

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 TO PERMANENT TEACHING POSTS IN PRE-5, PRIMARY, SECONDARY AND SPECIAL SCHOOLS

1. Introduction

- 1.1 Permanent unpromoted teaching posts in schools will be filled at school level in accordance with the arrangements in this circular except in circumstances of compulsory transfer. Where teachers have 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. All other vacant permanent posts will be advertised on myjobscotland.gov.uk. 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).
- 1.2 Appointment to permanent teaching posts in pre-5, primary, secondary and special schools will be made by appointment committees or recruitment panels as described in this circular.
- 1.3 These procedures operate in line with equality legislation as detailed in SC 67 and the Council's Recruitment Charter.
- 1.4 This circular should be read in conjunction with LNCT 19 and Standard Circular 67.

2. Appointment Committee

- 2.1 All members of an appointment committee must have attended appropriate recruitment and selection training and have current Registered Interviewer status.
- 2.2 Appointment committees for unpromoted teaching posts will normally consist of:
 - the Head Teacher of the school, or their nominee, in which there is a vacancy. The Head Teacher, or their nominee, 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 an experienced teacher from another establishment who is familiar with the requirements of the post.

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) establishment of selection criteria
- (c) preparation of recruitment package
- (d) short listing
- (e) the interview
- (f) post interview

4. Information about the Post

4.1 Teaching posts will be advertised on myjobscotland.gov.uk. The advertisement will contain basic information about the post and the school and will indicate where applicants can obtain further information and application forms. Information on the closing date for any posts and online 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, a recruitment package 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 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 duties of the post, areas of responsibility and any other relevant factors. A sample job description is contained in Appendix 2.

4.5 A person specification will be drawn up for each post in line with the GTCS Standard for Full Registration. 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 each post. A sample person specification is contained in Appendix 3.

5. Short Listing Selection Criteria

5.1 To assist in the initial short listing process, selection criteria drawn from the job description and the person specification will be created for each post. The criteria will include:

- appropriate 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 listed for interview.

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

6. Interview

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

6.2 The minimum time allowed for each candidate will normally be 20 minutes.

6.3 The format of the interview will be decided by the chair of the appointment committee. 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.

6.4 A written record must be kept by the chair of the appointment committee and retained for at least 6 months. Sample interview assessment sheets for the evaluation of interview performance by the chair and by committee members are contained in Appendix 5 ((a) and (b)).

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 should offer the next preferred applicant the post, if appropriate.

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. Recruitment panels

8.1 This approach has been introduced to manage the high number of permanent and temporary posts which are identified for advert following the annual staffing exercise which normally takes place each January.

8.2 All members of a recruitment panel must have attended appropriate recruitment and selection training and have current Registered Interviewer status.

8.3 Recruitment panels for unpromoted teaching posts will normally consist of the Head Teachers, or their nominees, of the schools represented on the panel. This will normally be three schools. One of the Head Teachers, or their nominee, will chair the recruitment panel. Where fewer than three schools are represented on a panel, the Education Senior Manager will appoint additional panel members who will be head teachers who do not have an advertised vacancy in their school or teachers in promoted posts.

9 The Appointment Process

9.1 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) establishment of selection criteria
- (c) preparation of recruitment package
- (d) short listing
- (e) the interview
- (f) post interview

10. Information about the Post

- 10.1 Teaching posts will be advertised on myjobscotland.gov.uk. The advertisement will contain basic information about the post and the school and will indicate where applicants can obtain further 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.
- 10.2 In order for applicants to have all the relevant information about the post, a recruitment package consisting of an application form, job description, person specification and school profile can be downloaded from myjobscotland.gov.uk.
- 10.3 School profiles will include information about the aims of the school, its roll and capacity, a brief description of the building and its catchment area and any other relevant details. Sample profiles are contained in Appendix 1.
- 10.4 A job description will be prepared for each post. It will comply with local and national agreements and will indicate clearly the duties of the post, areas of responsibility and any other relevant factors. A sample job description is contained in Appendix 2.
- 10.5 A person specification will be drawn up for each post in line with GTCS Standard for Full Registration. 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 each post. A sample person specification is contained in Appendix 3.

11. Short Listing Selection Criteria

- 11.1 To assist in the initial short listing process, selection criteria drawn from the job description and the person specification will be created for each post. The criteria will include:
- appropriate qualifications/accreditation
 - work history
 - written communication skills
 - professional knowledge and understanding
 - professional skills and abilities
 - professional values and personal commitment
- 11.2 Each primary recruitment panel will meet and agree the list of applicants short listed for interview.
- 11.3 A written record must be kept of the listing process. The use of the form at Appendix 4 is required.

- 11.4 Following short leeting, applicants must rank the schools they are short leeted for in order of preference and in addition indicate whether they wish to be considered for permanent supply posts and / or fixed term / short term supply posts. Use of the candidate preference form in Appendix 6 is required. Candidates will not be permitted to commence their first interview until the form in Appendix 6 has been completed and submitted to HR Direct

12. Interview

- 12.1 The recruitment panel will determine by means of a formal interview which of the leeted applicants are preferred candidates for each establishment represented on the panel and which of the leeted applicants are suitable candidates for permanent supply posts and / or fixed term / short term supply posts.
- 12.2 The minimum time allowed for each candidate will normally be 20 minutes.
- 12.3 The format of the interview will be decided by the chair of the recruitment panel. 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 primary recruitment panel.
- 12.4 All interviews will be carried out on the same day, in one or two locations, depending on the number of panels to be formed. Candidates may be interviewed by more than one panel. Each member of the recruitment panel will individually:
- score each candidate,
 - rank candidates according to their score,
 - indicate the suitability of each candidate for appointment to a permanent post **within their school** and
 - indicate the suitability of each candidate for appointment to a permanent supply post and / or fixed term / short term supply posts.

A written record must be kept by the chair of the recruitment panel and retained for at least 6 months. A sample interview assessment sheet for the evaluation of interview performance by panel members is contained in Appendix 5(a).

13. Post Interview Stage

- 13.1 Following completion of all interviews, the chair of the recruitment panel will ensure that all Head Teacher summary forms and criminal conviction forms are placed in a sealed envelope and passed to a nominated member of HR Business Support.
- 13.2 Following interviews, the HR Business Support team will match candidate preferences with rankings from each Head Teacher, or nominee, to determine which candidates are offered posts in each school and which candidates are offered permanent supply posts and / or fixed term / short term supply posts. Once all posts have been matched with candidates, this information will be passed for verification to the Education Senior Manager. Following verification, a nominated member of HR Business Support will verbally offer a post to each of the preferred applicants subject to satisfactory references, PVG Scheme membership and RC Approval, if appropriate.
- 13.3 In circumstances where a preferred applicant declines an offer, another offer will not be made, unless there are exceptional circumstances. The information submitted on the candidate preference form should be regarded as binding.

13.4 All leeted applicants will have the opportunity, if they so wish, to discuss their performance at interview with any member of a primary recruitment panel.

14. LNCT Monitoring

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

15. 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

“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.

JOB DESCRIPTION – Teacher (Unpromoted)

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 professionals
- (h) Undertaking appropriate and agreed continuing professional development
- (i) Participating in issues related to school planning, raising achievement and individual review
- (j) Contributing towards good order and the wider needs of the school

KEY DUTIES ASSOCIATED WITH AREAS OF RESPONSIBILITY

Curriculum

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

- Teach assigned classes
- Plan coherent and progressive teaching programmes that match pupils' needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments
- Record, monitor and report on pupil progress
- Meet with parents/carers to report on pupil progress and ongoing educational needs
- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality improvement processes

Care and Welfare

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

- Maintain classroom discipline and promote positive behaviour
- Promote and safeguard the health welfare and safety of pupils
- Provide advice for pupils as appropriate
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate.

Collegiate

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

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

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

Professional Development

It is expected that, within the guidelines of the authority, and within each school's development framework, all teachers will undertake professional learning and development, as agreed with their designated line manager:

- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, continuing professional development.

Allocation of Duties

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

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

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

PERSON SPECIFICATION – Teacher (Unpromoted)



POST: SCHOOL :		SUBJECT (if applicable):	
	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
QUALIFICATIONS / ACCREDITATION	<p>As required by the General Teaching Council for Scotland (GTCS). Full registration in teaching required for permanent posts.</p> <p>Roman Catholic Approval required from commencement of post.</p>	Additional qualification in teaching.	Application Form
WORK HISTORY	Appropriate experience of teaching classes across the age range and ability range.	Ability to use technology to enhance teaching and learning.	Application Form
WRITTEN COMMUNICATION SKILLS	<p>Correct use of English grammar, punctuation and spelling.</p> <p>Well-crafted and relevant.</p> <p>Succinct and coherent.</p>	<p>Limited use of acronyms but when used; these should be explained in full.</p> <p>Application form free from jargon.</p>	Application Form
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Detailed working knowledge of sector in which qualified and professional responsibilities within that.	Evidence of experience in planning successful interdisciplinary programmes.	Application Form and Interview

PROFESSIONAL SKILLS AND ABILITIES (A)	Ability to meet the needs of all pupils through partnership working.	Experience of staged intervention, Integrated Assessment Framework, Joint Support Team or equivalent.	Application Form and Interview
PROFESSIONAL SKILLS AND ABILITIES (B)	Ability to organise and manage classes using effective strategies.	Has sought feedback or gathered evidence from parents, pupils, staff to improve practice.	Application Form and Interview
PROFESSIONAL SKILLS AND ABILITIES (C)	Ability to apply the principles of assessments, recording and reporting.	Evidence of use of range of formative, summative techniques and data.	Application Form and Interview
PROFESSIONAL VALUES AND PERSONAL COMMITMENT (A)	Has undertaken a range of appropriate, meaningful and influential professional development.	Evidence of changed and improved practice.	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 whole school development activities.	Application Form and Interview
OTHER RELEVANT INFORMATION			Application Form and Interview

EDUCATION DEPARTMENT

CODES - Non selection for interview

- | 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 – Teacher (Unpromoted)

HEAD TEACHER SUMMARY

NAME OF CANDIDATE:		DATE:	
POST OF:	Teacher	SCHEDULED START:	
SCHOOL:		ACTUAL START:	
ADVERT REF. NO:	ERN	ACTUAL FINISH:	

INTERVIEW CRITERIA

SCORE OUT OF 7
(guidance attached)

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	/ 7

PROFESSIONAL SKILLS & ABILITIES (A/B/C)	/ 7

PROFESSIONAL VALUES & PERSONAL COMMITMENT (A/B)	/ 7

ANY OTHER RELEVANT INFORMATION

TOTAL	/ 21
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APPOINT TO ADVERTISED POST WITHIN YOUR SCHOOL?

YES / NO

APPOINT TO PERMANENT SUPPLY POST WITHIN THE AUTHORITY?

YES / NO

(PRIMARY ONLY)

If candidate is not suitable for a permanent post please provide non-selection code(s) from the list below

APPOINT TO FIXED TERM/SHORT TERM SUPPLY?

YES / NO

If candidate is not suitable for supply work please provide non-selection code(s) from the list below

Non selection 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		

Name: _____ **Signature:** _____

Designation: _____ **Date:** _____

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.

INTERVIEW ASSESSMENT SHEET - Teacher (Unpromoted)



PANEL MEMBER

NAME OF CANDIDATE:	DATE:
POST OF: Teacher	
SCHOOL:	

INTERVIEW CRITERIA

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

PROFESSIONAL SKILLS & ABILITIES (A/B/C)

PROFESSIONAL VALUES & PERSONAL COMMITMENT (A/B)

ANY OTHER RELEVANT INFORMATION

Name: _____ **Signature:** _____

Designation: _____ **Date:** _____