

January 2018

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

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

TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

APPOINTMENT OF PRINCIPAL TEACHERS TO PRIMARY, SECONDARY AND SPECIAL SCHOOLS

1. Introduction

- 1.1 The quality of promoted staff (Principal Teacher) is vital to the effective implementation of the policies of East Renfrewshire Council and the provision of the best possible education in schools.
- 1.2 Appointment to Principal Teacher posts will normally be made by appointment committees as described in this circular.
- 1.3 Where a Principal Teacher has been declared surplus to the establishment of their school, they will be offered a compulsory transfer to a suitable available vacancy in accordance with LNCT 30.
- 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 circular should be read in conjunction with LNCT 19 and Standard Circular 67.

2. Appointment Committee

- 2.1 All members of the appointment committee must have completed appropriate recruitment and selection training and have current Registered Interviewer status.
- 2.2 Appointment committees for posts of Principal Teacher will normally consist of:

the Head Teacher of the school in which there is a vacancy. The Head Teacher will chair the appointment committee and will have a casting vote.

a promoted member of staff from the school in which there is a vacancy who is familiar with the requirements of the post.

a representative of the Director of Education, who will be a Principal Teacher from another school with experience of carrying out the duties of the post.

- 2.3 Canvassing of a member of an appointment committee, whether directly or indirectly, may disqualify the applicant from consideration for the post in question.
- 2.4 Appointment committees will not normally consist solely of members of one sex.
- 2.5 Members of an appointment committee must declare in advance to the Education Senior Manager any relationship or close friendship with any of the candidates which to an outsider could suggest bias which might be a factor in any judgement made during the selection process. The Education Senior Manager will then assess what action is required. Failure to declare an interest will be regarded as a serious breach of council procedures.

3. The Appointment Process

- 3.1 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 interview
 - (f) post interview
- 3.2 The Head Teacher will make all of the arrangements for the selection process. Advice will be available from the Education Senior Manager.

4. Information about the Post

- 4.1 Principal Teacher posts will normally be advertised on 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.
- 4.2 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.
- 4.3 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.
- 4.4 A job description will be prepared for each post. It will comply with local and national agreements and will indicate clearly the general duties of the post, reporting arrangements, area of responsibility and any other relevant factors. A sample job description is contained in Appendix 2.
- 4.5 A person specification will be prepared for each post. It will list essential and desirable requirements in terms of qualification, experience 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 the post. A sample person specification is contained in Appendix 3.

5. Short Leeting Selection Criteria

5.1 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
- professional knowledge and understanding
- professional skills and abilities
- professional values and personal commitment

5.2 The appointment committee will meet and agree the list of applicants short leeted for interview based on the selection criteria.

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

5.4 All short leeted candidates will be invited to visit the school.

5.5 The visits described above are for the benefit of applicants and should not be regarded as forming part of the selection process. Travel and subsistence expenses will not be paid in connection with such visits.

6. The Format of the Interview

6.1 The appointment committee will determine by means of a formal interview which of the leeted candidates should be offered the post.

6.2 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.

6.3 Applicants will be informed in advance of the format to be employed.

6.4 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.

6.5 The minimum time allocated to each applicant should not be less than 30 minutes.

6.6 Whatever the nature of the interview, a written record must be kept. Sample interview assessment sheets (chair and panel member) for the evaluation of performance at interview is contained in Appendix 5.

7. Post Interview Stage

7.1 At the end of the selection process, the chair of the appointment committee will verbally offer the post to the preferred applicant, subject to satisfactory references, PVG Scheme membership and RC Approval, if appropriate.

7.2 In circumstances where the preferred applicant declines the offer, the chair of the appointment committee may offer the next preferred applicant the post but is under no obligation to make an appointment.

7.3 All leeted applicants will have the opportunity, if they so wish, to discuss their performance at interview with the chair of the appointment committee.

8. LNCT Monitoring

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

9. Duration of Agreement

9.1 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

“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

Head Teacher	1
Depute Head Teachers	2
Principal Teachers	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

Present Roll	Primary	687
	Nursery Class	90/90

Capacity Primary 840
 Nursery 90/90

Building 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.

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.

Parents At New Primary we are fortunate in having an active PTA and Parent Council.

Situation 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.

If further information is required please contact the Head Teacher.

SCHOOL INFORMATION



NAME OF SCHOOL:	Newton High School
ADDRESS:	Hill Road, Newton, East Renfrewshire
TELEPHONE:	0141 577 0000 FAX: 0141 577 0001
HEAD TEACHER:	A N Other
STAFF:	Teaching Staff: 77.78 FTE including 1 HT – 5 DHTs – 7 PTs Pupil Support - 12 PTs Curriculum Support Staff: 1 AP5 Senior Admin Officer 1 Office Manager 14 Pupil Support Assistants 1 Senior Technician (Science) 1 Science Technician 1 Technical Technician 1 AVA Technician 1 Pupil Support Officer 1 Librarian
ROLL:	Currently 990, predicted as 1065 for next session
SITUATION:	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.
BUILDING:	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.
CATCHMENT:	The school serves the Newton area, and surrounding villages.
GENERAL:	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. 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. A wide range of extra-curricular activities is available to pupils. The school is fortunate to have an active Parent Council.

RESPONSIBILITIES

All teachers have a responsibility to carry out the list of duties contained in Annex B of the Agreement “*A Teaching Profession for the 21st 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 Head Teacher 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 professional.
- (h) Undertaking appropriate and agreed career long professional learning.
- (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

SPECIFIC RESPONSIBILITIES

All Principal Teachers have a responsibility to carry out the duties contained in Annex B of the agreement “*A Teaching Profession for the 21st 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 CLPL 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

Leadership, management and strategic direction of colleagues

Within allocated areas of responsibility, Principal Teachers will:

- Have direct line management responsibility for allocated teaching, pastoral care and support staff
- Be responsible for the Professional Review and Development of colleagues
- Be accountable for allocated budgets and the effective deployment of resources
- Be aware of health and safety requirements and apply these as appropriate
- Assist with the selection and recruitment of staff according to agreed recruitment procedures
- Monitor the welfare of colleagues
- Review the performance of colleagues

Curriculum Development and Quality Improvement

Within allocated areas of responsibility, Principal Teachers will:

- Manage the development of the curriculum as delegated by the Head Teacher
- Monitor and evaluate learning and teaching according to agreed procedures
- Contribute to the management of the process of school development planning
- Implement and evaluate quality improvement procedures

Whole School Policy and Implementation

Within allocated areas of responsibility, Principal Teachers will:

- Develop and manage the implementation of policy on Learning and Teaching
- Develop and manage the implementation of policy on pupil assessment and attainment
- Develop and manage the implementation of policy on pastoral care, pupil welfare and support
- Develop and manage the implementation of policy on behaviour management
- Develop and manage the implementation of the authority's policy on equality and inclusion

Working with Partners

Within allocated areas of responsibility, Principal Teachers will:

- Lead and/or work in a collegiate way with colleagues in the same establishment
- Work with other establishments and agencies as appropriate
- Work with parents/carers
- Work with the wider community

ALLOCATION OF DUTIES

Principal Teachers will work under the overall direction of the Head Teacher in accordance with the policies of the school and the Education Service.

Each Principal Teacher's line manager will determine from sections 1, 2 and 3 above, specific areas of responsibility and management duties which, following negotiation and consultation may vary as required. These must be capable of being undertaken within contractual time, having regard to 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)

PERSON SPECIFICATION – Principal Teacher



POST:		SCHOOL :	
	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
Qualifications / Accreditation	<p>As required by the General Teaching Council Scotland (GTCS). Full registration in xxxx teaching required for permanent posts.</p> <p>Roman Catholic approval required for commencement of post.</p>	Additional qualification(s)	Application form
Work history	Appropriate experience of teaching classes across the age range and ability range.	Ability to use technology to enhance learning and teaching.	Application form
Written communication skills	<p>Correct use of English grammar, punctuation and spelling.</p> <p>Well crafted and relevant, 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>	Application form
Professional knowledge and understanding (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
Professional knowledge and understanding (B) Education policy, schools and schooling	<p>Demonstrate effective leadership of learning with classes taught.</p> <p>Commitment to whole school policy development</p>	Experience of involving parents in school initiatives	Application form and interview
Professional skills and abilities (A)	Ability to meet the needs of all pupils through partnership working.	Experience in developing approaches to supporting pupils.	Application form and interview

Professional skills and abilities (B)	Ability to organise and manage classes using effective strategies.	Has used self-evaluation evidence to improve practice and provide leadership and direction to colleagues.	Application form and interview
Professional skills and abilities (C)	Ability to skilfully apply the principles of assessments, recording and reporting. Experience in monitoring progress against individual targets and national standards to confirm attainment of learning outcomes and set next steps in learning.	Experience in developing policy on pupil assessment and attainment	Application form and interview
Professional values and personal commitment (A)	Has undertaken a range of appropriate meaningful and influential professional development.	Evidence of leading change and improving the practice of colleagues.	Application form and interview
Professional values and personal commitment (B)	Contribute and respond to changes in education policies and practices.	Evidence of having contributed to the creation of a shared strategic vision and aim for the school.	Application form and interview
Other relevant information			

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 |

INTERVIEW ASSESSMENT SHEET – Principal Teacher



PANEL CHAIR SUMMARY: _____

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

INTERVIEW CRITERIA

SCORE
(guidance attached)

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	

PROFESSIONAL SKILLS & ABILITIES (A, B, C)	
A	
B	
C	

PROFESSIONAL VALUES & PERSONAL COMMITMENT (A, B)	
A	
B	

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

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

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 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 essential criteria for the role and would require significant further development in order to do so.

INTERVIEW ASSESSMENT SHEET – Principal Teacher



PANEL MEMBER: _____

NAME OF CANDIDATE:	DATE:
POST OF:	

INTERVIEW CRITERIA

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

PROFESSIONAL SKILLS AND ABILITIES (A, B, C)
A
B
C

PROFESSIONAL VALUES AND PERSONAL COMMITMENT (A, B)

A

B

ANY OTHER RELEVANT INFORMATION

Signature:

Designation:

Date:
