

EAST AYRSHIRE COUNCIL**JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF – 10 FEBRUARY 2011****THE APPOINTMENT OF HEAD TEACHERS, HEADS OF ESTABLISHMENT AND DEPUTE HEAD TEACHERS IN EARLY YEARS, PRIMARY, SECONDARY AND SPECIAL SCHOOL ESTABLISHMENTS****Joint Report by Executive Director of Finance and Corporate Support and Executive Director of Educational and Social Services****1. PURPOSE**

- 1.1 To seek agreement on a revised scheme for the appointment of head teachers, heads of establishment and depute head teacher in Early Years, Primary, Secondary and Special Schools (Standard Circular 16(a)).

2. BACKGROUND

- 2.1 The quality of senior promoted staff (Head Teacher, Head of Establishment and Depute Head Teacher) is vital to the effective implementation of the policies of East Ayrshire Council and the provision of effective and efficient education in schools. The policy for the appointment of senior promoted staff (Head Teacher, Head of Establishment and Depute Head Teacher) has therefore been reviewed to ensure that the recruitment and selection procedure is rigorous enough to ensure that the best candidate for these senior posts is appointed.

3. PROPOSED CHANGES

- 3.1 The principal changes to the existing Policy and Procedures are as follows:-

-an assessment exercise has been introduced as the first stage of the interview process for head teacher posts

-focus group sessions (teaching staff, support staff and pupils) have been introduced for head teacher posts

-a professional interview led by the Head of Schools, accompanied by the link Quality Improvement Officer and a peer head teacher to focus on a range of educational issues has been introduced for head teacher posts

-the formal interview composed of Elected Members, representatives of the Parent Council and the Executive Director of Educational and Social Services (or a representative) will continue to be the final stage in the interview process for head teacher appointments

3.2 The proposed revised standard circular is attached as Appendix 1.

4. COMMUNICATIONS

4.1 The revised Standard Circular 16(a) will be issued to establishments for appropriate action. The revised policy will also be placed on the Scottish Negotiating Committee for Teaching Staff Web site

5. FINANCIAL IMPLICATIONS

5.1 Any additional costs arising from the proposed changes to the Appointment Procedures for Head Teachers and Depute Head Teachers can be met from the department's own budget.

6. POLICY/LEGAL IMPLICATIONS

6.1 The proposed changes will ensure that the Council meets its legislative requirements as an employer and continues to follow best practice guidelines. The proposals meet the pursuit of continuous improvement and Best Value and the guiding principles of the Community Plan.

7. RISK MANAGEMENT IMPLICATIONS

7.1 There are no risk management implications.

8. COMMUNITY PLANNING IMPLICATIONS

8.1 There are no community planning implications

9. RECOMMENDATIONS

9.1 The Joint Negotiating Committee is asked to:

- (i) agree the revised scheme for the appointment of head teachers, heads of establishment and depute head teachers in Early Years, Primary, Secondary and Special School establishments
- (ii) note the contents of the report.

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Executive Director of
Finance and Corporate Support
GP/JS
1 February 2011

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Executive Director of Educational
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LIST OF BACKGROUND PAPERS

Nil

Any person wishing further information should contact Martin Rose, Head of Human Resources (Telephone 01563 576092) or Andrew Sutherland, Head of Service: Schools (Telephone 01563 576126).

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

**THE APPOINTMENT OF HEAD TEACHERS, HEADS OF ESTABLISHMENT AND DEPUTE HEAD
TEACHERS IN EARLY YEARS, PRIMARY, SECONDARY AND SPECIAL SCHOOL
ESTABLISHMENTS**

Reference:

- (a) "A Teaching Profession for the 21st Century"
- (b) SNCT 24: Job Sizing
- (c) SNCT 28: Job Sizing – Criteria to be Considered in Determining the Need for a Review of the Size of Promoted Posts
- (d) JNCT 5A: Management Structures in Schools (Primary)
- (e) JNCT 5B: Management Structures in Schools (Secondary)
- (f) JNCT 7: Duties of Teachers, Principal Teachers and Depute Head Teachers
- (g) Scottish Schools (Parental Involvement) Act 2006
- (h) Standard Circular 16
- (i) Ambitious, Excellent Schools: Standard for Headship (2005)

1. INTRODUCTION

- 1.1** The quality of senior promoted staff (Head Teacher, Head of Establishment and Depute Head Teacher) is vital to the effective implementation of the policies of East Ayrshire Council and the provision of effective and efficient education in schools.
- 1.2** Recommendations for appointment of senior promoted staff are made to the Executive Director of Educational and Social Services by appointment committees set up by the authority, taking account of the Scottish Schools (Parental Involvement) Act 2006 and other relevant legislation. Standard Circular 16 describes the composition of appointment committees in East Ayrshire Council and gives general information and guidance on the filling of promoted posts.
- 1.3** This circular describes the procedures for the filling of senior posts. The procedures satisfy current legislation and are designed to be equitable and credible and to conform to the authority's equal opportunities policies. Their main aim is to ensure that the best possible candidate is selected.
- 1.4** The main stages in the appointment process are:
- The provision of information about the post (advertisement, job description and school profile)
 - Consideration of the person required (person specification)
 - Establishment of selection criteria
 - Consideration of applications, reports and references
 - Leeting
 - Interview process
 - Post-interview stage
- 1.5** These stages are considered in detail in the following sections. For Head Teacher and Head of Establishment posts, a member of the Education Directorate will undertake all of the selection arrangements. For Depute Head Teacher posts, the Head Teacher of the school where the vacancy exists will make arrangements.

2. INFORMATION ABOUT HEADTEACHER, HEAD OF ESTABLISHMENT AND DEPUTE HEADTEACHER POSTS

- 2.1** Normally, senior posts will be advertised in the national press. On occasion, there will be circumstances where this will not be appropriate, such as school mergers, closures or to support individual professional development. The advertising strategy will be discussed with Parent Council representatives, in accordance with the Scottish Schools (Parental Involvement) Act 2006. The advertisement will contain basic information about the post and the school. It will indicate where applicants can obtain further information and application forms and will state the closing date for applications and to whom they should be sent.
- 2.2** A job description will be prepared for each post. For Head Teacher and Head of Establishment posts, this is the responsibility of the Education Directorate, supported by HR (Education). For Depute Head Teacher posts, this is the responsibility of the Head Teacher of the school where the vacancy exists, supported by HR (Education). Such job descriptions will have regard to local and national agreements and will indicate clearly the job designation, the purpose of the post, the main duties, the reporting arrangements and any other relevant factors. The job description and person specification will take account of the views of Parent Council representatives (as per the Scottish Schools (Parental Involvement) Act 2006), young people, members of staff and any factors considered relevant by the Authority. **Nationally agreed duties are set out in Appendix 1. Standard job descriptions are contained in Appendix 2.**
- 2.3** The person specification will describe the kind of person who is being sought for the post and will be completed before the post is advertised. It will list essential and desirable requirements in terms of qualifications, experience, knowledge, skills and personal qualities. **Sample person specifications are contained in Appendix 3.**
- 2.4** 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 4.**
- 2.5** Applicants will be issued with an application form, job description, school profile and person specification relating to the specific post following an expression of interest in the post and request for details.

3. SELECTION CRITERIA FOR HEADTEACHER AND DEPUTE HEADTEACHER POSTS

- 3.1** To assist in the initial consideration of applications a list of selection criteria reflecting the job description and the person specification will be drawn up for each post. The criteria will also reflect the authority's commitment to equal opportunities.
- 3.2** The criteria will conform to a general pattern established by the authority but may vary in detail according to the post. They will include:
- Appropriate qualifications
 - Previous experience
 - Record of professional development
 - Evidence of having met the Standard for Headship (for Head Teacher posts)
 - Evidence of ability to lead and develop people
 - Evidence of leading and managing learning and teaching
 - Evidence of leading change and improvement
 - Evidence of using resources effectively
 - Evidence of good communication skills and building community

In addition, selection criteria will refer to registration with the GTCS and, in appropriate cases, to the need for evidence of approval by the Roman Catholic Church. **Sample form is given in Appendix 5.**

4. LEETING FOR HEAD TEACHER, HEAD OF ESTABLISHMENT AND DEPUTE HEAD TEACHER POSTS

- 4.1** For Head Teacher and Head of Establishment posts, the leeting process will be chaired by the Executive Director of Educational and Social Services or his/her representative. The Executive Director, the Head of Service for the relevant sector and a representative from HR (Education) will meet with Parent Council representatives. Together, they will evaluate the candidates and agree the shortlist for the post. A written record of the leeting process should be kept. The use of the form at Appendix 5 is recommended. In addition, the candidate's experience and expertise should relate to the essential and desirable criteria already set.
- 4.2** For Depute Head Teacher posts, the leeting process will be chaired by the Head Teacher of the school where the vacancy exists. The Head Teacher, the appropriate Head of Service, or, if deemed appropriate, the link Quality Improvement Officer (QIO), and the Parent Council representative on the appointment committee (see Standard Circular 16) will draw up the short leet for the interview. The Head Teacher should keep a written record of the leeting process. The use of the form at Appendix 5 is recommended. In addition the candidate's experience and expertise should relate to the essential and desirable criteria already set. All parties should, where appropriate, declare any interest in the leeting process.
- 4.3** In accordance with the Scottish Schools (Parental Involvement) Act 2006, the Parent Council can choose whether it wishes to be represented in the leeting process. The Parent Council can also choose to have someone who is not on the Parent Council to assist it in discharging its functions.
- 4.4** In most cases it will be possible to consider applications and decide on an initial leet that will be interviewed by the appointment committee. The number of candidates to be interviewed will not normally be fewer than three or greater than six. In exceptional circumstances, if it is felt desirable to interview a larger number of candidates, a preliminary interview stage may be introduced. Where a satisfactory leet cannot be formed, the post will be re-advertised.

5. APPLICATION FORMS, REPORTS AND REFERENCES

- 5.1** The selection criteria will be used to assess information given in submitted application forms.
- 5.2** The **application and report forms which are attached as Appendix 6 and Appendix 7** have been designed to ensure a thorough and systematic approach to the filling of posts.
- 5.3** Reports should only be requested following the leeting meeting.

6. THE INTERVIEW PROCESS FOR HEAD TEACHER POSTS

- 6.1** The format of the interview process will be described at the leeting meeting between members of the Education Directorate and the Parent Council representatives. For the appointment of head teachers, the process is in three stages.
- 6.2** The first stage of the interview process for head teacher posts is involvement in an assessment exercise. The purpose of the assessment exercise is to provide information on the skills and qualities of each candidate. The assessment exercise takes place at a venue in East Ayrshire, and may last for up to one day depending upon the format used. Feedback from this process is provided to the chair of the interview panel prior to the final interview and is shared with panel members after the candidates have been interviewed and prior to final consideration for the post.
- 6.3** The second stage of the interview process for **secondary head teacher** posts is participation in focus group sessions and a professional interview, which take place in the school where the vacancy exists. Depending on the number of candidates, this stage may need to take place over two days. This programme will begin with a tour of the school, accompanied by the existing Head Teacher (where possible) and the school's link QIO. This tour provides all

candidates with the opportunity to visit the school, to be briefed on major issues affecting the school, to meet the appropriate staff and to seek any information about the school which they feel might be helpful to them. This part of the process is for the benefit of candidates and should not form part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

- 6.4 On the same day, each candidate will meet with up to three focus groups - each group facilitated by a QIO. The link QIO will visit the school prior to this stage to brief the focus groups on their role. The focus groups will be as follows: teaching staff, support staff and pupils. Each group should consist of up to six people. Each focus group discussion will last around 30 minutes, and will address the areas around the personal qualities and interpersonal skills as outlined in section 4.3 of the Standard for Headship. **Appendix 8 provides a sample matrix for the organisation of the focus groups. The proforma for recording feedback from each focus group is attached as Appendix 10.**
- 6.5 Following the focus group discussions, the QIOs will meet to collate the feedback for each candidate across all of the focus groups. The link QIO will provide the collated feedback to the chair of the interview panel prior to the final interview and the information will be shared with panel members after the candidates have been interviewed and prior to final consideration for the post.
- 6.6 During this period there will also be a professional interview led by the Head of Schools, accompanied by the link QIO and a peer head teacher. The professional interview will last for around 30 minutes and focus on a range of educational issues. Feedback from this interview, alongside the focus group returns, will be provided to the chair of the interview panel prior to the final interview and is shared with panel members after the candidates have been interviewed and prior to final consideration for the post.
- 6.7 In **Primary and Special Head Teacher appointments** each candidate will participate in one focus group discussion and a professional interview. The link QIO will visit the school prior to this stage to brief the focus group on their role. The focus group will be facilitated by a QIO and will be made up as follows: two members of teaching staff, one member of support staff and six pupils (2 x P5, 2 x P6, 2 x P7). The focus group discussion will last around 30 minutes, and will address the areas around the personal skills and qualities as outlined in the Standard for Headship. **Appendix 9 provides a sample matrix for the organisation of the focus group and professional interview. The proforma for recording feedback from each focus group is attached as Appendix 10.**
- 6.8 Following the focus group discussion, the QIO will collate the feedback and provide this to the chair of the interview panel prior to the final interview and the information will be shared with panel members after the candidates have been interviewed and prior to final consideration for the post.
- 6.9 Following the focus group session there will be a professional interview led by the Head of Schools, accompanied by the link QIO and a peer head teacher. The professional interview will last for around 30 minutes and focus on a range of educational issues. Feedback from this interview will also be provided to the chair of the interview panel prior to the final interview and is shared with panel members after the candidates have been interviewed and prior to final consideration for the post.
- 6.10 The final stage in the interview process for primary, secondary, special and early years appointments will be a formal interview composed of Elected Members, representatives of the Parent Council and the Executive Director of Educational and Social Services (or a representative). This interview will play a key role in determining which of the leeted candidates should be recommended for appointment. Areas which may be addressed in the final interview include: education policy and strategy, continuous improvement issues and scenarios specific to the post. The minimum time allowed for each candidate will normally be 40 minutes.

- 6.11 Variations to the traditional interview may be considered provided that the appointment committee feels confident in using the techniques involved. The traditional question and answer format must be supplemented in one of the following ways:
- Devoting the first part of the interview to a presentation by the candidates on an educational topic of which they will have been informed in advance. The initial questioning may relate to the presentation. This should not occupy more than 25% of the allotted interview time.
 - Inviting candidates to prepare a presentation on an educational topic of which they are informed on arrival at the interview. Electronic presentations are acceptable.
 - Inviting candidates to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale.
 - Inviting candidates to prepare a paper in advance on a topic of educational importance.

Candidates should be informed in advance of the format to be employed.

- 6.12 The format of this part of the interview process should be determined in advance by the Executive Director of Educational and Social Services, in consultation with the elected member and taking account of any views expressed by the Parent Council. The interview should allow the same time for each candidate, provide for at least one standard question and permit candidates some opportunity to clarify essential matters by putting questions to the Chair. A written record should be kept by the Executive Director of Educational and Social Services and retained for at least 6 months. **A sample assessment sheet for the evaluation of interview performance is attached as Appendix 11. Guidance for members of the Appointment Committee is attached as Appendix 12.**

7. THE INTERVIEW PROCESS FOR PRIMARY AND SPECIAL HEAD TEACHER POSTS

- 7.1 The format of the interview process will be described at the leeting meeting between members of the education directorate and the Parent Council representatives. For the appointment of primary and special head teachers, the process is in three stages (as described in paragraph 6 above).
- 7.2 Prior to the interview process, all leeted candidates will be invited to a tour of the school, accompanied by the existing Head Teacher (where possible) and the school's link QIO. This provides all candidates with the opportunity to visit the school, to be briefed on major issues affecting the school, to meet the appropriate staff and to seek any information about the school which they feel might be helpful to them. This part of the process is for the benefit of candidates and should not form part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits. To ease organisation, this visit is likely to take place prior to the first stage of the interview process.

8. THE INTERVIEW PROCESS FOR DEPUTE HEAD TEACHER POSTS (ALL SECTORS)

- 8.1 For Depute Head Teacher posts, the leeting process will be chaired by the Head Teacher of the school where the vacancy exists. The Head Teacher, the appropriate Head of Service, or, if deemed appropriate, the link Quality Improvement Officer (QIO), and the Parent Council representative on the appointment committee (see Standard Circular 16) will draw up the short leet for the interview. The Head Teacher should keep a written record of the leeting process. The use of the form at Appendix 5 is recommended. In addition the candidate's experience and expertise should relate to the essential and desirable criteria already set. All parties should, where appropriate, declare any interest in the leeting process.
- 8.2 Each leeted candidate will be invited to attend a formal interview, in order to determine which of the leeted candidates should be recommended for appointment. The minimum time allowed for each candidate should normally be 40 minutes.

8.3 Variations to the traditional interview may be considered, as outlined in section 6.7, provided that the appointment committee feels confident in using the techniques involved.

8.4 The format of the appointment process should be determined in advance by the Head Teacher, in consultation with a member of the Education Directorate and taking account of any views expressed by the Parent Council. The interview should allow the same time for each candidate, provide for at least one standard question and permit candidates some opportunity to clarify essential matters by putting questions to the Chair. A written record should be kept by the Head Teacher and retained for at least 6 months. **A sample assessment sheet for the evaluation of interview performance is attached as Appendix 11. Guidance for members of the Appointment Committee is attached as Appendix 12.**

9. APPOINTMENT COMMITTEE FOR HEAD TEACHER POSTS (FINAL INTERVIEW)

9.1 An appointment committee for the post of Head Teacher of a school will normally consist of three nominees of the Parent Council and 3 nominees of the Education Authority.

9.2 The Education Authority will normally nominate:

- A member of the Education Directorate, normally the Executive Director of Educational and Social Services
- An Elected Member from the Cabinet, who will be nominated by the Executive Director of Educational and Social Services
- A Head Teacher from the appropriate sector from a school in East Ayrshire (or from another Council if particular expertise is required)

9.3 In accordance with the Scottish Schools (Parental Involvement) Act 2006, the Education Authority must invite parental representation on the appointment panel. However, it remains up to the Parent Council whether or not it wishes to participate.

9.4 The Parent Council, where it so wishes, can nominate someone who is not a member of the Parent Council to represent the parent view. Whilst it is a matter for the Parent Council to determine who should best represent its interests, it is envisaged that at least one of the parental representatives would be a parent with a child at the school. Pupils of the school and members of staff of the school other than the Head Teacher may not be members of an appointment committee.

9.5 The appointment committee will be chaired by the Executive Director or his/her representative. The Chair will have both a deliberative and a casting vote.

9.6 Where for any reason a parent council has not been established, the appointment committee will consist of the authority's nominees only.

10. APPOINTMENT COMMITTEE FOR HEAD OF EARLY YEARS ESTABLISHMENTS

10.1 The appointment procedures for Heads of Early Years Establishments should follow the procedures as outlined above as closely as possible. It will not always be feasible to obtain parental representation and this should be dealt with on a case-by-case basis.

11. APPOINTMENT COMMITTEE FOR DEPUTE HEAD TEACHER POSTS

11.1 An appointment committee for the post of Depute Head Teacher will consist of 2 nominees of the Parent Council and 2 nominees of the Education Authority together with the Head Teacher of the school, without whom the appointment committee cannot sit. Any declarations of intent must be made by all panel members prior to interview.

11.2 The education authority will normally nominate:

- A member of the Education Directorate (normally the Head of Service: Schools) or a Head Teacher or other senior member of staff
 - A teacher of equivalent rank (i.e. a Depute Head Teacher)
- 11.3** No two members of the appointment committee nominated by the authority should be members of staff of the same school.
- 11.4** The Parent Council, where it so wishes, can nominate someone who is not a member of the Parent Council to represent the parent view. Whilst it is a matter for the Parent Council to determine who should best represent its interests, it is envisaged that at least one of the parental representatives would be a parent with a child at the school. Pupils of the school and members of staff of the school other than the Head Teacher may not be members of an appointment committee.
- 11.5** An appointment committee for the post of Depute Head Teacher will be chaired by the Head Teacher of the school who will have both a deliberative and a casting vote.
- 11.6** Where for any reason a parent council has not been established, the appointment committee will consist of nominees of the authority together with the Head Teacher of the school in the chair.
- 12. POST INTERVIEW STAGE (HEAD OF ESTABLISHMENT)**
- 12.1** At the end of the selection process the appointment committee will make a decision to offer the post to the recommended candidate (except in the unlikely circumstances where the candidate is ineligible or where the selection process has been conducted improperly).
- 12.2** All invited candidates will be given the opportunity to discuss their performance at interview with one of the authority's representatives on the appointment committee.
- 13. POST INTERVIEW STAGE (DEPUTE HEAD TEACHER)**
- 13.1** At the end of the selection process the appointment committee will make a decision to offer the post to the recommended candidate (except in the unlikely circumstances where the candidate is ineligible or where the selection process has been conducted improperly). The Head of Schools would be responsible for investigating the latter.
- 13.2** All invited candidates will be given the opportunity to discuss their performance at interview with one of the authority's representatives on the appointment committee.

Graham Short
Executive Director of Educational and Social Services

October 2010

HEAD TEACHER DUTIES AS OUTLINED IN 'A TEACHING PROFESSION FOR THE 21ST CENTURY' (TP21)

The TP21 Agreement sets out the outline duties of a Head Teacher and Depute Head Teacher. These are stated below, as extracted from Annex B of TP21.

HEAD TEACHER

The role of the Head Teacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Education. The Head Teacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- (a) Responsibility for the leadership, good management and strategic direction of the school.
- (b) Responsibility for school policy for the behaviour management of pupils.
- (c) The management of all staff, and the provision of professional advice and guidance to colleagues.
- (d) The management and development of the school curriculum.
- (e) To act as adviser to the Parent Council (formerly School Board) and to participate in the selection and appointment of the staff of the school.
- (f) To promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.
- (g) Working in partnership with parents, other professionals, agencies and schools.
- (h) To manage the health and safety of all within the school premises.

DEPUTE HEAD TEACHER

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

JOB DESCRIPTION - HEAD TEACHER

GENERAL DUTIES

The Head Teacher is required:

- To manage the affairs of the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils
- Within the framework of the authority's policies and mission statement, to formulate clear aims for the school and policies to ensure their achievement
- To ensure the communication of these aims and policies to all staff, pupils, parents and other users of the school
- To act, on behalf of the authority, as principal professional adviser to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation
- To encourage and promote the development of the corporate life of the school and by so doing to create an ethos conducive to healthy relationships, high morale and sound learning
- To contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.

ACCOUNTABILITY

The Head Teacher is accountable to the education authority through the Executive Director of Educational and Social Services.

MANAGING THE AFFAIRS OF THE SCHOOL

The Head Teacher shall be responsible for:

The management of staff by:

- Participating as required in the selection, appointment and review and development of the staff of the school
- Ensuring that the expertise of staff is recognised and is employed in such a way that pupils and their parents benefit fully and that members of staff may be clear about their individual roles and may derive as much satisfaction as possible from their work
- Consulting fully with staff on the formulation, implementation and evaluation of school policy
- Promoting the professional development and welfare of staff both collectively and individually
- Implementing within the school all relevant conditions of service, disciplinary and grievance procedures and other matters of a contractual nature
- In consultation with relevant colleagues, assessing and monitoring the effectiveness of staff and providing reports as required for appointment and promotion purposes.

The management of the curriculum by:

- Managing and developing the curriculum in accordance with the policies of the authority and taking account of relevant advice given by the Scottish Executive and LTS or other relevant national bodies
- Encouraging the development of teaching methods which promote effective learning by all
- Preparing efficient arrangements for the timetabling of staff so that the requirements of the curriculum may be adequately met
- Ensuring that the progress of pupils is monitored, recorded and reported to parents and others who may have a right to know
- Devising an overall policy for pupil guidance and establishing effective structures for its implementation
- Ensuring the implementation of strategic policies of East Ayrshire Council, for example, in relation to equal opportunities

The management of resources by:

- Ensuring that appropriate arrangements are made for the management of the school budget and any other school finances, including proper procedures to account for these
- Formulating policies to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation
- Preparing proposals for the disbursement of per capita funding for teaching and learning materials
- Ensuring that appropriate procedures are observed in relation to the health and safety of all users
- Assisting the authority to ensure that school buildings are properly maintained.

The management of communications by:

- Establishing effective channels of communication among all staff and with all users of the school
- Keeping such channels of communication under review
- Consulting and communicating with parents about the affairs of the school and the progress of their children, in particular by arranging regular meetings between parents and teachers to assist such communication
- Being the school's official correspondent with the authority itself and with interested groups such as other departments of East Ayrshire Council, external agencies, SQA, other schools, parents and the wider community
- Reporting to the authority on matters affecting the school and in particular, alerting the authority and keeping it informed of situations of a non-routine nature
- Maintaining all necessary records relating to the life and work of the school and responding timeously to requests for information by the authority or other bodies to which there is a duty to respond

The management of the corporate life of the school by:

- Promoting the implementation of all aspects of the school's improvement plan
- Encouraging among pupils the highest standards of behaviour
- Fostering among pupils, parents, staff and other users of the school an awareness of the school as a community with which they can all identify
- Encouraging the development of social, educational and recreational activities which provide pupils, parents, staff and other users of the school with opportunities to meet informally beyond the bounds of the normal working day of the school
- Seeking opportunities to link the work of the school with that of the wider community of which it is a part and by so doing, emphasising the mutual benefits which are derived from such links

Relationships

The Head Teacher shall seek to form and maintain effective working relationships with all users of the school and the school's staff, the office-bearers and members of the Parent Council, other educational establishments, officers of the authority and other departments of East Ayrshire Council, representatives of the wider community, officers involved in the development and review process and representatives of external agencies with rights to operate in relation to the school.

Authority

The Head Teacher shall have authority over users of the day school and shall have powers to require compliance with all reasonable instructions given to staff in relation to the management of the school.

OTHER DUTIES

The Head Teacher shall be responsible for such other reasonable duties as may from time to time be assigned by the Executive Director of Educational and Social Services.

JOB DESCRIPTION - DEPUTE HEAD TEACHER

GENERAL DUTIES

The Depute Head Teacher is required to assist and where necessary, deputise for the Head Teacher in the overall management of the school.

ACCOUNTABILITY

The Depute Head Teacher is accountable to the Head Teacher as principal manager of the school on behalf of the Executive Director of Educational and Social Services.

AUTHORITY

The Depute Head Teacher shall have authority as delegated by the Head Teacher over staff and users of the school during the day.

AREAS OF RESPONSIBILITY

The Depute Head Teacher shall have responsibility for any of the full range of areas of management and administration contained in the job description of the Head Teacher which may be delegated by the Head Teacher. Such responsibilities may be delegated on a long-term or short-term basis and may relate both to periods when the Head Teacher is away from the school and to periods when he/she is present. Where a class teaching commitment is included in the Depute Head Teacher's job description, its extent shall be determined by the Head Teacher taking account of the management responsibilities of the post.

OTHER DUTIES

The Depute Head Teacher shall undertake such other duties as may from time to time be assigned by the Head Teacher.

DEPARTMENT OF EDUCATIONAL & SOCIAL SERVICES

PERSON SPECIFICATION

POST OF HEAD TEACHER	SECONDARY SCHOOL	
<u>Selection Criteria</u>	<u>Essential- Acceptable levels for effective job performance</u>	<u>Desirable- The attributes of the ideal candidate</u>
Qualifications	As required by GTCS	Additional qualifications such as further post graduate degree or Scottish Qualification for Headship
Previous Experience	Experience in a promoted post	Successful experience in a senior promoted post
Professional Development	Evidence of recent involvement in professional development	Breadth of involvement in key issues
Working with and leading others	Ability to work as part of a team and lead when required	Evidence of good leadership skills e.g. working parties
Management Skills	Potential to carry out managerial requirements of the post	Evidence of management skills of a high quality
Communication Skills	Ability to communicate at all levels	Articulate, good language skills
Implementing Change	Involvement in current developments	Initiative in carrying through developments
Interpersonal Skills	Consultative, good listener, courteous	Highly participative
Commitment to social inclusion	Knowledge of the relevant council strategies and policies	High level of commitment and inclusive initiatives
Commitment to parental involvement in education	Awareness of the importance of parental participation in education	Evidence of successfully involving parents in the education of their children
Commitment to extra curricular activities	Aware of the importance of extra curricular activities to the ethos of the school	Evidence of participation in a range of extra curricular activities

APPENDIX 3 CONT'D

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

PERSON SPECIFICATION

POST OF DHT	PRIMARY SCHOOL	
SELECTION CRITERIA	ESSENTIAL	DESIRABLE
	Acceptable levels for effective job performance	The attributes of the ideal candidate
QUALIFICATIONS	As required by GTCS.	Additional qualifications.
PREVIOUS EXPERIENCE	Experience in a promoted post.	Successful in PT or similar post.
PROFESSIONAL DEVELOPMENT	Evidence of recent involvement in professional development.	Breadth of involvement in key issues.
LEAD AND DEVELOPMENT PEOPLE	Ability to work in team and lead if required.	Evidence of good leadership skills e.g working parties.
LEAD AND MANAGE LEARNING AND TEACHING	Potential to carry out managerial requirements of the post.	Evidence of management skills of a high quality.
LEAD CHANGE AND IMPROVEMENT	Involvement in current developments.	Initiative in carrying through developments and change.
USE RESOURCES EFFECTIVELY	Use resources to support policy development.	Initiative in applying resource management.
COMMUNICATION SKILLS	Ability to communicate at all levels.	Articulate, good language skills.
<u>OTHER</u> COMMITMENT TO SOCIAL STRATEGY	Knowledge of the Council's strategy.	High level of commitment.

ESTABLISHMENT PROFILES

1. School profiles should be prepared by the Head of Establishment and should be available on request to all potential applicants.
2. Profiles should be concise (one side of A4) and should contain the following information:
 - Name, address, telephone number of establishment
 - Name of Head of Establishment
 - Brief statement of aims
 - Structure of promoted posts
 - Number and type of staff
 - Number and age range of children and young people
 - Capacity of the school
 - Brief description of the building
 - Brief description of the location of the school and its catchment area
 - Links with parents and the community (e.g. Parent Council, PTA)
 - Any special features (e.g. provision for pupils with additional support needs)
 - Any other relevant information depending on sector (e.g. returning adults, extra curricular activities)
3. Within this general framework schools will be free to present information as they wish. It is likely that the profile will have uses other than for the briefing of applicants for promoted posts. It would be helpful therefore if they were written in accessible, jargon-free language.
4. Sample profiles are shown in the following pages.

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

SPECIMEN

HEAD TEACHER

Kildoon Academy is a six-year non-denominational school serving part of the town of Kilmarnock. The current roll is just below 800.

The school has accommodation for 1000 pupils. The building consists of two traditional red stone structures dating back to the turn of the century, along with a large extension built in the 1960s, which accommodates practical subjects. Extensive, well-maintained playing fields lie adjacent to the main building.

The school enjoys close working links with the four associated Primary Schools - Elliott PS, Bruce PS, Milton PS, and Morrison PS. It serves an area of mainly local authority housing, with a growing private housing sector on the periphery of its catchment area. Part of the catchment area is classified as an area of deprivation, as a result of which the school benefits from some additional resources and staffing.

The school is well staffed with teachers whose range of qualifications allows the provision of a balanced curriculum appropriate to the needs of all the pupils. The school is forward looking, innovative and fully committed to a wide range of Standard Grade, Higher, Advanced Higher and National Certificate courses. The school is equally committed to a structured programme of personal and social development, learning support for all children, education/industry links, work experience, enterprise activities, equal opportunity and educational computing and technology.

The Senior Management Team consists of Head Teacher, and three Depute Head Teachers. Twelve Principal Teachers manage an equivalent number of departments. The Guidance team consists of four Principal Teachers. The total staff of the school consists of 63 teachers, 4 clerical, 3.6 technician and 3 janitorial staff.

The school has its own Brass Band and Choirs. Its extra curricular activities include football, rugby, hockey, dance and skiing.

The Parent Council and the Parent Teacher Association are both active and very supportive of the school.

The Head Teacher welcomes enquiries at any time and will be pleased to show interested teachers around the school and introduce them to departments.

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

SPECIMEN

HEAD TEACHER	Mrs Margaret Davidson
STAFF	25.4 Teachers, 5 Classroom Assistants and 1 Clerical Assistant, Janitor. Health Board - School Nurse, 3 Physiotherapists, 0.5 Speech Therapists, Visiting Medical Officers and Dentist.
ROLL	140 Pupils aged 2 - 18. School Capacity - 180. The school has primary and secondary departments for pupils with a range of additional support needs.
BUILDING	The building dates from 1946. It is triangular, set around a central playground with additional playing space and games field on the outside. There are 21 classrooms, 6 secondary specialist rooms, 2 dining halls, soft playroom, staff resource rooms and library. Separate buildings house the gymnasium (1973) and the pre-school unit (1984) for children with additional support needs which also contains the medical suite.
SITUATION	The school is situated in Kilmarnock
PARENTS	The PTA was established in 1975 and has been most supportive of both school and pupils. The Parent Council was established in 2007.

EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

SPECIMEN

St James Primary School is situated in the northern part of the authority. The accommodation dates from 1966. It comprises a central four-storey block of classrooms flanked by a P1 - P3 wing and a large dining-hall which doubles as a gymnasium and an administration block. There are sixteen classrooms. The present school roll is 350 and the capacity of the school is 479. A mixture of council houses and private housing surrounds the school.

15 full-time teachers, including the Head Teacher and two Depute Head Teachers, staff the school. One Depute Head Teacher has responsibility for language and maths and intervention approaches across the curriculum. The other Depute Head Teacher has responsibility for support for learning and ICT Strategy throughout the school. Ancillary personnel consists of a janitor, one full-time and one part-time clerical assistant, one classroom assistant and catering and cleaning staff.

Contact between parents and school is strong. The Parent-Teacher Association is very active. The Parent Council meets monthly and all parents are encouraged to volunteer to assist in the running of resource areas etc. The school runs a Parent Project Club and mounts workshops for parents on the curriculum. A strong Learning Support Programme supports pupils with additional support needs. The school has an extensive sports programme including football, netball, badminton and swimming, an active chess club and a large mixed choir.

Further information can be obtained by contacting the Head Teacher, Mrs Sheila Anthony, at the
above address.

SELECTION CRITERIA FOR A SENIOR PROMOTED POST

POST: _____	SCHOOL: _____
COMPLETED BY: _____	DATE: _____

NAME			
PRESENT POST/SCHOOL			
LENGTH OF SERVICE			
QUALIFICATIONS	E D	E D	E D
EXPERIENCE	E D	E D	E D
PROFESSIONAL DEVELOPMENT	E D	E D	E D
LEAD AND DEVELOP PEOPLE	E D	E D	E D
LEAD AND MANAGE LEARNING AND TEACHING	E D	E D	E D
LEAD CHANGE AND IMPROVEMENT	E D	E D	E D
USE RESOURCES EFFECTIVELY	E D	E D	E D
COMMUNICATION SKILLS	E D	E D	E D

E – Essential, D – Desirable



Application for PROMOTED POST

Please use black ink and **BLOCK LETTERS** or typescript

A	POST APPLIED FOR			
	ESTABLISHMENT			

B	SURNAME			INITIALS	
	ADDRESS				
	POST CODE				
	TELEPHONE: HOME		WORK		

C	DEGREE(S)/DIPLOMA(S)/TEACHING QUALIFICATIONS	DATE AWARDED	UNIVERSITY/ COLLEGE
	GTCS REGISTRATION NUMBER		

D	IS TEACHING QUALIFICATION IN: Pre-Five/Primary/Secondary Education	
	IF SECONDARY STATE SUBJECTS	

E	PRESENT EMPLOYER	
----------	------------------	--

F	PRESENT POST	
	NAME AND ADDRESS OF ESTABLISHMENT	
	DATE APPOINTED	

MAIN DUTIES	

G	EMPLOYMENT HISTORY			
	DATES		ESTABLISHMENT/ EMPLOYER	JOB TITLES
	FROM	TO		

H	LENGTH OF SERVICE	Years
	TOTAL LENGTH OF TEACHER SERVICE	Years

I	PERSONAL AND PROFESSIONAL DEVELOPMENT

J	LEAD AND DEVELOP PEOPLE

K	LEAD AND MANAGE LEARNING AND TEACHING

L	LEAD CHANGE AND IMPROVEMENT

M	USE RESOURCES EFFECTIVELY

N	COMMUNICATION SKILLS AND BUILDING COMMUNITY

0	OTHER INFORMATION

P	DISABILITY Disabled persons who meet the essential criteria will automatically be interviewed
----------	--

Do you have a physical or mental impairment and the impairment has a substantial or long-term adverse effect on your ability to carry out normal day-to-day activities?

YES/NO

If "Yes" please provide details

--

If called for interview, please state any help you may require such as Wheelchair access.

--

Q	REHABILITATION OF OFFENDERS ACT 1974
----------	---

The Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order 2003 (as amended) applies to this post.

R	AVAILABILITY TO WORK
----------	-----------------------------

Are you authorised to work in the UK?

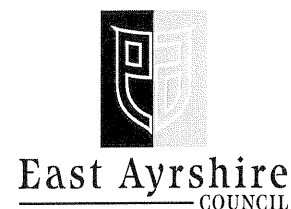
YES/NO

Signature _____

Date _____

<p>In the case of applications for posts of Principal Teacher the completed application form should be sent to the Head Teacher where the post is vacant. For posts of Depute Head Teacher and Head Teacher the completed form should be sent to the HR (Education) Department, East Ayrshire Council, Rennie Street, Kilmarnock, KA3 1AR.</p>
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PROMOTED POSTS: NOTES FOR APPLICANTS



General

The form should be completed in black ink, using block capital letters, or typescript. A version of the form is available electronically which can be obtained from your Head Teacher, or the HR (Education) Department at Rennie Street, Kilmarnock.

Applicants are reminded that direct or indirect canvassing in relation to their application will lead to disqualification. The knowing provision of false information may lead to disciplinary action resulting in dismissal.

Section A: **Details of Post**

State clearly the post for which you are applying together with the establishment (school or nursery).

Section B: **Applicant's Details**

Write your surname and initials only. The address and telephone numbers should relate to the locations at which you can be most readily contacted.

Section C: **Qualifications**

Complete this section giving your degrees, diplomas and teaching qualifications starting with those that were awarded first. It is sufficient to put the year of award. You should specify clearly where you studied for the qualification together with the awarding body, if this is different.

Section D: **Sector**

State whether you are qualified to teach in early years and child care establishments, primary schools or secondary schools. Secondary teachers should indicate the subjects in which they are qualified.

Section E and F: **Present Employment**

You should state here your present employer (this will usually be the name of a Council). Give also the title of your present post together with the name and address of the establishment within which it is held. The date appointed should be month and year on which you took up position. If you were in an acting capacity prior to your substantive appointment, this should be clearly indicated in section F.

Give the main duties which are associated with your present post. These will generally be taken from your current job remit.

Section G: **Employment History**

List all previous employment in chronological order starting with your first post. Include details of establishments, dates in post, and job titles. You should also give details of any non-teaching employment, stating the name of the employer and the position held. Details of any teacher placements should more properly be given in Section I.

- Section H: Length of Service**
Give your length of service at the present level of post. Include any periods of acting appointments. Staff who have moved between guidance and subject posts at the same level should add their time in both posts together. If you have left the service and returned, and have regained the promoted post level at which you left, add your length of service at your current level to that gained at that level before you left.
- State your total length of service in teaching, excluding teaching practice.
- Section I: Personal and Professional Development**
List what you consider to be the major personal and professional development activities which you have undertaken in the past five years.
- Section J: Lead and Develop People**
Give a small number of important examples of how you have shown skills in leading and developing people and worked as an effective member of a team. Examples of where you have worked with parents should be included in this section.
- Section K: Lead and Manage Learning and Teaching**
Include here examples of your experience in managing learning and teaching. This may include areas such as curriculum development and implementation of teaching strategies.
- Section L: Lead Change and Improvement**
In relation to your current post, give a small number of examples of how you have shown skills in leading significant change in relation to the curriculum or learning and teaching methodologies. Demonstrate how you have been involved in improvement processes at establishment level.
- Section M: Use resources effectively**
Experience under this heading might include policy development and implementation, resource management, dealing with external agencies, finances timetabling etc.
- Section N: Communication Skills and Building Community**
Give examples here of effective communication skills with children, parents, staff, external agencies or representatives of the community and demonstrate how you have built community with some or all of these groups.
- Section O: Other information**
Include work which illustrates your effectiveness as a leader and manager which is not represented elsewhere in your application. Give any other information which you consider to be relevant to your application including a summary of why you consider yourself to be suitable for this post.
- Sections P, Q and R** These sections are included as part of the statutory responsibilities of the Council and MUST be completed where indicated.

NOTE:

Your Head Teacher or Line Manager will be asked to supply a report on you prior to the final stage of the selection procedure.



Report on Applicant for PROMOTED POST

PLEASE USE BLACK INK AND BLOCK LETTERS OR TYPESCRIPT

POST APPLIED FOR	
-------------------------	--

NAME OF APPLICANT	
--------------------------	--

PRESENT POSITION	
-------------------------	--

SCHOOL	
---------------	--

<p>ASSESSMENT OF CANDIDATE IN PRESENT POST Please comment as fully as possible in the space provided. Give examples where appropriate</p>	
--	--

●	In what way has the applicant shown a commitment to personal and professional development?

●	In what way has the applicant demonstrated effective communication skills, e.g. with pupils, staff, parents and others?

●	In what way has the applicant contributed to Curriculum Development from which pupils have benefited?
●	In what way has the applicant demonstrated effective Management/Leadership skills?
●	Please give any comments on the candidate's application form which you feel might be helpful to the appointment committee.

SUITABILITY FOR POST APPLIED FOR

● In the light of the job description and person specification, in what way do you feel that the applicant is suitable/unsuitable for the post applied for?

SIGNATURE OF HEAD TEACHER / LINE
MANAGER

DATE

SIGNATURE OF APPLICANT

DATE

**SAMPLE MATRIX FOR FOCUS GROUP DISCUSSIONS FOR SECONDARY
HEADTEACHER POSTS**

Schedule for (insert date – day 1) / (insert date – day 2)

Day 1

9.30am – 10.30am Walk around school, accompanied by HT, Chair of Parent Council, link Quality Improvement Officer

10.30 – 10.45am Tea / Coffee

	Teaching Staff (QIO 1)	Support Staff (QIO 2)	Pupils (QIO 3)
10.45am – 11.15am	Candidate 1	Candidate 3	Candidate 2
11.15am – 11.45am	Candidate 2	Candidate 1	Candidate 3
11.45am – 12.15pm	Candidate 3	Candidate 2	Candidate 1

Day 2

9.30am – 10.30am Walk around school, accompanied by HT, Chair of Parent Council, link Quality Improvement Officer

10.30 – 10.45am Tea / Coffee

	Teaching Staff (QIO 1)	Support Staff (QIO 2)	Pupils (QIO 3)
10.45am – 11.15am	Candidate 4	Candidate 6	Candidate 5
11.15am – 11.45am	Candidate 5	Candidate 4	Candidate 6
11.45am – 12.15pm	Candidate 6	Candidate 5	Candidate 4

(Note: Three rooms will be required in the school for the focus group discussions over both days)

APPENDIX 9

SAMPLE MATRIX FOR PROFESSIONAL INTERVIEW / FOCUS GROUP DISCUSSIONS FOR PRIMARY AND SPECIAL HEADTEACHER POSTS

	Professional interview	Focus group discussion
9.30 – 10.00	Candidate 1	Candidate 2
10.15 – 10.45	Candidate 2	Candidate 1
Coffee		
11.15 – 11.45	Candidate 3	Candidate 4
12.00 - 12.30	Candidate 4	Candidate 3
Lunch		
1.30 – 2.00	Candidate 5	Candidate 6
2.15 – 2.45	Candidate 6	Candidate 5

East Ayrshire Council

Department of Educational and Social Services

Collated feedback from focus group discussions

Head Teacher Appointment – INSERT SCHOOL

Candidate:
Demonstrating self-awareness and inspiring and motivating others:
Judging wisely and deciding appropriately:
Communicating effectively:
Showing political insight:



INTERVIEW ASSESSMENT SHEET

Name of Candidate:	SCHEDULED TIMES
Post of:	Scheduled Start:
School:	Actual Start:
Present Post:	Actual Finish:

PLEASE COMPLETE THIS FORM DURING/IMMEDIATELY AFTER THE INTERVIEW
(USE THE REVERSE OF THIS FORM TO CONTINUE ANY SECTION)

I N T E R V I E W P E R F O R M A N C E

SUPPLEMENTARY INTERVIEW PERFORMANCE

--

PRESENTATION OF CANDIDATE		
Presentation	Clarity	Structure
		Confidence

ATTRIBUTES OF CANDIDATE	ASSESSMENT
Personal attributes (eg appearance, manner, motivation, judgement):	
Responses to Questions: 1	
2	
3	
4	
5	
6	

General Impression	Total	Total
<p style="text-align: center;">TO BE COMPLETED BY EXECUTIVE DIRECTOR OF EDUCATIONAL AND SOCIAL SERVICES (OR REPRESENTATIVE) GENERAL VIEW OF INTERVIEWING PANEL AND RECOMMENDATION</p>	<p>Signature _____</p> <p>Designation _____</p> <p>Date: _____</p>	

TEACHERS

1. The assessment sheet is designed to help interviewers record significant points about the performance of candidates at interview.
2. The assessments are entirely confidential and candidates will not have access to the assessment forms.
3. Interviewers should feel able to record honest assessments in a manner that best helps later recall of a candidate's performance.
4. You may want to use an ASSESSMENT and weighting system to aid decision. Space is provided for this purpose. A simple system is to allocate marks out of 10 for each area of assessment and to total them at the end of the interview. If you record one section (or more) as being more important you may allocate a weighting factor to them. This means that you would multiply the marks gained in that section by for example 1½ or 2 and add the weighting total up rather than the simple one.

THE APPOINTMENT OF SENIOR PROMOTED STAFF IN EARLY YEARS, PRIMARY, SECONDARY AND SPECIAL ESTABLISHMENTS



East Ayrshire
COUNCIL

Notes for Members of Appointment Committees – to be read in conjunction with Standard Circular 16a.

The quality of senior promoted staff (Head Teacher, Depute Head Teacher) is vital to the effective implementation of the policies of the Council and the provision of the best possible education in schools.

These notes are for the guidance of members of appointment committees to assist them in the important task of making recommendations on appointments to senior posts.

THE FINAL INTERVIEW

The interview plays a key role in the selection process. The minimum time for each candidate should be 30 minutes and at least one question should be common to all candidates. All candidates should have the opportunity to put questions about the post to members of the appointment committee.

The Format of the Interview

Variations to the traditional question and answer interview may be considered provided that the appointment committee feels confident in using the techniques involved. The traditional format, for example, could be supplemented in one of the following ways:

- Devoting the first part of the interview to a presentation by the candidates on an educational topic of which they have been informed in advance. The initial questioning would relate to the presentation
- Inviting candidates to prepare a presentation on an educational topic of which they are informed on arrival at the interview.
- Inviting candidates to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale
- Inviting candidates to prepare a paper in advance on a topic of educational importance.

The Role of the Chair

The role of the chair is crucial to the effective operation of the appointment committee. Normally the chair will:

- Agree the questions which will be asked
- Welcome the candidates and put them at their ease
- Introduce the members of the appointment committee
- Indicate the length and format of the interview
- Invite other interviewers to ask their questions and any relevant supplementary questions
- Give candidates the opportunity to ask questions of the panel or add anything to what they have already said
- Ensure that each candidate is given the same length of time
- Inform candidates of the arrangements for letting them know the result of the interview
- Lead the post interview discussion
- Complete or arrange to have completed the interview assessment sheet

Type of Questions

Questions put to candidates should be:

- Testing but not unfairly specific
- Relevant to the post
- Brief and to the point
- Designed to allow the candidates to display their qualities

It is essential that questions do not contravene the Council's Equal Opportunities Policy. Areas to be avoided include:

- Marital status
- Marital intentions

- Occupation of spouse
- Number of children, family intentions, domestic arrangements
- Trade union activities
- Political and/or religious beliefs
- Car ownership or licence holding (unless this is a requirement of the post)
- Where the candidate is disabled - reference to prognosis or absence record (although it may be appropriate to ask questions relating to physical access and mobility within the school or establishment or enquire about additional support services the candidate may require)

Effective Answers

The appointment committee should be looking for answers which are relevant and demonstrate evidence of current educational thinking and practice and knowledge and understanding of the current policies of the Council.

Discrimination

If any member of an interview panel feels that discrimination has occurred in the selection process, the concern should be reported immediately to the Executive Director of Educational and Social Services who will investigate, in accordance with agreed procedures. No selection decision can be implemented until the issue is resolved.

Selecting the Successful Applicant

The undernoted features of the post-interview discussion have become common practice over the years and are usually considered helpful:

- Panel members are invited in turn to comment on the candidates
- Often it is agreed to identify candidates who can be eliminated. In the open discussion of the remaining candidates a consensus usually emerges
- Where there is no consensus a vote is taken
- Rumour and hearsay are not acceptable contributions to the discussion and, if introduced, will be declared inadmissible by the person chairing the appointment committee

At the end of the selection process the appointment committee will make a decision and offer the post to the recommended candidate (except in the unlikely circumstances either where the candidate is ineligible or where there is reason to believe that the selection process may have been conducted improperly).

GENERAL NOTES

EQUAL OPPORTUNITIES

East Ayrshire Council is an equal opportunities authority. The general aim of its Equal Opportunities Policy is to ensure that no job applicant or employee received less favourable treatment than any other on grounds such as race, colour, nationality, ethnic or national origins, religion, age, sex, sexual orientation, marital status or disability. No job applicant or employee should be disadvantaged by conditions or requirements built into the job description, which cannot be shown to be justified.

APPOINTMENT COMMITTEES

Interviews for Head Teacher and Depute Head Teacher posts are conducted by an appointment committee constituted in accordance with the Scottish Schools (Parental Involvement) Act 2006 and other relevant legislation.

❖ Membership of Committees

The Education Authority and the Parent Council nominate the members of the appointment committee. The Parent Council can nominate whomsoever it wishes except that pupils of the school and members of staff of the school other than the Head Teacher may not be members of an appointment committee.

When the appointment of a Depute Head Teacher is being considered, the Head Teacher of the school will act as chairperson

Appointment committees will not, other than in exceptional circumstances, consist solely of members of one sex.

❖ Filling Vacancies

Where a vacancy in an appointment committee occurs, the vacancy must be filled by a further nomination from which body (Parent Council or Education Authority) originally nominated the person whose place has become vacant.

(There may be circumstances in which one nominee from either the Education Authority or the Parent Council may step down in order that the appointment committee can proceed with equal numbers).

❖ Confidentiality

All members of appointment committees must treat the work associated with the whole selection process in the strictest confidence. Any concerns about policy,

practice or procedure should be raised in the first instance with the Executive Director of Educational and Social Services.

❖ **Canvassing**

Canvassing of a member of an appointment committee, whether directly or indirectly, by any applicant for a promoted post will disqualify the applicant for consideration for the post in question.

❖ **Declaration of Interest**

Members of an appointment committee (including assessors) must declare in advance to the Executive Director of Educational and Social Services any relationship or close friendship with any of the candidates which, to an outsider, could suggest bias. The Executive Director of Educational and Social Services will then assess whether or not any substitution is necessary.

AFTER THE INTERVIEW

All leeted candidates will be given the opportunity to discuss their performance at interview with one of the authority's representatives on the appointment committee. This point should be made in the course of the interview.