



# **Head Teacher**

## **Information for applicants**



**St Mary's Catholic Primary School, Vivian Road,  
Harborne, Birmingham, B17 0DN  
Telephone: 0121 464 2141**



## Contents

- Advert and return details for application form
- Letter from Chair of Governors
- Job Description
- Person Specification





**APPLICATIONS ARE INVITED for appointment to the post of  
HEAD TEACHER  
of**

**St Mary's Catholic Primary School, Vivian Road, Harborne, Birmingham, B17 0DN  
Telephone: 0121 464 2141**

**Website: [www.stmaryrc.bham.sch.uk](http://www.stmaryrc.bham.sch.uk)**

**Chair of Governors: Mr David Collins**

**Headteacher: Miss Helena Cusack**

**LEADERSHIP GROUP PAY RANGE: starting from L17 – L23 £62,570 - £72,497**

This vacancy arises upon the retirement of our long-serving Headteacher, Helena Cusack at the end of the Summer Term 2021.

St Mary's is a mixed, over-subscribed, 2 form entry Catholic Primary School for children aged 4 to 11, with capacity for 420 children.

Our Catholic ethos is embedded in all that we do, and we strive to ensure that our pupils' experience of Catholic Life is rich and meaningful. We are proud to share a unique relationship with our neighbouring parish of St Mary's, and indeed the wider community of Harborne.

**We are seeking:**

- a practising and committed Catholic with a secure understanding of Catholic Education
- a determined and resilient professional with a proven track record of successful leadership
- an impressive and influential character with the ability to inspire and motivate pupils, parents, staff and governors
- a dependable candidate who will build upon the exemplary standards at St Mary's, with the ability to develop and implement strategic goals

**In return, we offer you:**

- an Outstanding, well-established school with an exceptional Catholic ethos
- happy, well-motivated children from diverse backgrounds who are proud of their school
  - a dedicated, talented and experienced team of staff
- a supportive and committed governing body who are fully engaged in the life of the school and its stated aims and objectives.

The successful candidate will be expected to take up the appointment at the start of the Autumn Term 2021.

Informal contact with the school is most welcome.

Should you have any immediate questions, please direct them to Tracy Vincent, our Strategic Business Manager via the main office telephone number, or email: [t.vincent@stmaryrc.bham.sch.uk](mailto:t.vincent@stmaryrc.bham.sch.uk)

**Closing Date: Monday 8 February 2021 at 9.00am**

**Shortlisting: Friday 12 February 2021**

**Interviewing: Week Commencing 22 February 2021**

**Completed application forms should be returned to: [CSURecruitment@birmingham.gov.uk](mailto:CSURecruitment@birmingham.gov.uk)  
quoting ref ES2159**

*This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.*



Dear Applicant,

Firstly, on behalf of the Governing Body, thank you for your interest in the position of Headteacher at St Mary's in Harborne. St Mary's Catholic Primary school is an oversubscribed two form entry, voluntary aided Catholic primary school, which is situated in Harborne, 5km southwest of Birmingham City Centre.

Our Catholic faith is at the heart of everything we do at St Mary's, we believe that every child is created for greatness and to become who God has created them to be. This is the premise underpinning all of our planning and preparation for each child's experience of learning and culture; their social, emotional, physical and moral growth as well as the enrichment of their faith experiences.

To see our children grow into the leaders of tomorrow is our greatest undertaking and something we take very seriously, while allowing for the natural gifts and talents of each child to shine through. We promote a 'can do' attitude and aspire always to expect the best for the children and from them- striving to improve on previous best and never settling for less than the best.

The combination of success at St Mary's is a result of team effort, commitment and diligence. This permeates through all those who form part of our school family – parents, staff and governors as well as the children themselves. In this sense, we are a united community within the embrace of the parish of St Mary's Harborne. Staff, children and parents enjoy a close and fruitful relationship with the local parish and the Augustinian Religious Community based at the neighbouring St Mary's Catholic Church.

Once again, thank you for showing interest in this position. We very much look forward to receiving your application as we strive, in the interest of our pupils and staff, to select the best candidate to lead and manage our wonderful school, moving St Mary's Catholic Primary School forward into the future.

Yours faithfully,

David Collins  
Chair of Governors

## **JOB DESCRIPTION - PRIMARY HEADTEACHER**

For Catholic voluntary aided schools in the Archdiocese of Birmingham

**St. Mary's Catholic Primary School, Harborne, Birmingham B17 0DN**

### **Headteacher Job Description<sup>1</sup>**

**Indicative Salary Range (ISR): Group 3 Leadership Scale L17-23**

**Responsible to:** The Governing Body

**Responsible for:** All staff within the school

---

#### **1 Introduction**

- 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the headteacher shall consult, where appropriate, the governing body, the diocese, the local authority, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3 This job description may be amended at any time, following consultation between the headteacher and the governing body and will be reviewed annually.

#### **2 Core Purpose of the Headteacher**

- 2.1 The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
  - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
  - **religious education is in accordance with the teachings, doctrines, discipline** and general and particular norms of the Catholic Church;
  - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;



- the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
- all statutory requirements are met, and the work of the school is effectively monitored, evaluated and reviewed.

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

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

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

### **3 General Duties and Responsibilities**

3.1 To carry out the duties of the headteacher as set out in the current School Teachers' Pay & Conditions Document.

#### **Key Areas of Responsibility**

#### **4 Creating the Vision**

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

4.2 The headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

## **Actions**

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

## **5 Leading Teaching and Learning**

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 5.2 Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

## **Actions**

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.

- Secure high-quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

## **6 The Self-Improving School System and Working with Others**

- 6.1 In a Catholic school the role of headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership should take Christ as its inspiration. The headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The headteacher must manage themselves and their relationships well. Headship is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the headteacher should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.



## **Actions**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

## **7 Creating Systems and Processes to Manage the Organisation**

- 7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- 7.2 The headteacher needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The Headteacher should also seek to build a successful organisation through effective collaboration with others.

## **Actions**

- 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.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

## **8 Ensuring accountability**

- 8.1 In a Catholic school the headteacher fulfils his/her responsibilities in accordance with the mission of the school. The headteacher supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.
- 8.2 With Gospel values at the heart of his/her leadership, the headteacher has a responsibility to the whole school community. In carrying out this responsibility, the headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The headteacher is legally and contractually accountable to the governing body for the school, its environment and all its work.

### **Actions**

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

## **9 Building Community**

- 9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.
- 9.2 The headteacher needs to commit to engage with the internal and external school community to secure equity and entitlement. The headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The headteacher should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The headteacher shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

### **Actions**

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

## **10 Safeguarding Children & Safer Recruitment**

- 10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

### **Actions**

The headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

### PERSON SPECIFICATION - PRIMARY HEADTEACHER

Category	Essential	Desirable
<b>1. Faith Commitment</b>	<ul style="list-style-type: none"> <li>• A practising and committed Catholic</li> <li>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</li> <li>• Understanding of leadership role in spiritual development of pupils and staff</li> <li>• Understanding of the school's role in the parish and wider community and in promoting community cohesion</li> <li>• Evidence of participation in faith life of the community</li> <li>• Experience in leading acts of worship in Catholic schools</li> </ul>	
<b>2. Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> <li>• CCRS or equivalent</li> <li>• NPQH award</li> </ul>
<b>3. Experience</b>	<ul style="list-style-type: none"> <li>• Experience as an effective deputy or assistant headteacher or key stage leader</li> <li>• Successful experience of leading one or more subject areas</li> <li>• Substantial, successful teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience in a Catholic voluntary aided school or Academy</li> <li>• Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2</li> <li>• Curriculum leadership in one or more core subjects</li> <li>• Experience of teaching in more than one school</li> <li>• Experience teaching mixed age classes</li> <li>• Experience of working with a diverse pupil profile.</li> </ul>
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to Catholic ethos, mission and religious education</li> </ul>

		<ul style="list-style-type: none"> <li>• Experience of working with other schools /organisations /agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
--	--	---

Category	Essential	Desirable
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> <li>• Ability to inspire and motivate staff, pupils, parents and 'governors'<sup>2</sup> to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the role of governance in a Catholic voluntary aided school or Academy</li> </ul>
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and Early Years development</li> </ul>	



	<ul style="list-style-type: none"> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> </ul>	
--	---	--

Category	Essential	Desirable
<b>6. Teaching and Learning (Continued)</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management.</li> <li>• A secure understanding of the requirements of the Curriculum Directory for Religious Education</li> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> </ul>	
<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the</li> </ul>	<ul style="list-style-type: none"> <li>• Successful involvement in staff recruitment/induction, understanding needs of a Catholic school</li> </ul>

	<p>continuing professional development of colleagues</p> <ul style="list-style-type: none"> <li>• Understanding of effective budget planning and resource deployment</li> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities.</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>	
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and governors</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to 'governors'</li> <li>• Understanding the criteria for the evaluation of a Catholic school</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>
<b>9. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills and the ability to recognise and develop this in others.</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> </ul>	

Category	Essential	Desirable
<b>9. Skills, Qualities &amp; Abilities (Continued)</b>	<ul style="list-style-type: none"> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive and supportive faith reference from priest where applicant regularly worships</li> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> </ul>	

**NOTE:**

- ‘Governors’ are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate’s application and observing all the various aspects of the interview process.
- ‘Governors’ may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.