

January 2018

EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION

The Council Offices  
211 Main Street  
Barrhead  
East Renfrewshire  
G78 1SY

## **TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS**

Dear Colleague

### **APPOINTMENT OF TEACHERS TO SENIOR PROMOTED POSTS IN SCHOOLS**

#### **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 Appointment to senior promoted posts will normally be made by appointment committees as described in this circular and in accordance with The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007, herein thereafter referred to as the Regulations.
- 1.3 The only exception, as described by LNCT 30, Appendix B, would be where the education authority decides, following consultation with the relevant parent council, that a post of Head Teacher be filled by redeploying to that post, an existing Head Teacher currently employed elsewhere in the authority, or that the post of Depute Head Teacher be filled by redeploying to that post, an existing Depute Head Teacher currently employed elsewhere in the authority.
- 1.4 All suitably qualified teachers who are fully registered with the GTCS are eligible to apply. Approval by the RC Church is required for all posts in denominational schools in accordance with LNCT 19 (e).
- 1.5 These procedures operate in line with equality legislation as detailed in Standard Circular 67 and the Council's Recruitment Charter.
- 1.6 This document should be read in conjunction with Standard Circular 67.

#### **2. Appointment Committee**

- 2.1 All members of the appointment committee, including parent council members, must have attended appropriate recruitment and selection training and have current Registered Interviewer status.
- 2.2 Where a parent council wishes to participate in an appointment committee then at least one third of that panel must comprise a parent member (or members) of the

parent council, or appropriate person(s) nominated by the parent council. In practice, the appointment committee will normally consist of equal numbers of persons nominated by the education authority and the parent council.

### **3. Head Teacher Posts**

- 3.1 The selection process for the post of Head Teacher will be in three stages: leeting, the assessment centre and the interview except in cases where no assessment centre is proposed in which case the selection process will be in two stages; leeting and the interview.
- 3.2 An appointment committee for the post of Head Teacher will normally consist of 3 nominees of the parent council and 3 nominees of the education authority.
- 3.3 The education authority will normally nominate:
  - the Convenor for Education or his/her depute as chair of the appointment committee
  - a Head Teacher from the appropriate sector from another school
  - a member(s) of the Education Leadership Team
- 3.4 The appointment committee will normally be chaired by the elected member. The chair will have both a deliberative and a casting vote.
- 3.5 The parent council may nominate any suitably trained parent council member. Members of staff of the school may not be members of an appointment committee, with the exception of the Head Teacher.
- 3.6 Where for any reason a parent council has not been established, the Director of Education will invite an appropriate parental or community representative to serve on the appointment committee.

### **4. Depute Head Teacher Posts**

- 4.1 The selection process for the post of Depute Head Teacher will be in two stages; leeting and the interview except in cases where an assessment centre is proposed in which case the selection process will be in three stages; leeting, the assessment centre and the interview.
- 4.2 An appointment committee for the post of Depute Head Teacher will consist of 2 nominees of the parent council and 2 nominees of the education authority together with the Head Teacher of the school.
- 4.3 The education authority will normally nominate:
  - a Depute Head Teacher from another school who will have experience of carrying out the duties of the post.
  - a representative of the Director of Education, normally a member of the Education Leadership Team, or Head Teacher or other senior member of staff.
- 4.4 Members of the appointment committee nominated by the authority should not be members of staff of the same school.

- 4.5 An appointment committee for the post of Depute Head Teacher will be chaired by the Head Teacher of the school who will have both a deliberative and a casting vote.
- 4.6 The parent council can nominate any suitably trained parent council member. Members of staff of the school other than the Head Teacher may not be members of an appointment committee.
- 4.7 Where for any reason a parent council has not been established the Head Teacher will invite an appropriate parental or community representative to serve on the appointment committee.

## **5. The Appointment Process**

- 5.1 The main stages in the appointment process are:
- (a) the provision of information about the post (advertisement, person specification, job description and school profile)
  - (b) preparation of application pack
  - (c) establishment of selection criteria
  - (d) short listing
  - (e) the assessment centre (when considered appropriate)
  - (f) the interview
  - (g) post-interview
- 5.2 These stages are considered in some detail. For Head Teacher posts, all of the selection arrangements will be undertaken by the Education Senior Manager. For other posts the arrangements will be made by the Head Teacher. Advice will be available from the appropriate member of the Education Leadership Team.

## **6. Information About The Post**

- 6.1 Senior posts will normally be advertised on [myjobscotland.gov.uk](http://myjobscotland.gov.uk). The advertisement will contain basic information about the post and will indicate where applicants can obtain further specific information and application forms. Information on the closing date for any posts and on line submission method will also be provided. Applicants will also be informed of the date of interview in accordance with the council's Recruitment Charter.
- 6.2 In order for applicants to have all the relevant information about the post, an application pack consisting of an application form, job description, person specification and school profile can be downloaded from [myjobscotland.gov.uk](http://myjobscotland.gov.uk).
- 6.3 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 school profiles are contained in Appendix 1.
- 6.4 A job description will be prepared for each post. It will comply with local and national agreements and will indicate clearly the main duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Sample job descriptions are contained in Appendix 2.
- 6.5 A person specification will be drawn up for each post in line with the GTCS Standards for Leadership and Management. It will list essential and desirable requirements in terms of qualification, experience, strategic vision and aims and personal qualities and will comply with local and national agreements. Entries in the

essential and desirable columns can be added to meet the needs of each post. A sample person specification is contained in Appendix 3.

- 6.6 The Regulations stipulate that when preparing job or person specifications for Head Teacher and Depute Head Teacher posts, the authority must consult with, and must give due regard to the views of the parent council of the school to which an appointment is to be made.

## **7. Short Leeting Selection Criteria**

- 7.1 To assist in the short leeting process, application forms will be evaluated against the criteria listed in the person specification. The criteria are:

- qualifications/accreditation
- work history
- written communication skills
- communication skills
- strategic vision, values and aims
- professional knowledge and understanding
- personal qualities
- professional development

## **8. Leeting for Head Teacher Posts**

- 8.1 The parent council will be consulted at the short leeting stage. The authority will prepare the short leet, taking account of the views of the parent council. The sequence of events for the leeting of a Head Teacher post is as follows:

- A job description, school profile and person specification for the post are drawn up by the Education Senior Manager in consultation with the parent council.
- Copies of the application forms are made available to the parent council.
- The Education Senior Manager draws up a short list of applicants based on the selection criteria.
- The Education Senior Manager proposes the short list of applicants to the parent council.

- 8.2 The leeting process is monitored by the Director of Education.

- 8.3 A written record of the leeting process must be kept. The use of form at Appendix 4 is required.

- 8.4 All short leeted candidates will be invited to the assessment centre where one is proposed.

- 8.5 Where a leet cannot be formed the post will be re-advertised.

- 8.6 All candidates who are selected for interview following the selection process in paragraph 3.1 will be invited to visit the school. During the school visit, representatives of the pupil body may be given the opportunity to meet with candidates. The school visit is for the benefit of applicants and should not be regarded by the appointment committee as forming part of the selection process.

However, input from pupils may be used to inform the deliberations of the appointment committee. Travel and subsistence expenses will not be paid in connection with such visits. It is acknowledged that circumstances may prevent a candidate from being able to participate in a school visit; this will not be detrimental to their progression through the selection process.

## **9. Assessment Centre For Head Teacher Posts**

- 9.1 For Head Teacher posts, candidates may be invited to attend an assessment centre as a stage of recruitment. The purpose of the assessment centre will be to assess and evaluate candidates against a range of leadership competencies and the GTCS Standards for Leadership and Management relating to each specific post
- 9.2 An assessment centre will normally be held at least a week before interviews for a Head Teacher or Depute Head Teacher post.
- 9.3 Prior to attending the assessment centre, candidates will be asked to complete an online psychometric behavioural assessment, the outcome of which will be generated into a report which will be referred to at the interview. Candidates will be sent a copy of this report for their information in advance of the interview.
- 9.4 The assessment and evaluation of candidates at an assessment centre will normally be carried out by Heads of Service, the Education Senior Manager, experienced Head Teachers, Quality Improvement Officers and senior HR staff.
- 9.5 Candidates will be asked to complete a range of exercises on both an individual and group basis, the outcome of which will determine whether they have demonstrated the relevant leadership competencies being assessed. Performance at assessment centre is criteria referenced; only candidates who adequately demonstrate the leadership competencies being assessed will progress to the interview stage. The assessors will score each candidate against the relevant competencies and the overall score will determine which candidates progress to the interview stage.

## **10. The Format of the Interview for Head Teacher Posts**

- 10.1 The format for the interview will be agreed between the Education Senior Manager and the parent council.
- 10.2 The format can vary provided that it is equitable and fair. The traditional question and answer format will be supplemented by devoting part of the interview to an additional activity such as a presentation by the applicant.
- 10.3 Applicants will be informed in advance of the format to be employed.
- 10.4 The interview should allow the same time for each applicant. Questions and any additional activity such as a presentation should be common to all applicants. Variation in questioning may be introduced in follow-up questions. All applicants should have an opportunity to put questions about the post to members of the appointment committee.
- 10.5 The minimum time allocated to each applicant should not be less than 30 minutes.
- 10.6 Whatever the nature of the interview, a written record must be kept. A sample interview assessment sheet for the evaluation of performance at interview is contained in Appendix 5.

## **11. Leeting for Depute Head Teacher Posts**

- 11.1 The parent council must be invited, but is not required, to participate in the preparation of a short leet for the post of Depute Head Teacher.
- 11.2 The short leet will be drawn up by the Head Teacher of the school, a member of the Education Leadership Team, and, where the parent council has elected to participate, in consultation with the person nominated by the parent council. Full account will be taken of the job description, person specification and selection criteria for the post.
- 11.3 A written record of the leeting process will be kept. The use of the form at Appendix 4 is required.
- 11.4 Where a leet cannot be formed the post will be re-advertised.

All short leeted candidates and, where an assessment centre is held, all candidates selected for interview following the assessment centre, will be invited to visit the school. During the school visit, representatives of the pupil body may be given the opportunity to meet with candidates. The school visit is for the benefit of applicants and should not be regarded by the appointment committee as forming part of the selection process. However, input from pupils may be used to inform the deliberations of the appointment committee. Travel and subsistence expenses will not be paid in connection with such visits. It is acknowledged that circumstances may prevent a candidate from being able to participate in a school visit; this will not be detrimental to their progression through the selection process.

## **12 Assessment Centre for Depute Head Teacher Posts**

- 12.1 For Depute Head Teacher posts, candidates may be invited to attend an assessment centre as a stage of recruitment. The purpose of the assessment centre will be to assess and evaluate candidates against a range of leadership competencies and the GTCS Standards for Leadership and Management relating to each specific post. The arrangements for the assessment centre will be the same as outlined for Head Teachers in section 9 above.

## **13. The Format of the Interview for Depute Head Teacher Posts**

- 13.1 The format of the interview will be determined in advance by the Head Teacher and member of the Education Leadership Team when drawing up the leet.
- 13.2 A formal interview will play a key role in determining which of the leeted applicants should be recommended for appointment.
- 13.3 The format can vary provided that it is equitable and fair. The traditional question and answer format may be supplemented by devoting part of the interview to an additional activity such as a presentation by the applicant.
- 13.4 Applicants will be informed in advance of the format to be employed.
- 13.5 The interview should allow the same time for each applicant and questions should be common to all applicants. Variation in questioning may be introduced in follow-up questions. All applicants should have an opportunity to put questions about the post to members of the appointment committee.

- 13.6 The minimum time allowed for each applicant should normally be 30 minutes.
- 13.7 Whatever the nature of the interview a written record must be kept. A sample interview assessment sheet for the evaluation of performance at interview is contained in Appendix 5.
- 13.8 The interview process will be monitored by the representative of the Director of Education on the appointment committee. Any concerns expressed by the Director's representative which cannot be resolved at the time of the interview will be reported to the Education Senior Manager. No recommendation for appointment can be made until the matter has been resolved.

#### **14. Post-Interview Stage**

##### **14.1 Head Teacher Posts**

At the end of the selection process the appointment committee will make its recommendation to the Education Senior Manager who will make a provisional offer of appointment to the recommended applicant subject to the necessary documentation.

- 14.2 All leeted applicants will be given the opportunity to discuss their performance at interview with a Head of Service or the Education Senior Manager.

##### **14.3 Depute Head Teacher Posts**

At the end of the selection process, the chair of the appointment committee will make a provisional offer of an appointment to the recommended applicant subject to the necessary documentation.

- 14.4 All leeted applicants will be given the opportunity to discuss their performance at interview with the chair of the appointment committee.

#### **15. LNCT Monitoring**

- 15.1 Job descriptions and person specifications will be made available to the LNCT in order to ensure their compliance with local and national agreements.

##### **15.2 Duration of Agreement**

These agreed procedures will be reviewed by the LNCT in December 2019.

Mhairi Shaw  
Director of Education  
January 2018

## SCHOOL INFORMATION



New Primary School  
Wide Road  
East Renfrewshire  
Tel. No. 0141 577 0000  
Fax No. 0141 570 0001  
Web-Site [www.ea.e-renfrew.sch.uk/new](http://www.ea.e-renfrew.sch.uk/new)

“At New Primary School we aim to provide a secure and welcoming environment where all aspects of the child’s learning are actively encouraged and developed.”

### Staff

<b>Head Teacher</b>	1
<b>Depute Head Teachers</b>	2
<b>Principal Teachers</b>	4
	25 Class Teachers
	5 Newly Qualified Teachers
	2 Nursery Class Teachers
	1 Physical Education Teacher
	1 Senior Child Development Officer
	6 Child Development Officers
	4.5 FTE Classroom Assistants
	6 Clerical Assistants
	8 Pupil Support Assistants
	Janitor
	1 Day Cleaner
	Catering Staff
	Cleaning Staff

<b>Present Roll</b>	Primary	687
	Nursery Class	90/90



<b>Capacity</b>	Primary 840 Nursery 90/90
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<b>Building</b>	<p>The main building was built in 1933. It has 9 classrooms, staffroom and an enclosed garden. An extension to the main school was built in 1975. It comprises 8 infant classrooms, a large open area, resources base, meeting room and a promoted staff office. Another extension to the school was completed in March 2001. This is a two storey building comprising 11 classrooms, a music room, administration suite, medical room, Library/ICT, kitchen, a large atrium and an enclosed courtyard garden.</p>
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At the back of the school there is ample play area for the primary pupils. We are also fortunate in having the use of nearby football pitches. The nursery is housed in two separate buildings.

<b>Parents</b>	At New Primary we are fortunate in having an active PTA and Parent Council.
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<b>Situation</b>	<p>New Primary is situated in the East side of East Renfrewshire on Wide Road. The catchment area consists mainly of private housing. There are several shops nearby. The school faces on to a Park, which is well used by our pupils as part of our curriculum.</p>
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If further information is required please contact the Head Teacher.

# SCHOOL INFORMATION



<b>NAME OF SCHOOL:</b>	Newton High School
<b>ADDRESS:</b>	Hill Road, Newton, East Renfrewshire
<b>TELEPHONE:</b>	0141 577 0000    FAX: 0141 577 0001
<b>HEAD TEACHER:</b>	A N Other
<b>STAFF:</b>	<p>Teaching Staff:    77.78 FTE including</p> <p>1 HT – 5 DHTs – 7 PTs Pupil Support - 12 PTs Curriculum</p> <p>Support Staff:</p> <ul style="list-style-type: none"><li>1 AP5 Senior Admin Officer</li><li>1 Office Manager</li><li>14 Pupil Support Assistants</li><li>1 Senior Technician (Science)</li><li>1 Science Technician</li><li>1 Technical Technician</li><li>1 AVA Technician</li><li>1 Pupil Support Officer</li><li>1 Librarian</li></ul>
<b>ROLL:</b>	Currently 990, predicted as 1065 for next session
<b>SITUATION:</b>	Newton High School is situated in extensive wooded grounds in the western part of East Renfrewshire on the southern outskirts of the city of Glasgow. It is within easy walking distance of Anytown railway station and a Shopping Centre. Public transport into the city is good.
<b>BUILDING:</b>	The building was constructed in 1965. A programme for the building of an extension to the school building has been approved to deal with an expanding roll.
<b>CATCHMENT:</b>	The school serves the Newton area, and surrounding villages.
<b>GENERAL:</b>	<p>Newton High School is a six-year comprehensive school. It has a stable roll with numbers well balanced in the various year groups. A significant number of pupils attend through placing requests i.e. by parental choice.</p> <p>The school aims to provide opportunities for all pupils to achieve their full potential both intellectually and socially. The curriculum is structured according to National and Local Authority guidelines.</p> <p>A wide range of extra-curricular activities is available to pupils. The school is fortunate to have an active Parent Council.</p>

## JOB DESCRIPTION – Head Teacher



### RESPONSIBILITIES

*“A Teaching Profession for the 21<sup>st</sup> Century”* sets out the outline duties of a Head Teacher.

The role of the Head Teacher 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 Head Teacher shall be accountable to the education authority for the following list of duties and for such 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 school curriculum
- (e) To act as adviser to the Parent Council 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

#### Leadership, Management and Strategic Direction of Colleagues

- Participate as required in the recruitment and selection of staff
- Ensure that effective arrangements are in place for the review and development of all staff
- Consult fully with staff on the development and evaluation of school policy
- Establish effective channels of communication with all staff
- Ensure that effective arrangements are in place for staff development
- Assess and monitor the effectiveness of staff in consultation with relevant colleagues and provide reports as required
- Ensure effective arrangements are in place for supporting newly qualified teachers, and student teachers on initial teacher training
- Implement within the school all relevant conditions of service, including disciplinary and grievance procedures
- Promote the health, safety and welfare of staff

## Curriculum Development and Quality Improvement

- Ensure that effective quality improvement procedures are in place
- Manage and develop the curriculum in accordance with the policies of the authority, taking account of relevant national advice
- Ensure that the progress of pupils is monitored, recorded and reported to parents/guardians
- Ensure the development of an overall policy for pupil support and establish effective structures for its implementation
- Ensure the development of effective teaching and learning

## Whole School Policy and Implementation

- Formulate clear aims for the school within the framework of the council's corporate strategies and education department priorities and develop policies to ensure their achievement
- Ensure the communication of these aims and policies to all staff, pupils, parents and other users of the school
- By encouraging and promoting development of the corporate life of the school, create an ethos conducive to healthy relationships, high morale, collegiate working and effective learning
- Overall responsibility for the development, implementation and monitoring of all aspects of the School Plan
- Ensure that appropriate arrangements are in place for the management of the school budget and any other school finances, including proper procedures to account for these
- Ensure that policies are in place to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation
- Ensure that procedures in line with current legislation are observed in relation to the health and safety of all users

## Working with Partners

- Act as principal professional adviser to the Parent Council
- Foster among pupils, parents and staff and other users of the school an awareness of the school as a community with which they can all identify
- Seek opportunities to link the work of the school with that of the wider community of which it is part, emphasising the mutual benefits to be gained from such links
- Foster effective working with colleagues in the associated school cluster
- Act as the school's official correspondent with the authority itself and with interested groups such as other departments of the council, external agencies, other schools, parents and the wider community
- Contribute more generally to the work of the education authority as required, for example by participating in working groups formed by the authority

## **ACCOUNTABILITY**

The Head Teacher is accountable to the education authority through the Director of Education.

## **SALARY**

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

# JOB DESCRIPTION – Depute Head Teacher



## DUTIES

*"A Teaching Profession for the 21<sup>st</sup> Century"* sets out the outline duties of a Depute Head Teacher as follows:

"The role of the Depute Head Teacher is to assist, and where necessary, to deputise for the Head Teacher in the conduct of the school's affairs." Details below

## SPECIFIC RESPONSIBILITIES – Head Teacher

*"A Teaching Profession for the 21<sup>st</sup> Century"* sets out the outline duties of a Head Teacher.

The role of the Head Teacher 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 Head Teacher shall be accountable to the education authority for the following list of duties and for such 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 school curriculum
- (e) To act as adviser to the Parent Council 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 – Depute Head Teacher

### Leadership, Management and Strategic Direction of Colleagues

For their areas of delegated responsibility, Depute Head Teachers will:

- Deputise for the Head Teacher as required
- Manage the day to day running of the school
- Have direct line management responsibility for Principal Teachers within areas of responsibility
- Be responsible for the strategic management of finance and effective deployment of resources
- Manage the health and safety of all within the school premises
- Assist with the selection and recruitment of staff
- Be involved in implementing the council's disciplinary and grievance procedures
- Implement relevant national, council, school and cluster policies

## **Curriculum Development and Quality Improvement**

For their areas of delegated responsibility, Depute Head Teachers will:

- Co-ordinate the development, implementation and review of curricular policy
- Co-ordinate CPD procedures
- Review the CPD needs, career development, welfare and performance of colleagues within the Professional Review and Development process
- Implement delegated aspects of whole school quality procedures, including monitoring the work within designated areas
- Assist with the development, management and implementation of the school plan
- Disseminate examples of good practice

## **Whole School Policy and Implementation**

For their areas of delegated responsibility, Depute Head Teachers 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

## **Working with Partners**

For their areas of delegated responsibility, Depute Head Teachers will:

- Manage the school's strategy for communicating with parents/carers
- Undertake the strategic direction of colleagues in the same establishment
- Promote the school within the community
- Liaise with other education providers
- Liaise with, and facilitate liaison with outside agencies

## **ALLOCATION OF DUTIES**

Depute Head Teachers are accountable to the Head Teacher and, in turn, through him/her to the Director of Education.

Taking into account the policies of the Education Department, Head Teachers will determine the key areas of responsibility, management duties and teaching commitment of Depute Head Teachers, which will be subject to review as required. Any change to these duties will follow a process of consultation with individual colleagues. Duties will be capable of being carried out within contractual time and will have regard to teacher workload.

## **SALARY**

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

## PERSON SPECIFICATION – Head Teacher



POST: Head Teacher		SCHOOL :	
	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>QUALIFICATIONS / ACCREDITATION</b>	As required by GTCS.  <b>Roman Catholic Approval required from commencement of post.</b>	Additional post-graduate qualification.	Application form
<b>WORK HISTORY</b>	Experience as a Depute Head Teacher in a school.		Application form
<b>WRITTEN COMMUNICATION SKILLS</b>	Correct use of English grammar, punctuation and spelling.  Well crafted and relevant, succinct and coherent.	Limited use of acronyms but when used they should be explained in full.  Application form free from jargon.	Application form
<b>COMMUNICATION SKILLS</b>	Ability to communicate fluently and effectively in all modes, at all levels and to a variety of audiences. <ul style="list-style-type: none"> <li>• ability to build effective relationships and shape effective organisational communication</li> <li>• skill in building effective partnerships with Cluster schools, young people, parents, carers, colleagues and the community</li> </ul>	Skills in working with the media in promoting the school and its achievements.	Application form and interview
<b>STRATEGIC VISION, VALUES AND AIMS</b>  (A)	Proven abilities to lead, create and share a strategic vision and aims for the school.	Skill in promoting equal opportunities.	Application form and interview

<b>STRATEGIC VISION, VALUES AND AIMS</b>  (B)	Successful experience in applying an up to date knowledge and understanding of research in learning and teaching to secure improvement.		Application form and interview
<b>STRATEGIC VISION, VALUES AND AIMS</b>  (C)	Commitment to and understanding of issues related to inclusion.		Application form and interview
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>  (A) Leadership and Management	Experience and skills in school self-evaluation and improvement strategies, use of tools for data collection and analysis and use of evidence to support sound judgement.	Ability to understand and use information and communication technology to assist management and administration of a school.	Application form and interview
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>  (B) Education policy, schools and schooling	Proven record of ability in leading change effectively  Commitment to whole school policy development	Experience of involving parents in school initiatives	Application form and interview
<b>PERSONAL QUALITIES</b>  (A) Demonstrating self-awareness and inspiring and motivating others	Ability to solve problems creatively  Ability to promote ambition	Evidence of multi-agency working  Ability to build a participatory ethos	Application form and interview
<b>PERSONAL QUALITIES</b>  (B) Judging wisely and deciding appropriately	Experience in: <ul style="list-style-type: none"> <li>• effective decision making and analysis of risks and problems</li> <li>• ability to monitor and evaluate the use of resources, including staff to support implementation of school policies and secure value for money</li> </ul>	Ability to demonstrate efficient operational management	Application form and interview



<b>PROFESSIONAL DEVELOPMENT</b>	Has undertaken a range of appropriate, meaningful and influential development of the curriculum	Ability to demonstrate self-awareness and inspire and motivate others  Participation in working groups at an authority level	Application form and interview
<b>OTHER RELEVANT INFORMATION</b>			

# PERSON SPECIFICATION – Depute Head Teacher



POST: DEPUTE HEAD TEACHER		SCHOOL : BRAIDBAR PRIMARY	
	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>QUALIFICATIONS / ACCREDITATION</b>	<p>As required by the General Teaching Council Scotland (GTCS). Full registration in xxxx teaching required for permanent posts.</p> <p><b>Roman Catholic Approval required from commencement of post.</b></p>	Additional qualification(s).	Application form
<b>WORK HISTORY</b>	Experience as Principal Teacher.		Application form
<b>WRITTEN COMMUNICATION SKILLS</b>	<p>Correct use of English grammar, punctuation and spelling.</p> <p>Well crafted, succinct and coherent.</p>	<p>Limited use of acronyms but when used they should be explained in full.</p> <p>Application form free from jargon.</p> <p>Previous experience of report writing, e.g. contributing to Standards &amp; Quality report, School Improvement Plan.</p>	Application form
<b>COMMUNICATION SKILLS</b>	<p>Ability to communicate fluently and effectively in all modes, at all levels and to a variety of audiences.</p> <p>Ability to build effective relationships</p> <p>Skill in building effective partnerships with Cluster schools, young people, parents, carers, colleagues and the community.</p>	Experience of having worked with the media in promoting the school and its achievements.	Application form and interview

<b>Strategic vision, values and aims</b> <b>(A)</b>	Ability to contribute to creation of shared strategic vision and aims for the school.	Experience of having worked with children, staff and others to promote participative citizenship and culture of respect.	Application form and interview
<b>Strategic vision, values and aims</b> <b>(B)</b>	Have a sound knowledge and understanding of research in learning and teaching to secure improvement.	Evidence of relevant professional reading and application of learning.	Application form and interview
<b>Strategic vision, values and aims</b> <b>(C)</b>	Commitment to and understanding of issues related to inclusion.	Evidence of ability to plan and deliver high quality learning experiences that meet the needs of all children.	Application form and interview
<b>Professional knowledge and understanding</b> <b>(A)</b> Learning and Teaching	Ability to develop effective systems to monitor and evaluate learning and teaching.		Application form and interview
<b>Professional knowledge and understanding</b> <b>(B)</b> Leadership and Management	<p>Ability to apply knowledge and understanding of good practice in leadership.</p> <p>Have knowledge and understanding of school self-evaluation and improvement strategies and ability to analyse and use evidence to support sound judgements.</p>	<p>Have undertaken leadership, management and / or curricular CPD.</p> <p>Involvement in self, peer and school evaluation activities.</p>	Application form and interview
<b>Personal qualities</b> Demonstrating self-awareness and inspiring and motivating others	<p>Build and sustain personal credibility by teaching effectively.</p> <p>Demonstrate ability to initiate change amongst staff.</p> <p>Commitment to positive school ethos.</p>	<p>Experience in coaching or mentoring.</p> <p>Experience of effective teamwork.</p>	Application form and interview

<b>Other relevant information</b>			Application form and interview
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POST DESIGNATION:	SCHOOL / LOCATION:
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COMPLETED BY:	ADVERT REF:
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[illegible]

## EDUCATION DEPARTMENT

### NON SELECTION REASON CODES - LEETING PROCESS

No.	REASON
1	Does not have the essential professional / educational qualifications
2	Does not have the essential work experience
3	Does not have the essential skills and abilities
4	Does not have the essential personal qualities
5	Does not have the essential job related requirements
6	Meets the essential but not desirable professional / educational qualifications
7	Meets the essential but not desirable work experience
8	Meets the essential but not desirable skills / abilities
9	Meets the essential but not desirable personal qualities
10	Meets essential but not desirable job related requirements
11	Meets essential and desirable professional / educational qualifications but less appropriate than those shortlisted
12	Meets essential and desirable work experience but less appropriate than those shortlisted
13	Meets essential and desirable skills and abilities but less appropriate than those shortlisted
14	Meets essential and desirable personal qualities but less appropriate than those shortlisted
15	Meets essential and desirable job related requirements but less appropriate than those shortlisted

East  
**Renfrewshire**  
Council

NAME OF CANDIDATE:	DATE:
POST OF:	

## COMMUNICATION SKILLS

A	
B	
C	

<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (A, B)</b>
--

<b>A</b>
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<b>B</b>
----------

<b>PERSONAL QUALITIES (A, B)</b>
----------------------------------

<b>A</b>
----------

<b>B</b>
----------

<b>PROFESSIONAL DEVELOPMENT</b>
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<b>ANY OTHER RELEVANT INFORMATION</b>

**Signature:**

**Designation:**

**Date:**


# INTERVIEW ASSESSMENT SHEET – Head Teacher



PANEL CHAIR SUMMARY: \_\_\_\_\_

NAME OF CANDIDATE:	DATE:
POST OF:	SCHEDULED START:
DEPARTMENT: Education	ACTUAL START:
ADVERT REF. NO:	ACTUAL FINISH:

## INTERVIEW CRITERIA

## SCORE

(guidance attached)

COMMUNICATION SKILLS	

STRATEGIC VISION, VALUES AND AIMS (A, B, C)	
A	
B	
C	

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (A, B)	
A	
B	

PERSONAL QUALITIES (A, B)	
A	
B	

PROFESSIONAL DEVELOPMENT	

ANY OTHER RELEVANT INFORMATION	

**TOTAL**

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**Non selection reason codes**

1. Did not demonstrate appropriate work experience
2. Did not demonstrate appropriate skills and abilities
3. Did not demonstrate appropriate personal qualities
4. Less able to meet additional job requirements
5. Evaluation of selection tests was less appropriate
6. Overall, candidate did not perform at interview as well as successful candidate
7. Overall, failed to achieve/demonstrate the required standard

				<b>Signature:</b> _____ <b>Designation:</b> _____ _____ <b>Date:</b> _____
<b>APPOINT TO POST?</b>		<b>YES / NO</b>		
<b>NON SELECTION CODE</b>				
<b>1</b>		<b>2</b>		

## SCORING GUIDELINES - INTERVIEW

### ***Excellent***

- 7 A full response which demonstrated a very high level of in-depth professional knowledge and understanding of the sector. Clearly demonstrates a highly effective level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets all the desirable criteria and possibly even exceeds expectations.

### ***Very Good***

- 6 A full response which demonstrated in-depth professional knowledge and understanding of the sector. Demonstrates a higher than average level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets most of the desirable criteria.

### ***Good***

- 5 A good response which demonstrated sound professional knowledge and understanding of the sector. Demonstrates a robust level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets some of the desirable criteria
- 4 With some additional prompting from the interview panel, candidate gave a response meeting the descriptor for the level 5 score

### ***Satisfactory***

- 3 A response which demonstrated adequate professional knowledge and understanding of the sector. Demonstrates a satisfactory level of professional skills and abilities and an acceptable level of professional values and personal commitment to meet the minimum essential criteria for the post. Candidate demonstrated awareness of current skills level and potential for further development.
- 2 With some prompting from the interview panel, candidate gave a response meeting the descriptor for the level 3 score

### ***Less Than Satisfactory***

- 1 A response which demonstrated a limited knowledge and understanding of the sector. Failed to adequately demonstrate a level of professional skills, abilities, values and commitment required to undertake the role. Candidate does not meet minimum essential criteria for the role and would require significant further development in order to do so.

*East  
Renfrewshire*

**PANEL MEMBER:**

**POST OF:**

## INTERVIEW CRITERIA

## COMMUNICATION SKILLS

### STRATEGIC VISION, VALUES AND AIMS (A, B, C)

**A**

**B**

C

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (A, B)****A****B****PERSONAL QUALITIES****ANY OTHER RELEVANT INFORMATION****Signature:****Designation:****Date:**

# INTERVIEW ASSESSMENT SHEET – Depute Head Teacher



PANEL CHAIR SUMMARY: \_\_\_\_\_

NAME OF CANDIDATE:	DATE:
POST OF:	SCHEDULED START:
DEPARTMENT: EDUCATION	ACTUAL START:
ADVERT REF. NO:	ACTUAL FINISH:

## INTERVIEW CRITERIA

## SCORE

(guidance attached)

COMMUNICATION SKILLS	

STRATEGIC VISION, VALUES AND AIMS (A, B, C)	
A	
B	
C	



<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING (A, B)</b>	
<b>A</b>	
<b>B</b>	

<b>PERSONAL QUALITIES</b>	

<b>ANY OTHER RELEVANT INFORMATION</b>	

**TOTAL**

--

**Non selection reason codes**

1. Did not demonstrate appropriate work experience
2. Did not demonstrate appropriate skills and abilities
3. Did not demonstrate appropriate personal qualities
4. Less able to meet additional job requirements
5. Evaluation of selection tests was less appropriate
6. Overall, candidate did not perform at interview as well as successful candidate
7. Overall, failed to achieve/demonstrate the required standard

				<b>Signature:</b> _____ <b>Designation:</b> _____  <b>Date:</b> _____
<b>APPOINT TO POST?</b>		<b>YES / NO</b>		
<b>NON SELECTION CODE</b>				
<b>1</b>		<b>2</b>		

## SCORING GUIDELINES - INTERVIEW

### ***Excellent***

- 7 A full response which demonstrated a very high level of in-depth professional knowledge and understanding of the sector. Clearly demonstrates a highly effective level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets all the desirable criteria and possibly even exceeds expectations.

### ***Very Good***

- 6 A full response which demonstrated in-depth professional knowledge and understanding of the sector. Demonstrates a higher than average level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets most of the desirable criteria.

### ***Good***

- 5 A good response which demonstrated sound professional knowledge and understanding of the sector. Demonstrates a robust level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets some of the desirable criteria
- 4 With some additional prompting from the interview panel, candidate gave a response meeting the descriptor for the level 5 score

### ***Satisfactory***

- 3 A response which demonstrated adequate professional knowledge and understanding of the sector. Demonstrates a satisfactory level of professional skills and abilities and an acceptable level of professional values and personal commitment to meet the minimum essential criteria for the post. Candidate demonstrated awareness of current skills level and potential for further development.
- 2 With some prompting from the interview panel, candidate gave a response meeting the descriptor for the level 3 score

### ***Less Than Satisfactory***

- 1 A response which demonstrated a limited knowledge and understanding of the sector. Failed to adequately demonstrate a level of professional skills, abilities, values and commitment required to undertake the role. Candidate does not meet minimum essential criteria for the role and would require significant further development in order to do so.