

EAST RENFREWSHIRE LNCT AGREEMENT
REVISED STANDARD CIRCULAR 16: PROCEDURES FOR
THE APPOINTMENT OF TEACHERS

May 2007



Education Department

May 2007

EAST RENFREWSHIRE COUNCIL : DEPARTMENT OF EDUCATION

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

TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

APPOINTMENT OF TEACHERS TO POSTS IN PRE-5, PRIMARY, SECONDARY AND SPECIAL SCHOOLS

This circular gives general information and guidance about the appointment of teachers to permanent posts in pre-5, primary, secondary and special schools in East Renfrewshire Council.

1. East Renfrewshire Council is an equal opportunities authority. The general aim of its equal opportunities policy is to ensure that no job applicant or employee receives less favourable treatment than any other on grounds such as race, colour, nationality, ethnic or national origins, religion, age, sex, sexuality, marital status or disability. No job applicant or employee should be disadvantaged by conditions or requirements which cannot be shown to be justified. A full statement of the council's policy on equal opportunities in relation to the employment of teachers is contained in Standard Circular No 67.
2. Permanent posts in pre-5, primary, secondary and special schools are normally advertised nationally through the public press. Temporary vacancies may be filled without national advertisement.
3. Application for permanent posts can be made by any teacher who is fully registered with the General Teaching Council for Scotland.
4. East Renfrewshire Council operates a job sharing scheme for teachers. Details of the scheme are described in Revised Circular No 54, copies of which are available in schools or at the council office.
5. A school job description and person specification will be prepared for each post. These will reflect nationally agreed duties and locally agreed standard job descriptions, copies of which are available in all schools.
6. Full account will be taken of the professional qualifications, the nature of the teaching service and other relevant experience of each candidate.
7. The authority will fulfil its statutory obligations in relation to the filling of posts in denominational schools.
8. Recommendations for appointment to posts will be made by appointment committees. The membership of these committees is described in the appropriate standard circular for each category of post. Each appointment committee includes a

representative of the director of education who will monitor those parts of the selection process in which he or she is involved. Any concerns expressed by the director's representative which cannot be resolved at the time will be considered by the head of education services. No appointment can be confirmed until the matter has been resolved.

9. The director of education or any officer of the education authority nominated by the director is entitled to take part in any of the proceedings of an appointment committee as an assessor.
10. Canvassing of a member of an appointment committee, whether directly or indirectly, may disqualify the applicant from consideration for the post in question.
11. Appointment committees will not, other than in exceptional circumstances, consist solely of members of one sex.
12. Members of an appointment committee (including assessors) must declare in advance to the head of education services any relationship or close friendship with any of the candidates which to an outsider could suggest bias which might be a factor in any judgement made during the selection process. The head of education services will then assess what action is required. Failure to declare an interest will be regarded as a serious breach of council procedures.
13. Application for posts must be made on the appropriate form. Applications will normally be submitted through the candidate's head teacher in order that an appropriate report can be attached by the head teacher to the application form. Reports on applicants who are head teachers of schools in East Renfrewshire Council will be provided by a member of the directorate. Reports on candidates from another authority will be obtained from that authority. Applicants who are not employed in a school should submit a report from an appropriate person. Candidates may also submit a copy of one testimonial.
14. East Renfrewshire Council is committed to a policy of openness and accountability in keeping with which all candidates for appointment should have access to reports written about them and must have the opportunity to discuss them with the appropriate member(s) of the council's staff. Candidates will be given a copy of any such report on request.
15. Preparing for an interview and the interview itself can be a valuable learning experience for candidates. All candidates who are interviewed will have the opportunity, should they so wish, to discuss their performance at a later date with one of the authority's representatives on the appointment committee.
16. The authority has established a recruitment and selection training programme which is compulsory for all staff who are regularly involved in the selection process. Elected members of the authority and parent council members are also required to undertake appropriate training.

John Wilson
Director of Education
May 2007

May 2007

EAST RENFREWSHIRE COUNCIL : DEPARTMENT OF EDUCATION

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

TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

APPOINTMENT OF TEACHERS TO SENIOR PROMOTED POSTS IN SCHOOLS

1. Introduction

- 1.1 The quality of senior promoted staff (head teacher and 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.
- 1.2 Recommendations for appointment to senior posts are made to the director of education by appointment committees set up by the authority in accordance with The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007
- 1.3 This circular describes in detail procedures for the filling of senior posts. The procedures satisfy current legislation and are designed to be seen 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 This circular should be read in conjunction with Standard Circular 16 (Appointment of Teachers to Permanent Posts) and Standard Circular 67 (Equal Opportunities in Employment).

2. Appointment Committees

- 2.1 Where a parent council wishes to participate in an appointment panel then at least one third of that panel must comprise a parent member (or members) of the parent council, or person(s) nominated by the parent council. In practice, the panel will normally consist of equal numbers of persons nominated by the education authority and the parent council. In addition the head teacher of the school is present as chairperson when the appointment of a depute head teacher is being considered.

3. Head Teacher Posts

- 3.1 An appointment committee for the post of head teacher will normally consist of 3 nominees of the parent council and 3 nominees of the education authority.

- 3.2 The education authority will normally nominate:-
- the convenor for education or his/her depute.
 - a head teacher from the appropriate sector from another school.
 - a member of the directorate.
- 3.3 The parent council may 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.
- 3.4 The appointment committee will normally be chaired by the elected member. The chair will have both a deliberative and a casting vote.
- 3.5 Where for any reason a parent council has not been established the director of education will invite an appropriate parental or community representative to serve on the appointment committee.

4. Depute Head Teacher Posts

- 4.1 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.
- 4.2 The education authority will normally nominate:-
- a teacher of equivalent rank who will have experience of carrying out the duties of a similar post.
 - a representative of the director, normally a member of the directorate, or head teacher or other senior member of staff, who will offer the experience which comes from holding a senior post and who will monitor on behalf of the director those parts of the selection process in which he or she is involved.

No two members of the appointment committee nominated by the authority should be members of staff of the same school.

- 4.3 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.
- 4.4 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.
- 4.5 Where for any reason a parent council has not been established the head teacher will invite an appropriate parental or community representative to serve on the appointment committee.

5. The Appointment Process

- 5.1 The main stages in the appointment process are -
- (a) the provision of information about the post (advertisement, school profile, person specification and job description)
 - (b) establishment of selection criteria

- (c) meeting
- (d) pre-interview stage
- (e) the interview
- (f) post-interview stage

5.2 These stages are considered in some detail in the following sections. For head teacher posts, all of the selection arrangements will be undertaken by a member of the directorate. For other posts the arrangements will be made by the head teacher. Advice will be available from the appropriate head of education services.

6. Information About The Post

6.1 Senior posts will normally* be advertised in the national press. 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 any applications and to whom they should be sent.

*(The only exception would be where the education authority decides, following consultation with the relevant parent council, that a post of head teacher be filled by redeploying to that post an existing head teacher currently employed elsewhere in the authority, or that the post of depute head teacher be filled by redeploying to that post an existing depute head teacher currently employed elsewhere in the authority.)

6.2 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.

6.3 A job description will be prepared for each post. It will have regard to local and national agreements and will indicate clearly the main duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Locally agreed standard job descriptions are contained in Appendix 2.

6.4 A person specification will be drawn up for each post. This will describe the kind of person being sought for the post. It will list essential and desirable requirements in terms of qualification, experience and personal qualities. Sample person specifications are in Appendix 3. Entries in the essential and desirable columns should be tailored to meet the needs of each post.

6.5 In view of the importance of all applicants having information about the post, the school and the kind of person required before submitting their application, applicants will be invited to request from Customer First or from the council's website, a recruitment package consisting of an application form, school job description, school profile and person specification relating to the specific post. Applicants will also be informed of the date of interview in accordance with the council's Recruitment Charter.

6.6 The Regulations stipulate that when preparing job or person specifications for head teacher and depute head teacher posts, the Authority must consult with, and must have regard to the views of the parent council of the school to which an appointment is to be made.

7. Selection Criteria

7.1 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 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 ability to work with and lead other people
- evidence of management skills
- evidence of good communication skills
- evidence of ability to implement change
- evidence of good interpersonal skills

In addition, selection criteria will refer to registration with the GTCS and, where appropriate, to the need for evidence of approval by the Roman Catholic Church. Sample criteria are given in Appendix 4.

8. Leeting For Head Teacher Posts

8.1 The parent council will be invited to participate in the short leet procedure. The authority will prepare the short leet in consultation with, and taking account of the views of, the parent council. The sequence of events for the leeting of a head teacher post is as follows:-

- A job description, school profile, person specification and selection criteria for the post are drawn up by a member of the education directorate in consultation with the parent council.
- The member of the directorate draws up a short list of candidates based on the selection criteria.
- The member of the directorate attends a meeting of eligible members of the parent council and proposes the list to them. Prior to this meeting, copies of the application forms and candidates' reports will have been made available to the parent council.

The leeting process is monitored by the director of education.

8.2 All short leeted candidates should be given the opportunity to visit the school.

8.3 The visits described above are for the benefit of candidates and should not be regarded by parent council members or any staff involved in the visit as forming part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

9. The Format Of The Interview For Head Teacher Posts

9.1 The format of the interview will be agreed between the appropriate member of the directorate and the parent council at the same meeting at which the short leet is decided.

9.2 The format can vary provided that it is seen to be credible and fair. The options described in section 11.2 may be used as well as any others which the members of the appointment committee feel confident in using. The minimum time allocated to each candidate should be not less than 30 minutes.

- 9.3 Whatever the nature of the interview a written record must be kept, preferably on the assessment sheet at Appendix 5.

10. Leeting For Depute Head Teacher Posts

- 10.1 The parent council must be invited, but is not required, to participate in the preparation of a short leet for the post of depute head teacher.
- 10.2 The short leet will be drawn up by the head teacher of the school and a member of the directorate, and, where the parent council has elected to participate, in consultation with the person nominated by the parent council. Full account will be taken of the job description, person specification and selection criteria for the post. A written record of the leeting process will be kept by the head teacher. The use of the form at Appendix 4 is recommended.
- 10.3 In most cases it will be possible to consider applications and decide on a short leet which will be interviewed by the appointment committee. The number of candidates to be interviewed will not normally be fewer than 3 or more than 6. 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.
- 10.4 The process should include the opportunity for all leeted candidates to visit the school to allow them 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. These visits should not be organised in such a way as to form part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

11. The Format Of The Interview For Depute Head Teacher Posts

- 11.1 A formal interview will continue to play a key role in determining which of the leeted candidates should be recommended for appointment. The minimum time allowed for each candidate should normally be 30 minutes.
- 11.2 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 question and answer format could be supplemented in one of the following ways, for example:-
- devoting the first part of the interview to a presentation by the candidate on an educational topic of which they will have been informed in advance. The initial questioning would relate to the presentation.
 - inviting candidates to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale.
 - holding a group discussion involving candidates and the appointment committee.

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

- 11.3 The format of the interview should be determined in advance by the head teacher and member of the directorate involved in drawing up the leet. Account should be taken of any views expressed by the parent council. The interview should allow the same time for each candidate and questions should be common to all candidates.

Variation in questioning may be introduced in follow-up questions. All candidates should have an opportunity to put questions about the post to members of the appointment committee. A written record must be kept by the head teacher and retained for at least 6 months. Sample assessment sheets for the evaluation of interview performance are attached as Appendix 5.

- 11.4 The interview process will be monitored by the representative of the director on the appointment committee. Any concerns expressed by the director's representative which cannot be resolved at the time of the interview will be reported to the head of education services (staff and continuing education). No recommendation for appointment can be made until the matter has been resolved.

12. Post-Interview Stage (All Posts)

- 12.1 At the end of the selection process the appointment committee will make its recommendation to the head of education services (staff and continuing education) who will 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 leeted candidates will be given the opportunity to discuss their performance at interview with one of the authority's representatives on the appointment committee.

John Wilson
Director of Education
May 2007

February 2005

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

ARRANGEMENTS FOR THE APPOINTMENT OF PRINCIPAL TEACHERS TO PRIMARY, SECONDARY AND SPECIAL SCHOOLS

1. Introduction

- 1.1 The quality of promoted staff is vital to the effective implementation of the policies of East Renfrewshire Council and the provision of the best possible education in schools.
- 1.2 Recommendations for appointment to posts of principal teacher are made to the director of education by appointment committees as described in this circular.
- 1.3 The procedures satisfy current legislation and are designed to be seen 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 This circular should be read in conjunction with Standard Circular 16 and Standard Circular 67.

2. Appointment Committees

- 2.1 Appointment committees will normally consist of –
 - the head teacher of the school with the vacancy. The head teacher will chair the appointment committee and will have a casting vote.
 - a promoted member of staff from the school with the vacancy who is familiar with the requirements of the post.
 - a representative of the director of education, who will be a teacher of equivalent rank to the post being advertised, and who will monitor on behalf of the director those parts of the selection process in which he or she is involved.

The teacher of equivalent rank/representative of the director will be nominated by the director of education.

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) advertising
- (e) pre-interview stage
- (f) the interview
- (g) post interview stage

3.2 The head teacher will make all of the arrangements for the selection process. Advice will be available from the education personnel section.

4. Information About The Post

4.1 Principal teacher posts will be advertised in the national press. 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. Applicants will also be informed of the date of interview in accordance with the Council's Recruitment Charter.

4.2 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.

4.3 A job description will be prepared for each post. It will have regard to local and national agreements and will indicate clearly the main duties of the post, reporting arrangements, area of responsibility and any other relevant factors. Locally agreed standard job descriptions are contained in Appendix 2.

4.4 A person specification will be drawn up for each post. This will describe the kind of person being sought for the post. It will list essential and desirable requirements in terms of qualification, experience and personal qualities. Sample person specifications are in Appendix 3. Entries in the essential and desirable columns should be tailored to meet the needs of each post.

4.5 In view of the importance of all applicants having information about the post, the school and the kind of person required before submitting their application, applicants will be invited to request from Customer First or from the council's website, a recruitment package consisting of an application form, school job description, school profile and person specification relating to the specific post.

5. Selection Criteria

5.1 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 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 ability to work with and lead other people
- evidence of management skills
- evidence of good communication skills
- evidence of ability to implement change
- evidence of good interpersonal skills

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 criteria are given in Appendix 4.

6. Leeting

- 6.1 The short leet will be drawn up by the appointment committee at a meeting called by the head teacher. The appointment committee will have access to the school profile, job description, and person specification relating to the post and to the application and report forms for all applicants.
- 6.2 Full account will be taken of the job description and person specification for the post. A written record of the leeting process will be kept by the head teacher. The use of the form at Appendix 4 is recommended.
- 6.3 The number of candidates to be interviewed will not normally be fewer than 3 or more than 6.
- 6.4 The process should include the opportunity for all leeted candidates to visit the school to allow them 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. These visits should not be organised in such a way as to form part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

7. The Format Of The Interview

- 7.1 The appointment committee will determine by means of a formal interview which of the leeted candidates should be recommended for appointment.
- 7.2 The minimum time allowed for each candidate will normally be 30 minutes.
- 7.3 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 question and answer format could be supplemented in one of the following ways, for example:-
 - devoting the first part of the interview to a presentation by the candidate on an educational topic of which they will have been informed in advance. The initial questioning would relate to the presentation.
 - inviting candidates to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale.
 - holding a group discussion involving candidates and the appointment committee.

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

- 7.4 The format of the interview process should be decided by the head teacher. The interview should allow the same time for each candidate and questions should be common to all candidates. Variation in questioning may be introduced in follow-up questions. All candidates should have an opportunity to put questions about the post to members of the appointment committee. A written record should be kept by the head teacher and retained for at least 6 months. Sample assessment sheets for the evaluation of interview performance are attached as Appendix 5.
- 7.5 The interview process will be monitored by the representative of the director on the appointment committee. Any concerns expressed by the director's representative which cannot be resolved at the time of the interview will be reported to the head of education services. No recommendation for appointment can be made until the matter has been resolved.

8. Post-Interview Stage

- 8.1 Recommendations for appointment to principal teacher posts will be made by appointment committees as described in this circular. The head teacher of the receiving school will then offer the post to the most suitable candidate.
- 8.2 All leeted candidates will be given the opportunity to discuss their performance at interview with the chair of the appointment committee.

John Wilson
Director of Education

February 2005

February 2005

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. All other vacant permanent posts will normally be advertised in the national press. All suitably qualified teachers who are fully registered with the GTCS are eligible to apply.
- 1.2 Recommendations for appointment to permanent teaching posts in pre-5, primary, secondary and special schools will be made by appointment committees as described in this circular. The head teacher of the receiving school will then offer the post to the most suitable applicant.
- 1.3 These procedures satisfy current legislation and are designed to be seen 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 This circular should be read in conjunction with Standard Circular 16 and Standard Circular 67.

2. Appointment Committee

- 2.1 Appointment committees for unpromoted teaching posts will normally consist of -
 - the head teacher of the school with the vacancy. The head teacher will chair the appointment committee and will have a casting vote.
 - a promoted member of staff from the school with the vacancy who is familiar with the requirements of the post.

- a representative of the director of education who will be an experienced teacher and who will monitor on behalf of the director those parts of the selection process in which he or she is involved.

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) meeting
- (e) pre-interview stage
- (f) the interview
- (g) post interview stage

4. Information About The Post

4.1 Teaching posts will be advertised in the national press. 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 any applications and to whom they should be sent. Applicants will also be informed of the date of interview in accordance with the council's Recruitment Charter.

4.2 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 in Appendix 1.

4.3 A school job description will be prepared for each post. It will have regard to local and national agreements and will indicate clearly the general duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Sample school job descriptions are in Appendix 2.

4.4 A person specification will be drawn up for each post. This will describe the kind of person being sought for the post. It will list essential and desirable requirements in terms of qualification, experience and personal qualities. Sample person specifications are in Appendix 3. Entries in the essential and desirable columns should be tailored to meet the needs of each post.

4.5 In view of the importance of all applicants having information about the post, the school and the kind of person required before submitting their application, applicants will be invited to request from Customer First or from the council's website, a recruitment package consisting of an application form, school job description, school profile and person specification relating to the specific post.

5. Selection Criteria

5.1 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 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 ability to work with and lead other people
- evidence of management skills
- evidence of good communication skills
- evidence of ability to implement change
- evidence of good interpersonal skills

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 criteria are given in Appendix 4.

6. Leeting

- 6.1 The short leet will be drawn up by the appointment committee at a meeting called by the head teacher. The appointment committee will have access to the school profile, school job description, and person specification relating to the post and to the application and report forms for all applicants.
- 6.2 A written record should be kept of the leeting process. The use of the form at Appendix 4 is recommended.

7. The Format Of The Interview

- 7.1 The appointment committee will determine by means of a formal interview which of the leeted candidates should be recommended for appointment.
- 7.2 The minimum time allowed for each candidate will normally be 20 minutes.
- 7.3 The format of the interview will be decided by the head teacher. The interview should allow the same time for each candidate and questions should be common to all candidates. Variation in questioning may be introduced in follow-up questions. All candidates should have an opportunity to put questions about the post to members of the appointment committee. A written record should be kept by the head teacher and retained for at least 6 months. Sample assessment sheets for the evaluation of interview performance are attached as Appendix 5.
- 7.4 A written record of the interview should be kept by the head teacher and retained for at least six months. Sample assessment sheets are in Appendix 5.

8. Post Interview Stage

- 8.1 At the end of the selection process the head teacher will offer the post to the successful candidate.
- 8.2 All leeted candidates will have the opportunity if they so wish to discuss their performance at interview with the chair of the appointment committee.

John Wilson
Director of Education

February 2005

March 2007

EAST RENFREWSHIRE COUNCIL : DEPARTMENT OF EDUCATION

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

TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

APPOINTMENT OF PSYCHOLOGISTS, MUSIC INSTRUCTORS, QUALITY IMPROVEMENT STAFF

This circular gives general information and guidance about the appointment to posts, other than teaching posts, covered by SNCT conditions.

17. East Renfrewshire Council is an equal opportunities authority. The general aim of its equal opportunities policy is to ensure that no job applicant or employee receives less favourable treatment than any other on grounds such as race, colour, nationality, ethnic or national origins, religion, age, sex, sexuality, marital status or disability. No job applicant or employee should be disadvantaged by conditions or requirements which cannot be shown to be justified. A full statement of the council's policy on equal opportunities in relation to posts covered by SNCT conditions is contained in Standard Circular No 67.
18. Permanent posts are normally advertised nationally through the public press. Temporary vacancies may be filled without national advertisement.
19. East Renfrewshire Council operates a job sharing scheme and all posts advertised by the Education Department are considered eligible for job sharing, subject to the needs and requirements of the department. The Council's Job Sharing Scheme for Local Government Staff will apply to all posts appointed under these procedures and details of the scheme are available from the Education Personnel Section.
20. A job description and person specification will be prepared for each post. These will reflect nationally agreed and locally agreed duties and remits, copies of which are available in all schools.
21. Full account will be taken of the professional qualifications and other relevant experience of each candidate.
22. Recommendations for appointment to posts will be made by appointment committees. The membership of an appointment committee will normally comprise three persons. Each appointment committee includes a representative of the director of education who will monitor those parts of the selection process in which he or she is involved. Any concerns expressed by the director's representative which cannot be resolved at the time will be considered by the head of education services. No appointment can be confirmed until the matter has been resolved.

23. Canvassing of a member of an appointment committee, whether directly or indirectly, may disqualify the applicant from consideration for the post in question.
24. Appointment committees will not, other than in exceptional circumstances, consist solely of members of one sex.
25. Members of an appointment committee (including assessors) must declare in advance to the head of education services any relationship or close friendship with any of the candidates which to an outsider could suggest bias which might be a factor in any judgement made during the selection process. The head of education services will then assess what action is required. Failure to declare an interest will be regarded as a serious breach of council procedures.
26. Applicants should complete the application form issued with the recruitment pack and available electronically from the Education Personnel section, education.personnel@eastrenfrewshire.gov.uk. The application form specifies a requirement for applicants to provide the names of two referees, at least one of which should be a current employer. Reference reports will be taken up prior to interview.
27. East Renfrewshire Council is committed to a policy of openness and accountability and referees are encouraged to make the contents of references available to job applicants. The Council's Reference Request Form (REC/10/05) requests referees to indicate that they give consent for the contents of the reference to be disclosed to the candidate. If the referee does not give consent, and the candidate wishes a copy, they are required to request a copy from the referee who provided the reference.
28. Preparing for an interview and the interview itself can be a valuable learning experience for candidates. All candidates who are interviewed will have the opportunity, should they so wish, to discuss their performance at a later date with one of the authority's representatives on the appointment committee.
29. The authority has established a training programme which will be compulsory for all officers who are involved in the selection process.

John Wilson
Director of Education

March 2007

EDUCATION DEPARTMENT



School Information

NAME OF SCHOOL:	New Primary School
ADDRESS:	Wide Road, Anytown, East Renfrewshire
TELEPHONE:	0141 577 0000
HEAD TEACHER:	
STAFF:	<p>19 Full Time Teachers 2 Job Sharing Teachers 1 Part Time Visiting Specialist Teacher (Music) 4 Clerical Assistants 2 SEN Assistants 8 Classroom Assistants</p>
ROLL:	640
BUILDING & CATCHMENT:	<p>The school comprises 2 buildings. The older and larger building accommodates P1– P4 while the newer extension accommodates P5 & P6 and the main school office. The school has a large assembly hall/gymnasium and a separate dining hall.</p> <p>The school is situated on the East Renfrewshire/Glasgow boundary close to Anytown Station and enjoys excellent access to public transport links. The catchment area consists mainly of private housing. There are several shops nearby and the school faces a public park.</p> <p>The catchment area consists mainly of private housing and a large number of placing requests are received each year.</p>
GENERAL:	<p>The school offers many extra curricular activities such as basketball, football, netball, Youth Club and supported study.</p> <p>Parental involvement is encouraged and parent helpers are involved in a number of ways throughout the school. In addition the school has a well established Parents' Association and School Board and both play important roles in the school and the community.</p>



EDUCATION DEPARTMENT

School Information

NAME OF SCHOOL:	Newton High School
ADDRESS:	Hill Road, Newton, East Renfrewshire
TELEPHONE:	0141 577 0000
HEAD TEACHER:	
STAFF:	<p>Teaching Staff - 98.92 FTE including 1 Head Teacher – 6 DHT –17 PT (C) 6 PT (Pupil Support) Support Staff - 25.89 FTE including 8.39 FTE Clerical - 5 SEN Assistants – 4.50 FTE Technicians 2 Classroom Assistants - 6 Support Assistants 1.00 FTE Librarian (employed by Community & Leisure)</p>
ROLL:	1503
BUILDING & CATCHMENT:	<p>Newton has now achieved the position where it is recognised as an outstanding school, which provides an excellent education, in the widest sense, to its pupils. The school roll presently stands at 1503 and is rising steadily. It is expected that the roll will rise in excess of 1503 over the next three years. It enjoys a close relationship with its five associated primary schools.</p> <p>The school building stands in its own grounds overlooking Newton. It is a well resourced building, which has, for example, seen continuing improvements in computing facilities with the aid of East Renfrewshire Council. At the present time the authority and school are consulting together over the steps, which will be necessary, in the near future, to deal with an expanding role. This will be a major area of development over the next five years.</p>
GENERAL:	<p>The school has a participation ethos. Staff expect pupils to achieve to the maximum of their potential, both academically and socially. The vast majority of pupils respond positively in the classroom, in their participation in school activities and in the school's charity programme. Newton's academic strength cannot be separated from the wide range of activities, sporting, cultural, educational, which the staff provide. The close rapport of staff and senior pupils is noteworthy. Pupils are happy in the school. This has enabled the development of a positive attitude in all areas of school life. Pupils and families want to join Newton High. This underpins the school's continuing success.</p> <p>Newton is noted for its caring ethos. Pastoral and learning support provision is strong. All pupils are respected and supported. Strong staff teamwork is a feature. Support staff, office staff, auxiliaries, technicians</p>

and janitors, are important members of the team and make significant contributions. Close working relationships within the staff are a strength of the school.

The ever increasing range of activities, and the school's continuing academic successes underline the contribution of committed and hard working staff. The school is also fortunate in having strong parental support. Parents have high expectations of the school and most of them provide encouragement and support for their children. The School Board and PTA have always provided sound backing to the staff. This backing includes advice, support for school projects, encouragement and financial support. East Renfrewshire is a progressive authority in which to work and supports and challenges its schools to examine and improve their performance.

Newton is a successful school, one in which it is exciting to work. Many developments are presently being tackled, e.g. in learning and teaching; in supported study; in study skills; in information technology, which should enable the school to go from strength to strength. Effective leadership will be important in ensuring that present developments are used as the basis for future advances.

EDUCATION DEPARTMENT

TEACHER – JOB DESCRIPTION

RESPONSIBILITIES

All teachers have a responsibility to carry out the list of duties contained in Annex B of the Agreement “A Teaching Profession for the 21st Century”.

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:-

- (a) Teaching assigned classes together with associated preparation and correction
- (b) Developing the school curriculum
- (c) Assessing, recording and reporting the work of pupils
- (d) Preparing pupils for examinations and assisting with their administration
- (e) Providing advice and guidance to pupils on issues related to their education
- (f) Promoting and safeguarding the health, welfare and safety of pupils
- (g) Working in partnership with parents, support staff and other professional.
- (h) Undertaking appropriate and agreed 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.

EDUCATION DEPARTMENT

PRINCIPAL TEACHER – JOB DESCRIPTION

RESPONSIBILITIES

All teachers have a responsibility to carry out the list of duties contained in Annex B of the Agreement “A Teaching Profession for the 21st Century”.

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:-

- (a) Teaching assigned classes together with associated preparation and correction
- (b) Developing the school curriculum
- (c) Assessing, recording and reporting the work of pupils
- (d) Preparing pupils for examinations and assisting with their administration
- (e) Providing advice and guidance to pupils on issues related to their education
- (f) Promoting and safeguarding the health, welfare and safety of pupils
- (g) Working in partnership with parents, support staff and other professional.
- (h) Undertaking appropriate and agreed 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

SPECIFIC RESPONSIBILITIES

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

- (a) Responsibility for the leadership, good management and strategic direction of colleagues
- (b) Curriculum development and quality assurance
- (c) Contributing to the development of school policy in relation to the behaviour management of pupils
- (d) The management and guidance of colleagues
- (e) Reviewing the CPD needs, career development and performance of colleagues
- (f) The provision of advice, support and guidance to colleagues
- (g) Responsibility for the leadership, good management and strategic direction of pastoral care within the school
- (h) The development of school policy for the behaviour management of pupils
 - (i) Assisting in the management, deployment and development of pastoral care staff
- (j) Implementation of whole school policies dealing with guidance issues pastoral care, assessment and pupil welfare
- (k) Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

KEY DUTIES ASSOCIATED WITH SPECIFIC AREAS OF RESPONSIBILITY

Leadership, management and strategic direction of colleagues

Within allocated areas of responsibility, Principal Teachers will:

- Have direct line management responsibility for allocated teaching, pastoral care and support staff
- Be responsible for the Professional Review and Development of colleagues
- Be accountable for allocated budgets and the effective deployment of resources
- Be aware of health and safety requirements and apply these as appropriate

- Assist with the selection and recruitment of staff according to agreed recruitment procedures
- Monitor the welfare of colleagues
- Review the performance of colleagues

Curriculum Development and Quality Improvement

Within allocated areas of responsibility, Principal Teachers will:

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

Whole School Policy and Implementation

Within allocated areas of responsibility, Principal Teachers will:

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

Working with Partners

Within allocated areas of responsibility, Principal Teachers will:

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

ALLOCATION OF DUTIES

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

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

SALARY

The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT)

EDUCATION DEPARTMENT



DEPUTE HEAD TEACHER – JOB DESCRIPTION

DUTIES

“A Teaching Profession for the 21st Century” sets out the outline duties of a Depute Head Teacher as follows:

“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.”

SPECIFIC RESPONSIBILITIES

“A Teaching Profession for the 21st Century” sets out the outline duties of a 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 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 school curriculum
- (e) To act as adviser to the 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

KEY DUTIES ASSOCIATED WITH SPECIFIC AREAS OF RESPONSIBILITY

Leadership, Management and Strategic Direction of Colleagues

For their areas of delegated responsibility, Depute Head Teachers will:

- Deputise for the Head Teacher as required
- Manage the day to day running of the school
- Have direct line management responsibility for Principal Teachers within areas of responsibility
- Be responsible for the strategic management of finance and effective deployment of resources
- Manage the health and safety of all within the school premises
- Assist with the selection and recruitment of staff
- Be involved in implementing the council’s disciplinary and grievance procedures
- Implement relevant national, council, school and cluster policies

Curriculum Development and Quality Improvement

For their areas of delegated responsibility, Depute Head Teachers will:

- Co-ordinate the development, implementation and review of curricular policy

- Co-ordinate CPD procedures
- Review the CPD needs, career development, welfare and performance of colleagues within the Professional Review and Development process
- Implement delegated aspects of whole school quality procedures, including monitoring the work within designated areas
- Assist with the development, management and implementation of the school plan
- Disseminate examples of good practice

Whole School Policy and Implementation

For their areas of delegated responsibility, Depute Head Teachers will:

- Manage the development, implementation and review of school policy including: learning and teaching; pupil assessment and attainment; pastoral care; pupil welfare and support; behaviour management

Working with Partners

For their areas of delegated responsibility, Depute Head Teachers will:

- Manage the school's strategy for communicating with parents/carers
- Undertake the strategic direction of colleagues in the same establishment
- Promote the school within the community
- Liaise with other education providers
- Liaise with, and facilitate liaison with outside agencies

ALLOCATION OF DUTIES

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

Taking into account the policies of the Education Department, Head Teachers will determine the key areas of responsibility, management duties and teaching commitment of Depute Head Teachers, which will be subject to review as required. Any change to these duties will follow a process of consultation with individual colleagues. Duties will be capable of being carried out within contractual time and will have regard to teacher workload.

SALARY

The salary of a Depute Head Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT)

EDUCATION DEPARTMENT



HEAD TEACHER – JOB DESCRIPTION

RESPONSIBILITIES

“A Teaching Profession for the 21st Century” sets out the outline duties of a 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 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 school curriculum
- (e) To act as adviser to the 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

KEY DUTIES ASSOCIATED WITH SPECIFIC AREAS OF RESPONSIBILITY

Leadership, Management and Strategic Direction of Colleagues

- Participate as required in the recruitment and selection of staff
- Ensure that effective arrangements are in place for the review and development of all staff
- Consult fully with staff on the development and evaluation of school policy
- Establish effective channels of communication with all staff
- Ensure that effective arrangements are in place for staff development
- Assess and monitor the effectiveness of staff in consultation with relevant colleagues and provide reports as required
- Ensure effective arrangements are in place for supporting newly qualified teachers, and student teachers on initial teacher training
- Implement within the school all relevant conditions of service, including disciplinary and grievance procedures
- Promote the health, safety and welfare of staff

Curriculum Development and Quality Improvement

- Ensure that effective quality improvement procedures are in place
- Manage and develop the curriculum in accordance with the policies of the authority, taking account of relevant national advice
- Ensure that the progress of pupils is monitored, recorded and reported to parents/guardians
- Ensure the development of an overall policy for pupil support and establish effective structures for its implementation
- Ensure the development of effective teaching and learning

Whole School Policy and Implementation

- Formulate clear aims for the school within the framework of the council's corporate strategies and education department priorities and develop policies to ensure their achievement
- Ensure the communication of these aims and policies to all staff, pupils, parents and others as appropriate
- By encouraging and promoting development of the corporate life of the school, create an ethos conducive to healthy relationships, high morale, collegiate working and effective learning
- Overall responsibility for the development, implementation and monitoring of all aspects of the School Plan
- Ensure that appropriate arrangements are in place for the management of the school budget and any other school finances, including proper procedures to account for these
- Ensure that policies are in place to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation
- Ensure that procedures in line with current legislation are observed in relation to the health and safety of all users

Working with Partners

- Act as principal professional adviser to the School Board
- Foster among pupils, parents and staff and other users of the school an awareness of the school as a community with which they can all identify
- Seek opportunities to link the work of the school with that of the wider community of which it is part, emphasising the mutual benefits to be gained from such links
- Foster effective working with colleagues in the associated school cluster
- Act as the school's official correspondent with the authority itself and with interested groups such as other departments of the council, external agencies, other schools, parents and the wider community
- Contribute more generally to the work of the education authority as required, for example by participating in working groups formed by the authority

ACCOUNTABILITY

The Head Teacher is accountable to the education authority through the Director of Education.

SALARY

The salary of a Head Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

Duties must be capable of being undertaken within contractual working time and should take account of workload.

EDUCATION DEPARTMENT

JOB DESCRIPTION



DESIGNATION: Instrumental Music Instructor (Specific Instrument)

RESPONSIBLE TO: Instrumental Music Service Manager

HOURS: 35 hours

REVISED: March 2007

MAIN FUNCTIONS

Instruct pupils in primary and secondary schools on a specific instrument.

Promote the Instrumental Music Service.

JOB ACTIVITIES

- Instruct pupils in primary and secondary schools on the playing of a specific instrument in accordance with the timetable for the Instrumental Music Service.
- Develop ensemble playing.
- Tutor / direct various school and authority ensembles and orchestras.
- Ensure that tuition within schools follow the requirements prescribed by the Scottish Qualification Authority (SQA).
- Co-ordinate resources and ensure that instruments are properly maintained as required.
- Deliver & develop musicianship skills using a Kodaly based approach.
- Develop effective communication with Head Teachers, Principal Teachers of Music, parents and pupils as required.
- Identify and arrange performance opportunities and encourage pupils to participate.
- Carry out administrative duties as required by the Instrumental Music Service.
- Take part in in-service training organised for Instrumental Music Service staff.
- Undertake an additional contractual 35 hours of personal professional development in accordance with the terms of SNCT/11.
- Carry out any other duties commensurate with the grade of the post and as directed by the Instrumental Music Service Manager or other person acting on his / her behalf.

EDUCATION DEPARTMENT

JOB DESCRIPTION



DESIGNATION: Co-ordinator Instrumental Music Service

RESPONSIBLE TO: Instrumental Music Service Manager

GRADE: ESO 1

HOURS: 35 hours

REVISED: March 2007

MAIN FUNCTIONS

Promote, and assist in the management of, the Instrumental Music Service.
 Have particular responsibility for all aspects of IT and contemporary music.
 Instruct pupils in primary and secondary schools in accordance with the timetable of the Instrumental Music Service.

JOB ACTIVITIES

- Instrumental teaching commitment – Tuesday to Saturday.
- Be responsible for all aspects of IT in connection with the Instrumental Music Service, including training of instrumental staff and the general development of IT throughout the service.
- Monitor learning and teaching throughout relevant areas of the Instrumental Music Service.
- Liaise with parents, Principal Music Teachers and Primary Head Teachers.
- Provide support for authority bands and orchestras as appropriate.
- Take responsibility for the line management and annual review and development for a specified number of instrumental staff and co-ordinate CPD training across the service.
- Further develop jazz throughout the authority with an emphasis on improvisation techniques.
- Develop all aspects of contemporary music-making: e.g. electronic recorded music, “rock school”, song-writing, sound production etc.
- Source and deliver appropriate in-service training for staff with an emphasis on IT training.

CO-ORDINATOR INSTRUMENTAL MUSIC SERVICE

JOB ACTIVITIES CONTINUED

- Develop music resources to support pupils and staff.
- Be responsible for recording, filming and general advocacy of the Instrumental Music Service both within the authority and outside agencies and partners.
- Be responsible for delivering programmes in schools throughout the authority, for pupils with additional support needs.
- Support and assist secondary music departments in various aspects of IT.
- Direct the East Renfrewshire Junior and Senior Jazz Big Bands and smaller jazz ensembles.
- Develop the Rock School.
- Provide appropriate support for the Holiday Programme.
- Undertake an additional contractual 35 hours of personal professional development in accordance with the terms of SNCT/11.
- Carry out any other duties commensurate with the grade of the post and as directed by the Instrumental Music Service Manager or other person acting on his / her behalf.

EDUCATION DEPARTMENT

JOB DESCRIPTION



DESIGNATION: Co-ordinator Instrumental Music Service

RESPONSIBLE TO: Instrumental Music Service Manager

GRADE: ESO 1

HOURS: 35 hours

REVISED: March 2007

MAIN FUNCTIONS

Promote, and assist in the management of, the Instrumental Music Service.

Have responsibility for Events, Bands, Orchestras and Ensembles.

Instruct pupils in primary and secondary schools in accordance with the timetable of the Instrumental Music Service.

JOB ACTIVITIES

- Teach within the Instrumental Music Service – Monday to Friday.
- Co-ordinate Events, Bands Orchestras and Ensembles within the authority.
- Monitor learning and teaching throughout relevant areas of the Instrumental Music Service.
- Liaise with parents, Principal Music Teachers and Primary Head Teachers.
- Take responsibility for the line management and annual review and development for a specified number of instrumental staff and co-ordinate their CPD training.
- Liaise with all nurseries across the authority.
- Co-ordinate the Primary Proms.
- Source and deliver appropriate in-service training for staff as required.
- Develop resources as required.
- Deliver / develop musicianship skills based on a Kodaly based approach.
- Direct authority bands as required.

CO-ORDINATOR INSTRUMENTAL MUSIC SERVICE

JOB ACTIVITIES CONTINUED

- Provide appropriate support for the Holiday Programme.
- Undertake an additional contractual 35 hours of personal professional development in accordance with the terms of SNCT/11.
- Carry out any other duties commensurate with the grade of the post and as directed by the Instrumental Music Service Manager or other person acting on his / her behalf.

EDUCATION DEPARTMENT

JOB DESCRIPTION



DESIGNATION: Co-ordinator Music Centre & Instrumental Music Service

RESPONSIBLE TO: Instrumental Music Service Manager

GRADE: ESO 2

HOURS: 35 hours

REVISED: March 2007

MAIN FUNCTIONS

Promote, and assist in the management of, the Instrumental Music Service.

Manage the Saturday Music Centre.

Instruct pupils in primary and secondary schools in accordance with the timetable of the Instrumental Music Service.

JOB ACTIVITIES

- Teach within the Instrumental Music Service as required – Tuesday to Saturday.
- Manage all aspects of the Saturday Music Centre.
- Engage staff as required.
- Liaise with parents, Principal Music Teachers and Primary Head Teachers.
- Monitor budgets as required.
- Provide support for authority bands and orchestras as appropriate.
- Monitor learning and teaching within the Instrumental Music Service.
- Take responsibility for the line management and annual review and development for a specified number of instrumental staff and co-ordinate their CPD training.
- Deliver/develop musicianship skills based on a Kodaly based approach.
- Co-ordinate the primary residential music course.
- Source and deliver appropriate in-service training for staff.

CO-ORDINATOR MUSIC CENTRE & INSTRUMENTAL MUSIC SERVICE

JOB ACTIVITIES - CONTINUED

- Support secondary music departments in various aspects of the music centre.
- Direct / coach East Renfrewshire ensembles as required.
- Provide appropriate support for the Holiday Programme.
- Undertake an additional contractual 35 hours of personal professional development in accordance with the terms of SNCT/11.
- Carry out any other duties commensurate with the grade of the post and as directed by the Instrumental Music Service Manager or other person acting on his / her behalf.

EDUCATION DEPARTMENT

JOB DESCRIPTION



DESIGNATION: Instrumental Music Service Manager

RESPONSIBLE TO: Quality Improvement Officer (MACCS)

GRADE: ESO 3

HOURS: 35 hours

REVISED: March 2007

MAIN FUNCTIONS

Play a leading role in the development of the Instrumental Music Service.
 Have overall responsibility for the management of staff within the Instrumental Music Service.
 Promote and sustain the development of all bands, orchestras and ensembles.
 Ensure that the instrumental music service supports all curricular requirements within instrumental music.

JOB ACTIVITIES

- Manage the instrumental music service.
- Be an advocate for the service.
- Ensure the implementation of the Youth Music Initiative.
- Develop Quality monitoring and evaluation procedures.
- Produce, monitor and evaluate a service plan.
- Develop induction programmes.
- Develop various programmes to widen access to the service.
- Take responsibility for buying / hiring music as required.
- Manage a staff review and development programme.
- Liaise with parents and staff.

INSTRUMENTAL MUSIC SERVICE MANAGER

JOB ACTIVITIES - CONTINUED

- Liaise with other arts and sport personnel.
- Represent the authority as required on various national bodies.
- Identify and or deliver in-service training across the authority as required.
- Undertake an additional contractual 35 hours of personal professional development in accordance with the terms of SNCT/11.
- Carry out any other duties commensurate with the grade of the post and as directed by the Quality Improvement Officer (MACCS) or other person acting on her / his behalf.

JOB DESCRIPTION



DESIGNATION: Educational Psychologist
RESPONSIBLE TO: Principal Educational Psychologist
GRADE: Psych Grade 0 to 6
HOURS OF DUTY: 35 hours
REVISED: March 2007

MAIN FUNCTION

Work as a member of the Psychological Services team to provide support to children and their families and to staff in mainstream and specialist schools.

JOB ACTIVITIES

- Provide assessment and advice on pupils referred and offer casework intervention as appropriate.
- Provide assessment and reports to the children's hearing system.
- Work with Support for Learning Staff and the Teachers of Additional Support Needs (TASN) to plan and evaluate individual programmes for pupils who have learning difficulties
- Work collaboratively with others to improve outcomes for children and families.
- Develop areas of specialist knowledge and working within this area.
- Respond to requests for input from other agencies.
- Respond to requests by the director of education for advice on individual cases.
- Undertake an additional contractual 35 hours of CPD per annum.
- Carry out any other duties commensurate with the grade of the post and as directed by the Principal Educational Psychologist or other person acting on his / her behalf.

EDUCATION**JOB DESCRIPTION**

JOB TITLE: Senior Educational Psychologist

RESPONSIBLE TO: Principal Educational Psychologist

GRADE: Senior Psychologist

HOURS OF DUTY: 35 hours

REVISED: March 2007

MAIN FUNCTION

Work as a member of the Psychological Services team to provide support to children and their families and to staff in mainstream and specialist schools.

JOB ACTIVITIES

- Develop areas of specialist knowledge and working and undertake a specialism or area of development on behalf of the service
- Provide assessment and advice on pupils referred and offer casework intervention as appropriate.
- Provide assessment and reports to the children's hearing system
- [Work with the Support for Learning staff and Teachers of Additional Support Needs (TASN) to plan and evaluate individual programmes for pupils who have learning difficulties
- [Work collaboratively with others to improve outcomes for children and families.
- [Respond to requests for input from other agencies
- [Respond to requests by the director of education for advice on individual cases.
- Undertake an additional contractual 35 hours of CPD per annum.
- Carry out any other duties commensurate with the grade of the post and as directed by the Principal Educational Psychologist or other person acting on his / her behalf.

EDUCATION**JOB DESCRIPTION**

JOB TITLE:	Depute Principal Educational Psychologist
RESPONSIBLE TO:	Principal Educational Psychologist
GRADE:	Management Spine Point 3
HOURS OF DUTY:	35 hours
REVISED:	March 2007

<i>MAIN FUNCTION</i>

To deputise for the Principal Educational Psychologist in the management, development and co-ordination of Psychological Service support to children and young people within East Renfrewshire.

<i>JOB ACTIVITIES</i>

- Take responsibility for being up to date with national initiatives including legislation which impacts on the educational psychology service.
- Liaise with other services and other professional bodies, to ensure the service operates effectively within a multi-agency context.
- Review the service plan on a regular basis in consultation with staff.
- Oversee the professional development of staff and ensure that CPD conforms to British Psychological Society requirements and meets service development priorities. Be responsible for staff review and development as appropriate.
- Undertake a specialism or area of development on behalf of the service.
- Provide assessment and advice on pupils referred.
- Provide assessment and reports to the children's hearing service.
- Work with the Support for Learning staff and Teachers of Additional Support Needs (TASN) to plan and evaluate individual programmes for pupils who have learning difficulties.
- Respond to requests by the director of education for advice on individual cases.
- Undertake an additional contractual 35 hours of CPD per annum.
- Carry out any other duties commensurate with the grade of the post and as directed by the Principal Educational Psychologist or other person acting on his / her behalf.



EDUCATION

JOB DESCRIPTION

JOB TITLE:	Principal Educational Psychologist
RESPONSIBLE TO:	Head of Education Services
GRADE:	Management Spine Point 5
HOURS OF DUTY:	35 hours
REVISED:	March 2007

MAIN FUNCTION

Manage, develop and co-ordinate Psychological Service support to children and young people within East Renfrewshire in response to identified additional support needs.

Work in partnership with carers and key adults to assist educational professionals and heads of establishment to develop the knowledge, skills and services required to support those in their care.

JOB ACTIVITIES

- Ensure that statutory responsibilities are met.
- Advise and liaise with the Heads of Service in the Authority on local service delivery matters, allocation of resources and the provision of reports as appropriate.
- Contribute to the Authority improvement plan.
- Produce and review service plan for psychological service delivery.
- Be responsible for the management of the Psychological Service base.
- Monitor service delivery across the area to ensure quality in key aspects of the service.
- Consult with parent groups and individual parents on additional support needs.
- Ensure that the appropriate level of specialist service is provided (or can be accessed) within the area
- Collaborate with psychologists to monitor and ensure value in resource allocation.
- Liaise with relevant agencies outwith the Education Department.
- Provide advice to schools, parents and others.
- Contribute to the staff development of staff in establishments as appropriate.

Principal Educational Psychologist

JOB ACTIVITIES CONTINUED

- Implement the policies of the Authority.
- Have overall responsibility for the review and development of all staff within the service.
- Have overall responsibility for professional development of staff and ensure that CPD conforms to British Psychological Society requirements and service development priorities.
- Undertake an additional contractual 35 hours of CPD per annum.
- Carry out any other duties commensurate with the grade of the post and as directed by the appropriate Head of Service.

EAST RENFREWSHIRE COUNCIL

JOB DESCRIPTION

DEPARTMENT	:	Education
SECTION	:	Quality Improvement Service
JOB TITLE	:	Quality Improvement Officer (Enterprise in Education and Leadership Development)
RESPONSIBLE TO	:	Head of Education Services (Staffing & Continuing Education)
GRADE:		QIO
HOURS:		35 hours
REVISED:		March 2007

MAIN FUNCTIONS

- Be familiar with all aspects of the Council's education policy and be seen as a representative of the Director of Education when visiting schools or when involved with partner agencies
- Be able to analyse and use performance information to challenge schools to improve
- Collate a range of performance information about schools and use this information in a systematic way with school management and directorate
- Devise and promote strategies to address areas where performance should be improved, monitor such strategies and write reports on progress made
- Be knowledgeable about local and national priorities and help to ensure that these are being addressed
- Identify and promote staff development opportunities within the improvement agenda
- Advise on and, as required, participate in the appointment of senior promoted posts in schools
- Use knowledge of schools to support and inform strategic planning and policy development
- Support and monitor the key processes associated with school development planning in schools;
- Apply procedures associated with HMIE inspection of schools, including those associated with Follow Through Reports
- Promote and develop a customer oriented ethos
- Develop and promote equal opportunities both in terms of service delivery and in employment and in all aspects of the council's activities
- Conduct school performance audits and produce reports
- Identify and disseminate best practice including classroom practice
- Support implementation of school plans and Standards & Quality reports within a school cluster

**Quality Improvement Officer
(Enterprise in Education and Leadership Development)**

JOB ACTIVITIES

- Provide support for the Williamwood school cluster
- Lead responsibility for the development of Enterprise Education across all sectors and co-ordination of the Determined To Succeed action plan
- Support the work of the Enterprise Development Officers
- Liaise with Careers Scotland on all relevant matters
- Implement a leadership development programme for all teaching staff
- Research and develop effective and innovative approaches to learning and teaching
- Contribute to the work of the authority's Curriculum and Assessment Steering Group
- Assist with the remaining stages of the implementation of 'A Teaching Profession for the 21st Century'
- Participate in the authority's Review and Development programme
- Participate with the Quality Improvement Officers in a team approach to raising attainment and inclusion activities within the council
- Represent the Heads of Education Services and the Director of Education as required
- Any other duties commensurate with the grade of post as delegated by the Heads of Education Services or by the Director of Education

EDUCATION DEPARTMENT

**Person Specification** (Exemplar)**POST: TEACHER**

<u>Selection Criteria</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications	As required by the General Teaching Council for Scotland (GTCS). Full registration required for permanent posts.	Additional qualifications
Previous Experience	Appropriate experience of teaching classes across the age range and ability range	Ability to use technology to enhance teaching and learning
Professional Development	Willingness to undertake professional development activities	Evidence of participation in relevant development activities
Communication Skills	Ability to communicate clearly and effectively with pupils, with parents and with other teachers, and in a range of formats	Evidence of effective communication with pupils, with parents and with other teachers
Interpersonal Skills	Good listener, courteous, tactful. Relates well to young people	Sympathetic listener, supportive of pupils and colleagues
Implementing Change	Willingness to be involved in current developments and to contribute to discussion of same	Evidence of involvement in stage/departmental/whole school developments
Curriculum (in appropriate areas – stage/subject)	Knowledge of current curricular issues. Commitment to the process of self-evaluation, including school development planning	Evidence of involvement in stage/departmental/whole school development
Ethos	Ability to foster a positive ethos. Willingness to contribute to the wider aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Ability to motivate young people and to promote good order and discipline among pupils within the parameters of school policy. Commitment to care and welfare of pupils	Evidence of promoting learning within a productive, disciplined and caring learning environment
Relationships with Parents and the Community	Ability to establish positive relationships with parents and the community	Evidence of previous experience in establishing positive relationships with parents and the community
Whole School Involvement	Willingness to participate in whole school activities	Evidence of participation in whole school activities/working groups
Commitment to the Strategic Priorities of the Education Service	Awareness of the Council's approaches to "Inclusion, Achievement and Progress For All"	Is familiar with strategies to promote inclusion, achievement and attainment

EDUCATION DEPARTMENT

Person Specification (Exemplar)**POST: PRINCIPAL TEACHER (CURRICULUM/PASTORAL)**

<u>Selection Criteria</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications	As required by the General Teaching Council for Scotland (GTCS)	Additional qualifications
Previous Experience	Extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills
Professional Development	Evidence of recent involvement in professional development activities	Breadth of involvement in key issues Evidence of professional development beyond initial training
Leadership	Ability to lead and develop an effective team	Experience of working with others to achieve successful outcomes
Management Skills	Displays potential to undertake middle-management requirements of PT's post	Ability to work with others. Good resource organisation, including ability to manage delegated budgets effectively. Ability to assume responsibility for specific tasks and deliver successful outcomes
Communication Skills	Ability to communicate clearly and in a range of formats and situations	Evidence of use of ICT to enhance communications
Interpersonal Skills	Consultative, good listener, courteous, tactful. Able to handle difficult situations	Displays potential to motivate and support stage/departmental colleagues and young people
Implementing Change	Involvement in current developments. Ability to contribute knowledgeably to discussion of same	Ability to help lead stage/departmental developments. Experience of carrying through a development to a successful conclusion
Curriculum (in appropriate areas – stage/subject/PSHE)	Clear knowledge of current curricular issues. Commitment to the process of self-evaluation and School Development Planning	Successful involvement in implementing some major curricular initiatives
Ethos	Ability to foster a positive ethos. Demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Ability to promote good order and discipline within the parameters of school policy. Ability to motivate young people. Commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
Relationships with Parents and the Community	Ability to foster positive relationships with parents and the community	Shows evidence of establishing positive relationships with parents and the community
Whole School Involvement	Willingness to participate in cross-curricular activity	Experience of working in cross-curricular groups
Commitment to the policies of the local authority	Awareness of the local authority and commitment to its policies	Willingness to contribute to the development of authority policies

EDUCATION DEPARTMENT



Person Specification (Exemplar)

POST: DEPUTE HEAD TEACHER

<u>Selection Criteria</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications	As required by the General Teaching Council for Scotland (GTCS)	Additional qualifications, particularly education management qualifications
Previous Experience	Considerable experience in a promoted post. Extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills. Competent in use of ICT to support whole school management tasks
Professional Development	Evidence of recent involvement in professional development activities relevant to a senior management post	Breadth of involvement in key issues. Experience in leading development activities for other colleagues
Leadership	Ability to lead an effective team and support colleagues through clear strategic direction	Experience of leading and working with others to achieve successful outcomes
Management Skills	Potential to undertake senior management requirements of DHT post.	Ability to work with others. Highly effective resource organisation, including ability to manage delegated budgets effectively. Ability to assume responsibility for specific tasks and deliver successful outcomes
Communication Skills	Highly skilled in communication and able to communicate clearly in a range of formats and situations	Evidence of use of ICT to enhance communications
Interpersonal Skills	Consultative, good listener, courteous, tactful. Shows empathy towards young people, staff and parents	Has experience of motivating and supporting stage/departmental colleagues, young people and, where applicable, parents
Implementing Change	Considerable experience in leading a wide range of current developments. Ability to contribute knowledgeably to discussion of same	Ability to help lead stage/departmental developments. Experience of carrying through a development to a successful conclusion
Curriculum (in appropriate areas – stage/subject/PSHE)	Good knowledge of current curricular issues. Commitment to the process of self-evaluation and school development planning	Successful involvement in implementing some major curricular initiatives
Ethos	Ability to foster a positive ethos. Demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Has experience of promoting good order and discipline within the parameters of school policy. Ability to motivate young people. Shows strong commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
Relationships with Parents and the Community	Evidence of establishing positive relationships with parents and the community	Experience of managing a school-community project
Whole School Involvement	Has considerable experience of working in a cross-curricular manner	Experience of managing a curricular project or whole school tasks relating to the school development plan
Commitment to the policies of the local authority	Awareness of the role of the local authority and commitment to its policies	Willingness to contribute to the development of authority priorities

EDUCATION DEPARTMENT

Person Specification**(Exemplar)****POST: HEAD TEACHER**

<u>Selection Criteria</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications	As required by the General Teaching Council for Scotland (GTCS)	Appropriate additional qualifications, particularly qualifications or successful participation in management training
Experience	Experience in a senior promoted post or equivalent	Evidence of success in carrying major responsibility Good breadth of experience
Professional Development	Commitment to continuing personal and professional development	Breadth of involvement in key issues Evidence of recent involvement in professional development
Management Skills	Ability to meet the management requirements of this senior post including personnel, curriculum and financial management Commitment to the pursuit of excellence in educational standards and quality Proven commitment to a participative and collegiate style of management	Evidence of success in managing a major whole school change or initiative Experience in organisation and management of school resources Evidence of effective use of a variety of methods to monitor and evaluate key areas of development
Working With and Leading Others	Ability to lead a team and to motivate and influence others Ability to adopt a high profile role in school and within the local community	Proven experience of team leadership Evidence of success in developing good school relationships Evidence of success in promoting partnerships with parents, the wider community and external agencies Experience of working with School Board/PTA
Communication Skills	Ability to communicate clearly and effectively with colleagues, pupils, parents and external agencies Well developed presentation skills	Evidence of effective communication with staff, pupils and parents
Curriculum Management	Knowledge of current curriculum developments Personal involvement in aspects of curricular change	Evidence of active participation in the planning, implementation and evaluation of curricular change
Implementing Change	Ability to manage effectively the implementation of major curriculum or other change	Experience of managing the implementation of major whole school development
Interpersonal Skills	High level of interpersonal skills Evidence of good working relationships in current post Success in motivating, supporting and encouraging others	
Commitment to the policies of the local authority	Awareness of the role of the local authority and commitment to its policies	Willingness to contribute to the development of authority priorities



EDUCATION DEPARTMENT

Selection Criteria/Record of Leeting for a Senior Promoted Post

POST:	SCHOOL:
COMPLETED BY:	DATE:

Name				
Present Post/ School				
Qualifications				
Experience				
Professional Development				
Working with and leading people				
Management Skills				
Communication Skills				
Implementing Change				
Interpersonal Skills				

EDUCATION DEPARTMENT



INTERVIEW ASSESSMENT SHEET

TEACHING POST

A	POST DESIGNATION	
B	NAME OF APPLICANT	
C	QUESTIONS	RESPONSE
D	PERSONAL ATTRIBUTES	presentation, adaptability, inter-personal skills
	EXPERIENCE	relevance, quality, range, curricular awareness
	MANAGEMENT	organisational ability, leadership
	COMMUNICATION	clarity, effectiveness, fluency
	OVERALL IMPRESSION	

E	OVERALL ASSESSMENT																			
	Tick one Box	1		2		3		4		5		6		7		8		9		10
		Reservations						Suitable						Eminently Suitable						

SIGNATURE OF INTERVIEWER		DATE	
---------------------------------	--	-------------	--

EDUCATION DEPARTMENT

SUMMARY
ASSESSMENT OF CANDIDATE

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

A	POST APPLIED FOR		APPLICANT No	
----------	-------------------------	--	---------------------	--

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

C	SCHEDULED TIME	START	ACTUAL START TIME	ACTUAL FINISH TIME

D	OVERALL PANEL VIEW OF CANDIDATE

E	RECOMMENDATION FOR APPOINTMENT	YES	NO
	Please tick appropriate box)		
F	REASON FOR NON SELECTION (Enter reason code/s for non selection from attached list)	REASON 1	REASON 2

SIGNATURE CHAIRPERSON	OF		DATE	
------------------------------	-----------	--	-------------	--

NON SELECTION REASON CODES - INTERVIEW

- 1 Did not demonstrate appropriate work experience
- 2 Did not demonstrate appropriate skills and abilities
- 3 Did not demonstrate appropriate personal qualities
- 4 Less able to meet additional job requirements
- 5 Evaluation of selection tests was less appropriate
- 6 Overall, candidate did not perform at interview as well as successful candidate
- 7 Overall, failed to achieve/demonstrate the required standard