

Appointing a Head Teacher for a Jesuit School

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The appointment of a head teacher is one of the most important responsibilities a governing body has.

Because governors do not often have to appoint head teachers, their experience is often limited. These notes are offered by way of guidance for the chair of governors and members of the governing body who will be involved in the process of appointing a new head.

The recruitment and selection process will go well if the detail has been thought about, by the key players, in advance. This guidance is offered by way of a checklist that governors might wish to use and to raise questions for discussions that may be helpful to them in their important task of appointing a new head.

Some key questions governors might discuss before embarking on the recruitment and selection process:

1. Do governors have a clear sense of where the school is at present, its strengths and weaknesses, the threats it faces and the opportunities for development that exist? Preparing a SWOT (strengths/weaknesses/opportunities/threats) analysis with the involvement of the school leadership team is a very good way to start the whole process of recruiting and appointing a new head.
2. Do governors want the new head to take the school forward in a direction that is already well mapped out and has been firmly embarked upon by the current head?
3. Or do you want the new head to take the school in a new direction (perhaps not yet fully discerned and articulated)?
4. Are governors clear what sort of head they want? What are the key skills and characteristics s/he will have? What are you prepared to distribute to others?

Time given to in-depth discussion of these questions can provide a reassuring context for the appointment process and points of reference for governors' questions at interview and decision to appoint.

Getting started

Governors should have a discussion about the sort of head they want to take the school forward. This discussion should draw on work already done: the school development plan, any strategic planning, recent inspection reports, the apostolic report prepared for the provincial's annual visitation, etc.

“A Jesuit school chooses as qualified leaders of the educational community those who can teach and give witness to the teachings of Christ presented by the Catholic Church.”

The Characteristics of Jesuit Education (1986) n.95

This discussion will inform the drawing up of the job description and person specification. Care should be taken that you do not phrase things so as to exclude potential applicants that you do not want to exclude. Are you looking for a current head, or a deputy? Would you accept someone with no senior leadership team experience (ie. a middle manager) or someone with experience outside education?

Be careful of using the word “experienced” as it may be interpreted as contravening age discrimination law – it is acceptable, however, to specify experience of particular named things (such as leading a school, or holding a post of leadership responsibility in a school).

Advertising the post

Deciding when and where to advertise the post can be crucial. Heads have a lot of experience in advertising for school posts and governors would be well advised to seek their advice.

Thought will need to be given to the cost of advertising (it is always much more expensive than you think). It is usually wise to include two insertions into print media (online media will usually keep an advertisement current for a

specified number of weeks) two weeks apart. It is important to avoid advertising at half-terms and during holidays.

Consideration should be given to the fact that most people already in headships will have a contract that requires two terms' notice – so if you want to include the possibility of appointing a current head, you will need to advertise at least three terms in advance. You can get around the difficulty of appealing both to current heads and to others by specifying alternative job start dates (eg. “. . . for September 2017 or January 2018”).

The advertisement itself can be created and formatted in-house by most schools. Newspapers provide detailed guidance about how to do this. A striking and uncluttered advertisement will have impact. Don't necessarily go for the largest (and most expensive) size. It is worth looking at the *Times Educational Supplement* (the *TES*) to get a sense of what works. Again, this is something your head can help you with.

Where to advertise? The two big national school job advertisers are the *TES* (in print and online) and *eteach* (online).

It is debateable how effective advertising in the Catholic press is, but you may wish to consider *The Tablet*. There are three benefits to advertising in *The Tablet*: it raises the school's profile in a weekly journal read by just about anyone who is anybody in the English-speaking Catholic world; it has a big international audience and will alert people in Australia, NZ, Malta, etc. to the post; most clergy read *The Tablet* and will often mention a headship to people in the parish they think might be interested.

The other three Catholic weeklies (*The Catholic Herald*, *The Catholic Times*, and *The Catholic Universe*) may also be worth considering. There is also a weekly publication called *The Catholic School Gazette* which is distributed free to every Catholic school in the country and is purely for advertising jobs in Catholic schools.

In Scotland, *The Scottish Catholic Herald* is a national Catholic weekly, and *Flourish* is the newspaper of the Glasgow Diocese.

English schools should not fail to consider advertising in Scotland and vice versa. Think also about advertising in Ireland.

It is also good to make sure the school's own website has a dedicated page advertising the post (prominently linked from the homepage) which can also carry electronic copies of all the documentation from the recruitment pack.

Information about the post should also be sent to the Jesuit Institute for inclusion on its website. This is widely read by people interested in Jesuit education who, if themselves not potential applicants, will draw the job to the attention of those who are.

Lastly, is it well worth writing to parents at the same time as the first advertisement goes out, maybe including a copy, and asking them to draw the post to the attention of potential applicants. Parents often have a much wider and more direct reach than the media. It also keeps parents informed and makes them feel involved in what is a big step for them and their children as well as for the school.

Most headship (and indeed other school employment) advertisements will include the following note (or similar wording) which is not compulsory but is seen as part of a school's public commitment to safeguarding:

'We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. Any offer of employment will be subject to an enhanced Disclosure and Barring Service¹ check.'

The Society of Jesus would also expect the school to be clearly identified as Jesuit school, probably using the Jesuit Schools logo. This is available in various formats on the Jesuit Institute website.

¹ PVG ('protection of vulnerable groups') check in Scotland

Governors sometimes ask whoever is coordinating the headship appointment process (usually the Clerk to the Governors) to arrange the advertising. It is probably better to ask whoever usually does this in the school (the HR manager or Head's PA), as they will be more familiar with the process and dealing with the media outlets, and getting the Clerk to liaise closely with them.

Requirement of a practising Catholic

The Bishops' Conferences of England and Wales, and of Scotland, will expect Catholic schools to appoint a practising Roman Catholic to a headship. If, during the recruitment process, it is becoming clear that this may not be possible, it would be very wise to include the bishop at an early stage of discussion (probably through the Delegate for Education).

Seeking to appoint a practising Catholic does not contravene discrimination law – there is a specific opt out for Catholic schools for the post of head teacher (and also Head of RE and, in Scotland, Head of Biology).

Governors should decide what will constitute 'Catholic practice' and frame questions for interview which probe this aspect of the candidate's life and outlook. Not only is a school looking for a Catholic who *privately* practises his or her religion but is seeking to appoint someone with the knowledge, understanding and confidence *to lead a Catholic community publically*. These are two very different things.

Especially if an application is received from a priest or religious, or former priest or religious, there needs to be a check that the person is 'in good standing with the Church'. This will include reliance on the particular reference sought to confirm Catholic practice but may prudently need to go further and include enquiry of a bishop or provincial. The Delegate for Education can assist with this.

The role of the provincial

While it is clearly the governing body's responsibility and role to appoint the head teacher, it should be remembered that the head is, in Jesuit terms, the Director of Work, responsible to the provincial for the school as an apostolic work of the Society. So the Jesuit provincial formally has an interest in the appointment. The province would also wish to offer its experience and support to the governors as they undertake the process of appointment.

“The responsibility entrusted to the Director of a Jesuit school always includes a mission that comes from the Society of Jesus.”

The Characteristics of Jesuit Education (1986) n.138

It is, therefore, suggested that the governing body invites the provincial's Delegate for Education, or someone else nominated by the provincial, to act as one of its external advisers (see below).

The role of the bishop

The bishop has an important role vis-à-vis all Catholic schools in his diocese. Only the bishop can give the mandate to establish and operate a school that wishes to call itself Catholic, including schools entrusted to a religious order such as the Society of Jesus.²

The bishop should be informed before the process of recruitment and appointment of a new head begins. The bishop may wish to appoint a representative to take part in the appointment interviews. And he should be informed of the appointment before others.

² “The diocesan bishop has the right to watch over and inspect the Catholic schools situated in his territory, even though established or directed by members of religious institutes. He has also the right to issue directives concerning the general regulation of Catholic schools . . .”
Code of Canon Law (1983) n.806

The role of the current head

The current head customarily takes no part in the appointment of his or her successor. There is no reason why this should particularly be so as the head can offer a significant contribution. However, it is for the governing body to decide what, if any, role is appropriate. It may be that a meeting with the head could form a useful part of the interview process, focussed around particular issues or questions, and reported back to governors.

Whatever is decided, there is a need for good pastoral care of the head during the appointment process – so that s/he is kept informed of how things are going and, at the very least, is informed of the outcome before others.

External advisers

It is good practice to appoint two **external advisers** to assist the governing body in the interview process. In a Jesuit school, this should normally be the Delegate for Education and one other person, usually an ex-head or someone with considerable experience of education in the relevant sector, or someone whose expertise complements that of the governors.

It is advisable also to involve the two external advisers in shortlisting.

The external advisers should take a full part in the interview process, and be invited, alongside governors, to offer a summary of their view of each candidate. But the external advisers do not vote in the final decision taken by the governing body.

The recruitment pack

Careful thought as to the content and style of the recruitment pack will pay off as it is often this that will attract the kind of candidates you want, or put them off.

The recruitment pack may consist of several separate documents or one 'prospectus' incorporating everything.

Included should be:

1. An introduction/letter from the Chair of Governors.
2. An introduction to the school, including recent major developments, and direction of travel; and including the school vision and mission statement.
3. An introduction to the job of Head Teacher.
4. An introduction to the school as a Jesuit school (a Jesuit Institute model is available).
5. The Head Teacher job specification.
6. The Head Teacher person specification.
7. A note of dates (application deadline, interview dates, job start date).
8. A note of the salary range.
9. A draft copy of the contract (see below).
10. A note about safeguarding checks and arrangements.
11. The application form.

You may also wish to enclose the most recent copy of the school magazine or newsletter. The more a comprehensive sense of the school can be communicated at an early stage, the better is likely to be the outcome of the process.

You may also wish to include a copy of the school's recent inspection reports (including any diocesan inspection) and exam results.

The style of presentation is also important – letters from the chair of governors etc. with a photo and signature are better than anonymous blocks of text. Warmth and a degree of informality are probably what to aim for.

Most governing bodies ask for a letter of application, in addition to the application form. It is good practice to give some fairly specific guidance on what governors would wish to see in the letter. Applicants might be invited to discuss why they are the right person to lead this school; briefly to cite examples of what they have already achieved (that are relevant to this application); how they think of teaching

and learning at its best; their own strengths as an educator; their development needs; how they keep abreast of developments in education.

A well-presented hard copy of the recruitment pack, posted first class, will create more impact than an electronic copy sent as an email attachment. It is suggested that hard copy is always sent, backed up by an electronic copy or a simple email acknowledging receipt of an enquiry and referring to the recruitment pack documents on the school's website.

The contract

A mistake schools sometimes make is to leave the writing of the new head's terms and conditions of employment (the contract) until the appointment is made. This can delay the announcement and put the school through a period of uncertainty just at the moment it needs confidence.

The contract should be ready to go – if there are any negotiations to be done (usually these will be around salary or additional benefits), this can then be done quickly and the relatively small part of the written contract they affect, easily changed.

It is good practice to include the draft contract in the recruitment pack or available for download online.

The appointment of a new head offers governors the opportunity of reviewing and rewriting terms and conditions that may have been in place for some time and may not adequately describe the Head Teacher post as it currently is.

The contract should list the principal duties and responsibilities of the post. Do not leave this as an appendix to the terms and conditions document or simply refer to the job description included in the recruitment pack – this can lead to difficulties later in interpreting what are, or are not, contractual duties.

The contract should include specific and clear clauses on what is understood to be the leadership of a Catholic and Jesuit school.

A model contract for heads of Jesuit schools is available in Appendix D, including an A-Z of head's duties.

Deadlines

Careful thought given in advance to deadline and interview dates pays off. The deadline for receipt of applications would usually be a week after the final advertisement for the job appears. Take into account any holidays that intervene. Having a Thursday deadline is usually better than a Friday as it allows time for late post, etc.

Consider how long you will need between receiving the applications and copying them to those who will be shortlisting.

Week 1	first advertisement
Week 2	
Week 3	second advertisement
Week 4	
Week 5	deadline for applications
Week 6/7	shortlisting
Week 8	interviews
Week 9/10	announcement as soon as possible

References

Thought needs to be given to who will be asked for references. These should usually include the applicant's current head (if not a head him/herself), or chair of governors; someone who is familiar with the day-to-day work of the applicant; and a reference testifying to the applicant's practice of his/her faith.

Beware of references from university supervisors of Master's degrees and suchlike – these can be of supplementary help but will not usually reveal much about the applicant at the chalkface and so should not be relied upon as part of the core references.

It is strongly recommended that references are obtained prior to shortlisting (ie. requested immediately an application is received). As long as it is made clear to applicants that references will be sought before shortlisting and interview, this is perfectly acceptable practice.

Thought also needs to be given to who will take any telephone references – referees in schools can often be tardy in responding and so a telephone reference (with a follow-up written reference still requested) can provide important information and timely for governors for shortlisting. Notes of a telephone reference need to be dated and signed and included in the applicant's file.

References should be copied to all governors along with the application form and letter of application, not just those on the appointments/shortlisting committee.

Pre-visits

It is good practice to encourage applicants to visit the school informally sometime before interviews. This will give them a much better sense of the school and whether this is, in fact, a headship they would wish to take on (and thus saving a good deal of trouble later if they go through the interview process, then have a close encounter with the school and consequently withdraw).

Do you wish to invite everyone who has applied to visit or only those you shortlist?

A pre-visit is also a good opportunity to involve the current head teacher in the process. Applicants should also meet the bursar and some senior staff, as well as having a tour of the school. The school's exam results and budget/accounts should also be made available to them at this time.

Meeting staff is also a good way of getting teaching and support staff to feel they are involved in the whole process.

You need to be clear, with yourself and with the applicant, if you will use the pre-visit as part of the selection process – will the head teacher (or others) be reporting impressions back to the chair of governors?

Internal applicants

It is good to think about how you will deal with any internal applicants.

Internal applicants both have an advantage (they are known quantities and they are familiar with the school and most of the people involved in the selection process) and a disadvantage (their peccadilloes are known). There is no way around this.

It is important to ensure that internal applicants go through exactly the same steps as external applicants, perhaps with the exception of a tour of the school on a pre-visit; but they should not miss the same specific meetings with the head, bursar and senior staff to discuss the school and its future, as are arranged for external applicants.

Consideration should also be given to whether you wish to interview all internal applicants – some schools adopt this policy as it can be good professional development for them and also allows people who will probably feel they have given much to the school to feel they have been given every opportunity to present their candidature.

Careful consideration will need to be given to debriefing unsuccessful internal candidates. How this is handled can make a world of difference for the new head when s/he has to deal with an internal applicant who failed to get the job. It can also make a big difference in the attitude and commitment of the unsuccessful internal applicant in his/her continuing work in the school.

Safeguarding

You must have on the interview panel **someone who is trained and qualified in safer**

recruitment in education. This person undertakes scrutiny of the application forms and asks safeguarding questions at interview and should formally report to governors on the outcome.

This safer recruitment governor (or adviser) should also ensure that a written record of this process is kept and included in the successful candidate's personnel file.

A model checklist is included in Appendix C.

The interview process

There is no one way of arranging the interview process and governors should give some thought to what they want to include and what information of significance it will yield to assist them with their decision.

Headship interviews will usually be conducted over two days, either with the shortlist being further narrowed at the end of day one (unsuccessful candidates being sent home) or with all going forward to day two. Experience shows that candidates can perform very differently on different days and so a two day process may produce results in which governors can have more confidence.

Among the **elements of an interview process** that governors may wish to consider are:

- a presentation (with or without PowerPoint, handouts, etc.) – usually where the candidate envisions the school being in 5 or 10 years' time under his/her leadership
- an observed meeting with pupils or a group of staff (and do not exclude parents) – how will feedback be garnered?
- taking a school/line assembly
- teaching a lesson
- an in-tray exercise (responding to an unseen communication or incident within a short timeframe)
- interviews with specific governors or groups of governors on specific topics (eg. Catholic/Jesuit education, teaching and learning, school management and

leadership, boys' education, strategic development, etc.)

- interview with a large panel of governors (and external advisers)

It is not necessary to have a whole bank of interview questions but it is valuable to have some 'starter' questions to get discussion going. Sample questions are available on the Jesuit Institute website.

Questions do not have to be the same for every candidate (despite what some will tell you) but

“The role of the Director (ie. Head Teacher) is that of an apostolic leader. The role is vital in providing inspiration, in the development of a common vision and in preserving unity within the educational community. In addition to his role of inspiration, the Director remains ultimately responsible for the distinctively Jesuit nature of this education.”

The Characteristics of Jesuit Education (1986) n.139

there does need to be a fairness about the challenge of questions asked of each candidate.

It is useful for the chair of governors to remind governors that not everyone has to speak. If an interesting line of questioning is unfolding it may be better to listen than to feel you have to ask your own question and so interrupt the flow or change the subject.

It is very important to ask follow-up questions that drill down into issues. Don't ask a question and then move on – some governors should be primed to ask the more detailed questions picking up on what candidates say in response to starter questions and challenging them to justify, explain, give examples, and develop or even reconsider what they have said.

Do expect candidates to give examples from their own recent experience and practice – and if they don't, ask for them.

Make the distinction between leadership and management. Heads need to do both and should have a clear sense of what is management and what is leadership.

Ask about how the candidate will lead a living Catholic community (which may include many non-Catholics). What does good leadership of a Catholic/Jesuit school look like? Where does s/he get inspiration and knowledge from?

Remember that the head is your lead practitioner in education – what about teaching and learning? What is their own teaching like? What do they think an outstanding teacher looks like? How do they know if pupils are making excellent progress?

Unless a candidate is already an experienced head teacher, it is very likely that there will be areas of expertise which they lack (most usually in finance). Through questioning, governors need to reassure themselves that either (a) the candidate has the potential to acquire competence in these areas quickly and/or (b) that there are others in the school leadership team whose expertise complements those of the candidate (ie. a distributive model of school leadership).

It will also not necessarily be the case that a candidate will have a deep knowledge of Jesuit education (unless they have already worked in a Jesuit school). This is fine. Governors should probe a candidate's understanding of Catholic and Jesuit education and expect them to have done some research (but not to be too concerned about small misuses of terminology or understanding). The key thing is to ensure they know they would be taking on the leadership of a Catholic school community with a Jesuit identity and mission and that they understand the implications of this, not least for their own formation needs.

How will you deal with any overseas applicants? How can you check their qualifications and experience? The Delegate for Education can often help in this, especially in regard to applicants from Jesuit schools overseas,

through the international network of province education delegates.

The decision

The appointment of a head teacher should always be a **decision of the whole governing body** (even if an appointments committee has run the selection process).

Thought needs to be given as to how to achieve this. Either the whole governing body (or at least those able to attend) could be involved in one or both interview days, or all could be involved in a final panel interview, or the interviewing could be delegated to a group of governors and the whole governing body convene at the end of day two to hear and confirm (or not) their judgement.

Consideration also needs to be given to the usual issues around meetings of the governing body that are sometimes overlooked when the governing body meeting forms part of the appointment process: adequate period of notice, quorum, declarations of interest, the vote, minuting of the decision, etc.

Debriefing unsuccessful candidates

Making a job application, especially for headship, is a big undertaking emotionally and professionally – so it deserves quality feedback.

Who is keeping notes? Will one governor (not necessarily the chair) do all the feedback to unsuccessful candidates or could a different governor be assigned to each candidate.

During the interview process it is advisable to take ten minutes at the end of each interview to sum up strengths and weaknesses of the candidate specifically to facilitate feedback.

Announcing the appointment

Consideration in advance of how, when and to whom the announcement of the appointment will be made can help things run smoothly.

Among those who will need to be informed of the decision are:

1. before anyone else, any governors who were unable to be present at the formal meeting of the governing body which made the appointment
2. before any general announcement, the Jesuit provincial and the local bishop
3. the head and school leadership team
4. staff
5. parents
6. pupils
7. alumni and your alumni association
8. the media (local/national?) / Catholic media (the inclusion of a good photograph will often make the difference between the media using the press release or not)

You should also make sure the news is announced on own **website** (this is often omitted or comes much later and yet for many schools this is their principal point of contact with the wider world – it is good to have the webmaster briefed and the website prepared and just awaiting the name of the successful candidate, a photograph and a brief biography).

What to retain

Governors should hand in any notes they have made during the interview process and these should be destroyed.

Applications from unsuccessful applicants should be kept on file for six months (or whatever the school employment policy specifies) to facilitate a response to any challenges of discrimination or unfairness.

Remember that once references go into an employee's personnel file, under the *Data Protection Act 1998* they may be looked at by the employee. It is only during the appointment process itself that they remain confidential.

Appendix A Checklist

- Initial discussion by governors about what is needed and how to proceed
- Establish timeline
- Draw up job and person specification
- Inform the local bishop and the Jesuit provincial

- Design and place advertising
- Produce recruitment pack (hard copy for mailing and online version with downloads)
- Acknowledge and process applications
- Obtain references
- Shortlisting

- Decide who will be involved in the interview process (including external advisers)
- Letter inviting to interview (including timetable of day(s) and description of tasks/interview panels)

- Prepare Terms and Conditions of Employment (contract) document in advance of interviews

- Prepare interview schedule (brief those who will be involved in different elements of it)
- Interview
- Carry out pre-employment checks (cf. appendix C)
- Decide how feedback will be given to unsuccessful candidates

- Announce and invite all governors to the full governing body meeting to make the appointment

- Inform any governors who were not present at the decision meeting
- Inform the local bishop and the Jesuit provincial
- Inform the current head teacher and senior leadership team
- Inform staff (including support staff)
- Inform parents and pupils
- Inform alumni and alumni association
- Press release

Appendix B

Recruitment pack – Introduction to Jesuit education

[Name of School] is a Jesuit school, one of eleven Jesuit schools in Britain, and 2,058 Jesuit schools and 900 universities worldwide. Founded in [date], [name of school] seeks to further “improvement in living and learning for the great glory of God and the common good”.

The Head of [Name of School] is expected, with the support and challenge of the governing body, to lead the school in living out its Jesuit identity and mission. In order to do this well, the Head will be expected to take steps, both initially and throughout their time in post, to be well informed of the distinctive character of Jesuit education. In this the Head is supported by the Jesuit Province and the local Jesuit community.

[School Name] is one of the works of the British Jesuit Province (including other schools, parishes, university colleges, retreat centres, work with refugees and migrants, etc.). The Head is also the ‘Director of Work’ with regard to the Jesuit identity and mission of the school and, in this regard, is responsible to the Jesuit Provincial Superior, as well as to the governing body. The Provincial makes a formal visit to the school each year.

The identity and mission of Jesuit schools is set out in *The Characteristics of Jesuit Education* (1986) and other documents of the Society of Jesus, both international and at a Province level. The school is a Catholic community (open to, and welcoming of, pupils of other faiths or none), with an Ignatian identity, founded on the spirit of St Ignatius Loyola, founder of the Society of Jesus and Jesuit schools, and a Christian mission inspired by the values of the gospel of Jesus Christ.

Appendix C

Model employment checklist

The governing body has a duty to carry out checks about the person before they are employed. This includes seeing originals of documentation which should be checked for authenticity and noted as such, as well as keeping photocopies on record.

- 1 Identity**

Is this person who they say they are?
You need to check. It is usual to ask for two forms of photo-identity (such as a passport and driving licence). Copies should be kept in the employment file.
- 2 Right to work in the UK**

Is this person a UK, EU or EEA citizen?
If they are, they have the right to work in the UK.
If not, they will need a work permit specific to your school as well as a visa.
If you appoint someone who is not an EU citizen, you will have to demonstrate that you have conducted a proper search for an appropriately qualified EU citizen and failed to attract a suitable candidate. You must record this process (including copies of advertisements, a list of applicants, etc.)
- 3 Safeguarding**

Has a safeguarding check been carried out on this person?
An enhanced safeguarding check needs to be carried out before the person begins work (DBS in England and Wales, PVG in Scotland). You should make sure that the check is recorded on the school's single central register and also in the employment/HR file:

 - certificate reference number
 - date of certificate
 - name on certificate
 - date of person

You must note that the check is clear (or that if the check is not clear that a decision has been taken that the entries are not relevant to employment in this post)
You should also sign and date the entry to certify that the check has been made and by whom.
You should obtain permission in writing to access the person's safeguarding record online at any time in the future during the period of their employment.
- 4 References**

Have you received satisfactory references which attest the suitability of this person for this job?
Written references should be kept on file – together with any notes from references made by phone or follow-up phone calls.
- 5 Qualifications**

Has this person the necessary qualifications for this job and for working in a school?
Copies of certificates of qualifications should be kept in the employment file.
Originals should be seen by the safeguarding-in-employment governors and a note to certify this kept.
- 6 Employment history**

Has this person supplied their employment history (since the age of 18) and has this been scrutinized?

The safeguarding-in-employment governor should carefully check the continuity and plausibility of the employment history supplied by the applicant. At interview the applicant should be questioned not only about any gaps or anomalies but in general to test the validity of the employment history.

7 Medical

Has this person passed a medical check?

Anyone taking up a post in school teaching must have passed a medical check of fitness for work. The doctor's certificate is kept in the employment file.

Appendix D

Model terms and conditions of employment

This model will need to be adapted for the specific circumstances of the individual school (for example, the references to boarding, etc.).

[SCHOOL NAME]
TERMS AND CONDITIONS OF EMPLOYMENT

Head Master

This is the written statement of the main terms and conditions of employment which is given to you by your employer, the Governing Body of [School Name], in accordance with the *Employment Rights Act 1996*. This statement, together with the policies and procedures adopted by the Governing Body, constitute your contract of employment with the school.

<i>name of employee</i>	1	[Name]
<i>name of employer</i>	2	The Governing Body of [School Name]
<i>employer's address</i>	3	[School Address]
<i>commencement</i>	4	Your employment with [School Name] on [Date].
<i>date of this contract</i>	5	[include if this is a variation of contract – omit if it is a first contract] This contract begins on [Date] and supersedes any previous terms and conditions of employment.
<i>continuous employment</i>	6	For the purposes of determining statutory entitlements, your period of continuous employment begins with the date you begin employment with [School Name] [or "includes previous periods of employment].
<i>title of post</i>	7	You are employed as Head Master (head teacher) of [School Name] and its preparatory school, [School Name].
<i>duration of contract</i>	8	Your employment is permanent subject to notice.
<i>duties</i>	9.1	You are to exercise the professional duties of a head teacher and teacher in the school under the direction of the Governing Body and in accordance with the following documents as they may be amended from time to time: <ul style="list-style-type: none">• the law as it applies to schools, and any relevant codes of practice;• the Trust Deed and the Articles of Association / Instrument of Government of [Name of School];• the law of the Catholic Church (Canon Law) in relation to the governance of the school as a Catholic school;• the <i>Characteristics of Jesuit Education</i> document (1986) which describes the identity and mission of a Jesuit school, and other documents of the Society of Jesus which may relate to the provision of Jesuit education;• any policies, procedures, regulations or directions of the Governing Body;• any local collective agreements recognised by the Governing Body;• national professional standards for teachers published and amended from time to time by the Department for Education (DfE).

- 9.2 You are expected to be conscientious and loyal to the aims and objectives of the school.
- 9.3 You are to have regard to the Roman Catholic and Jesuit character of the school and are not to act in any way that is detrimental or prejudicial to that character and the interests of the school.
- 9.4 Your duties and responsibilities as Head Master include:
- a) day-to-day leadership and management of the schools;
 - b) the pastoral care of pupils, including safeguarding;
 - c) the pastoral care and professional appraisal of teaching and support staff;
 - d) promoting the religious and spiritual life of the school communities;
 - e) promoting a safe and flourishing boarding community;
 - f) promoting the wider life of the school through extra-curricular activities and curriculum enhancement;
 - g) the recruitment, admission and exclusion of pupils;
 - h) establishing and enforcing standards of good pupil behaviour;
 - i) the recruitment, employment and dismissal of teaching and support staff;
 - j) maintaining availability and good relationships with parents;
 - k) promoting the Catholic and Jesuit identity and mission of the schools, including good relationships with the local ordinary (the Bishop of [Name]), the Jesuit Provincial Superior and his Delegate for Education; including the formation of staff and pupils in the tradition and practice of Jesuit education;
 - l) determining the curriculum and teaching and learning methods appropriate to the needs of pupils;
 - m) ensuring high and consistent standards of teaching;
 - n) promoting pupil progress in learning, and high standards of intellectual formation and academic achievement;
 - o) ensuring high quality and appropriate learning support for pupils with additional needs;
 - p) promoting and marketing the schools effectively;
 - q) maintaining good relations with outside agencies for the benefit of the schools;
 - r) ensuring the schools and their operations are compliant with legislation, relevant codes of practice, and inspection regimes;
 - s) assisting the Governing Body in developing strategic planning and leadership for the schools, and in delivering and evaluating the effectiveness of those plans;
 - t) managing the self-assessment of the schools;
 - u) developing, delivering and evaluating the school development plan including initiatives for the benefit of pupils and the improvement of the schools;
 - v) managing and adhering to the annual budget set by the Governing Body;
 - w) caring for and developing the schools' buildings, estates, amenities and resources;
 - x) line management of the Deputy Head and the Bursar;
 - y) promoting good relations with former pupils and the [Name] Association;
 - z) participating in the wider life of the British Jesuit Province and developing links with Jesuit schools overseas.
- 9.5 The Governing Body may make reasonable additions or directions to your duties from time to time.
- 9.6 These duties will be fulfilled by means of direct involvement, direction and supervision of the work of others, and appropriate delegation.

- 9.7 You are not expected to refrain from any outside activity (whether paid or unpaid) unless, in the reasonable opinion of the Governing Body, such activity would interfere with the efficient discharge of your duties.
- remuneration*
- 10.1 Your salary is calculated on the leadership pay spine of the national *School Teachers' Pay and Conditions Document* as amended from time to time.
- 10.2 The salary range for this post of Head Master will be L?? to L??.
- 10.3 On [Date] you are on point L?? and your salary was £?? per annum.
- 10.4 Your salary will be paid by monthly bank credit in arrears.
- 10.5 Income tax, National Insurance contributions, and superannuation will be deducted from your salary.
- 10.5 Arrangements will be made by the Governing Body to review your performance and salary annually for 1st September.
- additional benefits*
- 11 The additional benefits of the post of Head Master are:
- a) provision of accommodation (the Head Master's House) subject to a service occupancy agreement;
 - b) reasonable and regular maintenance and cleaning of the house and care of the grounds;
 - c) your domestic utility bills and Council Tax are paid by the school;
 - d) you will have use of a car from the schools' vehicle pool;
 - e) you will have fee remission of 85% for each of your children if they attend [Name of School], for the duration of your employment as Head Master;
 - f) unless you choose otherwise, you will be enrolled in and may benefit from the schools' health care scheme.
- hours of work*
- 12.1 The post is full time. Your hours of work are self-directed and such as are needed to fulfil your duties of leadership of the school.
- 12.2 You are expected to maintain a reasonable work-life balance and to keep the Chair of Governors informed if the demands on you are adversely affecting your health or family life, or ability to perform your duties effectively.
- place of work*
- 13.1 You are employed to work at [Name of School], and at any other premises used by the school.
- 13.2 You will be expected to travel within and outside the United Kingdom on school business and to promote the school.
- accommodation and residence*
- 14.1 You are required to reside at the accommodation provided for you by the school (the Head Master's House) during term time and at other times that may be directed by the Governing Body.
- 14.2 Your accommodation is provided so that you can perform your duties as Head Master of a boarding and day school. You will be expected to use your accommodation for the entertainment of prospective and current parents, potential and current benefactors, staff members and visitors.
- 14.3 Your occupancy of the accommodation is as a licensee and not as a tenant, in

accordance with the school's licence to occupy.

- 14.4 You will be required to vacate your school accommodation within fourteen days of the date of termination of your employment.
- holidays and leave of absence*
- 15.1 Subject to the working time provisions of the *School Teachers' Pay and Conditions Document*, holidays coincide with periods of school closure and public holidays, determined by the Governing Body.
- 15.2 You will be paid full salary during these closure periods, unless you are in receipt of less than full salary arising from the application of the sick pay scheme, maternity or paternity scheme etc.
- absence from work*
- 16 You are expected to absent yourself from work only for a serious reason and with the prior approval of the Chair of Governors unless the absence is unforeseen or immediate.
- sickness absence*
- 17 Arrangements for sickness absence and pay are contained in the Governing Body's *Sickness Absence Policy*, a copy of which is available on request.
- maternity leave*
- 18 Arrangements for maternity leave and pay are contained in the Governing Body's *Maternity Leave Policy*, a copy of which is available on request.
- paternity leave*
- 19 Arrangements for paternity leave and pay are contained in the Governing Body's *Paternity Leave Policy*, a copy of which is available on request.
- pension*
- 20 You will automatically be enrolled in the Teachers' Pension Scheme (TPS) upon appointment unless you choose to opt out of the scheme.
- trade union membership*
- 21.1 You have the right to join a trade union or professional association and to take part in its activities, including seeking and holding office, provided this does not interfere unduly with the carrying out of your normal duties.
- 21.2 You have the right to choose not to belong to a trade union or professional association.
- discipline procedure*
- 22 The disciplinary policy, procedures and rules which apply to you are set out in the Governing Body's *Disciplinary Policy*, a copy of which is available on request. The Governing Body may amend this policy from time to time and will publish any revision.
- grievance procedure*
- 23 The grievance policy, procedures and rules which apply to you are set out in the Governing Body's *Grievance Policy*, a copy of which is available on request. The Governing Body may amend this policy from time to time and will publish any revision.
- capability procedure*
- 24 The Governing Body expects your work as head teacher to be of a consistently high standard. The Governors accept, however, that where an employee is showing signs of not being capable of performing the duties required of them, disciplinary procedures may not be an appropriate response. In such cases, the School will implement the *Capability Policy*, a copy of which is available on request. The Governing Body may amend this policy from time to time and will publish any revision.
- termination of employment*
- 25.1 You may terminate your employment by giving the Governing Body written notice at least two full terms before the date of termination of employment.

*conditions of
commencement and
continued
employment*

- 25.2 The Governing Body may terminate your contract of employment by giving you written notice at least two full terms before the date of termination of employment.
- 25.3 School terms shall be deemed to end on December 31st (autumn term), April 30th (spring term) and August 31st (summer term).
- 25.4 You may be subject to immediate dismissal for gross misconduct as set out in the Governing Body's *Disciplinary Policy*.
- 26.1 Your appointment is conditional upon a satisfactory disclosure being obtained from the Disclosure and Barring Service (DBS) now and in the future in relation to your suitability for working with children.
- 26.2 Your appointment is conditional on your having, and subsequently retaining, the right to work in the United Kingdom.
- 26.3 Your appointment is conditional upon a satisfactory health and medical check before your employment commences.

Signed:

Chairman of Governors, on behalf of the Governing Body

Date

Head Master

Date