



**SOUTH AYRSHIRE COUNCIL**

**JOINT NEGOTIATING COMMITTEE**  
**FOR TEACHERS**

**Appointment Procedures**  
**(Promoted) (JNCT1.13b)**

**(Under Review)**

## **Appointment Procedures for Head Teachers, Depute Head Teachers and Principal Teachers in Primary, Secondary and Special Schools**

This Agreement outlines the procedures to be followed in making appointments to promoted teaching posts. It has been approved by the Local Negotiating Committee for Teachers

### **1. General Statements**

This circular describes in detail, procedures for the filling of senior 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.

**Recommendations for appointment to senior posts are made to the Director of Educational Services appointment committees set up by the authority where necessary in accordance with the Scottish Schools (Parental Involvement) Act 2006.**

The Director of Educational Services will normally determine which permanent posts for Head Teacher, Depute Head Teacher and Principal Teacher will be advertised nationally through the national press and which posts will be subject to ring-fenced advertising within South Ayrshire Council. In certain circumstances such as school closure the decision will be taken in consultation with the Joint Secretaries of the JNCT.

Applications must be submitted on standard forms within the myjobscotland website. Applications from teacher employees in South Ayrshire will require a Head Teacher report attached to the application form.

Applications from teachers employed in another authority should be submitted directly through the Head Teacher of their current school so that a report can be attached to the application form. Applicants who are not employed in a school should submit a report from an appropriate professional person from an education service along with the application form.

All applicants must give details of at least one other referee who will be contacted by the School or Authority.

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) staff. Candidates will be given a copy of any such report on request. Reports on candidates from another authority will be obtained from the Director of Educational Services for that authority or from the Head Teacher of the applicant's school where the employing authority has requested that this should happen.

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**

#### **2.1 Appointment Committees Involving School Board Nominees**

- 2.1.1 Interviews for posts of Head Teacher and Depute Head Teacher will be conducted by an appointment committee constituted in accordance with the Scottish Schools (Parental Involvement) Act 2006.
- 2.1.2 An appointment committee must consist of equal numbers of persons nominated by the education authority and the Parent Council together with the Head Teacher of the school as chairperson when the appointment of a Depute Head Teacher is being considered.
- 2.1.3 The Parent Council can nominate whomsoever they wish from the Parent Council provided they have been appropriately trained. Pupils of the school and members of staff of the school other than the head teacher may not be members of an appointment committee.
- 2.1.4 Any vacancy in an appointment committee must be filled by a further nomination from the body which nominated the person whose place has become vacant. There may be circumstances in which one nominee from either the education authority or the school board may agree to step down in order that the appointment committee can proceed with equal numbers.
- 2.1.5 The Director of Educational Services or any officer of the education authority nominated by him is entitled to attend proceedings of any appointment committee as an assessor.

## 2.2 **Head Teacher Posts**

- 2.2.1 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.
- 2.2.2 Appointment Committees, other than in exceptional circumstances, may not consist solely of members of one gender.
- 2.2.2 The education authority will normally nominate:
  - (a) a Councillor from the appropriate Committee
  - (b) a Head Teacher from the appropriate sector
  - (c) an appropriate Authority representative
- 2.2.3 When the appointment of a Head Teacher is being considered the appointment committee will normally be chaired by the Elected Member. The chairperson will have both a deliberative and a casting vote.
- 2.2.4 The Parent Council can nominate whomsoever it wishes from the Parent Council (provided they have received appropriate training) except that pupils of the school and members of staff of the school may not be members of the appointment committee.
- 2.2.5 Where for any reason a Parent Council has not been established the appointment committee shall consist of the authority's nominees only.

## 2.3 **Depute Head Teacher Posts**

- 2.3.1 An appointment committee for the post of Depute Head Teacher will consist of 2 nominees of the Parent Council and 2 nominees of the education authority together with the Head Teacher of the school without whom the appointment committee cannot sit.
- 2.3.2 Appointment Committees, other than in exceptional circumstances, should not consist solely of members of one gender.
- 2.3.3 The education authority will normally nominate:
- (a) a teacher of equivalent rank
  - (b) an appropriate Authority Representative.
- 2.3.4 An appointment committee for a post of Depute Head Teacher will be chaired by the Head Teacher of the school who will have both a casting vote and a deliberative vote.
- 2.3.5 The Parent Council can nominate whomsoever it wishes from the Parent Council (provided they have been appropriately trained) except that pupils of the school and members of staff of the school may not be members of the appointment committee.
- 2.3.6 Where for any reason a Parent Council has not been established the appointment committee will consist of nominees of the authority together with the Head Teacher of the school in the chair when the appointment of a depute head teacher is being considered.

## 2.4 **Principal Teacher Posts**

Posts of Principal Teacher will be filled by an appointment committee which will consist of:

- (a) the Head Teacher of the school as chairperson (who will have both a deliberative and a casting vote)
- (b) a teacher of equivalent rank to the post being filled nominated by the Department of Educational Services.
- (c) an appropriate Authority representative.

Appointment Committees, other than in exceptional circumstances, should not consist solely of members of one gender.

## 2.5 **Declaration of Interest**

Members of the appointment committee including assessors must declare in advance to the Authority representative any relationship or close friendship with any one of the candidates which, to an outsider, could suggest bias which might be a factor in any professional judgement which would be made at the interview. The Senior Education Manager (Staffing) will then assess whether or not any substitution is necessary.

## 3. **The Appointment Process**

3.1 The main stages of the appointment process are:

- (i) Post to be re job-sized where applicable
- (ii) completion of the vacancy management form for the post
- (ii) establishment of a person specification and selection criteria
- (iii) provision of information about the post through an advertisement
- (iv) preparation of a recruitment package which will consist of a school profile, standard job description, additional post information, equal opportunities monitoring form
- (v) leeting
- (vi) pre-interview stage
- (vii) interview
- (viii) post-interview stage – all necessary checks including Disclosure and RC Approval (where appropriate)

3.2 These stages are considered in some detail in the following sections. For Head Teacher posts all of the selection arrangements will be undertaken by the Director or Authority Representative. For other posts the arrangements will be made by the Head Teacher. Advice will be available from the Senior Education Manager (Staffing)

#### 4. **Information About the Post**

4.1 All posts of Head Teacher, Depute Head Teacher and Principal Teacher will contain basic information about the post and the school. It will also indicate where applicants can obtain further information and application forms and include the closing date for applications.

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.

4.3 A standard job description has been prepared for each post under a previous JNCT agreement which corresponds to South Ayrshire and national agreements. Additional information should be provided from schools clearly indicating the general duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Sample job remits are attached as Appendix 1.

4.4 No promoted post will be advertised until it has been appropriately Job-Sized by one of the South Ayrshire Council Educational Services Job-Sizing Co-ordinators. Advice in this area should be sought from the Senior Education Manager (Staffing).

#### 5. **Person Specification**

5.1 On the basis of the job description, a person specification will be drawn up for each post. This should be considered as the main leeting tool against which candidates are measured.

The person specification will conform to a general pattern established by the authority and will be based on selection criteria which may vary in detail according to the post. The criteria will include:

- FULL registration with the GTC;
- Compliance with enhanced disclosure procedures;
- 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 curricular change;
- evidence of good interpersonal skills.

Additional criteria may be added to suit the individual needs of each post.

- 5.2 The person specification 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. A sample person specification for a head teacher post is attached as Appendix 3. Entries in the essential and desirable columns should be tailored to meet the needs of each post.
- 5.3 The criteria should reflect the authority's commitment to equal opportunities.
- 5.4 In relevant cases the person specification will also refer to the need for evidence of approval by the Roman Catholic Church.
- 5.5 The person specification **must not be given to candidates** as it is designed as a leeting tool for the interview panel.

## 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 invited to request from the school a recruitment package consisting of an application form, post job description, school profile relating to the specific post. An equal opportunities monitoring form will also be included in the package.
- 6.2 Although legislation does not require the involvement of Parent Council in these aspects of the selection process, Parent Councils should be given the opportunity to comment on the school profile, selection criteria and person specification for Head Teacher and Depute Head Teacher posts.

## 7. **Leeting for Head Teacher Posts**

- 7.1 The Scottish Schools (Parental Involvement) Act 2006 requires, if the Parent Council wishes, the authority to submit a short list for Head Teacher posts to the Parent Council which meets without staff or pupil members to consider the short leet. The authority is also required to provide any information about candidates which the authority has in its possession or can obtain without undue expense or effort. Parent Council members should have access, therefore, to all application forms, reports and references. They should be reminded of the need for absolute confidentiality. A sample leeting form is attached as appendix 4.

- 7.2 The sequence of events for the leeting of a Head Teacher post is as follows:
- (i) a school job description, school profile, person specification and selection criteria for the post are drawn up by the Director or Authority Representative in discussion with the Parent Council and with reference to agreed remits within JNCT 1.7;
  - (ii) the Director or Authority Representative draws up a short list of candidates in consultation with the appropriate Convener , or his/her representative;
  - (iii) the Director or Authority Representative attends a meeting of eligible members of the Parent Council and proposes the short list to them;
  - (iii) the Parent Council can remove or add names to the short list from the list of eligible applicants.
  - (iv) Candidates with a disability who meet the essential criteria of the person specification must be granted an interview and due consideration should be given for reasonable adjustments which may be required during the interview process eg interviews taking place on ground floor.
- 7.3 All short leeted candidates will be invited to attend interview by letter allowing at least one week for preparation. Information on the nature of the interview should be included in the correspondence. A form for completion by the candidates on Disclosure Scotland Check and a Health Questionnaire must also be sent to candidates at this stage.
- 7.4 All short leeted candidates should be given the opportunity to visit the school prior to interview. Travel and subsistence expenses will not normally be paid in connection with such visits.
- 7.5 References must be sought for leeted candidates.

## 8. **The Format of the Interview for Head Teacher Posts**

- 8.1 The format of the interview will be agreed between the Director or Authority Representative and the Parent Council at the same meeting at which the short leet is decided. The minimum time allowed for each candidate should normally be 45 minutes.
- 8.2 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:
- (i) the first part of the interview may consist of a presentation by the candidates on an educational topic of which they will have been informed in advance. Initial questioning would relate to the presentation;

- (ii) candidates may be invited to prepare a brief paper on an educational issue. Such paper would require to be written under supervision within a prescribed timescale;
- (iii) a group discussion may be held involving candidates and the appointment committee.

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

- 8.3 Whatever the nature of the interview, a written record should be kept, preferably on the assessment sheet attached to this circular as appendix 5.
- 8.4 At the end of the interview, candidates should submit their completed Disclosure Check and Health Questionnaire forms. The Disclosure 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 Disclosure Check.
- 8.5 The Health Questionnaires should **not** be opened. The Health Questionnaire relevant to the successful applicant should be sent to Human Resources for processing and the others should be shredded.
- 8.6 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 Senior Education Manager (Staffing). No recommendation for appointment can be made until the matter has been resolved.



## 9. Leeting for Depute Head Teacher Posts

- 9.1 The Scottish Schools (Parental Involvement) Act 2006 requires the short leet for Depute Head Teacher posts to be drawn up by the authority and presented to the appointment committee
- 9.2 The short leet will be drawn up by the Head Teacher of the school and the Authority Representative. 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. A sample leeting form is attached as appendix 4.
- 9.3 Candidates with a disability who meet the essential criteria of the person specification must be granted an interview and due consideration should be given for reasonable adjustments which may be required during the interview process eg interviews taking place on ground floor.
- 9.4 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 person specification should be used in such a manner as to enable a manageable number of candidates to be leeted. In very exceptional circumstances, if it is felt desirable to interview a large number of candidates, the Head Teacher and the an authority representative may decide to draw up a long leet for interview. Where a satisfactory leet cannot be formed the post will be re-advertised. In rare situations where there is only one applicant for the post, interviews may proceed provided the applicant meets the essential requirements of the person specification.
- 9.5 In either case, 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.
- 9.6 All short leeted candidates will be invited to attend interview by letter allowing at least one week for preparation. Information on the nature of the interview should be included in the correspondence. A form for completion by the candidates on Disclosure Scotland Check and a Health Questionnaire must also be sent to candidates at this stage.
- 9.7 References must be sought for leeted candidates.

## 10. The Format of the Interview for Depute Head Teacher Posts

- 10.1 A formal interview will continue to play a key role in determining which of the leeted candidates should be recommended for appointment.
- 10.2 The minimum time allowed for each candidate should normally be 30 minutes.

- 10.3 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 supplement in one of the following ways:
- (i) the first part of the interview may consist of a presentation by the candidates on an educational topic of which they will have been informed in advance. Initial questioning would relate to the presentation;
  - (ii) candidates may be invited to prepare a brief paper on an educational issue. Such paper would require to be written under supervision within a prescribed timescale;
  - (iii) a group discussion may be held involving candidates and the appointment committee.

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

- 10.4 The format of the appointment process should be determined in advance by the Head Teacher and the Authority Representative involved in drawing up the leet. Account should be taken of any views expressed by the Parent Council. The interview arrangements should allow the same time for each candidate. The same broad questions should be asked of each candidate and there should be an opportunity for candidates to clarify essential matters by putting questions to the head teacher. A written record should be kept by the head teacher and retained for at least 6 months. A sample assessment sheet for the evaluation of interview performance is attached as appendix 5.
- 10.5 At the end of the interview, candidates should submit their completed Disclosure Check and Health Questionnaire forms. The Disclosure 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 Disclosure Check.
- 10.6 The Health Questionnaires should **not** be opened. The Health Questionnaire relevant to the successful applicant should be sent to Recruitment Team for processing and the others should be shredded.
- 10.7 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 Senior Education Manager (Staffing). No recommendation for appointment can be made until the matter has been resolved.

## 11. **Leeting for Principal Teacher Posts**

- 11.1 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, standard job description and person specification relating to the post and to the application and report forms for all applicants.
- 11.2 Full account will be taken of the standard job description and person specification for the post. A written record of the leeting process will be kept by the Head Teacher. A sample leeting form can be found in appendix 4.
- 11.3 Candidates with a disability who meet the essential criteria of the person specification must be granted an interview and due consideration should be given for reasonable adjustments which may be required during the interview process eg interviews taking place on ground floor.
- 11.4 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 person specification should be used in such a manner as to enable a manageable number of candidates to be leeted. In very exceptional circumstances, if it is felt desirable to interview a large number of candidates, the Head Teacher and the Authority Representative may decide to draw up a long leet for interview. In rare situations where there is only one applicant for the post, interviews may proceed provided the applicant meets the essential requirements of the person specification.
- 11.5 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.
- 11.6 All short leeted candidates will be invited to attend interview by letter allowing at least one week for preparation. Information on the nature of the interview should be included in the correspondence. A form for completion by the candidates on Disclosure Scotland Check and a Health Questionnaire must also be sent to candidates at this stage.
- 11.7 References must be sought for all leeted candidates.

## 12. **The Format of the Interview for Principal Teacher Posts**

- 12.1 The appointment committee will determine, by means of a formal interview, which of the leeted candidates should be recommended for appointment.
- 12.2 The minimum time allowed for each candidate will normally be 20 minutes.
- 12.3 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:

- (i) the first part of the interview may consist of a presentation by the candidates on an educational topic of which they will have been informed in advance. Initial questioning would relate to the presentation;
- (ii) candidates may be invited to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale;
- (iii) a group discussion may be held involving candidates and the appointment committee.

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

- 12.4 The format of the appointment process should be decided by the Head Teacher. The interview should allow the same time for each candidate, provide for at least one standard question and permit candidates some opportunity to clarify essential matters by putting questions to the Head Teacher. 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 is attached as appendix 5.
- 12.5 At the end of the interview, candidates should submit their completed Disclosure Check and Health Questionnaire forms. The Disclosure 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 Disclosure Check.
- 12.6 The Health Questionnaires should **not** be opened. The Health Questionnaire relevant to the successful applicant should be sent to Human Resources for processing and the others should be shredded.
- 12.7 The interview process will be monitored by the Authority representative on the appointment committee. Any concerns expressed by the Authority representative which cannot be resolved at the time of the interview will be reported to the Senior Education Manager (Staffing). No recommendation for appointment can be made until the matter has been resolved.

### 13. **Post-Interview Stage (all posts)**

- 13.1 At the end of the selection process the chair of appointment committee will make the committee's recommendation to the Director of Educational Services and, following approval, offer the post to the recommended candidate (except in the unlikely circumstances where the candidate is ineligible or where the selection process has been conducted improperly). The candidate must be advised that this is a verbal offer and is not binding until confirmed in writing following appropriate checks by the Authority.
- 13.2 All other interviewees should be informed by telephone by the chair of the appointment committee or their nominee of the outcome of the interview process as soon as practicable. Formal letters indicating the outcome of the

appointment process should be sent to all applicants within one week of the interviews

- 13.3 All leeted candidates will be given the opportunity 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 this discussion.
- 13.4 Interview assessment sheets and other documents related to all appointments should be retained for a period of 6 months from the date of interview.
- 13.5 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.

#### 14. **Appointment of Teachers in Catholic Schools**

- 14.1 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.
- 14.2 Agreement has been reached with Educational Services 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.
- 14.3 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.
- 14.4 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.

#### 15. **Changes To The Scheme**

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

## Appendix 1

### JNCT AGREEMENT ON HEAD TEACHER DUTIES

REF : JNCT 1.7

#### 1.0 HEAD TEACHER DUTIES

1.1 The duties of a Head Teacher as set out in Annex B of the agreement, 'A Teaching Profession for the 21<sup>st</sup> Century', states that '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 Educational Services'. The Head Teacher shall be accountable to the education authority for the following list of duties and for such other duties as can be reasonably attached to the post:

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

#### 2.0 KEY RESPONSIBILITY AREAS

2.1 The following **four** key responsibility areas for promoted posts established by the SNCT, apply to all Head Teacher posts.

**2.1.1 Responsibility for the leadership, good management and strategic direction of colleagues.**

**2.1.2 Responsibility for curriculum development and quality assurance.**

**2.1.3 Responsibility for whole school policy and implementation.**

**2.1.4 Responsibility for working with partners.**

2.2 The duties of teachers as outlined in **ANNEX B** will also apply to Head Teachers. **The Standard for Full Registration and the Standard for Headship** as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined in Section 4 below.

2.3 The salary of a Head Teacher will be determined by applying the job-sizing toolkit agreed within the SNCT.

### **3.0 ALLOCATION OF DUTIES**

3.1 Head Teachers will work under the direction of the Director of Educational Services in accordance with the policies of South Ayrshire Council – Educational Services.

3.2 The duties allocated must be capable of being undertaken within contractual working time and have appropriate regard to workload.

3.3 Having due regard to 3.2 above there may be occasions when the duties of a Head Teacher will require to be carried out beyond the normal working year for teachers.

### **4.0 DUTIES ASSOCIATED WITH HEAD TEACHERS' MANAGEMENT RESPONSIBILITIES**

#### **4.1 Leadership, Good Management and Strategic Direction of Colleagues**

- 4.1.1 Have management responsibility for allocated teaching, pastoral care and support staff. This to include the appropriate implementation of all relevant conditions of service including disciplinary and grievance procedures
- 4.1.2 Have management responsibility for and provide advice to students and probationer teachers.
- 4.1.3 Have management responsibility for and provide for the Professional Review and Development of colleagues.
- 4.1.4 Have management responsibility for the school's agreed absence cover policy
- 4.1.5 Have management responsibility for the authority's agreed scheme of DMR and be responsible for allocated budgets and the effective deployment of resources.
- 4.1.6 Have management responsibility for all of the school's health and safety requirements.
- 4.1.7 To participate in the selection and recruitment of staff according to agreed recruitment procedures.
- 4.1.8 Monitor the welfare of colleagues.
- 4.1.9 Review the performance of colleagues.
- 4.1.10 Consult fully with staff on the formulation, implementation and evaluation of school policies.

#### **4.2 Curriculum and Quality Development**

- 4.2.1 Manage and develop the curriculum in accordance with the policies of the local authority and taking account of relevant advice from SEED, LTS, SQA and other relevant agencies
- 4.2.2 Be responsible for efficient arrangements for school timetable

- 4.2.3 Be responsible for the efficient management and development of the school ICT strategy
- 4.2.4 Manage, monitor and evaluate Quality Development according to agreed procedures.
- 4.2.5 Be responsible for the management and monitoring of the School Development Plan.

### **4.3 Whole School Policy and Implementation**

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

### **4.4 Working with Partners**

- 4.4.1 Lead and/or work in a collegiate way with colleagues in the same establishment.
- 4.4.2 Work with other establishments and agencies as appropriate.
- 4.4.3 Establish effective channels of communication among all staff and with all users of the school and between the school and the authority
- 4.4.4 Consult and communicate with parents/carers about the affairs of the school.
- 4.4.5 Consult and communicate, as appropriate, with other services of the Council and other relevant external agencies.
- 4.4.6 Maintain all necessary records relating to the life and work of the school.



## 1.0 DEPUTE HEAD TEACHER DUTIES

1.1 The duties of a Depute Head Teacher as set out in Annex B of the agreement, 'A Teaching Profession for the 21<sup>st</sup> Century', merely states that 'the role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the school's affairs.' The duties listed below are therefore derived from those of a Head Teacher as outlined in Annex B of the agreement.

- (a) Responsibility for the leadership, good management and strategic direction of colleagues
  - (b) Contributing to the development and management of school policy in relation to the behaviour management of pupils
  - (c) Contributing to the management of all staff, and the provision of professional advice and guidance to colleagues
  - (d) Contributing to the management and development of the school curriculum
  - (e) To assist in the management and review of the CPD needs, career development and performance of colleagues
  - (f) To assist in the selection and appointment of the staff of the school
  - (g) Assisting in the management, deployment and development of pastoral care staff
  - (h) Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
  - (i) To assist in the management of the health and safety of all within the school premises
  - (j) Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

## 2.0 KEY RESPONSIBILITY AREAS

2.1 The following **four** key responsibility areas for promoted posts established by the SNCT, apply to all Depute Head Teacher posts.

2.1.1 Responsibility for the leadership, good management and strategic direction of colleagues

**2.1.2 Responsibility for curriculum development and quality assurance**

**2.1.3 Responsibility for whole school policy and implementation**

**2.1.4 Responsibility for working with partners**

2.2 The duties of teachers as outlined in **ANNEX B** will also apply to Depute Head Teachers. **The Standard for Full Registration** as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined in Section 4 overleaf.

2.3 The salary of a Depute Head Teacher will be determined by applying the job sizing toolkit agreed within the SNCT.

### **3.0 ALLOCATION OF DUTIES**

- 3.1 Depute Head Teachers will work under the direction of the Head Teacher in accordance with the policies of the school and South Ayrshire Council – Educational Services.
- 3.2 The Head Teacher will determine ***specific areas of responsibility and management duties*** from those ***listed in Section 4 below***. Such areas of responsibility and management duties may be varied as required after appropriate consultation.
- 3.3 The duties allocated must be capable of being undertaken within contractual working time and have appropriate regard to workload.

### **4.0 DUTIES ASSOCIATED WITH DEPUTE HEAD TEACHERS' MANAGEMENT RESPONSIBILITIES**

#### **4.1 Leadership, Good Management and Strategic Direction of Colleagues**

Within allocated areas of responsibility:

- 4.1.1 Have management responsibility for allocated teaching, pastoral care and support staff
- 4.1.2 Deputise for the Head Teacher in the management of the school as required
- 4.1.3 Have management responsibility for and provide advice to students and probationer teachers
- 4.1.4 Act as CPD co-ordinator and be responsible for the Professional Review and Development of colleagues
- 4.1.5 Manage the school's agreed absence cover policy
- 4.1.6 Undertake specific tasks linked to DMR and be responsible for allocated budgets and the effective deployment of resources
- 4.1.7 Assist in the management of health and safety requirements
- 4.1.8 Assist with the selection and recruitment of staff according to agreed recruitment procedures
- 4.1.9 Monitor the welfare of colleagues
- 4.1.10 Review the performance of colleagues

#### **4.2 Curriculum and Quality Development**

Within allocated areas of responsibility:

- 4.2.1 Manage and develop the curriculum
- 4.2.2 Be responsible for school timetabling
- 4.2.3 Be responsible for a particular year group, area or stage
- 4.2.4 Manage and develop the school ICT strategy
- 4.2.5 Manage, monitor and evaluate Quality Development according to agreed procedures
- 4.2.6 Contribute to the management and monitoring of the School Development Plan

### **4.3 Whole School Policy and Implementation**

Within allocated areas of responsibility:

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

### **4.4 Working with Partners**

Within allocated areas of responsibility:

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

## 1.0 PRINCIPAL TEACHER DUTIES

1.1 The duties of a Principal Teacher are drawn from the outline duties for Principal Teachers set out in Annex B of the agreement, 'A Teaching Profession for the 21<sup>st</sup> 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) Assisting in the management, deployment and development of pastoral care staff.
- (i) Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (j) Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

## 2.0 KEY RESPONSIBILITY AREAS

2.1 The following **four** key responsibility areas for promoted posts established by the SNCT, apply to all Principal Teacher posts.

- (a) Responsibility for the leadership, good management and strategic direction of colleagues.**
- (b) Responsibility for curriculum development and quality assurance.**
- (c) Responsibility for whole school policy and implementation.**
- (d) Responsibility for working with partners.**

2.2 The duties of teachers as outlined in **ANNEX B** will also apply to Principal Teachers. **The Standard for Full Registration** as agreed by the GTCS is applicable and is used to support the definition of the specific duties outlined in Section 4 below.

2.3 The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed within the SNCT.

## 3.0 ALLOCATION OF DUTIES

3.1 Principal Teachers will work under the direction of the Head Teacher (or other designated line manager) in accordance with the policies of the school and South Ayrshire Council – Educational Services.

3.2 The Head Teacher (or other designated line manager) will determine **specific areas of responsibility and management duties** from those **listed in Section 4 below**. Such areas of responsibility and management duties may be varied as required after appropriate consultation.

3.3 The duties allocated must be capable of being undertaken within contractual working time and have appropriate regard to workload.

#### **4.0 DUTIES ASSOCIATED WITH PRINCIPAL TEACHERS' MANAGEMENT RESPONSIBILITIES**

##### **4.1 Leadership, Good Management and Strategic Direction of Colleagues**

Within allocated areas of responsibility:

- 4.1.1 Have management responsibility for allocated teaching, pastoral care and support staff.
- 4.1.2 Be responsible for the Professional Review and Development of colleagues.
- 4.1.3 Be responsible for allocated budgets and the effective deployment of resources.
- 4.1.4 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.
- 4.1.5 Monitor the welfare of colleagues.
- 4.1.6 Review the performance of colleagues.

##### **4.2 Curriculum and Quality Development**

Within allocated areas of responsibility:

- 4.2.1 Manage the development of the curriculum
- 4.2.2 Monitor and evaluate Quality Development according to agreed procedures.
- 4.2.3 Contribute to the process of School Development Planning
- 4.2.4 Implement and evaluate Quality Development procedures.

##### **4.3 Whole School Policy and Implementation**

Within allocated areas of responsibility:

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

## **4.5 Working with Partners**

Within allocated areas of responsibility:

- 4.5.1 Lead and/or work in a collegiate way with colleagues in the same establishment.
- 4.5.2 Work with other establishments and agencies as appropriate.
- 4.5.3 Work with parents/carers.



## Report on Applicant for **PROMOTED POST**

PLEASE USE BLACK INK AND BLOCK LETTERS OR TYPESCRIPT

Post Applied For

Name of Applicant

Present Post

School

### ASSESSMENT OF CANDIDATE IN PRESENT POST

Please comment as fully as possible in the space provided. Give examples where appropriate.

**10** In what way has the applicant kept abreast of current educational issues?

--

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

--

In what way has the applicant demonstrated effective management/leadership skills?

In what way has the applicant demonstrated effective communication skills?

In what way has the applicant contributed to the implementation of change in the curriculum and/or in any other aspect of school life?



How does the applicant relate to -

PUPILS

--

STAFF

--

PARENTS

--

OTHERS

--

Please give any comments on the candidate's application form which you feel might be helpful to the appointment committee

--

Please provide details of any absences the candidate has had over the last 18 months

--

Please provide details of any current or pending disciplinary action against the candidate

--

**SUITABILITY FOR POST APPLIED FOR**

In what respect do you feel that the applicant is suitable/unsuitable for the post applied for

--

SIGNATURE OF HEAD TEACHER.....

DATE.....

SIGNATURE OF APPLICANT.....

DATE.....

**SOUTH AYRSHIRE COUNCIL**  
Educational Services  
**PERSON SPECIFICATION**

<b>POST OF HEAD TEACHER (PRIMARY)</b>		
<b><u>Selection Criteria</u></b>	<b><u>Essential -</u></b>	<b><u>Desirable -</u></b>
	<i>Acceptable levels for effective job performance</i>	<i>The attributes of the ideal candidate</i>
<b>Qualifications</b>	<b>Full GTC registration</b>	<b>Additional qualifications Primary qualification plus special qualification in Nursery Education</b>
<b>Previous Experience</b>	<b>Experience in a promoted teaching post</b>	<b>Successful experience in a senior promoted post</b>
<b>Professional Development</b>	<b>Evidence of recent involvement in professional Development</b>	<b>Breadth of involvement in key issues SQH</b>
<b>Working with and leading others</b>	<b>Ability to work in a team and lead</b>	<b>Evidence of good leadership skills, eg, working parties</b>
<b>Management Skills</b>	<b>Proven ability to carry out the managerial requirements of the post eg managing people, finance and resources</b>	<b>Evidence of management skills of a high quality  Good IT skills</b>
<b>Communication Skills</b>	<b>Ability to communicate at all levels</b>	<b>Articulate, good language &amp; presentation skills</b>
<b>Implementing Change</b>	<b>Involvement in current developments Knowledge of 3-5/5-14 and Child at the Centre curriculum</b>	<b>Initiative in carrying through developments</b>
<b>Interpersonal Skills</b>	<b>Consultative, good listener, courteous</b>	<b>Highly participative</b>
<b>Commitment to Council Values</b>	<b>Evidence of sharing the Council's core values relevant to</b>	<b>High level of commitment</b>

	<b>Education</b>	
<b>Commitment to parental involvement in education</b>	<b>Awareness of the importance of parental participation</b>	<b>Evidence of successfully involving parents in the education of their children</b>



**South Ayrshire Council**  
**Appendix 5**  
**Educational Services**

Interview Assessment Sheet

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

Name of Candidate:	<b>SCHEDULED TIMES</b>	
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 Professional Development  (Weighting:        )		
3 Working with and Leading People  (Weighting:        )		
4 Management Skills		

(Weighting: )		
5 Communication Skills		
(Weighting: )		
6 Curricular Change		
(Weighting: )		
<b>ATTRIBUTES OF CANDIDATE</b>	<b>ASSESSMENT</b>	<b>Score (1-5)</b>
7 Inter-Personal Skills		
(Weighting: )		
8 Commitment to Council Values		
(Weighting: )		
9 Commitment to Parental Involvement		
(Weighting: )		

General Impression	Total	Total																										
Overall Assessment: (Tick ONE box)																												
<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 2px;">1</td> <td style="border: 1px solid black; padding: 2px;">2</td> <td style="border: 1px solid black; padding: 2px;">3</td> <td style="border: none; padding: 0 10px;"> </td> <td style="border: 1px solid black; padding: 2px;">4</td> <td style="border: 1px solid black; padding: 2px;">5</td> <td style="border: 1px solid black; padding: 2px;">6</td> <td style="border: none; padding: 0 10px;"> </td> <td style="border: 1px solid black; padding: 2px;">7</td> <td style="border: 1px solid black; padding: 2px;">8</td> <td style="border: 1px solid black; padding: 2px;">9</td> <td style="border: none; padding: 0 5px;"> </td> <td style="border: 1px solid black; padding: 2px;">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: none;"></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: none;"></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: none;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table>	1	2	3		4	5	6		7	8	9		10															
1	2	3		4	5	6		7	8	9		10																
High	Low _____																											
TO BE COMPLETED BY THE CHAIR OF THE PANEL	Signature:																											
General view of interviewing panel and recommendation	_____																											

	Designation:
	_____
	_____
	Date:
	_____
	_____

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 the 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 : .....

=====

=

THIS FORM MUST BE COMPLETED AND RETURNED ALONG WITH THE SUCCESSFUL CANDIDATE'S APPLICATION FORM AND COPIES OF REFERENCES TO RECRUITMENT TEAM, WITHIN 3 WORKING DAYS FROM DATE OF INTERVIEW.

For Office Use Only

Start Date:		Employment Type:		Salary Grade:	
-------------	--	------------------	--	---------------	--



<b>Salary Point:</b>		<b>Standard Hours:</b>		<b>Non Standard Increment:</b>	
----------------------	--	------------------------	--	--------------------------------	--

