



SOUTH AYRSHIRE COUNCIL

JOINT NEGOTIATING COMMITTEE

FOR TEACHERS

Appointment Procedures
(Unpromoted) (JNCT1.13a)

(under review)

Appointment Procedures for Teachers in Nursery, Primary, Secondary and Special Schools

This Agreement gives general information and guidance about the appointment of teachers to permanent and fixed-term contract posts in nursery, primary, secondary and special schools. It outlines the procedures to be followed in making such teaching appointments and has been agreed by the South Ayrshire Joint Negotiating Committee for Teachers (JNCT).

1. Introduction

- 1.1 This Agreement describes in detail, procedures for the filling of teaching posts. The main aim is to ensure that the best possible candidate is selected and that the procedures satisfy current legislation and conform to the authority's equal opportunities policies. No job applicant or employee should receive less favourable treatment than any other on the grounds of race, colour, nationality, ethnic or national origins, religion, age, sex, sexuality, marital status or disability.
- 1.2 Having due regard to 1.1 above, full account will be taken of the professional qualifications, the nature of the teaching service and the relevant experience of each candidate.
- 1.3 Recommendations for appointment to posts of teacher in nursery, primary, secondary and special schools will be made by appointment committees as described in this Agreement. The Head Teacher of the receiving school will then offer the post to the most suitable applicant subject to appropriate checks.
- 1.4 Recruitment of permanent unpromoted teachers to posts in schools will normally be undertaken by the head teacher in accordance with the arrangements in this Agreement except in circumstances of compulsory transfer. For example, where teachers have been declared surplus to the establishment of their school they will be a compulsorily transferred to a suitable available vacancy.
- 1.5 The relevant Head of Service will determine whether vacant permanent posts will be advertised in the national press or restricted to current employees of South Ayrshire Council. Fixed-term contract posts will also normally be advertised in the national press as outlined in JNCT 1.12 'Code of Practice on the Use of Temporary Contracts'. All suitably qualified teachers who are fully registered with the GTC are eligible to apply (subject to 7.2 below). There may be occasions when appropriate trade union consultation is required prior to reaching a decision.
- 1.6 Applications for unpromoted posts must be submitted to the Head Teacher of the school on standard forms obtainable from the Department. (copy attached as Appendix 3) Applications from teachers employed in South Ayrshire will normally be transmitted to the Head Teacher of the receiving school via the candidate's own Head Teacher in order that an appropriate report can be attached to the application form.

- 1.7 Applications from teachers employed in another authority should be submitted directly to the Head Teacher of the school advertising a vacancy. Reports on such applicants should be obtained from their employing authority.
- 1.8 All applicants must provide details of referees on the application form and the school will require to write to these referees requesting a reference.
- 1.9 Applicants who are not currently employed in teaching post within a school are not required to submit a Head Teacher report but should submit details of suitable referees as outlined in the application form.
- 1.10 South Ayrshire 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 have the opportunity to discuss the content with the appropriate member(s) of the Council's staff. Candidates may on request be given a copy of any such report.
- 1.11 Preparing for an interview can itself 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 the Chair of the Appointment Committee.

2. Appointment Committees

Recommendations for appointment to posts will be made by appointment committees as described below:

- 2.1 Appointment committees for post of teacher will normally consist of:
 - the Head Teacher of the school with the vacancy. The Head Teacher will chair the appointment committee and have both a deliberative and a casting vote;
 - a representative of the Director of Educational Services - a Head Teacher from another school, a Depute Head Teacher from another school or other approved officer of the Council - 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/she is involved;
 - a promoted member of staff from the school with the vacancy who is familiar with the requirements of the post.
- 2.2 Appointment Committees, other than in exceptional circumstances, should not consist solely of members of one gender.
- 2.3 Members of an appointment committee must declare in advance to the chair of the appointment committee any relationship or close friendship with any of the applicants that to an outsider could suggest bias which might be a factor in any judgement made during the selection process. The chair of the appointment committee will then assess what action is required. Failure to declare an interest will be regarded as a serious breach of Council policy.
- 2.4 All members of appointment committees must have undergone training prior to participating in such a committee, particularly in relation to equal opportunities.

- 2.5 Canvassing of a member of an appointment committee, whether directly or indirectly, shall disqualify the applicant from consideration for the post in question.

3. The Appointment Process

- 3.1 The main stages in the appointment process are:
- (i) completion of the vacancy management form for the post
 - (ii) establishment of a person specification and selection criteria
 - (iii) the provision of information about the post through an advertisement
 - (iv) the preparation of a recruitment package which will consist of a school profile, school job description, equal opportunities monitoring form
 - (v) advertising
 - (vi) pre-interview stage (including requesting references)
 - (vii) the interview
 - (viii) post-interview stage - all necessary checks including Disclosure and RC Approval (where appropriate)
- 3.2 All of the arrangements for the selection process will be made by the Head Teacher. Advice will be available from Human Resources.

4. Information about the post

- 4.1 Posts of teacher may be advertised in the national press or alternatively through circulation to South Ayrshire schools. Where the latter applies, only applicants currently working within South Ayrshire will be eligible to apply. The advertisement will contain basic information about the post and the school. It will also indicate that successful applicants will be subject to an Enhanced Disclosure Check and relevant medical checks. The closing date by which applications should be sent to receiving schools will be stated.
- 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. A sample profile is attached as Appendix 1.
- 4.3 A standard job description will be included for each post. It will correspond to South Ayrshire and national agreements and will indicate clearly the general duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. (Agreed job descriptions for Nursery, Primary, and Secondary posts are listed in JNCT 1.7). Schools will be asked if there is additional information they would wish to provide to the applicants.
- 4.4 Posts will not be advertised until the complete recruitment pack, including the vacancy authorisation, has been submitted to the relevant Head of Service.
- 4.5 Application form, school profile, job description and equal opportunities monitoring form will be available on-line through the South Ayrshire Council external website where the post is advertised nationally.

5. Selection Criteria and Person Specification

- 5.1 On the basis of the job description, selection criteria will be drawn up for each post. This is the most crucial part of the process as it allows fair and transparent criteria to be applied to all candidates

The criteria will conform to a general pattern established by the authority, which may vary in detail according to the post. The criteria will include:

- Full registration with the GTC (see 5.5 below);
- teaching experience;
- relationships with pupils;
- communication skills;
- curriculum development;
- resource organisation.

- 5.2 The establishment of selection criteria will allow a person specification to 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 person qualities.

- 5.3 The criteria should reflect the authority's commitment to equal opportunities.

- 5.4 In relevant cases, the selection criteria will refer to the need for evidence of approval by the Roman Catholic Church.

- 5.5 For teachers who graduated prior to August 2002 who have not yet completed their probationary period, applications for permanent posts will be accepted but they must go on to complete their full registration as a requirement of the post. For teachers who graduated and have been eligible to participate in the Teacher Induction Scheme since August 2002, they cannot apply for permanent posts until the probationary year is complete. However where a post is advertised in May or June, which is not due to commence until August, applications will be accepted from probationer teachers. The post will be offered on the proviso that the standard for full registration is reached before taking up the post in the August. Teachers who undertook teacher training outwith Scotland and who had no opportunity to participate in the Teacher Induction Scheme can only be considered for permanent employment if they have full registration under GTC (Scotland)

6. Recruitment Package

- 6.1 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 provided with a recruitment package consisting of an application form (see Appendix 3), job description, school profile relating to the specific post and an equal opportunities monitoring form. The person specification must not be sent to applicants as this is designed as a tool for the interview panel.

7. Leeting

- 7.1 The head teacher of the receiving school will consider all applications in the light of the job description and the person specification and will draw up a

short leet. The leet should be agreed with the Director's representative on the appointment committee.

- 7.2 In the drawing up of leets, head teachers will be expected to give consideration to applications from all suitably qualified teachers regardless of current employment status and to applications seeking variations on the advertised contract under Flexible Working legislation.
- 7.3 A written record should be kept of the leeting process. The use of a form similar to that in Appendix 4 is recommended. The essential requirements from the person specification should be used as the main headings against which the applicants are leeted.
- 7.4 Applicants with a disability who meet the essential elements of the person specification must be interviewed. Due consideration should also be given to any reasonable adjustments which may be required in relation to the interview process eg interviews taking place on ground floor
- 7.5 Candidates selected for interview should be informed of the date, time and format of the interview allowing one week for preparation. They should also be provided with a Criminal Convictions Declaration Form and a Health Questionnaire which should be completed prior to interview and given to the Chair of the Appointments Committee at the beginning of the interview. Candidates should also be informed that successful candidates will be subject to an enhanced Disclosure Check and may be required to attend a medical examination.
- 7.6 Head Teachers as Chair of the interview panel must request references in addition to the report from the current Head Teacher.
- 7.7 Candidates not selected for interview should be informed by letter at this stage.

8. The Format of the Interview

- 8.1 The appointment committee will determine, by means of a formal interview, which of the leeted candidates should be recommended for appointment.
- 8.2 The minimum time allowed for each candidate will normally be 20 minutes.
- 8.3 Variations to the traditional question and answer interview may be considered provided that the appointment committee feels confident in using the techniques involved. Set standard questions should be asked of all candidates, but additional supplementary questions are acceptable. In order to adhere to Child Protection guidelines, any gaps in the candidates employment history should be fully explored at interview. Candidates should have the opportunity to seek further information about the post from the Head Teacher.
- 8.4 A written record of the interview and related documentation should be retained by the Head Teacher for at least 6 months. A sample interview assessment sheet is attached as Appendix 5.

- 8.5 At the end of the interview, candidates should submit their completed Criminal Convictions Check form and Health Questionnaire forms. The Criminal Convictions Check should be opened by the Chair of the Appointment Committee in the presence of the candidate and any issues raised. The candidate should also be given an opportunity to add any further information concerning the Criminal Convictions Check form.
- 8.6 The Health Questionnaires should not be opened. The Health Questionnaire relevant to the successful applicant should be sent to Human Resources Section for processing and the others should be shredded.

9. Post-interview Stage (all posts)

- 9.1 At the end of the selection process the Head Teacher will offer the post to the successful candidate (except in the unlikely circumstances where the candidate is ineligible or where the selection process has been conducted improperly). The candidate must be advised that this is a verbal offer and is not binding until confirmed in writing following appropriate checks by the Authority.
- 9.2 All interviewees should be informed by telephone of the outcome of the interview process as soon as practicable. Formal letters indicating the outcome should be sent to all applicants within one week of the interviews
- 9.3 Applicants have the right to request access to the documentation relating to their own application. It is important that panel members do not record personal or inappropriate comments on candidates.
- 9.4 All invited candidates will be given the opportunity, if they so wish, to discuss their performance at interview with the chair of the appointment committee. The interview assessment sheet which gives the overall assessment of the candidate will form the basis of the discussion.
- 9.5 The chair of the appointment committee should send the completed Interview Selection Form (Appendix 6) to the department's personnel section who will arrange for a contract of employment to be issued once all the checks have been completed.

10. Appointment of Teachers in Catholic Schools

- 10.1 The Chair of the Appointment Committee must ensure that arrangements are made for the candidate who is recommended for the post to complete RC approval forms. Further information is detailed within Management Guideline 26.
- 10.2 Agreement has been reached with Children and Community that only those Probationer Teachers being placed in RC schools will require approval. It is recognised that whilst most names should be notified early in June each year, staffing changes may necessitate approval right up to start of new term.
- 10.3 Supply teachers will be advised to seek approval at point of entering supply list and will not be required to seek approval each time they are placed in a new location. They would however be required to seek further approval if offered permanent employment.

10.4 Cluster teaching appointments do not require approval nor do they require to have CREDL qualification. It will only be necessary for those teachers appointed exclusively within QMA cluster to obtain approval.

11. Changes To The Scheme

Changes to the Appointment Procedures will not be made unless agreed by the South Ayrshire Joint Negotiating Committee for Teachers.

SOUTH AYRSHIRE COUNCIL : EDUCATIONAL SERVICES

XXXXXX PRIMARY SCHOOL

Address

Post Code

Telephone Number

XXXXXX Primary is situated in the middle of the village (pop. 2000 approx.) five miles inland from the west coast and in the heart of Burns country. The majority of the children come from the village with the remainder from the farms and outlying area.

The school was opened in 1966 and the increase in house building in the village has led to an extension to the school being opened in 1997, with the addition of nursery accommodation. The school has both tarmac and grass covered play areas.

During 1997, the school achieved the award of Investors in People - the first school in Ayrshire to achieve the award. The award is recognition for the very strong team approach which the school operates and recognises the importance of all staff members - teaching and support.

From nursery to primary seven we strive to provide a safe, caring and happy environment for our pupils and to help each one achieve their full potential. The school is well resourced and the staff supported in order to achieve and ensure success.

The school encourages a close liaison between home and school and to this end we endeavour to encourage an 'open door' policy. We have a hard working P.T.A. and School Board. We also have back-up from parent helpers for outings etc.

Further information can be obtained by contacting the Head Teacher, XXXXXXXXXXXX at the above address.

Appendix 2

JNCT AGREEMENT ON PRIMARY TEACHER DUTIES

Annex B of the agreement, '*A Teaching Profession for the 21st Century*', defines the Duties of a Teacher/Chartered Teacher in the following terms:

'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 teacher 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 on the work of pupils
- (d) Preparing pupils for examinations and assisting with their administration
- (e) Providing advice and guidance to pupils on issues related to their education
- (f) Promoting and safeguarding the health, welfare and safety of pupils
- (g) Working in partnership with parents, support staff and other professionals
- (h) Undertaking appropriate and agreed continuing professional development
- (i) Participating in issues related to school planning, raising achievement and individual review
- (j) Contributing towards good order and the wider needs of the school'.

The Standard for Full Registration as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined below.

The balance of these duties will vary according to sector e.g. Nursery, Primary, Secondary or Special. The duties must be capable of being undertaken within contractual working time and have appropriate regard to workload.

Primary Teachers will be expected to:

1. Teach their assigned class or classes appropriately by:

- Planning, organising and implementing the 5-14 curriculum guidelines to ensure breadth, balance and continuity and progression for each individual child
- Organising the class or classes in an appropriate way to provide support and challenge for all pupils
- Supporting all children to reach their potential thereby raising attainment
- Contributing to the development of the school curriculum

2. To plan appropriately by:

- Producing long, medium and short term plans which demonstrate responsiveness and flexibility
- Planning the learning of each child using all relevant information
- Organising and allocating available resources.
- Contributing to the formulation and implementation of the school development plan
- Participating in agreed procedures for Personal Development and Review
- Participating in agreed monitoring and evaluation procedures using performance indicators outlined in the HMIE document, 'How Good is Our School?'

3. To prepare and deliver appropriate experiences and activities by:

- Ensuring that the needs, interests and stage of development of every child is met

- Creating a stimulating learning environment.
 - Providing opportunities for independent learning through investigation, problem solving and challenging activities
 - Identifying and implementing a wide range of strategies for differentiation
 - Ensuring smooth transitions for children at all transition points
 - Liaising with and providing appropriate resources to support staff to assist them in the delivery of a challenging curriculum
- 4. To appropriately assess, record and report on the work of pupils by**
- Assessing, evaluating and recording the progress and development of all children
 - Completing summative reports and transition records for all children
 - Reporting to parents and to external agencies when required
 - Collaborating with colleagues and professionals from outside agencies in the planning, implementation and evaluation of Individual Education Programmes
- 5. To participate in and contribute to CPD opportunities by:**
- Fulfilling the requirements of the agreement, 'A Teaching Profession for the 21st Century' and the agreed policy of South Ayrshire Council – Educational Services
 - Contributing to the professional development of colleagues, including students
- 6. To work in partnership with parents, support staff and other professionals by:**
- Liaising with parents, members of inter-disciplinary teams, other establishments and agencies as appropriate
 - Participating in agreed parents' meetings
 - Promoting parental participation and involvement
- 7. To promote and safeguard the health, welfare and safety of pupils by:**
- Participating in agreed procedures for the daily registration of pupils
 - Contributing to agreed programmes of personal and social education of pupils
 - Ensuring that all appropriate health and safety standards are observed and implemented
 - Promoting and maintaining children's positive behaviour
 - Organising classroom space efficiently, effectively and safely

JNCT AGREEMENT ON SECONDARY TEACHER DUTIES

Annex B of the agreement, '*A Teaching Profession for the 21st Century*', defines the Duties of a Teacher/Chartered Teacher in the following terms:

'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 teacher 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 on the work of pupils
- (d) Preparing pupils for examinations and assisting with their administration
- (e) Providing advice and guidance to pupils on issues related to their education
- (f) Promoting and safeguarding the health, welfare and safety of pupils
- (g) Working in partnership with parents, support staff and other professionals
- (h) Undertaking appropriate and agreed continuing professional development
- (i) Participating in issues related to school planning, raising achievement and individual review
- (j) Contributing towards good order and the wider needs of the school'.

The Standard for Full Registration as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined below.

The balance of these duties will vary according to sector e.g. Nursery, Primary, Secondary or Special. The duties must be capable of being undertaken within contractual working time and have appropriate regard to workload.

Secondary Teachers will be expected to:

1. Teach their assigned class or classes appropriately by:

- Planning, organising and implementing the 5-14 curriculum guidelines to ensure breadth, balance and continuity and progression for each individual child
- Planning, organising and implementing the Standard Grade and National Certificate curriculum guidelines to ensure breadth, balance and continuity and progression for each individual child
- Preparing pupils for examinations and assisting, where appropriate, in the administration associated with these examinations
- Supporting all children to reach their potential thereby raising attainment
- Contributing to the development of the school curriculum

2. To plan appropriately by:

- Planning the learning of each class, taking into account the needs of the individual child, using all relevant information
- Organising and allocating available resources.
- Contributing to the formulation and implementation of the school development plan
- Participating in agreed procedures for Personal Development and Review
- Participating in agreed monitoring and evaluation procedures using performance indicators outlined in the HMIE document, 'How Good is Our School?'

- 3. To prepare and deliver appropriate experiences and activities by:**
 - Ensuring that the needs, interests and stage of development of every child is met
 - Creating a stimulating learning environment.
 - Providing opportunities for independent learning through investigation, problem solving and challenging activities
 - Identifying and implementing a wide range of strategies for differentiation
 - Ensuring smooth transitions for children at all transition points
 - Liaising with and providing appropriate resources to support staff to assist them in the delivery of a challenging curriculum

- 4. To appropriately assess, record and report on the work of pupils by**
 - Assessing, evaluating and recording the progress and development of all children
 - Completing summative reports and transition records for all children
 - Reporting to parents and to external agencies when required
 - Collaborating with colleagues and professionals from outside agencies in the planning, implementation and evaluation of Individual Education Programmes

- 5. To participate in and contribute to CPD opportunities by:**
 - Fulfilling the requirements of the agreement, 'A Teaching Profession for the 21st Century' and the agreed policy of South Ayrshire Council – Educational Services
 - Contributing to the professional development of colleagues, including students

- 6. To work in partnership with parents, support staff and other professionals by:**
 - Liaising with parents, members of inter-disciplinary teams, other establishments and agencies as appropriate
 - Participating in agreed parents' meetings

- 7. To promote and safeguard the health, welfare and safety of pupils by:**
 - Participating in agreed procedures for the daily registration of pupils
 - Contributing to agreed programmes of personal and social education of pupils
 - Ensuring that all appropriate health and safety standards are observed and implemented
 - Promoting and maintaining children's positive behaviour
 - Organising classroom space efficiently, effectively and safely

**SOUTH AYRSHIRE COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHERS
LOCALLY AGREED CONDITIONS**

REMIT FOR NURSERY TEACHERS

Annex B of the agreement, '*A Teaching Profession for the 21st Century*', defines the Duties of a Teacher/Chartered Teacher in the following terms:

'Subject to the policies of the school and the Education Authority, the duties of teachers, promoted and un-promoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- (k) Teaching assigned classes together with associated preparation and correction.
- (l) Developing the school curriculum
- (m) Assessing, recording and reporting on the work of pupils
- (n) Preparing pupils for examinations and assisting with their administration
- (o) Providing advice and guidance to pupils on issues related to their education
- (p) Promoting and safeguarding the health, welfare and safety of pupils
- (q) Working in partnership with parents, support staff and other professionals
- (r) Undertaking appropriate and agreed continuing professional development
- (s) Participating in issues related to school planning, raising achievement and individual review
- (t) Contributing towards good order and the wider needs of the school'.

The Standard for Full Registration as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined below.

The balance of these duties will vary according to sector e.g. Nursery, Primary, Secondary or Special. The duties must be capable of being undertaken within contractual working time and have appropriate regard to workload.

Nursery Teachers will be expected to:

8. Lead the nursery team in the planning, organisation and implementation of the 3-5 curriculum guidelines taking account of the 5-14 programme to ensure breadth, balance and continuity and progression for each individual child.

9. To teach pre-5 children in groups and as individuals by:

- Providing support and challenge as required thus raising attainment
- Supporting all children to reach their potential.

10. To plan appropriately by:

- Producing long, medium and short term plans which demonstrate responsiveness and flexibility
- Planning the learning of each child using all relevant information
- Organising and allocating available resources.
- Contributing to the formulation, implementation of the school development plan
- Using performance indicators outlined in the SEED document, 'Child at the Centre', to monitor and evaluate performance in all key areas.

11. To prepare and deliver appropriate experiences and activities by:

- Ensuring that the needs, interests and stage of development of every child is met

- Creating a stimulating learning environment.
- Providing opportunities for independent learning through investigation, problem solving and challenging activities
- Identifying and implementing a wide range of strategies for differentiation
- Ensuring smooth transitions for children at all transition points
- Providing support and resources to staff to assist them in the delivery of a challenging curriculum

12. To lead the nursery team in assessing, recording and reporting on the work of pupils by

- Assessing, evaluating and recording the progress and development of all children
- Collecting examples of work and photographic evidence of development for all children to be included in individual records of achievement
- Completing tracking sheets, summative reports and transition records for all children
- Reporting to parents and to external agencies when required
- Collaborating with professionals from outside agencies in the planning, implementation and evaluation of Individual Education Programmes

13. To participate in and contribute to CPD opportunities by:

- Fulfilling the requirements of the agreement, 'A Teaching Profession for the 21st Century' and the agreed policy of South Ayrshire Council – Educational Services
- Contributing to the professional development of colleagues, including students

14. To work in partnership with parents, support staff and other professionals by:

- Liaising with parents, members of inter-disciplinary teams, other establishments and agencies as appropriate
- Promoting parental participation and involvement

15. To promote and safeguard the health, welfare and safety of pupils by:

- Ensuring that SCRC standards are observed and implemented
- Promoting and maintaining children's positive behaviour
- Organising classroom space efficiently, effectively and safely

Example of Leeting Form

Appendix 4

School Name						Date of Leeting
Post						
NAME	Resource Organisation	Curriculum Development	Assessing, Recording & Reporting	Working in Partnership	Continuous Professional Development	COMMENTS (Full GTC Registration)

Interview Assessment Sheet

(Please complete this form during or immediately after the interview)

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

INTERVIEW PERFORMANCE

ATTRIBUTES OF CANDIDATE	ASSESSMENT	Score (1-5)
Personal attributes (e.g. appearance, manner, motivation, judgement): (Weighting:)		
Presentation (if appropriate) (Weighting:)		
1 Teaching Experience (Weighting:)		
2 Resource Organisation (Weighting:)		
3 Curriculum Development (Weighting:)		
4 Assessing, Recording & Reporting (Weighting:)		
5 Working in Partnership (Weighting:)		
6 Continuous Professional Development (weighting)		

General Impression	Total	Total																				
<p>Overall Assessment: (Tick ONE box)</p> <table style="margin: 20px auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">1</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">2</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">3</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">4</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">5</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">6</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">7</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">8</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">9</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">10</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table> <p style="text-align: center; margin-top: 10px;">Low _____ High</p>			1	2	3	4	5	6	7	8	9	10										
1	2	3	4	5	6	7	8	9	10													
<p>TO BE COMPLETED BY THE CHAIR OF THE PANEL</p> <p>General view of interviewing panel and recommendation</p> 	<p>Signature:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>Designation:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>Date:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>																					

1. The assessment sheet is designed to help interviewers record significant points relating to the performance of candidates at interview.
2. The assessment forms may be accessed by candidates.
3. Interviewers should feel able to record honest assessments in a manner that best helps later recall of a candidate's performance.
4. You may want to use an assessment and weighting system to aid decision. Space is provided for this purpose. A simple system is to allocate marks out of 5 for each area of assessment and to total them at the end of the interview. If you feel that one section (or more) is more important you may allocate a weighting factor to them. This means that you would multiply the marks gained in that section by for example by 1.5 or 2 and add the weighting total up rather than the simple score.



**SOUTH AYRSHIRE COUNCIL
EDUCATIONAL SERVICES
SELECTION AND APPOINTMENT DETAILS**

Post Ref No : _____
(To be completed by Personnel)

Location Code: _____
(Chair of panel to provide cost centre where successful candidates salary will be coded to)

Job Title : _____

Establishment : _____

Selected Candidate: _____

Date of Interview : _____

Date of Appointment : _____ **Temporary Until :** _____

Date of Appointment is subject to satisfactory checks being carried out i.e. Health, References & Disclosure Scotland where applicable the Disclosure Scotland check can take up to 8 weeks.

=====

=
INTERVIEW PANEL

	Name	Designation
1.	_____ / _____	_____
2.	_____ / _____	_____
3.	_____ / _____	_____
4.	_____ / _____	_____

=====

=
REJECTED CANDIDATES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

=====

=
Signature : **Date :**

=====

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THIS FORM **MUST** BE COMPLETED AND RETURNED ALONG WITH THE SUCCESSFUL CANDIDATE'S APPLICATION FORM TO EDUCATION PERSONNEL, WITHIN 3 WORKING DAYS FROM DATE OF INTERVIEW.

For Office Use Only

Start Date:		Employment Type:		Salary Grade:	
Salary Point:		Standard Hours:		Non Standard Increment:	

