

**LNCT Agreement
Teacher Recruitment**

Introduction:

This LNCT Agreement on Teacher Recruitment and selection must be read in conjunction with the City of Edinburgh's Recruitment Manager Guide.

<https://orb.edinburgh.gov.uk/downloads/file/28179/recruitment-manager-guide>

That guide sets out the general procedures that must be followed by all managers working for City of Edinburgh. The Council is committed to attracting the best candidates and recruiting the highest calibre of employees. As an equal opportunity employer, it recognises the benefits that a diverse workforce with different values, beliefs, experience, and backgrounds brings. It is committed to building an inclusive recruitment culture where all people feel valued, included and able to be at their best. It has designed its recruitment strategy to ensure that all candidates will be given the opportunity to demonstrate their ability regardless of age, disability, sex, gender, race, marital status, sexual orientation, religious or political beliefs

This Agreement reflects those principles and aims to ensure that the appointment of Teachers is consistent with the overall policy whilst recognising the specific issues associated with the recruitment and selection of Teachers.

Step 1 – Approval and Advertising:

Procedures are as in the CEC manager guide.

Step 2 – Shortlist and Schedule Interviews:

Procedures as per the CEC manager guide.

Note that the general expectation is that the panel that draws up the shortlist will be the one that also carries out the interviews.

Step 3 – Interview:

The general procedures are as in the CEC manager guide. The panel must consist of at least two Council officers (HT, DHT, CL others as appropriate) and must be the same for all interviews.

Interview Questions:

Teachers have their own National Occupational Standards which should be used in place of CEC competencies. A bank of suggested questions is provided below. Candidates should be given the questions they will be asked to consider at least 15 minutes prior to interview. Each candidate must be given the same questions, which must be chosen on the basis of the identified competencies for the post.

(Primary)

- What professional learning has had a significant impact on you as a teacher and on your learners?
- One of our priorities for this session is to raise attainment in writing. Tell us about a successful writing lesson you have taught. How did you provide feedback on writing to your learners?
- Positive relationships are essential for effective learning to take place. What do you do to establish such relationships in your learning environment?
- What do you enjoy about teaching and what would you see as your strengths?
- Tell us why you chose to be part of the teaching profession?

- How do you ensure that the needs of all your pupils are met within your learning environment?
- To attain and achieve pupils need to feel that they are part of the learning process. How do you involve pupils in what and how they are learning and then in assessing how well they have done?
- The school improvement plan is major driving force in taking a school forward. How have you contributed to your school improvement plan? What has been the impact?
- Differentiation is crucial to ensure pace and challenge in learning. How do you differentiate effectively for pupils in your class?
- Tell us about a curriculum initiative you have been involved in. What role did you play and what was the impact?
- How do you provide personalisation and choice for learners within your curriculum planning?

(Secondary)

- Why have you applied for this post? What have you been doing in the past year or so? (What have you learnt?)
- Pick an important quality – give an example of this from your own experience.
- What has been your biggest challenge in teaching recently? How have you tackled/overcome it?
- The effective teacher recognises the need to develop good relationships with pupils. How do you do this? (Give example)
- How do you establish relationships with pupils? How does that contribute to your dealing with “challenging behaviours” and achieving good discipline? Give an example.
- Focus on ‘success for all’ here. How can we ensure that all youngsters get the chance to achieve their full potential?
- If I entered your class unannounced – how would I know that effective teaching and learning was taking place?
- Give an example of something new/innovative/exciting which you have done/introduced into your teaching in the past year or so.
- Describe any assessment or learning strategies you have used in the classroom.
- ICT is an essential feature in teaching and learning. Describe your experience to date.
- There is a renewed emphasis on the relevance of learning, perhaps through links with external agencies/industry. Comment on this from your subjects’ perspective.
- Some pupils may not see the relevance of your subject. What have you done to ensure that pupils recognise its importance?
- As well as being an effective classroom teacher, what can you offer to the school as a whole (outwith the faculty)?
- What makes a successful team? What has been your main contribution in this situation?
- Describe any curriculum development work you have been engaged in recently.
- What do you see as the role of parents in the education process? Give some examples, perhaps from your own experience of effective parental engagement.
- Starting a new job in a school can be challenging. Talk us through what these challenges are and how you would establish yourself. (Relationships?)
- In a mixed ability and bi-level class how would you differentiate your teaching to challenge and support all pupils?
- Can you tell us about a BGE lesson you have taught that has involved the significant aspects of learning and how you evaluated the success of the lesson?
- Can you tell us about a recent CLPL/CPD course you have completed and the impact it has had on your teaching and learning?
- What are your particular skills and abilities and how do they match the challenges of the job?
- Describe a challenging situation (with a pupil, a member of staff, or a parent) and how you dealt with it. (How did you evaluate the success – or otherwise – of your approach?)
- How do you evaluate your own practice on an ongoing basis? (What have you learned/read recently?)

- What strategies do you use to ensure co-operative and active learning?

(Special)

- Can you explain what attracted you to the post of class teacher at this school and what experience and strengths you will bring to the job?
- Almost all of the pupils at our school are on the autistic spectrum. What principles and methods would you use to enable them to access the curriculum?
- Can you give us an example of how you have supported a child with challenging behaviour? What were the underlying reasons for the behaviour and what strategies did you find successful in supporting the child?
- Each class in our school has a wide range of complex additional support needs. How would you ensure that all the pupils in your class have their individual needs met and ensure that they get their entitlement to either a broad and general education or senior phase?
- Parental involvement is an important element of children's education at our school. Describe the range of ways you have developed and maintained effective communication with parents and carers to ensure they are involved in their child's learning?
- Leading the class team of support staff and engaging effectively with a range of partner agencies is an important part of the class teacher remit. What skills and strategies would you employ to lead the class team and involve other professionals in meeting the pupils' needs?

Other Assessment Tools:

The CEC Recruitment Guide specifies that a range of assessment methods may be used, in addition to an interview. For teachers, this may include delivering an observed lesson episode or other assessment methods. Where this additional assessment tool is used, it must directly relate to the competencies detailed in the GTCS Professional Standards. It must be used for all candidates for a given post. (It does not have to be used for all posts.)

Where a teaching episode is to be used, the following guidelines must be observed to ensure that an observed learning episode is a fair, equitable and transparent assessment method.

- Individual schools can decide on competencies/standards being observed, depending on the nature of the role and the priorities of the SQIP. This provides for necessary flexibility, as long as all candidates for the same post are considered under the same competencies/standards.
- Seven days' notice must be provided where the process will include a teaching episode.
- Candidates must be provided with: a seating plan; appropriate information about pupils including those with ASN; full access to the classroom's ICT resources, paper and any other requested resources. They should have access to the teaching room for a reasonable period before the lesson begins.
- Candidates must be provided with clear information about the current work of the class.
- Candidates must use the Learning Intentions & Success Criteria provided to deliver a learning episode.
- All candidates will be required to deliver a learning episode to the same year group. The class will comprise no more than 20 (practical) or 30 (non-practical) and will, more generally, be considerably smaller than this.
- Individual schools can determine the criteria for selecting groups of pupils for the teaching episodes depending on the competencies/standards/priorities identified at the outset. As far as practicable each group should have roughly similar characteristics and be such as to enable all candidates to demonstrate the relevant competencies.
- Prior to the episode time should be given to candidates to familiarise themselves with a seating plan and associated ASN requirements.
- Observed learning episodes should last no more than 25 minutes.

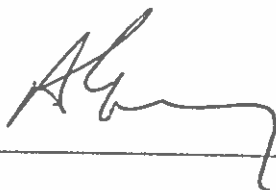
- The learning episodes will be observed by a panel of two. The panel should comprise teachers and/or CLs who have a role in the school's Learning & Teaching Working Group or equivalent.
- As with interview panels, the two people observing should stay the same for all associated observations.
- The observers should use an agreed observation pro-forma (see below). This form must be destroyed after interview as per CEC data handling rules.
- Candidates will be asked to reflect on the learning episode. Interview panel members will be given feedback from the observers which will outline strengths and areas for development. This feedback should relate both to the lesson observation itself and to the reflection afterwards (This is particularly important where the lesson may have been disrupted by circumstances outwith the candidate's control, such as malfunctioning ICT).
- Internal candidates will also need to carry out a teaching episode, on the same terms as all other candidates. Where practicable, they should be asked to teach pupils with whom they are unfamiliar.
- The recommended timescale for feedback to candidates is within 10 working days.

Step 4 – Selection:

Procedures are as in the CEC manager guide (this includes a link to the interview scoring form for teachers).

It is particularly important that unsuccessful candidates are given their outcome and high-quality, meaningful feedback by telephone (or face-to-face if internal and appropriate to do so). We want to encourage people to re-apply in the future and have a good candidate experience. The feedback can come from any panel member, should be based on the candidate's composite interview scoring form, and cover the requirements for the post. You must not comment on any of the other candidates or say things like "There was a stronger candidate with more experience than you".

If candidates ask for a copy of any information relating to their application, you can send them their composite interview assessment form. This should be the only record you hold about them.



A Gray
Joint Secretary (Management)

Date 12-Nov-19



A Murphy
Joint Secretary (Unions)

Date 12 November 2019

CITY OF EDINBURGH COUNCIL – TEACHER RECRUITMENT

Observed Teaching Episode

The following GTCS 'Professional Skills & Abilities' will be the focus of the observation.

3.1 Teaching and Learning	3.2 Classroom Organisation and Management
<ul style="list-style-type: none">• Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	<ul style="list-style-type: none">• Create a safe, caring and purposeful learning environment
<ul style="list-style-type: none">• Communicate effectively and interact productively with learners, individually and collectively	<ul style="list-style-type: none">• Develop positive relationships and positive behaviour strategies
<ul style="list-style-type: none">• Employ a range of teaching strategies and resources to meet the needs and abilities of learners	
<ul style="list-style-type: none">• Have high expectations of all learners	

Candidate's Name: Class:

Observer's Name: Subject:

Date: Level:

Prior Learning:
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Evidence of observed good practice:

Areas for development:

Any other comments: