

<b>STANDARD CIRCULAR</b>	<b>No. F3</b>
<b>APPOINTMENT OF TEACHERS TO SENIOR PROMOTED POSTS : SELECTION PROCEDURES</b>	

## **1. Introduction**

- 1.1 The quality of senior promoted staff (head teacher and depute head teacher) is vital to the effective implementation of the policies of the council and the provision of the best possible education in schools.
- 1.2 Recommendations for appointment to senior posts are made to the director of education by appointment committees set up by the authority in accordance with the duties outlined in the Report on a Teaching Profession for the 21<sup>st</sup> Century, Annexe B. Standard Circular F2 describes the composition of appointment committees and gives general information and guidance on the filling of promoted posts.
- 1.3 This circular describes in detail procedures for the filling of senior posts. The procedures satisfy current legislation and are designed to be seen to be equitable and credible and to conform to the authority's equal opportunities policies. Their main aim is to ensure that the best possible candidate is selected.
- 1.4 The main stages in the appointment process are:
  - (a) the provision of information about the post (advertisement, job description and school profile)
  - (b) consideration of the person required (person specification)
  - (c) establishment of selection criteria
  - (d) consideration of applications, reports and references
  - (e) leeting
  - (f) pre-interview stage
  - (g) the interview
  - (h) post-interview stage
- 1.5 These stages are considered in some detail in the following sections. For head teacher posts all of the selection arrangements will be undertaken by a member of the directorate nominated by the director of education. For other posts the arrangements will be made by the head teacher. Advice will be available from the depute director.

## **2. Information about the post**

- 2.1 As required by legislation all senior posts will be advertised in the national press. The advertisement will contain basic information about the post and the school. It will indicate where applicants can obtain further information and application forms and will state the closing date for applications and to whom they should be sent (suspension of this provision for one year 2003).
- 2.2 A job description will be prepared for each post. It will have regard to local and national agreements and will indicate clearly the job designation, the purpose of the post, the main duties, the reporting arrangements and any other relevant factors. Nationally agreed duties are set out in Appendix 1. Authority standard job descriptions are contained in Appendix 2.
- 2.3 School profiles will include information about the aims of the school, its roll and capacity, a brief description of the building and its catchment area and any other relevant details. Sample profiles are in Appendix 3.
- 2.4 The person specification will describe the kind of person who is being sought for the post. It will list essential and desirable requirements in terms of qualifications, experience, knowledge, skills and personal qualities. Sample person specifications are contained in Appendix 4.
- 2.5 Although legislation does not require the involvement of school boards in these aspects of the selection process, boards should have the opportunity to comment on the job description, school profile, person specification and selection criteria for the post.
- 2.6 In the view of the importance of all applicants having information about the post, the school and the kind of person required before submitting their application, applicants will be issued with an application form, job description, school profile and person specification relating to the specific post.

## **3. Selection criteria**

- 3.1 To assist in the initial consideration of applications a list of selection criteria reflecting the job description and the person specification will be drawn up for each post. The criteria should also reflect the authority's commitment to equal opportunities.
- 3.2 The criteria will conform to a general pattern established by the authority but may vary in detail according to the post. They will include:
  - appropriate qualifications
  - previous experience
  - record of professional development
  - evidence of ability to work and lead other people
  - evidence of management skills
  - evidence of good communication skills

- evidence of ability to implement change
- evidence of good interpersonal skills

In addition selection criteria will refer to registration with the GTC and in appropriate cases to the need for evidence of approval by the Roman Catholic Church. Sample criteria are given in Appendix 5.

#### **4. Application forms, reports and references**

- 4.1 The selection criteria will be used to assess information given in application forms, reports and references.
- 4.2 The application and report forms have been designed to ensure a thorough and systematic approach to the filling of posts.

#### **5. Leeting for depute head teacher posts**

- 5.1 The school board legislation requires the short leet for depute head teacher posts to be drawn up by the authority and presented to the appointment committee which normally consists of two representatives of the director of education and two representatives of the school board with the head teacher of the school in the chair.
- 5.2 The short leet will be drawn up by the head teacher of the school and a member of the directorate nominated by the depute director. Full account will be taken of the job description, person specification and selection criteria for the post. Any applicant who has been displaced from a post of equivalent rank through the closure or amalgamation of a school in North Lanarkshire and who wishes to be considered for the post will be included in the leet. A written record of the leeting process will be kept by the head teacher. The use of the form at Appendix 5 is recommended.
- 5.3 In most cases it will be possible to consider applications and decide on a short leet which will be interviewed by the appointment committee. The number of candidates to be interviewed will not normally be fewer than 3 or more than 6. In exceptional circumstances if it is felt desirable to interview a larger number of candidates a preliminary interview stage may be introduced. Where a satisfactory leet cannot be formed the post will be re-advertised.
- 5.4 In either case the process should include the opportunity for all leeted candidates to visit the school to allow them to be briefed on major issues affecting the school, to meet the appropriate staff and to seek any information about the school which they feel might be helpful to them. These visits should not be organised in such a way as to form part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

#### **6. The format of the interview for depute head teacher**

- 6.1 A formal interview will continue to play a key role in determining which of the leeted candidates should be recommended for appointment. The minimum time allowed for each candidate should normally be 30 minutes.

6.2 Variations to the traditional interview may be considered provided that the appointment committee feels confident in using the techniques involved. The traditional question and answer format could be supplemented in one of the following ways:

- Devoting the first part of the interview to a presentation by the candidates on an educational topic of which they will have been informed in advance. The initial questioning would relate to the presentation.
- Inviting candidates to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale.
- Holding a group discussion involving candidates and the appointment committee.

Candidates should be informed in advance of the format to be employed.

6.3 The format of the appointment process should be determined in advance by the head teacher and member of the directorate involved in drawing up the list. Account should be taken of any views expressed by the school board and all questions should be common to all candidates. Variation in questioning may be introduced in follow-up questions. All candidates should have the opportunity to put questions about the post to members of the appointment committee. The interview should allow the same time for each candidate. A written record should be kept by the head teacher and retained for at least 6 months. Two sample assessment sheets for the evaluation of the interview performance are attached as Appendix 6.

## **7. Leeting for head teacher posts**

7.1 The school board legislation requires the authority to submit a short list for head teacher posts to the school board which meets without staff or pupil members to consider the short list. The authority is also required to provide any information about candidates which the authority has in its possession or can obtain without undue expense or effort. Board members should have access, therefore, to all application forms, reports and references. They should be reminded of the need for absolute confidentiality.

7.2 The sequence of events for the leeting of a head teacher post is as follows:

- A job description, school profile, person specification and selection criteria for the post are drawn up by the member of the education directorate in consultation with the school board.
- Taking account of the views of the board the member of the directorate draws up a short list of candidates. Any applicant who has been displaced from the post of head teacher of a school affected by closure or amalgamation and who wishes to be considered for the post will be placed on the authority's short list.
- The member of the directorate attends a meeting of eligible members of the school board and proposes the list to them.

The leeting process is monitored by the director of education.

- 7.3 All short leeted candidates should be given the opportunity to visit the school.
- 7.4 If the school board so wishes, the directorate representative will arrange an informal and confidential meeting involving members of the board who are eligible to serve on the appointment committee and the short leeted candidates.
- 7.5 The visits described above are for the benefit of candidates and should not be regarded as forming part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

## **8. The format of the interview for head teacher posts**

- 8.1 The format of the interview will be agreed between the director's representative and the school board at the same meeting at which the short leet is decided.
- 8.2 The format can vary provided that it is seen to be credible and fair. The options described in section 6 may be used as well as any others which the members of the appointment committee feel confident in using. The minimum time allocated to each candidate should be not less than 30 minutes.
- 8.3 Whatever the nature of the interview a written record should be kept by the member of the directorate present, preferably on the assessment sheet at Appendix 6.

## **9. Post-interview stage (all posts)**

- 9.1 At the end of the selection process the appointment committee will make its recommendation to the director who will offer the post to the recommended candidate (except in the unlikely circumstances either where the candidate is ineligible or where there is reason to believe that the selection process may have been conducted improperly).
- 9.2 All leeted candidates will be given the opportunity discuss their performance at interview with one of the authority's representatives on the appointment committee.

Michael O'Neill  
Director of Education

**NORTH LANARKSHIRE COUNCIL – DEPARTMENT OF EDUCATION**

**OUTLINE OF TEACHERS DUTIES**

**Teacher/Chartered Teacher**

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the headteacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- (a) teaching assigned classes together with associated preparation and correction
- (b) developing the school curriculum
- (c) assessing, recording and reporting on the work of pupils
- (d) preparing pupils for examinations and assisting with their administration
- (e) providing advice and guidance to pupils on issues related to their education
- (f) promoting and safeguarding the health, welfare and safety of pupils
- (g) working in partnership with parents, support staff and other professionals
- (h) undertaking appropriate and agreed continuing professional development
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school

**Principal Teacher (Curriculum/Pastoral)**

- (a) responsibility for the leadership, good management and strategic direction of colleagues
- (b) curriculum development and quality assurance
- (c) contributing to the development of school policy in relation to the behaviour management of pupils
- (d) the management and guidance of colleagues
- (e) reviewing the CPD needs, career development and performance of colleagues
- (f) the provision of advice, support and guidance to colleagues

- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school
- (h) the development of school policy for the behaviour management of pupils
- (i) assisting in the management, deployment and development of pastoral care staff
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

### **Headteacher**

The role of the headteacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the direction of education. The headteacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- (a) responsibility for the leadership, good management and strategic direction of the school
- (b) responsibility for school policy for the behaviour management of pupils
- (c) the management of all staff, and the provision of professional advice and guidance to colleagues
- (d) the management and development of the school curriculum
- (e) to act as adviser to the school board and to participate in the selection and appointment of the staff of the school
- (f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs
- (g) working in partnership with parents, other professionals, agencies and schools
- (h) to manage the health and safety of all within the school premises

### **Depute Headteacher**

The role of the depute headteacher is to assist and, where necessary, to deputise for the headteacher in the conduct of the schools affairs.

**NORTH LANARKSHIRE COUNCIL – DEPARTMENT OF EDUCATION**

**Teacher - Job Description**

**Specific Areas of Responsibility:**

All teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21<sup>st</sup> Century”**:

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Headteacher shall direct having reasonable regard to overall workload related to the following categories: -

- (a) teaching assigned classes together with associated preparation and correction.
- (b) developing the school curriculum
- (c) assessing, recording and reporting the work of pupils.
- (d) preparing pupils for examinations and assisting with their administration.
- (e) providing advice and guidance to pupils on issues related to their education.
- (f) promoting and safeguarding the health, welfare and safety of pupils.
- (g) working in partnership with parents, support staff and other professionals.
- (h) undertaking appropriate and agreed continuing professional development.
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school.

**Key Duties Associated with Areas of Responsibility:**

**(a) Curriculum:**

It is expected that, within the guidelines of the Authority and within each school’s framework for the delivery of the curriculum, all teachers will undertake duties allocated from the following list, as appropriate:

- Teach assigned classes
- Maintain classroom discipline and promote positive behaviour
- Ensure pupil health and safety
- Plan coherent and progressive teaching programmes that match pupils’ personal learning needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments



- Record, monitor and report on pupil progress
- Meet with parents/carers to review pupil progress and ongoing educational needs
- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality assurance processes

**(b) Pastoral:**

It is expected that, within the guidelines of the Authority and within each school's framework for the pastoral care of pupils, all teachers will undertake duties allocated from the following list, as appropriate:

- Provide pastoral advice for pupils
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate

**(c) Collegiate:**

It is expected that, within the guidelines of the Authority and within each school's framework for collegiate activities, all teachers will undertake duties allocated from the following list, as appropriate:

- Engage in the process of curriculum development in collaboration with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the induction of new colleagues and student teachers
- Work in collaboration with other professionals

Collegiate duties may be undertaken on an Authority, cluster, whole school, stage basis and in the stage/curricular area/subject/ department of each teacher

**(d) Professional Development:**

It is expected that, within the guidelines of the Authority and within each school's development framework, all teachers will undertake professional learning and development, as agreed with the Headteacher or his/her delegated Line Manager representative

- Fulfill contractual obligations in relation to Continuing Professional Development
- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, continuing professional development

**Allocation of Duties:**

Teachers are accountable, through appropriate Line Managers, to the Headteacher and, in turn, through him/her to the Director of Education.

Following a process of consultation, each teacher's line manager will determine the particular duties that they will carry out, and which may vary, as required.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

**NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION**

**Principal Teacher - Job Description**

**General Areas of Responsibility:**

All teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21<sup>st</sup> Century”**:

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Headteacher shall direct having reasonable regard to overall workload related to the following categories: -

- (k) teaching assigned classes together with associated preparation and correction.
- (l) developing the school curriculum
- (m) assessing, recording and reporting the work of pupils.
- (n) preparing pupils for examinations and assisting with their administration.
- (o) providing advice and guidance to pupils on issues related to their education.
- (p) promoting and safeguarding the health, welfare and safety of pupils.
- (q) working in partnership with parents, support staff and other professionals.
- (r) undertaking appropriate and agreed continuing professional development.
- (s) participating in issues related to school planning, raising achievement and individual review
- (t) contributing towards good order and the wider needs of the school.

**Specific Responsibilities:**

All Principal Teachers (Curriculum/Pastoral) have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21<sup>st</sup> Century”**:

- (a) responsibility for the leadership, good management and strategic direction of colleagues.
- (b) curriculum development and quality assurance.
- (c) contributing to the development of school policy in relation to the behaviour management of pupils.
- (d) the management and guidance of colleagues.
- (e) reviewing the CPD needs, career development and performance of colleagues
- (f) the provision of advice, support and guidance to colleagues.
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- (h) the development of school policy for the behaviour management of pupils.
- (i) assisting in the management, deployment and development of pastoral care staff.
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

## **Key Duties Associated with Specific Areas of Responsibility:**

### **(a) Leadership, management and strategic direction of colleagues:**

It is expected that all Principal Teachers will:

- Have direct line management responsibility for allocated teaching, pastoral care and support staff.
- Review CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues.
- Manage delegated budgets.
- Assume appropriate responsibility for health and safety
- Assist with the selection and recruitment of staff.
- Assist with discipline and grievance procedures for staff

### **(b) Curriculum development and quality assurance:**

It is expected that all Principal Teachers will:

- Manage the development of the curriculum, as delegated by the Headteacher.
- Monitor and evaluate learning and teaching, as delegated by the Headteacher.
- Contribute to the management of the process of school development planning.
- Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing, in line with school and authority policy.

### **(c) Whole school policy and implementation:**

It is expected that, for their areas of delegated responsibility, all Principal Teachers will:

- Develop, manage and implement policy on Learning and Teaching
- Develop, manage and implement policy on pupil assessment and attainment
- Develop, manage and implement policy on pastoral care, pupil welfare and support.
- Develop, manage and implement policy on behaviour management.

### **(d) Working with partners:**

It is expected that all Principal Teachers will:

- Lead and/or work with colleagues in the same establishment.
- Work with colleagues from other establishments and support agencies.
- Work with parents and carers.
- Work with the wider community, including with Elected Members.

## **Allocation of Duties:**

Principal Teachers are accountable, through appropriate Line Managers, to the Headteacher and, in turn, through him/her to the Director of Education.

Taking into account the policies of the Education Department, Headteachers will determine the key areas of responsibility and management duties of Principal Teachers, which will be subject to review, as required. Any change to these duties will follow a formal consultation process with individual colleagues.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

**Salary:**

The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

**NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION**

**Depute Headteacher - Job Description**

**Specific Responsibilities:**

“A Teaching Profession for the 21<sup>st</sup> Century” sets out the outline duties of a Depute Headteacher as follows:

The role of the Depute Headteacher is to assist, and where necessary, to deputise for the Headteacher in the conduct of the school’s affairs.

**General Areas of Responsibility:**

“A Teaching Profession for the 21<sup>st</sup> Century” sets out the outline duties of a Headteacher:

The role of the Headteacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Education. The Headteacher shall be accountable to the education authority for the following list of duties as can reasonably be attached to the post:

- a) responsibility for the leadership, good management and strategic direction of the school
- b) responsibility for school policy for the behaviour management of pupils
- c) the management of all staff, and the provision of professional advice and guidance to colleagues
- d) the management and development of the school curriculum
- e) to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school
- f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs
- g) working in partnership with parents, other professionals , agencies and schools
- h) to manage the health and safety of all within the school premises

**Key Duties Associated with Specific Areas of Responsibility:**

**(a) Leadership, management and strategic direction of colleagues:**

It is expected that, for their areas of delegated responsibility, all Depute Headteachers will:

- Deputise for the Headteacher
- Manage the day to day running of the school
- Have direct line management responsibility for Principal Teachers
- Have direct line management responsibility for pastoral care and support staff
- Coordinate CPD and Professional Review and Development procedures
- Review CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues
- Be responsible for the strategic management of delegated budgets
- Assume appropriate responsibility for health and safety

- Assist the Headteacher with the selection and recruitment of staff
- Be involved in implementing the authority's discipline and grievance procedures
- Implement relevant national and council policies

**(b) Curriculum development and quality assurance:**

It is expected that, for their areas of delegated responsibility, all Depute Headteachers will:

- Coordinate the review, development and implementation of curricular policy
- Monitor and evaluate learning and teaching
- Contribute to the process of self-evaluation, including the management of school development planning, and assuming responsibility for leading specific developments
- Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing

**(c) Whole school policy and implementation:**

It is expected that, for their areas of delegated responsibility, all Depute Headteachers will:

- Manage the development, implementation and review of school policy, including: learning and teaching; pupil assessment and attainment; pastoral care, pupil welfare and support; behaviour management

**(d) Working with partners:**

It is expected that, for their areas of delegated responsibility, all Depute Headteachers will:

- Undertake the strategic direction of colleagues in the same establishment
- Liaise with colleagues from other establishments and education providers
- Liaise with outside agencies
- Promote the school within the community and act as strategic link with that wider community, including Elected Members
- Manage the school's strategies for communication/liaison with parents and carers

**Allocation of Duties:**

Depute Headteachers are accountable to the Headteacher and, in turn, through him/her to the Director of Education.

Taking into account the policies of the Education Department, Headteachers will determine the key areas of responsibility and management duties of Depute Headteachers, which will be subject to review, as required. Any change to these duties will follow a process of negotiation with individual colleagues.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

**Salary:**

The salary of a Depute Headteacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

**NORTH LANARKSHIRE COUNCIL – DEPARTMENT OF EDUCATION**

**School Profile: Anytown Primary School**

Any town Primary School  
Kildonan Street  
COATBRIDGE  
ML 5 4XY

Telephone No: 01236 815555

Fax No: 01236 814444

Anytown Primary School is located in central Coatbridge and is easily accessible from the M8 Motorway. Public transport is available through road and rail facilities which operate frequent services from several neighbouring towns as well as from the City of Glasgow.

The main building consists of a one-storey traditional building which dates from 1945 and contains 7 classrooms, an administration section and a central hall. The extension to this building was built in 1970 and comprises of 6 classrooms, 2 General Purpose rooms, a gymnasium, dining hall, stage area, kitchen and medical suite. A small activity area is available outside each classroom. Disabled access to the premises is available at the side door entrance.

Currently the school roll is 295 with a maximum capacity for 315 pupils. The school catchment area provides a good mix of council and private housing.

The school is staffed by 13 full-time teachers including the Head Teacher. The staffing allocation includes the Head Teacher, one Depute Head Teacher and two Principal Teachers. There is also a flexibility post of 0.5 – the main remit of this post is co-operative learning including learning support. A Music specialist visits the school one day per fortnight. A member of the Network Support Team also serves the school on an agreed time allocation – this is based on a bidding system and may vary from term to term.

There are 3 classroom assistants who are timetabled to provide support in each classroom as well as a SEN auxiliary who works with specific children on a part-time basis.

The school offers a high standard of educational provision to its pupils and all members of staff are expected to provide wide and balanced curricular provision to ensure that high standards are maintained. Staff are regularly involved in Professional Review and Development activities and have many opportunities through In-Service development to further develop their own professional and personal skills. The Development Planning process is carried out through a mechanism which requires full staff consultation and participation in working parties.

The school plays an active role within the immediate community and through liaison with the wider community and other educational establishments.

Standards of discipline within the school are high and all staff are expected to promote positive behaviour at all times to ensure that the climate and culture of the school remain welcoming, safe and pleasant for all pupils, staff and visitors.



The school enjoys excellent relationships with parents – many frequently assist in some classrooms and volunteers are readily available when additional support is required.

A School Board was formed in 1990. Meetings are held monthly and all members of the School Board are extremely supportive of the school and take an active interest in school matters. The school also has an active Parent Teacher Association and subsequently benefits from the many social and fund-raising activities which are organised each session.

Further information can be obtained by contacting the Head Teacher at the above address.

**NORTH LANARKSHIRE COUNCIL: DEPARTMENT OF EDUCATION**

**School Profile: Anytown High School**

**Anytown High School  
Main Street  
Anywhere ML1 9OK**

**Head Teacher: Eamon High BA, MA**

**Telephone: 01689 123456                      Fax: 01689 789789  
e mail: ht@anywherehigh.n-lanark.sch.uk**

**General Information:**

Anywhere High School is a six year, non-denominational secondary school serving the town of Somewhere. The school has accommodation for 1200 pupils. The current roll is 866.

The building consists of two traditional red stone structures dating back to the early 1900's, along with a large extension built in 1977. The extension accommodates most of the practical subjects. These are five well-equipped technical rooms, six science laboratories, three multi-purpose Home Economics rooms, three computing suites, a drama studio and three music rooms.

The PE complex lies adjacent to the extension building and comprises changing rooms, a games barn, two small gymnasia and a fitness suite. The school has well maintained playing fields for football, rugby and hockey, which lie to the rear of the PE complex.

The catchment area is very compact and all pupils walk to school. The area is mainly local authority housing with a growing private housing sector to the south side of the town. The school has four partnership primary schools and with whom it has very close links: Ravensview, Strathmay, Clydeside and Auchendun.

The original teaching block accommodates the Administration and Pupil Support Block. This comprises the main office and the office accommodation of the Senior Management Team. The Pupil Support Block contains Pupil Support Staff offices, two canteens and social areas for pupils.

All classrooms and other teaching areas have been fully networked and the school makes extensive use of ICT developments in the delivery and support of the curriculum.

The Head Teacher welcomes enquiries at any time and will be pleased to show interested teachers and parents around the school.

**Aims of the School:**

Within the framework of the 'Raising Achievement for All' Policy of the Education Department, the main aim of the school is to provide the best possible opportunities for all pupils to fulfill their true potential. We promote a spirit of responsibility and caring towards others, as well as the pursuit of individual excellence in all aspects of a pupil's education.

Senior pupils, in particular, are encouraged to work in support of the local community.

The school offers a wide range of out of school hours learning opportunities. It has its own school band and choirs. Out of hours opportunities include football, rugby, hockey, dance and skiing.

### **The Staff:**

The school is served by a well-qualified and highly motivated staff. This includes an experienced teaching staff with an extensive support team comprising clerical, janitorial, classroom assistant, technician and librarian colleagues. The school has an agreed teaching staffing complement of 63.8 FTE.

The Senior Management Team comprises the Head Teacher and four Depute Head Teachers. There are 12 Principal Teachers of Curriculum and 4 Principal Teachers of Pupil Support.

### **The Curriculum:**

The school offers a broad and balanced curriculum at all stages. Pupils follow a common course in S1 and S2. In S3 and S4 all pupils study either 7 or 8 courses, comprising mainly Standard Grade courses. A few subjects offer Higher Still courses at Intermediate or Access levels. Increased use is being made of curriculum flexibility in the design of the curriculum at all stages. In S5 and S6 pupils progress to a full programme of study through the Higher Still framework, including Advanced Higher. The school has close curricular links with all schools in the Anywhere area. A number of pupils also attend Anywhere College.

### **Parental Support:**

The school enjoys strong support from a very active School Board. An enthusiastic Parent Teacher Association holds a programme of social and fund-raising events throughout the year. Both organisations are actively involved in supporting the work of the school and are encouraged to maintain close links with the teaching staff.

**NORTH LANARKSHIRE COUNCIL: DEPARTMENT OF EDUCATION**

**School Profile: Kildonan School, Anywhere**

**Kildonan School  
High Street  
Anywhere ML1 2**

**Head Teacher: Amy Higher, MA**

**Telephone: 01689 654321                      Fax: 01689 987654  
e mail: ht@kildonanschool.n-lanark.sch.uk**

**General Information:**

Kildonan School has a current roll of 140 pupils, aged 2-18 years. The school has a primary and a secondary department catering for pupils with moderate learning difficulties and pre-school and primary departments for children with physical disabilities. Many of the children have additional problems underlying their main difficulty, including emotional disturbance and communication problems.

**The Building:**

The building dates from 1986. It has an agreed capacity of 180 pupils. It is triangular in design with a central playground. Additional playing space and a games field are located on the north side of the building.

There are 21 classrooms, 6 secondary specialist rooms, 2 dining halls, a soft playroom, library resource area and staff resource room. The administration block contains office accommodation and a medical suite. A separate well-equipped gymnasium is located adjacent to the playing field. The building has been specially adapted throughout for pupils with physical disabilities.

All classrooms and other teaching areas have been fully networked and the school makes extensive use of ICT developments in the delivery and support of the curriculum.

The Head Teacher welcomes enquiries at any time and will be pleased to show interested teachers and parents around the school.

**The Staff:**

The current teaching staffing complement is 25.6 FTE staff. The Head Teacher is supported by 1 Depute Headteacher and 1 Principal Teacher. Additionally there are 6 nursery nurses, 6 auxiliaries, 2 clerical staff and 1 janitor. The Health Board provides the services of a school nurse, 3 physiotherapists, 1 speech therapist, a visiting medical officers and a visiting dentist.

**Parents:**

The school has strong links with the parent body, including a very active and supportive School Board and Parent Teacher Association.

## NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION

## Post of Teacher – Person Specification

<b>Selection Criteria</b>	<b>Essential: Acceptable levels for effective job performance</b>	<b>Desirable: The attributes of the ideal candidate</b>
<b>Qualifications</b>	As required by GTC; hold S.F.R. by August 2003	Additional qualifications
<b>Previous Experience</b>	Appropriate experience of teaching classes across the age range and ability range	Ability to use technology to enhance teaching and learning – computers, TV, video etc.
<b>Professional Development</b>	Willingness to undertake professional development activities	Evidence of participation in relevant development activities
<b>Communication Skills</b>	Ability to communicate clearly and effectively with pupils, with parents and with other teachers, and in a range of formats	Evidence of communication with pupils, with parents and with other teachers
<b>Interpersonal Skills</b>	Good listener, courteous, tactful; shows empathy to young people	Sympathetic listener; supportive of pupils and colleagues
<b>Implementing Change</b>	Willingness to be involved in current developments; willingness to contribute to discussion of same	Evidence of involvement in stage/departmental/whole school developments
<b>Curriculum (in appropriate areas – stage/subject/PSHE)</b>	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including school development planning	Evidence of involvement in stage/departmental/whole school development
<b>Ethos</b>	Ability to foster a positive ethos; shows willingness to contribute to all aspects of school life	Evidence of previous experience in creating a positive ethos
<b>Relationships with Pupils</b>	Ability to motivate young people and to promote good order and discipline among pupils within the parameters of school policy; shows commitment to pastoral care and welfare of pupils	Evidence of promoting learning within a productive, disciplined and caring learning environment
<b>Relationships with Parents and the Community</b>	Ability to establish positive relationships with parents and the community	Evidence of previous experience in establishing positive relationships with parents and the community
<b>Whole School Involvement</b>	Willingness to participate in whole school working groups	Evidence of participation in whole school working groups
<b>Commitment to Raising Achievement</b>	Awareness of Raising Achievement Strategy of North Lanarkshire Council Education Department	Is familiar with strategies to combat disadvantage

## NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION

**Post of Principal Teacher (Curriculum/Pastoral)  
Person Specification**

<b>Selection Criteria</b>	<b>Essential: acceptable levels for effective job performance</b>	<b>Desirable: the attributes of the ideal candidate</b>
<b>Qualifications</b>	As required by GTC; hold S.F.R. by August 2003	Additional qualifications
<b>Previous Experience</b>	Extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills
<b>Professional Development</b>	Evidence of recent involvement in professional development activities	Has breadth of involvement in key issues; evidence of professional development beyond initial training
<b>Leadership</b>	Ability to lead an effective team	Experience of working with others to achieve successful outcomes
<b>Management Skills</b>	Display potential to undertake middle-management requirements of PT's post	Ability to work with others; good resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes
<b>Communication Skills</b>	Ability to communicate clearly and in a range of formats and situations	Is articulate with good language skills; ability to communicate with, and support, colleagues
<b>Interpersonal Skills</b>	Consultative, good listener, courteous, tactful. Shows empathy to young people	Displays potential to motivate and support stage/departmental colleagues and young people
<b>Implementing Change</b>	Has involvement in current developments; has the ability to contribute knowledgeably to discussion of same	Ability to help lead stage/ departmental developments; has experience of carrying through a development to a successful conclusion
<b>Curriculum (in appropriate areas – stage/subject/PSHE)</b>	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including School Development Planning	Successful involvement in implementing some major curricular initiatives
<b>Ethos</b>	Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
<b>Relationships with Pupils</b>	Ability to promote good order and discipline within the parameters of school policy; ability to motivate young people; shows commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
<b>Relationships with Parents and the Community</b>	Ability to foster positive relationships with parents and the community	Shows evidence of establishing positive relationships with parents and the community
<b>Whole School Involvement</b>	Willingness to participate in cross curricular groups	Experience of working in cross curricular groups
<b>Commitment to Raising Achievement</b>	Awareness of Raising Achievement Policy of North Lanarkshire Council Education Department	Is familiar with strategies to combat disadvantage

## NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION

## Post of Depute Headteacher - Person Specification

Selection Criteria	Essential: acceptable levels for effective job performance	Desirable: the attributes of the ideal candidate
<b>Qualifications</b>	As required by GTC	Additional qualifications; education management qualifications
<b>Previous Experience</b>	Considerable experience in a promoted post; extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills; competent in use of ICT to support whole school management tasks
<b>Professional Development</b>	Evidence of recent involvement in professional development activities relevant to a senior management post	Has breadth of involvement in key issues; has experience in leading development activities for other colleagues
<b>Leadership</b>	Ability to lead an effective team and support colleagues through clear strategic direction	Experience of leading and working with others to achieve successful outcomes
<b>Management Skills</b>	Display potential to undertake senior management requirements of DHT post	Ability to work with others; highly effective resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes
<b>Communication Skills</b>	Highly skilled in communication and able to communicate clearly in a range of formats and situations	Is articulate with good language skills; ability to communicate with, and support, colleagues; evidence of use of ICT to enhance communications
<b>Interpersonal Skills</b>	Consultative, good listener, courteous, tactful. Shows clear empathy to young people, to staff and to parents	Has experience of motivating and supporting stage/departmental colleagues, young people and, where applicable, parents
<b>Implementing Change</b>	Has considerable experience in leading a wide range of current developments; has shown clear ability to contribute knowledgably to discussion of same	Ability to help lead stage/departmental developments; has experience of carrying through a development to a successful conclusion
<b>Curriculum (in appropriate areas – stage/subject/PSHE)</b>	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including School Development Planning	Successful involvement in implementing some major curricular initiatives
<b>Ethos</b>	Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
<b>Relationships with Pupils</b>	Has experience of promoting good order and discipline within the parameters of school policy; ability to motivate young people; shows strong commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
<b>Relationships with Parents and the Community</b>	Shows evidence of establishing positive relationships with parents and the community	Experience of managing a school-community project
<b>Whole School Involvement</b>	Has considerable experience of working in cross curricular groups	Experience of managing a curricular project or whole school tasks relating to the school development plan
<b>Commitment to Raising Achievement</b>	Responsible for implementation of specific raising achievement initiatives in line with North Lanarkshire Council policy	Evidence of deploying strategies to combat disadvantage

**NORTH LANARKSHIRE COUNCIL : DEPARTMENT OF EDUCATION**

**Selection Criteria For A Senior Promoted Post**

POST:	SCHOOL:
COMPLETED BY:	DATE:

Name				
Present Post/ School				
Length of Service				
Qualifications				
Experience				
Professional Development				
Working with and leading people				
Management Skills				
Communication Skills				
Implementing Change				
Inter Personal Skills				



**INTERVIEW ASSESSMENT SHEET**

<b>NAME OF CANDIDATE:</b>	<b>DATE:</b>
<b>POST(S) BEING CONSIDERED:</b>	

**1. PRESENTATION:**

**2. RESPONSES TO QUESTIONS:**

**3. OVERALL IMPRESSION:**

**NOTE: THIS FORM WILL BE RETAINED FOR REFERENCE FOR 6 MONTHS AFTER THE DATE OF INTERVIEW**