



**DIOCESE
OF TRURO**

Diocesan Board of Education

**A Supportive Guide for Schools and Trusts
when Appointing Headteachers and Senior Leaders
to Church Schools**

Summer 2024

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Introduction

We know that appointing a school leader is one of the most important decisions a Governing Body or Multi Academy Trust (MAT) makes. With the support of materials from other Dioceses, the Programme for Church School Flourishing (from the Diocese of Salisbury) and colleagues within and working with our Diocese, we have put together this guide to support you in the process of recruiting a Headteacher or senior leader into a Church of England School.

Within a Church school, the headteacher is the lay spiritual leader of the school and is integral to sustaining and developing the Christian Character of the school as set out in the school's Trust deed. The '[Church of England Vision for Education: Deeply Christian, Serving the Common Good](#)' (Autumn 2016) is particularly important for Church schools. 'The vision is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.'

This advice document is commended to you to be used alongside and complementary to the relevant Local Authority advice and MAT processes.

Church schools are places where outcomes for young people are transformational as they combine academic rigour with development of the whole child, rooted in the beliefs and practices of the Church of England. Governors and Trust Leaders must satisfy themselves that the headteacher can provide Christian Leadership within the school and a commitment to these beliefs and practices.

This document serves to provide advice and support to governing bodies of Church schools to aid recruitment of a suitable Headteacher committed to the practical application of the Church of England vision for Education (2016) within your Church schools context. This guidance is appropriate to governing bodies with of Voluntary Aided, Voluntary Controlled, Foundation schools and academies within the Diocese of Truro.

Diocese of Truro Education Team Advice

Wise, inspirational and highly effective headteachers are more important than ever, their leadership is a significant factor in ensuring the church school embraces excellence and academic rigour, but sets them in a wider framework of holistic human flourishing.

The Diocese of Truro Diocesan Board of Education (DBE) guidance starts from the premise that appointing a new headteacher is one of the most important tasks undertaken by school and Trust leaders. Governors must satisfy themselves that the headteacher can provide Christian Leadership within the school and a commitment to these beliefs and practices.

The Diocese of Truro Education Team advises:

- Of the importance to align the recruitment process to the vision and ethos of the school at all points of the process.
- To commit to a recruitment process that is open, fair and inclusive, maximising opportunity for all which reflects the school's Christian distinctiveness
- That the panel obtain support and specialist advice from members of the Diocese of Truro Education Team with the final decision being approved, as per articles, by the Diocesan Director of Education (DDE)
- The Trust/Governors appoint a panel with clearly defined roles and expectations ensuring the wisdom, knowledge and skills exist across the panel.

- That the panel reflects and represents the foundation of the school and meets the requirements of safer recruitment described in [KCSIE](#) (training, use of references and appropriate checks, etc.).
- The recruitment panel considers how it might utilise members of the local parish knowledge and skills when recruiting a headteacher; identifying a suitable role for those representing the parish where necessary.
- That a preliminary meeting is held to establish and determine timescales, pay and contents of the pack that welcomes and identifies the opportunity, including an up to date job description reflecting the HT Standards and a person specification detailing clearly what is essential and desired, replicating the needs and character of the school.
- The production of a recruitment pack that reflects the Christian vision and values of the school and evidences the value the school and leaders place on the voice of young people.
- An open and well-timed advert using platforms that will gather widespread interest - casting the net wide.
- For shortlisting work to be completed independently by the panel with time allocated to explore, research (material in the public domain only) and assess applications against the person specification.
- That shortlisting activities are formally recorded using a grid approach followed by a panel meeting to sift and agree on a short list.
- Those not successful to be treated with dignity and respect and in line with the ethos of the school with communication representative of foundation of the school.
- That time is taken to plan and prepare the interview tasks so that they reflect the person specification; testing the skills, knowledge and qualities the panel determined as essential and desirable without additional criteria being added without the candidate's knowledge.
- For an interview process that recognises the importance of spiritual leadership and sustaining the Christian vision of the school - using collective worship and appropriate questioning, probing and, if possible, a presentation activity.
- That performance throughout the interview process is formally scored following a consistent and agreed system and format.
- That the interview day is planned to offer hope, aspiration, dignity, respect and living well together for all involved.
- For consistency of questioning through the formal interview process with ample planned time for interviewers to seek clarification and ask supplementary questions to follow up candidate responses and add rigour to the process.
- For a formal ratification meeting, giving other governors/members the opportunity to validate the process that led to the decision to either appoint or cast the net to the right side of the boat.
- That formal records are collected and maintained; aligned with GDPR requirements.

Reflective questions for Governing Body to consider before Head Teacher recruitment.

(Ethos Enhancing Outcomes, p19 2017)

1. If good schools ‘foster confidence, delight and discipline’, how does our advertising for external positions reflect the deeply Christian thinking that characterises our school?
2. What makes potential candidates want to commit their careers to working in our context, and how do we talk about vocation/calling to teaching in a Church school?
3. How does our approach to the recruitment process reflect the ‘ultimate worth’ of each person?
4. How do we assess candidates’ character at interview (alongside their competence)?
5. How might candidates articulate their personal ‘journey of faith’ at interview, over/against just ‘upholding the school’s ethos’?
6. How generous are we as an employer and how might we live out our Christian vision and values through the process?
7. What kind of vision do candidates embody in relation to breadth of curriculum, emotional intelligence and creativity?

Process - Suggested Timeline

Week/s	Activity	Responsibility	Notes
1 / 2	Inform the Diocesan Director of Education of your leader’s resignation/decision to undertake a school/MAT leader recruitment and have an informal conversation	Chair of Governors / CEO	
	Governors/Trust leaders convene a meeting to consider recruitment strategy and long term future of the school. Recruitment responsibility delegated to a panel.	Governors Trust leadership	FGB decisions minuted.
	Ensure that a member of the panel has been trained in safer recruitment		
	Arrange Preliminary Meeting with recruitment panel to finalise documentation for role (Headteacher/Head of School/ CEO/Principal) which includes a representative from the Diocese of Truro Education Team. Ensuring the recruitment panel representation matches the school’s foundation of VC/VA.	DoT/Trust CCSR	See DBE Draft agenda
Preliminary Meeting			
3	Agree on dates for advertising and subsequent shortlisting and interviews (in order to provide time for references to be taken up and returned, wherever possible allow a minimum of ten days between short listing and interview dates)	Panel representatives with DoT Ed Team representative /Trust	The process & docs should make it clear to applicants how their spiritual leadership of a church school will be supported.
	Prepare advert, job description, person specification and information pack (see below). Shortlisting grid should match person specification. (What is written in this material drives the content of the interview.) Be website ready - when advertised the candidates will visit and explore your school website.		
	Reflect upon how vision and values will inform documentation. How will it be reflected in interview - wisdom, hope, community, dignity?		
	Consider investment in recruitment: In addition to LA and MAT websites explore the national sites, TES, Gov.uk, ETeach, Indeed, decide which to use.		
	Determine who will show round visiting / potential applicants and set aside dates for this. Ensure ‘fairness’ for internal applicants.		
	Update DDE with details of recruitment	School / Trust Leadership	
Preparing the Pack			
4 / 5	Email all final draft documents to DDE for approval. Include: <ul style="list-style-type: none"> • Advert - including safeguarding statement • Salary Range of Post • NOR (number of pupils on the roll) School /Group • School Logo/MAT Logo (in Jpeg/PNG format) • Letter from the Chair of Governors &/or MAT CEO • Vision and Ethos statements - Church School Effectiveness for school (and MAT where applicable) • Job Description & Person Specification • Information about the Academy Trust & vision if applicable • Date range for vacancy to be advertised 	Chair of Governors & Panel If in MAT, include representatives eg: CEO, Executive HT/HR Director in line	It is the person specification that shortlisting will reference.

	<ul style="list-style-type: none"> Dates for visits to school and how to contact the school to arrange them Closing date, Shortlisting Date, Interview Date Email address of 1 chosen person to receive applications (use a school/official MAT or LA email address) 	with Trust procedures	
Advert is live			
6 / 7	Candidates visit school as arranged by selection panel at the preliminary meeting. Parity of experience to be secured.	Chair of Panel	Ensure parity for internal candidates
Deadline met			
8 / 9	Application forms sent to the selection panel for Scoring. GDPR care. (Should not include information for equality & diversity monitoring.)	MAT HR or LA HR	
	Panel members separately assess and score applications against the person spec grid. May include relevant information in public domain (inspection reports, school websites) where the candidate's work is referenced. May not use gossip/hearsay/unrelated information.	Panel	
Shortlisting			
10	Decide who does not meet selection criteria & who scores highly enough to be interviewed. Identify elements to probe /gaps in service	Panel	Each panel member completes the shortlisting spreadsheet Check gaps
	Discuss and agree interview tasks for the day. Adjust questions and agree approximate timetable for the day. Maintain record of documents.		
	Consider practicalities: spaces, hospitality, refreshments, toilets, name-labels, confidentiality, TLC of candidates. How will school 'live out vision'?		
	Request references, to cover five years of employment history. Ensure: if references are from the candidate's current employer they have been completed by a senior person with appropriate authority; electronic references originate from a legitimate source; referees are contacted to clarify content where information is vague or insufficient. Allow 7-10 days' notice between shortlisting & interview for ref. checks.	Chair of panel/MAT HR	Keep references CONFIDENTIAL until day of interview.
	KCSIE states '...as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates.'		
	Chair of Governors/panel or MAT HR send out official rejection letters		
	Post meeting - Discuss timetable and room allocation with admin staff		
Inform candidates of invitation to interview in writing. Give some details of the day's activities/presentation theme etc. Request evidence of qualifications, identity, right to work in UK, DBS.	Chair of Panel/MAT HR		
E mail those candidates who have not been shortlisted thanking them for considering the school/MAT and to wish them well in their careers.	MAT HR		
Interview Day			
	Check ID and evidence of qualifications, right to work in UK, DBS, Personal documents eg Passport. Are they who they say they are? Return to candidates during day.	Chair of Panel / Admin Lead	All records to be retained - 6 months
	Chair of Governors or Trust Representative welcome candidates, thanks, introduce to panel members and other present e.g. MAT CEO		
	Carry out selection process as planned, with all panel members clear on roles during observed activities and through formal interviews.	Panel	
	Check references and ensure any concerns are resolved satisfactorily before appointment is confirmed.	Named panel member	
	Score and collate feedback. Consider mid-day decision to only take % of candidates through to pm. Decisions to be clear & evidenced. Clear scoring and notes enables clear feedback to candidates. Development points led to induction planning.	Panel	
	Offer headship to successful candidate; agree salary offer and advise unsuccessful candidates and offer feedback	Panel Lead	
	Advise on New Leader induction visit and induction support through Trust and DDE - eg Commissioning service, induction and support from Diocese and Trust.		
Post Interview			
13+	Documentation to be collated and kept	Trust Leader	
	Inform Diocese and/or LA of finalisation of appointment		

Detailing the Application Pack

The Advert

We encourage recruitment panels to explore and investigate examples of Headteacher recruitment adverts, [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](https://teaching-vacancies.service.gov.uk) is a good place to start. Using existing adverts will help shape thinking, planning and support your work to reach the strongest and widest field possible.

Advert Structure

Dates - Closing date, shortlisting date, interview date

Salary: L - L, £ - £

NOR:

Age range:

Brief details of:

- Why are you advertising?
- What is the school like? What can be offered?
- What are you looking for?

Contact for informal discussion

Visit arrangements

Website link - ensuring the website is up to date

Statement on inclusion and diversity

Safer Recruitment/Safeguarding statement

For example:

Our School/Trust embraces diversity and promotes equality of opportunity. Co-headship, job share, part time and flexible working opportunities will be considered.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Letter from the Chair of Governors &/or MAT CEO

The first page of an application pack is usually a letter from the Governors or Trust, written to welcome and inform the candidates.

Typical content includes;

- A personal welcome showing value to the candidates and their interest

- Setting the scene - elaborating on the advert text as to why the post is vacant and the opportunity that the vacancy offers candidates
- The importance of the Christian distinctiveness of the school - highlighting and explaining the vision and values of the school
- More scene setting - use of pupil voice; specifying the educational aspects of the school - inspection cycles, strengths and areas to be further developed
- Details regarding what the school/governors/Trust can offer the candidate
- The advert text with reminders on dates, how to apply, how to seek further information - including a visit or conversation
- Person specification using essential and desirable
- Job description
- Safeguarding statement clarifying the commitment to recruiting suitable people
- A personal well-wishing sign-off

This personal welcome is also an opportunity to involve pupils, the school council may write an additional welcome, or you could link to a welcome video on your website.

Vision and Ethos statement

Church of England schools have a unique and deeply Christian vision statement with an accompanying vision image and narrative explaining the vision and bringing it 'to life' for all - pupils, staff, parents and visitors. If you have such a detailed vision include it in your pack. Alternatively, insert a vision, ethos and values statement into the text of the pack to ensure the candidates know the legacy of the school and the vision they are expected to embrace, uphold and further develop.

Schools in Trusts will want to include the Trust vision, ethos and values to celebrate the wider community in which the successful candidate will work.

Example image from the Diocese vision board, an image with narrative explaining the richness and depth to the vision:

Working as part of, an in partnership with, The Diocese of Truro

We have produced information for packs that highlight the benefits of working in the Diocese. Trusts also take time to include the benefits of working within their Trust.

Diocese Information that can be used in packs:

Joining the family of schools in the Diocese of Truro - notes for recruitment packs

The successful candidate will be joining the family family of 43 church schools, serving approximately 8000 children and young people, all supported and served by the Diocesan Board of Education (DBE).

The Truro Diocesan Board of Education partners with school and Multi Academy Trust leaders to build confident, effective church schools and academies that are deeply Christian, belonging at the heart of the church and community, serving society's greater good.

The DBE is a strategic partner in education beyond the diocese. A core aim of the DBE is to be a significant partner in improving educational, societal and life affecting outcomes for all children and young people in Cornwall and the Isles of Scilly.

The DBE consists of a dedicated team of staff providing challenge and support to the 43 schools and 11 Multi Academy Trusts the majority of them sit within, with a commitment to renewing hope, living out God's transforming presence and serving the schools and the parishes to which they belong.

You can read more about the DBE's mission and strategic vision [here](#).

Person Specification

Points to consider

The Person Specification listed in the pack become the selection criteria to which candidates are shortlisted against - the tool of selection - and as such are crucial to the appointment. Writing the Person Specification is an opportunity to reflect on the school, its journey so far and the intended next steps; this will, in turn help Trusts/governors to determine the sort of person and vision they are seeking to lead the school forward.

As well as being fully customised to meet the needs of the school and the Person Specifications should reflect the National Standards for Headteachers and uphold the school's Christian foundation and heritage.

In addition, Trusts/Governors should consider the faith criteria of the post. Each school will be at a different stage in its exploration of what it means to be a Church school within its particular community. A headteacher does not need to be a Christian to lead a Church of England school but it is expected that the headteacher actively supports core Christian values. VA schools are able to ask for 'Christian commitment' as one of the criteria used in making staff appointments to ensure the religious character of the school is maintained. In voluntary controlled and foundation schools, school leaders may also ask how potential headteachers will maintain and develop the Christian character and ethos of the school. (Section 60 of the School Standards and Framework Act 1998)

Governors/MAT leaders and, where possible, wider colleagues and pupils should take the opportunity to review the school's strengths and needs with regard to its religious foundation in preparation for a school leader appointment. The aim is also to recruit a good professional and inspirational leader, and someone who is right for the headship of this school. Considering questions such as:

- What personal qualities or values do we expect candidates to demonstrate and uphold?
- What abilities should they have?
- What should they be committed to?
- What attitudes will be important?
- What sort of experience might they have?
- What knowledge and skills should they have?

Writing Person Specification statements requires careful balance to keep the selection open to attract candidates whilst being certain on the qualities, experience and skills you wish to recruit. You need to be able to explain the need for your criteria and be careful not to discriminate against any groups. Therefore, language such as 'sustained improvement', 'successful leadership', 'impact' are useful to enable

shortlisting against a range of candidates. There is likely to be much debate as to which criteria are essential and desirable, consideration to the presentation of this distinction is crucial.

Sample Headteacher Person Specification

Please remember that the Person Specification should be customised to meet the unique and individual circumstances of your school. The statements below are offered only as suggestions for completing the person specification.

***** CE VA/VC Primary School, part of ***** MAT Head Teacher Person Specification		
	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Qualified Teacher Status Evidence of continuing professional development relating to school leadership and curriculum development 	<ul style="list-style-type: none"> Leadership in a Christian context (CofE)NPQH / EL
Experience <i>Recent and successful experience of:</i>	<ul style="list-style-type: none"> Leadership and management in a primary/secondary school Teaching at primary/secondary school (across the key stages) Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress and reflect the uniqueness of the individual Having a significant positive impact on standards and pupil progress 	<ul style="list-style-type: none"> Working in a Church school Successful teaching in more than one key stage Working with other agencies for the well-being of all pupils and their families Managing a delegated budget in line with the school's ethos
Wisdom <i>Demonstrate wisdom through understanding of:</i>	<ul style="list-style-type: none"> The distinctive Christian character of a CE school as expressed through its vision, values and ethos Issues relating to the leadership and management of a Church school that promotes human flourishing Principles for the development of effective teaching and learning that aims for life in all its fullness Strategies for raising standards of achievement that reflect the ultimate worth of each student Principles of school self-evaluation and strategies for planning school improvement Strategies to develop 'community and living well' through partnership with parents, and enhance Church and community links The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents/carers The Church of England Vision for Education 	<ul style="list-style-type: none"> The unique context of ***** CE School The legislative framework for a VA/VC (delete as appropriate) school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment Personnel issues and strategic financial planning
Skills <i>Ability to:</i>	<p>Develop Hope and Aspiration:</p> <ul style="list-style-type: none"> Inspire motivate and challenge staff, pupils and others to carry the school's Christian vision forward by communicating a hopeful journey of improvement Develop the distinctive and effective Christian character of a Church school/continue to develop the school's Christian ethos Provide leadership in Collective Worship that reflects the Christian identity of the school <p>Promote Community and Living Well Together:</p> <ul style="list-style-type: none"> Foster good teamwork through promoting a sense of community through a culture of 'living well.' 	<ul style="list-style-type: none"> Demonstrate exemplary teaching

	<ul style="list-style-type: none"> • Seeks to foster effective relationships with local churches. • Monitor and evaluate the performance of people and policies in line with the ethos of the school • Manage the school as a hospitable community that seeks to embody an ethos of living well together • Evidence the Christian vision in action through enhancing links and maintaining positive relationships with the local community, the Governing Body, external agencies, the Diocese, the LA, other schools and parents/carers <p>Promote Dignity and Respect:</p> <ul style="list-style-type: none"> • Create and maintain an effective learning environment and culture that positively recognizes individual strengths and needs • Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices • Ensure all children are kept safely from harm and educated in an environment where all God’s children are valued. 	
<p>Personal Attributes <i>Evidence of:</i></p>	<ul style="list-style-type: none"> • Commitment to promoting a vision of a Church school witnessing to its Christian values in its local community • A personal Christian commitment and involvement in a local parish, Church and community (VA schools only) • Wisdom grounded in creative thinking and imagination, seeing the potential • The capacity to communicate in a way which reflects a dedication to educating for life together. • The ability to relate constructively to all, inspiring confidence in others, whilst supporting their personal flourishing • Developing of networks and partnerships for what can be given rather than what can be received. 	<ul style="list-style-type: none"> • Continuing professional development as a means of fulfilling own potential

Job Description

The job description for the recruitment of a headteacher encompasses:

- Expectations set out in the [National Headteachers' Standards 2020](#)
- The statutory requirements set out in the School teachers Pay and Conditions (Valid from Sept 2019) <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- The Teachers' Standards (2011) <https://www.gov.uk/government/publications/teachers-standards>
- Multi Academy Trust (MAT) or Single Academy Trust standards.
- School-specific expectations and responsibilities.

The Church of England vision for Education, making use of headings such as:

- Educating for Wisdom, Knowledge and Skills; 'Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.' (*CofE 2016/17*) Within the Bible as well as Christian and Church culture we see both the value of wisdom-seeking and the importance of teaching and learning. We are told as a child Jesus himself 'grew in wisdom.' (*Luke 2:52*)
- Educating for Hope and Aspiration; Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (*Ibid*) Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God's ongoing love and compassion for this world and all within it. 'Faith is the assurance of things hoped for, the conviction of things not yet seen.' (*Hebrews 11:1*)
- Educating for Community and Living Well Together; Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a 'hospitable community that seeks to embody an ethos of living well together.' (*Ibid*) Pupils and staff should be encouraged to flourish. Living well together stems from the command to 'love your neighbour as you love yourself.' (*Luke 10:27*)
- Educating for Dignity and Respect; Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus' teaching special attention is to be shown to 'the disadvantaged, excluded, despised and feared.' Each individual should be given opportunities to live 'life in all its' fullness.' 'Ensuring children are kept safely from harm and educated in an environment where all God's children are valued is of highest priority.' See *Valuing all God's Children (2019)*

Truro DBE believes that the Christian Character of a Church school should be reflected in both the job description and person specification. Therefore, governing bodies are encouraged to ensure that these meet individual school requirements. National standards for teachers include both statutory and non-statutory guidance. Both are useful in helping to guide governing bodies as they devise Headteacher job descriptions and person specifications. Further relevant documentation is available to support a deeply Christian job description if required.

Sample Headteacher Job Description

Xxxxxx CE VA/VC PRIMARY SCHOOL HEADTEACHER JOB DESCRIPTION

Post Title: HEADTEACHER (full time)

Responsible to: The Governing Body of xxxxxx Primary School,

Responsible for: All staff, volunteers and children within the school

Main Purpose: To carry out the duties of Headteacher in accordance with the [Teachers' Pay and Conditions Act](#) and are built upon [The Headteachers' Standards \(2020\)](#) and the [Teachers' Standards \(2011\)](#).

Ethics and professional conduct

The Headteacher will demonstrate consistently high standards of principles and professional conduct. The Headteacher will meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Head teacher will uphold and demonstrate the seven Nolan principles of public life.

The Head teacher will:

- Demonstrate the school's vision and Christian values in everyday work and practice
- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system

Key Areas of Responsibility

1. School Culture:

Working with the Governing Body, the Local Authority, the Diocese of Truro and other leaders, the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community.

This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- Establish and sustain the school's Christian values, ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

2. Teaching and Learning:

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning

culture which will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Ensure high-quality, expert teaching across all subjects and phases reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domain
- Ensure effective use is made of formative assessment

3. Curriculum and assessment

The Headteacher will:

- Ensure teaching and learning reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement in order to set ambitious but realistic targets for all children.
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Create and maintain an environment and implement a Behaviour Policy that reflects the school's ethos and promotes development and learning and secures safety and discipline. Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.

The Headteacher will:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils and parents.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

The headteacher takes responsibility for a professional community which enables all children to flourish. The Headteacher ensures that the curriculum is accessible and relevant to all children.

The Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional Development

- Effective communication and relationships are key to effective Headship. The Headteacher needs to build
- Professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their own continuing professional and spiritual development, including attending
- Distinct training and development as appropriate for Church school leadership.

The Head teacher will:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational Management

The Headteacher provides effective management of the School and continuously seeks to improve organisational structures based on self-evaluation. The Headteacher leads by example, modelling the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.

The Headteacher will:

- Ensure that the school's ethos and commitment to Christian values is evidenced in how all work and learn.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Working with the Governing Body, the Local Authority, the Diocese of Truro and other leaders the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express the school's core Christian educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

The Headteacher should engage with the internal and external school community to secure engagement collaborate strategically and operationally with a wide range of partners to bring positive benefits. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies the well-being of all children.

The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

With the school's values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups, in particular: pupils, parents, carers, Governors, the Diocese of Truro and the Local Authority.

The Headteacher will:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Welcome strong governance and provide information, objective advice and support to actively support the governing body to enable it to meet its responsibilities. These include the securing of effective teaching and learning; the highest standards of attainment and for achieving efficiency and value for money.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- The Headteacher will support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for pupil, staff and financial performance.

This job description outlines the key responsibilities for the role of Headteacher and it may be necessary to undertake additional duties as the governing body may require. This job description will be reviewed at least annually as part of the Headteacher's Performance Management programme.

Dated: xxxxx

Resignation Dates

Being aware of the key dates for resignation is vital and should be taken into account when planning a timetable for the process. These are the latest dates by which headteachers and deputy heads/teachers must give notice of resignation:

Existing Heads	Deputy Heads/other Teachers	To start
30 April	31 May	September
30 September	31 October	January
31 January	28/29 February	April/May (summer term)

References

The purpose of seeking references is to allow employers to obtain information to support appointment decisions. Schools and colleges should obtain references before interview, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.

(KCSIE: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

Key notes from KCSIE include:

- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- always verify any information with the person who provided the reference
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided

Therefore, the pragmatic approach would therefore be for the chair of the panel to be aware of references ahead of interview so that any particular concerns that couldn't be resolved beforehand with the referee and providing opportunity for the panel chair to raise these within the context of a specific interview question.

Practical tips:

- Ideally request references 10 days prior to interviews
- If employed in a Trust the appropriate contact should be sought not the Chair of the LGB.
- It is acceptable to request a third reference to vouch for the candidates suitability to lead a church school
- Advisers, including the CCSR, must be involved in the checking of references to ensure there is no evidence or suggestions relating to the candidates safeguarding and suitability to work with children

Safer Recruitment

The prospective safety of children remains paramount throughout the selection process. Keeping Children Safe In Education contains the detail required for recruitment panels to follow and uphold to ensure potential applicants are given the right messages about the school and college's commitment to recruit suitable people.

Some key points from KCSIE include:

- At least one member of the Recruitment Panel has undertaken Safer Recruitment training
- Where a role involves engaging in regulated activity relevant to children, schools and colleges should include a statement in the application form or elsewhere in the information provided to applicants

that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

- Schools and colleges should also provide a copy of the school's or college's child protection policy and practices and policy on employment of ex-offenders in the application pack or refer to a link on its website.
- Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.
- In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.
- Schools and colleges should:
 - ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach);
 - consider any inconsistencies and look for gaps in employment and reasons given for them; and, explore all potential concerns.

These notes do not remove the requirement to read the full Safer Recruitment section in KCSIE.

This work will ensure that there is a full and proper scrutiny of all applications by examining and investigating apparent gaps in an applicant's employment history with the asking of relevant questions of candidates, if necessary, to seek clarity and reassurance. This can be carried out at interview through a question posed by the panel chair allowing opportunity for a candidate to make any disclosure necessary.

KCSIE Links:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Pay Scales

It is vital that the governing body/Trust review and agree the Individual Salary Range (ISR) - agree an ISR as per the School Teachers' Pay and Conditions document before the recruitment process starts. The Headteacher's salary must be set in accordance with the current legislation, set out in the Teachers Pay and Conditions document. It is strongly recommended that Recruitment Panels take advice from its HR provider where Executive Headteachers are being appointed, when determining a salary range.

It is good practice to have a supplementary question/statement at interview that confirms that the candidate is aware of the salary range.

Links to Teacher Pay and Conditions Document:

[School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Compliance

Some notes on employment law and compliance:

- So far as the law is concerned, the selection panel acts as the 'employer' and its actions and decisions can commit the school and the Council contractually.
- Contractually, the verbal offer of employment and the acceptance by the successful candidate constitute a binding contract of employment. Subsequent documentation merely confirms this contract. Therefore, too casual a verbal agreement with the successful candidate about terms (e.g. starting salary point) can cause problems.

- Please note that if you express a verbal offer of employment which is subsequently accepted and then decide against employing this person, the candidate will be able to pursue compensation for breach of contract.

In addition, the selection panel should:

- Make their decision solely on evidence collated during the interview, the criteria defined in the person specification and the needs of the job.
- Note that the panel cannot use 'evidence' or views of governors from candidates' pre-interview visits to school.
- Ensure that a candidate is not rejected solely because of the panel's assumptions based on grounds of gender, disability, ethnic origin, sexual orientation or other generalised grounds.
- Ensure that no candidate is rejected for any reason other than his/her assessed ability, relative to the person specification and meet the requirements described in the job description.

List of suggested activities

This list is not definitive and is merely designed to demonstrate to the governors selection panel the variety of activities that are available. The activities should help the recruitment panel to identify strengths relating to the Person Specification - the Person Specification should link to the activities set.

Consultants will advise on timings and provide sample resources.

- Act of Collective Worship: planned for a predetermined theme/focus with an audience of a wide range of ages. **This should take place for all interviews of Headteachers in Church Schools.**
- Data task: Analysis of 'IDSR' or other anonymised Data information; Identify specific groups of children who are making less progress than other groups; Internal data analysis of a specific subject - key findings.
- In tray prioritisation: of a list of messages/task - task including safeguarding, parent issue, timetabling/cover issue, pupil sharing work, etc. Score each scenario from 1 - 5 in order of priority/seriousness (1 least serious/low priority, 5 most serious/high priority) and give a **brief** outline of the action(s) that you would take to resolve the issue with possible feedback to panel.
- Written task: response to a parent complaint, first newsletter, a letter to staff/ parents, a news release to promote the school, write an item for the next Headteacher report to Governors based on knowledge of own school etc.
- Learning walk: including Christian distinctiveness to identify possible areas for development or a key strength.
- Lesson observation: with panel member, 15 minute lesson observation and observed feedback to the teacher.
- Role Play feedback to a panel member - exploring ability to manage a challenging conversation
- Work/book scrutiny: to identify areas to celebrate/develop.
- Safeguarding Action Planning: from a walk of the school, and reflective discussions, identify and report the top 5 safeguarding priorities.
- Finance task: analyse a monthly/quarterly/annual finance report and write a short response identifying where savings could be made/issues etc.
- Meet with School Council: answer the children's questions observed by the governors with time allocated for children to feedback their thoughts.
- Joint candidate discussion: on a current educational topic.
- Question time with staff: presentation on a theme to staff with questions, often more appropriate in a bigger school.
- Teaching (if relevant to the post): candidates teach part of a lesson in school - or possible visit to their own school (depending on locality/cost/practicality).
- Presentation to the panel: chose a specific focus for the presentation linked to school priorities and/or vision; impact of your first 100 days; exploring an 'educational' phrase/sentence/ to present

their personal thoughts on it. Consider whether to allow use of technology and if so ensure that all candidates are made aware of this prior to the interview.

- Interview

Observing Collective Worship

Key question: is worship an expression of the school's Christian vision?	Comments:
<p>Gathering</p> <p>Atmosphere:</p> <ul style="list-style-type: none"> • Worship is invitational to children and adults? • Relaxed, secure atmosphere? • Language, attitude, tone, body language of leader positive? • Is it distinctly an act of worship, rather than assembly? • Visual focus used? (e.g. cross, flowers, candle) • Appropriate start to worship (eg. Stilling, reflection, focus words) <p>Theme:</p> <ul style="list-style-type: none"> • Theme/value introduced and developed effectively? • Purpose of the Act of Worship clear? • Relevant and appropriate to age and interest of pupils? • Engages adults? • Stimulating and inspirational? <p>Engaging</p> <p>Purpose and Development:</p> <ul style="list-style-type: none"> • Good subject knowledge? • Quality of explanations / demonstrations? • Words of songs/hymns appropriate for pupils and theme? • Do children/adults encounter the teachings of Jesus and the Bible? • Do children/adults have opportunity to develop their understanding? Eg of the Trinitarian nature of God <p>Pupil Involvement:</p> <ul style="list-style-type: none"> • Opportunities for high quality interaction? • Effective use of questioning? • How well were pupils supported in making responses? • Boys/girls, young/old, minorities, equally involved? • Pupils engaged, concentrating, well-motivated, showing enjoyment, having to think, challenged, inspired? <p>Responding</p> <p>Spiritual and moral dimension:</p> <ul style="list-style-type: none"> • Contribution to spiritual/moral development? • Opportunities for reflection/stillness/ quiet used effectively? • Prayer is natural, formal/informal, child and/or adult led <p>Integrity:</p> <ul style="list-style-type: none"> • Respect for individuals? • Openness / compulsion in invitations to pray or sing? • Engenders ease/discomfort amongst participants? <p>Sending</p> <ul style="list-style-type: none"> • Does it offer pupils and adults something to think about / take into the life of the school and the wider community? • Were school's values and vision clarified and affirmed? 	
<p>If observing an act of Collective Worship as particular attention should be taken to note:</p> <ul style="list-style-type: none"> • How the candidates leads the children to a place of worship. (Various techniques can be used including music, prayer, Anglican blessings or symbols of the Trinity to represent the start of the Collective Worship.) • The worship should be Christian in nature, based on Biblical theology or teaching rather than just a value. 	

- Any adult input must be at a level that all children involved can understand.
- It should be something that is partaken in collectively, allowing time for personal reflection and response.
- Ordinarily you would not expect a Collective Worship in a primary school to last any longer than 20 minutes.

Following the Collective Worship it is recommended that the candidate is asked to reflect on it using some of the following questions:

Reflecting on your collective worship, how successful was it?

If you think it could be improved, what would you do differently next time?

What is your experience of leading worship?

What role might the church play in this?

How do you provide for pupils of different faiths, or do you?

Why should collective worship be held every day and for all the children?

What makes a value distinctively Christian?

Exemplar Ethos Focused Interview Questions

The purpose of these questions is to ensure an understanding and definite commitment to the school as a church school; depending on the candidates experience pick 2 or three from:

Quick Questions		Score/Comments
• What should be distinctive in a Church School, and how will you develop that distinctiveness here?		1 2 3 4 5
• We would like you to reflect on your act of worship from today. How far did it reflect the Anglican ethos of the school?		1 2 3 4 5
• In a sentence, can you tell us what the core purpose of a church school is?		1 2 3 4 5
Deeper Questions	Prompts	Score/Comments
1. How will you seek to sustain and develop the Christian vision and ethos of the school?	<ul style="list-style-type: none"> • Awareness of the existing vision/ethos • Commitment and honouring of the Christian vision • Identifies opportunities for development • Depth of ideas • Understanding of Christian values • Making vision central - driving discussion and decisions 	1 2 3 4 5
2. The Church of England Vision for Education talks of 'educating for life in all its fullness.' What does this mean to you in a Church school context?	<ul style="list-style-type: none"> • Awareness of vision: educating for wisdom, hope, community and dignity • Christian ethos affecting all areas of school life • Fulfilment of individual's God given potential • Importance of ethos enhancing outcomes • Recognition concern is for whole school community, children, staff, parents and governors 	1 2 3 4 5
3. How do you ensure curriculum design 'opens up horizons of hope?'	<ul style="list-style-type: none"> • Curriculum is broad, balanced, aspirational, enriched • Use of resources • Meets individual needs in most appropriate way • Use of creative resources(visits and visitors) to bring curriculum alive • Evidence seen in students' aspirations 	1 2 3 4 5
4. How do you 'deal with difference' and 'rethink and repent' when you get it wrong as a leader?	<ul style="list-style-type: none"> • Awareness we all continue to learn • Value of humility • Recognition of treating others with respect • Knowledge of self 	1 2 3 4 5
5. In what ways can you demonstrate the dignity with which you see pupils in lessons taught?	<ul style="list-style-type: none"> • Strategies for meeting individual needs • Appropriate use of support • Appropriate behaviour management strategies • Resources used effectively to support children's learning • Belief in 'ultimate worth' of every child 	1 2 3 4 5
6. In what ways do you ensure your financial management demonstrates wisdom?	<ul style="list-style-type: none"> • Appropriate use of resources • Acknowledgement of need to prioritise according to children and school priorities • Use of financial support • Competency with financial management protocols 	1 2 3 4 5
7. To what extent does teaching and learning actually 'foster confidence' in learners, and what practical strategies could be used to centre our lessons on this approach?	<ul style="list-style-type: none"> • Excellence for all • Meets individual needs • Creative approaches • Growth mindset • Collaborative working • Mention of various differing groups including SEN, disadvantaged • Targeted support • Narrowing the gap 	1 2 3 4 5

8. How do you work with an underperforming staff member?	<ul style="list-style-type: none"> • Recognition of strengths and areas for development • Coaching, collaboration, mentoring • Agreeing targets, strategies, success measures • Value of observation by and of the staff member • Guidance from LA and Diocesan advisers sought • Capability procedures if necessary • Importance of demonstrating dignity and respect for staff member 	1 2 3 4 5
9. How would you ensure the school's behaviour policy encompasses the 'possibilities of reconciliation and transformation?'	<ul style="list-style-type: none"> • Christian ethos evident in policy and practice • Clear expectations • Appropriate reward strategies • Culture of forgiveness • Individual responsibilities 	1 2 3 4 5
10. In what ways does safeguarding policy and practice convey a sense of 'love and compassion?'	<ul style="list-style-type: none"> • Awareness of up to date legislation • Training for all • Children know how to keep themselves safe • Aspects of safeguarding including online 	1 2 3 4 5
11. How do you sustain your own 'reservoir of hope' and how do you ensure you are able to provide this for your staff?	<ul style="list-style-type: none"> • Personal faith/belief system • Work/ life balance • Pastoral aspect of the HT role 	1 2 3 4 5
12. How do you recognise "Good" religious education? How will you develop it?	<ul style="list-style-type: none"> • Impact and progress • Balance of approach and religions • Creative and enquiry 	1 2 3 4 5
13. We are of course a church school - how do you think in practical terms that should impact upon its day-to-day life?	<ul style="list-style-type: none"> • Christian ethos evident in policy and practice • Practices - prayer, hope, spiritual reflection, language 	1 2 3 4 5
14. From your perspective what do you think may be the challenges, personally and professionally, in leading a church school?	<ul style="list-style-type: none"> • Awareness of the existing vision/ethos • Sense of hope and aspiration • Honesty, openness • Opportunity to learn from others, SDBE, Church Schools, CofE NPQs 	1 2 3 4 5
15. A church school must be inclusive and distinctive - tell us how you see those two elements developing here.	<ul style="list-style-type: none"> • Depth of understanding • Valuing all God's children • Vision for education - dignity and respect 	1 2 3 4 5

Safeguarding exploration:

- Can you tell us what specific safeguarding training you have received in the last 12 months?
The candidate should be able to detail new DSL or refresher, training, relate to KCSiE updates and mention some specifics around managing disclosures, using a specific recording system, low level concerns against adults, Prevent, FGM, online safety, etc.
- Can you share with us a time when you have had to use some of your training to manage a safeguarding incident in your own current school? What sort of incident was it, how did you manage it and what specific actions were taken in order to safeguard the children?

The candidate should detail reporting to the DSL if not them, making a record of the event first hand, referring it to MARU as needed, possible parental involvement, use of their safeguarding arrangement/policy.

Exemplar General Interview Questions for Head Teacher Interview in a Church School

		Notes / Score
Review of teaching session or CW		
Thank you for your teaching session/worship session. Please could you reflect on the learning which took place, your suggested next steps and anything you would do differently next time?		
Leading and managing a staff team / effective relationships		
1	What attracted you to the post of Principal/Headteacher at xxxxxxxxxxxxxxxxxxxxxx Primary School and what skills and experience do you think you would bring to the role?	
2	How would you support all staff in seeing themselves as a leader in our school?	
3a	When developing a new initiative, what techniques do you employ to motivate and engage staff and make them feel ownership of the development?	
3b	You have picked up in a learning walk that differentiation for pupils working below ARE is an area for development. A) What would your response be b) how would you know your advice has made a difference?	
Staff appraisal		
4	Headteachers enable adults and children to flourish personally and professionally. What thought processes would you go through when having a performance management/appraisal meeting with a teacher on the upper pay range who is not meeting the 'wider responsibilities' element of school expectations?	
Curriculum		
5	In SIAMS schedule, the Wisdom strand is explored through this question: How well the school's staff & leaders apply their Christian vision to ensure curriculum & extra-curricular opportunities meet the academic & spiritual needs of all learners. Can you explain your understanding of this? From what you have seen of the school's provision, what do you think are two key strengths and a priority for development?	
Assessment		
6	How would you ensure consistency of judgements at expected and greater depth standards in a life without levels?	
7	How will you ensure that our vulnerable/ disadvantaged groups of children are making good progress?	
Behaviour		
8	Ofsted says our behaviour and pupil attitudes are good. What would you need to do to take this to outstanding and how will you know we have got there?	
Safeguarding		
9	Safeguarding is everyone's business, and you would have had that responsibility as a class teacher and leader, what do you perceive the increased responsibility of a HT to be?	