

Selecting, Appointing and Developing Staff in Church Schools

**For Employees
in Voluntary Aided,
Foundation and
Voluntary Controlled
Schools**

The National Society/Church House Publishing
Church House,
Great Smith Street,
London SW1P 3NZ
ISBN 0 7151 4965 2

Published 2001 by National Society Enterprises Ltd.
Revised version published 2004

*Copyright (c) The National Society (Church of England) for
Promoting Religious Education 2001 and 2004*

All rights reserved. Schools and educational institutions and organizations have permission to reproduce this publication in part in its entirety for use within their organization, provided the copies include the above copyright notice and no charge is made for them. Any other reproduction, storage or transmission of material from this publication by any means or in any form, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, requires written permission which should be sought from the Copyright and Contracts Administrator, The Archbishops' Council, Church House, Great Smith Street, London SW1P 3NZ.
Tel: 020 7898 1557; Fax: 020 7898 1449;
Email: copyright@c-of-e.org.uk.

This guidance is part of a series produced by a working party representing The National Society, London Diocesan Board for Schools, Southwark Diocesan Board of Education and several other dioceses. It is designed for use in Church of England and Church in Wales schools. It stands in a tradition of advice from the Society on these matters and the debt owed to Geoffrey Duncan, Louis Loudon and David Urwin, who contributed significantly to earlier generations of the advice is gratefully acknowledged. Advice on the application of the procedures should be sought from the Diocesan Board of Education.

Contents

Preface	vi
Definitions	vii
Abbreviations	viii
PART A INTRODUCTION	
1 General	1
2 How to use this book	2
PART B STAFFING IN VOLUNTARY AIDED SCHOOLS	
1 Teaching staff	3
2 Christian Commitment	4
3 Vocation	5
4 Headteacher and Deputy Headteachers in VA schools	6
PART C STAFFING IN VOUNTARY CONTROLLED SCHOOLS	
1 Teaching staff	7
2 Headteachers	7
3 Reserved teachers	8
PART D STAFFING IN FOUNDATION SCHOOLS	
1 Teaching staff	9
2 Headteachers	9
3 Reserved teachers	10
PART E THE APPOINTING PROCESS FOR ALL STAFF	
1 Basic steps	11
2 Selection process	12
3 Specific issues to consider before appointing staff	12
3.1 General	12
3.2 Headteachers	13
3.3 Resourcing headteachers	13
3.4 Teachers	14
3.5 Are ambitious teachers bad for a school?	14
3.6 Support staff	15
3.7 Resourcing support staff	15
3.8 Child Protection issues	15
4 The appointing process in detail	16
4.1 Preliminary meeting	16
4.2 Issues of confidentiality	16
5 Agenda for a preliminary meeting	16

6 The twelve steps in more detail	17
6.1 Appointment panel	17
6.2 Authority of the panel	17
6.3 Advisers with rights to attend	18
6.4 Drawing up a job description	18
6.5 Drawing up a person specification	19
6.6 Checking the Application form will elicit the information needed	19
6.7 Budget	20
6.8 Timetable for appointment process	20
6.9 Advertising the post	20
6.10 Short listing	21
6.11 Candidates visit to the school	21
6.12 Interview panel's availability for whole process	22
7 The interview process in detail	22
7.1 Selection criteria	22
Teaching staff	24
7.2 Support staff	26
7.3 The interview itself	26
7.4 Two stage process	28
7.5 Possible areas of questioning	29
7.6 After the interview	32
7.7 Record keeping	33
7.8 Using references	33
F INDUCTION AND PROFESSIONAL DEVELOPMENT	
1 Headteachers, deputy headteachers and teaching staff	35
2 Induction of support staff	36
3 Professional development	37
G APPRAISAL	38
H MOVING UP AND MOVING ON	
1 Introduction	39
2 Good reasons for moving	39
2.1 Promotion	39
2.2 More experience	40
3 Child care/maternity/paternity leave	40
4 Retirement	40
I VOLUNTEERS	
1 General	42
2 Students	42
3 Staff on placement	43
ANNEX A Induction Pack	44
ANNEX B Church of England Universities and Colleges of HE	45
Tables	
Checklist of criteria (teaching staff)	24
Checklist of possible areas of questioning	30

Preface

1 Governing bodies are recommended to adopt policies for appointing and developing teaching and support staff in their schools. This document addresses the particular circumstances of Voluntary Aided and Foundation schools as well as Voluntary Controlled schools.

2 It is recommended that the policy and procedures outlined are adhered to closely and advice sought at an early stage. This will help to avoid the possibility of time-consuming and expensive problems.

3 Governing bodies have considerable responsibilities for the staff they employ. It is hoped that this document will enable governors to have an accessible point of reference to guide them through the stages of appointing new staff. **The need to seek professional advice at an early stage when appointing headteachers or senior management team posts cannot be overemphasised.**

4 The legislation relating to staff appointments can be found in the School Standards and Framework Act 1998, The Education Act 2002, the School Staffing (England) Regulations 2003, the Employment Equality (Religions or Belief) Regulations 2003 and the Employment Equality (Sexual Orientation) Regulations 2003.

5 It is hoped that governing bodies of schools, Diocesan Boards and LEAs will work in close **partnership** on these procedures.

6 A comprehensive set of **contracts** to meet the needs of staff in Voluntary Aided schools has been produced by the same working party which produced these procedures. Copies of contracts are available from the National Society and dioceses and on the National Society web site.

7 Throughout this document **bold type** is used to provide the reader with a quick point of reference to the subject of the paragraph.

8 This document has been produced by the National Society with the help of staff of the London Diocesan Board for Schools and the Southwark Diocesan Board of Education, [in consultation with their legal advisers, Winckworth Sherwood.]

Definitions

Committee A body formally appointed by the governing body and given delegated powers on behalf of the governing body.

Diocesan Boards of Education (in London, Diocesan Board for Schools) Those bodies which, under the Diocesan Boards of Education Measure 1991 as amended, exercise statutory functions in relation to Church schools. In the Church in Wales the Diocesan Boards exercise non-statutory but similar functions.

Delegated powers The governing body of a Voluntary Aided school, with a quorum of two-thirds of the governors entitled to vote, may delegate to the headteacher or a committee the power of decision on particular matters; the matters thus delegated should be clearly described in the minutes of the meeting making the decision. In a Foundation school the necessary quorum is one-third. The whole governing body remains responsible for decisions made by its committees.

Headteacher This includes a member of senior management delegated to act on behalf of the headteacher.

Line Manager An individual within the school staffing structure who has delegated responsibility, under the control of the headteacher, from the governing body for the day to day management of an identified group of staff members

Must Indicates something which is required by law or formal procedure.

Reserved teachers Teachers in voluntary controlled schools who can demonstrate their ability to teach RE in accordance with an Anglican syllabus, should any parent exercise their right to request 'trust deed' RE rather than agreed syllabus RE. They are full members of the teaching staff.

Selection Panel A body formally appointed by the governing body and given delegated powers on behalf of the governing body to undertake the short listing and interviewing process for headteachers and deputy headteachers

Shall Has the same meaning as that given above for *must*.

Should Describes something which is generally accepted as good practice and is recommended.

Staff Refers to both teaching and non-teaching staff.

Abbreviations

CEP Career Entry Profile
CRB Criminal Records Bureau
DfES Department for Education and Skills
DB Diocesan Board
GB governing body
GOR genuine occupational requirement
HT Headteacher
LEA Local Education Authority
LM Line Manager
NATSOC The National Society
NPQH National Professional Qualification of Headteachers
NQT Newly Qualified Teacher
PHSE Personal, Health and Social Education
QTS Qualified Teacher Status

PART A: Introduction

A.1 General

1.1 One of the major responsibilities of the governing body of a Church school is the nurture of the staff of the school. Governors must rely on the staff to:

- a. deliver the overall management plan and policies that the governors have agreed;
- b. develop, sustain and reflect the Christian ethos of the school;
- c. provide the best possible education for the pupils in their care;
- d. maintain a safe and stimulating working environment for pupils and colleagues.

1.2 None of these tasks can be carried out solely or directly by the governors. They have to work through and with the staff of the school. Creating policies for the selection the staff and their professional development is arguably one of the most important tasks that the governors undertake.

1.3 Under the School Staffing Regulations 2003 the **Governing Body may delegate their responsibilities** in the appointment of staff for whom the governors have responsibility as the employers either in law or as a result of delegation from the Local education authority, other than headteacher and deputy headteacher, to

- a. the headteacher
- b. one or more governors
- c. one or more governors and the headteacher.

1.4 In turn the **headteacher may delegate responsibility** for some appointments where he/she deems this appropriate to the relevant line manager. Where the governing body has made such a delegation to one or more governors, the headteacher may attend and offer advice at all relevant proceedings. The governor or governors to whom the delegation has been made must consider such advice. It will be obvious that all those acting with delegated powers must exercise these powers in ways which reflect the policies adopted by the governing body as a whole.

1.5 The **management and day-to-day leadership** of the staff is, of course, a task for the headteacher. The headteacher will undertake many of the tasks outlined in the text that follows on behalf of the governors and with their authority. In these important areas, however, the headteacher will be reporting to the full governing body or to the staffing committee on a regular basis.

1.6 **All of the tasks in relation to staff need to be undertaken in a context of a clear understanding of the nature of Christian leadership** and of the priority of the school to serve the pupils. Christian leadership takes as its model the leadership of Christ and places the needs of others above selfish needs. It combines facing the difficult issues with courage and determination and with sensitivity to the needs and feelings of those affected by decisions that have to be made. Prayer sustains Christian leadership. The prayer life of the leader is important but so are the prayers of those who are supporting that leadership. Governors, the headteacher and members of the senior management team are all in positions of Christian leadership. They will need to reflect, from time to time, on the extent to which their leadership is exercised in accordance with this prayerful servant model. Sometimes there is evidence that people interpret this model of leadership as one that displays weakness or is lacking in dynamism. Nothing could be further from the truth. Christian leadership should be clear, focused and energetic. It will keep the aims that are enshrined in the gospel and reflected in the school's ethos statement and policies, clearly before all adult members of the school community. It will seek to encourage all the adults on the staff of the school to give of their best in service of

the pupils. Other publications and sections of The National Society's web site will deal with the actions that a school should take when things go wrong or when there are difficulties and misunderstandings. This section deals with positive matters such as choosing new members of staff, inducting them and creating the conditions in which they may grow as professionals and in service to others.

A.2 How to use this book

2.1 The first three sections of the book (B-D) outline the basic differences in the arrangements for the appointment and development of staff in each of the different categories of Anglican school in the maintained system. These are intended for introductory reading and reference purposes.

2.2 The next major section (E) considers the selection process for all staff except headteachers and deputy headteachers in great detail and with a number of options. It works through twelve stages of the procedure. Each of the stages represents a significant step, but the amount of time and energy put into each step will depend on the particular appointment and the circumstances of the school. For some appointments at certain points in a school's development, a number of the stages may be covered in a few minutes. At other times, for example, in the appointment of a senior member of the staff or when a new post has been created, each of the stages may be carefully considered. This section is designed to provide a guide and a checklist for the appointing process.

2.3 The appointment of a headteacher or deputy headteacher falls within specific provisions of the law. Schedule 17 Section 3-9 of the School Standards and Framework Act, 1998 lays out the procedure to be followed in a voluntary aided or foundation school. Schedule 16 Section 2-8 lays out the procedure for a voluntary controlled school.

2.4 Four further sections (F-I) follow. The first considers the principles of induction and professional development. It does not attempt to describe in precise detail compulsory period of induction for newly qualified teachers introduced by the DfES in September 1999. The induction period must be undertaken by NQTs who wish to work in maintained (and non-maintained special schools)¹. It does, however, discuss the key issues that should inform any induction programme of any member of staff in a Church school.

2.5 The second section considers the principles that should underpin any appraisal system in a Church school.

2.6 The third section deals with the support that should be given to staff preparing for promotion or a major assessment of their professional performance such as the threshold assessment for teachers.

2.7 The fourth section shows how the principles incorporated in this book should be applied to volunteers working in the school.

2.8 These four sections could be used for reference purposes or as the basis for the development of staffing policies.

2.9 The Annexes provide some useful resources for the procedures that are outlined in the preceding pages. More resources including contract forms, application forms and other key documents can be found on The National Society's web site: www.natsoc.co.uk

¹ Details on <http://www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction/>

PART B: Staffing in voluntary aided schools

B.1 Teaching Staff

1.1 In voluntary aided schools the **teachers are employees of the governing body**. The LEA provides the finance through the delegated budget and in most schools provides payroll services. It has been traditional in voluntary aided schools to refer to the division of responsibilities between governors and LEA as that between employer and paymaster. This is still useful but may, in future years, break down if a significant number of governing bodies decide to cease to use LEA payroll facilities.

1.2 In voluntary aided schools governors may decide to **discriminate**, in the appointment of teachers, **in favour of candidates who can demonstrate a positive commitment to the Christian faith and its expression in the school**. Governors need to decide how they will use this right in any particular appointment to the schools' teaching staff. They should make their intentions clear both in their advertisements and in their job or person specification. This is a special right available to the governors of voluntary aided schools and is not affected by current human rights or equal employment opportunities legislation.

1.3 Where schools with a religious character have established an **ethos statement**, this should form part of the information sent to all candidates for teaching or other posts. They can be expected to support the ethos of the school where they have chosen to work in it.

1.4 Governors and senior staff of the school will need to develop a shared view of the extent to which the members of the teaching staff of the school need to be active Christians and active Anglicans. This should always be justified by reference to the duties of the post, for example teaching religious education, leading school worship or providing Christian leadership within the school or a section of it. There needs to be a clear understanding of what this means in practice. It does not mean that an active Christian will be appointed to the post even if he or she is not the best candidate on professional grounds. What it does mean is that for some posts the governors will not appoint unless the best professional candidate is also an active Christian. There is a particular issue, however, of which governors should be aware. It could be argued that advertising for 'a Christian' or 'an Anglican' is indirect racial discrimination because, for example, the criterion is more likely to be met by a white rather than an Asian applicant.

1.5 In a recent test case the **indirect discrimination** was held to be justified in the case of the headteacher of a voluntary aided primary school on the basis of the duties that were required of the post holder. It is, therefore, important that there are good reasons for the statement in terms of the specific duties and responsibilities of the post, which could include details of the contributions required of the post holder in leading school worship in the 'Anglican tradition'.

1.6 Three things will influence this decision:

- § the balance of Anglicans, Christians of other denominations and others currently on the staff;
- § the seniority of the post;
- § whether the post has duties that make it essential to insist on an Anglican appointment such as teaching religious education in accordance with the appropriate Anglican syllabus.

1.7 The teaching staff of the school share with the governors the responsibility for sustaining the Anglican ethos and Christian character of the school. The issue of 'the school needs the best teachers' clouds discussion on the issue of need for Christian staff. Having Christian staff and having the best teachers are not mutually exclusive concepts. In Anglican schools we wish to appoint first class teachers, who understand how their faith in Christ informs their work as professionals. This is what wanting the 'best' teachers should mean in the context of an Anglican school. Too often time is wasted during the appointing process by governors and senior managers who mistakenly believe that expressing a preference or requirement for a Christian candidate means a compromise on teaching quality. This is a very important issue in voluntary aided schools and represents a key difference between voluntary aided and other types of Church school where the provision of the School Standards and Framework Act, 1998, Sections 59 and 60, prevents such issues being discussed in quite the same way.

1.8 All governors should be absolutely clear about how they define **faith commitment**. They must have the confidence to demand the type and level of commitment that they consider necessary to promote the Church foundation of the school and comply with its trust deed and mission.

1.9 If, for example, the governing body decides that it wants a practising communicant Anglican, what does this mean? The following questions should be considered:

- How often in a month is the candidate expected to attend his/her church?
- Is it expected that candidates would be involved in church activities - PCC member, on electoral roll, Sunday school teacher, sidesperson, etc.?
- If the candidate would not need to move in order to work at St Mary's school, what level of attendance at St Mary's church would be expected, bearing in mind that governors should expect continuing loyalty to the home church?

B.2 Level of Christian Commitment required

2.1 If the governing body decides that it requires a practising Christian, what does this mean? Does it mean, for example, that it would be prepared to appoint a member of the Church of the Latter Day Saints, the Moravian Church, the New Testament Assembly, the Society of Friends, the Roman Catholic Church, the Unitarian Church, or a house church? Governing bodies require a clear definition of the term 'Christian' so that it is clear from the outset who is acceptable, and to avoid accusations of 'convenient' late changes of criteria. The simplest definition is that the candidate is a member of a church in membership of the Churches Together in Britain and Ireland. A list of such members is available on the CTBI web site (www.ctbi.org.uk). An alternative is to require membership of a 'Trinitarian church', but this definition is open to dispute.

2.2 The level of commitment required for 'practising' must then be considered in the same way as for Anglicans.

2.3 Many schools advertise for 'a practising Christian, communicant Anglican preferred'. It would follow from this that, if no Anglican can be appointed, applicants from any other church in membership of CTBI are equally acceptable on faith grounds.

2.4 Some schools may feel it is sufficient to advertise for a person who 'will actively support the aims and ethos of a Church school'. While this may be adequate for a teacher of a secular subject in a secondary school, it cannot be acceptable for a senior management post, or for a teacher who will lead collective worship or teach denominational RE in a Church school, who must demonstrably believe what s/he practises in school.

2.5 Having decided on the level of commitment, the governing body must state this in the information about the school and, preferably, briefly in the advertisement. One of the requirements of applicants will be that they name a person (usually a minister of religion) as a faith referee who can vouch for their commitment.

B.3 Vocation

3.1 One of the challenges that faces a governing body of a church school flows from this consideration. To what extent can the governing body, by its policies and practice, enhance the Christian vocation of their staff? This will have a particular focus on the vocation to teach. Not every active Christian, who is also a teacher, has a clear sense of their vocation. For some their true vocation may lie elsewhere, for example, in the ordained ministry. Part of the experience of serving in a Church school should be that teachers are encouraged to reflect on these issues.

3.2 The need to encourage men and women to examine their vocation to the ordained ministry in recent years has, to some extent, resulted in insufficient attention being paid to the need to encourage vocations to other forms of Christian ministry. Church schools need Christian teachers who understand their vocation and the way in which their faith and their professional skills interact. A proportion of the time and resources available for in-service education and professional development should be focused on activities designed to help teachers develop and deepen their understanding in this area. Not all Christian teachers will work in Church schools, and not all teachers in Church schools will be Christians, but Church schools should be beacons of good practice in this area and, by their example, set standards for other schools and for parishes.

3.3. It is implied in what has been said above that the staff room is a safe place for discussion of matters of faith, belief and practice. It should be possible for adults to share experience and discuss problems and challenges without fear of social penalty if others do not share their views. Church schools expect their classrooms to be such places as they promote discussion and consideration of a range of views and beliefs. It seems unlikely that teachers will be able to create a safe atmosphere in the classroom if they do not experience such an environment in the staff room.

B.4 Appointing headteachers and deputy headteachers in voluntary aided schools

4.1 **All posts at this level must be advertised nationally.** Where the chief education officer of the LEA has been given advisory rights then the diocesan director of education also has them as a result of Schedule 17 of the School Standards and Framework Act, 1998. Once it is apparent that the headteacher or deputy headteacher is to leave the school, then under the terms of paragraph 4 of Section 17 of the School Standards and Framework Act, 1998, the LEA must be informed. Where **advisory rights** have been given to the chief education officer and the diocesan director it is courtesy, at this point to notify the diocesan director as well as the LEA. Headteachers and deputy headteachers are not permitted to play any part in the appointment of their successors, although they could be asked to comment on the extent to which their current job description accurately reflects the work that they do.

4.2 The governing body has two options. It may choose to appoint a selection panel to undertake the short listing and interviewing process. This panel then makes a recommendation to a meeting of the full governing body. The full governing body makes the appointment.

4.3 Alternatively the governing body may decide that the full governing body will undertake the whole process. The governing body as a whole must choose the selection panel for the interview process; they cannot leave this to the staffing committee of the governing body. The minutes of the governing body must record the membership of the selection panel. It is appropriate for alternative or reserve members of the selection panel to be named as such. This is so that, if a panel member falls ill before the process begins, the whole governing body does not have to reconvene to identify a substitute. Clearly, the selection panel must have a majority of foundation governors. Its decisions must be made on the basis of an absolute majority of all members (whether or not taking part in the vote).

4.4 Where the vacancy is for a headteacher the selection panel must inform the LEA of the candidates that they intend to interview and the LEA has seven days to make any formal objection to candidates whom they believe to be unsuitable. The appointing panel could only appoint such a person after they have considered the LEA's representations. If they were to decide that, despite the comments of the LEA, they still wished to appoint the candidate, they must bring the LEA's views to the attention of the full governing body when they meet to confirm the appointment. Before any governing body contemplates appointing a candidate about whom the LEA has expressed serious reservations they should seek the advice of their diocesan director of education.

4.5 The National Society has developed a set of **contract forms** that are appropriate for use for all staff appointments in voluntary aided schools. Governors are recommended to adopt these as they accurately reflect the legal position of the governors as the employers of the staff in the school. These forms can be obtained either by ordering them from The National Society's office or by taking them from the downloads section of The National Society's web site. In some dioceses or LEAs these forms will be available from the LEA or the diocese, who are making them available under special arrangements with the Society.

PART C: Staffing in voluntary controlled schools

C.1 Teaching staff

1.1 In voluntary controlled schools the **teachers are the employees of the LEA**, but so many of the functions of the employer have been delegated to schools that it can sometimes be difficult to discern the differences between voluntary aided and voluntary controlled schools. One of the key differences lies in the origins of the policies which the headteacher and the governors must implement. In voluntary aided schools the governors determine these policies. In voluntary controlled schools the LEA determines the policies.

1.2 When choosing new staff, governors must comply with the **LEA's employment policies** which will have been developed to reflect education legislation. This means that, with two specific exceptions discussed below, governors are not able to discriminate in favour of potential candidates who have an active Christian faith. Indeed questions designed to explore a candidate's faith stance or religious beliefs should not be asked during the interview process. Where the duties of the post involve teaching religious education or leading school worship, questions may be asked about the professional issues involved in these tasks.

1.3 Where schools with a religious character have established an **ethos statement**, this should form part of the information sent to all candidates for posts in the school. They can be expected to support the ethos of the school where they have chosen to teach or work in it. This applies to all categories of school.

1.4 In voluntary controlled schools the chief education officer of the LEA has the right to attend the meetings of the governors on the selection panel for the purpose of giving advice. Under Schedule 16 paragraph 31 of the School Standards and Framework Act, 1998, the governors may accord **advisory rights** to the diocesan director of education.

C.2 Headteachers

2.1 Candidates for the post of headteacher in a voluntary controlled school that has a religious character can be asked to **demonstrate their ability and fitness to sustain and develop the religious character of the school** (School Standards and Framework Act, 1998, Section 10 (4)). The Schools Standards and Framework Act includes provision for raising these issues. They are a significant management task and candidates should be asked questions on this subject at interview. It will be important that a member of the interview panel asks questions in this area. It is likely that the questions will be asked by one of the foundation governors or by the diocesan director of education. Due weight should be given to the candidates' answers to these questions when considering who should be appointed. This is a specific area where the advice of the diocesan director of education will be important to the governing body.

2.2 When selecting a headteacher or deputy headteacher, governing bodies of voluntary controlled schools must set up a selection panel, consisting of at least three members, to make recommendations to the full governing body concerning appointments. A meeting of the governing body should follow as soon as possible after a provisional offer has been made. The selection panel should not involve the existing holder of the office.

C.3 Reserved teachers

3.1 A particular feature of voluntary controlled schools and foundation schools that have a religious character is the facility to designate some teachers 'reserved teachers'. These teachers are full members of the teaching staff, not additional teachers. A condition of their appointment is that they can demonstrate their ability to teach religious education in accordance with an Anglican syllabus should any parent exercise their right to request 'trust deed' religious education rather than agreed syllabus religious education. The foundation governors must approve the appointment of reserved teachers. The headteacher of the school cannot be a reserved teacher, but a deputy headteacher may. The proportion of reserved teachers in a school depends on the number of staff. Where there are two or more teaching staff, one of them must be a reserved teacher. The total number of reserved teachers must not exceed one fifth of the total number of teachers (Schools Standards and Framework Act, 1998, Section 58 (3)).

3.2 In secondary schools it will be usual for members of the RE department to be reserved teachers. In primary schools it will often be the RE coordinator. In many schools the appointment of reserved teachers has fallen into abeyance in recent years. The appointment of such teachers can provide important support to the development of the Christian ethos of the school. When vacancies occur in voluntary controlled schools that have no designated reserved teacher, the foundation governors should consider whether it would be appropriate to raise the issue before the vacancy is advertised.

PART D: Staffing in foundation schools

D.1 Teaching staff

1.1 In foundation schools the **teachers are employees of the governing body**. The LEA provides the finance through the delegated budget and in some schools will provide payroll and other personnel services. The extent to which this happens will depend on a number of factors in the school's history.

1.2 Where schools with a religious character have established an **ethos statement**, this should form part of the information sent to all candidates for teaching posts. They can be expected to support the ethos of the school where they have chosen to teach in it. This applies to all categories of school.

1.3 The National Society has developed a set of **contract forms** that are appropriate for use in foundation schools. Governors are recommended to adopt these as they accurately reflect the legal position of the governors as the employers of the staff in the school. These forms can be obtained either by ordering them from The National Society's office or by taking them from the downloads section of The National Society's web site. In some dioceses or LEAs these forms will be available from the LEA or the diocese, who are making them available under special arrangements with the Society.

1.4 Employment equality legislation prevents governors from discriminating between candidates on the basis of their faith stances or beliefs.² Therefore no questions that have this intention should be asked. Where the duties of the post include teaching religious education or leading school worship, questions may be asked² about the professional issues involved in these tasks.

1.5 In foundation schools the chief education officer of the LEA has the right to attend the meetings of the governors or the selection panel for the purpose of giving advice. Under Schedule 17, paragraph 28 of the School Standards and Framework Act, 1998 the governing body may accord **advisory rights** to the diocesan director of education.

D.2 Headteachers

2.1 Candidates for the post of headteacher in a foundation school that has a religious character can be asked to **demonstrate their ability and fitness to sustain and develop the religious character of the school** (School Standards and Framework Act, 1998, Section 60 (4)). The Schools Standards and Framework Act includes provision for raising these issues. They are a significant management task and candidates should be asked questions on this subject at interview. It will be important that a member of the interview panel asks questions in this area. It is likely that the questions will be asked by one of the foundation governors or by the diocesan director of education.

² The Employment Equality (Religion or Belief) Regulations 2003 makes exceptions for genuine occupational requirements (GOR) where the nature of the employment demands it and also where the employer has an ethos based on religion or belief.

Due weight should be given to the candidates' answers to these questions when considering who should be appointed. This is a specific area where the advice of the diocesan director of education will be important to the governing body.

2.2 When selecting a headteacher or deputy headteacher, governing bodies of foundation schools must set up a selection panel, consisting of at least three members, to make recommendations to the full governing body concerning appointments. A meeting of the governing body should follow as soon as possible after a provisional offer has been made. The selection panel should not involve the current holder of the office.

D.3 Reserved teachers

3.1 A particular feature of foundation and voluntary controlled schools that have a religious character is the facility to designate some teachers 'reserved teachers'. These teachers are full members of the teaching staff, not additional teachers. A condition of their appointment is that they can demonstrate their ability to teach religious education in accordance with an Anglican syllabus should any parent exercise their right to request 'trust deed' religious education rather than agreed syllabus religious education. The foundation governors must approve the appointment of reserved teachers. The headteacher of the school cannot be a reserved teacher, but a deputy headteacher may. The proportion of reserved teachers in a school depends on the number of staff. Where there are two or more teaching staff, one of them must be a reserved teacher. The total number of reserved teachers must not exceed one fifth of the total number of teachers (School Standards and Framework Act, 1998, Section 58 (3)).

3.2 In secondary schools it will be usual for members of the RE department to be reserved teachers. In primary schools it will often be the RE coordinator. In many schools the appointment of reserved teachers has fallen into abeyance in recent years. The appointment of such teachers can provide important support to the development of the Christian ethos of the school. When vacancies occur in foundation schools that have no designated reserved teacher, the foundation governors should consider whether it would be appropriate to raise the issue before the vacancy is advertised.

PART E: The appointing process for all staff (other than headteachers and deputy headteachers)

E.1 Basic steps

1.1 Before a governing body proceeds to make any appointment it must ensure that all the basic steps required by good appointing practice have been taken. These are detailed on The National Society's Church web site; in summary they include:

- a. Select those who will be making the appointment.
- b. Ensure that those making the appointment have been given the authority to do so.
- c. Contact those persons who have a right to attend for the purpose of giving advice and involve them in the planning.
- d. Draw up a job description, or check that the existing one still applies and send it to the LEA.
- e. Draw up a person specification, or check that the existing one still applies.
- f. Check that the application form will elicit the information needed.
- g. Ensure that the budget can cover the costs of the appointment.
- h. Establish a timetable for the appointing process.
- i. Advertise, or otherwise make the existence of the post known.
- j. Draw up a shortlist of those candidates that most nearly match the person specification and appear to demonstrate the potential to meet the job specification.
- k. Arrange for these candidates to visit the school and ask questions about the nature of the post.
- l. Ensure that the interviewers can be present at the whole of the interviewing and decision-making process.

1.2 Each of these steps could be further broken down into sub-steps. Some may appear to be so standard or routine that they are obvious. Each needs to be completed. The National Society can provide examples of incidents where failure to complete each of these steps has led to subsequent problems or challenges.

E.2 Selection process

2.1 Once all these steps have been completed the school will be in a position to conduct the part of the selection process in which the most appropriate candidate is finally selected. For teachers the interviews should be conducted by those who have been delegated the necessary powers -the headteacher, one or more governors or one or more governors and the headteacher acting together(see School Staffing (England) Regulations 2003). For support staff the responsibility for the appointments may be delegated by the governors to a committee, to a member of the governing body or to the headteacher, provided it is clear where the responsibility lies. There is nothing to prevent senior members of the school staff being involved in the process in order to provide advice.

2.2 School governors may seek to appoint a new member of staff when a vacancy arises, either through a resignation or retirement, or if the school needs and can afford an extra teacher. Before this decision is made, it is important to consider the school's requirements and existing staffing structure carefully: it should not be the case that a departing teacher is automatically replaced. There may be a change from a full-time to a part-time post or vice versa; perhaps a job share may be desirable; a need may have developed for particular expertise or specialist knowledge. Even in the case of a vacancy for a headteacher, it is vital to review carefully the qualities and experience that the school requires.

2.3 The governing body decides the composition of any committee that is to carry out a selection process and must give it the power to make the appointment. It is recommended that the governing body should determine their policy on the appointment of staff annually and approve the appropriate delegation of responsibility each year. Either the staffing committee or a selection panel may carry out the procedures. Governing bodies must remember that if an individual governor has a spouse or relative living with him/her who applies for the post, then that governor may not be a part of the selection process. Governors who are also members of staff may not be involved in the appointment of their successor. (This provision was introduced in the School Government (Amendment) Regulations 2000 and came into force on 1 September 2000.)

2.4 Teacher governors have the same rights of participation in appointment procedures as any other governor, but where a teacher is a candidate for the post, he or she clearly cannot be involved in the process. Where an appointment to the advertised post might create a further vacancy of interest to the teacher governor then he or she should be advised to withdraw from the process; where the teacher governor might acquire an acting post of responsibility if no appointment is made, then this again is a reason for withdrawal.

2.5 For senior appointments an LEA or diocesan adviser may guide the governors through the process.

2.6 The governing body/selection panel/staffing committee will hold a preliminary meeting in order to determine the nature of the post to be offered, the selection criteria, the advertisement and the timetable for the whole process.

E.3 Some specific issues to consider before appointing staff

3.1 General

3.1.1 Much of what is discussed in this section applies to all staff. Some issues arise, however, for certain groups more than others.

3.2 Headteachers

3.2.1 The headteacher is the key appointment in any school. All studies of successful schools identify the role played in the school by the headteacher as being critical. It has been suggested that the most important contribution that governors can make to their school is to appoint the right headteacher.

3.2.2 In voluntary aided schools the headteacher is an employee of the governors. Normally the governors will be looking to appoint a very successful teacher, with a clear understanding of school management and a strong commitment to the Anglican Church. Sometimes a candidate who is actively involved in another Christian denomination will be the best candidate, but it is difficult to see how someone without a strong Christian commitment can provide the Christian leadership necessary for the school to be a good Church school.

3.2.3 Every candidate for the post of headteacher should be able to demonstrate that they have made a thorough professional preparation for the post. This will include completion of the National Professional Qualification for Headteachers, but on its own this will be sufficient only rarely. Good candidates will have taken advantage of one of the opportunities provided by dioceses, Church colleges or the National Society to study the specific issues that distinguish Church schools from community schools.

3.2.4 For headteacher appointments it is often good practice for an adviser from either the diocese or the LEA, who is familiar with the school, to make an oral and confidential report to the governing body. This should be a brief overview of the present situation and condition of the school, emphasizing its perceived strengths and weaknesses. The purpose of such a report is to indicate the particular areas of experience, skill and personal qualities needed in the new post holder.

3.2.5 The main subjects for such an overview would be:

- Ethos statement, mission statement and Christian values, in theory and practice;
- Latest inspection report;
- Curriculum and teaching;
- Financial management;
- Staffing and staff development;
- Buildings, facilities and resources;
- Relationships with parish and community;
- School Development Plan.

3.2.6 Having heard this report and discussed it, the governing body will have fuller information and a clearer idea on which to base the school profile and to identify the particular skills and qualities which will be required to take their school forward.

3.3 Resourcing headteachers

3.3.1 Governors should seek to ensure that their headteacher has appropriate resources in terms of office accommodation, clerical assistance and appropriate tools to enable them to undertake the duties of the post efficiently and effectively. This can be a particular problem in small primary schools, where there has often not been any space in which the headteacher can have a private conversation with a member of staff, a pupil or a parent without causing disruption to colleagues. We expect a great deal from our headteachers; they are entitled to expect support in obtaining the resources that they need to do the work.

3.3.2 Physical resources are not the only issue. The role of headteacher can be demanding of time and energy and can be isolating in human terms. Governors need to be concerned that headteachers receive the spiritual and emotional support that will enable them to sustain Christian leadership in the school. In some parts of the country one of the support services for headteachers offered by dioceses and others has been the opportunity to take part in retreats or quiet days whose programme is particularly designed to address the needs of headteachers.

3.3.3 Many newly appointed headteachers have benefited from the support of a mentor drawn from the pool of experienced colleagues in the area. Governors should encourage headteachers to use such support systems where they exist. It is often helpful if the mentor has knowledge and experience of work in a school of the same status, but this is not as essential as the mentor's ability to establish the right relationship. Governors should encourage their headteacher to participate fully in the programmes offered by LEAs, dioceses and the National College for School Leadership, designed to develop their skills and enhance their professional development and their growing understanding of the ways in which they exercise Christian leadership in their area.

3.4 Teachers

3.4.1 Governors will wish to ensure that the appointing process for all teaching staff is well organized and reflects the ethos of the school. For many teaching posts in Church schools, issues will arise about the Christian commitment of the staff. This can be specifically explored in voluntary aided schools and for reserved teachers in foundation and voluntary controlled schools.

3.4.2 Governors or those making teaching appointments in the school must seek to ensure that every teacher whom they appoint is aware of the Christian ethos of the school and is committed to supporting it. Where the post involves teaching religious education or leading worship, candidates should be asked about their attitude towards and experience of these professional tasks.

3.4.3 Where this is permitted by law, governors should decide:

- a.. whether the responsibilities or seniority of the post mean that it should be held by an active Anglican (or at least an active member of another Christian church);
- b. whether the balance of staff within the school requires this post to be reserved for an active Anglican (or at least an active member of another Christian church).

3.4.4 If it is decided that (a) or (b) applies this should be made clear in the advertisement and person specifications and candidates should be asked questions on the issue. As with headteachers, there should be no compromise on quality of professional appointment because a Christian is being sought.

3.5 Are ambitious teachers bad for the school?

3.5.1 There is a strong public perception, reinforced by such stereotypes as 'Mr Chips', that there is something distasteful about a teacher with ambition and some intrinsic merit in a teacher serving their entire career in a single school. Governors need to guard against prejudice in appointing that can arise from such a perception. There is nothing intrinsically wrong with ambition in teachers, provided that it leads to good practice and collaboration with colleagues. If teachers are to achieve their ambitions they must be able to demonstrate that they are performing well in their present post. There is nothing wrong with dedicated service providing it is of a high standard and is lively. Governors wish to appoint teachers who are determined to perform well. Sometimes teaching for forty years in one place is really teaching the same year forty times. On the other hand, no governing body wishes to face the problems created by a teacher who only stays for two terms before moving on for more money or prestige. Similarly no governing body wishes to face the problems created by 'old Joe' who has been sitting in the same seat in the staff room for thirty years spreading cynical disillusion to any colleagues who will listen. The assumption is that governors will wish to appoint teachers who are committed to providing a good education for the pupils in their care and

are also motivated to develop their professional skills and their career, whether this career will lead to them moving on in a few years or serving many years in the one school.

3.5.2 Governors will be concerned to ensure that the teachers and others working in their school have the best possible support and resources with which to do their job. In many schools the staff rooms are inadequate, both in terms of size, comfort and resources. Recent government initiatives to improve the worst situations are welcomed, but it is for governors and senior managers to ensure that standards, once raised to acceptable levels, do not drift back but rather continue to develop and improve. Good facilities for adults to work need to develop alongside good facilities for pupils.

3.6 Support staff

3.6.1 In many schools there are more people employed in support capacities than there are teachers. Despite this, it is often easy for governors and even some senior managers to think about the 'staff ' of the school as consisting only of the teachers. This attitude needs to be challenged both because it denies the importance of the contribution made to the school by the support staff and it makes for inefficient and inconsistent practice in the school.

3.6.2 Support staff come with a wide range of skills and experience. Some will have been appointed because they already possess skills that the school needs, others will have been appointed on the basis that they will be trained to undertake particular tasks for the school.

3.6.3 Many of the support staff will have sought posts in the school because of its Christian identity or because of their existing links with the school. It should not be assumed, therefore, that they have any less commitment to the religious identity of the school than members of the teaching staff.

3.7 Resourcing support staff

3.7.1 Support staff should be provided with good facilities to undertake their duties. Some of them, for example the clerical staff, will be covered by a number of legal requirements, such as the shops and offices acts; others, such as midday supervisors, will have fewer formal standards which must be met by the school.

3.7.2 In some areas of the support staff 's work there will need to be appropriate budgets and considerable independent responsibilities. Support staff who have budgetary responsibilities should play a full part in developing the overall school budget alongside teacher colleagues. They should be helped to meet the same standards of budgetary control as equivalent budget holders amongst the heads of department or subject coordinators.

3.7.3 Relationships between support staff and teachers should be as much a model of Christian interaction as the relationships amongst the teaching staff. This is an important example to pupils, and care should be taken to ensure that good relationships are developed and sustained.

3.8 Child protection issues

3.8.1 All adults who work with children and young people must accept that their appointments will be subject to a careful check of their records to ensure that there is nothing in their past which might make them a danger to the children in their care or those whom they come to know as a result of their employment. Schools must be very careful that they follow all the procedures laid down by the local authority to obtain the necessary CRB clearance before making an appointment.

E.4 The appointing process in detail

4.1 Preliminary meeting

4.1.1 Upon the decision that a new teacher is to be appointed, the following agenda (see below) covers the decisions that need to be made by either the full governing body or the staffing committee or the headteacher if responsibility has been delegated to her/him. In large schools much of this agenda will be covered by the staffing policy and will be well known to the staffing committee or headteacher, but, even in these schools, the details should be checked annually especially for senior appointments. Not all these items may be necessary when considering new support staff.

4.2 Issues of confidentiality

4.2.1 For all appointment procedures to be successful it is essential that strict confidentiality be maintained throughout. The chairperson should always make this clear at the start. Candidates need to be certain that their applications are being considered in confidence; similarly those supplying confidential references must know that the views and opinions offered will be shared only with those directly involved with the process.

4.2.2 In practice, this means that all discussions relating to applicants, at long listing, short-listing and the interview, must remain confidential. Views expressed in confidential references and ensuing discussions should not be communicated beyond those participating in the appointment. Where a referee has been asked to express views in confidence it is essential that this be respected. Legislation on the appraisal process makes it clear that appraisal statements are confidential to the persons concerned and not for use in references.

4.3.3 An underlying principle here relates to the corporate nature of the governing body and its committees. Appointments are a corporate responsibility of the governing body and not at the discretion of the individuals within it. This means that, at every stage in the process, any disagreement within the governing body must not be allowed to become public. Even where the power to appoint is delegated to an individual (e.g. the headteacher) the result must be reported to the full governing body and remains, technically, a corporate decision. Reasons for particular decisions may, of course, be communicated at meetings of the full body, but individuals must be prepared to resist requests for gossip from outside the governing body. All final decisions must be implemented with the full support of every member of the governing body.

E.5 Agenda for a preliminary meeting

- 1 Prayers and welcome
- 2 Apologies for absence
- 3 Review of employment legislation and school's equal opportunities policy
- 4 Declaration of confidentiality
- 5 Situation report
- 6 School profile
- 7 Job description
- 8 Faith commitment of applicants (voluntary aided schools only)

- 9 Selection criteria
- 10 Salary to be offered
- 11 Advertisement
- 12 Further particulars about school, church and locality
- 13 Selection procedure and dates
- 14 Composition and membership of selection panel (if appropriate)
- 15 Preliminary plan for induction into the post
- 16 Closing prayers

5.1.2 All governors need to be clear about general procedures for confidentiality in governing body business. Whilst the outcomes of most decisions may be reported, governors should see it as their duty not to report or comment on individual contributions to discussion. Since all governing body meetings have a 'Declaration of Confidentiality' on the agenda, this gives the chairperson the opportunity to issue a reminder and to stress the corporate nature of the governing body. No aspects of any item declared to be confidential may be discussed outside.

E.6 The twelve steps in more detail

6.1 Selecting those who will make the appointment

6.1.1 The first task is to identify the membership of the staffing committee or, where responsibility is delegated to the headteacher, who, if anyone, will accompany him/her during the selection process. Even when responsibility is delegated it is the governing body that gives the power to make the appointment. Governing bodies should note that if a governor's spouse or relative applies for the post, that governor might not take part in the selection process. Naturally teachers, whether they are teacher governors or offering specialist advice, should not take part in interviews or a selection process from which they might benefit, either directly as an applicant for the post or as an applicant for a post which the appointed candidate might vacate. The extent to which staffing matters are delegated in a particular school is a matter for the governing body to determine.

6.1.2 Care needs to be taken to ensure that any interviewing panel represents the community as a whole. The foundation should be represented strongly, there should be both men and women on the panel, unless exceptional circumstances make this impossible, and it should not be so large as to intimidate candidates for the post.

6.2 Ensuring that those who making the appointment have been given the authority to do so

6.2.1 The minutes of meetings of the governing body should make it clear whether the powers to make the appointment have been delegated to the staffing committee or the headteacher and whether the decision will have to be confirmed by the full governing body. Some members of the governing body should be sufficiently distanced from the process of appointing staff that they could impartially consider a complaint about the conduct of the interview process. For this reason and the pressure of time on the members of the

governing body, the staffing committee or the headteacher will make most appointments under delegated authority. Appointments should still be reported to the full governing body.

6.3 Contacting those persons who have a right to attend for the purpose of giving advice and involving them in the planning

6.3.1 There are two major sources of advice for governing bodies, beyond that which is available in the school. The LEA will provide advice in certain circumstances. The governors will need to pass a formal resolution according the chief education officer rights to attend meetings of the governing body for the purposes of giving advice. Where the governing body does so, similar rights should also be accorded to the diocesan director of education.

6.3.2 Therefore, for most senior appointments, there will be advisers to guide the governors through the process. The phrase 'senior post' is defined by custom and practice in the area and in the school. Most chief education officers will wish to provide a representative at the appointment of deputy headteachers and other members of the senior management team and, in secondary schools at many heads of department posts. Diocesan directors of education may wish to provide advice at the appointment of members of the senior management team and at the appointment of posts that have a particular responsibility for religious education or school worship.

6.3.3 There is nothing to stop governing bodies seeking external advice for other appointments, if there is a particular reason for doing so. Usually the experience of the headteacher is quite sufficient to provide the appropriate level of advice in such posts. Indeed for some more senior posts external advice may not be necessary where the headteacher has specialist knowledge in the area.

6.3.4 Advisers are only present to provide advice. They do not have a vote. They do, however, have a wide range of experience of making appointments to teaching posts in schools and knowledge of other schools in the area that gives them an important external perspective. Where they are involved it is important that they take a full part in the process.

6.4 Drawing up a job description, or checking that the existing one still applies

6.4.1 The governing body must examine the current situation, looking at priorities in its staffing policy and the School Development Plan, the strengths of current personnel with regard to age range, curriculum expertise and other required specialisms, and any aspirations of the remaining staff for a change of role. For all vacancies, other than that of headteacher, the staffing committee, in consultation with the head-teacher, or the headteacher acting under delegated powers will normally do this. An adviser may prepare a situation report to aid the staffing committee; this may be used at the preliminary meeting to determine the nature of the post to be offered.

6.4.2 In everything to do with an appointment, the governors of Church schools should remember their obligations under the governing body's equal opportunities policy not to discriminate on the grounds of gender, ethnic origin, marital status, age or disability. Another part of this preliminary discussion (for teaching posts in voluntary aided schools only) will be to consider the extent to which the person to be appointed must be a practising Anglican, a member of a Christian denomination, or whether the post can be open to all regardless of faith commitment (see Part B, pp. 3-6).

6.4.3 The selection criteria for the post should be agreed, and a person specification should be drawn up. This enables everyone concerned to be clear about exactly what qualities they will be seeking.

6.4.4 At the same time, further particulars and a school profile should be drawn up. These should encourage potential applicants by giving full information about the school and the expectations of the governors. These particulars should include a copy of the School Ethos Statement. For voluntary aided schools the particulars

will include a statement that as a condition of appointment the candidate will be expected to sign the National Society contract or an equivalent document requiring support for the Christian foundation of the school.

6.4.5 Governors should remember that the school profile is a crucial ingredient at this stage of the procedure. Selection is a two-way process: first the candidates have to select a particular school as the one to which they will apply. Only then do the governors get the chance to select from a pool of suitable applicants. The school profile should be written in such a way that candidates would want to 'choose' this school and be committed to it. The school profile puts the job specification into a context in which it should be possible to understand clearly how the governors view the post. Even where the actual process of appointment is delegated to the headteacher, governors may decide that they wish to approve the school profile to be used for all appointments at the school in a particular year.

6.5 Drawing up a person specification, or checking that the existing one still applies

6.5.1 The person specification will include a list of essential characteristics and qualifications that the governors will expect all serious candidates for the post to possess. It will also indicate other qualities or qualifications that are desirable, but not essential. This is a very important part of the information for candidates.

6.5.2 Governors should not be trapped into making their person specifications so general that they encourage applications from teachers who are not appointable. There is no merit in receiving fifty applications only five of which are from teachers whom the governors find sufficiently interesting to consider interviewing. Governors' time is wasted dealing with the other forty-five and the candidates' time has been wasted in making fruitless applications. It is very discourteous of a governing body to regard the time and energy of candidates interested in teaching in their school as expendable.

6.5.3 The object of the preliminary papers giving details of the post should be to produce applications only from candidates who are well qualified and potentially appointable. If this is achieved then the staffing committee will be able to proceed to the task of selecting the best candidate, confident that they have got a good field from which to choose.

6.5.4 This is particularly important where leadership in denominational worship or religious education is required. There is little point in encouraging applications from teachers who would be embarrassed to lead worship and incapable of reflecting the Anglican tradition or the governors' policies. For such posts in voluntary aided schools the governors should specify the faith commitment that they expect.

6.5.5 The person specification should also include a phrase that indicates that the governors will expect to see some evidence that candidates understand that they are applying for a post in a Church school and that they have made some personal and professional preparation for such a move. The National Society and many dioceses offer courses which could be used as part of professional preparation for a teaching post in an Anglican school.

6.5.6 It is also possible for candidates to complete the Church Colleges' Certificate in Church School Studies, if they have attended an Anglican College of Higher Education or University as a student or have taken the certificate as part of their in-service education.

6.5.7 For senior posts governors would expect to see evidence of a Church school element in the advanced studies that the candidates have undertaken. Governors should be aware, for example, that at least five of the Anglican colleges now offer a masters degree programme in Church school education. Other colleges may offer modules in Church school education as part of their masters degree programmes.

6.6 Checking that the application form will elicit the information needed

6.6.1 Whether the governors decide to use the form provided by the National Society, or by their LEA or one that they have developed themselves, it is important that the form is compared with the job and person specification to ensure that, if the candidates complete the form carefully, the governors will have all the essential information that they will need. The National Society application forms can be obtained either by ordering them from The National Society's office or by downloading them from the resources section of the web site. As far as possible all the factual information needed by the governors should be contained in the form, allowing the candidates to use the letter of application to develop their reasons for applying for the post and providing some vision for how they see themselves working in the school. If too much factual information is left to the letter of application, much time may be wasted at the short-listing phase.

6.7 Ensuring that the budget can cover the costs of the appointment

6.7.1 There are three separate issues to be considered under this heading:

- a. The cost of the selection process itself. Advertising a vacancy can be quite costly. The time of advisers, headteacher and other staff is much more so. In some schools the hire of a suitable place to conduct the interview may also be an issue. Governors should be aware of the cost of the process and from which budget these costs are being borne.
- b. Levels of pay appropriate for the post should be determined before the post is advertised. Governors should be certain that the salary is appropriate for the responsibilities of the post and that it fits in with the school pay policy. It must also be affordable within the school's budget. If these issues are not settled before the interviewing process several dangers can arise. For example a strong candidate may be able to use the opportunity provided to negotiate without defined boundaries and thus drive up the salary to a level which threatens the budget or, more importantly, good relationships with future colleagues.
- c. The costs of making a mistake must also be considered. Both the first two points will lead governors to be cautious about the expenditure that they incur and its impact on the school budget. A poorly organized under-resourced recruitment process may lead to a poor appointment. The costs to a school of such an appointment can be immense. In certain circumstances one bad appointment can threaten the whole future of a school.

6.8 Establishing a timetable for the appointing process

6.8.1 It is most important that the timescale of the whole process is decided early: much unnecessary expenditure can be saved by careful planning, and sensible estimates of the time needed for advertising and selection, as well as the period of notice which must be served by the successful candidate.

6.9 Advertising or otherwise making the existence of the post known

6.9.1 The advertisement for a post should convey a great deal of information to a potential candidate. It should indicate the precise status of the school, the nature of the post, the Local Education Authority and possibly the diocese, the level of remuneration being offered and details of how the application should be made. In voluntary aided schools it will also contain an indication of the extent to which the governors feel that this post should be held by an active Anglican, a Christian of any denomination or is open to any applicant.

6.9.2 The staffing committee or headteacher acting under delegated authority must decide the exact wording of the advertisement after they have discussed the post in detail. They should also ensure that the further

details of the post and the school together with the application form are prepared so that there is no delay in sending these out to interested candidates.

6.9.3 It is both unfair and discourteous to candidates to delay the arrival of the details and the form. Governors are asking candidates to complete forms quite quickly. Governors need to be careful to allow candidates time to do themselves justice. Governors are often looking for experienced people for senior posts. These are likely to be busy and working under pressure. Governors may miss a good candidate by rushing the completion of the forms and the composition of the letter of application.

6.10 Drawing up a shortlist of those candidates who most nearly match the job and person specification

6.10.1 When application forms are received, the panel checks them against the essential selection criteria within the person specification and any that do not meet these criteria are rejected. The remainder should be systematically assessed against the desired requirements and a shortlist drawn up. (If there are many applications, a long-listing stage may be required prior to short-listing.) Confidential references should be requested, and may be considered at the short-listing stage.

6.10.2 The selection panel then plans the interview process. Candidates on the shortlist are invited to interview, and are sent information on how to reach the school and the plans for the day, which may include asking them to prepare a presentation or bringing with them examples of work.

6.11 Arranging for these candidates to visit the school and ask questions about the nature of the post

6.11.1 The interview itself is only a part of the selection process alongside the application form, letter and references. While the panel decides whom to select, the candidates, in their turn, are assessing the school and deciding whether they want the job. Some care needs to be taken about the arrangements for the candidates to visit the school. It is important that they have the opportunity to see the school and meet potential colleagues as part of their process of deciding that they wish to come and work in the school. As far as possible their needs in this respect should be met.

6.11.2 The letter inviting candidates to interview should include the following points:

- date of interview;
- time at which candidates should arrive;
- directions for finding the school;
- parking/public transport;
- where and to whom they should report on arrival;
- arrangements for visiting the school;
- meal arrangements;
- programme for the day or days;
- who will be interviewing;
- how and when the decision on the appointment will be made;
- arrangements for claiming expenses (where offered);
- a reminder about bringing evidence of all relevant qualifications;
- a request of candidates to confirm that they will attend the interview.

6.11.3 In addition, governors must consider the following questions:

- Who is to look after the candidates?
- Who will take them on a tour of the school?
- Who will introduce them to appropriate staff?

6.11.4 It is also important that all candidates are provided with the same or as nearly the same experience during their visit as possible. It is essential therefore that the visit is planned carefully. It may be appropriate for the visit to take place on the morning of the interviews, when all candidates can be taken round the school and meet with the key staff as a group. If this is not possible, then it becomes more likely that the candidates will visit the school at different times. In this case much more careful planning may need to go into the individual visits, to ensure that they are equivalent and one candidate does not obtain advantage or suffer disadvantage because of differences between the visits.

6.12 Ensuring that the interviewers can be present at the whole of the interviewing and decision-making process

6.12.1 This may seem an obvious part of the process, but it is an important principle to establish. Some interview processes have been heavily criticized after unsuccessful candidates have made complaints on the grounds that some of the panel were not present throughout the discussions and decision-making process. It is vital that the panel members allow themselves sufficient time after the interviews to reach a decision as a group. If one member has to leave before a decision has been made, then the panel should adjourn and cease discussing the issues until they can reconvene with the whole panel present.

E.7 The interview process in detail

Thorough preparation for the interview is time well spent. Panel members need to ensure that they have spent adequate time considering the process and organization of the interviews.

7.1 Selection criteria

7.1.1 The selection criteria to be used for screening applications must be derived from a review of the needs of the school and the construction of the person specification and the job description. Both the process of short-listing and the interview must be focused on the requirements of the post, and it is important that the selection is fair.

7.1.2 Essential criteria should be kept to a minimum; any candidate who fails to meet them is rejected immediately. The final selection is likely to be influenced by judgements about which candidate offers the best balance of the desired criteria. The outcome of drawing up selection criteria will be a written person specification that describes for possible candidates the experience, skills and qualities required and/or desired for the post. Sample person specifications are included in The National Society's web site.

7.1.3 The all-purpose checklist printed below suggests criteria for teaching posts in a Church school. It covers the range of requirements that should be considered for the appointment of all teachers, but it is not a definitive list. Actual requirements will vary according to the level and type of post, and the particular needs of the school concerned. Certain items will not apply in every case, and selection panels may wish to alter wording or add items. However, with the exception of section 3 in a voluntary controlled or foundation school and section 5 for junior posts, all the main headings should be included for every appointment.

7.1.4 Factors such as candidates' motivation and commitment have not been listed since they are obviously necessary but are notoriously difficult to assess from evidence on paper or even from an interview.

7.1.5 In a voluntary aided school the level of faith commitment desired (if any) should always be discussed, since without suitable staff no Christian ethos statement or aim could be put into practice. Four typical descriptions are listed. Governing bodies should delete here what does not apply, or insert their own preferred version. If faith commitment is to be neither an essential nor a desirable criterion, this and the reasons for it should be clearly understood by everyone (see pages 1-4).

7.1.6 For each criterion, insert E if essential, D if desirable, and N/A if not applicable. In the case of qualifications, for example, Qualified Teacher Status (QTS) will normally be essential, but a degree (preferably with good honours - first or second class) may be only desirable. An advanced diploma or higher degree may not be considered relevant or necessary for the post - in which case insert N/A (implying, in this case, that to have one might be a useful bonus but it would not be an influential factor in selection). For some criteria it will be necessary to insert specifics (e.g. curriculum subjects).

Checklist of selection criteria (Teaching staff)

Relevance
(E, D, N/A)

1 Qualifications

- Qualified Teacher Status
- (good honours) degree
- post entry certificate/diploma
- professional preparation for post at this level
- professional preparation for teaching in a Church school

2 Experience

- minimum number of years teaching experience (specify)
- or 'would suit NQT'
- experience in more than one school
- experience of age ranges taught (specify which key stages)
- management responsibility/experience (for promoted posts)
- (specify minimum level)

3 Faith commitment (in voluntary aided schools only)

(Select one of these or modify if required)

- practising communicant Anglican
- practising Christian, communicant Anglican preferred
- practising Christian
- support for the aims and ethos of a Church school

4 Knowledge, skills, expertise

- excellent classroom teacher
- religious education
- National Curriculum subjects
- assessment, reporting, records
- spiritual, moral, social and cultural development
- experience of leading collective worship
- able to meet the needs of the full ability range
- special needs
- multi-faith/ethnic minorities
- pastoral/PHSE/citizenship
- extra curricular activities
- city/rural/other (specify)

5 Management experience/expertise (for senior posts)

- curriculum development
- assessment and recording procedures
- pastoral care
- staff development/INSET
- school development planning and monitoring
- managing finance/resources
- parent/church/community links
- work with governing body/committees

6 Personal qualities

- leadership/vision
- sensitivity/communication skills
- understanding/successful relationships with:
 - pupils
 - staff
 - parents/community
 - church/parish/diocese

7 Philosophy and commitment

- Letter of application should demonstrate:
- philosophy of Christian or Anglican education
- philosophy linked to practical requirements of post
- reference to own faith commitment, preferably in relation to post
- concise, clear, well organized approach

Letters may be typed or word-processed, but the application form should be handwritten.

7.2 Support staff

7.2.1 Criteria for many support staff posts will be the same as many of those in the checklist above. For example, for a school clerk/secretary the qualifications and experience will include the level of education expected, typing speed, experience of word processing and spreadsheets, etc. Personal qualities required will refer to the ability to organize time and materials and to relate to people in person and on the telephone, trustworthiness and discretion.

7.2.2 By law, even in a voluntary aided school, no formal questions about faith commitment may be asked of candidates for posts as support staff. However, it is in order to make it clear to applicants that the school has a Church foundation and that support for its Christian aims and ethos is desired.

7.3 The interview itself

7.3.1 Almost all appointments will be made following a single interview the length and complexity of which will vary according to the requirements of the post. For example, this may vary from fifteen to twenty minutes for a welfare assistant, thirty to forty minutes for a newly qualified teacher, school clerk or site supervisor, to up to an hour for a headteacher or deputy headteacher. For senior posts (including bursars) candidates may have been asked in advance to make a short presentation on a whole-school topic as described below (page 28 (7.4.2)).

7.3.2 Those conducting the interview should draw up an evaluation schedule listing both the essential and the desirable attributes already agreed; areas to be explored during the interview can then be allocated to appropriate members of the panel or to any advisers present. Not everyone on the panel should feel that they must ask a question. It is often very helpful to have some members of the panel who are concentrating on observing the candidates' responses and assessing these against the criteria that have been agreed. Asking questions of candidates carries with it the responsibility of keeping the interview process going and ensuring that the key points from a candidate's answer are followed up by supplementary questions. These pressures can distract from the process of making the assessments.

7.3.3 As well as careful preparation of the criteria for assessment and the questioning governors will need to consider some practical questions. Many of these should be considered from the candidates' viewpoint. For example:

- Where will they wait?
- Where will the interview be held?
- What is the time allocation for each interview?
- What styles of interview process will be used?
- What areas of questioning will the candidate expect?
- Who will ask each question?

7.3.4 Before the interviews commence the panel should satisfy themselves that the room is arranged in the best way to establish an appropriate atmosphere. They should also ensure that the candidates have a comfortable place to wait and that they are being well looked after. Everyone should be seated comfortably in a position where they can see the candidates and be seen by them. Members of the panel will need to make notes and to be able to refer to the application forms. This implies that the interviews will usually be conducted with the panel sitting round a table. Any room used for interviews should be quiet (without a telephone!). If chairs and tables can be arranged in a small semicircle, candidates are more likely to feel able to talk in a relaxed manner. This will also aid eye contact by the entire panel.

7.3.5 The candidate should also have a comfortable chair, access to a fresh glass of water, and access to a table on which they can place any material that they may wish to use to illustrate their answers. If candidates are to make a presentation, then having a table for their notes may help them.

7.3.6 The order in which candidates are interviewed can be decided in various ways: alphabetical order, reverse alphabetical order, drawing lots, or by distance travelled.

7.3.7 If candidates are being asked to make a presentation it is important that this is carefully facilitated. For example, if the candidate has asked to use an overhead projector or a power point programme as part of their presentation someone on the panel should check that the equipment is available, properly set up so that all the members of the panel can see the screen. It is important also to ensure that the projector is focussed and that the equipment provided is capable of running the programme that the candidate has prepared. Too many presentations have been less effective than they should have been because the equipment was not properly set up. The principle of good interviewing is that the panel wishes to see the candidates at their best, not in a fluster because of circumstances beyond the individual candidate's control.

7.3.8 Between each interview there should be a short break. This is to enable the panel to move about and relax if they need to and allow for the room to be set ready for the next candidate, including setting or re-setting any equipment that may be needed. During this time panel members should not discuss the performance of candidates. Interviewing requires great concentration and the panel should not set themselves such a demanding schedule that there is no time to relax during the process.

7.3.9 Before the process begins, the panel should agree who will be responsible for fetching candidates, escorting them into the room and making sure that they are settled. This may well be the same person who will convey the panel's decision to the candidates if they are asked to stay until the end of the interviewing process to learn the result. This person carries a significant responsibility. How the candidate is shown into the room can set the whole tone for the interview. The candidate should be introduced to the chairperson of the panel who should welcome them. The chairperson will then introduce the panel and indicate which members are parents, teachers, etc. The intention is to try to put candidates at ease and give them a short time to look around the room and gather their thoughts before being asked to answer a probing question or deliver a presentation. The style and atmosphere of the questioning should be designed to enable candidates to give of their best; it should not appear to be trying to catch them out.

7.3.10 The usual pattern is for the chairperson to ask the first question and to invite panel members and advisers to ask their questions in the agreed order. Supplementary questions to enable candidates to clarify or develop their answers may be asked. Panel members should always act in a way that shows that they are listening attentively. They will usually find it necessary to make notes during each interview. Sometimes it is helpful to provide prepared forms for note taking which help interviewers to relate what is being said to the requirements of the post. Where an adviser is present it is his/her duty to keep detailed notes on all candidates.

7.3.11 The method of informing the candidates of the decision must be finally agreed at this stage. Governors have to decide whether all candidates will be asked to remain in the vicinity after the interview in order to be informed of the decision. Alternatively candidates could be told that they are free to leave and asked to provide a telephone number so that the chairperson can contact them later.

7.3.12 Before the interviews begin, the panel should be reminded of the agreed selection criteria. Topics related to these criteria are allocated to various members, and an approximate time schedule is drawn up. Attention should be given to the order in which topics are explored. It is important that all candidates are asked the same basic questions, so that fair comparisons can be made, and questions should be clearly formulated during the planning stage.

7.3.13 Questions should relate to the job and person specification that has been prepared. The panel should ensure that, if they do not possess the specialist knowledge necessary to frame appropriate technical questions and evaluate the answers, they have an adviser or specialist with them to assist with the interview

process. Follow-up questions designed to clarify a candidate's answer or to elicit more information if the candidate has answered briefly may vary from one candidate to the next. They should not so dominate the interview that agreed basic questions are omitted through pressure of time.

7.3.14 Most appointments of teaching and non-teaching staff are made after a single, formal interview. For headship and deputy headship in larger schools, some governing bodies prefer to use a two-stage process.

7.4 Two-stage process

7.4.1 The first stage consists of panels of governors (often each with an adviser present), each panel concentrating on one area of responsibility. For example, if three panels are used, they might consider:

- curriculum
- management
- Church and community.

7.4.2 The candidates may be asked to make a five-minute prepared presentation on how they view the area concerned in relation to the mission of a Church school in that particular location (rural/urban/town/suburban). Alternatively they may be given a set question to answer. Such presentations may prove very useful in revealing something of the candidates' manner, interests and philosophy. Candidates are usually permitted to refer to notes but not to read a prepared speech. Panel members can then follow up with specific questions to all candidates.

7.4.3 Each panel will require fifteen to twenty minutes, and there should be 'changeover' time built into the programme. The system requires a room for each panel plus a waiting room if there are more candidates than panels.

7.4.4 After all the candidates have been seen, each panel decides its assessment separately. One method is to grade candidates as follows:

- a. Candidates that the panel would definitely like to see at the second stage;
- b. Candidates that the panel would be willing to see at the second stage if persuaded by the other groups;
- c. Candidates that the panel does not recommend for the second stage.

7.4.5 Next, the panels meet together to share and discuss their conclusions. It may be helpful to draw up a matrix of candidates on which the 'grades' awarded by each panel can be entered. It is normal not to take forward to the second stage any candidate who has been given a 'C' grade. Clear reasons for the decision must be agreed in respect of each candidate who does not go through to the second stage.

7.4.6 After this decision is reached, candidates must be informed of those being asked to go through to the second stage, and advice offered to those who have not been selected. Governors must plan the questioning for the second stage.

7.4.7 The second-stage interview will last for thirty to forty-five minutes. Candidates should be reminded that parts of the answers that they give to panels in the morning might need to be repeated so that all governors can hear them. If no presentations have been required for the first stage, candidates may be asked to start the interview by making a short statement on a whole school matter, for example, on their vision of how the school might develop over the next few years.

7.4.8 Not all members of the panel need to ask questions - the person who is concentrating on the interviewee's responses may well pick up nuances missed by those asking the questions! Asking questions

which will be acceptable and will discriminate properly between candidates is not as easy as it may appear. Some questions may be improper (e.g. contrary to sex discrimination legislation, or discriminatory or offensive to applicants from ethnic minorities) or probe into matters of private life not relevant to the post; some may only be acceptable if asked of all candidates.

7.4.9 Some examples of unsuitable questions are:

- Who will look after your children or husband when they are ill? What are your plans for the size of your family? (of female candidates)
- How well do you think you can fit in with the people here? (of minority ethnic candidates)
- Will you move into the parish if you get the job? What are your reasons for remaining single? (of any candidates)

7.4.10 Unless there is strong evidence to the contrary, panel members should assume that applicants for a professional post have worked out the implications of care of children, travel to work, etc. It is only if a confidential reference for one or more candidates gives an indication of unreliability in an important area that panel members should consider framing a question for all candidates that gives the opportunity for the individual to throw light on the background that has led to the problem. Professional advisers present for the interview should be asked for guidance on these issues.

7.4.11 Questions should be related to a single issue (avoid multiple and lengthy questions), expressed clearly without the use of jargon, and should require more than 'yes' or 'no' as an answer. They should not be loaded, i.e., biased towards a particular viewpoint. Open questions such as 'What are your views on involving parents in school?' may be more productive than 'Are you in favour of involving parents in school?' Through their questioning panel members should make it possible for candidates to draw on their own experience in answers.

7.5 Possible areas of questioning

7.5.1 What follows should be regarded as a general checklist only; each interview should be closely based on the requirements of the selection criteria and job description for the post.

Checklist of possible areas of questioning

1 Newly qualified teachers

- subject specialism/s in the applicant's course of training
- school experience/teaching practice
- relationships with colleagues and parents
- classroom organization
- expectations and standards
- attitudes to discipline
- how the applicant has prepared for this interview
- questions specific to Church schools
- outside interests/other employment

2 Experienced teachers

- the applicant's experience and present responsibility
- subject specialism
- in-service training and other further study
- how the applicant has prepared for this post
- exploration of what has been noticed during the tour of the school
- how the applicant carries out present responsibilities
- provide an example of a 'successful' piece of teaching from their own previous experience
- relationships with colleagues and parents
- leadership of colleagues
- resource management
- expectations and standards
- attitudes to discipline
- questions specific to Church schools
- outside interests

3 Additional areas for headteachers, deputy headteachers and senior management

- management responsibilities and experience
- school development
- planning
- marketing and public relations
- working relationships with the governing body
- working relationships with external bodies, including the diocese

4 Questions specific to Church schools

- religious commitment and how the candidate sees its relevance to the post (all teaching posts in voluntary aided schools)
- understanding of the purpose of a Church school
- understanding of RE in the context of a Church school
- commitment to appropriate school worship
- understanding of spiritual development across the curriculum
- leadership in a Church school (headteacher and deputy headteacher)
- developing and sustaining the ethos of the school
- commitment to links between school, church and community

5 Support staff

- the applicant's present responsibilities and previous experience
- any relevant training/study
- how the applicant has prepared for the post
- relationships with colleagues and supervisors
- resource and equipment management
- expectations and standards
- support for ethos of Church school

7.5.6 When all the planned questions have been asked, the chairperson will check that there are no further supplementary questions from the panel. The candidate should then be asked the first two questions and, in the case of voluntary aided and foundation schools, also the third question:

- Have you any questions for the panel?
- Are you still a firm candidate for this post?
- Are you prepared to sign the National Society (or diocesan) contract agreeing to uphold the Church foundation of the school?

7.5.7 In drawing the interview to a close, the chairperson should thank the candidate for attending and remind him/her of the arrangements for hearing about the decision.

7.6 After the interview

7.6.1 When the interviews have been completed the interviewers should proceed to evaluate the candidates' suitability and potential. Steps should be taken to ensure that those who are making judgements do so carefully and make full use of the criteria that have been established for the post. It is unfair to all the candidates if any of those making the decisions uses information other than that contained in the application, the formal references or that has emerged during the interview. If panel members know any of the candidates personally this knowledge should be declared and conscious efforts made to ensure that this knowledge does not influence the decision.

7.6.2 Substantial discussion of the relative merits of the candidates should be reserved until after all the interviews have been completed. At that time, the chairperson of the panel will invite any advisers and the headteacher to sum up the relative merits of the candidates against the selection criteria. Sometimes the confidential references may be read at this point. The chairperson will then lead a discussion of the strengths and weaknesses of the applicants resulting in a decision either to select a particular candidate or not to make an appointment. No candidate should be appointed unless the panel is certain that he/she is the right person for the job. If the panel has substantial doubts, then it should decide to re-advertise the post and seek to gather a new group of applicants whose experience and abilities more closely match the needs of the school.

7.6.3 Once a decision to appoint a particular candidate has been made, s/he is brought back into the room with the governors or telephoned in order to receive a provisional, oral, offer of employment. The offer is provisional because it is subject to the normal CRB checks and health checks. Candidates will have brought evidence of their formal qualifications to the interview. Provisional offers are followed up formally in writing.

7.6.4 An oral acceptance of an offer is regarded as an agreement binding on both parties. A selection panel may use its discretion to allow a candidate to defer a decision for some pressing reason, but if this is not practicable then it is within its rights to insist that the candidate decide immediately whether to accept the offer. Any subsequent withdrawal is regarded as unprofessional conduct. While a governing body may find it counter-productive to refuse to allow such a withdrawal, its views should be made known to the candidate and referees informed. The panel should already have decided whether it has an acceptable second choice to whom the post can be offered should the preferred candidate turn the offer down.

7.6.5 All candidates who do not withdraw their application during the interview process should be offered their travelling expenses. Where it has been possible to arrange for there to be a short break between the tour of the school and the interview, it can be helpful to make clear to candidates that the governors would appreciate them deciding at that point whether they still wish to present themselves for interview. Candidates can be asked the question at this stage on the basis that they should now be in possession of all the facts on which they would base such a decision. This avoids time being wasted interviewing a candidate who is no longer a serious candidate for the post. It is customary, if this is done, to offer to pay the expenses

of candidates who withdraw without being interviewed. If the candidate, under these circumstances, goes forward for interview but subsequently withdraws then no expenses should be paid.

7.6.6 Someone from the interviewing panel, usually a person with specialist knowledge of the post, should be prepared to offer unsuccessful candidates comments on their performance during the interview. This can require skill and tact. The 'feedback' process is intended to help unsuccessful candidates to learn constructively from the experience. 'Feedback' can be offered immediately after the interview, but it is more usual for the candidates to be given the opportunity to obtain feedback at a later date if they wish to do so.

7.6.7 Governors must agree with a successful candidate for the headship of the school the points on the salary scale that will be used to establish the remuneration. All those involved in these negotiations on behalf of the governors should be aware of the school pay policy and the budgetary and personnel implications of any departure from the agreed policy. The clearer that the governors can be on this issue when the post is advertised the easier subsequent discussions are likely to be. Governors must avoid being trapped into discussing the remuneration package from scratch after the post has been offered and accepted.

7.6.8 Where the appointment is of a headteacher or deputy headteacher the offer is subject to confirmation by the full governing body. Such a meeting should follow the interview as closely as possible, preferably on the same day.

7.7 Record keeping

7.7.1 The clerk should keep, for a minimum of twelve months, a set of records of the whole selection process that can be available to the governors, the Local Education Authority or the diocesan adviser. This will include a copy of the advertisement and further particulars, the original application forms, letters and confidential references. To this should be added a record of the names of the governors and advisers involved, the decisions and reasons for decisions at each stage as well as all the notes made during the process.

7.7.2 These will be required if there is a subsequent complaint or question about any aspect of the procedure. All other copies of application forms, letters and references should be shredded in order to retain confidentiality.

7.8 Using references

7.8.1 References provide valuable, longer-term judgements about candidates from people who know them well. They give a perspective beyond what can be gained from candidates' applications and performance at interview.

7.8.2 Some local authorities issue only 'open' references that are written by advisers/inspectors/headteachers and seen by the candidate. In certain cases, candidates will include open references with their completed application forms.

7.8.3 Where time and numbers of candidates permit, references may be used to help determine the shortlist; in most cases, however, references are requested only for candidates already short-listed. Governors will need to decide whether references received should be circulated to panel members before the interview. It must be noted that multiple photocopying and distribution of confidential references may lead to problems of security. In many cases, there is insufficient time for such distribution to be feasible.

7.8.4 In cases where references are available only to the chairperson and advisers, it will be their duty to incorporate any areas of interest or concern into the questions that they plan to ask. The panel should decide whether the contents of references should be revealed to all before the interview process begins or whether to leave this until the final decision-making stage. Some argue that it is best to judge candidates on the

strength of their application and performance at interview and use the references only at the final stage to confirm or question that judgement.

PART F: Induction and professional development

F.1 Headteachers, deputy headteachers and teaching staff

1.1 Any new member of staff joining an organization needs to have a planned programme of induction designed to ensure that they make a good start. This applies to everyone from the cleaner to the headteacher. The length of that induction and the pattern that it takes will vary according to the nature of the post and the experience and ability of the individual. Much energy has gone into designing induction programmes for newly qualified teachers and for headteachers in their first appointments. These programmes have been well documented by the Department for Education and Skills. It is not the purpose of this brief section to repeat the details of those schemes. It is important to say, however, that, in a Church school, there needs to be an element of that induction process that takes account of the ethos of the school and the contribution that the new entrant will make to its development.

1.2 All Church schools should ensure that their arrangements for the support of Newly Qualified Teachers meet legal requirements and are sympathetically and energetically applied. The process should be positive and constructive throughout, designed to ensure that all NQTs meet the basic standards required and make a good start in their profession. The induction tutor should be a teacher with a commitment to and understanding of the ethos of the school. Careful attention should be paid to the contents of the teacher's Career Entry Profile and early training should be targeted at any needs identified in the CEP.

1.3 The induction process for other teachers should ensure that they rapidly become effective members of the school team and are supported in their understanding of the school ethos.

1.4 It should be clear to all that the job specification for the post represents the work that the teacher will be doing when s/he reaches full effectiveness in the new post. Training in the first stages of the work should be targeted at those aspects of the job specification which are likely to cause most problems given previous background and experience.

1.5 Governors will have expected all candidates for senior posts in Church schools to have undertaken professional preparation for this new stage in their career. This is a major issue for headteachers of all Church schools who will have to have demonstrated during their interview their ability to sustain and develop the ethos of the school. Governors will need to be satisfied that the person who is chosen as a mentor has a good understanding of the issues involved in working in a Church school. For all posts it will be helpful if there is an induction pack that can be given to the successful candidate. A list of possible contents of this pack is included in Annex A (p. 44).

1.6 All schools should use the existence of the induction process at these two levels to help them design induction procedures for other posts. Induction commences as soon as the post has been accepted and normally finishes at the point when the first cycle of work has been completed. For some posts this cycle may last a month, half a term or a term. For many teaching posts the full cycle is a school year.

1.7 During the induction period the newly appointed person will need to establish working relationships with new colleagues, learn something of the school, its history and values and take part in training events

designed to help them acquire new skills or adjust old ones to new circumstances. The precise programme of training will need to be developed in consultation with each inductee. The other priority is for inductees to reach a satisfactory and satisfying level of performance as quickly as possible. During this period they need to become established and respected members of staff. The end of the induction period should be marked in a way that makes it clear that this target has been achieved.

F.2 Special issues for the induction of support staff

2.1 For each new member of staff there should be an induction programme and opportunities for career and professional development.

2.2 One of the key elements of the induction programme will be an introduction to the ethos of the school and the part that members of staff are expected to play in it. Some support staff will rapidly become the public face of the school. Others will be responsible for sustaining the school's teaching about human relationships during the least structured periods of the school day. All will need training in their new roles. This should not be left to chance. A senior member of the school staff should be responsible for this induction and training programme.

2.3 Care should be taken to ensure that following the provision of this initial induction and training programme there are appropriate opportunities for training and for further professional development. Some of this will be with teaching staff; other parts of the training programme will be specific to the tasks that are undertaken by support staff.

F.3 Professional development

3.1 Leading directly out of induction should be a programme of continued professional development for all staff. This professional development should have three distinct elements.

3.1.1 Content designed to **enable the member of staff to meet the developing needs of the school**, e.g. training on the numeracy strategy. This type of professional development will often be delivered in training days for the whole staff or for individuals who are undertaking training in order to share this with other colleagues or to take on specific responsibilities within the school. There will be times when elements of this training are combined with elements of governor training so that teachers, support staff and governors work and learn together.

3.1.2 Content designed to **bring the member of staff's own learning up to the level required for their present grade or status**, e.g. training to bring a classroom assistant in the reception class to Nursery Nurse Examination Board (NNEB) standards

3.1.3 Content designed to **enhance the member of staff's own learning**, which may prepare them for a next career move that will be achieved either in the school or in another post in the education service generally, e.g. training as an educational psychologist.

3.2 On many occasions the distinction between these three areas will not be clear. A school should be able to identify each of these elements, however, within the programme that it provides for its staff over a period of time. Some of the professional development programme will be derived from the appraisal process. Such training is likely to include strong elements of items 2 and 3 above. Where governors or senior management take a narrow view of staff development it can often be difficult to find funding for items 2 and 3 from schools' delegated budget or Standards Fund allocation. Schools are educational institutions, however, and must be committed to the principle that everyone should be involved in learning. If the adults in the school

do not demonstrate this it is unlikely to be caught by the pupils. Therefore schools should be positive in their support of their staff being active learners.

3.3 A further stage of professional development is accepting more responsibility for your own work and for the work of others. It is therefore important that as staff grow into their present role they are encouraged to see how they can contribute further to the life of the school, by accepting more responsibility for themselves or for others. This is not to argue that every member of staff will want or need to seek promotion at every opportunity. It is to suggest that a mark of increasing professionalism is to accept more delegation of responsibility and to be able to work with greater autonomy and less direct supervision. At the more senior levels it also implies that professionalism includes being able to delegate responsibility to others and accept their contribution and their ideas. This is one of the most challenging aspects of effective leadership.

PART G: Appraisal

1.1 Any appraisal system needs to be carefully implemented and to be developmental, in that it is designed to help staff develop their professional competence and expertise. In recent years the emphasis within the appraisal scheme has been on the Government's requirements for performance management. These are fully described in other publications and will not be examined in detail in the context of this publication. Care needs to be taken when implementing any form of appraisal to ensure that the important elements of a Church school are not neglected.

1.2 Any teacher whose job description includes an expressed or implied responsibility related to the sustaining and developing of the ethos of the school, or those subjects or areas of school life that are important in Church schools should have this aspect of their work included in of both performance management and wider the appraisal process. It will be important to ensure that those undertaking appraisals of colleagues understand this issue and the expectations of the church, governors and parents in this area.

1.3 Where a headteacher of an Anglican school is being appraised, at least one of the appraisers should be someone with experience or deep understanding of the issues that arise in the management and leadership of Anglican schools.

1.4 Appraisal should not just apply to teaching staff, however. There should be a system of appraisal for support staff, appropriate to their duties and responsibilities. This should ensure that their contribution to the school is fully recognized, their training needs are identified and any areas in which their work needs improvement are discussed.

1.5 Appraisal should be a regular feature of the work of the school. The governors should satisfy themselves that an appraisal system is in place and that it is being operated effectively and within a positive framework which is committed to staff development.

PART H: Moving up and moving on

H.1 Introduction

1.1 This section deals with the issues that arise when a member of staff decides that he/she is ready to seek a move or change of occupation. This may be a volunteer moving to paid employment, a teacher moving to a different school to gain experience or from time to time a senior member of staff moving on to lead a school as headteacher. The special cases of maternity leave and retirement will be dealt with later on in the section.

H.2 Good reasons for moving

2.1 Promotion

2.1.1 It is natural that some teachers, particularly early in their career, should seek to obtain promotion. In larger schools there may be opportunities for promotion within the school, but in many schools the opportunity for internal promotions will be limited. This means that inevitably the school will lose good teachers from time to time. The change needs to be regarded as positive. The school should take pride in the fact that it has provided a good professional experience to an able teacher and that this has been acknowledged in the promotion which has been gained. It will provide an opportunity to make a change in the staff that will tend to create renewal and ensure that the staff room remains a lively and interesting place.

2.1.2 One of the difficult tasks for headteachers and other senior managers is to identify when teachers are reaching the stage in their career when they are ready for the next stage in their professional development. They may need help to prepare for this move, and this needs to be offered without putting pressure on a teacher to go. Not every teacher is ambitious and personal circumstances may sometimes contribute to a teacher not making a move as soon as they are professionally ready to do so. Therefore some sensitivity is needed in broaching the subject.

2.1.3 A particular issue that highlights the need for preparation and sensitivity is the move to headship. With the advent of the National Professional Qualification for Headteachers (NPQH) it is now important for those teachers who believe that they have the potential to be headteachers to prepare for this move in advance.

2.1.4 It can take three years to complete the NPQH, to which must be added the time taken to apply for the course and be accepted on it. Therefore teachers who wish to become headteachers must be planning for the move up to four years ahead of the time when they believe that they will be ready to make the move. For those who decide that they will have the time for headship when their own children have left home, committing time to completing the NPQH while children are in their mid-teen years may not seem sensible or practical.

2.1.5 Starting work on NPQH after the children have started at University or employment may feel too late for there to be a realistic chance of appointment. Naturally if ageism³ could be eliminated from appointing panels for headship some of these fears would be eased. As this is yet to be achieved the issue remains delicate. There exists quite a narrow gap in some teachers' minds between 'I am ready for the move' and 'I am too old'.

2.1.6 Schools should be places that encourage a 'can do' attitude amongst staff and should be positive about the opportunities for professional growth that are available.

2.1.7 Promotion and moves on to other posts in schools, the education service or other related work are the inevitable result of good professional development within a school.

2.2 More experience

2.2.1 At some points in a career the most appropriate move is one to a new environment. New challenges and new circumstances can bring a renewal of enthusiasm and commitment. Many teachers who are young in the profession will want to change schools to broaden their experience and discover the precise area of teaching to which their talents most suit them. Managers can be inhibited from offering professional advice to colleagues on this issue. It can be difficult to say to a teacher for whom you have responsibility that 'your professional development is best served by a change of school'. It sounds too much like constructive dismissal. On the other hand it may be wrong to accept that a potentially gifted teacher stays in their first school for many years through inertia, or a failure to understand the need to broaden their experience.

2.2.2 A further facet of broadening experience will be those teachers in mid-career who decide to take a post which leads them out of the school environment for a while. Such posts may include advisory work with a diocese or LEA, work for an agency or taking an opportunity to gain industrial or commercial experience. Teachers who decide to do this need to consider the impact on their pension and the extent to which they will be able to stay sufficiently close to work in the classroom to be able to make a return to it should they desire to do so in the future.

H.3 Child Care/Maternity/paternity leave

3.1 Under the legislation that deals with maternity leave, which includes adoption leave, all employees who are on permanent contracts have an absolute right to return to their posts after they have had a child. Details of these rights and how they operate change from time to time, but can be obtained from personnel departments, the DTI, etc. Male teachers have rights to paternity leave. Some teachers will decide that, rather than return to their post, they will resign, in order to take a period when they can concentrate on providing care for their young children. These decisions are a matter for the individual teacher and the school should respect the decisions that are made. There should be no pressure to stay or to go.

3.2 In some circumstances the school may wish to stay in close contact with the former member of staff in order to help their return to work when their children are older and they are ready for such a move.

H.4 Retirement

4.1 Employers, particularly Christian employers, have some particular opportunities when an employee reaches the point when they are going to retire from their main employment or career. Retirement represents

³ The Government has adopted a voluntary Code of Practice on age diversity following the adoption of an EC Directive requiring it to do so (Council Directive 2000/78/EC) and is now consulting on how to legislate against age discrimination. The Government aims to present regulations to Parliament by the end of 2004. The Regulations will then come into force on 1 October 2005

a major change in lifestyle and requires a number of adjustments. Employees should be encouraged to prepare for retirement, by attending pre-retirement courses where these are available and by making realistic plans for the next phase of their lives. Employers should also attempt to ensure that, as far as possible, the employee is able to retire with dignity and the assurance that his/her contribution to the school, or to education in the area has been appreciated and of value. Care and thought need to go into the arrangements for retirement presentations, speeches and parties. They can assume great significance as people reflect on them subsequently.

PART I: Volunteers

I.1 General

1.1 It may seem out of place to include a section on volunteers in a booklet about selecting, appointing and developing staff in Church schools. However, in many schools volunteers play a key role in the work of the school. Many of the principles that apply to the appointment of paid staff also apply to volunteers:

- They need to understand clearly what their task is and to whom they are responsible (job description).
- They must be subject to the same procedures for child protection as any other adult working in the school.
- They should have appropriate facilities to relax and obtain refreshment.
- They need to receive appropriate training.
- They need to understand their contribution to the ethos of the school.
- They need to understand the need for 'professional' responsibility in terms of complying with school policies and also in respecting confidentiality.
- They must understand and comply with the school's policy and arrangements for safety and security of the premises and those who are working in them.

1.2 Much of this will be done informally and with the least fuss, but these points need to be discussed with any volunteer and the process of this discussion may include an informal decision to ask them to commit time to this work (interview).

1.3 It helps to ensure good communication if as many of the above list of policies and expectations as possible are written down so that they can be given to anyone beginning work, paid or unpaid, in the school.

1.4 In many primary schools parents may use volunteering at school as a first step back into paid employment after a career break to raise their children. This may mean that the school finds that some of those volunteers who are most useful leave to enter paid employment. This can be frustrating, but it should be looked upon as a sign of a successful school, in just the same way that a school should be interpreting teachers leaving to obtain promotion as a sign of success.

I.2 Students

2.1 Everything that has been said so far also applies to students on placement in the school. The difference here may be that some of the requirements will be transmitted to the students through their tutors rather than directly by a representative of the school. Good communication between the school and the placing agency is essential in these areas so that there are no unnecessary problems caused by false expectations.

I.3 Staff on placement

3.1 Another group of workers who may be present in the school from time to time are those employed by contractors, the LEA or agencies to work in the school for short periods of time. The school will need to be clear about the management responsibility for these workers. It is helpful if the details of school policy and procedures outlined above is shared with and discussed between representatives of the school and those responsible for making the placement. Areas of potential difficulty can be identified and talked through at this stage.

3.2 Senior managers in the school need to be clear whether they have direct authority for the day-to-day supervision of these workers or whether that responsibility is retained by the placing agency. For example, supply teachers recruited through an agency would normally be directly responsible to the headteacher while they are on placement in the school, but employees of a building contractor will remain under the contractor's management. Senior staff of the school need to understand and work within clearly established lines of accountability if there are not to be problems and misunderstanding every time a concern is raised.

Annex A

Induction Pack

List of contents for an induction pack

School Ethos Statement
School brochure or information booklet for parents
Job description
School policies relevant to the post
Name of line manager
Name of appraiser (if different)
Location of employment information and policies
Name of chair of governors
Name of staff governors
Name of parish priest and other parochial clergy linked with the school
Names of representatives of professional associations and unions in the school
Name of staff development coordinator
Name of the senior member of staff with lead responsibility for Child Protection
Details of staffing and payroll sections of LEA (if their services are used)
Correspondence address of LEA and diocese
Addresses of local resource centres or other relevant sources of support and advice
Details of dates on which salary payments are made
Dates of school holidays
Hours of work (if relevant)
Dates of parent meetings and other key functions (as far as planned)
Such other information as may be helpful to the new staff member in his/her work

Annex B

Church of England Universities and Colleges of Higher Education

Bishop Grosseteste College
LINCOLN
LN1 3DY

Chester College of Higher Education
Parkgate Road
CHESTER
CH1 4BJ

Christ Church Canterbury University College
North Holmes Road
CANTERBURY
CT1 1QU

King Alfred's College of Higher Education
WINCHESTER
SO22 4NR

Liverpool Hope University College
Hope Park
LIVERPOOL
L16 9JD

The College of St Mark & St John
Derriford Road
PLYMOUTH
PL6 8BH

St Martin's College
Bowerham
LANCASTER
LA1 3JD

Trinity College
CARMARTHEN
SA31 3EP

University College Chichester
College Lane
CHICHESTER
PO10 4PE

University of Gloucestershire
PO Box 220
The Park Campus
CHELTENHAM
GL50 2QF

Whitelands College
West Hill
LONDON
SW15 3SN

York St John College
Lord Mayor's Walk
YORK
YO3 7EX