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 EDUCATIONAL PSYCHOLOGISTS, MUSIC INSTRUCTORS AND QUALITY IMPROVEMENT STAFF

1. Introduction

- 1.1 This circular gives general information and guidance about the appointment to posts, other than teaching posts, covered by SNCT conditions.
- 1.2 The quality of Educational Psychologists, Music Instructors and Quality Improvement staff is vital to the effective implementation of the policies of East Renfrewshire Council and the provision of the best possible education in schools.
- 1.3 Appointment to these posts will normally be made by appointment committees as described in this circular.
- 1.4 These procedures operate in line with equality legislation as detailed in Standard Circular 67 and the Council's Recruitment Charter.
- 1.5 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 attended appropriate recruitment and selection training and have current Registered Interviewer status.
- 2.2 The membership of an appointment committee will normally comprise of three persons. Each appointment committee includes a representative of the Director of Education who is familiar with the requirement of the post who will monitor those parts of the selection process in which he or she is involved.

- 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 (including assessors) must declare in advance to the Head of Education Services 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 Head of Education Services 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
 - (b) preparation of application pack
 - (c) establishment of selection criteria
 - (d) short leeting
 - (e) the interview
 - (f) post interview
- 3.2 The chair of the appointment committee will make all of the arrangements for the selection process.

4.0 Information about the Post

- 4.1 Permanent posts will normally be advertised on myjobscotland.gov.uk. Temporary vacancies may be filled without national advertisement. 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 and person specification can be downloaded from myjobscotland.gov.uk.
- 4.3 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. Sample job descriptions are contained in Appendix 1.
- 4.4 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. Sample person specifications are contained in Appendix 2.
- 4.5 East Renfrewshire Council's Education Department operates a flexible working policy for all staff covered by SNCT Conditions. Details of this policy are outlined in LNCT31.

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.
- 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 3 is required.

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 of the interview process should be decided by the chair of the appointment committee. Variations to the traditional question and answer interview may be considered provided that the appointment committee feels confident in using the techniques involved and that the process is equitable and fair. 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 applicant on an educational topic of which they will have been informed in advance. The initial questioning would relate to the presentation.
 - Inviting applicants 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 applicants and the appointment committee.
- 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 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.

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 and PVG Scheme membership.
- 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 specification 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

JOB DESCRIPTION



Department:

Education

Division/Section:

Psychological Services

Job Title:

Educational Psychologist

Responsible to:

Principal Educational Psychologist

Grade:

Psych Grade 0 to 6

Date Revised:

April 2016

Principal Functions:

Work as a dynamic member of the Educational Psychology team to deliver a high quality service at the level of the individual, family, establishment and local authority in order to improve outcomes for children, young people and parents.

Main Duties:

Work as part of the Educational Psychology team to deliver evidence informed educational psychology services across a range of educational establishments within East Renfrewshire

Provide support to children, young people and their families as negotiated through collaborative engagement with education staff and partner agencies within the context of GIRFEC informed systems and procedures

Deliver training, research and development work at the level of the service, school and wider authority

Provide assessments and reports to the children's hearing system, as required, and respond to requests for support from other agencies within the context of GIRFEC

Contribute effectively to on-going self-evaluation and improvement planning at the level of the individual, service, educational establishment and local authority

Commit to an ethos of continuous personal and professional development, including reflective practice and evaluation of impact within all areas of work

Respond to the requests of the director of education for advice on individual children and young people

JOB DESCRIPTION — INSTRUMENTAL MUSIC INSTRUCTOR (VIOLIN/VIOLA)



DESIGNATION:

INSTRUMENTAL MUSIC TEACHER (VIOLIN/VIOLA) 0.4 FTE

RESPONSIBLE TO:

INSTRUMENTAL MUSIC SERVICE MANAGER

MAIN FUNCTIONS

- To take an active role within the Instrumental Music Service and the String department in particular.
- To instruct pupils in primary and secondary schools on both Violin and Viola.
- To promote the Instrumental Music Service and to assist with future developments.

JOB ACTIVITIES

- Instruct pupils in primary and secondary schools on the playing of violin/viola in accordance with the timetable for the Instrumental Music Service.
- Develop string ensemble playing.
- Direct/tutor various school and authority ensembles and orchestras.
- Ensure that violin/viola tuition within schools follow the requirements prescribed by the National Qualification Authority.
- To co-ordinate resources and ensure that instruments are properly maintained as required.
- To develop effective communication with Head Teachers, Principal Teachers of Music, parents and pupils as required.
- To identify and arrange performance opportunities and to encourage pupils to participate in them.
- To carry out administrative duties as required by the Instrumental Music Service.
- Take part in in-service training organised for Instrumental Music Instructors.
- To undertake and follow through a Personal Development Plan.
- Any other duties as identified by the Instrumental Music Service Manager or any other person acting on his/her behalf.

JOB DESCRIPTION



Department:

Education

Division/Section:

Quality Improvement Service

Job Title:

Quality Improvement Officer (Primary Education and Continuous

Professional Development Manager)

Responsible to:

Quality Improvement Manager (Pre 5 and Primary)

Grade:

PT1

Date Revised:

Principal Functions:

- To provide support to Head of Education Services for the leadership and management of continuous professional development and address key national initiatives such as Teaching Scotland's Future and Advancing Professionalism in Scottish Teaching
- To support the primary sector to develop and improve the quality of teaching and learning experiences
- To support school staff in all sectors to develop skills and knowledge in management and leadership

Main Duties:

GENERAL FUNCTIONS

- Be familiar with all aspects of the Council's education policy and be seen as a representative of the Director of Education when visiting schools or when involved with partner agencies
- Be knowledgeable about local and national priorities and help to ensure that these are being addressed
- Identify and disseminate best practice including classroom practice
- Advise on and, as required, participate in the appointment of senior promoted posts in schools
- Participate with other Quality Improvement Officers in a team approach to raising attainment and inclusion activities within the council
- Participate in the authority's Review and Development Programme.
- Promote and develop a customer oriented ethos
- Develop and promote equal opportunities both in terms of service delivery and in employment and in all aspects of the council's activities.
- Represent the Heads of Educational Services and the Director of Education as required.

JOB ACTIVITIES

Quality Management

Offer support and guidance to the primary sector

- Line manage FRH Co-ordinator
- Lead officer for Newly Qualified Teachers and Chartered Teachers
- Lead officer for implementation of Teaching Scotland's Future and Advancing Professionalism in Scottish Teaching
- Liaison with Teacher Representatives through participation in LNCT meetings
- Lead officer for implementation of PRD / Professional Update
- Lead and manage training for probationer mentoring training
- Monitor and review link school's progress against targets.

Quality Improvement

- Responsibility for leading, evaluating and reporting on Local Improvement Plan Objectives linked to specific job activities
- Participate in school self-evaluation activities and offer challenge to and support the implementation of school plans and standards and quality reports in a number of primary schools across the authority
- Devise programmes of CPD to support the development / implementation of:
 - Leadership skills
 - Management Skills
 - Year 2 teachers
 - > PRD and recruitment training
 - Coaching and Mentoring
 - NQT training
- Support staff in achieving the Standard for Headship / undertaking the FRH
- Develop and coordinate the local implementation of the national CPD framework, in particular management pathways.
- Monitor and evaluate the impact and effectiveness of CPD / Staff Development programmes.
- Identify and promote staff development opportunities within the improvement agenda. Maintain an overview of the CPD needs of Religious and Moral Education and Religious Education in Roman Catholic Schools
- Support the development of *A Curriculum for Excellence* in Religious and Moral Education and Religious Education in Roman Catholic Schools.
- Monitor and evaluate staff development programmes and in-service courses which support Religious and Moral Education and Religious Education in Roman Catholic Schools.
- Support raising attainment and developments in subject areas: Religious and Moral Education and Religious Education in Roman Catholic Schools.
- Facilitate PT subject group / subject forum for Religious and Moral Education and Religious Education in Roman Catholic Schools in the secondary sector.
- Participate with other Quality Improvement Officers in a team approach to raising attainment and inclusion activities within the council
- Analyse and use standardised test and baseline assessment performance information to challenge schools to improve

- Devise and promote strategies to address areas where performance should be improved, monitor such strategies and write reports on progress made
- Evaluate HMIE database, benchmark and identify any areas for improvement.

Quality Assurance

- Lead support officer for external evaluations such as Investors in People and Customer Service Excellence
- Apply procedures associated with HMIE inspection of schools, including those associated with follow - through reports
- Participate in and in some cases lead standards and quality and thematic reviews within the programme for pre-5, primary and secondary schools
- Write reports based on clear, written evidence on the work of educational establishments and education service
- Report on impact and outcomes of departmental and school improvement activities as part of annual departmental self-evaluation exercise
- Engage in authority wide surveys/reviews of policies and practices and monitor and evaluate educational projects.

Any other duties commensurate with the grade of post as delegated by the Heads of Education Services or by the Director of Education

PERSON SPECIFICATION



POST OF: EDUCATIONAL SERVICE: PSYCHOLOGICAL SERVICES

PSYCHOLOGIST DEPARTMENT: EDUCATION

010110200101	DEPARTMENT: EDUCATION		
RADE: 0 - 6			
ATTRIBUTES	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
PROFESSIONAL/ EDUCATIONAL QUALIFICATIONS			
Post Graduate qualification in educational psychology (or pending completion in 2016).	✓		Application form
Eligibility for Professional Chartered Registration with British Psychological Society.	✓		Application form
Registered by HCPC as a Practitioner Psychologist (or eligible for registration on completion of probationary year)	✓		Application form
Honours degree in psychology	~		Application form
RELEVANT WORK/ OTHER EXPERIENCE			
Experience of working within a local authority Educational Psychology Service	√		Application form and interview
Experience of working with others to undertake research and project work within schools and other establishments		✓	Application form and interview
PROFESSIONAL DEVELOPMENT			
Evidence of recent professional and personal development	✓		Application form and interview
Involvement in professional development with other professionals and or parents		√	Application form and interview
Evidence of applying skills and knowledge		✓	Application form and interview

as a reflective practitioner			
as a reflective practitioner			
WORKING WITH OTHERS			
Ability to work on part of a toppe in a poulti	\ \ \		Application forms
Ability to work as part of a team in a multi- disciplinary environment	V		Application form and interview
Experience of working with other professionals to improve outcomes for		✓	Application form
children and young people			and interview
			Sec
RESOURCE ORGANISATION			
Aananana of a didona a based interpreting			
Awareness of evidence-based interventions and supports to meet the needs of	✓		Application form
vulnerable children and young people			and interview
			A mulio ation forms
Experience of working with others to identify and evaluate appropriate resources		✓	Application form and interview
and provision for additional support needs			
Ability to organise and motivate self to	√		Application form and interview
complete various tasks within given timescales			and interview
COMMUNICATION SKILLS	*		
Ability to communicate effectively with colleagues, head teachers, parents and a	√		Application form and interview
range of partner agencies			
Effective working knowledge of computer			Application form and interview
software e.g. Windows, MS Word and	✓		
SPSS.			
INTERPERSONAL SKILLS			
Ability to form positive working relationships	✓		Application form
using sensitivity and good judgement			and interview
			Application form
Ability to adopt a sensitive, ethical and empathic approach at all times	✓		and interview
Giripatilio appioaori at ali tiriles			

WRITTEN COMMUNICATIONS		
Good written and IT skills showing ability to write effectively for a range of audiences.	✓	Application form and interview



PERSON SPECIFICATION – INSTRUMENTAL MUSIC INSTRUCTOR (VIOLIN/VIOLA)

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Appropriate professional qualification	Additional relevant qualifications
Previous Experience	Instrumental teaching experience including both Violin/Viola teaching and ensemble coaching.	
Relationships with Pupils	Ability to create a secure happy teaching environment.	Evidence of commitment to caring for pupils' needs.
Communication Skills	Ability to communicate with pupils, parents and colleagues. Excellent Interpersonal skills.	Evidence of successful communication with pupils, parents and colleagues.
Management / Organisational Skills	Ability to be well organised.	Relevant computer skills.
Curriculum Development	Knowledge of SQA Music Requirements	Evidence of successful innovation.
Resource Organisation	Ability to develop and control instrument resources.	Ability to arrange music when required.

PERSON SPECIFICATION



Principal Educational Psychologist POST OF: SERVICE: **Psychological Services**

GRADE: PRINC5	DEPARTMENT: Education		
ATTRIBUTES	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
PROFESSIONAL/ EDUCATIONAL QUALIFICATIONS			
Honours Degree in Psychology,	√		
Post Graduate qualification in educational psychology.	V		
Registration with the Health and Care Professions Council (HPC).	√		
RELEVANT WORK/ OTHER EXPERIENCE			
Substantial experience at a senior level in the Psychological Service.	1		
Clear awareness of the role of the Psychological Service in the context of current educational development.	1		
Thorough understanding of legislation relevant to the Psychological Service and statutory requirements.	√		
Evidence of successful experience in a promoted position.		√	
Experience of managing the planning and delivery of staff development programmes for psychologists and other education department staff.		1	
PROFESSIONAL DEVELOPMENT			
Evidence of recent professional and personal development.	√		
Demonstrable commitment to continuing personal professional development.		√	

√		
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INTERPERSONAL SKILLS			
Good consultative skills, diplomatic, sensitive, reflective and empathic.	√		
Evidence of effective and positive working relationships in current post.		√	
WRITTEN COMMUNICATIONS			
Ability to compile reports and papers which are clear, objective and balanced for a range of audiences	√		

Education Department Person Specification

POST	QUALITY IMPROVEMENT OFFICER (Primary and Continuous Professional Development)
BASE	EDUCATION IMPROVEMENT AND SUPPORT UNIT
	ST JOHN'S PRIMARY SCHOOL

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Degree or equivalent	Additional qualifications related to primary education and/or CPD
	Teaching qualification	Successful participation in management / leadership training.
	GTC Registered	
Knowledge & Experience	Experience in a senior promoted post in the primary sector.	Evidence of successfully leading and managing a school / department.
	Experience of developing and implementing quality systems at school / departmental level.	Experience of involvement and participation in quality assurance teams.
	Knowledge of current curricular developments in education.	Knowledge of and experience in current developments in schools as related to Curriculum for Excellence.
	Experience of developing the curriculum at school / departmental level.	Involvement in developing the curriculum at authority level.
	Experience of leading improvements in CPD at whole school level.	Involvement in delivering CPD at authority / national level
	Experience of leading and supporting colleagues to make improvements to practice.	Ability to use data analysis to challenge schools / centres to improve.
	Knowledge of national and local developments in CPD / professional standards. Awareness of contents of Teaching Scotland's Future and Advancing Professionalism in Scottish Teaching.	Evidence of successful implementation of national and local initiatives at whole school level, which have impacted positively on learning and teaching. Awareness of implications of Professional Update, Teaching Scotland's Future and Advancing Professionalism in Scottish Teaching at authority level.
Staff Development	Experience of co-ordinating and/or delivering effective staff development.	Experience of developing/ delivering/ co-ordinating staff development at authority level.
	Willingness and ability to	Experience of developing and

1	become involved in training a wide range of education staff.	delivering staff development to primary colleagues.
Teamwork	Ability to work independently and as part of a team.	Ability to operate flexibly within a variety of team roles including leadership.
Communication Skills	Highly developed written communication skills.	Evidence of highly developed and effective communication skills both written and oral.
	Good presentation skills. Experience with information communications technology.	
Interpersonal Skills	Good interpersonal skills. Ability to motivate and influence others.	Evidence of success in developing good relationships with schools and other agencies/partnerships.
Personal Qualities	Ability to perform under pressure and to work to strict deadlines.	Recent evidence of commitment to continuing professional development.
	Good organisational skills.	Creative. Innovative.
	Able to exercise leadership, tact, discretion and judgement. Loyal.	Ability to use and act on own initiative.
	Willingness to take direction from line managers and colleagues.	

Rivifyeushtre	
Shortleeting Grid	

QUALITY IMPROVEMENT OFFICER

Post:

NOTE: Please check application forms for double tick candidates and complete section below

Location:

Ref No:

REASONS FOR NON SELECTION INTERVIE W YES/NO RELATED REQUIREMENTS ANY OTHER JOB Ω ш PERSONAL QUALITIES SKILLS & ATTRIBUTES ш RELATED WORK EXPERIENCE ш PROF / EDUC QUALS ш PLEASE TICK BOX BELOW IF CANDIDATE IS DISABLED INITIALS NAME CANDIDATE ID

Shortleeting Guidance Notes



A INSTRUCTIONS FOR USE

- Compare candidate's application form against each of the attributes agreed in the person specification.
- Consider each criteria individually and make a decision on whether the candidate meets the essential and desirable criteria and tick the appropriate column/box. If they don't leave blank. You may enter N/A if there was no essential or desirable criteria agreed
- reason for non selection column to indicate the reason for not interviewing. Ideally we are looking for you to agree 1 main reason for For candidates who do not meet the essential criteria, enter "No" in the interview column and enter the appropriate code in the non-selection. However, there is scope for you to add in a further reason if there was another category that was a close $2^{
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4

meet the essential and some or maybe even all of the desirable criteria. If after this process you eliminate further candidates, enter "No" in the interview column and enter the appropriate code(s) in the reason for non selection column to indicate the reason for not All candidates who meet the essential criteria can be called for interview. However, depending on the number of candidates who meet the essential criteria, you may require to eliminate more candidates. To do this you may require to consider only those who interviewing Please note that East Renfrewshire Council has adopted the "Disability Confident" initiative and guarantees an interview to any applicant who considers themselves to be disabled and who meets the essential requirements for the post

- When deciding on the reason for non selection, please remember that you will require to substantiate your decision in the event of:-2
- a query from your departmental equality officer
- a recruitment complaint
- application to an employment tribunal
- being able to provide effective post application feedback.

An additional form is provided in order that you may make notes as an aide memoir.

- 6 For the remaining candidates enter "yes" in the interview column.
- Return completed forms to HR Direct by the agreed deadline in order that the appropriate correspondence can be issued to

Non Selection Reasons



- Does not have the essential professional/educational qualifications.
- Does not have the essential work experience.
- Does not have the essential skills and abilities.

3

- 4 Does not have the essential personal qualities.
- 5 Does not have the essential job related requirements.
- Meets the essential but not desirable professional/educational qualifications. 9
- Meets the essential but not desirable work experience.
- Meets the essential but not desirable skills/abilities.

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- 9 Meets the essential but not desirable personal qualities.
- 10 Meets the essential but not desirable job related requirements.
- Meets essential and desirable professional/educational qualifications but less appropriate than those shortleeted. 7
- Meets essential and desirable work experience but less appropriate than those shortleeted. 12
- Meets essential and desirable skills and abilities but less appropriate than those shortleeted.

13

- Meets essential and desirable personal qualities but less appropriate than those shortleeted. 4
- Meets essential and desirable job related requirements but less appropriate than those shortleeted. 15

INTERVIEW ASSESSMENT SHEET



Educational Psychology

PANEL CHAIR SUMMARY:	,
NAME OF CANDIDATE:	DATE:
POST OF: Educational Psychologist	SCHEDULED START:
DEPARTMENT: Education	ACTUAL START:
ADVERT REF. NO:	ACTUAL FINISH:
INTERVIEW CRITERIA	SCORE (guidance attached)
PROFESSIONAL/EDUCATIONAL QUALIFICATIONS	
RELEVANT WORK/OTHER EXPERIENCE	
PROFESSIONAL DEVELOPMENT	

WORKING WITH OTHERS	
RESOURCE ORGANISATION	
COMMUNICATION SKILLS	
INTERPERSONAL SKILLS	
WRITTEN COMMUNICATIONS	

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

APPOINT TO POST?	YES / NO	Signature:
NON SE	LECTION CODE	Designation:
1	2	Date:

SCORING GUIDELINES - INTERVIEW

Excellent

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

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

- 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
- With some additional prompting from the interview panel, candidate gave a response meeting the descriptor for the level 5 score

Satisfactory

- 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.
- With some prompting from the interview panel, candidate gave a response meeting the descriptor for the level 3 score

Less Than Satisfactory

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.

INTERVIEW ASSESSMENT SHEET



Educational Psychology

PANEL MEM	BER:		
NAME OF CA	IDIDATE:	DATE:	
POST OF:	Educational Psychologist	01	
INTERVIEW	CRITERIA		
PROFESSION	AL/EDUCATIONAL QUALIFICATIONS		
RELEVANT W	ORK/OTHER EXPERIENCE		
PROFESSION	AL DEVELOPMENT		
WORKING WIT	TH OTHERS		
WORKING WIT	TI OTTLENO		

r
RESOURCE ORGANISATION
COMMUNICATION SKILLS
INTERPERSONAL SKILLS
WRITTEN COMMUNICATIONS
Signature:
Designation:
Date:
Date.

EDUCATION DEPARTMENT

INTERVIEW ASSESSMENT SHEET INSTRUMENTAL MUSIC INSTRUCTOR



А	POST DESIGNATION	
В	NAME OF APPLICANT	
С	QUESTIONS	RESPONSE
D	QUALIFICATIONS	
	EXPERIENCE	
	RELATIONSHIP WITH PUPILS	
	COMMUNICATION SKILLS	
	MANAGEMENT SKILLS	
-	CURRICULUM DEVELOPMENT	
	RESOURCE ORGANISATION	

E	OVERALL ASSESSMENT										
	Tick one Box 1 2 3		3	4	5	6	7	8	9	10	
	Reservations			Suitable			Eminently Suitable				
ı V	rken in	Y							-77X		3.5
	NATURE ERVIEWE							DA	TE		

EDUCATION DEPARTMENT

SUMMARY
ASSESSMENT OF CANDIDATE
INSTRUMENTAL MUSIC INSTRUCTOR



TO BE COMPLETED BY CHAIRPERSON OR MEMBER OF PANEL NOMINATED BY CHAIRPERSON

			A	
A	POST APPLIED FOR		APPLICANT No	
В	NAME OF APPLICANT			
С	SCHEDULED START TIME	ACTUAL START TIME	ACTUAL FINISH TIME	
D	OVE	RALL PANEL VIEW OF CAN	DIDATE	

E	RECOMMENDATION FOR APPOINTMENT	YES	NO
	Please tick appropriate box)		
F		REASON 1	REASON 2

(REASON FOR NON SELECTION Enter reason code/s for non selection from attached list)	1	
	ATURE OF	DATE	

NON SELECTION REASON CODES - INTERVIEW

- 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

INTERVIEW ASSESSMENT



NAME OF CANDIDATE:	DATE:			
POST OF: Quality Improve	SCHEDULED START:			
DEPARTMENT:	ACTU	AL START:		
ADVERT REF:		ACTU	AL FINISH:	
ATTRIBUTES OF CANDIDA	TES	SCORE	COMMENTS	
PROFESSIONAL/ EDUCAT	IONAL QUALIFICATIONS			
RELEVANT WORK/ OTHER	EXPERIENCE			
SKILLS AND ABILITIES				
PERSONAL QUALITIES				
ADDITIONAL JOB REQUIR	EMENTS			
EVALUATION OF SELECTION	ON TESTS:			
TOTAL		Signature	:	
APPOINT TO POST?		on:		
NON SELE	CTION CODE	Designati	o	
1	Date:			

INTERVIEW ASSESSMENT



Guidance notes

A INSTRUCTIONS FOR USE

- 1 Complete this form immediately after interview.
- 2 Candidates should be compared with the attributes indicated in the person specification.
- 3 Consider each attribute within each section individually and allocate a score out of 10 using the scoring guidelines to assist you.
- 4 Additional notes can be made in the general comments section.
- 5 Count the scores to produce a total for each candidate.
- At the end of the interview process, consider the results for each candidate and make a decision on who is the successful candidate.
- 7 For the successful candidate, indicate YES in the "appoint to post" section.
- For the remaining candidates, NO should be entered in the "appoint to post" section. Thereafter you will require to enter the appropriate code in the reason for non-selection to indicate the reason why the candidate was not successful. Similar to shortleeting we are looking for you to agree 1 main reason for non-selection. However, there is scope for you to add in a further reason if there was another category that was a close 2nd.
- To decide the reason for non-selection, analyse carefully the results of each candidate and compare with the codes available. As at the shortleeting stage, you must remember that you will require to substantiate your decision in the event of:-
 - a query from your departmental equality officer
 - · a recruitment complaint
 - application to an employment tribunal
 - being able to provide effective post application feedback.
- 10 Return completed forms to HR Direct by the agreed deadline in order that the appropriate correspondence can be issued to the candidates to meet the requirements of the Recruitment Charter (If applicable).

B SCORING GUIDELINES - INTERVIEW

Excellent

A full response which demonstrated in-depth knowledge and understanding of the subject to meet the requirements for superior job performance. In addition to meeting the essential criteria also meets all the desirable criteria and possibly even exceeds expectations.

Very Good

A full response which demonstrated in-depth knowledge and understanding of the subject to meet the requirements for superior job performance. In addition to meeting the essential criteria also meets most of the desirable criteria.

Good

- A good response which answered the question and showed depth of knowledge and understanding to meet the requirements for effective job performance. In addition to meeting the essential criteria also meets some of the desirable criteria
- 7 As above but required a bit of prompting to answer the question.

Satisfactory

- A response which was relevant and showed knowledge and understanding and would meet the minimum requirements for adequate performance with scope for further development.
- 5 As above but required a bit of prompting to answer the question.
- 4 A response which was relevant and showed some knowledge and understanding and would meet the minimum requirements for adequate performance.

Less Than Satisfactory

3 A response which was relevant but superficial and failed to demonstrate depth of understanding. Candidate would require significant further development to demonstrate the requirement satisfactorily.

Poor

- A response which was inadequate with little relevance. Candidate falls well below the base requirements for adequate performance and is unlikely to demonstrate competency without a great deal of further development.
- 1 A response which is either not relevant or substantially lacks any depth of content.

C REASON FOR NON SELECTION CODES - INTERVIEW

- 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
- 8. Withdrew Application
- 9. Successful candidate but refused post.