorsement vote of the board.</i></p> <p><i>For Academies, ratification of any Selection Panel should be undertaken as detailed within the Articles of Association and Scheme of Delegation.</i></p>	
i) Communication of outcome explored & aligned to current school if applicable. (Staff, wider school community) Please seek advice from the Diocese should any difficulties arise.	
j) Confidentiality of appointment process re-visited with selection panel	

**** *Recruiting a headteacher: A guide to the recruitment and selection of headteachers and other leadership roles. [DfE December 2017]*

6 – POST INTERVIEW

a) Offer letter sent to successful candidate (start date, ISR and starting point, checks etc)	
b) Contracts and appropriate paperwork completed as per school's usual HR processes. Inform the successful candidate that the school and diocese will be keeping copies of the application form and references on file according to the retention schedule.	
c) Unsuccessful candidates informed of the outcome via telephone	
d) LA / Diocese to offer feedback to unsuccessful candidates if requested	

5. Resignation Timeframes

Governors/Trustees need to take account of these standard resignation dates when agreeing timescales and dates for advertising the post, closing date(s) and interview date(s)

Start date	Resignation date for those currently in headship	Resignation date for existing DHT /AHT / other teachers
1 September	30 April	31 May
1 January	30 September	31 October
1 May	31 January	28 (29) February

6. Headteacher Person Specification for Voluntary Aided Schools



Person Specification/Selection Criteria for Headteacher at **XXXX** Catholic School

The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

XXXX School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The applicant will be required to safeguard and promote the welfare of children and young people.

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Faith Commitment

		Essential	Desirable	Source
1.	Practising Catholic	E		A/I/R
2.	Involvement in parish community		D	A/I/R

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

		Essential	Desirable	Source
3.	Leading school worship	E		A/I
4.	Ways of developing religious education and worship	E		A/I
5.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E		A/I
6.	How relationships should be fostered and developed between the school, parish and its community and Diocese of Shrewsbury	E		A/I
7.	Has completed the Catholic Leadership Programme or other approved Catholic leadership training, or has a commitment to do so		D	A/I/CC

[B] Qualifications

		Essential	Desirable	Source
8.	Qualified teacher status	E		A/CC
9.	Degree	E		A/CC
10.	CCRS/CTC or a commitment to obtain the certificate		D	A/CC/I

[C] Professional Development

		Essential	Desirable	Source
11.	Evidence of appropriate professional development for the role of headteacher	E		A
12.	Evidence of recent leadership and management professional development	E		A
13.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E		A/I/CC
14.	Has successfully undertaken Designated Safeguarding Lead training		D	A/I/CC

15.	Has successfully completed approved Safer Recruitment Training or has a commitment to do so within 12 months	E		A/I/CC
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[D] School leadership and management experience

		Essential	Desirable	Source
16.	Recent successful leadership as a headteacher		D	A/I/R
17.	Recent successful leadership as a deputy headteacher or assistant headteacher	E		A/I/R
18.	Evidence of successfully leading school improvement	E		A/I/R
19.	Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	E		A/I/R
20.	Experience of curriculum leadership and development	E		A/I/R
21.	Experience of working constructively with parents	E		
22.	Experience of monitoring staff performance	E		A/I/R
23.	Experience of effective budget management and financial analysis		D	A/I/R
24.	The ability to provide advice and support to the Governing Body to enable it to meet its responsibilities	E		A/I/R
25.	An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement	E		A/I/R
26.	To have experience of guiding, coaching, mentoring or training individuals or teams	E		A/I/R
27.	Is able to demonstrate a good awareness of current national education policy and strategy	E		A/I/R

[E] Experience and knowledge of teaching

		Essential	Desirable	Source
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28.	Experience of teaching in a Catholic school	E		A
29.	Successful teaching of pupils/students in the primary/secondary phase	E		A/I/R
30.	Experience of teaching in more than one school		D	A/I/R
31.	To have a working and current knowledge and understanding of the Key Stages in the primary/secondary phase	E		A/I/R
32.	Displays commitment to the protection and safeguarding of children and young people, showing an awareness of legislation and working with other agencies where appropriate	E		A/I/R
33.	Experience of providing professional challenge and support to others through the performance management process	E		A/I/R
34.	To be able to effectively use data and assessment to raise standards/address weaknesses	E		A/I/R
35.	To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I/R

[F] Professional Attributes

		Essential	Desirable	Source
36.	Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met		D	A/I/R
37.	Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I/R
38.	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
39.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
40.	Show a good commitment to sustained attendance at work	E		A/I/R

[G] Professional Skills

(Based on the National Standards for Headteachers 2020)

The headteacher is expected to have a good knowledge of the National Standards for Headteachers (2020) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings

[H] Personal Qualities

All of the following are considered essential for the post and will be assessed through interview and reference:

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour
- Uphold the 7 Nolan principles of public life

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

The governors reserve the right to withdraw the offer of an interview should a positive and supportive faith reference not be received.

[J] Important advice regarding faith references

You have applied for a position in one of our Catholic schools which is reserved for a practising Catholic. This means that the person specification will state that is essential that you meet this criterion, and you must be able to evidence this with a positive faith reference from the priest(s) of the parish(es) where you attend the Sunday Eucharist and receive the sacraments. It is also vital that this reference is **current** and that the priest's knowledge of your practice is not historical. Priests will be asked to confirm a minimum of **12 months continuous practice**. A period of 12 months practice will also be required for those recently received into the Church.

It is vital that the priest can verify your attendance at Sunday Mass and is not simply the priest linked to the school that you currently work in.

We are seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Mass and receives the sacraments regularly as well as living in accordance with the teachings of the Church.

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references **prior to making an application**.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee. (Do not simply email or leave a message on the parish answer phone)
2. Provide him with an outline of

- your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc
3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

[K] Application Form and Supporting Statement

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

The CESEW Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.

7. Headteacher Job Description for VA Schools



Headteacher Job Description

Catholic Voluntary Aided Schools

XXXX School

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the governing body of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for Headteacher contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards for Headteacher (2020). These standards are in turn built upon the Teaching Standards (2012) which apply to all teachers, including Headteacher.

The governing body and the diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The governing body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the governing body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, the Headteacher play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Headteacher Standards 2020

1. Culture and Ethos

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all area of this work.

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision

and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.

2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel thus ensuring a culture of high staff professionalism.

2. Curriculum and Teaching

In a Catholic school the Headteacher leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.

3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

3. Organisational effectiveness

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

The Headteacher should manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Headteacher should be committed to their own continuing professional development.

The Headteacher should work in partnership with others. In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the

Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education *and RSHE are* fulfilled.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Headteacher will:

7. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
8. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
9. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
10. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
11. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
12. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

8.Headteacher Person Specification for Academies



Person Specification/Selection Criteria for Headteacher at **XXXX** Catholic Academy

The Academy Articles of Association state that it is part of the Catholic Church and is to be conducted as a Catholic Academy in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. At all times the Academy is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

XXXX Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The applicant will be required to safeguard and promote the welfare of children and young people.

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Faith Commitment

		Essential	Desirable	Source
1	Practising Catholic	E		A/I/R
2	Involvement in parish community		D	A/I/R

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

		Essential	Desirable	Source
3	Leading school worship	E		A/I
4	Ways of developing religious education and worship	E		A/I
5	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E		A/I
6	How relationships should be fostered and developed between the school, parish and its community and Diocese of Shrewsbury	E		A/I
7	Has completed the Catholic Leadership Programme or other approved Catholic leadership training, or has a commitment to do so		D	A/I/CC

[B] Qualifications

		Essential	Desirable	Source
8	Qualified teacher status	E		A/CC
9	Degree	E		A/CC
10	CCRS/CTC or a commitment to obtain the certificate		D	A/CC/I

[C] Professional Development

		Essential	Desirable	Source
11	Evidence of appropriate professional development for the role of headteacher	E		A
12	Evidence of recent leadership and management professional development	E		A
13	Up to date safeguarding training and knowledge of legislation for the protection of young people	EE		A/I/CC
14	Has successfully undertaken Designated Safeguarding Lead training		D	A/I/CC
15	Has successfully completed approved Safer Recruitment Training or has a commitment to do so within 12 months	E		A/I/CC

[D] School leadership and management experience

		Essential	Desirable	Source
16	Recent successful leadership as a headteacher		D	A/I/R
17	Recent successful leadership as a deputy headteacher or assistant headteacher	E		A/I/R
18	Evidence of successfully leading school improvement	E		A/I/R
19	Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	E		A/I/R
20	Experience of curriculum leadership and development	E		A/I/R
21	Experience of working constructively with parents	E		
22	Experience of monitoring staff performance	E		A/I/R
23	Experience of effective budget management and financial analysis		D	A/I/R
24	The ability to provide advice and support to the Governing Body to enable it to meet its responsibilities	E		A/I/R
25	An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement	E		A/I/R
26	To have experience of guiding, coaching, mentoring or training individuals or teams	E		A/I/R
27	Is able to demonstrate a good awareness of current national education policy and strategy	E		A/I/R

[E] Experience and knowledge of teaching

		Essential	Desirable	Source
28	Experience of teaching in a Catholic school	E		A
29	Successful teaching of pupils/students in the primary/secondary phase	E		A/I/R
30	Experience of teaching in more than one school		D	A/I/R
31	To have a working and current knowledge and understanding of the Key Stages in the primary/secondary phase	E		A/I/R
32	Displays commitment to the protection and safeguarding of children and young people, showing an awareness of legislation and working with other agencies where appropriate	E		A/I/R
33	Experience of providing professional challenge and support to others through the performance management process	E		A/I/R
34	To be able to effectively use data and assessment to raise standards/address weaknesses	E		A/I/R
35	To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I/R

[F] Professional Attributes

		Essential	Desirable	Source
36	Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met		D	A/I/R
37	Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I/R
38	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
39	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R

40	Show a good commitment to sustained attendance at work	E		A/I/R
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[G] Professional Skills

(Based on the National Standards for Headteachers 2020)

The headteacher is expected to have a good knowledge of the National Standards for Headteachers (2020) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings

[H] Personal Qualities

All of the following are considered essential for the post and will be assessed through interview and reference:

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour
- Uphold the 7 Nolan principles of public life

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

The governors reserve the right to withdraw the offer of an interview should a positive and supportive faith reference not be received.

[J] Important advice regarding faith references

You have applied for a position in one of our Catholic schools which is reserved for a practising Catholic. This means that the person specification will state that is essential that you meet this criterion, and you must be able to evidence this with a positive faith reference from the priest(s) of the parish(es) where you attend the Sunday Eucharist and receive the sacraments. It is also vital that this reference is **current** and that the priest’s knowledge of your practice is not historical. Priests will be asked to confirm a minimum of **12 months continuous practice**. A period of 12 months practice will also be required for those recently received into the Church.

It is vital that the priest can verify your attendance at Sunday Mass and is not simply the priest linked to the school that you currently work in.

We are seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Mass and receives the sacraments regularly as well as living in accordance with the teachings of the Church.

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references **prior to making an application**.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee. (Do not simply email or leave a message on the parish answer phone)

2. Provide him with an outline of
 - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc

3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

[K] Application Form and Supporting Statement

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

The CESEW Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.

9. Headteacher Job Description for Academies



DIOCESE OF
SHREWSBURY

Headteacher Job Description

XXXX Catholic School, a Voluntary Academy

Introduction

The Academy is a designated Catholic school. The Directors are accountable to the Ordinary of the diocese, or a Vicar or delegate where that is determined, to ensure that the Academy is conducted as a Catholic school in accordance with Canon law and the teachings of the Catholic Church so that, at all times, the Academy may serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Therefore, this post requires a practising Catholic who can show by example and from experience, that they will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the board of directors of the **(insert name) Catholic Academy Trust** under the terms of the Catholic Education Service (CES) contract. It is subject to the conditions of service for Headteachers contained in the current School Teachers' Pay and Conditions document as well as other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards for Headteacher (2020). These standards are in turn built upon the Teaching Standards (2012) which apply to all teachers, including Headteacher.

The **(insert name of the CMAT)** and the diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all

pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Headteacher, working with the **(insert name of CMAT)** and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the **(insert name of CMAT)**, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the diocese, higher education institutions and employers. Through such partnerships and other activities, the Headteacher play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Headteacher Standards 2020

1. Culture and Ethos

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all area of this work.

Critical to the role of headship is working with the **(insert name of CMAT)** and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

8. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
9. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
10. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
11. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
12. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
13. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
14. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel thus ensuring a culture of high staff professionalism.

2. Curriculum and Teaching

In a Catholic school the Headteacher leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

In accordance with the school's Catholic ethos, the Headteacher will:

6. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
7. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.

8. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
9. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
10. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

3. Organisational effectiveness

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

The Headteacher should manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Headteacher should be committed to their own continuing professional development.

The Headteacher should work in partnership with others. In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

In accordance with the school's Catholic ethos, the Headteacher will:

13. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education *and RSHE* are fulfilled.
14. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
15. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
16. Welcome strong governance and actively support the **(insert local governing board or CMAT)** to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
17. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
18. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Headteacher will:

19. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
20. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
21. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
22. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
23. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
24. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

10.Guidance for Applicants in Securing a Faith Reference

You have applied for a position in one of our Catholic schools which is reserved for a practising Catholic. This means that the person specification will state that it is essential that you meet this criterion, and you must be able to evidence this with a positive faith reference from the priest(s) of the parish(es) where you attend the Sunday Eucharist and receive the sacraments. It is also vital that this reference is **current** and that the priest's knowledge of your practice is not historical. Priests will be asked to confirm a minimum of **12 months continuous practice**. A period of 12 months practice will also be required for those recently received into the Church

It is vital that the priest can verify your attendance at Sunday Mass and is not simply the priest linked to the school that you currently work in.

The Governing Body will be seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Mass and receives the sacraments regularly as well as living in accordance with the teachings of the Church

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references **prior to making an application**.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee. (Do not simply email or leave a message on the parish answer phone)
2. Provide him with an outline of
 - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc
3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

Invitation to interview

If you are shortlisted, and receive an invitation to interview, then the governors will have made the **assumption** that your practice will be evidenced **prior to interview** by a supportive priest's reference. We therefore advise that on receiving notification of an interview you contact the

priest again to check that he has received the reference request and he is still able to support your application. If the governors are not in receipt of a positive faith reference **prior to interview** then they will deem that you have not met one the essential criterion and will have to **withdraw** the invitation to interview. If there are circumstances that may prevent the priest replying within the given time frame (holidays, illness etc.) then please inform the relevant Diocesan officer as soon as this is known.

11.CES Online Searches Guidance



The 2022 update of Keeping Children Safe in Education includes a new step in the shortlisting process as follows (CES emphasis):

*“as part of the shortlisting process schools and colleges **should consider** carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview”.*

As Keeping Children Safe in Education is statutory guidance anything recommended as good practice should be followed unless there is a very good reason not to. The CES has discussed this requirement with the Department for Education as we are concerned that schools have not been provided with enough guidance as to what searches should be carried out and how. The Department for Education’s view is that recruiters will need to use their professional judgement in determining what searches to carry out and what weight to put on any information uncovered.

The CES expects Governing Boards to seek advice from their advisers as to the checks that should be carried out, the appropriate methods for carrying out such checks, what information should be retained about the checks carried out and the process that should be followed. Governing Boards will need to consider whether to carry the checks out internally or employ an external provider to carry out the checks on their behalf. Having taken advice, Governing Boards may decide that it is worth engaging an external adviser in order to ensure that consistent, independent checks are made for each candidate.

Before such searches are carried out by internal staff, Governing Boards will need to consider the following:

- Governing Boards should ensure that they have a written policy which sets out clearly what searches will be carried out and by whom. What training will individuals receive in order to ensure that they are able to follow any published policy? It may be sensible for the individual carrying out the searches to be somebody unconnected with the recruitment process in order to ensure that there is no bias.
- How will you ensure that the process is carried out consistently for each applicant? For example, how will you ensure that you always look for publicly available information in the same places for each shortlisted applicant?
- How will you record the searches carried out and the information uncovered?
- Who will be responsible for determining that any information uncovered is material and warrants either bringing the recruitment process to an end or asking further questions at interview? If the recruitment process will be brought to an end this will need to be considered very carefully and advice should be taken.

- What information will you need to request from shortlisted applicants in order to conduct appropriate searches, for example Twitter handles? At shortlisting it will be necessary to ask for former names in order that searches can be carried out. What will the response be if the individual refuses to provide the information?
- How far back will you search?
- Do you need to update the privacy policy that you issue to applicants to make sure that they know what searches you will be carrying out?
- What is your policy for destroying any data once you no longer need it? Governing Boards should seek advice from their data protection advisers about whether any changes are needed to retention policies.
- What account will you use to conduct the searches? For example, you would not expect an individual member of staff to conduct a search from their personal Twitter account.
- How will you ensure that the information uncovered is not used in order to unlawfully discriminate against any of the candidates?
- Should a column be added to the single central register to confirm that the checks were carried out?
- How will you communicate any information uncovered internally?
- Will the firewalls in use at School enable the searches to be carried out?

Governing Boards must remember that the purpose of these searches is to uncover information which may indicate that the individual is unsuitable to work with children and/or where, if the information were discovered by students or parents it could lead to significant reputational damage for the School.

Any information uncovered must be publicly available and must be considered through this lens. Records should be kept of the decisions made and the reasons for them.

12.Invitation to Interview letter template

(to be amended by the school)

Date

Dear **INSERT APPLICANT'S NAME HERE**

Re: **INSERT POST TITLE**

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

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

Interview Details

You are asked to lead **(NUMBER)** children from **Year XX** in a celebration of the word for **XX** minutes. The focus for the celebration of the word should reflect the liturgical season of the church.

All other scheduled tasks will be detailed on the day when you arrive at the school.

Additional requirements

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

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

Confirmation of attendance

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

The Diocese of Shrewsbury will be taking up references from your nominated referees and the invitation to interview is conditional upon the receipt of a positive faith reference prior to interview - if we are unable to secure a positive faith reference then the invite to interview will be withdrawn.

We would ask that you read through the additional information contained with this letter and ensure that all relevant documentation is made available when you attend for interview at the school.

We look forward to hearing from you.

Yours sincerely,

INSERT NAME ETC HERE

Documents Enclosed with this Letter

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

1. The Catholic Education Service Model Contract of Employment for **DELETE AS APPROPRIATE: SENIOR LEADERSHIP GROUP 1/SENIOR LEADERSHIP GROUP 2/TEACHER/SUPPORT STAFF/LAY CHAPLAIN** which will be the contract of employment offered to the successful applicant;
2. Diocesan guidance which sets out our understanding and expectations of what it means to be a “practising Catholic” which we believe will assist applicants in understanding our Catholicity requirements as indicated in the post advertisement and/or the Application Form and Notes to Applicants.
3. Equality Act 2010 Reasonable Adjustments Statement
4. [Disqualification Policy for Staff; a signed copy of which must be returned to the Designated Safeguarding Lead at the school should you wish to accept an offer of a post.] **DELETE THIS PARAGRAPH WHERE NOT RELEVANT.**
5. Rehabilitation of Offenders Act 1974 – Disclosure Form.
6. **INSERT ANY OTHER ENCLOSURES AS APPROPRIATE. DELETE THIS PARAGRAPH WHERE NOT RELEVANT.**

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

Disclosure & Barring Service Check

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

Right to Work in the UK

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

Evidence of Identity

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

Evidence of qualifications

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

