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Appointment of School Leaders

Supporting the Interview Process



I am come that they might have life, and that they might have it more abundantly. John 10:10

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 1: School culture (builds on teachers' standard 1)	In the context of Inspection evaluation frameworks
How would you ensure that you established and promoted a distinctive Christian vision in this school? How would you ensure that all leaders established and promoted the Christian vision to enable pupils and adults to flourish? How would you ensure that this school's formal partnerships are supported, sustained and informed by this school's vision? What strategies would you use to ensure that all staff members at all levels were supported in their development of their understanding of the school as a Church school? How would you know that the vision of this school was sufficiently ambitious for to ensure that ALL pupils flourished?	Establish and sustain the school's 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	SIAMS framework: <u>IQ1: Vision and Leadership</u> How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained? How well the school lives out the Christian vision in relationship with key stakeholders. OFSTED: <u>Leadership and management:</u> Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong values, policies and practices.
<u>Called, connected, committed</u> - Sustaining Vision		
How important are consistency, dependability and 'sticking around' in leadership? What resources does your team need to draw on in order to sustain a vision, as opposed to merely create it? To what extent to you agree that 'Vision is sustainable even if circumstances and situations are against you'? How could this be reflected in your actions and decision making? How could prayer help you gain a different perspective on your situation? How could you make time for this, in the rhythm of your day?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools. (Taken from Ethos enhancing outcomes)	Headteacher standards 2020 Standard 2: Teaching (builds on teachers’ standards 2 and 4)	In the context of Inspection evaluation frameworks
What is your philosophy of Teaching and Learning, and how clearly would you ensure that every member of staff understood and shared it? How would you ensure that teachers coped wisely with things and people going wrong in lessons? How would you ensure that all teachers had high aspirations for all of their students? How would you ensure that you managed the pressures that were put on teachers, that contribute to stress and poor work life balance? How might Jesus’ teaching and pedagogy influence your thinking around Teaching and Learning? How hopeful is your pedagogy?	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	SIAMS framework: <u>IQ2: Wisdom, knowledge and skills</u> How effective is the school at meeting the learning needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are deemed vulnerable and/or disadvantaged? How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? How is would this be an intrinsic part of the curriculum?
	Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	
	Ensure effective use is made of formative assessment	OFSTED: <u>Leadership and management:</u> Leaders ensure that teachers receive focused and highly effective professional development. Teacher’s subject, pedagogical and pedagogical content knowledge consistently build and develop over time This consistently translates into improvements in the teaching of the curriculum.
<u>Called, connected, committed</u> - Leading Learning		
How important is it for leaders in school to be (known as/seen to be) excellent classroom teachers?		
To what extent do ‘wonder’, ‘curiosity’, ‘intrigue’ and ‘joy of discovery’ play a part in your school’s approach to pedagogy? What difference do these attitudes/ experiences make to pupils’ progress?		
What can we learn from Jesus’ approaches to teaching and learning?		
How are you making space for ‘time and space for your own adult learning and professional development, prayer, reflection, refreshment, and rest’? To what extent do your colleagues see you as leading learning?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 3: Curriculum and assessment (builds on teachers’ standards 3 and 6)	In the context of Inspection evaluation frameworks
How would you use the vision of this school to ensure that the curriculum and extra-curricular opportunities meet the academic needs of all learners? How would you ensure that academic and extra-curricular opportunities supported the spiritual development of all pupils? How would you ensure that effective systems were in place across the whole school, so that pupils with additional learning and personal needs and those who are more vulnerable were identified and supported?	ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	SIAMS framework: <u>IQ2: Wisdom, knowledge and skills</u> How effective is the school at meeting the learning needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are deemed vulnerable and/or disadvantaged? How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? How is would this be an intrinsic part of the curriculum?
	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	OFSTED: <u>Quality of education :</u> The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what the teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
	ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum	
Called, connected, committed - Driving Improvement		
To what extent to leaders ‘see the adults and children in their school through God’s eyes’? What difference does this lens make to the way you interact with one another? If that which ‘leaders choose to improve communicates much about their values’, how does your improvement plan reflect your vision? To what extent does your team ‘recognise the fear and anxiety that our system can generate’? What kinds of fears or pressures might you inadvertently transfer onto your team, and consequently, your pupils? What could it mean for your team to ‘[forget] what is behind and strain toward what is ahead’? To what extent can inspection grades, league tables and labels hold us back?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 4: Behaviour (builds on teachers’ standard 7)	In the context of Inspection evaluation frameworks
How would you ensure that the school’s Christian vision promoted social and cultural development?	Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	SIAMS <u>Strand 4: Community and Living well together</u> How well the school’s Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation, that enhances wellbeing and enables good mental health, so pupils and adults flourish and live well together.
How would you underpin the schools approach with the practice of forgiveness and reconciliation that enabled good mental health and all to flourish?	Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy	
How would you develop the Christian vision and associated values of the school so that all pupils and adults are treated well?	Implement consistent, fair and respectful approaches to managing behaviour	OFSTED <u>Behaviour and attitudes</u> Pupils consistently have highly positive attitudes ad commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or wider community.
What approaches would you take to the school’s behaviour, exclusion and attendance policies so that every child flourished?	Ensure that adults within the school model and teach the behaviour of a good citizen	
How would you ensure support for good mental health with children and adults?		
<u>Called, connected, committed</u> - Pursing Renewal		
Can your team sometimes ‘let bad situations or actions have the last word’? What is the impact of this on morale or team spirit?		
To what extent do you agree that ‘in the light of Christ there is always a way back’? How could this affect your policies for behaviour management or exclusion?		
How can your leadership choices reflect your hopes not your fears?		
How can things going wrong lead to the development of perseverance and a renewal of hope?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 5: Additional and special educational needs and disabilities (builds on teachers’ standard 5)	In the context of Inspection evaluation frameworks
How would you know that the Christian vision of the school had created an active culture of justice and responsibility?	Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	SIAMS framework: <u>IQ5: Dignity and Respect:</u> How well the school’s Christian vision creates an environment that embraces difference where all pupils. How will this enable positive relationships that balance individual freedoms with responsibilities towards others?
How would you ensure that the vision of the school lead to the flourishing of all pupils, whatever their background or ability?	Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	
How would you ensure that all staff were effective in identifying and supporting those who are more vulnerable and who may have additional learning needs?	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	OFSTED <u>Quality of education :</u> The curriculum is successfully adapted, designed or developed to be ambitious to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
	Ensure the school fulfils its statutory duties with regard to the SEND code of practice	
Called, connected, committed - Enabling Flourishing		
To what extent does the flourishing of children depend on the flourishing of adults in flourishing teams?		
What kinds of decisions do you make as a leadership team that directly help the flourishing of adults and children in your care?		
How can we develop our patience in relation to flourishing – to what extent do we recognise that ‘plants are not always in flower’?		
What are you choosing to stop doing this term, this year? How could stopping and pruning things actually lead to flourishing?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 6: Professional development (some match to teachers' standard 4)	In the context of Inspection evaluation frameworks
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How would you ensure that all your staff have a clear and exciting 'horizon of hope and aspiration' for their future?	Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	SIAMS framework: <u>IQ1: Vision and Leadership</u> How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future leaders prepared and supported through professional development leading to improved practice?
How would you approach staff development and invest in teachers and leaders to develop Wisdom?	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	
How would you develop leaders to sustain their 'reservoir of hope'?	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	OFSTED <u>Leadership and management:</u> Leaders ensure that teachers receive focused and highly effective professional development. Teacher's subject, pedagogical and pedagogical content knowledge consistently build and develop over time This consistently translates into improvements in the teaching of the curriculum.
How do you practically embody hope when dealing with staff under-performance?		
How might you work genuinely in community to develop leaders together with other schools – is there space for collaboration and sharing in our competition?		
<u>Called, connected, committed</u> - Creating confidence		
How would your team know by your words and actions that you have confidence in them? What impact does that have on their behaviour, choices and long-term commitment? If you could accurately gauge these 4 concepts: 'vision, value, trust and joy' for your team – how would you gauge the readings? What could you do to 'refill' the team if it were near the red? What could an 'ecology of encouragement' look like in your team?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools. (Taken from Ethos Enhancing Outcomes)	Headteacher standards 2020 Standard 7: Organization Management	In the context of Inspection evaluation frameworks
How do you function as a wise community when dealing with safeguarding issues? How would you ensure that your safeguarding approach and policy conveys a sense of love and compassion? How do you pay special attention to the disadvantaged and vulnerable pupils when considering the use of financial resources? How would you ensure that the vision of this school impacts on financial decision making? What difference does the school’s vision make to resources allocated to SEN provision and support?	Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care	SIAMS framework: <u>IQ1: Vision and Leadership</u> To what extent does the school’s Christian vision shape school policies and Church school development plans? How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values?
	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	OFSTED <u>Leadership and management:</u> The school has a culture of safeguarding that supports effective arrangement to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
	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	
<u>Called, connected, committed</u> - Nurturing Ambition		
What are you ambitious for as a leader, as a team? How would people know what motivates you and your hopes for your organisation’s future?		
What could it mean for your team to ‘protect and water emerging green shoots’? What role might patience play in nurturing ambition?		
What factors have tended to stifle ambition in your contexts? What resources and relationships could you draw on to re-build that which is broken?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 8: Continuous school improvement	In the context of Inspection evaluation frameworks
What could it mean for your CPD programme to ‘foster confidence, delight and discipline’?	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	SIAMS framework: <u>IQ1: Vision and Leadership</u> To what extent does the school’s Christian vision shape school policies and Church school development plans? How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values?
What values underpin your development of staff, and do they become wiser as a result of your input?	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	
How do you combine continuity and innovation in healthy ways?	Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	OFSTED <u>Leadership and management:</u> Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong values, policies and practices.
Does everything always need improvement?		
Called, connected, committed - Deepening Understanding		
What kinds of activities do you engage in as a leader to help your long term professional development and the deepening of your understanding?		
How do you learn best? From courses and programmes, or networks and relationships?		
To what extent have your ‘most testing times’ deepened understanding for you or your team?		
How important to deepening understanding is the development of healthy and active listening skills?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 9: Working in partnership	In the context of Inspection evaluation frameworks
How will you ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? How will you build and develop strong links with this schools local church/es and the diocese? In what ways could you use the strength of partnership and scale to help this school’s vision for education in terms of the breadth of curriculum provision? To what extent might this school’s partnership be built on the notion of partnership built on the notion of serving one another?	Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	SIAMS framework: <u>IQ1: Vision and Leadership</u> How well do you ensure that school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values?
	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	OFSTED <u>Leadership and management:</u>
<u>Called, connected, committed</u> - Encouraging service		
What kings of practical acts of service could you engage with in your community? What is the impact of servant leadership in your teams? How does our character develop through acts of service and social action? What might it mean for ‘service to become a habit not simply a project’? What can we learn from Jesus’ example of service, both in terms of his words and actions? How might this relate to other leadership paradigms and models?		

Questions to support conversations as leaders navigate educational policy and practice in their relevant contexts and schools.	Headteacher standards 2020 Standard 10: Governance and accountability	In the context of Inspection evaluation frameworks
How will you ensure that governors are actively supported to engage in robust and continuous self-evaluation of the effectiveness of this school as a Church school? How do you establish clear lines of accountability? How do you consistently reinforce these? What elements of the vision language of this school could help to broaden the governing body agenda beyond performance outcomes at the end of key stages? In what ways will you drive accountability to look outwards to relationships and networks beyond the school walls?	Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	SIAMS framework: <u>IQ1: Vision and Leadership</u> How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
	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	OFSTED <u>Leadership and management:</u> Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality act 2010, and other duties, for example in relation to the ‘prevent’ duty and safeguarding.
	Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	
<u>Called, connected, committed</u> - Embodying Integrity		
If you did a survey with your colleagues, to what extent might they perceive that your ‘actions, words, budgets, diaries, agendas and decision making’ reflect your values and character? What is the relationship between integrity and authenticity in leadership? How is leaders’ integrity affected by personal and professional challenges? When people get things wrong in your organisation, do they feel able to share? Who gets the blame?		